Illinois Central College

General Education Goals Assessment

Critical Reading and Thinking

Effective Communicating

Math and Science Reasoning

Information and Computer Literacy

Creative and Innovative Problem Solving

Independent and Collaborative Work

Cultures, Ethics, Values, and Aesthetics Awareness

Assessment Timeline

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Goal</th>
<th>Goal</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2 - Communicate Effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>2 - Communicate Effectively</td>
<td></td>
<td></td>
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<tr>
<td>2012</td>
<td>2 - Communicate Effectively</td>
<td>3 - Math/Science Reasoning</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>3 - Math/Science Reasoning</td>
<td>1 - Critical Thinking &amp; Reading</td>
<td>4 - Cultures, Ethics, Values, Aesthetics</td>
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<tr>
<td>2014</td>
<td>1 - Critical Thinking &amp; Reading</td>
<td>4 - Cultures, Ethics, Values, Aesthetics</td>
<td>5 - Creative Problem-solving</td>
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<td>2015</td>
<td>5 - Creative Problem-solving</td>
<td>6 - Work Independently &amp; Collaboratively</td>
<td>7 - Computer/Info Literacy</td>
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<tr>
<td>2016</td>
<td>6 - Work Independently &amp; Collaboratively</td>
<td>7 - Computer/Info Literacy</td>
<td>2 - Communicate Effectively</td>
</tr>
<tr>
<td>2017</td>
<td>2 - Communicate Effectively</td>
<td>3 - Math/Science Reasoning</td>
<td>1 - Critical Thinking &amp; Reading</td>
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<td>2018</td>
<td>3 - Math/Science Reasoning</td>
<td>1 - Critical Thinking &amp; Reading</td>
<td>4 - Cultures, Ethics, Values, Aesthetics</td>
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<td>2019</td>
<td>4 - Cultures, Ethics, Values, Aesthetics</td>
<td>5 - Creative Problem-solving</td>
<td>6 - Work Independently &amp; Collaboratively</td>
</tr>
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</table>

ICC Faculty and Administrators:

1. Designed and conducted pilot studies, 2010-2011.
3. Annually form assessment teams for faculty directed summer assessment projects.
4. Annually provide faculty and administrators with feedback and recommendations based on assessment results.
5. Provide ongoing professional development to all faculty through training and conferences.
Communicate Effectively:
- Written Communication

Communicate Effectively:
- Written Communication
- Oral Communication

Math and Science Reasoning
- Math Reasoning

Communicate Effectively:
- Written Communication
- Oral Communication

<table>
<thead>
<tr>
<th>Artifacts Assessed</th>
<th>Number Meeting (2 and above)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>88</td>
<td>84</td>
</tr>
<tr>
<td>2011</td>
<td>92</td>
<td>77</td>
</tr>
</tbody>
</table>

**WRITTEN COMMUNICATION:**

Assessed Features of Written Communication
- Context and Purpose for Writing: Y1 Mean (2011) 2.8, Y2 Mean (2012) 2.7
- Content Development: Y1 Mean (2011) 2.7, Y2 Mean (2012) 2.4
- Genre/Disciplinary Conventions: Y1 Mean (2011) 2.7, Y2 Mean (2012) 2.4
- Sources and Evidence: Y1 Mean (2011) 2.6, Y2 Mean (2012) 2.2
- Control of Syntax/Mechanics: Y1 Mean (2011) 2.6, Y2 Mean (2012) 2.3

**ORAL COMMUNICATION:**

Assessed Features of Oral Communication
- Organization: Y1 Mean (2011) 2.5, Y2 Mean (2012) 2.7
- Language: Y1 Mean (2011) 2.4, Y2 Mean (2012) 2.7
- Delivery: Y1 Mean (2011) 2.2, Y2 Mean (2012) 2.3
- Supporting Material: Y1 Mean (2011) 2.3, Y2 Mean (2012) 2.4
- Central Message: Y1 Mean (2011) 2.5, Y2 Mean (2012) 2.5

**2010** | **2011** | **2012**
---|---|---
| 88 | 46 | 67 |
| 84 | 37 | 57 |
| 95% | 80% | 85% |

**MATH REASONING:**
The Math Reasoning Assessment Team accomplished three main objectives:
- Developed rubric
- Identified necessary steps to make process work
- Identified optimum artifacts (applied math)

Artifacts Assessed: 75
- No statistically significant quantitative results

The Oral Communication Assessment Team makes these recommendations:
1. Encourage equal group member participation in group presentations.
2. Require speakers to orally state the sources for their work within the presentation, including primary research methods.
3. Students should be given multiple opportunities to practice oral communication.
4. Consider adding delivery skills (posture, eye contact, and vocal expressiveness) into their evaluation criteria for oral presentations.
5. The College should provide more recording technology and professional development for oral communication assessment.

In Fall 2011, the Assessment Committee sent out the following recommendation to faculty in response to the written communication assessment results:

*We can improve student learning by more frequently requiring students to use sources and evidence to develop and support ideas in written communication.*

In Fall 2012, faculty members will share with the College the ways they are improving student learning by more frequently requiring students to use sources and evidence in written communication.