Assessment of Student Learning

2015

Illinois Central College

Assessment of Student Learning Committee
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Executive Summary

College Philosophy
Founded as a comprehensive community college in 1966 in response to the Illinois Master Plan for Higher Education, Illinois Central College was established to meet the post-secondary needs of the citizens of the District and to supplement the area schools and four-year colleges.

The college was formed on the belief that individuals have worth and dignity in their own right and should be educated to the fullest extent of their abilities and motivation. Education of each citizen creates a better community for all. The College strives to provide quality education appropriate to each individual’s needs within the bounds of fiscal responsibility.

The student is the center of all that is done at Illinois Central College. The College strives to provide students the knowledge, skills and understanding for successful and satisfying careers and for intelligent participation in, and preservation of, a free and democratic society. This includes the development of a higher sense of values and the desire for continuous education throughout life. To achieve these purposes, the College encourages excellence in teaching and close communication between instructor and student.

College Vision
Illinois Central College is a comprehensive college committed to a future that “surprises” our students, employees, and community. We do not think that “settling” is enough. We, the people of ICC, are dedicated to becoming an institution that delights our students with relevant and up-to-date classes, exemplary service, and an enriching campus life, all at an affordable cost. We know what it takes for our students to succeed, and we make it happen. Education at ICC leads to successful careers, transfers to baccalaureate programs, and life-long learning experiences for our students.

The short version of the vision is: We provide an exceptional educational experience that delights our students and stakeholders.

College Mission
The mission of the College is expressed in these sentences:

Through learning, minds change.
We believe by changing minds,
we can change the world.
**Fulfillment of College Philosophy, Vision, and Mission**

To fulfill its philosophy, vision, and mission, the College:

- Promotes student access through both admission policies and reasonable student costs that encourage enrollment of those who can benefit from the instruction and services offered.
- Enhances the academic and personal development of all students through a full range of support services.
- Provides a broad general education curriculum for students in all programs as a basis for further study and specialization.
- Offers the requirements and prerequisites in preparation for successful transfer to a four-year institution to complete a baccalaureate degree.
- Provides a variety of career and technical programs in preparation for successful employment.
- Provides developmental and foundational level studies to prepare students for college readiness.
- Provides opportunities for students to appreciate and benefit from the diversity of people in a global community.
- Offers continuing education opportunities for students interested in meeting personal goals or updating employment skills and pursuing cultural and leisure interests.
- Cooperates with other educational, business, and governmental entities to address educational needs related to the economic health of the residents of the District.
- Provides special cultural, recreational, and general interest events which enrich the life of the community.
Historical Development of Student Assessment Model

Early Development of Student Academic Assessment at ICC

Assessment at Illinois Central College has been an ongoing process since its accreditation, but only since 1992 has it become a formalized plan. Illinois Central College developed a formal plan of assessment in response to North Central Association’s self-study visit. The College’s plan, centered around the mission of the College and its effectiveness, was written by a committee in 1992. It was submitted and accepted by NCA in the fall 1992. In the spring of 1994, the first Institutional Outcomes Report was prepared and distributed by a full-time faculty member given the assignment as an additional duty. During fall 1994, at the request of NCA, the assessment plan was revised, resubmitted, and accepted. The second Institutional Outcomes Report, which stressed the effectiveness of the institution, was prepared in October 1996.

As a result of the shift of the NCA’s focus of assessment to student academic outcomes rather than institutional effectiveness, Illinois Central College began redeveloping its assessment plan during the spring 1997. The office of the Vice-President of Academic Affairs and Instructional Services began the process of reviewing the assessment plan. A full-time faculty member was given an overload assignment to work with a committee to investigate student academic assessment at Illinois Central College. In fall 1997, an additional faculty member was also given release time to work on assessment. A member of the North Central Association presented a workshop on the importance of classroom and student assessment.

From 1998 through 2000, faculty members were given release time to coordinate classroom level assessment, which was done by organizing assessment activities, providing support for assessment activities, and compiling a college report that provided a copy of all completed classroom and department assessment activities. Simultaneously, beginning in 1998, an assessment steering committee was formed.

Committee Development

During fall semester 1998, a steering committee, consisting of two administrators and two faculty members serving as assessment coordinators, revised the Student Academic Assessment Model with input from various faculty and staff members. As a result, an Academic Outcomes Assessment committee was formed. From 1998 through 2002, the College continued to collect classroom assessment activities and department level assessment activities.
A Call for an Assessment Process

In 2002, the College provided the Higher Learning Commission with a follow-up assessment report based on their visit in April 2002. The College had four years to create the assessment report. To begin, the College relied on the faculty advocates from each department to submit assessment plans for selected classes.

During the Fall 2002 Celebration of Learning, the College highlighted assessment by focusing on key questions that would guide the work of the Assessment of Student Learning Committee in developing a long-term AQIP Action project.

After the Celebration of Learning event, the Assessment of Student Learning Committee developed and distributed forms to collect data from faculty. These forms covered classroom assessment as well as department-level assessment. Academic administrators and department assessment advocates (faculty) encouraged assessment at the instructional and department level while the committee developed the AQIP Action Project, one of the first AQIP Projects developed after ICC became an AQIP Institution in 2006.

AQIP Action Projects

In preparation for our first AQIP Action project focused on student learning, faculty were asked to update course syllabi to include at least one general education goal. Beginning in 2006, faculty participated in assessing student learning of one general education goal per course using a faculty developed assessment grid. The AQIP Action Project’s final goal was to have every course assessed at least one time within a four-year time span.

From 2006 through 2010, a report; which included of all the assessment activities focusing on assessing general education goals, classroom assessment activities as well as department assessment activities; was drafted to track assessment.

In addition in 2006, the College asked a pilot group of students to complete the CAAP, Collegiate Assessment of Academic Proficiency. This third-party assessment tool was used three consecutive years.

In addition to the data being collected for the AQIP Action Project and the CAAP, the College launched the assessment web page which eventually hosted common definitions, assessment rubrics, assessment forms, and completed assessment reports. By the conclusion of AQIP Action Project in summer 2010, 1614 General Education Assessment forms were completed by faculty. This concluded the four-year AQIP Action Project.

After the College finished the AQIP Action Project, the College renewed its commitment to assessment and shifted its focus to beginning a new assessment initiative by inviting a representative from the Higher Learning Commission to speak at the Fall Celebration of Learning in August 2010. The College heeded the call to renew its assessment initiative by beginning the process of revising general education goals under the direction of the General Education Committee and the leadership of the Vice President of Academic Affairs,
now the Provost. Course-level and program level assessments measures were also instituted at this time. Following the 2014 AQIP Systems Portfolio review, HLC reviewers offered the following feedback acknowledging the College’s commitment to assessment:

The college’s commitment to student learning and continuous quality improvement provides a strong foundation upon which to continue the enhancement of the breadth and depth of its assessment of student learning.

Suggestions for continued improvement identified opportunities in general education, curriculum, and online learning.
Current Practice of Assessment of Student Learning

Today, the Assessment of Student Learning Committee drives campus assessment and includes faculty representation from each academic department and the administration.

Conceptual Framework of Assessment

This model for assessment emphasizes that
- assessment should occur throughout students’ academic progress at the College
- assessment should occur in all divisions of the institution – academic, co-curricular, and non-instructional areas
- assessment should occur through both direct and indirect measures
- the primary goals of assessment are improving student learning and documenting that students are learning publicly stated learning goals

Assessment Committee

Purpose
To facilitate a collaborative culture of assessment by engaging students, faculty, staff, and administration in assessment activities across the institution at the general education, program, course, and co-curricular levels; by analyzing and articulating trends revealed in student learning; and by making data-driven recommendations for continuous quality improvement.

Objectives
Assessment Committee members’ Opportunities for Service are detailed in Appendix A. The principal objectives of the Assessment of Student Learning Committee are the following:

1. Enhance the knowledge of the faculty at Illinois Central College about the assessment of student learning, significant elements of assessment terminology, and major elements of the assessment process and structure at the College by
   - conducting meetings and workshops
   - distributing materials (Assessment Update, Student Academic Assessment Outcomes Report, etc.)
   - providing resources

2. Oversee, update and implement the Assessment of Student Learning Plan

3. Facilitate and implement the development of feedback spirals and information dissemination about assessment at the College by:
   - presenting a description of assessment during faculty orientation at the beginning of the fall and spring semesters
• maintaining assessment tutorials
• providing faculty with assessment resources, including an assessment advocate in each department and access to professional literature
• encouraging faculty collaboration and discussion on assessment results, and providing opportunities for those conversations
• providing faculty with opportunities to engage in assessment activities and opportunities to participate in assessment conferences and fairs at the College, regional, and national levels

4. Ensure comprehensive assessment activities are completed at the course, program, co-curricular, and general education level.

Commitment to Assessment

Realizing the importance and potential of the assessment process to Illinois Central College, the College demonstrates interest and support at all levels. The College is committed to the assessment of student academic achievement through a variety of methods to facilitate improvement of teaching, learning, and strategic planning. All levels of the College community have given their support to the development, design, and implementation of a comprehensive assessment plan.

Organization of Assessment

Academic deans routinely invite their assessment committee department advocates to speak at departmental meetings. This allows department members opportunities to ask questions regarding assessment and provides a feedback spiral for faculty to share ideas about the assessment processes and projects.

Faculty members are directly involved in the development of assessment processes and projects through their participation on the Assessment of Student Learning Committee. Members are also involved in various college assessment initiatives:
• General education assessment
• Program assessment
• Course-level assessment
• Co-curricular assessment
• Administrator assessment
• College-wide and department assessment conversations
• Assessment fairs and conferences

Staff members are involved in the assessment process through the development and participation in academic, co-curricular, and non-instructional assessment projects. Students are involved in the assessment process through participation in classroom, department, general education, and co-curricular assessment activities.
Assessment of Student Learning Model

Assessment Levels

Academic Outcomes Assessment is a faculty initiative to review, evaluate, and enhance student performance at all levels in order to provide an excellent educational experience to our students. The assessment process is an ongoing spiral including data collection, review of data, analysis of results, conclusions, implementations, and subsequent re-evaluation. All assessment activity for a given year will be made available college-wide so that the institution will have the opportunity to learn from the various assessment projects.

Course-level Assessment

In Spring 2011, all part-time and full-time faculty members in all departments began formally conducting course level assessments on course objectives for student learning. Assessment activities take place every time a course is taught. Faculty work individually or in teams to plan their assessment activities, which can be qualitatively or quantitatively shared on the course level assessment website. These activities may include but are not limited to pre/post-testing, test item analysis, portfolio collection, attitude surveys, “critical incident” evaluation, performance, evaluation of skills, minute papers, other classroom assessment techniques (CATS), etc. Each faculty member conducts the assessment activity, collects the data, analyzes the results, draws conclusions, and shares the results on the website. Faculty review of reports and data analysis allow faculty to plan for future instructional changes to improve student learning. Faculty may also recognize additional classroom and department resource needs and include those requests on the assessment report for roll-up into the next year’s budget requests. Assessment reports will be due the following semester:

- Fall semester: Feb. 1
- Spring semester: July 1
- Summer semester: Sept. 1

Faculty members participate in analysis and follow-up discussions at the program and department levels regarding the assessment of student learning. Opportunities for improvement are tracked in curricular revisions and department materials. Improvements in student learning are documented in subsequent assessment reports. Assessment results can also be used in program planning and budget requests. Faculty members are encouraged to share their Course Level Assessment Success Stories (C.L.A.S.S.) and can receive special recognition by the College.
Program-level Assessment of Applied Science Degrees and Certificates

Program mapping of general education and program goals began in Fall 2012. A program mapping template was developed and approved by the Assessment of Student Learning Committee and is being deployed throughout the Academic Affairs Division of the College. The completed maps will be used to assess gaps within program curriculum in regards to general education goals and program goals, driving faculty conversations and program improvements. The College is prioritizing program-level assessment by sponsoring an AQIP Action Project. Program mission statements and program goals will be published in the 2016-2017 catalog.

In the summer of 2014, program coordinators began working with the Associate Provost and the Manager of Curriculum and Scheduling Services to develop and pilot a comprehensive curriculum development, assessment, and modification process. Representatives from the General Education, Assessment, and Career and Technical Education Committees provide program coordinators and Curriculum Committee members with feedback on their program documents. The Assessment Subcommittee reviews curriculum maps and assessment of student learning worksheets. Program assessment worksheets and review documents are included in Appendix C.

General Education Assessment (Institutional Level)

The general education goals at the College were revised in 2011, resulting in seven general education goals. These seven goals went into effect in Fall 2012. Faculty members participated in discussions and served on committees to operationalize the general education goals for assessment purposes. See Appendix B for the general education goals and their operational definitions.

The College conducted a pilot project in Summer 2010 and adopted a process to assess all general education goals. Currently general education goals are assessed on a rotating basis, with several goals assessed each year (result: each goal will be assessed every three years). Faculty and administrator teams meet on an annual basis to develop guidelines and rubrics, based on the operational definitions of each goal, for random sample artifact review. Results of the assessments are shared with the faculty for ongoing conversations within departments and programs and future assessments of student learning. Assessment coordinators are responsible for housing general education assessment artifacts. At the conclusion of each project, the assessment team provides the college with a report that includes

- Study rationale and scope
- Research methods
- Data presentation (visuals encouraged)
- Data analysis
- Recommendations for faculty and future assessment teams

See Appendix D for the assessment cycle, assessment outcomes, recommendations, and report template.
Co-curricular Assessment of Student Learning

In 2011 the College conducted a pilot study of assessing co-curricular student learning. Five student organizations piloted a co-curricular template that assessed student learning within the organization (formal and informal out-of-class learning opportunities that complement but are not part of the regular curriculum). The template addressed at least one learning outcome/goal that the group wished to accomplish in the academic year and then aligned the learning goal to at least one of the College’s general education goals and at least one of the College’s strategic objectives. The learning goal results were reviewed and reflected upon for any needed improvement opportunities and budgetary implications for the coming year. The aforementioned process has now become standard practice. See Appendix E for the co-curricular assessment template and 2012-2013 report.
Appendix A: Opportunities for Service

Committee Description for Assessment of Student Learning (approved in Jan. 2014 meeting)

Size: 24 members (12 management, 12 faculty [at least one faculty representative from each academic department; two are preferred])

Frequency and Commitment: Third Wednesday each month, 3:00-4:30 pm during academic year. Members can expect to spend approximately two to four hours (meeting included) each month on assessment related matters.

Purpose: To facilitate a collaborative culture of assessment by engaging students, faculty, staff, and administration in assessment activities across the institution at the general education, program, course, and co-curricular levels; by analyzing and articulating trends revealed in student learning; and by making data-driven recommendations for continuous quality improvement.

1. The Assessment Committee is responsible for General Education assessment. Committee members have the opportunity to serve in many ways. Members can:
   a. participate on subcommittees
   b. invite and consult subcommittee members
   c. serve as a resource to the college community on Gen Ed assessment
   d. share information with constituencies regarding assessment projects
   e. modify courses and encourage others to modify courses based on assessment project recommendations for improved student learning

2. The Assessment Committee is responsible for Program-Level assessment. Committee members have the opportunity to serve in many ways. Members can:
   a. serve as a resource to the college community on program-level assessment.
   b. share information with constituencies regarding assessment projects (mission statements, program goals, student learning outcomes (SLOs), program mapping, etc.)
   c. participate in the peer review process for program assessments

3. The Assessment Committee is responsible for Course-Level assessment. Committee members have the opportunity to serve in many ways. Members can:
   a. help with communication related to course-level assessment (emails, department meetings)
   b. encourage course-level assessment completion and quality in their departments
   c. serve as a resource to the college community on course-level assessment
   d. share information with constituencies regarding assessment projects
   e. promote best practices and quality improvements
   f. encourage discussions within programs and courses regarding course-level assessment results and action plans to improve student learning
All associate degree graduates will be able to:

1. Read and think critically

   Critical readers systematically engage written and visual materials rather than passively accept an author’s logic, grounds, and conclusions. Critical readers contextualize written and visual materials in order to analyze and evaluate information, interpretation, and presentation.

   Critical thinkers systematically and actively review and examine the process and products of reasoning. Critical thinkers seek to minimize bias by questioning assumptions, including their own, and by analyzing, evaluating, and synthesizing evidence drawn from multiple sources.

2. Communicate effectively

   Effective communicators have the ability to successfully transfer information, concepts, or emotions to an audience through written, oral, or nonverbal communication skills. To be effective, the communicator must assess the context of the communication, the intended recipient, and any variables affecting the process.

3. Demonstrate mathematical and scientific reasoning

   Mathematical and scientific reasoning rely on quantitative literacy and critical thinking skills over a range of activities that vary significantly across disciplines. Mathematical reasoning uses logic, interprets data, solves problems, draws conclusions and makes connections with numerical data in any form (such as equations, graphs, tables or words.) Scientific reasoning evaluates the validity of statements and conclusions on the basis of the authority of source, appropriateness of method, and the evidence—whether observation or experimentation.

4. Demonstrate awareness of the diversity of cultures, ethics, values, or aesthetics

   Awareness of diversity of cultures requires recognition of cultures, sub-cultures, and co-cultures through study and comparison of the ways in which humans have represented their experiences and expressed themselves throughout history and across the globe. Awareness of ethics and values involves reasoning about right and wrong human conduct. It requires students to assess their own values and the social context of problems, to recognize issues in a variety of settings, to think about how different perspectives might be applied to dilemmas, and to consider the ramifications of alternative actions. Awareness of diversity of aesthetics involves recognition of differing sensibilities. It requires students to experience and reflect upon primary texts and works of art.
5. **Work independently and collaboratively**

A student working independently demonstrates responsibility from the beginning to the end of a project. Responsibility includes initiative, organizing, and adapting in order to reach project completion. A student contributes to a collaborative work/team/project as an individual. Student behaviors that contribute to the success of the work/team/project include the following: effort, manner of interacting, and quality and quantity of contributions to discussions and to the final product.

6. **Demonstrate the ability to be creative and innovative in solving problems**

*Creative problem solving is the process of identifying, implementing, and evaluating a strategy to answer an open-ended question, solve problems with multiple possible solutions, or achieve a desired goal.*

7. **Demonstrate computer literacy and information literacy**

*Computer literate students demonstrate proficiency in general computer operation and use of word processing, spreadsheet, and presentation software. They show an understanding of the different methods of accessing the Internet and advanced searching techniques (including evaluation of the results). They use proper protocols when using email and social media to communicate with both individuals and groups. They have knowledge of the proper methods for securing and backing up data.*

*Students who demonstrate information literacy recognize when information is needed, determine the extent of information needed, access the information effectively and efficiently, evaluate the information and its sources critically, incorporate the information into their knowledge base, and then use that information effectively to accomplish a specific purpose. In addition, they understand ethical, legal, social, and economic issues surrounding the access and use of information.*

*Information Literacy definition taken from “Information Literacy Competency Standards for Higher Education”, Association of College and Research Libraries.*
**Illinois Central College Assessment of Student Learning**  **Insert Rows as Needed**

<table>
<thead>
<tr>
<th>Program - Level Student Learning Assessment Worksheet: Associate of Applied Science Degree or Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>AAS degree or Certificate:</td>
</tr>
</tbody>
</table>

**AAS degree or Certificate Mission**

**AAS degree or Certificate Goals** *(Recommended 3-5 goals/program)*

Ex. Graduates of the program will demonstrate application of knowledge of massage therapy principles. (Massage Therapy Certificate)

**GOAL 1.**

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong> <em>(Recommended 2-4/goal)</em></th>
<th><strong>Measure(s)</strong></th>
<th><strong>Achievement Targets</strong></th>
<th><strong>Results</strong></th>
<th><strong>Analysis/Action Plans</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ex. Students will demonstrate effective verbal communication in the healthcare setting.</em></td>
<td>Rubric applied to capstone project presentations.</td>
<td>80% of students will achieve a score of 3 or higher on the rubric (scale of 1-5).</td>
<td>Not met: 60% of students scored a 3 or higher.</td>
<td>Provide tutorials and practice sessions for verbal communication in the health skills lab.</td>
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</tbody>
</table>

1.

2.

3.
### GOAL 2.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (Recommended 2-4/goal)</th>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Results</th>
<th>Analysis/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4. (insert a new line for more objectives)</td>
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</table>

### GOAL 3.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (Recommended 2-4/goal)</th>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Results</th>
<th>Analysis/Action Plans</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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</tbody>
</table>
### Illinois Central College Assessment of Student Learning

**GOAL 4.** Student Learning Outcomes (Recommended 2-4 goals)

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Analysis/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

**GOAL 5.** Student Learning Outcomes (Recommended 2-4 goals)

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Analysis/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

**Appendix C: Program Assessment Worksheets and Review Documents**

April 2015
### Illinois Central College Assessment of Student Learning  **Insert Rows as Needed**

<table>
<thead>
<tr>
<th>Analysis Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize your assessment results, for the program as a whole, as related to student learning.</td>
</tr>
<tr>
<td>2. Were student learning objectives achieved? Why/why not?</td>
</tr>
<tr>
<td>3. Based on all assessment results, are any program changes needed to improve student learning? If so, explain.</td>
</tr>
</tbody>
</table>
4. Please identify any budgetary needs for program improvement.

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</thead>
</table>

5. What Student Learning Outcome(s) will be assessed in the coming academic year? (It is recommended that 2-3 outcomes be assessed on a yearly basis and every outcome should be assessed at least every 3 years). What is your rationale/reasons for assessing those outcomes in this coming year?
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome #1</th>
<th>Student Learning Outcome #2</th>
<th>Student Learning Outcome #3</th>
<th>Student Learning Outcome #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All associate degree graduates will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Read and think critically</td>
<td>2. Communicate effectively</td>
<td>3. Demonstrate mathematical and scientific reasoning</td>
<td>4. Demonstrate awareness of diversity of cultures, ethics, values, or aesthetics</td>
</tr>
<tr>
<td>5. Demonstrate the ability to be creative and innovative in solving problems</td>
<td>6. Work independently and collaboratively</td>
<td>7. Demonstrate computer literacy and information literacy</td>
<td></td>
</tr>
</tbody>
</table>

**Program Level Student Learning Outcomes**

- Student Learning Outcome #1
- Student Learning Outcome #2
- Student Learning Outcome #3
- Student Learning Outcome #4
## RUBRIC FOR PROGRAM - ASSESSMENT AND PEER REVIEW FEEDBACK

Program: ________________________________  Date: ________________________________

Person(s) Responsible for the assessment project: ________________________________

<table>
<thead>
<tr>
<th>Assessment Project Elements</th>
<th>Meets Standards (highlight pertinent statements and provide feedback as needed)</th>
<th>Developing Standards (highlight pertinent statements and provide feedback as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Mission Statement</td>
<td>Includes the primary purpose, function, and stakeholders of the program.</td>
<td>Lacking a complete mission statement.</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Includes, at minimum, 3-5 general goals that focus individually on the knowledge, skills, and attitudes/behaviors of program graduates.</td>
<td>Less than 3 goals are included; not all learning domains are addressed: knowledge, skills, attitudes/behaviors of program graduates.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Includes a minimum of 2-4 student learning outcomes per goal; student learning outcomes are measurable; each student learning outcome is well-written &amp; tied directly to the stated program goal.</td>
<td>Less than 2 student learning outcomes included per goal; student learning outcomes are not measureable; student learning outcomes are not clearly stated; student learning outcomes are not tied directly to the program goal.</td>
</tr>
<tr>
<td>Measures</td>
<td>Measures are clearly identified; most methods of assessment are direct measures that provide useful information about student learning.</td>
<td>Measures are not closely aligned with student learning; measures provide insufficient information about student learning; most measures are indirect measures of student learning.</td>
</tr>
<tr>
<td>Achievement Targets</td>
<td>Targets are identified and appropriate for all student learning outcomes.</td>
<td>Targets do not seem to be realistic; targets were absent or not clearly defined.</td>
</tr>
<tr>
<td>Results</td>
<td>Data are linked to specific learning outcomes; data are aggregated so that the average reader can understand.</td>
<td>Data was collected to assess at least one of the identified student learning outcomes; collected data did not assess any of the identified student learning outcomes; no data was reported.</td>
</tr>
<tr>
<td>Assessment Project Elements</td>
<td>Meets Standards (highlight pertinent statements and provide feedback as needed)</td>
<td>Developing Standards (highlight pertinent statements and provide feedback as needed)</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>Analysis/Action Plans</td>
<td>Program and/or department faculty met to discuss results and collaborate among stakeholders; specific conclusions about student learning were drawn based on assessment results; a short summary was provided that highlights the program’s most interesting or important assessment findings, and specific improvement actions.</td>
<td>All program and/or department faculty received assessment results; little to no analysis/action plan specified.</td>
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<td>Overall Analysis</td>
<td>It appears that all student learning outcomes will be assessed on a 3 year rotation basis; the proposed action(s) to improve student learning directly relate to conclusions; proposed actions include a timetable for implementation and a responsible party to oversee.</td>
<td>Results/findings discussed among faculty; no identification of strengths or improvement/recommendations of student learning. No clear timetable for implementation and/or responsible party to oversee. Missing one of all of the following; overall analysis, proposed action, missing key elements of proposed action such as timeline, and/or responsible party.</td>
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Comments/feedback:

Reviewer(s)/date:
Appendix D: General Education Goals Assessment Cycle, Outcomes & Recommendations, Report Template

**Illinois Central College**

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**General Education Assessment**

**G01: CRITICAL READING AND THINKING**

2014 RESULTS: 56% of graduating students demonstrate the ability to read and think critically (160 artifacts).

RECOMMENDATIONS:
1. Encourage students to make connections between course material and other sources and experiences.

**G02: COMMUNICATION:**

2011 RESULTS: 77% of students demonstrate the ability to communicate effectively in writing (92 artifacts).

RECOMMENDATION: More frequently require students to use sources and evidence to develop and support ideas in written communication.

2012 RESULTS: 85% of students demonstrate the ability to communicate effectively in oral presentations (67 artifacts).

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. Give students multiple opportunities to practice oral communication.
4. Consider adding delivery skills (posture, eye contact, and vocal expressiveness) into evaluation criteria for oral presentations.
5. Provide more recording technology and professional development for oral communication assessment.

**G03: MATH AND SCIENCE REASONING RECOMMENDATIONS:**

2013 RESULTS:
1. 78% of students demonstrate the ability to solve quantitative problems (69 artifacts).
2. 73% of students demonstrate the ability to draw appropriate conclusions (69 artifacts).

RECOMMENDATIONS:
1. Continue incorporating math reasoning into lesson design, assignments, and projects.
2. Use lesson planning and assignment design models provided by the math assessment team.
3. Revise the operational definition of math reasoning to better describe how math reasoning is considered in the varied disciplines which comprise the General Education Program.

2014 RESULTS: 55% of students demonstrate scientific reasoning (56 artifacts).

RECOMMENDATIONS:
1. Continue to teach that reasoning should be evidence-based. This effort can be assisted both by emphasizing its three-fold nature (interpretation/evidence/conclusion or analysis/evaluation/synthesis), and by teaching the need for recording (documenting) all three aspects.
2. Because our operational definition defines scientific reasoning as evidence-based reasoning, the college should consider changing the wording of the general education goal from scientific reasoning to the more inclusive evidence-based reasoning.

**G06: WORK INDEPENDENTLY AND COLLABORATIVELY**

April 2015
G04: CULTURES, ETHICS, VALUES, OR AESTHETICS:

2013 RESULTS: 83% of students were able to recognize their own cultural rules and biases (149 artifacts).

RECOMMENDATIONS:
1. Help students identify aspects of other cultures and integrate cultural diversity into their own disciplines and courses (i.e. history, values, politics, communication styles, economy, or beliefs and practices.)

2014 RESULTS: On the whole, students seem to understand (and thus, are aware) of the ethical code, whether they choose to follow it or not (203 artifacts).

RECOMMENDATIONS:
1. Clarify the proper use of both paraphrasing and proper source citations.
2. Include specific language from the student handbook regarding expected ethical behaviors in course syllabi.
3. Provide faculty with more professional development opportunities regarding ethical behaviors of students (use of sources and student collaboration).
4. Review and revise communication regarding expected ethical behavior in the student handbook.

G05: CREATIVE AND INNOVATIVE PROBLEM SOLVING:

2014 RESULTS:
1. 44% of students demonstrated creative and innovative problem solving skills (45 artifacts).
2. 71% of students demonstrated the first three steps in the problem-solving process: define the problem, enunciate hypotheses, evaluate solutions (45 artifacts).
3. Students did not consistently demonstrate the ability to implement a solution or assess the outcome (45 artifacts).

RECOMMENDATIONS:
1. Incorporate some type of problem solving opportunity or assignment to hone creative problem solving skills.
2. Use the team’s rubric to re-evaluate whether or how creative problem solving is a goal addressed in their class.
3. Develop assignments that provide real-life opportunities for implementing and assessing creative problem solving.

G07: COMPUTER/INFO LITERACY:
ILLINOIS CENTRAL COLLEGE
GENERAL EDUCATION ASSESSMENT

[Goal # and Year]

OVERVIEW

1. Project Background and Description
   [Describe how this project came about, who is involved, and the purpose.]

2. Project Scope
   [Project scope defines the boundaries of a project. Think of the scope as an imaginary box that will enclose all the project elements/activities. It not only defines what you are doing (what goes into the box), but it sets limits for what will not be done as part of the project (what doesn’t fit in the box). Scope answers questions including what will be done, what won’t be done, and what the result will look like.]

3. Method of Sampling
   [Describe the approach used to gather evidence of student learning]

4. Method of Assessment
   [Describe the approach used to assess student learning]

5. Results
   [Describe the results of the assessment work. Please provide the percentage of students meeting the general education goal out of the number of artifacts assessed.]

6. Recommendations
   [Please provide specific recommendations for ICC faculty to consider implementing as a result of your assessment work and recommendations for future assessment projects.]
Co-Curricular Assessment of Student Learning

CO-CURRICULAR DEFINITION: Formal and informal out-of-class learning opportunities that compliment but are not part of the regular curriculum. These opportunities include involvement with clubs and organizations, workshops, lectures, internships, co-ops, intramural programs, interactions with faculty and other students, service learning, cultural events and study abroad.

1. Name of Organization & Organization Purpose/Mission Statement

2. Learning Outcome/Goal
Choose at least one learning outcome/goal that your group wishes to accomplish this year (example: engaging students in the planning, development and implementation of Landscape & Garden Day)

The organization will support student learning by:

3. ICC General Education Goal being met: circle the goal(s) being met

The general education requirements of Illinois Central College prepare our graduates to become productive members of society and life-long learners. All associate degree graduates will be able to:

1. read and think critically
2. communicate effectively
3. demonstrate mathematical and scientific reasoning
4. demonstrate awareness of diversity of cultures, ethics, values, or aesthetics
5. demonstrate the ability to be creative and innovative in solving problems
6. work independently and collaboratively
7. demonstrate computer literacy and information literacy
4. **ICC Strategic Objective being met: circle the strategic objective(s) being met**

   The Blueprint for the Future is a living document updated annually to address the emerging challenges we face as a college. Many sources of information help us focus our improvement efforts, assisting us to move closer to achieving our vision of creating “an exceptional educational experience” for the people served at ICC.
   - Outreach (enrollment growth in credit & non-credit courses)
   - Learning (student course success & certificate/degree completion)
   - Service (student/customer satisfaction with college experience)
   - Workforce (managing & supporting the college workforce)
   - Value (financial viability/college sustainability)

5. **How will you measure this learning outcome/goal? (refer to #2)**

6. **Actual Assessment Results Achieved**

7. **What will you do the same?**

8. **What would you do differently?**

9. **What resources do you need to improve student learning?**

10. **How can these student learning results help you plan for next year/future years?**
Co-Curricular Assessment of Student Learning

Frequency of assessment of Co-curricular activity linked to a College General Education Goal:

- **Read and Think Critically** - 9
- **Communicate Effectively** - 13
- **Demonstrated Mathematical and Scientific Reasoning** - 3
- **Demonstrated Awareness of Diversity, Ethics, or Aesthetics** - 12
- **Demonstrated Ability to be Creative and Innovative in Problem Solving** - 11
- **Work Independently and Collaboratively** - 14
- **Demonstrate Computer Literacy and Information Literacy** - 3

Frequency of assessment of Co-curricular activity linked to the College Strategic Priorities:

- **Outreach** - 3
- **Learning** - 6
- **Service** - 12
- **Workforce** - 1
- **Value** - 4