

Processes (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives? [1P1]

Illinois Central College's "Purpose of General Education" statement and seven accompanying General Education Goals were first developed in 1993 as an administrative responsibility assigned to a single academic dean. In 1995, the College formed the General Education Review Committee (now the General Education Committee), a standing, cross-disciplinary committee comprised solely of faculty members and Associate Deans. The General Education Committee has since reviewed and revised the goals for General Education, and expanded its number to ten, listed in **Figure X-X (the list of ten Gen Ed Goals)**. The Committee reviews the General Education Goals annually and affirms them by vote. The college is currently assessing the general education goals in each course so no changes to the general education goals have been considered.

General education requirements are a central component of each degree program at Illinois Central College, as illustrated in **Figure X-X (table listing gen ed requirements by degree [hours w/i each, grouped by discipline])**. As part of the curriculum course approval process (1 P3), a new course can be designated as a general education course. For Associates in Arts and Sciences and Associates in Engineering Science degrees, only courses that are part of the Illinois Articulation Agreement (IAI) can meet general education degree requirements. New ICC courses are reviewed by the appropriate IAI panel and if approved by that panel, the information is presented to the gen ed committee by the campus IAI representative. The committee then votes to change the general education requirements. The catalog is then modified and reviewed for accuracy.

IAI courses may also be added to the Associates in Applied Sciences and General Education degrees by the same process. If a particular degree requires only one course to meet the general education requirement, courses with prerequisites that also fulfill that requirement are not added to the possible general education courses. Non- IAI courses can serve as general education courses for these two degrees. To add a non-IAI approved course, the course developer, a member of the faculty or the academic administration schedules to present the course to the General Education committee at its regularly scheduled meeting. Materials presented must support its value as a general education course for these degrees and specific programs. If approved by the committee the changes are edited as above.

The General Education Committee convenes monthly meetings to review the College's core General Education curriculum for its comprehensiveness and alignment with Illinois

Board of Higher Education (IBHE) standards for general education and program articulation. The Committee makes recommendations for changes to the core General Education curriculum to the College's academic administration and Curriculum Committee should it find inconsistencies with IBHE standards. Furthermore, in FY09, the College administered for the first time the Collegiate Assessment of Academic Proficiency (CAAP) in order to provide validated, reliable, and comparable assessment data on the general education outcomes of its students. The College will administer the CAAP on an annual basis. Going forward, CAAP outcomes will be integrated with the General Education Committee's work in regularly assessing the appropriateness of the College's General Education Goals and gauging potential changes to the curriculum.

In addition to providing the basis for determining degree requirements, the College also believes the General Education Goals should provide the foundation for all students' educational endeavors, regardless of student status or program of study. See Figure XX for the standard course syllabus format. There are identified general education goals that are addressed by each course. The college is in the last year of a long term general education goal assessment project. Each course objective identifies which of the general education goal(s) that is addressed when that objective is met. This year the goal is for each department to ensure that for each course taught, a general education goal is assessed by determining student mastery of at least one course objective. These assessments are then compiled to ensure that all general education goals are assessed (table X from Assessment committee re general education goals assessed).

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives? [1P1]

All Career and technical programs have an advisory committee. Advisory committees are comprised of professionals in the field, business leaders, faculty members and others as appropriate. Advisory committees meet on an annual basis. Faculty members who serve as Teaching Chairs for career & technical education programs (applied science degrees and certificates) are responsible for establishing the learning objectives within their respective disciplines in consultation with advisory committee members. Additional information regarding program objectives are determined through the collection and analysis of key stakeholder intelligence (**see Table X-X [Table to include sources and descriptions of data/information types obtained through advisory committees, external accrediting bodies, ICCB and IBHE standards, employers, faculty & students]**). These objectives are further defined in the official program plans and are updated through the annual program planning process (**see Category 8, Figure 8-X, Step 4**).

The annual program planning process allows the Teaching Chair to assess the program's learning objectives against a variety of program performance data, the bulk of which is provided in standardized formats across disciplines by the Office of Institutional Research, and listed in **Table X-X (source data for program plans – core course success rates, program enrollment, completion/grad rates, C&TE follow-up data,**

certification exam results, advisory committee feedback, etc.) Additionally, the ICCB requires ICC to complete the Accountability/ Program Review report on a five-year, rotating basis according to the programs Classification of Instructional Program (CIP) code.

Should Teaching Chairs recommend changes to the program's objectives that impact course syllabi, those changes are presented to the Coordinator of Instructional Services who then presents the changes to the college's Curriculum Committee. Curriculum Committee processes are described later in this category (**see 1P3**).

Teaching Chairs overseeing programs leading to an Associate in Arts & Sciences degree and the Associate in Engineering Science degree follow a similar process of determining learning objectives, using different sources of stakeholder intelligence (**see Table X-X [sources to include articulation agreements, IAI requirements, transfer agreements, program/degree completion agreements, disciplinary experts (internal and external), consortia/professional associations, anecdotal evidence, peer institutional practices]**). For the Associate in Arts & Sciences, recommended course work to complete the degree for students intending a particular major at a transfer institution are determined in multiple ways. The Transfer Center works closely with both primary transfer institutions and with institutions identified by individual students to help ensure that ICC courses meet transfer requirements. Departmental advisors regularly contact their counterparts at four year institutions to determine recommended courses for transfer students, Itransfer.org provides a comprehensive course evaluation for students transferring to Illinois public universities. – should this be in the table? Measures: transfer student survey and transfer success data from 4 years

Recommended changes to course syllabi follow the process described in 1P3.

The umbrella departmental name for non-credit training at ICC is Corporate & Community Education. Corporate non-credit training is offered through the Professional Development Institute (PDI), a division of the college serving business professionals, businesses, governmental entities, and organizations. Noncredit training is also offered through the Adult Community Programs division. These workshops are designed for individuals with a desire to continue their learning, but no specific, job-related need.

Training opportunities developed through PDI are customized to meet the specific needs of the client. PDI offers the client a standardized curriculum as a starting point for discussion. By listening to and understanding the client's needs, PDI is able to tailor the curriculum to meet the company's specific learning objectives.

For classes open and advertised to the general public, the curriculum can be designed in several different ways. In the case of computer classes, the curriculum covers major functionalities of the specific software. The learning objectives in these situations are based on recommendations from the software manufacturers (e.g., Microsoft, Cisco, Adobe, etc.), courseware providers (e.g., Element K), and/or the "real world" experiences of our instructors. PDI takes this input and structures several learning levels for each

software product, so that a student continues to build their knowledge from basic to advanced levels. When Adult Community Programs offer a computer class, it is tailored to meet the needs of the occasional user rather than the business professional.

External scans, feedback from participants, and input from the business community shape course offerings and the objectives to be covered in any session (*see Figure X-X*

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations? [1P2] P7
Environmental scan

New programs and courses are designed to rapidly and effectively meet the labor market needs of our service district and labor market and follow the steps outlined in the New Program Development process. (3P5) (*see Figure X-X [table from above listing sources for determining program learning objectives like advisory committees and employer feedback]*), ensures that appropriate learning objectives and content delivery strategies are designed into each program. The college reviews the development of new programs and assesses the strategic or competitive edge each program will have in comparison to other local programs (*see Figure X-X [this will list the outcome measures of the New Program Development process that are tracked by IR, Cindy W., and Jean McA.]*). *David will answer*

New courses and programs of study are reviewed by the Curriculum Committee. The Curriculum Committee consists of 10 faculty members, eight elected from the academic departments, two at large member and two alternates (who serve in the absence of regular members). The four academic administration members are selected by the Vice President of Academic Affairs. The Coordinator of Instructional Services, who also serves as the college curricular liaison to the ICCB serves as a member of the committee as well. The Curriculum Committee reviews all changes to currently offered courses. Changes to Section A (See Figure XX 1P1) are reviewed by the entire committee. Changes to B-H are reviewed by the subcommittee which recommends approval to the entire committee. The curriculum committee meets monthly during the academic year to review curricular changes. All curriculum changes are submitted electronically to the Curriculum Development System (CDS). The CDS system ensures that all required information is part of the proposal.

The Coordinator of Instructional Services provides tutorials to faculty and staff members who are writing program proposals as needed. Beginning in 2006, the procedures, forms, and other requirements were placed online to improve access and reduce cycle time.

All program changes are reviewed by the entire committee. To ensure that newly approved career and technical programs and courses take into account the integration of learning objectives, student support needs, and labor market concerns, the Curriculum Committee requires a thorough survey of data and evidence to justify the need for the

new addition, as well as to demonstrate sustainability. All new career and technical programs are approved by the Curriculum Committee are reviewed and approved by the Board of Trustees prior to submission to ICCB for approval.

All non-credit departments within Corporate & Community Education “fact find” by closely monitoring national, regional and local news and trends in order to identify potential new programs ideas. In addition, competitors and their offerings are monitored on a consistent basis. This information is coupled with outreach visits to businesses and organizations, feedback from past participants and periodic focus groups.

In order to pursue a new programming idea, individuals with expertise are solicited who could assist in developing appropriate objectives and outcomes.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market? [1P2] Environmental scan

1P3 Illinois Central College follows the processes and procedures for the approval of new instructional programs and courses developed and administered by the college's Curriculum Committee as described in 1P3. The process for program approval is outlined in **Figure 1-X (program approval flowchart)**.

The New Program Development process described in 3P5 has been designed to answer the lion's share of data needs relative to program justification. Other data requirements, including core learning objectives, to accompany new program and course proposals are listed in **Figure 1-X (table listing data/info requirements from the CC on line system)**.

The entire focus of the Professional Development Institute at ICC is to provide non-credit instruction that can be flexibly scheduled to accommodate a wide variety of work schedules. Emphasis is also placed on providing workplace skills that can be put to use back on the job immediately. Instructional delivery options can include online, classroom or a combination, in order to provide the client with many options.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

According to the college catalog “ICC maintains an open-door, open-access policy with regard to general admission to the college. Although selected programs have established and maintained specific admission requirements, applicants will be admitted to the general programs of the college. Placement tests and academic advisement will be utilized to determine the appropriate courses in which the student should enroll” (page 11 2009-2010 catalog).

For students enrolling in transfer programs, recommended minimum high school coursework are also included in the college catalog. These recommendations are based upon the Illinois Board of Higher Education and Public ACT 86-0954. There are no systematic procedures in place to ensure that students registering meet these recommendations.

For each career and technical program, there is a recommended course sequence. The recommended course sequence is designed to ensure that students enrolling in subsequent courses have the requisite skills. The recommended course sequences are determined by the faculty in that area in consultation with the advisory committee for that program.

Due to high attrition rates for Health Career programs admission processes in Health Careers were determined by a Six Sigma Project in 2008.

- Health career admission standards are based upon GPA, All College cumulative
- ACT Score
- Grade Points Earned in Prerequisite Courses
- Grade Points Earned in General Education Courses
- Previous Health Degree or Certificate or Licensure in Health Discipline
- Work/Volunteer Experience in Health Field

Identifying required or recommended prerequisites for new courses is a requirement of the New Course Approval process as established by the college's Curriculum Committee and is required information in the CDS. New courses submitted for approval with an accompanying prerequisite (or prerequisites) must include the rationale for their inclusion and the Curriculum Committee must approve the prerequisite before submitting the proposal to the ICCB for inclusion in the college catalog. Course prerequisites are determined by the faculty and as dictated by the course content.

The Caterpillar Dealership Training Program requires sponsorship by a supporting CAT dealer. The General Motors Automotive Service Program also requires that GM-ASEP students be sponsored by an approved General Motors dealership or ACDelco TSS Service Center. For this program, a student must apply to the college, take the placement test (including a mechanical reasoning test), and meet with one of the GM-ASEP advisors. If a student meets all requirements, the GM-ASEP advisor will assist the potential student in finding a dealership.

The college's annual Program Planning process prompts the analysis of course and program outcomes to assess the efficacy of enrollment prerequisites, though it is not required of Teaching Chairs and Associate Deans. Nevertheless, such analyses have occurred in recent years, prompting the study of and subsequent changes to the enrollment requirements for general education certain courses.

While Corporate & Community Education does not make any stipulations about the preparedness of non-credit participants before they attend workshops or courses, the coordinators of each program are available via phone, email or in person to discuss the

learning objectives and the stated outcomes with prospective students.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process? [1P5]

Information regarding preparation for specific programs and degrees are communicated to prospective students in a variety of ways. Admission Representatives provide general information to prospective students in both presentations and one on one conversations at all area high schools regarding the college, including the distinction between career and technical certificates and degrees, and transfer degrees, student services at the college, and the application process. Campus visit days provide additional information to prospective students (See table XX re: Campus visit day content). Each spring the college hosts Discover ICC, an informational session for prospective students and their parents. During Discover ICC, students and parents have the opportunity to speak with members of the faculty and academic support staff regarding the requirements for specific programs of study. ICC host a home educator day annually, specifically for home schooled students. Additionally, high school based ICC workforce development program orientations for High School Automotive Fundamentals Program, High School Project Lead the Way Program, and High School Graphic Design Program provide information regarding ICC Programs available following graduation.

Through its Partnership for College and Career Success Grant which aligns with Federal Perkins legislation, ICC provides information and services to local area high schools listed in Table XX.

The college catalog lists requirements for all degree and certificate programs offered by the college. Additionally, programs with admission standards are clearly identified in the catalog. All Health Career Admission Standards are listed on the college website.

Program and graduation requirements are communicated through the advisement process for current students. The advisement process is required for full-time students and only recommended for part-time students. All students have access to academic advisors. Undecided students are advised in the college's Advising and Counseling office. Students who have declared a major or have been admitted to a program are advised by program or departmental advisors, depending on the student's program of study. Any student who is enrolling in 12 or more hours (fulltime) is required to see an advisor prior to enrollment. Advisors work with students to determine appropriate courses to meet the students' educational goals, to ensure that students are enrolling in the correct course sequence and are meeting program requirements. Transfer student advisors also use information listed in 1P2 to assist students in meeting requirements of their transfer institution.

All students and advisors have access to an online degree audit which evaluates

students' progress toward their current degree or certificate goal as well as the ability to enter other degrees and certificates.

Several career and technical programs listed in table XX have required or optional orientations. Required preparation for new students is communicated through admissions reps and New Student Orientation. These two methods do not capture all students, however. In addition to these options, students may self-advise and/or become aware of the requirements through the college catalog. Efforts for communicating requirements to prospective students have also been made through high school counselors.

Because part time students are not required to see an advisor, program courses may require departmental consent prior to enrollment in a particular course. This designation is at the discretion of the department. Students who attempt to enroll in one of these courses, either online or in person are blocked by the online registration system. Registration staff can override the block upon receipt of a registration card with an appropriate signature. Prior to receiving departmental consent, the students' preparedness is assessed by the academic administrator for that program, the teaching chair or the faculty. New registration staff receive extensive training in registration processes and procedures.

New admission representatives are provided with extensive orientation, including shadowing. The minority student recruiter, who is part of the Department of Diversity, meets regularly with the Admissions Representatives who are part of the Marketing Department.

Corporate and Community Education provides links to all course prerequisites, objectives/content and general information through www.icc.edu/pdi and www.icc.edu/funshops. Information can also be sent by mail or email, phone, or can be provided through personal appointments with program coordinators.

1P7. How do you help students select programs of study that match their needs, interests, and abilities? [1P5]

See Table XX, 1P6 for services and information provided to high school students and their parents.

Admission representatives suggest that undecided students use the career center and its services. The prospect card, distributed to all potential students by admissions representatives provides a check box for additional information to be sent to the student regarding programs.

ICC's Career Center provides two primary services that assist both current students and community members in determining careers that may match their abilities, needs and skills: Walk in career assessments and monthly career workshops.

All fulltime undecided students are required to see an academic advisor in the Advising/Counseling office each semester prior to registering. All advisors in the Advising/Counseling office receive training to work with undecided students and the requirements of specific programs to better assist students in choosing a program of study.. In addition to being advised to take general education requirements, undecided students are strongly encouraged to take PSY 114: Orientation to College and PSY 119: Career Choices and if possible an introductory course in an area in which they might be interested. For undecided students or for students who change their major the counseling, advisement, and Career Center use various tools to help students match their needs, interests, and abilities. Students may enroll in the Psychology 119 (Career Choice) course, Psychology 114 and 119 (Academic Discovery: a combination of College Orientation and Vocational choice), or take any of the CAPS, COPES, COPS assessments (specific career and interest inventory tests). These inventories along with career interest workshops are offered to current students or community members free of charge. All of these options are voluntary. For students who fall into academic probation or are returning from academic dismissal, the Academic Discovery course(s) may be strongly recommended.

Full time students who have declared a program of study or are completing a specific career and technical program are required to see an academic advisor prior to registration. During advisement, academic advisors have the opportunity to review students' grades and progress and to suggest changes based on student performance.

If a potential participant is unsure how the non-credit objectives or content matches their personal needs, Corporate & Community Education Coordinators provide information by phone or by personal appointment. An example would be the PDI Truck Driving program, which requires an up-front personal appointment before the registration process. During this appointment, the Coordinator provides information on the realities of truck driving, along with the types of professional job opportunities available.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer? [1P5]

This has been the area of greatest growth at the college. The college has responded with the following strategies. First, we have increased the knowledge and understanding of what it means to be a developmental learner through offering workshops and presentations to faculty. In addition, the college has broadened the understanding and knowledge of what it means to be an engaged student as defined by the Community College Survey on Student Engagement (CCSSE).

New students are required to take the COMPASS math and reading placement tests, although many do not do so. Students who have not taken placement tests will not be able to enroll in specific courses which require a placement test score as a prerequisite. --- courses require a reading placement score of 85 or better prior to enrolling. Academic departments have recommended via the curriculum development process that this prerequisite be placed on courses. There is not a process for systematically

determining across the college whether this prerequisite should be attached to courses. Both developmental and transfer level mathematic courses have either placement testing requirements or course prerequisites. Additionally, departments may recommend that students have particular courses or placement test scores prior to enrolling students in that course. This information is provided to academic advisors through the college email and reminders are regularly provided. Table XX recommended math for science classes.

The college has developed new foundational classes such as LIB111, PSY104, CMGEN100 and PHYSC 100. The READ sequence has also been revised and additional coursework in reading has been added. Thus, we're offering a greater opportunity for students to be immersed in developmental coursework before being challenged by college-level courses. Also, the college has invested in a number of full-time faculty for foundational courses to increase student-faculty interaction and improve student success.

In addition to testing cut offs, developmental learners are also advised into foundational courses through the advisement process (1P7). As the semester begins, the college utilizes its academic warning system to identify students who may be struggling in their coursework. The early warning system and support centers are described in 1P10.

Students enrolled in math classes who are identified by the instructor during the first 3-4 weeks of class as being in a higher level math class than appropriate are given the opportunity to drop back to the previous level. A student is advised by the instructor to drop back, the instructor in the class to which the student will drop back is asked to permit the student to enroll and the enrollment is processed through the Associate Dean of Math Science and Engineering.

For non-credit programs, it would be suggested that the participant start with the lowest level workshop offered and build skills from that point. As an example, if the lowest level of skill required for a corporate computer workshop was not apparent, it would be suggested that the participant take a Community Education workshop that would include a slower pace and more skills practice. Other suggestions might include beginning with a much less advanced topic or in finding a provider that might offer a course more closely aligned with the current skill set.

1P9. How do you detect and address differences in students' learning styles? [1P5]

The college does not have a formal process for detecting and addressing possible differences in students' learning styles. Periodic workshops are conducted to help students identify different learning styles. There are also workshops available for faculty who are interested in learning about learning styles. New faculty participate in an orientation session aimed at helping them identify different learning styles and utilize different teaching techniques. Additionally, workshops regularly available to faculty address use of multiple presentation and pedagogical techniques that include the use of visual and video material, group and discussion techniques, the use of clicker systems,

and BlackBoard (a web based course shell).

While there are no formal requirements for Web based courses, the ICC website provides an online readiness quiz and guidelines for students who are considering enrolling in online classes.

Corporate & Community Education does not provide formal education to its instructors in detecting and addressing differences in participant learning styles. The hiring of experienced instructors, who are able to tailor their presentation to various learning styles should help ensure that participants remain engaged with the instruction.

1P10 How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)? [1P5]

See 1P8 for foundational students.

Access Services is the college's office charged with providing accommodations and services for any student with a documented disability. Students with disabilities seeking reasonable accommodations must provide written documentation of their disability from appropriate licensed professionals, per guidelines established by the college (http://www.icc.edu/advisementCounselingTesting/accessServices_documentationGuidelines.asp) with recommendations for the types of accommodations needed. Students must make an appointment with the Coordinator of Access Services to have their documentation and accommodation request reviewed. At the appointment time, the student will complete the college's Application for Access Services and Statement of Understanding forms. Once an accommodation has been approved for a course, the student will be given an accommodation form signed by both the student and Coordinator of Access Services. It is the student's responsibility to take the form to the faculty member of the course and discuss the approved accommodation and implementation process.

The Access Service Students are coded by disability and are in a student group (ACCM). While not currently reviewed, data regarding student success, course completion and graduation rates are available.

ICC also serves non-native English speakers. ICC offers free survival based classes at ICC North for beginning level students. The North campus is easily available by public transportation. ICC also offers intermediate and advanced academic classes (these require tuition). In addition, we have ELL 105 (5 ECH) that meets the same requirement as English 105. ICC also offers SPAN 105 for individuals in the landscape trade to be better able to communicate with a non-English speaking workforce.

We have video, audio, and computer programs available for non-native speakers in the Learning Lab. Use of these items is not formally tracked. Students are assisted in locating volunteer jobs in the community where they can use the English and

career skills they have learned as well as explore new opportunities. We hold a volunteer fair at least once a year and have agencies come to campus and do presentations concerning the scope of the agency and the range of available opportunities for ESL students. The program works closely with the Career Center to offer special sessions for ESL students concerning interviews and job applications.

At any given time, the college has between 160 and 170 student athletes enrolled full time. Athlete monitoring is coordinated by the Athletic Academic Monitor. The monitor sends out Progress Reports at 4 week and 8 week intervals, in addition to a 12 week report if requested by the athlete's coach. The report is completed by the instructor who reports on the grade attained to date, as well as, class participation, attendance and completion of assignments. There is also an area for free form comments by the instructor. Reports are sent and returned via email, which ensures timely reporting. There are approximately 850 progress reports emailed to professors during the reporting intervals. Of those reports sent, approximately 60 percent are returned highlighting exceptional to less than stellar performance. Once the report is reviewed by the Monitor, suggestions are made for improvement. Some examples might include specific hours designated for that student to meet one on one with a tutor, or recommendations to have writing assignments reviewed through The Studio. Initial reports are to get a measure on how the student is performing in a particular course. Secondary reports request information on improved performance and or the lack thereof. The reports are designed to provide intervention of potential academic problems or concerns. Coach's then address these concerns one on one with the student athlete. In addition to progress reports, the ICC Academic Warning program is reviewed periodically to identify additional student athletes who have lacking academic performance. Action taken is similar to the progress report type recommendations.

The Department of Social Sciences, in conjunction with the Advising and Counseling office offers several specialized sections of PSY 114 each semester targeting athletes, and women returning to college. These courses are designed to assist these students in learning and using skills required for college level course work in a mutually supportive group. The college does not formally track the success of these students.

Upward Bound, funded by the federal Trio program serves low income, first generation college students. Upward Bound employees are required to participate in regular staff meetings, trainings and professional development opportunities so that they are well versed ICC's programs, enrollment status and course offerings. Other ICC staff from various areas of campus work with Upward bound to ensure that these students, as well as parents, and potential Upward Bound students receive college specific information Upward Bound works very closely with the Advisement and Counseling Office at ICC to assist in administering certain entrance exams, testing and assessment. Upward Bound staff is required to be knowledgeable and current on college articulation guidelines and requirements established by the Illinois State Board of Education in helping students persist to the next academic level. Upward Bound is required by the Department of Education to conduct an Individualized Education Plan for each participant accepted into the program. This process includes administering to students multiple surveys,

questionnaires, academic testing and completing a series of interviews with the student to determine their needs, interests and abilities as well as to identify how the program services can best serve the student in meeting their established educational goals. The grant also affords program participants the opportunity to visit multiple college campuses and universities across the US in an effort to gain a wider perspective of the variety of learning institutions that are that are available to meet their unique needs.

The Corporate & Community Education facilities and classrooms are all handicapped accessible. For those of a more advanced age, programming is provided at ICC locations with more convenient parking or drop-off/pick-up. For those who need programming delivered with Spanish translation or sign language, those services can be made available at no charge, if prior arrangements are made.

1P11 How do you define, document, and communicate across your organization your expectations for effective teaching and learning? [1P6]

All faculty are observed in the classroom and provided feedback regarding their classroom on a regularly scheduled basis. These data are not aggregated in any way but are provided to the faculty for their use. All new fulltime and adjunct faculty participate in orientation. New adjunct faculty have the opportunity, but are not required to complete a series of activities regarding teaching and learning (See table XX for activities). New fulltime faculty participate in a series of workshops over the course of the academic year (See Table XX for workshop topics). More specifically, the Teaching and Learning Center also communicates to new faculty the measures used for teaching and learning effectiveness. Every new faculty member is required to participate in the "New Faculty Enculturation program." Participation in the activities and events for the new faculty actually span over the first two years. Adjunct faculty may also participate in such activities for enculturation. These sessions provide the college with the opportunity to communicate the expectations for effective teaching and learning. More importantly, the college communicates the expectations and commitments from the faculty to the students, the department, and the college through the faculty contract and the faculty handbook.

Each member of the faculty administers a Student Evaluation of Teaching in one class each semester (see table XX for form). Non-tenured fulltime faculty review these with the associate dean or dean on an annual basis. Adjunct faculty have the opportunity to share these with the dean or associate dean. Tenured fulltime faculty student evaluations are for personal use only.

Fulltime Faculty responsibilities to the student are enumerated in the Fulltime Faculty Contract as agreed to by the ICC Board of Trustees and the Faculty Forum. These responsibilities are listed in Table XX. When completing the annual evaluation of fulltime faculty, Deans and Associate Deans refer to these as they relate to the specific evaluation criteria being addressed.

ICC has a Celebration of Learning at the start of each academic semester (excluding summer session). As part of the Celebration of Learning, a wide variety of workshops regarding pedagogy are offered. Additional workshops are offered through out the year. The TLC also offers series in instruction on a regular basis, including the BlackBoard Institute, Let's Talk about Teaching, and Courage to Teach. At the conclusion of each workshop, the TLC collects assessment data regarding the material presented.

The college documents effective teaching and learning based on student success as measured by the course completion and course success rates. These measures are conducted each semester and reviewed annually as part of the college's strategic plan.

Communication of the strategic plan is handled through each respective department and as part of the college's annual All Academic meeting at the start of each academic year in August.

A potential instructor for Corporate & Community Education must complete an extensive interview, reference check and a demonstration of teaching skills to a larger group of ICC employees. Any corporate non-credit instructor is expected to sit through one or two instructional sessions with an experienced instructor to learn teaching techniques as well as the "nuts and bolts" of managing a corporate non-credit classroom. In addition, Corporate & Community Education Coordinators convey general expectations and guidelines. Although not regularly scheduled, one or two day training session on effective instruction have been offered in the past. This activity, conducted by seasoned non-credit instructors, provides potential instructors with information on adult learning and instructional tools. In order to ensure that our expectations are met for effective teaching and learning, it would be a good idea to schedule these sessions on a more consistent basis.

1P12 How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements? [1P7]

The college addresses the needs of its key stakeholders by listening to the community, businesses and students' needs through surveys, informal feedback, student focus groups, college advisory committees and formal college surveys conducted such as the Peoria Downtown Campus and ICC North Campus surveys. The Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI) also provide feedback on our progress and comparative benchmark data.

The college offers day, evening, weekend, correspondence, two-way interactive video, televised courses, hybrid WWW-in person, online, and off site college courses. Additionally, the college offers dual credit coursework at many local area high schools. Classes are offered from all four campuses and at various extension sites throughout the district. Web-supported components to all instructional modes are also supported by the college. The evolution and development of over 150 online courses occurred based on

student demand and college progress over time. Currently, two Six Sigma teams are conducting further research for course delivery and course scheduling options to more fully address the effectiveness and efficiency of the college's course delivery and offerings. Data regarding course enrollment is readily accessible to the deans and associate deans after the start of enrollment for each semester. These data are used to add and cancel classes to the schedule as student demand dictates.

Additional student services continue to be placed online for flexibility and ease for students:

- Online application
- Online registration, payment, and financial aid services
- Online access to student grades

As mentioned in 1P4, the focus of Corporate & Community Education is to provide participants with a delivery system that is flexible in terms of, delivery method, content, time and place. By providing this service, Corporate & Community Education is helping to fulfill the strategic outreach objective of ICC.

1P13 How do you ensure that your programs and courses are up-to-date and effective? [1P8]

The college and each of its academic programs conduct an annual program plan which reviews the enrollments (by headcount and credit hours), student success, graduation rates, and employment opportunities. Transfer courses are also submitted for articulation agreements every five years to four-year institutions.

The Curriculum Committee also considers deletion of programs and courses through the procedure outline in (1P3) Program development procedures are documented and provide faculty members with adequate support for new course and program development (3P5).

Noncredit workshops and training classes do not require approval by the Curriculum Committee. Noncredit offerings are driven by public demand. Workshops are developed to respond to a business' request or to be marketed to a targeted audience with clearly defined objectives.

1P14 How do you change or discontinue programs and courses? [1P8]

As part of the college's program plan and review process decisions are made as to whether a course and/or program will need to be discontinued or updated. If a course is being discontinued then the faculty member or associate dean will propose the deactivation of the course through the curriculum committee. If a program is being discontinued then the associate dean proposes the program be removed from the college catalog through the curriculum committee and from the state records. A systematic process is in place for each of these actions.

Corporate & Community Education regularly analyzes enrollment and cancellation data to determine if a workshop topic is lacking in public appeal. The workshop can then be immediately dropped or reworked with more relevant up-to-date information. As an example, PDI's 21st Century Leadership began as a 21 topic program. With feedback from participants and companies, it was revamped to include only 18 topics. At least 20% of the topics are changed annually to keep the program current.

1P15 How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes? [1P9]

The college addresses the needs of its key stakeholders by listening to the community, businesses and students' needs through surveys, informal feedback, student focus groups, college advisory committees and formal college surveys conducted such as the Peoria Downtown Campus and ICC North Campus surveys. The Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI) also provide feedback on our progress and comparative benchmark data. Satisfaction and utilization data are gathered from the SSI and CCSSE surveys. The SSI and CCSSE are administered in alternate years.

ICC has three student support centers: The Learning Lab, The Studio, and the Math Lab. Each of these sets hours based on student traffic patterns. At the East Peoria campus the student support centers are generally open 8:00 a.m. to 7:00 p.m. Monday – Thursday and 8:00 a.m. to mid afternoons on Friday. The Learning Lab at ICC North has hours on Saturday to serve weekend students. All students sign in at a computer with a student tracking system whenever they come any of these support centers.

The Learning Lab provides tutoring in a variety of subjects. Tutoring is available on a walk in bases. The availability of tutors in different subjects is posted at the ICC Website. Subjects are added depending on student requests. The Learning Lab also tracks the tutor who worked with a specific student. Students who use the Learning Lab have the opportunity to complete an evaluation form although most do not.

The Studio provides support for writing on an appointment basis and on a walk in basis as available. Students using the Studio complete an assessment form at the end of their session and faculty receive notification that a student has asked for assistance with one of their assignments. This is the first year of this model of writing support services. The model will provide for tracking student success.

The Math Lab assists walk in students. The Math Lab also tracks the tutor and identifies the current class level of the student (Developmental Math, introductory college, advanced college (e.g. Calculus). These data are then used to schedule tutors at the appropriate level for students. Tutors also track on paper time spent with individual students. The Math Lab Coordinator regularly attends Developmental Math faculty

meetings. There is no student evaluation or assessment of math lab services currently in place. The Math Lab also provides developmental students who have purchased a license for Math Excel practice classes. Math Excel is an online tutorial system that provides practice problems, feedback, and guidance for solving problems. The online tutorial is available 24 hours a day. All videos and DVDs that accompany the foundational texts are also available for check out. The Math Lab does not currently track usage of these resources.

In addition to the training and evaluation for faculty as described in 1P11, the Organizational Learning Committee meets monthly. This committee's charge is to design, develop, deliver, assess and continuously improve organizational learning experiences for college personnel.

ICC has an online academic warning system that is available to all faculty. Faculty designate the reason for the academic warning in the system: (Excessive absences, lacking basic skills – Math, lacking basic skills – reading or grades). Students who are placed on academic warning receive a letter from the Dean of Student Services and the Vice President of Academic Affairs as well as a reference sheet which provides contact information for resources available at ICC. There may also be additional follow up from the academic departments.

Corporate & Community Education does not address the learning support needs of its participants.

1P16 How do you align your co-curricular development goals with your curricular learning objectives? [1P10]

ICC has an active chapter of Phi Theta Kappa, the national community college honor society. Phi Theta Kappa actively recruits students who meet the academic standards of the organization.

Many of our career programs are supported through student activities and co-curricular clubs and groups. See Table XX for the co-curricular clubs and organizations. We do not have a process that systematically aligns curricular and co-curricular learning goals. The degree to which this occurs is determined at the level of the organization.

The Student Government Association appoints student members to several of the standing joint committees, including Curriculum Committee, Academic Standards and General Education. Student participation in these committees varies from year to year.

Corporate & Community Education does not align co-curricular development goals.

1P17 How do you determine that students to whom you award degrees and certificates have met your learning and development expectations? [1P12, 7P5]

Each course is developed with specific learning objectives and general education goals. Students are then assessed based on their understanding and mastery of the courses' learning objectives and general education goals. The courses are combined to develop and form the overall program. Thus, successfully completing the required courses for a program would determine that the student has met the learning and development expectations of the program. Students are now assessed using the ACT CAAPs ... instrument to measure their level general educational goal attainment.

Additional information is obtained through two regularly administered post graduate surveys: The Career and Technical Program Graduate Survey and the Transfer Student Survey. The Career and Technical Program Graduate Survey is a component of the Program Planning for Career and Technical Programs. - See Table XX P

The College's Corporate & Community Education Department awards certificates in Truck Driver Training.

1P18 How do you design your processes for assessing student learning? [1P11]

1P Each course is designed with learning objectives and specific general education goals. The learning objectives are assessed through the normal grading process and the each course general education goals (at least one) must be assess each semester. General education goals and their assessments are compiled and submitted to the ICC Assessment Committee via the Assessment Advocate which is a faculty member from the respective department. The goals are to be assessed and reviewed for possible improvements and then re-assessed the following term. By the end of the current academic year every course must assess at least one general education goal each semester.

For accredited career and technical programs, additional program assessment is dictated by accreditation standards. More informal assessments may be included in the advisory committee process. The employer survey for career and technical programs provides another source of information for assessment.

The process for selecting students to participate in the CAAP continues to be undergoing challenge as we try to balance representative students with the logistics of administering the test.

All divisions of Corporate & Community Education assess student learning and satisfaction immediately after or during each scheduled workshop. Each participant is asked to rate the following statements specifically concerning student learning:

- The workshop met stated objectives
- The knowledge gained is directly applicable to the job
- The level of skill BEFORE attending the workshop
- The level of skill AFTER attending the workshop
- Did the workshop meet personal expectations?

In addition, PDI has piloted a program to electronically survey participants anywhere from one to three months after participation in a workshop. This trial did not yield enough measurable responses. PDI is now attempting to contact individuals via phone (again one to three months after participation) in an effort to see if the workshop information was transferrable back to the job.

Results (R)

- 1R1. What measures of your students' learning and development do you collect and analyze regularly? [1P13]**
Table XX Program Profile Data , CAAP, course success, CCSSE, SSI, CCNBP data
- 1R2. What are your performance results for your common student learning and development objectives? [1R1]**
3R3
From Gen ed assessment project, CAAP
- 1R3. What are your performance results for specific program learning objectives? [1R1]**
CTE graduate survey, Transfer survey, transfer success data
- 1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)? [1P12, 1R3]**

National College Student Clearing House data.
Transfer student surveys, Career and Technical Education graduate survey, Survey of employers, reports from transfer institutions. 3R2
- 1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)? [1R3]**

While we do collect data on usage for the learning support processes, we do not systematically collect data with regard to contributions to student success.
- 1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education? [1R4, 1R3]**

CAAP data, CCSSE, SSI, transfer success

Improvement (I)

- 111. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?**

We are in the final year of the AQIP assessment project. In addition to providing data concerning the general education goals, and creating an institutional focus on the general education goals of the college, this project has engaged faculty in the assessment process to a much greater extent than had existed at the college.

The college began administration of the CAAP in the Spring of 2008.

The college's strategic plan, the Blueprint for the Future, focuses the college's actions for the coming year/s. Departments complete Program Plan goals and budgeted needs based on the Blueprint to continue to offer and enhance their roles and functions. A current Student Success Center is planned to enhance the study areas of the Library and Learning Labs, to attract our students and to provide a more appealing and convenient area for study, library research help and tutoring needs all in one area without the stigma of seeking out a tutor; all in an effort to increase student retention. Tracking and monitoring of students using the Learning Labs and the needs of our athletes has helped the college to see the need for additional room and hours to address the learning support needs of the students.

- 112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?**

Regular program review based on the strategic goals of the college help focus the college on the programs of study that are offered. The institutionalization of Six Sigma creates a common means of using data in process improvement. The annual external and internal scan (7P4) focuses the cabinet and academic administration on the educational environment. Regular administration of the CCSSE and the SSI help identify areas for improvement at the college.