

CLO: COLLABORATIVE ASSESSMENT PROJECTS: Transfer Disciplines

1. Course-Level Outcomes (CLOs)

At Illinois Central College (ICC), courses unaffiliated with Career and Technical Education (CTE) programs are aligned to Course-Level Outcomes (CLOs). While some of these courses may also reflect Institutional Learning Outcomes (ILOs), their assessment within the discipline will not be measured via the ILO process. Instead, disciplinary assessment will take place via an examination of CLOs in multi-section disciplinary courses.

In order to assess student learning in courses associated with a non-CTE discipline, faculty will complete the Assessment of Student Learning Worksheet. This worksheet contains the targeted disciplinary courses, descriptions of the method(s) of measurement, achievement targets for CLOs, results of the assessment, and proposed action steps. Disciplinary faculty should plan CLO assessment so that it measures student attainment of CLOs. Disciplinary programs may include either transfer or developmental courses.

Faculty will find the evidence for CLO attainment primarily within multi-section courses that allow for comparison. Strategically, these courses provide the most important opportunities for students to display the knowledge, skills, and/or attitudes and behaviors requisite of the discipline.

2. CLO Assessment Methodology

To ensure comprehensive assessment of ICC's non-CTE programs, the Assessment Committee will place all disciplines on a three-year cycle, with roughly one-third of all disciplines targeted for assessment each year.

Faculty within each discipline will collaborate to determine the content and scope of all CLO assessment projects. Such projects should, however, use the Collaborate Assessment Project (CAP) framework to help reveal whether, and to what extent, students can demonstrate the CLOs. Toward this end, faculty must assess student attainment of the knowledge, skills, and/or attitudes and behaviors valued within the discipline and reflected by the CLOs that best represent those values.

Ideally, the CAP projects will run for multiple semesters so that faculty may implement changes and compare results across semesters.

The table below provides an example of how a CAP project might proceed for the discipline of literature. The selected courses represent those with the highest enrollments within the discipline, and only those faculty teaching the selected courses are required to participate. Faculty teaching sections selected for ILO assessment will be excluded from mandatory CLO assessment, but they are encouraged to participate regardless. The example below assesses the impacted courses with a multi-semester CAP project. Further, the CAP projects below assess multiple CLOs that reflect key disciplinary knowledge.

CAP Project	Semester	Course(s)	SLOs
CAP #1	Fall 2018	LIT 110	CLOs 1 & 4
CAP #2	Fall 2018	LIT 111	CLOs 1 & 4
CAP #3	Spring 2019	LIT 110	CLOs 1 & 4
CAP #4	Spring 2019	LIT 111	CLOs 1 & 4

CAP projects focusing on strategic disciplinary courses not only provide evidence of the attainment of CLOs in those particular courses, but they also provide evidence of the student learning within the disciplines to which they are affiliated. If students are broadly unsuccessful in their attempt to demonstrate a particular CLO, for instance, this may

prompt faculty to reevaluate the curriculum. CAP projects assessing CLOs may, therefore, include courses earlier in the disciplinary sequence, especially if faculty assume that challenges with student achievement in earlier sequence courses or the inability of students to transfer knowledge from one course to the next may signify a problem. Leaders of CAP projects will document results in accordance with the CAP process. Individual faculty, however, will document summarized CAP results—and their implication for action related to the discipline—on the Assessment of Student Learning Worksheet shown below:

CAP Goal 1. Students of literature should demonstrate a basic understanding of literary analysis.				
Course-Learning Outcomes (Recommended 2/5 CLOs)	Measure(s)	Achievement Targets	Results	Analysis/Action Plans
#1: Upon successful completion of this course, students will be able to explain the tools of literary analysis that are common to fiction, poetry, and drama.	Final Exam Analysis in LIT 110	70% of students will receive a score of 75% or higher on questions related to literary analysis		
#4: Upon successful completion of this course, students will be able to explain multiple critical approaches for interpreting literature.	Essay Analysis in LIT 110	70% of students will receive a score of 75% or higher on multiple writing projects that require the use of multiple critical approaches.		

3. Collaborate Assessment Project (CAP)

It is important for faculty (where possible) to collaborate and discuss student learning within disciplines. The intention of Collaborative Assessment Projects (CAPs) is to provide a basic structure for faculty to employ when assessing student learning. Below you will find the rationale and the reporting requirements for CAPs.

What is the purpose of Course-Level assessment?

“Through learning, minds change. We believe by changing minds, we can change the world.”

Learning occurs in many contexts at ICC. At the course-level, we intend for students to demonstrate the Course-Level Outcomes (CLOs) specified on our master syllabi. These course outcomes represent the knowledge, skills, and behaviors that we desire for students to demonstrate as the result of taking a particular course and may serve as key outcomes related to disciplinary objectives. Assessment at the course-level is important and involves more than simply assigning grades.

At the course-level, assessment means reflecting on how well students as a whole are demonstrating the CLOs. While numerous methods exist for course-level assessment, its ultimate purpose is to improve the learning experience for our students, whether that be through pedagogical changes or curricular changes. If students are not meeting course outcomes consistently, assessment can help faculty find out why. Even if minimum thresholds are met, moreover, assessment can help faculty refine their approach so that the number of successful students may increase.

Grades alone are usually insufficient to answer these questions. For example, even if a student earns a B on an exam that covers multiple CLOs, she may have missed all the questions related to an individual CLO. For another example, even if an entire class averaged a C on an essay assignment, the majority of students still may not have achieved a positive result for a crucial CLO. In our classes, we assess on a daily basis when we observe our students’ facial expressions and body language as we instruct them and as they work together. We make adjustments in the

moment and hope that the learning experience improves. Ultimately, faculty wish to know how effective their adjustments were and how well their students mastered the CLOs. Course-level assessment helps faculty to answer such questions.

What approach should be taken for Course-Level assessment?

Class-level assessment can and should be done by each faculty member. As faculty, we are often very interested in how our students meet our expectations. During each semester and at their conclusion, we should reflect on our students' achievement of CLOs and consider whether any improvements or adjustments can be made to our instruction, assignments, or activities. It is also valuable, however, for disciplinary faculty as a whole to reflect upon student achievement of CLOs at the *course-level* if more than one section is taught. How well are students mastering the CLOs in SOC 110 or MATH 115 across the College, for instance? Assessing student learning collaboratively as faculty can and should provide meaningful information with which we as faculty can make improvements. Both individual and collaborative assessment, therefore, are crucial.

Why document Course-Level assessment?

We regularly ask our students to provide us with concrete evidence of what they have learned. We ask them to complete assignments, exams, papers, projects, etc. Typically, faculty design these assignments to provide us with a means of evaluating what students have and have not learned. The learning and the evidence of learning are equally important. Similarly, our reflection and analysis of student achievement and the documentation of what we have learned are equally important. Without formal documentation of our students' collective achievement, it is difficult to determine whether student learning across the discipline has improved or how well our curricular adjustments have worked. Moreover, documenting our reflection and analysis allows faculty to share our insights with colleagues in our department and across the College who might benefit from what we have learned. Faculty might also collaborate to adjust the curriculum based on cross-sectional data that demonstrate a pattern of student performance that fails to meet disciplinary expectations.

PLANNING

1. Group

[Please include the team members' names and email addresses. CAP teams should include at least two individuals. Each CAP should have a team leader.]

2. Course

[Please include the course name and number from which the CAP team will be selecting a learning outcome(s) for assessment.]

3. Outcome

[Please include the course outcome(s) selected by the CAP team for assessment as well as the rationale for its selection.]

4. Method of Gathering Evidence

[Describe the approach the team will use to gather evidence of student learning related to the outcome. What class sections are you looking at? What evidence of student learning will you gather?]

5. Method of Assessment

[Describe the approach the team will use to determine how well students achieved the outcome.]

6. Due date for Results Section: ____/____/____

RESULTS

1. Student Achievement of Course Outcome(s)

[Describe the results of the assessment work. Please provide the percentage of students meeting the outcome out of the total number of students.]

2. What Student Achievement Reflects

[As we seek to improve student learning, what do the above achievement results reflect about the student's ability to demonstrate the course outcome? For those students not meeting the course outcome(s), what, if anything, was learned about why they didn't meet said outcome(s)?]

3. Instructional/Curricular Changes

[Based on results of student achievement, what course changes, if any, will be implemented to improve student learning?]

4. Success of Changes

[For future follow-up: After the implementation of the suggested course changes, what effect did they have on student learning.]

5. Due date for Success of Changes: _____/_____/_____