CURRICULUM REVISIONS, MODIFICATIONS, AND ASSESSMENT GUIDE

Illinois Central College℠

Table of Contents

I :: COLLEGE INFORMATION

Here you will find:

- Mission, Vision, Core Values
- General Education
- Process for Approving Non-Illinois Articulation Initiative (IAI) General Education Core Curriculum Courses (GECC)
- Criteria for Approving Non-Illinois Articulation Initiative (IAI) General Education Core Curriculum Courses (GECC)
- Degrees/Certificates and General Requirements

MISSION, VISION, CORE VALUES

Mission

Illinois Central College, like all community colleges, has a state mandated purpose. ICC's purpose, as approved by the ICC Board of Trustees, is "to enable students to reach their educational potential, and to serve as a resource for the educational and cultural needs of the community." In addition to this shared purpose among community colleges, ICC also has a mission statement that is its own, developed through the efforts of the students, staff, and community.

In 2007, the College conducted "core values conversations." Through the collaborative efforts of nearly 200 students, staff, and community members, the Core Values behaviors and a new mission statement emerged. ICC's mission statement reflects the strong belief that what is taught and learned at the College provides people with the ability to change the world, whether it's the world within their immediate grasp, the world of the Central Illinois community, or even the global world.

ICC's official mission statement is:

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

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 to improve our students' lives and opportunities.

The short version is:

*We provide an **exceptional educational experience** that delights our students and stakeholders.*

Core Values

At ICC we have principles and ideals that guide our daily actions. Identified by staff and students, we call these our Core Values. These values reflect the mission, purpose, philosophy, and beliefs of Illinois Central College. In many cases, our personal values will be consistent with ICC's Core Values. Living the Core Values helps ICC to succeed in its mission.

Our Core Values are: Learning, Community, Integrity, Responsibility, and Excellence. The values should always be listed in this order. We can remember the order by thinking:

ICC begins first and foremost with LEARNING through a COMMUNITY of learners and teachers. INTEGRITY supports the work we do by emphasizing honesty, ethical behavior, and trustworthiness. By taking RESPONSIBILITY for our work and our actions, we help our students, colleagues, and college achieve EXCELLENCE.

Learning

Changing the world by increasing knowledge and skills.

Creating knowledge and skills through teaching and learning is the core of what we do. We recognize that learning continues throughout our lives and see learning as essential to competent citizenship in a democracy. We know that learning changes minds and lives. *We change the world for the better by embracing and encouraging learning in our students, our colleagues, and ourselves.*

How we live the value of learning:

- We actively involve our students in their learning, inside and outside of the classroom, to help them succeed in their educational experiences.
- We build the abilities of our students and colleagues to remember accurately, think critically, understand deeply, apply knowledge practically, analyze thoroughly, evaluate honestly, and create openly by developing their skills and confidence.
- We support life-long learning and encourage our students, colleagues, and community to learn, grow, and participate. We seek learning opportunities for them.
- We set student learning outcomes, assess progress, and do what it takes to help people learn.
- We seek, appreciate, and welcome new and diverse ideas, people, and cultures.
- We enthusiastically share our knowledge, expertise, and ideas with our students, colleagues, and constituents.
- We take personal initiative to learn, be informed, and gain new knowledge, skills, and understanding.

Community

Changing the world by building relationships.

We build relationships as we live our mission. We are in, of, and part of our community, state, and world. We are good stewards of the resources we have been given. We recognize and appreciate that diverse people, ideas, thinking, and beliefs expand our perspectives and provide new insights for each of us. We work together as a team for a common purpose and share a mission and vision. Through these efforts, we serve our students, stakeholders, community, and world. *We change the world for the better by building and supporting a sense of community.*

We live this value when:

- We are good stewards of our resources and our environment.
- We participate in efforts to meet the needs of, enrich, and improve our community.
- We recognize each other's interests and try to reach common ground.
- We welcome students, guests, and staff and create a sense of belonging.
- We work together in achieving our common mission and take a big picture view of our College for the good of our students and stakeholders.
- We treat each other with respect and foster an environment of inclusion.
- We care about and help our ICC students and colleagues, as well as our community and our world.

Integrity

Changing the world by building trust.

Trust and honesty are the cornerstones of our College. We keep our commitments, act consistently and fairly, and do what we say we will. Our students and constituents know what to expect when they deal with us. We are ethical and forthright. *We change the world for the better when we act with integrity every day.*

We live this value when:

- We conduct ourselves, our classrooms, and our business honestly, ethically, and consistently.
- We do what we say we will, keep our word, and are trustworthy.
- We trust others and empower them to take actions and make decisions within the realm of their responsibility and job duties.
- We set a good example and mentor others.
- We use data and facts to inform our decisions, remain objective in discussions and decisions, and are honest about our own biases.
- We maintain confidences, especially confidential student information.
- We maintain a safe workplace and do our best to provide a secure campus, free from danger.

Responsibility

Changing the world by taking accountability for our actions.

All of us contribute to the success of our students and our College. It takes the best efforts of each one of us to assure the College achieves its mission and vision. We act with responsibility when we do our job well and help others do the same. We act professionally and respectfully. We are accountable for what we say and do. *We change the world for the better when we act with responsibility in our work.*

We live this value when:

- We promptly acknowledge the needs of our students, colleagues, and constituents and respond appropriately and effectively to meet those needs.
- We help students, staff, and constituents identify and reach their goals.
- We start each day ready to work and are accountable for completing our work on time and doing our job well.
- We keep people informed with open, honest, fair, and frequent communication.
- We admit our errors, make amends, and learn and improve from honest mistakes.
- We plan ahead to achieve the best results.
- We follow-up and follow-through.

Excellence

Changing the world by achieving more.

We set and achieve ambitious goals, work constantly to improve, and are dedicated to helping our students realize success. Excellence means we invest time in understanding the needs and requirements of those we serve and find ways to delight them. We hold high expectations for ourselves, our colleagues, and our students. We recognize and celebrate the accomplishments of our students and our College. *We change the world for the better when we strive for excellence by achieving more.*

We live this value when:

- We set and achieve high standards for our performance and ambitious goals for our future.
- We express our appreciation to others for good work, celebrate our student and staff successes, and maintain a positive attitude about the work we do.
- We continuously improve processes to eliminate errors, create value, provide better service, and enhance quality.
- We ask when we don't know.
- We listen to the voice of those we serve and find ways to meet and exceed their needs.
- We actively seek feedback from those we serve and use it to improve our processes, programs, and procedures.
- We try new things, learn from best practices, and take managed risks.

GENERAL EDUCATION

General education courses are an essential part of undergraduate education at all colleges and universities and are required for all degrees. These courses provide an extensive range of learning opportunities to complement areas of specialization.

The Institutional Learning Outcomes (ISOs) and requirements of Illinois Central College prepare our graduates to become productive members of society and life-long learners. In order to accomplish these learning outcomes and requirements, students will complete course work in the traditional distribution areas of English and communication, social and behavioral sciences, mathematics and science, and humanities and fine arts designed specifically to meet the following overarching learning outcomes.

Distribution Area Requirements

Distribution requirements expose the student to a breadth of disciplines that help to enhance their educational plan of study. Although each degree and program has its own requirements, the distribution area requirements necessary to receive any degree transcend the boundaries of specialization and provide all students with the opportunity for a common language and common skills.

See Appendix A-3 for a listing of ICC's distribution area requirements as well as the requirements set forth by the applicable approval and accreditation organizations.

Institutional Learning Outcomes (ILOs) and Operational Definitions

Institutional Learning Outcomes (ILOs) are broad ideas that encompass common learning expected of all ICC graduates. It is understood that all students will demonstrate the knowledge, skills, and behaviors/beliefs aligned to our Institutional Learning Outcomes (ILOs) prior to graduation.

Refer to Appendix C-4, *Program Level Student Learning Outcome (SLO) Levels of Attainment and Institutional Learning Outcomes (ILOs).*

1. **Communication**

   Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.

2. **Reasoning**

   Associate degree graduates identify and solve problems, analyze new information, synthesize and evaluate ideas, and transform ideas into a course of action by using critical, creative, and /or analytical skills.

3. **Responsibility**

   Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/professional contexts, and contribute constructively within the context of community.

GENERAL EDUCATION CORE CURRICULUM COURSES FOR GENERAL EDUCATION CREDIT

Process for approving current courses:

☐ Step 1: Program/course owner reviews Non-Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) course currently accepted for General Education credit to determine whether it meets the criteria outlined in the General Education checklists/definitions found on pages 9-11.

- If the course meets the criteria, proceed to Step 4.
- If the course does not meet the criteria, proceed to Step 2.

☐ Step 2: Program/course owner consults with faculty and other stakeholders about the feasibility of revising the course's curriculum so that it meets the criteria established in the General Education checklists/definitions.

☐ Step 3: Program/course owner forms program-level subcommittees to revise affected syllabus so that it meets the criteria established in the General Education checklists/definitions.

☐ Step 4: Program/course owner submits proposed course, teaching syllabus (if available), and other supporting documentation via email to either General Education Committee co-chairs (Jdecker@icc.edu or Sgehrig@icc.edu).

Supporting documentation: examples of assignments/labs that demonstrate skills or information taught as related to the distribution requirement criteria, rationale, and explanation of how the course meets the requirement criteria, etc.

☐ Step 5: General Education Committee co-chairs distribute materials to the appropriate subcommittee for review.

The subcommittee may seek input from discipline-specific faculty to assess course proposals, and it may also contact the course owner for more information.

- ☐ Step 6: Subcommittee recommends course to full General Education Committee for approval.
- ☐ Step 7: Program/course owner submits course approved by General Education Committee to the Curriculum Committee for final approval if necessary.
- ☐ Step 8: Program/course owner informs stakeholders, including accrediting bodies, of any curricular changes.

Process for new courses:

When developing a new course in the Curriculum Development System (CDS), mark the box labeled "request to fulfill general education requirement" under course processing options. The course will then be forwarded to the General Education Committee leadership team for consideration. You will be contacted by that team for further information.

Need Assistance? Contact Curriculum Development Staff (*cds@icc.edu*) for consultation, resources, and support.

CRITERIA FOR APPROVING NON-IAI-GECC COURSES (General Education Core Curriculum courses) for General Education Credit

As of the 2016-2017 catalog, Non-Illinois Articulation Imitative (IAI) –General Education Core Curriculum (GECC) courses will no longer qualify for General Education credit at ICC unless approved by the General Education and Curriculum Committees.

Some courses that are not Illinois Articulation Initiative (IAI) approved (transfer credit level approved) may still meet the ICC criteria for general education credit. In order to allow those courses to count towards completion of a non-transfer degree, the course must be formally submitted to the General Education Committee for review. The committee will review the course based on the distribution list requirements below.

English

The General Education Committee subcommittee recommends that English courses at ICC substantively meet the following criteria:

1. Develop awareness of the writing process.
2. Help students develop strategies for invention, organization, and editing.
3. Stress writing for a variety of purposes.
4. Emphasize critical reading and thinking.

Further, tasks required of students enrolled in English courses must include:

1. Documented, multi-source writing
2. No fewer than "2500 words in final version"

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, and grading of the elements listed. The criteria should be evident in the course description, course-level outcomes, and course content listed on the syllabus.

Oral Communication

The General Education Committee subcommittee recommends that Oral Communication courses at ICC substantively meet the following criteria:

1. Include a minimum of three (3) extemporaneous speeches of a minimum of five minutes (one must be informative, one must be persuasive, one must include sources) that account for at least 50% of the course grade.
2. Must cover the communication process (audience analysis, communication model listening, ethics, etc.).
3. Should address strategies for appropriate speech construction (signposting, outlining, thesis/goals statements, supporting and source materials, etc.).
4. Should address strategies for appropriate delivery technique (fluency, vocal variety, managing anxiety, visual aids, credibility, etc.).

Oral communication courses combine communication theory with the practice of oral communication skills. The course develops awareness of the communication process; provides intentional, organizational, and expressive strategies; promotes understanding of and adaptation to a variety of

communication contexts; and emphasizes critical skills in listening, reading, thinking, and extemporaneous (prepared and sought-out but fluent enough to respond to audience) speaking.

Social and Behavioral Sciences

The General Education Committee Subcommittee recommends that Social and Behavioral Science courses at ICC substantively meet the following criteria:

1. Students gain insight into human individual or social behavior.
2. Students comprehend methods of inquiry employed in social or behavioral sciences. Inquiry method may include, but are not limited to: Observation, Surveys, Primary Research, Qualitative Designs, Quantitative Techniques, Sampling.
3. Students develop intellectual abilities and communication skills necessary to understand and influence the world in which we live, such as critical thinking and writing.
4. Students recognize the significance of physical environments or social, political, economic, or cultural traditions or institutions that define, connect, or differentiate communities in local, national, or global contexts.
5. Students comprehend the significance of both continuity and change in human experience over time and recognize how the past has shaped contemporary society.
6. Students understand the impact of individual and collective actions on the future and develop a sense of global responsibility toward humanity and the environment.

Substantive focus on these criteria is signified by course design that includes teaching methods, course activities, assignments, writing, and grading of the elements listed. The criteria should be evident in the course description, course-level outcomes, and course content listed on the syllabus.

For purposes of general education, Social and Behavioral Science courses should involve a combination of theory and practice and should not focus primarily on development or application of a particular skill.

Science

The General Education Committee subcommittee recommends that Science courses at ICC substantively meet the following criteria:

> *The course seeks to develop students' understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses; to familiarize students with selected scientific principles in the physical and life sciences; and enable students to make informed decisions about personal and societal issues.*

In order for students to understand the methods of scientific inquiry, including the development of the skills and disposition necessary to become independent inquirers about the natural world, a general education science course typically includes a laboratory component that meets a minimum of two hours per week. Students in science-related courses will be expected to:

1. Formulate or evaluate questions (hypotheses).
2. Plan and conduct experiments (test hypotheses).
3. Make systematic observations and measurements.
4. Interpret and analyze data.
5. Draw conclusions.
6. Communicate the results (orally and/or in writing).

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, assessing, and grading of the elements listed. The criteria should be evident in the course description, course-level outcomes, and course content listed on the syllabus.

Math

The General Education Committee subcommittee recommends that Mathematics courses at ICC substantively meet the following criteria:

1. Goal: The submitted course develops math reasoning and skills at the college level. Topics may be contextualized but the course will require mastery of key mathematical elements.
2. Prerequisite: The level of math readiness should be equal to MAT 098 and MAT 095 with a grade of C or better or Compass Algebra score of 66 or above AND Geometry score of 46 or above.
3. Students interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.
4. Students represent mathematical information symbolically, visually, numerically, and verbally.
5. Students use arithmetic, algebraic, geometric, and statistical methods to solve problems.
6. Students estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
7. Students recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future.

Substantive focus on these criteria is signified by course design that includes teaching, course activities, assignments, writing, assessing, and grading of the elements listed. The criteria should be evident in the course description, course-level outcomes, and course content listed on the syllabus.

Humanities

The General Education Committee subcommittee recommends that Humanities courses at ICC substantively meet the following criteria:

1. Focus on intellectual and cultural human expression.
2. Class content should investigate original works of humanistic expression through historical, cultural, and aesthetic lenses.
3. Reflect on ideas and confront presuppositions of different cultures.
4. Incorporate perspectives from multiple disciplines.
5. Reflect critically on traditions that have shaped values, beliefs, and aesthetic preferences.
6. NOT skill development (such as performance or production courses in arts, techniques or professional courses in communication or foreign language focused on learning to speak and write).

DEGREES/CERTIFICATES AND GENERAL REQUIREMENTS

Illinois Central College offers five types of degrees as well as occupational certificates. Below is a brief description of each degree type. For specific degree requirements, please see the current College Catalog.

General Descriptions of Certificate and Degrees

OCCUPATIONAL CERTIFICATE (CERT) is awarded to students who complete all the requirements for organized programs of more than a single course (3-4 credit hours) but fewer than fifty (50) credit hours total.

ASSOCIATE IN APPLIED SCIENCE DEGREE (AAS) is a career-oriented degree preparing students for immediate employment and is awarded in a specific program of study. Although not designed as a transfer degree, some courses may fulfill Illinois Articulation Initiative's (IAI) general education requirements, and some courses may transfer to four-year colleges and universities. Students should consult their departmental advisor for more information on these courses.

ASSOCIATE IN GENERAL STUDIES DEGREE (AGS) allows individuals interested in acquiring a broad range of academic courses to suit their specific needs. While it is not designed as a transfer degree, some coursework may fulfill Illinois Articulation Initiative general requirements or transfer to a four-year college or university. Students who choose this option should work closely with their advisors to determine whether this option meets current and future needs.

ASSOCIATE IN ARTS DEGREE (AA) is a baccalaureate-oriented transfer degree focused in the arts, humanities, social sciences, behavioral sciences, or professional fields with these study areas as a foundation. Degree completion may qualify the individual for junior standing at many four-year colleges and universities. ICC's Associate in Arts degree fulfills the Illinois Articulation Initiative's (IAI) general education requirements. (For more information on the Illinois Articulation Initiative, see the current College Catalog.)

ASSOCIATE IN SCIENCE DEGREE (AS) is a baccalaureate-oriented transfer degree focused in mathematics, life or physical sciences, or professional fields with these study areas as a foundation. Degree completion may qualify the individual for junior standing at many four-year colleges and universities. Students who complete the Associate in Science degree at ICC will need to complete additional requirements at the Transfer institution in order to complete the Illinois Articulation Initiative's general education requirements (For more information on the Illinois Articulation Initiative, see the current College Catalog.)

ASSOCIATE IN ENGINEERING SCIENCE DEGREE (AES) is a baccalaureate-oriented degree for students pursuing engineering. This degree does not fulfill all Illinois Articulation Initiative (IAI) general education requirements. The AES provides students with a greater number of credit hours in mathematics and sciences early in their academic career, which is the preferred course sequence for some colleges and universities. Students completing this degree may be expected to take additional general education requirements at their transfer schools. Students who choose this option should work closely with their Engineering advisor to assure a smooth transition from ICC to a four-year engineering program.

II :: DEVELOPING NEW CURRICULUM

- Refer to the ***New Program/Plans of Study Development Guide*** for new program development (to be developed).
- New Course/Master Syllabus Development

COURSE/MASTER SYLLABUS DEVELOPMENT

Illinois Central College maintains a "master syllabus" for every course in its Curriculum Development System (CDS). The master syllabus is used as the representative of the overall course content, even though an instructor may create a syllabus for a class section of this course. A class section syllabus must contain the basic course content of the master syllabus, and is created by the class section instructor separate from Curriculum Development System (CDS).

The master syllabus is the recognized, permanent record of the course that Illinois Central College uses for things such as requests from transfer students, higher education institutions, external agencies reporting, and marketing. The master syllabus can be obtained from Curriculum Development System (CDS), or by contacting via email the Curriculum Development Staff.

Guidelines for Creating a Master Syllabus

When developing a new course, a syllabus must be created and proposed using the Curriculum Development System (CDS). Developing a new course can be driven by many things, including new programs of study, employment demands, changes in the industry, career advisory committees, or accreditation guidelines. Developing a new course or courses can be done by an individual or a group, and an initial meeting with the department Dean/Associate Dean and Curriculum Development Staff is recommended.

All new courses must be associated with at least one approved degree or program of study. For example, a new nursing course would need to be offered in a program of study pertaining to the field. Therefore, most new courses would be part of a program of study proposal, whether the program is new or an existing program that has been modified to include the course. Courses can be offered in several different programs, but must be associated with at least one. General education courses must be associated with a degree, not a program of study.

Creating a New Course/Master Syllabus

☐ Step 1: Develop course proposal, description, and layout.

- Refer to Appendix A-2, *Guidelines for Course/Master Syllabus Development & Modification*.

☐ Step 2: Curriculum Development Staff MUST be contacted to complete the following (339, 694-5745 or 694-8536):

- Establish proper coding.
- Ensure compliance with necessary requirements of outside accrediting bodies.
- Ensure proper data entry and requirements of proposal in the Curriculum Development System (CDS) –see Appendix C-5.
- Provide guidance for processes regarding various approvals that may be necessary or desired. Example: Illinois Articulation Initiative (IAI) Approval, Transfer Articulation, General Education Credit Approval.

☐ Step 3: Enter proposal into the Curriculum Development System (CDS).

- Refer to Appendix A-1, *Using the Curriculum Development System (CDS) FAQ*, for additional assistance.

☐ Step 4: Share proposal in the Curriculum Development System (CDS).

- Prior to submitting the proposal in the Curriculum Development System (CDS), make sure you have taken the time to utilize the "Share" feature in the system and have allowed time for the Campus Community and the Dean/Associate Dean of the department to comment on the proposal.

☐ Step 5: Submit proposal in the Curriculum Development System (CDS).

- Officially submit the proposal in the Curriculum Development System (CDS). You will be contacted with further information as to the date that your proposal will be reviewed by the Curriculum Committee.

☐ Step 6: Attend the Curriculum Committee meeting to present your proposal.

- The Committee will already have viewed the proposal and will ask any additional questions at this time.

☐ Step 7: Follow up on approvals that may be necessary or desired.

- Example: Illinois Articulation Initiative (IAI) Approval, Transfer Articulation, General Education Credit Approval.
- The course CANNOT be marketed or advertised or placed into the College Catalog until formal approval has been obtained.

- **Need Assistance?** Contact Curriculum Development Staff (*cds@icc.edu*) for consultation, resources, and support.

III :: ASSESSMENT

Here you will find:

- Career and Technical Education Program-Level Assessment
- Process for Program-Level Assessment Planning
- Program Mission, Goals, and Student Learning Outcomes
- Identify Measures :: Data Source/Method of Measurement
- Identify Achievement Targets :: Benchmarks and Standards - Measures of Success
- Results :: Data Analysis and Key Findings
- Identify and Record Action Plans :: Use of Results Analysis, Action Items, and Dissemination
- Timelines and Data Collection/Analysis
- Curriculum Mapping/Program Curriculum Map
- Reviewing Assessment Plans

Need Assistance? Contact the Assessment Fellows or Curriculum Development Staff for consultation, resources, and support.

2019-2020 Faculty Assessment Fellows:

ABS: Bryan Asbury 694-5747

AIT: Brian Weaver 694-8566

BLIS: Adam Saatkamp 694-5349

Health Careers: Julie Feeny 690-7549 and April Tatham 690-7541

Humanities: Sue Sanders 694-8287

MSE: Ganesh Lakshminarayan 694-5287

Co-Curricular: Bryan Clark 694-5508

CAREER AND TECHNICAL EDUCATION PROGRAM-LEVEL ASSESSMENT

Program-level assessment facilitates continuous program-level improvement. Use of assessment results informs, confirms, and supports program-level change and accomplishments. The process assists in identifying curricular gaps while guiding curriculum and course action and revision, demonstrates overall program effectiveness, and showcases student learning – "what works."

The result is a dynamic program review that expresses the relationship between the College's mission, Institutional Learning Outcomes (ILOs), program goals, and student learning outcomes. Student learning outcomes are defined, results analyzed, and action plans for improvement of student learning are identified and implemented.

Voices of program stakeholders are integral to the process. This includes the students, advisory committees, employers, community, faculty, administration, and, if applicable, external accrediting bodies. The program director/chair is ultimately responsible for the program-level assessment process.

While the process is ongoing, results will be reported annually. A central repository is where the program-level data is entered and housed.

A quality assessment plan is principled—connected to institutional values and initiatives, practical, comprehensive, and continuous. Programs drive assessment planning through collaboration, reflective and deliberate preparation, gradual implementation, and feedback into its continuous improvement efforts.

The following pages outline best practices in program-level assessment planning.

PROCESS FOR PROGRAM-LEVEL ASSESSMENT PLANNING

☐ Step 1: Gather and review program related materials

- Catalog, website, and printed program materials
- College Mission Statement
- Program Mission Statement and Philosophy, if applicable
- Current Assessment Plan, Program Goals, and Student Learning Outcomes (SLOs)
- Discipline-specific standards and/or professional organization resources
- Recent accreditation/program review self-study reports, recommendations, and action plan
- Previous Assessment Data Reports including survey data—end of program, graduate and employer, course data—evaluations and assessments, capstone/portfolio data, and course embedded assignments

☐ Step 2: Follow the steps outlined below to complete the Program-Level Student Learning Assessment Worksheet– Appendix D-1

Working in collaboration with faculty, review the program's mission and scope of the plan.

I. Review/create and list 3-5 **Program Goals**.
II. Develop 2-3 (or more if needed) measureable program-level **Student Learning Outcomes** for each goal.
    - Use *Bloom's New Taxonomy of Cognitive Skills with Action Verb* List in Appendix A-7.
    - Refer to *Thought-Provoking Questions to Guide the Process of Developing Program Goals and Student Learning Outcomes* in Appendix A-6.

- Refer to *Practical Approaches to Developing Program Goals/Objectives/Outcomes* in Appendix A-5.

III. Complete the **Program-Level Student Learning Assessment Worksheet** in Appendix D-1 using the following guidelines:

a. Insert Program Mission Statement.
b. Insert Program Goals (see Step 1).
c. Insert Student Learning Outcomes (see Step 2).
d. Identify Measures (e.g., rubrics, pre-licensure exam, final skills evaluation).
e. Identify Achievement Targets (desired levels of student success).
f. Record results.
g. Identify and record Action Plans.
h. Complete Analysis Questions 1-5.

☐ Step 3: Program Curriculum Map

Use *curriculum mapping techniques* to identify courses which map with desired Institutional Learning Outcomes (ILOs), program goals, and outcomes.

PROGRAM MISSION, GOALS, AND STUDENT LEARNING OUTCOMES

Program Mission

The first step in guiding the program-level assessment process is a review of the program's current mission statement. A program mission should reflect a "conceptual convergence" or agreement among faculty addressing who it serves, in what ways, and with what end result (Hatfield, S. 1999).

The Program Mission Statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The Program Mission Statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.

Program Mission Statement must also be consistent with the principles of purpose set forth in the College's mission and goals statements. Accrediting bodies expect that Program Mission Statements are in harmony with mission statements of the institution, school, college, and/or department. Therefore, a good starting point for any program mission statement is to consider how the program mission supports or complements the university, school/college, and department missions and strategic goals.

A Program Mission Statement

- Is a broad statement of what the program or unit is, what it does, and for whom it does it
- Is a clear description of the purpose of the program or unit and the learning environment
- Reflects how the program contributes to the education and careers of students graduating or earning a certificate from the program or how the unit supports its customers
- May reflect how the teaching efforts are used to enhance student learning
- Is aligned with department's and college's missions
- Should be distinctive for the program or unit

Components of a Program Mission Statement

- Primary functions or activities of the program or unit – most important functions, operations, outcomes, and/or offerings of the program or unit
- Purpose of the program or unit – primary reasons why you perform your major activities or operations
- Stakeholders – groups or individuals that participate in the program and those that will benefit from the program or unit

Attributes of a well written Mission Statement

The statement leads with the educational purpose distinctive to the degree and field of study.

The statement identifies the signature feature of the program.

The statement defines clarity of purpose and sticks in your mind after one reading.

The statement explicitly promotes the alignments of the program with system, campus, college, and department missions.

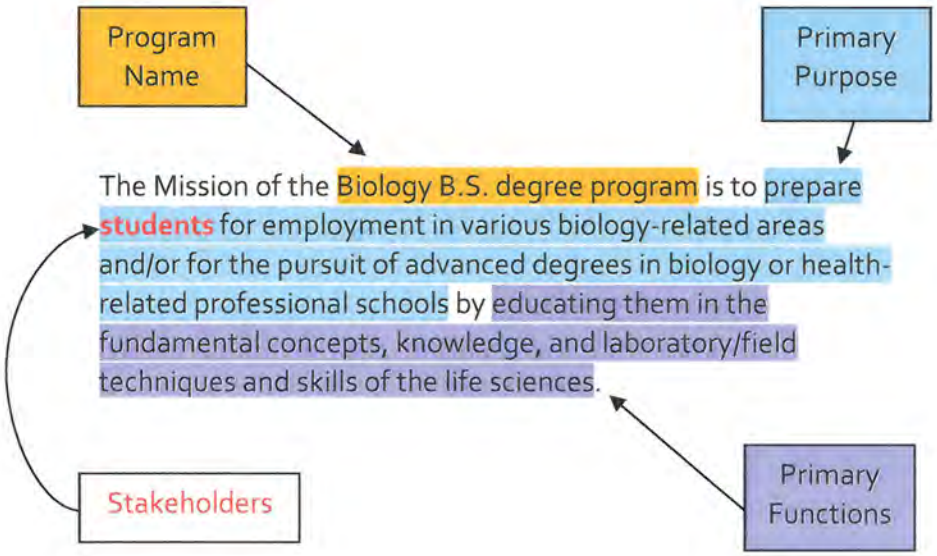
An expanded statement of purpose explicitly states vision and values that are realistic and achievable, and is based on expressed understanding of students served and interests of other important stakeholders.

Structure of a Program Mission Statement

"The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders)." (Additional clarifying statements)

(Note: the order of the pieces of the mission statement may vary from the above structure.)

Program Mission Statement Example



Another similar simple format

The_____ (organization) will _____ for _____ by _____.

This tells who the organization is, what it intends to do, for whom it intends to do it, and by what means (how) it intends to do it.

Program Mission Statement Example for a CTE Program

Cosmetology Program Sample:

Our mission is to exceed student's expectations by providing educational tools and knowledge for them to excel in their chosen field (cosmetology, cosmetology teacher, nail technology, esthetics, or brush-up course) so they will possess the confidence and skills to service clients/students and obtain their licenses to be employed in salons, spas, or other avenues of the beauty industry. We strive to offer a balanced academic and personal environment that fosters growth and constant pursuit of knowledge.

Checklist for a Mission Statement

- Is the statement clear and concise?
- Is it distinctive and memorable?
- Does it clearly state the purpose of the program?
- Does it indicate the primary function or activities of the program?
- Does it indicate who the stakeholders are?
- Does it support the mission of the program, department, and college?
- Does it reflect the program's priorities and values?

Program Goals

Program goals are general and encompass the learning that occurs throughout the program. In her book, *Assessing Academic Programs in Higher Education*, Mary Allen describes program goals, "Program goals are broad statements concerning knowledge, skills, or values that faculty expect graduating students to achieve. They describe general expectations for students, and they should be consistent with the program mission" (page 29). Program goals are broad and difficult to measure; they are measured via more specific, well-defined objectives.

You should have 3-5 program goals focused on the three learning domains: knowledge, skills, and attitudes/behaviors, which graduates can demonstrate. The goals should be broad and directly related to your mission statement. Students in the program will practice these goals throughout their courses. Consider these questions when writing program goals:

- What would a successful graduate of the program look like today and in the future?
- What are the major academic goals students should achieve upon completion of the program?
- What would a successful student know and be able to do by the end of the program?

EXAMPLE Program Goals:

1. Graduates of the program will demonstrate application of knowledge of massage therapy principles. (Massage Therapy Certificate)
2. Graduates of the program will demonstrate specific knowledge and proficiency in the technical areas of building science, environmental systems, indoor air quality, environmental controls, heating and cooling systems, energy analysis, and blueprint reading. (Solar Thermal Heating Certificate)

3. Graduates will model professional behaviors appropriate for an entry level dental hygienist. (Dental Hygiene AAS Degree)

Programs should err on the side that "less is more" and develop and list 3-5 goals on the Program-level Student Learning Assessment Worksheet.

Student Learning Outcomes

Program outcomes are defined, short-term targets with measurable achievements. Program level outcomes may change each year based on program assessment. Program outcomes are more specific than program goals and focus on significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Program Student Learning Outcomes are aligned with course level outcomes. They should center on intended graduate performance and behaviors. It is recommended that programs have 2-4 student learning outcomes per program goal unless your program's accrediting body requires more.

What are the differences between Objectives and Outcomes? Objectives are intended results or consequences of instruction, curricula, programs, or activities. Outcomes are achieved results or consequences of what was learned—evidence that learning took place. Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. They are more precise, specific, and measurable than goals. There can be more than one outcome related to each goal and a particular learning outcome can support more than one goal.

EXAMPLE Student Learning Outcomes:

1. Students will construct and interpret basic financial statements using accounting information. (Accounting Clerk/Bookkeeper Certificate)
2. Students will collect blood specimens properly using venipuncture and micropuncture techniques. (Phlebotomy Certificate)
3. Students will be able to describe history, role, and responsibility of the police in the prevention and control of crime. (Law Enforcement Certificate)
4. Students will demonstrate increasing awareness of diversity and the necessity of examining issues from multiple perspectives. (Nursing Degree)

Tips:

- Consult *Bloom's New Taxonomy of Cognitive Skills with Action Verb List* when creating Student Learning Outcomes for each goal, found in Appendix A-7.
- Refer to the *Program-Level Student Learning Outcome (SLO) Levels of Attainment*, found in Appendix C-4.
- List 2-4 measurable student learning outcomes per program goal on the Program-level Student Learning Assessment Worksheet.

IDENTIFY MEASURES
:: DATA SOURCE/METHOD OF MEASUREMENT

Review Existing Assessment Methods

Review current practices for gathering information on student performance (e.g., project, capstone, class assignments)

- Are the assessments directly related and aligned to program goals and student learning outcomes?
- What formal/informal and direct/indirect methods (see samples below) do you use which tie to your intended program goals and student learning outcomes?
- Are there gaps between the information collected and program goals and student learning outcomes?
- What other information do you need to gather in order to understand whether students are achieving these student learning outcomes?

Identify Assessment Methods of Assessing Student Learning

Direct Methods - Clear and compelling evidence of what students are learning

- Ratings of student skills by internship/practicum supervisors
- Scores and pass rates on appropriate licensure/ certification exams (e.g., NLNAC, EMT-P) or other published tests (e.g., published mock board exams) that assess key learning outcomes
- "Capstone" experiences such as research projects, presentations, exhibitions, or performances, scored using a rubric
- Portfolios of student work
- Score gains between pre- and post-tests (published or local) or writing samples
- Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program

Indirect Methods - Evidence that students are "probably" learning, but exactly what or how much is less clear

- Course grades*
- Assignment grades, if not accompanied by a rubric or scoring guide
- Placement rates of graduates into appropriate career positions and starting salaries
- Student ratings of their knowledge, skills, and reflections on what they have learned in the program
- Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
- Honors, awards, and scholarships earned by students and alumni

***Grades and Assessment**: There is a difference between assessment and grading, but they do have one common characteristic as they both intend to identify what students have learned. Grades alone do not always give direct evidence to identify which specific student learning outcomes and at what levels students have learned. Some course grades also include additional student behaviors that are not related to student learning outcomes (e.g., attendance and participation). Grades need to be clearly

linked and aligned to learning outcomes and rubrics to suffice as direct evidence for assessment purposes.

- List the type of assessment opportunity (course or experience) and data source (method/measure—assignment/rubric) for each student learning outcome listed on the **Program-Level Student Learning Assessment Worksheet (Appendix D-2)**.

IDENTIFY ACHIEVEMENT TARGETS :: BENCHMARKS AND STANDARDS - MEASURES OF SUCCESS

Statements of Student Success – How well are my students learning? Each student learning outcome should have an established baseline measure which indicates an acceptable level of student achievement.

Benchmarks or standards determine what the acceptable level of achievement is for each outcome. Defining acceptability or unacceptability will depend upon the importance of the outcome and type of measure (direct or indirect).

Setting benchmarks is a multiple step process to help explain how well students are learning (in order for any score or average to have meaning, it needs to be compared to something). The first step is to (1) choose the kind of standard or benchmark, (2) set the appropriate standard or benchmark, and (3) set targets for students' collective performance.

A few tips to help you get started:

- Do some research—appropriate disciplinary associations, web search for examples, colleagues, peer programs.
- Benchmarks can be established from local (competency-based or criterion-referenced) or external (certification or licensure examinations) standards.
- Involve others in the standards-setting process—work with faculty, students, employers.
- Use samples of student work to inform your discussion—implement assessment on a small scale and gather work samples to help determine exemplary to inadequate work.

Benchmarking is a continuous process so once you have set your initial standards and targets, you may want to adjust or modify based on your implementation. (*Assessing Student Learning: A Common Sense Guide* by Linda Suskie. 2009)

- Determine a benchmark or standard (usually a %) for each student learning outcome on the Program-level Student Learning Assessment Worksheet.

RESULTS :: DATA ANALYSIS AND KEY FINDINGS

The analysis of assessment data provides evidence of student learning. Assessment data can distinguish patterns of consistency, evidence of learning within distinct student populations, and identify gaps in or achievement of program outcomes.

- List any key findings that are currently available on the Program-level Student Learning Assessment Worksheet. If there are no current findings, indicate the target date when data may be available.

IDENTIFY AND RECORD ACTION PLANS :: USE OF RESULTS ANALYSIS, ACTION ITEMS, AND DISSEMINATION

One of the most challenging aspects of assessment is using the data to inform and reflect upon current practice and facilitate program change. Using assessment results is a key element in supporting a program's continuous, quality improvement processes.

Disseminate and discuss findings among faculty, staff, and students (if appropriate), as well as deans, associate deans, and use to justify programmatic changes within Curriculum Committee.

Use the following questions to guide the discussion:

1. What are the three most important things to share about the results?
2. How will the results impact decisions on curriculum and instruction?
3. In what ways are you able to use data to confirm outcomes or improve the program?

Develop a sustainable, action plan as a result of these discussions.

- Identify how results are used and shared including recommendations or action items on the **Program-Level Student Learning Assessment Worksheet**.

Sharing Results

Here are some ways academic programs can share their assessment plans and findings.

- Publicize results to faculty, students, alumni, prospective students, administrators, donors
- Department and Program Websites – post summaries of relevant results related to course learning outcomes, program goals, current department or college initiatives
- Alumni or departmental newsletters
- External - Accreditation agencies/Internal - Academic Program Review and Program Plan processes
- Recruiting/admissions brochures
- Student orientation materials
- Awards ceremonies
- Publications or presentations to internal or external audiences

TIMELINES AND DATA COLLECTION

Refer to the established *Assessment Calendar* in Appendix B-1. Consider how the program will collect assessment data on an established cycle. When is the best time to measure and collect student learning outcomes data? Be selective, strategic, and realistic. Develop an assessment cycle that will enhance and support external (accreditation) and internal (academic program review) commitments.

In general, it is recommended that a program assess two or three student learning outcomes on an annual basis. A staggered approach (e.g., 4-6 goals/corresponding student learning outcomes = three-year period to complete the assessment cycle) maximizes faculty resources and a program's capacity to collect, analyze and review findings, make recommendations, and develop action plans accordingly.

- Identify when and how assessment data will be collected, aggregated, and analyzed on the *Discipline/Program-Level Student Learning Assessment Worksheet*, found in Appendix C-9.
- Implementation of the plan should be on-going. Each program should select 2-3 student learning outcomes to assess (if not currently listed in their plan) annually.

CURRICULUM MAPPING/PROGRAM CURRICULUM MAP

Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how. Mapping is designed to document what courses are taught and when, reveal gaps in the curriculum, and help design an assessment plan. It improves communication among faculty about curriculum, promotes program coherence, increases the likelihood that students achieve program-level outcomes, and encourages reflective practice.

A program curriculum map is created by setting up a table with Institutional Learning Outcomes (ILOs) and program learning outcomes in individual rows and each course displayed in individual columns. If a course is meeting a general education distribution requirement, highlight that course in black with a font color of white (reverse coloring). Refer to Section I, Degrees/Certificates and General Requirements for more information.

Once the chart is established, faculty enter an indicator of level for each learning outcomes and course/experience. **"I" (Introduce)**- student is introduced to the knowledge, skill, and/or attitude/behavior expected of program graduates. **"R" (Reinforce)**- knowledge, skills, and/or behaviors reiterated or expanded upon from courses earlier in curricular sequence; however, students are not expected to demonstrate attainment at the level of a program graduate. **"D" (Demonstrate)**- student is expected to demonstrate attainment of knowledge, skills, and/or attitudes/behaviors required of program graduates.

When new skills and knowledge are introduced, students:

- Learn and define relevant terminology and vocabulary by describing, classifying, listing, memorizing, recalling, and repeating.
- Make first attempts at accomplishing tasks requiring a newly learned skill.

When new skills and knowledge are reinforced, students:

- Re-address terminology and vocabulary in new and varied contexts.
- Expand and reconfigure prior knowledge or use the skill in new situations.

When new skills and knowledge are demonstrated, students:

- Exhibit competency of the skill or knowledge without prompting or direction by synthesizing.
- Exhibit behaviors which indicate that the knowledge or skill has been fully integrated, becoming a "habit of mind."
- Adapt, modify, and change prior knowledge based on new understanding (synthesis).
- Initiate behaviors which demonstrate competency of the knowledge or skill sometimes in creative problem solving.

Illinois Central College's Institutional Learning Outcomes (ILOs) and their operational definitions can be found in Section I. A compilation of Institutional Learning Outcomes (ILOs) Assessment Rubrics can be found in Appendix E-5, E-6 and E-7.

A program curriculum map template and example program curriculum maps can be found in Appendix C-5, C-6, C-7, and C-8.

IV :: CURRICULAR IMPROVEMENT, MODIFICATION, AND DISCONTINUANCE

Here you will find:

- Curricular Modifications
- Program or Area of Study Modifications
- Course/Syllabus Modifications
- Inactivating and Withdrawing a Program
- Inactivating and Withdrawing a Course

Need Assistance? Contact Curriculum Development Staff for consultation, resources, and support.

CURRICULAR MODIFICATIONS

Modifications to active programs, areas of study and courses are processed through the Curriculum Development System (CDS). Desired changes must be submitted through the system by the designated Monday outlined on the Meeting Schedule Planner approved by the Curriculum Committee.

PROGRAM OR AREA OF STUDY MODIFICATIONS

☐ Step 1: Use "Propose Changes to Existing Active Program" function in the Curriculum Development System (CDS).

- For questions about data entry into Curriculum Development System (CDS) –see Appendix A-1 *Using the Curriculum Development System (CDS) FAQ* or consult with the Curriculum Development Staff.
- For questions regarding curricular information that will be reviewed, see Appendix A-2 Guidelines for *Course/Master Syllabus Development & Modification*.
- If you are making curricular changes to a program, please contact the Curriculum Development Staff for assistance with additional documentation that is necessary and to engage the Program Development Joint sub-committee.

☐ Step 2: Include Rationale for changes.

- Please indicate the planned changes as well as a rationale for the changes made.
- If changes are being made based on information gathered from an advisory committee or industry/community representatives, please use the "Attachments" section to include any documentation.

☐ Step 3: Enter necessary changes into the Curriculum Development System (CDS).

- Please allow at least a minimum of two semesters for processing when selecting an effective date.
- If you are making a curricular change to a Program, be sure to attach or update attached copies of the following documents:
    - Advisory Committee Minutes
    - *Discipline/Program- Level Student Learning Assessment Worksheet: Degree or Certificate* – see Appendix C-9
    - *Program Curriculum Map* – see Appendix C-5 and C-6
- If you are making a non-curricular change to a program (i.e., Admissions Requirement, Additional Program Information) attach Advisory Committee minutes, as appropriate.

☐ Step 4: Share proposal in the Curriculum Development System (CDS).

- Prior to submitting the proposal in the Curriculum Development System (CDS), make sure you have taken the time to utilize the "Share" feature in the system and have allowed time for the Campus Community and the Dean/Associate Dean of the department to comment on the proposal.

☐ Step 5: Submit proposal in the Curriculum Development System (CDS).

- Officially submit the proposal in the Curriculum Development System (CDS). You will be contacted with further information as to the date that your proposal will be reviewed by the Curriculum Committee.

☐ Step 6: Attend the Curriculum Committee meeting to present your proposal.

- The Committee will already have viewed the proposal and will ask any additional questions at this time.

COURSE/SYLLABUS MODIFICATIONS

Courses can be modified; however, if there are significant changes to the course it may be best to inactivate/withdraw the course and create a new course. If you are anticipating making significant changes to a course please consult with the Curriculum Development Staff to determine the best action to take.

At a minimum, all syllabi should be reviewed on a three-year cycle and updates submitted through the Curriculum Development System (CDS). Syllabi submitted for review that are not approved by the Curriculum Subcommittee will be returned to the originator for corrections. The "old" syllabus will remain in effect until the returned syllabus is re-submitted through the Curriculum Development System (CDS) and approved by the Curriculum Subcommittee. (Section A updates are submitted to the full Committee as a modification, Sections B-H are submitted as a Syllabi Review to the Subcommittee only.)

☐ Step 1: Use "Propose Changes to Existing Active Course" function in the Curriculum Development System (CDS).

- For questions about data entry into the Curriculum Development System (CDS) please see Appendix A-1, *Using the Curriculum Development System (CDS) FAQ* or consult with the Curriculum Development Staff.
- Refer to Appendix A-2 *Guidelines for Course/Master Syllabus Development & Modification* for guidance as to specific course syllabus requirements.

☐ Step 2: Include Rationale for changes.

- Please list the specific changes made in the "*what changes are being proposed?*" box, such as pre-requisite changes, textbooks, course content.
- Give a rationale for the changes made in the "*rationale*" box, such as per advisory committees or to align Illinois Articulation Initiative (IAI) requirements.
- If changes are being made based on information gathered from an advisory committee or industry/community representatives, please use the "Attachments" section to include any documentation.

☐ Step 3: Enter necessary changes into the Curriculum Development System (CDS).

- Please allow at least a minimum of one semester for processing when selecting an effective date.
- If the changes to the course (i.e., credit hours) will affect a program/area of study, please make changes to the necessary program at this time as well. If you are unsure of what the changes will affect, please contact Curriculum Development Staff at *cds@icc.edu* to assist you in identifying these areas.

☐ Step 4: Submit proposal in the Curriculum Development System (CDS).

- Prior to submitting the proposal in the Curriculum Development System (CDS), make sure you have taken the time to utilize the "Share" feature in the system and have allowed time for the Dean/Associate Dean of the department to comment on the proposal.

☐ Step 5: Submit proposal in the Curriculum Development System (CDS).

- Officially submit the proposal in the Curriculum Development System (CDS). You will be contacted with further information as to the date that your proposal will be reviewed by the Curriculum Committee.

☐ Step 6: Attend the Curriculum Committee meeting to present your proposal.

- The Committee will already have viewed the proposal and will ask any additional questions at this time.

INACTIVATING AND WITHDRAWING A PROGRAM OR AREA OF STUDY

As programs continually review quantitative and qualitative information related to program outcomes and viability, it is sometimes necessary to phase out an academic program. When a program is withdrawn, the program is officially removed from the Illinois Community College Board (ICCB) database. Before the program is withdrawn with ICCB, there is a period of inactivation at ICC. This allows time for students in the middle of completing the program time to finish coursework or to move into another appropriate and acceptable program. Once a program has been inactivated, no students are allowed to enroll in the program and formal withdrawal from ICCB must take place within three years. After a program is inactivated at ICC, the program will no longer appear in the College Catalog or any other marketing materials. If you are anticipating the inactivation/withdrawal of a program, please contact the Curriculum Development Staff at *cds@icc.edu* to begin the process.

INACTIVATING AND WITHDRAWING A COURSE

Please consult with the Curriculum Development Staff at *cds@icc.edu* if you wish to inactivate or withdraw a course. The process of inactivating/withdrawing a course requires a significant amount of coordination with the class scheduling process and must be done in an orderly fashion.

This guide was developed in part based on material from:

Allen, M. (2004). *Assessing Academic Programs in Higher Education*. San Francisco: Jossey-Bass.

The University of Central Florida: "UCF Academic Program Assessment Handbook," 2005 and material from the University of San Diego.

Rochester Institute of Technology Academic Program Assessment Planning Guide, 2011 *http://www.rit.edu/outcomes*

Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

University of Connecticut *http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf*

V :: APPENDICES

Using the Curriculum Development System (CDS)

FAQ'S

What is CDS? The Curriculum Development System (CDS) is a database system used by ICC for management of the curriculum. It houses all of both the current and historical program outlines and master course syllabus used by our faculty and staff, and is managed by the Curriculum Development Staff. This database receives curriculum information per the direction from the Curriculum Committee, along with approvals from the Illinois Community College Board (ICCB), Vice President of Academic Affairs, and ICC's Board of Trustees.

Who can use the CDS system? This system is available to anyone currently employed by Illinois Central College, and has a valid ICC network account. The Curriculum Development System (CDS) can be used to develop new curriculum, exchange curriculum ideas, and create curriculum proposals for consideration by the Curriculum Committee.

How do I get there? It's easy! http://cds.icc.edu/ Use your network sign-on and password for access, you will not need to create a separate account. There is also a link on the ICC intranet, under Curriculum Development, or you can go to the ICC homepage, and type the word "curriculum" after the last slash on the address field. The Curriculum Development System (CDS) will keep up when you change your password.

How do I use this thing anyway? That's easy too. The Curriculum Development System (CDS) provides information by clicking on the headings and section titles (in orange) to help guide you. Or, if you have never used the system before, email cds@icc.edu for a quick tutorial (over the phone or in person, it takes about 15 minutes), or stop by the 339-A on the East Peoria Campus for help.

Can I use the CDS system from my home computer? Yes, you can! Use the link listed above, log in, and use the system just as you would if you were on an ICC campus.

HELP! I've lost all of the work that I have done! While working in the Curriculum Development System (CDS), make sure that you save your work by clicking on the **SAVE** buttons provided for each section. If you exit the Curriculum Development System (CDS) and want to return to your curriculum work later, the Curriculum Development System (CDS) will file the working draft copy in the MY COURSES or MY PROGRAMS area from the main menu. When you log in again, go to those places first to retrieve your work. Your curriculum work stays there until you move it on by changing the STATUS of your proposal.

Contact information:
Curriculum Development Staff, East Peoria Campus, Room 239, cds@icc.edu

Guidelines for Course/Master Syllabus Development & Modification

A Master Syllabus is created for every course offered at ICC. The development of these syllabi is completed in the Curriculum Development System (CDS). The guidelines in this document are intended to be used when creating or modifying a course syllabus. In addition, further explanations are available in CDS. These explanations are found by, clicking on red headings in each section of CDS.

Course Prefix/Number

- Use an existing prefix, or if this is a new course, no more than five (5) alpha characters. Course numbers should reflect course content and type of credit. Consult with your Dean/Associate Dean for additional guidance involving course sequencing.
  - 001-039- General Studies Courses
  - 040-079- Vocational Skills
  - 080-099- Developmental
  - 100-109- Freshmen level- Occupational
  - 110-199- Freshmen level- Transfer
  - 200-299- Sophomore level- Transfer or Occupational
  - "C" followed by two digits- indicates Community Education (Hobby/Leisure, non-credit)

Course Title

- Course Title should clearly and succinctly describe the course and align with receiving institutions' course names (if possible).

Planned Effective Date

- Select the semester date that the course should be available for scheduling or the date that the course changes should take effect.
- Allow at least one semester for changes to be processed. For guidance on the timing of scheduling and implementing adjustments, contact Curriculum and Academic Scheduling at academicscheduling@icc.edu or cds@icc.edu.

Rationale

- Include a brief summary that focuses on why a new course or a course modification is being proposed
  - Examples: Advisory committee recommendations, accreditation changes, assessment of student learning data, industry changes, etc.

Proposed Changes

- Explicitly list all changes that have been made to the course syllabus
  - Examples: change in credit or contact hours, change in prerequisite, updating materials of instruction, change in course description, etc.

Course Description

- Course Description should include:
  - A description of the major area of inquiry

- An outline of key concepts, topics, or skills that will be covered in the course
- If applicable, course descriptions may indicate the course' s role as it relates to a program of study, licensing, certification, or how the course builds on pre-requisite coursework.
- Avoid using acronyms if possible

Prerequisites:

- Prerequisites listed on a course are used as an enrollment tool. To be enforced, pre-requisites must be measurable statement for the student and the department.
  - Example: "BIOL 110 with a grade of "C" or better" is a measurable statement
  - Example: "Two years of high school science classes" is not a measureable statement
- Not all courses require a prerequisite
- Consult with the department Dean/Associate Dean or Curriculum and Scheduling Services for assistance

Credit Hours/Lecture Hours/Lab Hours:

- A Master Syllabus should be written as if the course will be taught in a full semester (15 week) time period, with an additional week for final course evaluation and assessment.
  - If a course is typically scheduled in a shorter duration that the full semester, a statement may be added to the course description to reflect this; but this is not encouraged.
    - Example: course is typically taught in an 8-week session. The class section syllabus is the appropriate location to reflect actual meeting hours when a course is taught in a variable/non-standard format.
- The ICC Board of Trustees Credit Hour Policy: Illinois Central College defines a credit hour as an amount of work represented in intended learning outcomes, and verified by evidence of student achievement, that reasonably approximates not less than fifty minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester hour of credit.
- ICC adheres to the credit hour policies provided by the Illinois Community College Board (ICCB) which state that credit hour courses shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour; 2-hours of study time per credit hour are expected outside of class.
- The following equations are used to reflect time in a <u>classroom/lab setting</u>
  - 1 credit hour = 1 hour of lecture/discussion-oriented instruction per week
  - 1 credit hour = 2-3 hours of laboratory-oriented instruction per week
    - ICC maintains a standard of 2 hours of lab per credit hour. Explain in the rationale if requesting more than 2 hours of lab time per credit hour.
- The following equation is used to reflect time in a <u>nonclinical internship, practicum, or on-the-job supervised instruction</u>
  - 1 credit hour = 75-149 contact hours per semester
    - ICC maintains a standard of 75 hours of internship per credit hour. Explain in the rationale if requesting more than 75 hours of internship per credit hour.
    - Internship hours are listed in the lab space hours in CDS. List the hours as the number of hours a student needs to meet per week on a 15-week schedule
      - *Example: A 75 hour internship is listed as 5 lab hours per week and equates to 1 credit hour.*

- The following equation is used to reflect time in a clinical practicum
  - 1 credit hour = 30-60 contact hours per semester
  - An assumed practice is 1 hour of outside study time will be invested for 2 clinical practicum contact hours.
    - ICC maintains a standard of 30 hours of clinical practicum per credit hour. Use the rational to explain a request for more than 30 hours of internship per credit hour.
    - Internship hours are listed in the lab space hours in CDS. List the hours as the number of hours that a student needs to meet per week based in a 15-week schedule
      - *Example: A 30 hour clinical practicum is listed as 2 lab hours per week and equates to 1 credit hour.*

Repeatable Course

- This section only applies when a course is repeatable for credit multiple times.
- Examples of courses that are repeatable for credit may include: independent study, special topics, internships, skill building courses
- If the course is intended for students to repeat even if they receive passing grades, specify the number of repeatable times.
- Use the Attachment tab to attach a rationale that includes a description as to why the repeatability is needed.
- Additional rules for repeatability can be obtained from Curriculum and Scheduling Services.

Institutional Learning Outcomes (ILOs)

- ILOs are aligned to the course content and course objectives.
- A course is that is aligned to a general education distribution area is required to have at least one ILO identified and attached to at least one specific course-level outcome. Courses not aligned to a general education distribution area are not required to, but may choose to, identify and attach ILOs to specific course-level outcomes.
- A course level outcomes aligns with an ILO when:
  - The course level goal meets the Operational Definition of the Institutional Learning Outcome.
  - Direct instruction is provided.
  - Assessment artifacts could be produced.
- A rationale for alignment may be requested by the Curriculum Committee prior to approval of a master syllabus.
- For assistance in determining alignment, refer to the Institutional Learning Outcomes and Operational Definitions and the ILO Assessment Rubrics located in Appendix D-6 of the Curriculum Development, Planning and Assessment Guide.

Course-level Outcomes

- Course-level outcomes (CLOs) are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience. CLOs should be specific and well defined and explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of completing a course. They should be:
  - learner-centric
  - measurable
  - stated in terms of expected student performance rather than what faculty intend to do or teach during instruction.

- How to Write a Course-level Outcome
  - Focus on student behavior- Identify the concept you want the students to learn and how they will perform or demonstrate their understanding.
  - Identify the level of knowledge "Bloom's Taxonomy" at which you expect students to perform- align with an assessment method.
  - Choose an action verb that is measurable and observable to describe student behavior.
  - For the listing and additional information about Bloom's Taxonomy, see Appendix A-7 in the Curriculum Revisions, Modifications, and Assessment Guide .

Materials of Instruction

- Copyrighted textbooks and/or materials should not be over 5 years old. If materials are older than 5 years, provide a rationale as to why this is the best option for the course content.
- Materials of Instruction Text(s) should be formatted in APA (American Psychological Association), MLA (Modern Language Association), Turabian, or other accepted formats.

Methods of Presentation

- Describe the methods of presentation that may be used in the course
  - Examples: lecture, discussion, presentations, group-work, laboratory, demonstration, or another method that adequately describes the pedagogical framework of the discipline and course
- A syllabus is written for all delivered courses and should not specify a delivery mode, such as online, correspondence, hybrid, etc.

Methods of Assessment of Student Learning

- Describe the methods of formative assessment that may be used in the course to ensure students are demonstrating the course outcomes
- The methods could include reflections, classroom assessment techniques, reflective exercises (exams, homework, short-writes), in-class activities, surveys, papers, projects, presentations, portfolios, or other pedagogically sound formative assessment techniques.

Evaluation of Student Achievement

- Describe how grades will be assigned for the course. Include the following:
  - Examples of types of evaluations that will be used: tests, homework, papers, presentations, etc.
- Working syllabi should follow the guidelines set in the master syllabi
- Working syllabi should explicitly show how grades are earned
  - Evaluations should be connected to course outcomes

Course Content

- Each concept, topic, or skill should be outlined to show major sub-topics.
- The topics and sub-topics should be directly connected to course outcomes.
- The course content section provides students and instructors a list of major topics and sub-topics that must be covered in the course
- Generally the list should be broad in scope and not considered to be exhaustive. However, the level of specificity will vary by discipline and course need. For example, an accredited program may be required to list a comprehensive terminology list. Or, a course in a sequence may need

to be explicit about what level of a concept they will reach in order to prepare the student for the advanced course in that sequence.

Other Guidelines to Remember

- Acronyms: all acronyms used in a syllabus should be explained at least once in full terminology.
- Input from Dean/Associate Dean should be obtained before proposing a course.
- Be sure to use the "Share" feature of Curriculum Development System (CDS) when building a course

Overall General Education Requirements	
Higher Learning Commission	The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model.
Illinois Community College Board	Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters.

Degree Specific General Education Requirements	HLC	ICCB		ICC	
Associate in Arts	24 credit hours	Communications- two-course sequence in writing and one course in oral communication	9 cr hrs	English	6 cr hrs
				Communication	3 cr hrs
		Social and Behavioral Sciences- 3 courses, with courses selected from at least two disciplines	9 cr hrs	Social and Behavioral Sciences	9 cr hrs
				Mathematics	3 cr hrs
		Mathematics	3-6 cr hrs	Sciences	7 cr hrs
		Physical and Life Sciences- 2 courses, with one selected from life science and one from physical sciences (at least one must be a lab course)	7-8 cr hrs	Humanities and Fine Arts	9 cr hrs
		Humanities and Fine Arts- at least one course from humanities and one from fine arts	9 cr hrs		
		Total Credit Hours	**37-41 cr hrs**	**Total Credit Hours**	**37 cr hrs**
Associate in Science	24 credit hours	Communications- two-course sequence in writing and one course in oral communication	9 cr hrs	English	6 cr hrs
				Communication	3 cr hrs
		Social and Behavioral Sciences- 2 courses, with courses selected from at least two disciplines	6 cr hrs	Social and Behavioral Sciences	6 cr hrs
				Mathematics	6-9 cr hrs
		Mathematics	6-9 cr hrs	Physical and Life Sciences	10-11 cr hrs
		Physical and Life Sciences- 2 courses, with one selected from life science and one from physical sciences (at least two must be a lab course)	10-11 cr hrs	Humanities and Fine Arts	6 cr hrs
		Humanities and Fine Arts- 2 courses, at least one course from humanities and one from fine arts	6 cr hrs		
		Total Credit Hours	**37-41 cr hrs**	**Total Credit Hours**	**37-41 cr hrs**

Degree Specific General Education Requirements	HLC	ICCB		ICC	
Associate in Engineering Science		Communications- two-course sequence in writing Social and Behavioral Sciences Mathematics- Calculus I, II, III Physical and Life Sciences- Chemistry I (with lab) Humanities and Fine Arts **Total Credit Hours**	6 cr hrs 0-9 cr hrs 11-13 cr hrs 4-5 cr hrs 0-9 cr hrs **19-38 cr hrs**	English/Communication Social Science/Humanities/Fine Arts Mathematics Laboratory Sciences **Total Credit Hours**	6 cr hrs 12 cr hrs 16 cr hrs 14 cr hrs **48 cr hrs**
Associate in Applied Science	15 credit hours	Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science. For the Associate in Applied Science degree, the general education component required will represent no less than 15 semester credit hours or the quarter hour equivalent for completion. **Total Credit Hours**	**15 cr hrs**	English Communication Social and Behavioral Sciences Mathematics and/or Laboratory Science Humanities and Fine Arts **Total Credit Hours**	3 cr hrs 3 cr hrs 3 cr hrs 7 cr hrs 3 cr hrs **19 cr hrs**
Associate in General Studies		Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science. For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or the quarter hour equivalent for completion. **Total Credit Hours**	**20 cr hrs**	English/Communication Social and Behavioral Sciences Mathematics Laboratory Science Humanities and Fine Arts **Total Credit Hours**	6 cr hrs 6 cr hrs 3 cr hrs 4 cr hrs 3 cr hrs **22 cr hrs**

Associate in Arts Plans of Study	Credit Hour Range	Source: ICC 2019-2020 College Catalog Reference Page as listed:
Associate in Arts	60 to 64	Page 129
Accountancy	60 to 64	Page 130
Actuarial Science	60 to 64	Page 131
Agriculture	60 to 64	Page 132
Architecture	60 to 64	Page 133
Art	60 to 64	Page 134
Business Administration	60 to 64	Page 135
Communication - General Communication	60 to 64	Page 136
Communication - Public Relations	60 to 64	Page 137
Computer Information Systems - Business Emphasis	60 to 64	Page 138
Computer Information Systems - Technical Emphasis	60 to 64	Page 139
Criminal Justice	60 to 64	Page 140
Dance	60 to 64	Page 141
Dietetics	60 to 64	Page 142
Economics	60 to 64	Page 143
Education (Early Childhood)	60 to 64	Page 144
Education (Elementary)	60 to 64	Page 145
Education (Secondary)	60 to 64	Page 146
Education (Special)	60 to 64	Page 147
English	60 to 64	Page 148
Family and Consumer Sciences	60 to 64	Page 149
Foreign Language	60 to 64	Page 150
Graphic Design	60 to 64	Page 151
History	60 to 64	Page 152
Interior Design	60 to 64	Page 153
International Business	60 to 64	Page 154
International Studies	60 to 64	Page 155
Journalism	60 to 64	Page 156
Liberal Arts	60 to 64	Page 157
Mass Communication	60 to 64	Page 158
Mathematics	60 to 64	Page 159
Multimedia	60 to 64	Page 160
Music	60 to 64	Page 161
Music Business	60 to 64	Page 162
Music Industry	60 to 64	Page 163
Philosophy	60 to 64	Page 164
Political Science	60 to 64	Page 165
Pre-Law	60 to 64	Page 166
Psychology	60 to 64	Page 167
Social Work	60 to 64	Page 168
Sociology	60 to 64	Page 169
Statistics	60 to 64	Page 170
Theatre	60 to 64	Page 171

Associate in Sciences Plans of Study	Credit Hour Range	Source: ICC 2019-2020 College Catalog Reference Page as listed:
Associate in Science	60 to 64	Page 173
Biology	60 to 64	Page 174
Chemistry	60 to 64	Page 175
Engineering	60 to 64	Page 176
Environmental Science	60 to 64	Page 177
Geography	60 to 64	Page 178
Geology	60 to 64	Page 179
Meteorology	60 to 64	Page 180
Physical Education	60 to 64	Page 181
Physics	60 to 64	Page 182
Pre-Chiropractic	60 to 64	Page 183
Pre-Medical, Pre-Dental	60 to 64	Page 184
Pre-Pharmacy	60 to 64	Page 185
Pre-Physical Therapy	60 to 64	Page 186
Pre-Veterinary	60 to 64	Page 187

Associate in Engineering Science	Credit Hour Range	Source: ICC 2019-2020 College Catalog Reference Page as listed:
Associate in Engineering Science	61	Page 189

Associate in General Studies	Credit Hour Range	Source: ICC 2019-2020 College Catalog Reference Page as listed:
Associate in General Studies	60-64	Page 122

Associate in Applied Science	Credit Hour Range	Source: ICC 2019-2020 College Catalog Reference Page as listed:
Agricultural Science and Technology	60 to 65	Page 48
Automotive Technology	67	Page 116
Business	61	Page 60
Caterpillar Dealer Service Technology	69	Page 117
Cisco Networking Specialist	62	Page 95
Computer Programming and Database Development	61 to 62	Page 96
Culinary Arts Management	64	Page 89
Dental Hygienist	76.5	Page 71
Diesel Powered Equipment Technology	70	Page 49
Drug and Alcohol Counselor Training	61	Page 92
Early Childhood Education	60	Page 93
Fire Science Technology	60 to 66	Page 102

General Motors Automotive Service Educational Program (GM-ASEP)	69	Page 118
Graphic Communications	61	Page 57
Home Performance Technology	61 to 62	Page 53
Horticulture Landscape Management	62	Page 50
Horticulture Turfgrass Management	62	Page 51
HVAC/R Technology	69 to 70	Page 54
Industrial Electrical Technology	66	Page 106
Industrial Maintenance Technology	63	Page 107
Associate in Applied Science (continued)	**Credit Hour Range**	**Source: ICC 2019-2020 College Catalog Reference Page as listed:**
Interpreter Preparation	64	Page 63
Law Enforcement	61	Page 103
LPN to RN Completion	60 to 61	Page 78
Machine Tool Technology	63	Page 108
Management - Supply Chain Management Option	68	Page 119
Manufacturing Engineering Technology	60 to 63	Page 109
Mechanical Engineering Technology	68	Page 110
Medical Laboratory Technician	65 to 69	Page 76
Network Administrator	63 to 66	Page 97
Occupational Therapy Assistant	66 to 67	Page 80
Office Professional	60	Page 61
Paralegal	60	Page 104
Paramedic	65 to 68	Page 81
Personal/Fitness Trainer	61 to 64	Page 65
Physical Therapist Assistant	70 to 71	Page 83
Radiographer	67.5 to 68.5	Page 84
Registered Nurse	64	Page 77
Respiratory Therapist	63 to 67	Page 86
Restaurant Management	60	Page 90
Secure Software Development	61 to 62	Page 98
Surgical Technologist	61 to 65	Page 87
Web Systems	63 to 64	Page 99
Welding Technology	61	Page 111

Certificates	**Credit Hour Range**	**Source: ICC 2019-2020 College Catalog Reference Page as listed:**
9-1-1 Telecommunicator	18	Page 103
Accounting Bookkeeper	32	Page 67
Accounting Clerk	29	Page 67
Agricultural Business Management-Precision Agriculture	27	Page 48
Agricultural Production	27	Page 48
Business Specialist	30	Page 60
Cisco Certified Network Associate (CCNA)	16	Page 95
Cisco Certified Network Professional (CCNP)	15	Page 95
Clerk Typist	25	Page 61
CNC Machine Operator	9	Page 108

Commercial Refrigeration Technician	28	Page 55
Computed Tomography	14	Page 85
Computer Programming and Database Development	36	Page 96
Computer-Aided Mechanical Drafting	26	Page 110
Culinary Arts Management	37	Page 89
Digital Imaging	9	Page 58
Digital Publishing	34	Page 57
Drug and Alcohol Counselor Training	27	Page 92
Certificates (continued)	**Credit Hour Range**	**Source: ICC 2019-2020 College Catalog Reference Page as listed:**
Early Childhood Education – Advanced Certificate	27	Page 93
Early Childhood Education – Basic Certificate	18	Page 93
Emergency Medical Technician (EMT)	8	Page 81
Fire Science Technology	30	Page 102
Home Performance Technician	28	Page 53
Horticulture-Landscaping	28 to 29	Page 50
Horticulture-Turfgrass Operations	28 to 30	Page 51
HVAC Residential Installer	16	Page 55
HVAC Technician	28	Page 55
iMedia	15	Page 58
Industrial Maintenance	27	Page 107
Interpreter Preparation	45	Page 63
Law Enforcement	30	Page 103
Library Technical Assistant	24 to 26	Page 64
Licensed Practical Nurse	34	Page 79
Management of Supply Chain	27 to 28	Page 119
Massage Therapist	32	Page 72
Medical Assistant	28	Page 73
Medical Coder	22 to 26	Page 75
Medical Office Administrative Assistant	18	Page 74
Networking	28 to 29	Page 97
Nursing Assistant	6	Page 79
Page Layout	9	Page 58
Paralegal	38	Page 104
Personal/Fitness Trainer	30 to 32	Page 65
Phlebotomist	8	Page 82
Printing	14	Page 58
Production Welder	7	Page 112
Small Business Management	24 to 25	Page 60
Truck Driver Training	7	Page 120
Web Developer	45	Page 100
Web Developer Apprentice	29	Page 100
Welding Operator	12	Page 112
Welding Specialist	27	Page 111

Programs and Accreditation Information

ICC Program Name	Accrediting Agency
Associate in Arts and Science (Music)	National Association of Schools of Music (NASM)
Automotive Technicians	National Automotive Technicians Education Foundation (NATEF)
Caterpillar Dealer Service Technology (CATTK)	Association of Leaders in Equipment Distribution Foundation (AED)
Culinary Arts Management	American Culinary Federation Educational Foundation (ACFEF)
Dental Hygienist	Commission on Dental Accreditation (CODA)
Drug and Alcohol Counseling Trainings (DACT)	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)
Emergency Medical Technician & Paramedic	Commission on Accreditation of Allied Health Education Programs
General Motor Automotive Service Education Program (GM-ASEP)	National Automotive Technicians Education Foundation (NATEF)
Horticulture Programs (multiple)	National Association of Landscape Professionals (NALP)
Licensed Practical Nursing	Accreditation Commission for Education in Nursing (ACEN)
Medical Assistant	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Laboratory Technology & Phlebotomist	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)
Paralegal (AAS & Certificate)	American Bar Association Standing Committee on Paralegals Approval Commission (ABA)
Physical Therapy Assistant	Commission for Accreditation in Physical Therapy Education (CAPTE)
Radiographer	Joint Review Committee on Education in Radiologic Technology (JCERT)
Registered Nurse	Accreditation Commission for Education in Nursing (ACEN)
Respiratory Therapist	Commission on Accreditation for Respiratory Care (CoARC
Surgical Technologist	Commission on Accreditation of Allied Health Programs (CAAHP) in cooperation with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA)

PRACTICAL APPROACHES TO DEVELOPING PROGRAM GOALS/OBJECTIVES/OUTCOMES

- Things to consider...

  1. Graphically display all courses—the learning goals/outcomes specified in each course for the program.
  2. Identify common themes or elements across the courses.
  3. Given these common elements, discuss with program faculty whether these are the most important elements to develop students' knowledge, skills, attitudes and dispositions. Are there some that should be added, deleted? Is there a balance? Is there a logical progression in the development of student competencies related to the major, general education, etc.? Is there coherence to the curriculum?
  4. Discuss how these relate to the existing program goals/learning outcomes and make refinements. Or, use this as a basis to create new program goals/learning objectives.
  5. Once a consensus is reached, then the discussion can move to methods to assess the program goals/learning outcomes.
  6. Review current department/program goals/learning objectives, perhaps from a recent self-study document. Do they reflect the current mission and priorities of the institution? Is the linkage apparent? Do they reflect current professional standards in the field for undergraduate courses offered? Are they broad or specific enough to encompass known learning goals/outcomes of the various courses offered? If answers are yes, move to the next step.
  7. Given the current program goal/learning outcomes, discuss with faculty in the unit how these are specifically linked in their course level goals and learning outcomes. Graphically display their answers for each course.
  8. Examining the program curriculum as a whole – Are there holes? Are there any program goals/learning objectives not addressed by any course or addressed very weakly?

- You might work through the following questions:

  - What would the ideal graduate of our program look like (knowledge, skills, beliefs, and values)?
  - What experiences (assignments, papers, productions, internships, etc.) do students carry out through our program that would provide evidence of their achievements?
  - What standards would we expect our students to achieve for those experiences?
  - Can we express those experiences and standards in ways that would both guide our students in determining whether they have achieved what we want and provide us clear criteria for our assessments?

- Inventories:
    - Review the syllabi for all of your courses to list what is taught in each course. Based upon the review, what appear to be the broad goals or the learning outcomes for the program? Create a spreadsheet that lists the broad goals or the learning outcomes in the left-hand column, list all the courses across the top row, and note which courses address which goals. Sometimes, doing this curriculum mapping exercise reveals gaps in the program or unnecessary repetition of the same skills in many courses.
    - List all the major assignments and tests in all your courses. Given the breadth and depth of all the courses, is the distribution of these assignments appropriate for addressing the learning outcomes you want from your program?
- Research
    - Contact colleagues from across the nation to learn what they are doing.
    - Go online to find out what other departments are doing in your field.
    - Note assessment sessions at your national conferences.
    - If your discipline has teaching journals, review articles on assessment.
- Review
    - Catalog copy to determine whether you tell prospective majors what they should expect to learn by the time they graduate from your program
    - Other materials you have already produced: annual reports, program reviews, accreditation reports, recruiting materials.

THOUGHT-PROVOKING QUESTIONS TO GUIDE THE PROCESS OF DEVELOPING PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

- In general, what are the most important things a student gains or achieves in your field of study?
- What knowledge, skills, and attitudes/behaviors do you strive to foster in your students?
- What is the most important knowledge that your students acquire from your field of study or from working with you?
- How does your field of study or your work change the way students view themselves?
- In what ways does your field of study or what you do contribute to a student's well-being?
- How does your field of study or what you do change the way a student looks at the world?
- What does your field of study or what you do contribute to the well-being of society at large?
- How do people in this area of study differ from those in other areas (knowledge, skills, attitudes/behaviors)?
- How do we know the extent to which students are learning what we hope from our field of study?
- How do we use information about student learning and development to enhance student learning?

Based on leading questions developed by Professor C. Ewart, Department of Psychology, Syracuse University, 1998.

Use Bloom's Taxonomy to help develop your learning outcomes.

BLOOM'S NEW TAXONOMY OF COGNITIVE SKILLS WITH ACTION VERBS

Verbs from Bloom's Taxonomy

New Version		Old Version	
Remembering	Define	Knowledge	List
	Duplicate		Name
	List		Identify
	Memorize		Show
	Recall		Define
	Repeat		Recognize
	Reproduce		Recall
	State		State
Understanding	Classify	Comprehension	Summarize
	Describe		Explain
	Discuss		Interpret
	Explain		Describe
	Identify		Compare
	Locate		Paraphrase
	Recognize		Differentiate
	Report		Demonstrate
	Select		Visualize
	Translate		Restate
	Paraphrase		
Applying	Choose	Application	Solve
	Demonstrate		Illustrate
	Dramatize		Calculate
	Employ		Use
	Illustrate		Interpret
	Interpret		Relate
	Operate		Manipulate
	Schedule		Apply
	Sketch		Classify
	Solve		Modify
	Use		
	Write		
Analyzing	Appraise	Analysis	Analyze
	Compare		Organize
	Contrast		Deduce
	Criticize		Choose
	Differentiate		Contrast
	Discriminate		Compare
	Distinguish		Distinguish
	Examine		
	Experiment		
	Question		
	Test		
Evaluating	Appraise	Synthesis	Design
	Argue		Hypothesize
	Defend		Support
	Judge		Schematize
	Select		Write
	Support		Report
	Value		Discuss
	Evaluate		Plan
			Devise
			Compare
			Create
			Construct
Creating	Assemble	Evaluation	Evaluate
	Construct		Choose
	Create		Estimate
	Design		Judge
	Develop		Defend
	Formulate		Criticize
	Write		Justify

New Version:
web.odu.edu/educ/llschult/blooms_taxonomy.htm

Old Version:
edtech.clas.pdx.edu/presentations/frr99/blooms.htm

ASSESSMENT CALENDAR

1 YEAR

Fall 2018 (September 30)
Develop ILO Assessment Rubric

Develop Class Assessment

Declare Program Status for All CTE

August -December 2018
Deploy ILO Assessment Rubric

Deploy Class Assessment

Deploy CTE Program Assessment or Revise/Re-Affirm Program Mission and Goals

Spring 2019 (February 1)
Report Results from ILO Rubric Deployment Fall 2018

Report Results from Class Assessment Deployment Fall 2018

Report Results Program Update for CTE

January – May 2019
Deploy ILO Assessment Rubric

Deploy Class Assessment

Deploy CTE Program Assessment or Revise/Re-Affirm Program Mission, Goals, and Map; Establish SLOs, Tools, and Benchmarks

Develop Program Mission, Goals, and Map for Discipline Programs of Study; Establish SLOs, Tools, and Benchmarks

2 YEAR

Fall 2019 (September 30)
Report Results from ILO Rubric Deployment Spring 2019

Report Results from Class Assessment Deployment

Fall 2019
Report CTE Program Mission and Goals

Report Mission and Goals for Discipline Programs of Study

Report CTE Program Maps

Report Program Maps for Discipline Programs of Study

August -December 2019
Deploy CTE Program Assessment (using CAPS)

Deploy Program Assessment for Discipline Programs of Study (using CAPS)

Deploy Class Assessment

Summarize, review, and analyze ILO assessment results

Summarize, review, and analyze Class assessment results

Spring 2020 (February 1)
Report CAPS results from Program Assessment for Discipline Programs of Study

Report CAPS results CTE Program Assessment

Report Class Assessment

January – May 2020
Deploy CTE Program Assessment (using CAPS)

Deploy Program Assessment for Discipline Programs of Study (using CAPS)

Deploy Class Assessment

Summarize, review, and analyze ILO assessment results

Summarize, review, and analyze Class assessment results

3 YEAR

Fall 2020 (September 30)
Report Documented Proposed Improvements for ILOs

Report CAPS Results from Program Assessment for Discipline Programs of Study

Report CAPS Results CTE Program Assessment

Report Class Assessment

August -December 2020
Deploy ILO Documented Improvements and collect Results

Deploy CTE Program Assessment (using CAPS)

Deploy Program Assessment for Discipline Programs of Study (using CAPS)

Deploy Class Assessment

Spring 2021 (February 1)
Report Results from ILO Documented Improvements

Report CAPS Results from Program Assessment for Discipline Programs of Study

Report CAPS Results CTE Program Assessment

Report Class Assessment

January – May 2021
Deploy ILO Documented Improvements and collect Results

Deploy CTE Program Assessment (using CAPS)

Deploy Program Assessment for Discipline Programs of Study (using CAPS)

Deploy Class Assessment

Conclusion of 3-Year Timeframe

Fall 2021 (September 30)
Report Results from ILO Documented Improvements

Report CAPS Results from Program Assessment for Discipline Programs of Study

Report CAPS Results CTE Program Assessment

Report Class Assessment

Assessment reports for Program Assessment for Discipline Programs of Study

Assessment reports for CTE Program Assessment

New Assessment Time Frame will be deployed for Fall 2021

3 Year Assessment Faculty Reports Due

Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21
CTE Program Assessment	**CTE Program Assessment**	**CTE Program Assessment**
Fall Semester September 30: Submit CTE Status Report of current state of program assessment (Select status: Goals and Mapping, or Year 1, or Year 2, or Year 3)	**Fall Semester** September 30: Submit CTE Status Report of current state of program assessment (Year 1, or Year 2, or Year 3) All CTE Programs are assessing student learning outcomes.	**Fall Semester** September 30: Submit CTE Status Report of current state of program assessment (Year 1, or Year 2, or Year 3) All CTE Programs are assessing student learning outcomes.
Spring Semester February 1: Submit one-paragraph report of program goals and map	**Spring Semester** February 1: Submit data that corresponds to year in assessment plan	**Spring Semester** February 1: Submit data that corresponds to year in assessment plan

Spring 2019: CTE Program Assessment

Instructions for CTE Program Template

Program Map Template(s) Due September 30, 2019

Directions for completing the Program Map Template can be found at: https://icc.edu/faculty-staff/assessment/ . Note: this template was introduced during the Spring 2019 Celebration of Learning.

1) A report is due for each certificate and applied science program that will be offered during the 2019-20 academic year.
2) All faculty teaching in the program should collaborate and complete a single form.

Due September 30, 2019

- Email completed templates(s) to: assessment@icc.edu
- Include all faculty members who have worked on the template on the email
- You may attach multiple reports to the same email.
- You will receive a confirmation email that your reports have been received. If more information is needed you will receive a follow-up

Need Assistance or Have Questions

Please contact your department Faculty Assessment Fellow

ABS
Bryan Asbury: Bryan.Asbury@icc.edu

AIT
Brian Weaver: brian.weaver@icc.edu

BLIS
Adam Saatkamp: Adam.Saatkamp@icc.edu

Health Careers and MSE
April Tatham: Atatham@icc.edu
Julie Feeny: Jfeeny@icc.edu

Humanities
Susan Hillabold: Shillabold@icc.edu

SLO/CLO: COLLABORATIVE ASSESSMENT PROJECTS
CTE

1. Student Learning Outcomes (SLOs) and Course-Level Outcomes (CLOs)

At Illinois Central College (ICC), Career and Technical Education (CTE) program courses are aligned to program Student Learning Outcomes (SLOs) and labeled with an expected level of attainment (I = Introduced; R = Reinforced; or D = Demonstrated) on a program map. In order to assess the attainment of program SLOs, program faculty update the Assessment of Student Learning Worksheet. This worksheet contains descriptions of the methods of measurement, aligned to program courses, and achievement targets for SLOs. Program faculty are to plan SLO assessment so as to ensure that student attainment of SLOs

The sources of evidence for SLO attainment by students are to be found in courses in which students are expected to *demonstrate* the SLO. Strategically, these courses constitute the most important opportunities for students to display the knowledge, skills, and attitudes/behaviors requisite of the career/profession they intend to enter subsequent to their graduation.

These strategic program courses contain the most important Course-Level Outcomes (CLOs) for CTE students, many of which are only attainable given successful completion of CLOs from courses earlier in program, potentially labeled with I or R. See below for an example of a program map containing SLOs and aligned courses:

Need sample from sheet: A.A.S. Example (2nd worksheet in workbook Curriculum_Map_AAS_Degree_Program Name_choice2_of_2)

I = Introduce	Student is introduced to the knowledge, skill, and/or attitude/behavior expected of program graduates
R = Reinforce	Knowledge, skills, and/or attitudes/behaviors reiterated or expanded upon from courses earlier in curricular sequence, however, students are not expected to demonstrate attainment at the level of a program graduate
D = Demonstrate	Student is expected to demonstrate attainment of knowledge, skills, and/or attitudes/behaviors required of program graduates

2. SLO/CLO Assessment Methodology

ICCB five-year program review, the program vitality process at ICC, and the program planning process at ICC all require the program coordinator to include information related to the assessment of program Student Learning Outcomes. For example, the ICCB five-year program review process asks program faculty to answer the following:

a) Program Identification Information: What are the overarching objectives/goals of the program?
b) Program Identification Information: To what extent are these [program goals] achieved?
c) Indicator 3: Quality -- Question 3.17 What assessment methods are used to ensure student success?

To determine whether and to what extent students are able to demonstrate the SLOs of their chosen program at ICC, program faculty must assess student achievement in the courses in which students are expected to demonstrate the knowledge, skills, and/or attitudes/behaviors. In order to ensure that all SLOs have been assessed and desired curricular changes implemented prior to ICCB five-year review, program faculty are asked to assess SLOs on a rotating basis, using a three-year cycle. Over the three-year cycle, program faculty should collaborate, if possible, to develop an assessment plan for these strategic program courses using ICC's Collaborate Assessment Project (CAP) framework.

The below table provides an example of how this could be done given the above Program Map for the *Accounting Bookkeeper* Certificate. Courses aligned to the same SLO can be assessed in a multi-semester CAP project. Those courses offering the single opportunity for students to demonstrate achievement of the SLO can be assessed when the course is offered. In addition, CAP projects designed to assess a single course can assess multiple SLOs if the course is highlighted as an opportunity for demonstration of more than one SLO.

CAP Project	Semester	Course(s)	SLOs
CAP #1	Fall 2018/Spring 2019	ACCTG 108; ACCTG 210	SLO 2.3
CAP #2	Fall 2018	ACCTG 121	SLOs 1.3 & 2.2
CAP #3	Spring 2019	ACCTG 115	SLOs 1.4 & 2.4
CAP #4	Summer 2019	ACCTG 120	SLOs 1.2 & 1.4
CAP #5	Fall 2019	ACCTG 113	SLOs 1.4 & 2.5
CAP #6	Spring 2020	ACCTG 216	SLOs 1.1, 2.1, 2.4, 3.1 & 3.2

CAP projects focusing on strategic program courses not only provide evidence of the attainment of CLOs in those particular courses, they also provide evidence of the attainment of the SLOs to which they are aligned. If students are unsuccessful in their attempt to demonstrate the SLOs, this will likely cause faculty to reevaluate and assess the courses aligned to the specific SLO regardless of the level of expected attainment (I/R/D). Therefore, CAP projects assessing CLOs may indeed include courses earlier in the program sequence, especially if faculty assume that the lack of student achievement in earlier sequence courses or the inability of students to transfer knowledge from one course to the next may be a problem. CAP project results will be documented in accordance with the CAP process. However, summarized CAP results and their implication for action related to the program will be documented on the Assessment of Student Learning Worksheet shown below:

GOAL 1. Graduates of the program will demonstrate basic understanding of the creation and use of accounting information as well as the principles of business.

Student Learning Outcomes (Recommended 2-4/goal)	Measure(s)	Achievement Targets	Results	Analysis/Action Plans
1. Students will demonstrate an understanding of the accounting equation.	Exam Analysis in ACCTG 216 (Refer to CAP project #6)	70% of students will receive a score of 75% or higher on equation related questions/problems		
2. Students will be able to interpret basic financial statements.	Exam/Project Analysis in ACCTG 120 (Refer to CAP project #4)	70% of students will receive a score of 75% or higher on interpretation questions/problems		

3. Collaborate Assessment Project (CAP)

It is important for faculty (where possible) to collaborate and discuss student learning within programs. The intention of Collaborative Assessment Projects is to provide a basic structure for faculty to utilize 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 takes place in many places throughout 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 program 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 course outcomes. 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 or effectively, assessment can help us find out why this is happening.

Grades alone are usually insufficient to answer these questions. For example, if a student earns a B on an exam that covers multiple course outcomes, how well did he or she achieve each individual course outcome? If the class averaged a C on the exam, how well did the class achieve each course outcome? 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. At the end of the day, how effective were our adjustments? How well did our students master the course outcomes? The purpose of course-level assessment is to answer these 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 course outcomes and consider whether any improvements or adjustments can be made to our instruction, assignments, or activities. But it is also valuable for us as faculty to reflect upon student achievement of course outcomes at the *course-level* if more than one section is taught. How well are students mastering the course outcomes in ENGL110 across the college? 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 are important.

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, etc. Typically, these assignments are intended to provide us with a means to evaluate what they have and have not learned. The learning and the evidence of learning are equally important. In the same way, our reflection and analysis of student achievement and the documentation of what we have learned are both equally important. Without formal documentation of our students' collective achievement, we are unable to determine if student learning has improved or how well our instructional adjustments have worked. Moreover, documenting our reflection and analysis allows us to share our insights with colleagues in our department and across the college who might benefit from what we have learned.

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: _____/_____/_____

Timeline for Team Leader	Dates	Completed
Inform your Assessment Fellow of your CAP team members and submit the **PLANNING** section in SPOL by *end of week 5*.	End of week 5	
Complete the **RESULTS** section in SPOL by due date noted in the **PLANNING** section.		
Complete the *Success of Changes* update by the due date noted in the **RESULTS** section.		
Share findings with ICC community. (ex: Advisory Committee, Department Meeting, Celebration of Learning). Venue determined by all parties.		

Program-Level Student Learning Outcome (SLO) Levels of Attainment

I = Introduced	Course introduces student to the knowledge, skill, and/or attitude/behavior expected of program graduates. Additional learning experience(s) necessary for student to reach the level of a program graduate.
R = Reinforced	Student has been introducd to the knowledge, skill, and/or attitude/behavior expected of program graduates in a previous course. This course reinforces the student's understanding of the knowledge, skill, and/or attitude/behavior, but additional learning experience(s) are still necessary for student to reach the level of a program graduate.
D = Demonstrate	At the completion of this course, the student should demonstrate the knowledge, skill, and/or attitude/behavior expected of program graduates.

*Courses should be labled as I, R, or D where applicable. Combinations of I/R, R/D, etc. are not necessary.

Institutional Learning Outcomes (ILOs)

COMMUNICATION	Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.
REASONING	Associate degree graduates identify and solve problems, analyze new information, synthesize and evaluate ideas, and transform ideas into a course of action by using critical, creative, and/or analytical skills.

Program-Level Student Learning Outcome (SLO) Levels of Attainment

RESPONSIBILITY	Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/professional contexts, and contribute constructively within the context of community.

Illinois Central College
Curriculum Map

Program Name	Associate in Applied Science									Certificate																							
0 Total Credit Hours	Summer			Fall Semester						Spring Semester						Summer			Fall Semester						Spring Semester						Summer		
All associate degree graduates will be able to: ILOs - mark applicable courses with an 'x' for A.A.S. degrees, not applicable for Certificates SLOs - mark applicable courses as I, R, or D	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*	*COURSE (Date of Last Revision)*
Institutional Learning Outcomes (ILOs)																																	
Communication																																	
Reasoning																																	
Responsibility																																	
Program Goals & Program-Level Student Learning Outcomes (SLOs)																																	
Program Goal 1																																	
1.1																																	
1.2																																	
1.3																																	
1.4																																	
Program Goal 2																																	
2.1																																	
2.2																																	

Illinois Central College
Curriculum Map

2.3	
2.4	
Program Goal 3	
3.1	
3.2	
3.3	
3.4	
Program Goal 4	
4.1	
4.2	
4.3	
4.4	
Program Goal 5	
5.1	
5.2	
5.3	
5.4	
Program Goal 6	

Illinois Central College

Curriculum Map

6.1																																									
6.2																																									
6.3																																									
6.4																																									
Demonstration Courses		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

D

Illinois Central College
Curriculum Map

Program Name: Choice 2 of 2	Associate of Applied Science	X	Certificate				
0 **Total Credit Hours**	Summer	Fall Semester	Spring Semester	Summer	Fall Semester	Spring Semester	Summer
will be able to: **ILOs** - Select the applicable ILO that students are expected to meet through their demonstration of the SLO. (refer to "Levels and ILOs" tab for ILO definitions) **SLOs** - mark applicable courses as I, R, or D (refer to "Levels and ILOs" tab for definitions)							
Program Goals & Program-Level Student Learning Outcomes (SLOs)							
Goal 1:							
SLO 1.1							
SLO 1.2							
SLO 1.3							
SLO 1.4							
Goal 2:							
SLO 2.1							
SLO 2.2							
SLO 1.3							
SLO 1.4							
Goal 3:							
SLO 3.1							

Illinois Central College
Curriculum Map

	SLO 3.2																																		
	SLO 3.3																																		
	SLO 3.4																																		
Goal 4:																																			
	SLO 4.1																																		
	SLO 4.2																																		
	SLO 4.3																																		
	SLO 4.4																																		
Goal 5:																																			
	SLO 5.1																																		
	SLO 5.2																																		
	SLO 5.3																																		
	SLO 5.4																																		
Goal 6:																																			
	SLO 6.1																																		
	SLO 6.2																																		
	SLO 6.3																																		
	SLO 6.4																																		

Illinois Central College
Curriculum Map

ACCOUNTING BOOKKEEPER: Sample Map	Associate in Applied Science		Certificate	X

32 **Total Credit Hours**

All associate degree graduates will be able to:

ILOs - mark applicable courses with an 'x' for A.A.S. degrees, not applicable for Certificates

SLOs - mark applicable courses as I, R, or D

	Summer	Fall Semester	Spring Semester				Summer	Fall Semester			Spring Semester		Summer
			3	3	3	3	4	4	3	3	3	3	
			ACCTG 105 Bookkeeping	BUS 110 Intro to Business	ACCTG 115 Payroll Accounting	Communications (COMM 110)	ACCTG 120 Financial Accounting	ACCTG 121 Man. Accounting	ACCTG 113 Tax Accounting	ACCTG 108 Accounting using QB	ACCTG 211 Acctg & Sprdsheets	ACCTG 216 Bokkeeping Capstne	
Institutional Learning Outcomes (ILOs) - A.A.S.													
Communication													
Reasoning													
Responsibility													
Program Goals & Program-Level Student Learning Outcomes (SLOs)													
Goal 1: Graduates of the program will demonstrate basic understanding of the creation and use of accounting information as well as the principles of business.													
1.1 Students will demonstrate an understanding of the accounting equation.			I				R				D		
1.2 Students will be able to interpret basic financial statements.			I/R				D						
1.3 Students will demonstrate a basic understanding of fundamental cost accounting concepts.								D					
1.4 Students will demonstrate a basic understanding of the laws and regulations needed to manage business operations and accounting transactions.			I		D		D		D				
Goal 2: Graduates of the program will demonstrate the appropriate skills for a bookkeeper or accounting clerk.													

2.1	Students will be able to analyze economic activity, record business transactions, and construct basic financial statements.										I	I					R			R							D							
2.2	Students will be able to manipulate basic accounting information for use in managerial decision-making.																			D						D								
2.3	Students will demonstrate proficiency in the use of accounting software and electronic spreadsheets.																					D				D								
2.4	Students will be able to prepare payroll in conformity with federal and state laws and regulations.												D														D							
2.5	Students will be able to prepare individual federal income tax returns.																				D													
GOAL 3: Graduates of the program will demonstrate awareness of the need for ethical decision-making in the creation and dissemination of financial																																		
3.1	Students will demonstrate basic awareness of the need for ethical behavior in developing estimates and making accounting judgments.																I/R										D							
3.2	Students will demonstrate an understanding of the fraud triangle and the need for internal controls over financial reporting																I/R										D							

Illinois Central College
Curriculum Map

Business: Sample Degree Map

61 **Total Credit Hours**

will be able to:

ILOs - Select the applicable ILO that students are expected to meet through their demonstration of the SLO. (refer to "Levels and ILOs" tab for ILO definitions)

SLOs - mark applicable courses as I, R, or D (refer to "Levels and ILOs" tab for definitions)

Associate of Applied Science [X] **Certificate** [ ]

Summer	Fall Semester					Spring Semester					Summer	Fall Semester					Spring Semester					Summer
	3	3	3	3	3	3	3	3	3	3		3	3	3	4	3	3	3	3	3		
	BUS 100	CMPSC 120	ENGL 110	MGMT 113	MKTG 112	BUS 120	BUS 121	ECON 105 or 110	MGMT 214	MKTG 201		ACCTG 101	BUS 215	ENGL 125	LAB SCIENCE	MGMT 205	BUS 220	BUS 260	HUMANITIES/FINE ARTS	MGMT 213	MGMT 216	

Program Goals & Program-Level Student Learning Outcomes (SLOs)

			Summer	Fall Semester					Spring Semester					Summer	Fall Semester					Spring Semester					Summer
Goal 1: Graduates will be able to demonstrate excellent customer service and professionalism with stakeholders.																									
REA	SLO 1.1	Students will be able to employ strategies to enhance business relationships.		I						R											D				
REA	SLO 1.2	Students will be able to relate customer service principles to work scenarios.		I						D															
REA	SLO 1.3	Students will develop an understanding of customer behavior.					I	I		R			R											D		
Goal 2: Graduates will be able to demonstrate effective communication skills.																									
REA	SLO 2.1	Students will be able to obtain information which impacts business decisions.					I	I		R		D	R												D	
COM	SLO 2.2	Students will be able to convey ideas and information which impact business decisions and report on organizational			I		I	I				I	I		I	R			R		R			D	D	
Goal 3: Graduates will be able to demonstrate best business practices in management.																									
REA	SLO 3.1	Students will be able to demonstrate an understanding of the functions of management that achieve organizational goals.					D																			
REA	SLO 3.2	Students will be able to demonstrate an understanding of the role of leadership in contributing to successful business operations.		I			D																			

REA	SLO 3.3	Students will be able to analyze workplace problems and formulate ethical solutions.				I			I				I		I	R						R			D			D		D					
REA	SLO 3.4	Students will be able to demonstrate an understanding of the role of technology in business.					I								D																				
Goal 4: Graduates will be able to demonstrate an understanding of the role of law and ethics in business.																																			
REA	SLO 4.1	Students will be able to identify personal and workplace consequences of unethical or illegal behaviors.				I			I	I			I		R	R					R	D			D										
REA	SLO 4.2	Students will be able to demonstrate an understanding of the role of organizational policies and procedures.				I			I				I												D			D							
Goal 5: Graduates will be able to manage the use of financial resources to protect a business's fiscal well-being.																																			
REA	SLO 5.1	Students will be able to construct or interpret financial statements.										I									D						D								
REA	SLO 5.2	Students will be able to demonstrate an understanding of financial resources to maintain business solvency.																			I						D				D				
Goal 6: Graduates will be able to demonstrate best business practices in marketing.																																			
REA	SLO 6.1	Students will be able to demonstrate knowledge of the marketing mix.								D																									
REA	SLO 6.2	Students will be able to use modern professional sales techniques to build relationships with customers.								I			I			D																			

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

Discipline/Program - Level Student Learning Assessment Worksheet: Degree or Certificate		
Department:	Contact Person:	Assessment Years:

Mission

Goals
GOAL 1.

Student Learning Outcomes	Measure(s)	Achievement Targets	Results	Analysis/Action Plans

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

GOAL 2.				
Student Learning Outcomes	**Measure(s)**	**Achievement Targets**	**Results**	**Analysis/Action Plans**
GOAL 3.				
Student Learning Outcomes	**Measure(s)**	**Achievement Targets**	**Results**	**Analysis/Action Plans**

Analysis Questions

1. Summarize your assessment results, for the program as a whole, as related to student learning.

2. Were student learning objectives achieved? Why/why not?
3. Based on all assessment results, are any program changes needed to improve student learning? If so, explain.
4. Please identify any budgetary needs for program/discipline improvement.
5. Other information of note.

CURRICULUM MAP TEMPLATE

Assessing Student Learning at ICC

Outcome: Align ICC's Institutional Learning Outcomes with your program's Student Learning Outcomes and courses.

Directions

1. Write in your program name and Student Learning Outcomes (SLOs).
2. Identify and add the primary ICC Institutional Learning Outcome (ILO) (***Communication, Responsibility, Reasoning***) for each SLO.
3. Add program courses.
4. Use the Key to define the intersection between the course, the Student Learning Outcomes (SLOs) and the level of student learning (I, R, D, X) for each course.

Key

I	**Introduce**	Student is introduced to the knowledge, skill, and/or attitude/behavior expected of program graduates.
R	**Reinforce**	Knowledge, skills, and/or attitudes/behaviors reiterated or expanded upon from courses earlier in curricular sequence; however, students are not expected to demonstrate attainment at the level of a program graduate.
D	**Demonstrate**	Student is expected to demonstrate attainment of knowledge, skills, and/or attitudes/behaviors required of program graduates.
X		Course does not focus on this outcome.

Program Name: Click or tap here to enter text.

	Student Learning Outcome (SLO)	Identify Primary ILO	Program Courses									
1.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
2.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
3.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
4.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
5.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
6.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
7.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
8.	Click or tap here to enter text.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

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: _____/_____/_____

Timeline for Team Leader	Dates	Completed
Inform your Assessment Fellow of your CAP team members and submit the **PLANNING** section in SPOL by *end of week 5*.		
Complete the **RESULTS** section in SPOL by due date noted in the **PLANNING** section.		
Complete the *Success of Changes* update by the due date noted in the **RESULTS** section.		
Share findings with ICC community. (ex: Advisory Committee, Department Meeting, Celebration of Learning). Venue determined by all parties.		

3 Year Assessment Faculty Reports Due

Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21
Class Assessment	**Class Assessment**	**Class Assessment**
Fall Semester September 30: Submit Class Assessment Report that will be deployed in Fall 2018 semester	**Fall Semester** September 30: Submit Class Assessment Report that will be deployed in Fall 2019 semester Submit a report of assessment results from the assessment deployed in the classroom from Spring 2019	**Fall Semester** September 30: Submit Class Assessment Report that will be deployed in Fall 2020 semester Submit a report of assessment results from the assessment deployed in the classroom from Spring 2020
Spring Semester February 1: Submit a report of assessment results from the assessment deployed in the classroom from Fall 2018 Submit Class Assessment Report that will be deployed in Spring 2019 semester	**Spring Semester** February 1: Submit a report of assessment results from the assessment deployed in the classroom from Fall 2019 Submit Class Assessment Report that will be deployed in Spring 2020 semester	**Spring Semester** February 1: Submit a report of assessment results from the assessment deployed in the classroom from Fall 2020 Submit Class Assessment Report that will be deployed in Spring 2021 semester

Spring 2019: Class Assessment

Instructions for Completing Class Assessment

Report Due
September 30, 2019

1) Identify a section of one course from your assigned teaching load.
2) Select one course level outcome to assess in your classroom.
3) Complete the Class_Assessment_Report_Template_Spring19 found at found at https://icc.edu/faculty-staff/assessment/ by populating all the information requested in the report.
4) Name completed report:
   DepartmentName_LastName_FirstName_CourseName_CourseNumber

Submit Report
Due September 30, 2019

- Email completed report to: assessment@icc.edu
- You will receive a confirmation email that your report has been received. If more information is needed you will receive a follow-up email.

Information to Deans
Academic deans will receive reports of faculty who have completed this process.

Assessment Information for Spring 2019
You will find Spring 2019 assessment information at https://icc.edu/faculty-staff/assessment/

All reports are available as .pdf fillable word and/or excel documents.

Need Assistance or Have Questions
Please contact your department Faculty Assessment Fellow

ABS
Bryan Asbury: Bryan.Asbury@icc.edu

BLIS
Adam Saatkamp: Adam.Saatkamp@icc.edu

Humanities
Susan Hillabold: Shillabold@icc.edu

AIT
Brian Weaver: brian.weaver@icc.edu

Health Careers and MSE
April Tatham: Atatham@icc.edu
Julie Feeny: Jfeeny@icc.edu

Completed Class Assessment Report: Spring 2019

	Enter information in this column
Faculty Name	Click or tap here to enter text.
Academic Department	Click or tap here to enter text.
Catalog Course Subject and Number Assessed Include Class number assigned in PeopleSoft in parentheses	Click or tap here to enter text.
Course Level Outcomes Assessed	

Results Paragraph

Click or tap here to enter text.

Spring 2019: ILO Assessment

Instructions for Completing the Rubric

1) Identify one ILO aligned to each course. You will find the ILO(s) aligned to the course in the offical syllabus in CDS (Curriculum Development System).
2) Select the operational rubric aligned to the ILO selected. These rubrics are available on the ICC Assessment Website at https://icc.edu/faculty-staff/assessment/ . The document names are:
   ILO - Communication Statements and Rubric
   ILO - Reasoning Statements and Rubric
   ILO - Responsibility Statements and Rubric
3) Complete one operational rubric* per class by populating the following sections:

Course Name/No.*
Course-Level Outcomes (CLOs) **
Faculty Name
Academic Department
Course-level operationalization***

4) Name completed report:
   DepartmentName_LastName_FirstName_CourseName_CourseNumber
5) Submit Operationalized ILO Rubric(s) that was deployed in Spring 2019 semester.

*If you are assessing multiple sections of the same course, submit one rubric per course.

**Select one ILO to assess. Even if the course has multiple ILOs, you are responsible for assessing only one ILO.

**Course-Level operationalization has 18 areas of text to be completed. If you are assigned to teach multiple sections of the same course, you may use the same set of 18 Course-Level operationalization criteria.

Report

Instructions for Completing the Student_Rubric_Scores_Template_Spring19

1) Locate: ILO ASSESSMENT at https://icc.edu/faculty-staff/assessment/
2) Review the document: **ILO Rubric Tool for Recording Scores** located at https://icc.edu/faculty-staff/assessment/ (This is an example report)
3) Document results in the **Student_Rubric_Scores_Template_Spring19** found at https://icc.edu/faculty-staff/assessment/ by populating all the information requested in the report.
4) Name completed report:
   DepartmentName_LastName_FirstName_CourseName_CourseNumber

Submit Rubric(s) and Report(s) (Due September 30, 2019)

- Email completed report(s) to: assessment@icc.edu
- You may attach multiple reports to the same email.
- You will receive a confirmation email that your rubric has been received. If more information is needed you will receive a follow-up email.

Need Assistance or Have Questions
Please contact your department Faculty Assessment Fellow

ABS
Bryan Asbury: Bryan.Asbury@icc.edu

AIT
Brian Weaver: brian.weaver@icc.edu

BLIS
Adam Saatkamp: Adam.Saatkamp@icc.edu

Health Careers and MSE
April Tatham: Atatham@icc.edu
Julie Feeny: Jfeeny@icc.edu

Humanities
Susan Hillabold: Shillabold@icc.edu

ILO: COMMUNICATION

Statement of Intent: Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.

Examples (not intended to be a comprehensive or exclusive list):
Written: Clinical journals, lab reports, essays
Oral: Formal speeches, informal class discussions, group presentations
Symbolic: Chemistry equations, manufacturing schematics
Visual: American Sign Language
Aesthetic: A painting, a musical composition, plate presentation of a meal
Nonverbal: Facial expressions, eye contact, artifacts (e.g. Clothes, jewelry)
Notes:

- Multiple artifacts from the same course may be submitted as demonstration of a student's achievement of this ILO.
- ~~Evaluators should feel free to assign a zero for any skill that is not evident in the artifact under examination.~~
- Ability to transfer information could include creating, analyzing, responding to and critiquing examples listed.

Revised 10/12/16 (General Education Committee)

Communication ILO

Statement of Intent: Associate degree graduates have the ability to transfer information, concepts, or emotions to an audience through written, oral, symbolic, aesthetic, and/or nonverbal communication methods that successfully align with their purpose.

Course Name/No.	Click or tap here to enter text.
Course-Level Outcomes (CLOs)	Click or tap here to enter text.
Faculty Name	Click or tap here to enter text.
Academic Department	Click or tap here to enter text.
Things to Consider	
1. Student Achievement of CLO/ILO	*Think about how your students, in meeting your selected CLO(s), provide evidence of the achievement of the ILO Statement of Intent above.*
2. What Student Achievement Reflects	*What do the above achievement results reflect about students' ability to demonstrate the CLO/ILO?*
3. Instructional/Curricular Changes	*Think about potential curricular or instructional changes that might improve student learning related to the CLO/ILO?*

Skills/ Abilities	Absent (0)	Attempting (1)	Emerging (2)	Developing (3)	Competent (4)	Advanced (5)
Student-Considers Audience	Ignores audience.	Communicates in the wrong context or content is inappropriate for audience.	Has some appropriate adaptations for the audience but also makes some inappropriate adaptations.	Communicates in an appropriate context or includes general reference to audience, but audience is inferred.	Communicates in an appropriate context and includes specific reference to audience or specific content for specific audience.	Communicates with audience in creatively nuanced and appropriate ways. A genuine rapport is established.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student-Transfers Content	Has little or no content.	Meaning is very unclear or missing.	Meaning is mostly apparent but with some lack of clarity.	Meaning is evident, but content is not effectively transferred.	Meaning is clear and effectively transfers content.	Meaning is effectively transferred and complex ideas are understood.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student-Aligns communication method with Purpose	Ignores purpose.	Communication method is misaligned with purpose. Communication would be more successful using another communication method.	Makes some alignment between communication method and purpose, but more development is needed.	Communication method is aligned with purpose. Communication fulfills purpose but could be more successful if method was used more skillfully.	Communication method is aligned with purpose. Communication fulfills purpose through skillful use of method.	Clearly understands the communication method and purpose. The alignment is innovative and effective.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ILO: RESPONSIBILITY

Statement of Intent: Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/ professional contexts, and contribute constructively within the context of community.

Examples (not intended to be a comprehensive or exclusive list):

- Adhere to standards of academic integrity (document sources appropriately, produce original work)
- Maintain safety (in lab, kitchen, garage, or other work area)
- Handle and dispose hazardous materials appropriately
- Demonstrate punctuality and consistent attendance
- Employ sustainability principles
- Document within a computer program or a network configuration
- Accommodate the diverse needs of network users
- Wear contextually appropriate clothing (music performance, interview, presentation, clinical)
- Show engagement as a team member
- Demonstrate ethical behavior (accounting practices, patient care, accurately representing points of view)
- Participate constructively within the community (service learning, civic engagement, cultural engagement)
- Practice social justice

Notes:

- Multiple artifacts from the same course may be submitted as demonstration of a student's achievement of this ILO.
- ~~Evaluators should feel free to assign a zero for any skill that is not evident in the artifact under examination.~~

Revised 10/12/16 (General Education Committee)

Responsibility ILO

Statement of Intent: Associate degree graduates understand the implications of choices and actions, demonstrate appropriate behaviors in academic/ professional contexts, and contribute constructively within the context of community.

Course Name/No.	Click or tap here to enter text.
Course-Level Outcomes (CLOs)	Click or tap here to enter text.
Faculty Name	Click or tap here to enter text.
Academic Department	Click or tap here to enter text.
Things to Consider	
1. Student Achievement of CLO/ILO	*Think about how your students, in meeting your selected CLO(s), provide evidence of the achievement of the ILO Statement of Intent above.*
2. What Student Achievement Reflects	*What do the above achievement results reflect about students' ability to demonstrate the CLO/ILO?*
3. Instructional/Curricular Changes	*Think about potential curricular or instructional changes that might improve student learning related to the CLO/ILO?*

Skills/ Abilities	Absent (0)	Attempting (1)	Emerging (2)	Developing (3)	Competent (4)	Advanced (5)
Student- Identifies implications of choices/actions	Does not identify immediate or expansive implications of their choices/actions.	Rarely identifies the immediate implications and does not identify the expansive implications of their choices/actions.	Occasionally identifies the immediate implications and does not identify the expansive implications of their choices/actions.	Identifies the immediate implications half the time and occasionally identifies the expansive implications of their choices/actions.	Identifies the immediate and the expansive implications of their choices/actions a majority of the time, but lack consistency.	Consistently identifies both the immediate and expansive implications of their choices/actions.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student- Demonstrates appropriate behaviors in academic & professional contexts	Does not demonstrate appropriate behaviors in an academic & professional context.	Rarely demonstrates appropriate behaviors in an academic & professional context.	Occasionally demonstrates appropriate behaviors in an academic & professional context.	Demonstrates appropriate behaviors half of the time in an academic & professional context.	Demonstrates appropriate behaviors a majority of the time in an academic & professional context, but lack consistency.	Consistently demonstrates appropriate behaviors in an academic & professional context.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student- Contributes constructively within the context of community	Does not contribute in a constructive manner that adds to value to a community.	Rarely contributes in a constructive manner that adds value to a community, but more development is needed.	Occasionally contributes in a constructive manner that adds value to a community but more development is needed.	Contributes in a constructive manner that adds value to a community half the time, but more development is needed.	Contributes in a constructive manner a majority of the time, but it does not add value to a community.	Consistently contributes in a constructive manner that adds value to a community.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Revised 06/03/18 (Assessment and General Education Committees)

ILO: REASONING

Statement of Intent: Associate degree graduates identify and solve problems, analyze new information, synthesize and evaluate ideas, and transform ideas into a course of action by using critical, creative, and/or analytical skills.

Examples (not intended to be a comprehensive or exclusive list):

- Distinguishing between subtle but important distinctions, such as normal stress and shear stress
- Applying (correctly) any scientific principle to understand a novel situation
- Applying the correct mathematical relationship between measurements, such as velocity and acceleration
- Analyzing information to identify bias
- Improving mechanical efficiency by examining energy losses
- Evaluating mathematical functions
- Analyzing a work of art, using specific elements related to that art form
- Applying the knowledge of music elements as related to genre and/or time period
- Understanding how a change in geometry of a part will affect its performance in specific situations
- Using presented signs and symptoms to interpret a patient's needs and provide appropriate intervention and support
- Analyzing a specimen, based on knowledge and skills, and reports specific results
- Using data on soil content to evaluate what kinds of fertilizer to apply to farm fields
- Developing a regimen to diagnose technical problems in a faulty engine and plan repairs
- Evaluating the role of stress on quantifiable patho-physiological symptoms
- Analyzing the forces acting on a proposed building project
- Performing cost-benefits analysis of two or more different approaches to improving customer service
- Preparing for half-time meeting to provide strategy/tactics to team for second half
- Developing alternative solutions to resolve a dispute fairly
- Presenting experimental data provides rationale for a particular methodology and/or for the standard of proof employed
- Estimating costs or analyzing a budget

Revised 10/12/16 (General Education Committee)

Reasoning ILO

Statement of Intent: Associate degree graduates identify and solve problems, analyze new information, synthesize and evaluate ideas, and transform ideas into a course of action by using critical, creative, and/or analytical skills.

Course Name/No.	Click or tap here to enter text.
Course-Level Outcomes (CLOs)	Click or tap here to enter text.
Faculty Name	Click or tap here to enter text.
Academic Department	Click or tap here to enter text.
Things to Consider	
1. Student Achievement of CLO/ILO	*Think about how your students, in meeting your selected CLO(s), provide evidence of the achievement of the ILO Statement of Intent above.*
2. What Student Achievement Reflects	*What do the above achievement results reflect about students' ability to demonstrate the CLO/ILO?*
3. Instructional/Curricular Changes	*Think about potential curricular or instructional changes that might improve student learning related to the CLO/ILO?*

Skills/Abilities	Absent (0)	Attempting (1)	Emerging (2)	Developing (3)	Competent (4)	Advanced (5)
Student-Identifies and Solves Problems	Ignores problems.	Demonstrates limited ability in identifying a problem or related contextual factors.	Identifies the problem but does not demonstrate logical, consistent plan to solve the problem.	Identifies the problem but evaluation of solutions is brief or lacks depth and implementation ignores some contextual factors.	Identifies the problem considering some but not all contextual factors, evaluates solutions, and implements a solution.	Identifies the problem considering all relevant contextual factors, evaluates solutions, and implements a solution.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student-Analyzes, Synthesizes, and Evaluates Information	Fails to use information.	Provides information but it is not organized and/or is irrelevant.	Organizes information but organization is not effective in revealing insightful patterns, differences, or similarities and/or does not provide a conclusion.	Organizes information to reveal important patterns, differences, or similarities and/or only provides a partial conclusion.	Organizes information to reveal important patterns, differences, or similarities and provides a complete conclusion based on the analysis.	Organizes and synthesizes information to reveal insightful patterns, differences, or similarities and provides a complete conclusion and explanation of their findings.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Student-Transforms Ideas into Course of Action	Does not identify existing connections and/or does not attempt to transform ideas into a course of action.	Identifies existing connections among ideas or solutions but does not transform ideas into a course of action.	Identifies existing connections among ideas or solutions and transforms ideas into a basic course of action.	Identifies and connects ideas or solutions in novel or logical ways to transform ideas into a coherent course of action.	Connects and synthesizes ideas or solutions in novel or logical ways to transform ideas into an advanced course of action.	Connects and synthesizes ideas or solutions and considers alternative viewpoints in novel or logical ways to transform ideas into an advanced course of action.
Course-level operationalization	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ILO Rubric Tool for Recording Scores

Faculty Name

Data Collected
Spring 2019
Data Reported
Fall 2020

Course	Number	Section	ILO
Student Number	Rubric Line 1 Score	Rubric Line 2 Score	Rubric Line 3 Score

ILO Rubric Tool for Recording Scores

ILO Course List

ART 110
BIOL 110
BIOL 111
CHEM 115
COMM 110
EASC 111
ECON 110
ECON 111
ENGL 110
ENGL 111
FILM 110
HIST 202
HUMAN 125
LIT 110
MATH 110
MATH 111
MATH 115
PHIL 110
PSY 110
PSY 202
SOC 110
THTRE 110