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: _____/_____/_____