



Choosing ILOs and Assessment Strategies for a Course

1. The first thing to keep in mind is that listing an ILO with an outcome means you are committing to teach and gather data about that ILO as you assess student learning. You should not have to create a separate assessment just for the ILO, it should already be incorporated into the way you expect students to demonstrate their learning for that particular outcome.

Example #1: You have students write an essay on a topic or a reflection paper on an experience **and** include feedback on their writing skills in the grade for the assignment. You are assessing both their learning regarding the content but also the ILO skill of Communication. In this example, the assessment strategy is a Written Assignment and the ILO would probably be Communication Level 2 (students are expected to communicate effectively). These would be listed in the course document with the outcome related to the content of the assignment. You will be expected to keep records of student performance so you can submit data around Communication Skills when asked to do so.

Example #2: During the semester students are taught particular techniques to produce specific types of products or solve specific kinds of problems. Later in the semester students complete a project, an assignment, a written test, etc., where they have to choose which technique to use in each situation, perform the technique, and get an acceptable result. These kinds of decisions and performances demonstrate Critical Thinking Level 2 (students apply previous learning), at the least, or even Level 3 if the use of the technique or the product is expected to be unique and/or creative. The Assessment Strategy will vary depending on the situation. Again, keeping track of how well they used their Critical Thinking skills is necessary and may require some modification of the rubric for the assessment.

2. Keeping in mind the commitment to maintaining records around ILO skills, you will want to list ILOs and Assessment Strategies only for those outcomes where students can demonstrate the highest achievement of the ILOs in your course. Typically, ILOs should be listed for just a few of the content outcomes of the course. In other words, each outcome does NOT need to have an ILO or Assessment Strategy listed. (You will still be assessing student learning of the rest of the outcomes, just not keeping track of ILO skills at the same time.)

Some questions that might help you decide where to include ILOs are:

- Which outcomes are most clearly linked to ILO skills?
- Which outcomes include content and skills typical of the discipline of this course?
- Which outcomes address skills or knowledge essential to success in subsequent courses? (Consider both ILO and content-related skills and knowledge.)
- Which outcomes encourage/require students to use all of the skills (and content) taught in the course?

3. To further narrow your choices, only list ILOs where the highest level is reached in the course. In Example #2 above, if students are expected to demonstrate Critical Thinking Level 3 for one set of techniques and Critical Thinking Level 2 for another set, the ILO should only be listed for the outcome where Level 3 is expected.
4. You do not have to include all four ILOs in every course, only those naturally addressed by the nature of the content or the typical assessment strategies. Exceptions could be courses taken toward the end of a program, or serving as capstones, where students are expected to bring together everything learned in all of their previous courses.