The Modesto Junior College Student Learning Outcomes and Assessment Handbook (Second Edition, 2017) is an informative resource for faculty, staff, and administrators at Modesto Junior College. It explains the current and codified processes for student learning outcomes assessment that have been discussed and approved by the Academic Senate, Curriculum Committee, and all relevant College Councils.

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# TABLE OF CONTENTS

## STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>What are Student Learning Outcomes (SLOs)?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who facilitates SLOs?</td>
<td>7</td>
</tr>
<tr>
<td>Outcomes Assessment Workgroup (OAW) Charge</td>
<td>7</td>
</tr>
<tr>
<td>What is an SLO “assessment cycle”?</td>
<td>8</td>
</tr>
<tr>
<td>Closing the Assessment Loop Diagram</td>
<td>8</td>
</tr>
</tbody>
</table>

## COURSE LEARNING OUTCOMES (CLOs)

<table>
<thead>
<tr>
<th>What is a Course Learning Outcome (CLO)?</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the difference between a course “objective” and a “course learning outcome” (CLO)?</td>
<td>10</td>
</tr>
<tr>
<td>Where are CLOs stored, and are they publicly accessible for student and the community?</td>
<td>11</td>
</tr>
<tr>
<td>How are CLOs written?</td>
<td>12</td>
</tr>
<tr>
<td>What are some useful examples of CLOs being assessed at MJC?</td>
<td>13</td>
</tr>
<tr>
<td>How can CLOs be modified or changed to make them better?</td>
<td>14</td>
</tr>
<tr>
<td>What can we learn from the assessment of CLOs?</td>
<td>15</td>
</tr>
<tr>
<td>When are CLOs assessed?</td>
<td>17</td>
</tr>
</tbody>
</table>

CLO, SSLO, PLO, GELO, SAO, AUO, ILO Assessment and Program Review

Two-Year Cycle | 17 |

| How are CLOs assessed? | 19 |
| What does CLO assessment data and analysis inform? | 21 |

## PROGRAM LEARNING OUTCOMES (PLOs)

<table>
<thead>
<tr>
<th>What is a Program Learning Outcome (PLO)?</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are PLOs stored, and are they publicly accessible for student and the community?</td>
<td>25</td>
</tr>
<tr>
<td>How are PLOs written?</td>
<td>26</td>
</tr>
<tr>
<td>What are some useful examples of PLOs being assessed?</td>
<td>27</td>
</tr>
<tr>
<td>How can PLOs be modified or changed to make them better?</td>
<td>28</td>
</tr>
<tr>
<td>What can we learn from the assessment of PLOs?</td>
<td>29</td>
</tr>
<tr>
<td>How are PLOs assessed?</td>
<td>30</td>
</tr>
</tbody>
</table>
When are PLOs assessed................................................................. 33

GENERAL EDUCATION LEARNING OUTCOMES (GELOs)
What is a General Education Learning Outcome (GELO)?.................. 35

MJC General Education Learning Outcomes.................................... 35
Where are GELOs stored, and are they publicly accessible for student and the community?............................................................... 36
What can we learn from the assessment of GELOs?.......................... 37
How are GELOs assessed?............................................................. 38
When are GELOs assessed?............................................................ 41

PART V: SUPPORT SERVICE LEARNING OUTCOMES AND SERVICE AREA OUTCOMES (SSLOs and SAOs)
What is a Support Service Learning Outcome (SSLO)? What is a Service Area Outcome (SAO)?........................................................... 43
Where are SSLOs and SAOs stored, and are they publicly accessible for student and the community?....................................................... 44
How are SSLOs and SAOs written?.................................................... 45
What can we learn from the assessment of SSLOs and SAOs?............. 46
How are SSLOs and SAOs assessed?................................................ 47
When are SAOs assessed?.............................................................. 48

PART VI: ADMINISTRATIVE UNIT OUTCOMES (AUOs)
What is an Administrative Unit Outcome (AUO)?.......................... 50
Where are AUOs stored, and are they publicly accessible for student and the community?................................................................. 50
How are AUOs written?................................................................. 51
How are AUOs assessed?............................................................... 51
When are AUOs assessed?............................................................. 52

PART VII: INSTITUTIONAL LEARNING OUTCOMES (ILOs)
What is an Institutional Learning Outcome (ILO)?......................... 54

MJC Institutional Learning Outcomes................................................ 54
Where are ILOs stored, and are they publicly accessible for student and the community? ................................................................. 56
What can we learn from the assessment of ILOs? .................................................. 57
How are ILOs assessed? ......................................................................................... 58
When are ILOs assessed? ..................................................................................... 61

PART VIII: APPENDIX: “STUDENT LEARNING OUTCOMES ASSESSMENT: A HIGHER PERCEPTION OF LEARNING” HANDBOOK

Student Learning Outcomes Assessment: A Higher Perception of Learning Handbook ........................................................................... 63
PART I:
Student Learning Outcomes
What are Student Learning Outcomes (SLOs)?

Student Learning Outcomes (SLOs) at Modesto Junior College are the overarching, expected learning results for students that we aim to achieve across our institution. Data from SLO analysis provides a lens for us to explore and measure the quality of student learning on campus.

SLOs are primarily student-focused and they are measurable across a variety of contexts. Designing, measuring, evaluating and refining student learning outcomes help to inform other college processes used to increase student success, enhance the quality of our programs, allocate resources efficiently, meet our mission, and continually improve.

Because colleges have different processes and histories, the terminologies and frameworks for SLOs can vary. At MJC, we measure our expected SLOs at the course level, the program level (degree and certificate), and the institutional level. We also have other areas we measure: our general education courses as a group, our learning outcomes delivered through student services, and our outcomes at the administrative unit level.

This handbook is designed to provide answers the basic questions you might have about student learning outcomes at our college! This guide will walk you through the processes we have in place for:

- **CLOs** (Course Learning Outcomes)
- **PLOs** (Program Learning Outcomes)
- **GELOs** (General Education Learning Outcomes)
- **SSLOs** (Support Service Learning Outcomes)
- **SAOs** (Service Area Outcomes)
- **AUOs** (Administrative Unit Outcomes)
- **ILOs** (Institutional Learning Outcomes)
Who facilitates SLOs?

Everyone at MJC has a role to play in SLOs—students, staff, faculty and administration. SLOs, and the assessment of them, provide the goals of student learning and tell us how we are doing as an institution. Therefore, it is important that everyone is involved in discussions regarding the assessment of SLOs and SLO data. Everyone should be part of the decisions we make that are informed by assessment processes.

Student Learning Outcomes and their assessments are designed to be publicly accessible and shared across all constituent groups and governance bodies at MJC. SLOs are reported and discussed in departments, divisions, councils, and committees. We are committed to providing information to students and the public, and our website provides quantitative SLO data at the program, general education, service area, and institutional level.

The Outcomes Assessment Workgroup, under the purview of the Academic Senate, helps to facilitate continuing assessment process and dialogue across the institution. The OAW is comprised of faculty representatives and deans from all divisions, the MJC SLO Coordinator (Chair), and an Assessment Support Specialist. Their charge is specific:

Outcomes Assessment Workgroup (OAW) Charge: The Outcomes Assessment Workgroup (OAW) will:

- Facilitate continuing assessment processes across the college.
- Train faculty, staff and administrators in writing and assessing learning outcomes.
- Receive and disseminate assessment data from the course, student support, program, service area, administrative unit, and institutional levels.
- Compile, organize, and summarize report data and findings in regularly scheduled assessment presentations delivered to appropriate workgroups, committees and councils.
- Facilitate dialogue concerning outcomes assessment across the institution, including departments, divisions, programs, service areas, and administrative units.
- Assist departments, divisions, programs, service areas and administrative units in maintaining and refining assessment plans and/or processes.
- Make recommendations to the Academic Senate and College Council regarding outcomes assessment policies and processes.

The Curriculum Committee also plays a crucial role in SLOs. The Curriculum Committee reviews and approves course, program and general education learning outcomes. Course learning outcomes are part of the course outline of record.
**What is an SLO “assessment cycle”?**

**In order to have effect, SLOs must be measured and assessed.** SLOs need design, measurement, analysis, and refinement. SLO assessment is a *process* that aims to improve student learning.

The Academic Senate for California Community Colleges has provided the following diagram that depicts the feedback necessary to make SLOs meaningful and effective. In performing outcomes assessment, the analysis may provide new ways to clarify or modify SLOs as well as indicate the student learning happening in a given context.

**Closing the Assessment Loop**
PART II:
Course Learning
Outcomes
What is a Course Learning Outcome (CLO)?

Course learning outcomes are the “big ideas,” skills, or competencies students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after their course experience. As a general institutional practice, at MJC, the OAW has recommended that faculty construct 2-3 CLOs per course.

What is the difference between a course “objective” and a “course learning outcome” (CLO)? When faculty construct or adjust their curriculum, performing what is known as a “course outline of record” update, part of the process includes affirming both the course objectives and the course learning outcomes. Sometimes, the difference between objectives and outcomes can be difficult to discern, as they both play an important role in the learning process.

The ASCCC has written an “SLO Terminology Glossary” to help local academic senates and faculty in understanding and communicating the lexicon of assessment. In this glossary, the difference between objectives and outcomes is made as follows:

- **Objectives** are small steps that lead toward a goal; for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes which address synthesizing, evaluating and analyzing many of the objectives.

- **Student learning outcomes** are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition above) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

CLOs, then, comprise the measurable evidence of student learning that occurs as a result of taking classes through Modesto Junior College. The CLOs for any given course are expected to be attained when students are successful, and they are the skills, competencies, or “big ideas” faculty want students to comprehend and utilize during and after their learning experience.
Where are CLOs stored, and are they publicly accessible for students and the community?

CLOs for each course can be found in three locations:

- **First**, CLOs are primarily housed in MJC’s curriculum management database, **CurricUNET**. Any additions, changes or assessments of CLOs take place via CurricUNET, as it is the primary source for SLOs and assessment at MJC. CLOs are also stored and assessed in **eLumen**.

- **Second**, all CLOs are **publicly accessible** for students and our community in **PiratesNet**: after each course description, corresponding CLOs are listed.

  - In PiratesNet, all CLOs are publicly accessible for prospective and current students. Above is an example from ENGL 101: Basic Composition & Reading.

- **Third**, faculty must include current CLOs on all course syllabi. Syllabi are provided for students at the beginning of their class, and all current syllabi are stored in their respective divisions.
How are CLOs written?

At MJC, CLOs begin with a standardized phrase adopted by the OAW and the Academic Senate:

As a result of satisfactory completion of this course, the student should be prepared to:

What happens after this phrase is the responsibility of discipline faculty, and all CLOs should be entered into CurricUNET and eLumen (and double-checked in PiratesNet for their currency). Full-time faculty should construct and agree on the CLOs for the courses they offer and teach. Part-time faculty should be part of the conversation and informed of the current CLOs, as they will be also be assessing the outcomes for their classes! Here are some keys to constructing useful CLOs:

- **Use Bloom’s Taxonomy!** When creating and modifying CLOs that capture the “big ideas” of a course, faculty should draw on Bloom’s Taxonomy action verbs. The original 1956 *Taxonomy of Educational Objectives* identified six major categories of cognitive skills and abilities, including knowledge, comprehension, application, analysis, synthesis and evaluation. It also identified affective and psychomotor domains of learning. While the 1956 version has since been a bit revised, what is important are the key words and verbs that can be associated with different levels and evidence of learning complexity. There are several internet websites that can aid in providing lists of verbs to use in building outcomes.

- **Make them measurable.** Generally, CLOs—and all SLOs—need to be measurable: they should be able to be assessed in a way that provides qualitative and quantitative data. Faculty should be able to report how many students assessed were successful (quantitative data), and faculty should be able to provide narrative of the results, including a description of the assessment context (qualitative data). Both kinds of data will aid in a comprehensive analysis and interpretation of the assessment, as well as evidence of student learning.

- **Plan for authentic assessment.** The ASCCC defines authentic assessment as something that “simulates a real world experience by evaluating the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.” Such a definition indicates that the best kinds of assessment may not merely be multiple choice questions on a test; at MJC, we aim to assess CLOs through scenarios that engage critical thinking, conceptual understanding, and active production.
**What are some useful examples of CLOs being assessed at MJC?**

**Philosophy 101**

*As a result of satisfactory completion of this course, the student should be prepared to:*

1. Analyze and evaluate the issues and possible solutions to the “Great Questions” asked by philosophers.
2. Synthesize a world view based on an array of the possible solutions to the “Great Questions” asked by philosophers.
3. Construct arguments in support of, and in opposition to, the world views generated by the possible solutions to the questions asked by philosophers.

**Student Services: Academic renewal Workshops**

Students will be able to identify the requirements and the process of the Academic Renewal by attending a workshop and taking part in a pre and post survey.

**WELD 204 Gas Metal Arc Welding & Flux Core Arc Welding**

Upon satisfactory completion of this course, the student should be prepared to:

1. Select and adjust controls on a constant voltage power source for Gas Metal Arc Welding and Flux Core Arc Welding applications and create welds on both ferrous and non-ferrous metals.
2. Identify and select Gas Metal Arc Welding and Flux Core Arc Welding electrode wire according to American Welding Society identification codes for welding applications on both ferrous and non-ferrous metals.
How can CLOs be modified or changed to make them better?

CLOs should be periodically examined throughout the assessment and curriculum update processes. If faculty agree on modifications, changes can occur in two ways.

**CLO Update.** If the course outline of record does not need any changes, faculty can perform a “CLO update only” inside of CurricUNET. The process begins with launching a “CLO Update Only,” followed by a review and approval by the Curriculum Committee. The CLOs are posted publicly in PiratesNet through Datatel and ready for input and assessment by faculty in eLumen.

Curriculum Update with CLO modification. Discipline faculty must perform a “curriculum update,” or review and submission of an updated course outline of record (COR) every five years. During this process, faculty must affirm or modify their corresponding CLOs inside of CurricUNET. This process begins with launching a “COR Update,” followed by review and approval by the Curriculum Committee. Curriculum is also forwarded to the Board of Trustees and the CCCCO for approval. The CLOs are posted publicly in PiratesNet through Datatel and ready for input and assessment by faculty in eLumen.
What can we learn from the assessment of CLOs?

One of the primary goals of CLO assessment is to provide insight about how learning might improve in a given course—whether it be online, in a classroom, or happening in another context.

- **Dialogue and analysis is central to the process.** At MJC, there are some courses that have only one section, and many courses that have multiple sections taught by full-time and part-time faculty. When a course is scheduled for assessment, all sections of the course must be assessed, so this requires departmental planning and conversation.

Assessing CLOs and talking about them—especially in department meetings or as a group of faculty who teach a particular course—is to converse about the outcomes of a course and to strategize ways to improve equity and student success.

- What kinds of instructional styles, methods, or activities are working for faculty in the classes?
- What are some of the obstacles?
- Where or when are students having problems with the material?
- What might help students be more successful?
- What kinds of resources might be needed?
- Are there differences in student achievement rates and SLO rates?

Broad dialogue across the college, and throughout our governance bodies, is a key feature of the SLO process at MJC. The Outcomes Assessment workgroup is charged with helping facilitate dialogue about SLOs that lead to institutional improvement and student success.

- **Data disaggregation is key.** Data disaggregation is central to the college focus on equity and success. The building of longitudinal data for SLOs will allow departments to analyze disaggregated learning data in Program Review, including how different populations are doing (e.g., across ethnicity, gender, face-to-face vs. distance education, etc.).

- **Analyze, plan, and evaluate curricular or pedagogical changes to improve student success at the course level.**

After the inputting of data for course learning outcomes, instructors have the ability to analyze their outcomes. Individual instructors and departments can strategize curricular or pedagogical modifications to increase student learning and success, and can evaluate the previous course. This is an important step in continuous quality improvement. Modifications and strategies at the course level should be included in program review for continuing analysis.
CLOs provide us with foundational data that can help us make better institutional decisions.

CLOs and their assessment provide different data than student achievement rates. CLOs help to inform faculty what students are learning in the classroom, and provide a measure of the quality of learning at MJC.

Our CLOs are mapped to inform our program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). The data from CLOs provides us with a lens on how we are doing in terms of our program, general education, and institutional learning. These measures are used in program review and institution-wide reports (such as our data dashboard) to inform the college and our community on the quality of student learning on our campus.

By incorporating SLOs into the program review and embedding discussions about disaggregated institutional data, we can make more informed decisions and provide resources to improve student learning.

**Instructional Learning Outcomes Data**

MJC utilizes data dashboards that include disaggregated SLO data. http://www.mjc.edu/instruction/outcomesassessment/programreview/prdshboard/lo_data.php
When are CLOs assessed?

**CLO, SSLO, PLO, GELO, SAO, AUO, ILO**

*Assessment and Program Review Two-Year Cycle*

Every academic and student support program—including administrative services and units—at Modesto Junior College will complete its Program Review and SLO Assessment Cycle every two years.

Analysis of outcomes assessment is an integral component of Program Review. All Student Learning Outcomes, including course (CLO), student support (SSLO), program (PLO), general education (GELO), service area (SAO), administrative unit (AUO), and institutional (ILO) learning outcomes will be assessed once by all appropriate programs during the two-year cycle. When courses are assessed, all sections of a given course will complete the assessment of all CLOs for that course. Additionally, all support service learning outcomes (SSLO), service area outcomes (SAO), and administrative unit outcomes (AUO) will be assessed at least once during the two-year cycle. Data will be disaggregated whenever possible to measure student learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle:
The following graphic (an example from Computer Graphics) represents a two-year outcomes assessment & program review cycle schedule. All programs are required to post a schedule of their cycle on the OAW website.

A discipline example: a two-year schedule of assessment with program review at the end of the cycle.
**How are CLOs assessed?**

CLOs are assessed by all full-time and part-time faculty teaching sections of a course during a semester when assessment is scheduled. Full-time and part-time faculty should discuss the kinds of authentic assessment tools (essay, exercise, problem, etc.) that can provide measureable results for all sections of a course. In terms of when to assess during a scheduled semester, faculty can assess their CLOs when it is best seen fit during their class—and at a time when authentic assessment might be best practiced.

All CLOs for a course, across all sections, must be assessed during the semester the course is scheduled. Schedules are housed on a page on the Outcomes Assessment site.

Faculty enter CLO assessment results into eLumen in order to provide data that can be disaggregated for analysis.

![eLumen screenshot](image)

*Entering quantitative data into eLumen is easily done.*
Qualitative Analysis:

After inputting CLO data, the following “Outcomes Assessment Template” opens up for faculty in eLumen, so that qualitative analysis and planning can be performed at the course level:

Discipline faculty are asked to provide qualitative CLO data and analysis.

Faculty reflect on their own pedagogical and curricular experiences:

An example of faculty analysis of the CLO “Student Learning Story” in eLumen.
What does CLO data and assessment inform?

CLO data and assessment inform program review, curriculum and resource allocation. CLOs are utilized so that faculty and the college can improve programs and student success. The data from CLOs provide longitudinal data so that faculty can track learning over time and examine disaggregated results. The data from courses is utilized in Program Review, used to inform curriculum changes, and drawn on to make resource requests.

CLO assessment data is the primary source for assessing Program Learning Outcomes, General Education Learning Outcomes, and Institutional Learning Outcomes. CLOs are mapped to inform our program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). The data from CLOs provides us with a lens on how we are doing in terms of our program, general education, and institutional learning. These measures are used in program review and institution-wide reports (such as our data dashboard) to inform the college and our community on the quality of student learning on our campus.
By incorporating SLOs into the program review and embedding discussions about disaggregated institutional data, we can make more informed decisions and provide resources to improve student learning.

CLOs are the building blocks for program and institutional improvement.
PART III: Program Learning Outcomes
**What is a Program Learning Outcome (PLO)?**

Program learning outcomes are the skills, competencies, and “big ideas” students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after the completion of a degree or certificate. As a general institutional practice, at MJC, the OAW has recommended that faculty construct 2-3 PLOs per degree or certificate.

**What is the definition of a program?** The ASCCC’s “SLO Terminology Glossary” notes that “program” can be confusing:

> In Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.

Programs, then, can come to mean different things.

**PLOs and Programs.** When we talk about PLOs at MJC, we mean the learning outcomes that would be the expected measurable evidence of student learning that occurs as a result of taking classes through Modesto Junior College. The PLOs for any given program are expected to be attained when students are successful, and they are skills, competencies and “big ideas” faculty want students to comprehend and utilize during and after their learning experience.

**Program Review.** When we talk about Program Review at MJC, we broadly mean program as a department or area; in other words, departments or areas are responsible for a cohesive program review and an analysis of their offerings and contributions.

**Program Review, written by academic departments, contains the analysis of all department PLOs and their respective degrees and certificates. PLOs, in other words, inform Program Review.** Academic departments analyze their specific “programs”—meaning degrees and certificates—in their broad Program Review. Program Review by academic departments include an analysis of their PLOs (as well as GELOs and ILOs) alongside other data, rounding out their report into a cohesive document that encompasses all areas of student learning and recommendations concerning how to improve.
Where are PLOs stored, and are they publicly accessible for students and the community?

PLOs for each program can be found in four locations:

- **First**, PLOs are primarily housed in MJC’s curriculum management database, CurricUNET. Any additions or changes to PLOs take place via CurricUNET. PLOs are also stored and assessed in eLumen.

- **Second**, PLO statements are **publicly accessible** for students and our community through the college website, on individual department pages and on the outcomes assessment page:

  https://www.mjc.edu/instruction/outcomesassessment/outcomes.php

- **Third**, PLOs and their respective quantitative assessment data are **publicly accessible** for students and our community through the college research website and the outcomes assessment webpage above.

  **Instructional Learning Outcomes Data**

  [Instructional Learning Outcomes Data Image]

  MJC has publicly accessible data dashboards for PLOs.

- **Fourth**, PLOs are publicly available accessible for students in the college catalog: after each degree or certificate description, corresponding PLOs are listed.

  [Geography Program Image]

  A.A. Degree: University Preparation, Emphasis in Geography

  ABOUT THIS EMPHASIS

  Geography is the study of global patterns created through Earth processes and human behavior. Geographers utilize a unique holistic approach which examines relationships found within the culture, economics, politics, history, and physical environment of specific geographical regions.

  EXPECTED STUDENT LEARNING OUTCOMES

  In addition to demonstrating the abilities listed as General Education Student Learning Outcomes, students who complete the Associate’s Degree in Geography will be able to:

  1. Describe and demonstrate the methodology and approach used in the geographical study.
  2. Describe and interpret maps that display geographical processes and relationships.
  3. Correctly identify geographic features based upon physical, cultural, historic, political and economic factors.

  In the college catalog, all PLOs are accessible for prospective and current students. Above is an example from Geography (A.A. Degree).
**How are PLOs written?**

At MJC, PLOs for degrees and certificates begin with the following phrase:

> Upon satisfactory completion of this award, the student should be prepared to:

What happens after this phrase is the responsibility of discipline faculty, and PLOs should be entered into CurricUNET (as well as double-checked in the catalog and assessment website). Full-time faculty should construct and agree on the PLOs for the programs they offer and teach. Part-time faculty should be part of the conversation and informed of the current PLOs, as the CLOs they assess in classes should inform the PLOs for degrees and certificates.

PLOs should draw on the same kinds of principles as CLOs (see the previous section, “How are CLOs written?”), including the use of Bloom’s Taxonomy and an emphasis on measurability (qualitative and quantitative).

**PLOs should be written in ways that strategically correspond to CLOs: the data from CLOs should quantitatively and qualitatively inform PLOs.** Part of the process of continual assessment improvement is working on the relationship between course and program learning outcomes. After completing assessment cycles, departments should examine the relationships between their CLOs and PLOs in order to provide adequate and meaningful data from both.
What are some useful examples of PLOs being assessed?

The OAW has recommended the following examples:

**Skills Recognition Award: Autobody/Refinishing**

*Upon satisfactory completion of this award, the student should be prepared to:*

1. Comply with current industry safety and environmental regulations.
2. Perform basic refinishing techniques in accordance with industry standards.

**Certificate of Achievement in Records Management/Data Entry Specialist**

*Upon satisfactory completion of this award, the student should be prepared to:*

1. Actively assist in implementing general office procedures, including records management.
2. Efficiently perform office-related duties utilizing prioritization and necessary communication skills.
3. Utilize computer software to manage data effectively.

**A.A. Degree: University Preparation, Emphasis in Humanities**

*Upon satisfactory completion of this award, the student should be prepared to:*

1. Analyze the ways that individuals and various cultural groups act in response to their societies and environment.
2. Demonstrate awareness of the various ways that culture, ethics, history, belief, and ethnicity affect individual experience and society as a whole.
3. Demonstrate the ability to interpret and analyze works of art for meaning and to forge aesthetic judgments.
4. Describe how cultural beliefs, values and practices have influenced societies in various times.
5. Demonstrate critical thinking in the analysis of cultural production using both thematic and historical synthesis.
**How can PLOs be modified or changed to make them better?**

PLOs should be periodically examined throughout the assessment and curriculum update processes. If faculty agree on modifications, changes can occur in two ways.

**PLO Update.** If the program of record does not need any changes, faculty can perform a PLO “update” inside of CurricUnet. The process begins with launching a “PLO Update,” followed by a review by the Curriculum Committee, and then finalized for use by the SLO Coordinator. The PLOs are posted publicly online and in the next catalog, as well as ready for assessment by faculty in eLumen.

**PLO input or modification through Program Building or Updating.**

Discipline faculty are able to provide a “program update”—a review and submission of an updated program outline every five years. During this process, faculty affirm or modify their corresponding PLOs inside of CurricUnet. This process begins with building or modifying a program, followed by a review by a division dean, and review by the Curriculum Committee. The PLOs are posted publicly online and in the next catalog, as well as ready for assessment by faculty in eLumen.
What can we learn from the assessment of PLOs?

The assessment of PLOs isn’t only a snapshot of how students understand the material in a program and its sections. **One of the primary goals of PLO assessment is to provide insight about how learning might improve in a given program—whether it be online, in a classroom, or happening in another context.**

As with CLOs, dialogue is central to the process (see section, “What can we learn from the assessment of CLOs?”). But, PLOs are a different kind of level, and they are designed to bring together data on a set of related courses that, when successfully completed, lead to a degree, certificate or award. Both full-time and part-time faculty that teach courses inside of a program should discuss how students are meeting the program learning outcomes through the courses they take.

Rather than understanding success as program completion, PLO assessment provides insight into what students are actually learning in relation to the big ideas of the courses and the program they aim to complete. In Program Review, PLO data is disaggregated so that faculty can analyze how student populations are learning inside of their programs, and departments can focus more strategically on equity and success.
How are PLOs assessed?

The data for PLOs is generated through CLO assessment:

- **Course learning outcomes are mapped to PLOs.** When faculty assess their PLOs, they draw on CLO assessment data. The beginning of this process relies on the creation of a “map” for each degree, certificate or award done inside of eLumen. Faculty complete the mapping process in eLumen, relating each CLO statement to any analogous PLO statements. In other words, if a CLO helps to fulfill a PLO, faculty mark the corresponding box, thereby delineating a relationship.
• **Course assessment quantitative data informs inform PLOs.** When mapping is done for all courses in a department that fulfill a particular degree, certificate or award, *eLumen* will populate the data for PLOs. This data can be disaggregated in Program Review via the PLO data dashboard.

*Program Learning Outcomes assessment results are disaggregated for analysis in Program Review.*
PLO assessment data (quantitative and qualitative) is analyzed in Program Review. In Program Review, faculty are asked to analyze the results of the disaggregated PLO data. The analysis includes: setting a goal for PLO success, examining whether or not the goal was achieved, constructing an action plan for overall PLO improvement, analyzing equity gaps in PLO performance, and constructing an action plan to address equity gaps in PLO outcomes.

Student Learning and Outcomes Assessment

Please review your Student Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, and General Education, and Institutional Learning Outcomes.

For each PLO, GELO, or ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations. You can use this information to understand how different student populations are learning in your courses and programs.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address any applicable program outcomes (PLO), general education outcomes GELOs, and institutional outcomes (ILOs) in your analysis.

Program Learning Outcomes (PLO)
What is your set goal for PLO success? Do your overall rates meet this goal?

Continuous Quality Improvement
If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Equity and Success
Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

Program Learning Outcomes assessment results are measured, analyzed, and addressed through analysis in Program Review.
**When are PLOs assessed?**

The Academic Senate recommends a general policy that all regularly offered programs have their respective PLOs assessed once every two years, followed by Program Review. The PLO data will come from two years of course learning outcomes (CLO) assessment, with each course in a discipline being assessed at least once. Data will be disaggregated whenever possible to measure student learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle:
PART IV: General Education Learning Outcomes
What is a General Education Learning Outcome (GELO)?

General education learning outcomes are the “big ideas” students should be able to articulate, put into action, or utilize (theoretically or pragmatically) when taking general education courses for transfer or a degree.

MJC has five GELOs, and when students take courses that qualify for these areas, students should be able to:

Demonstrate proficiency in NATURAL SCIENCE by:
1. Explaining how the scientific method is used to solve problems.
2. Describing how scientific discoveries and theories affect human activities.

Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by:
1. Describing the method of inquiry used by the social and behavioral sciences.
2. Describing how societies and social subgroups have operated in various times and cultures.
3. Analyzing the ways that individuals act and have acted in response to their societies.

Demonstrate proficiency in the HUMANITIES by:
1. Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
2. Demonstrating the ability to make well considered aesthetic judgments.

Demonstrate proficiency in LANGUAGE AND RATIONALITY by:
1. Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
2. Demonstrating critical thinking in the analysis and production of communication.
3. Demonstrating the ability to find, evaluate, and use information in a variety of formats.

Demonstrate proficiency in HEALTH EDUCATION by:
1. Describing the integration of the physiological and psychological human being.
3. Evaluating the impact of daily decisions on life and health.
**Where are GELOs stored, and are they publicly accessible for students and the community?**

GELOs can be found in three locations:

- **First**, GELOs are primarily housed in MJC’s curriculum management database, CurricUNET. GELOs are also stored and assessed in eLumen.

- **Second**, GELOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:

  https://www.mjc.edu/instruction/outcomesassessment/outcomes.php

- **Third**, GELOs and their respective quantitative assessment **data** are **publicly accessible** for students and our community through the college research website and the outcomes assessment webpage above.

  **Instructional Learning Outcomes Data**

  ![Diagram of Instructional Learning Outcomes Data](image)

  *MJC has publicly accessible data dashboards for GELOs.*

- **Fourth**, GELOs are accessible for students in the college catalog.

  ![Expected Learning Outcomes for General Education at MJC](image)

  *In the college catalog, all GELOs are accessible for all students.*
What can we learn from the assessment of GELOs?

The assessment of GELOs isn’t only a snapshot of how students understand the material in a general education area and its courses. **One of the primary goals of GELO assessment is to provide insight about how learning might improve in a given general education area—whether it be online, in a classroom, or happening in another context.**

As with CLOs, dialogue is central to the process (see section, “What can we learn from the assessment of CLOs?”). But, GELOs are a different kind of level, and they are designed to bring together data on a set of related courses that, when successfully completed, lead to transferable general education credit or the satisfaction of general education units toward a degree. Both full-time and part-time faculty that teach courses inside of general education should discuss how students are meeting the general education learning outcomes through the courses they take.

Rather than understanding success as general education completion, GELO assessment provides insight into what students are actually learning in relation to the big ideas of the courses and the general education units they aim to complete. In Program Review, GELO data is disaggregated so that faculty can analyze how student populations are learning inside of their general education coursework, and departments that teach general education courses can focus more strategically on equity and success.
How are GELOs assessed?

The data for GELOs is generated through CLO assessment:

- **Courses are mapped to GELOs.** When faculty assess their GELOs, they draw on CLO assessment data. Faculty complete the mapping process in eLumen, relating each CLO statement to any analogous GELO statements. In other words, if a CLO helps to fulfill a GELO, faculty mark the corresponding box, thereby delineating a relationship.

<table>
<thead>
<tr>
<th>Courses</th>
<th>GELO</th>
<th>Demonstrate proficiency in HEALTH EDUCATION by doing the following: Describing the integration of the physiological and...</th>
<th>Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of...</th>
<th>Demonstrate proficiency in NATURAL SCIENCE by doing the following: Explaining how the scientific method is used to solve problems...</th>
<th>Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCES by doing the following: Demonstrating awareness of the various ways that culture and...</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENOL 101 - Advanced Composition &amp; Critical Thinking</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze and evaluate the major parts of an argument such as claims, support, and counterarguments.</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compose grammatically and logically proficient argumentative essays that incorporate an established thesis, support, counterargument, and...</td>
<td></td>
<td><strong>✓</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fairly and effectively summarize argumentative texts, frame questions, and clearly distinguish one’s opinions from others views while avoiding...</td>
<td></td>
<td><strong>✓</strong></td>
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<td></td>
</tr>
<tr>
<td>MENOL 105 - Creative Writing: Poetry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create successful poetry.</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate and analyze classic and contemporary poetry.</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MENOL 106 - Creative Writing: Short Fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Learning Outcomes are mapped to applicable General Education Learning Outcomes in eLumen.
Course assessment quantitative data informs inform GELOs. When mapping is done for all courses in a department that fulfill a particular degree, certificate or award, eLumen will populate the data for GELOs. This data can be disaggregated in Program Review via the GELO data dashboard.

General Education Learning Outcomes assessment results are disaggregated for analysis in Program Review.
- **GELO assessment data (quantitative and qualitative) is analyzed in Program Review.** In Program Review, faculty are asked to analyze the results of the disaggregated GELO data. The analysis includes: setting a goal for GELO success, examining whether or not the goal was achieved, constructing an action plan for overall GELO improvement, analyzing equity gaps in GELO performance, and constructing an action plan to address equity gaps in GELO outcomes.

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**Student Learning and Outcomes Assessment**

Please review your Student Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, and General Education, and Institutional Learning Outcomes.

For each PLO, GELO, or ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations. You can use this information to understand how different student populations are learning in your courses and programs.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address any applicable program outcomes (PLO), general education outcomes GELOs, and institutional outcomes (ILOs) in your analysis.

**General Education Learning Outcomes (GELO)**

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

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**Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

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**Equity and Success**

Do your rates for your PLOs, GELOs and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

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*General Education Learning Outcomes assessment results are measured, analyzed, and addressed through analysis in Program Review.*
**When are GELOs assessed?**

The Academic Senate recommends a general policy that all regularly offered programs have their respective GELOs assessed once every two years, followed by Program Review. The GELO data will come from two years of course learning outcomes (CLO) assessment, with each course in a discipline being assessed at least once. Data will be disaggregated whenever possible to measure student learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle:
PART V: Support Service Learning Outcomes and Service Area Outcomes
**What is a Support Service Learning Outcome (SSLO)?**

**What is a Service Area Outcome (SAO)?**

SSLO is the acronym for Support Service Learning Outcome. At MJC, many programs and services on campus offer non-instructional learning opportunities and support for students, and it is just as important to measure student learning outcomes in these activities as it is inside the classroom. In the Student Services Division, each of the program areas has established SSLOs that are measured in the activities offered by the programs. Workshops, individual appointments, field trips, etc. are examples of the types of non-instructional activities that are offered.

SAO is the acronym for Service Area Outcome, and SAOs are mapped to—and informed by—the data provided by SSLOs. In the Student Services Division, each of the program areas are concerned with quality, continuous improvement. One of the ways improvements are made is through program review analyses of SAOs, as SAOs measure both satisfaction indicators (i.e., student, staff, and/or faculty satisfaction of program services) and program and processes (i.e. quality of service area program, processes, or operations).
Where are SSLOs and SAOs stored, and are they publicly accessible for students and the community?

SSLOs and SAOs can be found in three locations:

• **First**, SSLOs and SAOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:

  [https://www.mjc.edu/instruction/outcomesassessment/outcomes.php](https://www.mjc.edu/instruction/outcomesassessment/outcomes.php)

• **Second**, SSLOs and SAOs are **publicly accessible** on individual department pages.
How are SSLOs and SAOs written?

At MJC, SSLOs are written to reflect a learning or activity-specific outcome, while SAOs are written to be broader program-specific outcomes that reflect the general goals of a support service area. SSLOs and SAOs should draw on the same kinds of principles as CLOs (see the previous section, “How are CLOs written?”), including the use of Bloom’s Taxonomy and an emphasis on measurability (qualitative and quantitative).

An example of SSLOs and SAOs is the following from DSPS (Disabled Student Programs and Services):

DSPS SAO
DSPS students will gain an understanding of disabilities, accommodations, and services available for them.

DSPS SSLOs
1. DSPS students will be able to identify and utilize effective accommodations, including technology, to complete their goals.

2. DSPS students will be able to request and use accessible materials to compensate for their functional limitations.

SAOs should be written in ways that strategically correspond to SSLOs: the data from SSLOs should quantitatively and qualitatively inform SAOs. Part of the process of continual assessment improvement is working on the relationship between support service learning outcomes and service area outcomes. After completing assessment cycles, departments and areas should examine the relationships between their SSLOs and SAOs in order to provide adequate and meaningful data from both.
What can we learn from the assessment of SSLOs and SAOs?

The assessment of SSLOs and SAOs isn’t only a snapshot of how students understand the material or activities in a support service area. One of the primary goals of SSLO and SAO assessment is to provide insight about how learning and services might improve in a student support area—whether it be online, in a classroom, an office, or happening in another context.

As with CLOs, dialogue is central to the process (see section, “What can we learn from the assessment of CLOs?”). But, SAOs and SSLOs are different kinds of SLOs, and they are designed to bring together data on a set of related services and areas that enable students to understand, and utilize the resources available to support student success. Rather than understanding success as merely delivering services, SSLO and SAO assessment provides insight into what students are actually learning, understanding and utilizing in support areas.

In Program Review, SSLO and SAO data is made available so that faculty and classified professionals can analyze how student populations are learning and achieving inside of their service areas, and departments can use this data to focus more strategically on equity and success.
How are SSLOs and SAOs assessed?

SSLOs and SAOs are measured in the same way CLOs are measured to inform PLOs. Examples of SSLO measurements include pre- and post-assessments, student feedback, student work (written and verbal), and student surveys. Most SSLOs and SAOs have benchmarks that are defined by each program area. In the analysis of the measured data, the service area will determine whether or not that benchmark has been reached and whether or not the area is satisfied with the results. The area will then develop an action plan in program review.

SSLOs are mapped in eLumen to SAOs (and ILOs).

SSLOs are also analyzed in relation to Institutional Learning Outcomes. After SSLOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of support services. First, SSLOs are mapped to SAOs and ILOs; second, SSLO quantitative data informs rates for SAOs and ILOs; and third, SSLO, SAO and ILO assessment data (quantitative and qualitative) is placed into Support Services Program Review.

SSLO assessment informs SAOs and ILOs.
When are SSLOs and SAOs assessed?

The Academic Senate recommends a general policy that all support service programs have their respective SSLOs assessed once every two years, followed by Program Review. SAO data is informed by two years of SSLO assessment. Data will be disaggregated whenever possible to measure support service learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle:
PART VI: Administrative Unit Outcomes
What is an Administrative Unit Outcome (AUO)?

AUO is the acronym for Administrative Unit Outcome. At MJC, many divisions and areas interact with students, and it is just as important to measure outcomes in these activities as it is inside the classroom. Each academic division has established AUOs that are measured through surveys and performance metrics. Each division at the college is concerned with quality, continuous improvement. AUOs measure both satisfaction indicators and program/processes.

Where are AUOs stored, and are they publicly accessible for students and the community?

AUOs can be found in two locations:

- **First**, AUOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:

  https://www.mjc.edu/instruction/outcomesassessment/outcomes.php

- **Second**, PLOs are also stored and assessed in eLumen.
How are AUOs written?

At MJC, AUOs are constructed to measure outcomes for specific administrative areas, which vary from campus safety to the cafeteria, and from divisions to the bookstore. AUOs should draw on the same kinds of principles as CLOs (see the previous section, “How are CLOs written?”), including the use of Bloom’s Taxonomy and an emphasis on measurability (qualitative and quantitative).

Two examples of AUO are the following from the Bookstore and the Science, Math, and Engineering Division:

Bookstore Administrative Unit Outcome (AUO)

The Bookstore will support student needs through provision of textbooks and supplies in a timely manner.

Science, Math and Engineering Division Administrative Unit Outcome (AUO)

Students, classified professionals, and faculty will be provided with information, problem solving tools, structure, resources, and an interactive environment in order to facilitate the learning process and improve engagement (feeling focused, connected, valued, nurtured, and directed).

AUOs should be written in ways that strategically measure administrative units in ways that contribute to the college mission and the attainment of institutional learning outcomes. Part of the process of continual assessment improvement is working on the relationship between administrative unit outcomes and the college mission and college ILOs. After completing assessment cycles, departments and areas should examine the relationships between their AUOs, the college mission, and the college institutional learning outcomes in order to provide adequate and meaningful data.

How are AUOs assessed?

AUOs are measured through pre- and post-assessments, and student, staff, and faculty surveys. Most AUOs have benchmarks that are defined by each program area. In the analysis of the measured data, the program area will determine whether or not that benchmark has been reached and whether or not the area is satisfied with the results. The area will then develop an action plan in program review.
**When are AUOs assessed?**

The Academic Senate recommends a general policy that all administrative areas have their respective AUOs assessed once every two years, followed by Program Review. AUO data will be disaggregated whenever possible to measure support service learning across subpopulations.

The following graphic represents the structure of AUO assessment over a two-year period, including Program Review. Each administrative area schedules their respective AUO assessments so that they occur at least once per AUO in a given two-year cycle.
PART VII: Institutional Learning Outcomes
What is an Institutional Learning Outcome (ILO)?

Institutional Learning Outcomes are the “big ideas” students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after completing courses or programs and experiencing MJC. ILOs are expected to be attained when students are successful, and they are guiding “big ideas” the college wants students to comprehend and utilize during and after their learning experience.

Prior to the summer of 2013, MJC had used its GELOs as its ILOs. In Fall of 2012, at the end of the first four-year cycle of learning outcome assessment, and as part of MJC’s continuous improvement process, a recommendation was made to have broad dialogue across the college to envision separate ILOs from the GELOs. That process took place in the spring of 2013, and recommendations were brought forward to all constituent groups at the end of the semester, and were approved in August 2013 at the College Council.

Modesto Junior College Institutional Learning Outcomes. Modesto Junior College has five broad Institutional Learning Outcomes with distinct characteristics:

Communication. Students will generate and develop capabilities for creative expression and effective communication. Students will be able to:

- Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context.
- Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork.
- Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways.
- Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Information and Technology Literacy. Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to:

- Effectively access information and critically evaluate sources of information.
- Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts.
- Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
**Personal and Professional Development.** Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to:

- Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals.
- Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health.
- Apply skills of cooperation, collaboration, negotiation, and group decision-making.
- Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

**Creative, Critical and Analytical Thinking.** Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to:

- Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study.
- Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference.
- Utilize the scientific method and solve problems using qualitative and quantitative data.
- Demonstrate the ability to make well-considered aesthetic judgments.

**Cultural Literacy and Social Responsibility.** Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to:

- Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms.
- Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies.
- Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds.
- Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
Where are ILOs stored, and are they publicly accessible for students and the community?

ILOs can be found in three locations:

- **First**, ILOs are primarily housed in MJC’s curriculum management database, CurricUNET. ILOs are also stored and assessed in eLumen.

- **Second**, ILOs are **publicly accessible** for students and our community through the college website on the outcomes assessment page:

  [https://www.mjc.edu/instruction/outcomesassessment/outcomes.php](https://www.mjc.edu/instruction/outcomesassessment/outcomes.php)

- **Third**, ILOs and their respective quantitative assessment data are **publicly accessible** for students and our community through the college research website and the outcomes assessment webpage above.

**Instructional Learning Outcomes Data**

MJC has publicly accessible data dashboards for ILOs.
What can we learn from the assessment of ILOs?

One of the primary goals of ILO assessment is to provide insight about how the overall student experience and learning might improve.

Dialogue is central to the process.

Assessing ILOs and talking about them—especially in department, committee, and council meetings—is to converse about the goals of an institution and to strategize ways to improve student success. What kinds of instructional styles, methods, or activities are working for faculty in classes? What kinds of non-instructional experiences might enable better student learning? What are some of the obstacles to student success at the college? What might help students be more engaged, directed, and valued? Are resources needed in particular areas? Broad dialogue across the college, and throughout our governance bodies, is a key feature of the SLO process at MJC.

Rather than understanding success as only course or program completion, ILO assessment provides insight into what students are actually learning in relation to their overall experience at MJC. In Program Review, ILO data is disaggregated so that faculty can analyze how student populations are learning inside of their coursework, and departments can use that data to focus more strategically on equity and success.
**How are ILOs assessed?**

ILOs are measured in the same way CLOs are measured to inform PLOs and GELOs, as well as the way that SSLOs inform SAOs. The foundational data for assessment, derived from CLOs and SSLOs, informs ILOs at MJC.

**The data for ILOs is generated through CLO and SSLO assessment:**

- **CLOs and SSLOs are mapped to ILOs.** When ILOs are assessed, they draw on CLO assessment data. Faculty complete the mapping process in eLumen, relating each CLO and SSLO statement to any analogous ILO statement. In other words, if a CLO or SSLO helps to fulfill an ILO, the corresponding box is marked, thereby delineating a relationship.

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**Course Learning Outcomes (and SSLOs) are mapped to applicable Institutional Learning Outcomes in eLumen.**
• **Course and support service assessment quantitative data inform ILOs.**
  When mapping is done for all courses in a department that fulfill a particular degree, certificate or award, *eLumen* will populate the data for ILOs. This data can be disaggregated in Program Review via the ILO data dashboard.

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_Institutional Learning Outcomes assessment results are disaggregated for analysis in Program Review._
• **ILO assessment data (quantitative and qualitative) is analyzed in Program Review.** In Program Review, faculty are asked to analyze the results of the disaggregated ILO data. The analysis includes: setting a goal for ILO success, examining whether or not the goal was achieved, constructing an action plan for overall ILO improvement, analyzing equity gaps in ILO performance, and constructing an action plan to address equity gaps in ILO outcomes.

**Student Learning and Outcomes Assessment**

Please review your Student Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, and General Education, and Institutional Learning Outcomes.

For each PLO, GELO, or ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations. You can use this information to understand how different student populations are learning in your courses and programs.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address any applicable program outcomes (PLO), general education outcomes GELOs, and institutional outcomes (ILOs) in your analysis.

**Institutional Learning Outcomes (ILO)**

What is your set goal for ILO success? Do your overall rates meet this goal?

**Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

**Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

Institutional Learning Outcomes assessment results are measured, analyzed, and addressed through analysis in Program Review.
When are ILOs assessed?

The Academic Senate recommends a general policy that all programs assess their ILOs once every two years, followed by Program Review. ILO data is informed by two years of SSLO and CLO assessment. Data will be disaggregated whenever possible to measure support service learning across subpopulations, including those identified in the Modesto Junior College Student Equity Plan.

The following graphic represents the college-wide two-year outcomes assessment & program review cycle:
PART VIII: Appendix
“Student Learning Outcomes Assessment: A Higher Perception of Learning” Booklet
Student-Learning-Outcomes Assessment:

A Higher Perception of Learning

Oh! The places our students will go because of you!

Clear goals for student achievement

Regular measurement of performance

Comparing performance with expectations

Continuous improvement of results

For Modesto Junior College Faculty
Table of Contents

1. Know the Groups that Can Help with Outcomes Assessment
2. The Basics
3. How to Find The Outcomes Assessment site
4. How to take charge of your CLO assessments
5. Methods to Learn eLumen
6. How to Stay on Top of CLO Assessments
7. Make It Your Own
8. What happens after entering CLO information?
9. When you Forget the Steps Learned

Know the Groups that Can Help with Outcomes Assessment

• Outcomes Assessment Workgroup
• Academic Senate
THE BASICS

• SLO stands for Student Learning Outcome: SLOs at Modesto Junior College are the over-arching learning results we, as educators, expect from our students across our institution. SLOs are primarily student-focused, and they are measurable in a variety of contexts.

• Instructors measure their SLOs per their set criteria and input that information in eLumen (database for managing SLOs).

• Course-level SLOs are called CLOs or Course Learning Outcomes

• Program-level SLOs are called PLOs or Program learning Outcomes

• SLOs representing the general education courses are called GELOs or General Education Learning Outcomes

• SLOs representing the institution are called ILOs or Institutional Learning Outcomes.

• Every course is assessed based on a schedule created by each department.

• Courses are assessed at least once in a span of 2 or 2.5 years.

• SLOs play an important role in Program Review and institutional improvement.
Methods to Learn eLumen

- On campus trainings
- Online trainings
- Self-Enrolled Canvas Shell: Contact your SLO coordinator.
- Personal training by appointment with your SLO coordinator
- Trainings for departments or groups by appointment
- Videos on the MJC Assessment site

How to Stay on Top of CLO Assessments

1. Know your schedule.
2. Plan your test ahead.
3. Learn to use eLumen.
4. Attend Outcomes Assessment Labs at the end of the semester when announced, or enter the information yourself.
How to Find the Outcomes Assessment Site?

1. Begin with the MJC home page: www.mjc.edu

2. Click on “Faculty & Staff”:

3. Below “Committees & Associations,” click on “Outcome Assessment”: 
How to take charge of your CLO assessments?

1) Know your Assessment Schedule:

![Assessment Schedule](image)

2) Learn & Use eLumen:
   eLumen is an outcomes-assessment and program-planning data management system. It's a cloud-based software that enables us to collect and manage various types of data, thus allowing us to make further observations and inferences about student learning.
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Make It Your Own

- Teachers inevitably own their own perceptions of student learning.
- Teachers decide the level of awareness they need in order to increase student learning.
- Discuss your insights with colleagues.

What happens after entering CLO information?

What happens with that information is in the hands of faculty individually, and in the hands of departments, divisions, and programs collectively.

The database is equipped for aligning (referred to as “mapping”) various levels of SLOs and extracting graphs and tables.

For example, based on a department’s schedule, assessment of a PLO can be achieved by aligning the CLOs with the PLOs. The calculations made by the database will be visible in graphs or tables.

Once entering assessment information becomes easy, a department can come up with a variety of ways to make the data and the process meaningful and applicable to student success.
When You Forget the Steps Learned —

There’s help.

• Email the SLO coordinator. You’ll find the name and email on the assessment workgroup page:
  http://www.mjc.edu/instruction/outcomesassessment/workgroup.php

• Discuss your concerns with a colleague.

• Follow the guidelines on the assessment site.