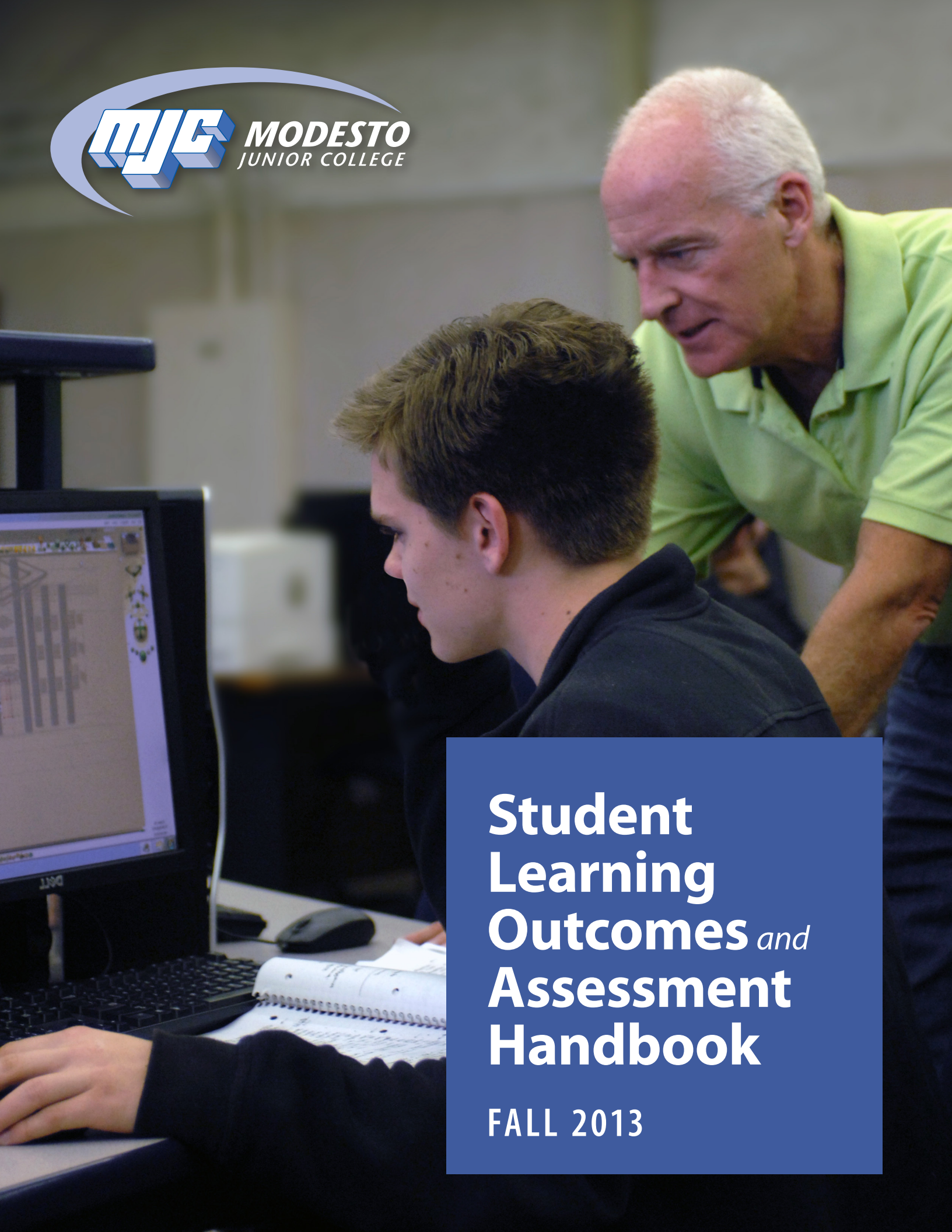

MODESTO JUNIOR COLLEGE

Student Learning Outcomes *and* Assessment Handbook

FALL 2013

The Modesto Junior College Student Learning Outcomes and Assessment Handbook Fall 2013 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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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.

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—degree and certificate—level, and the institutional level. We also have other areas we measure: our general education courses as a group, our learning outcomes delivered through support 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 our academic programs, including:

- **CLOs** (Course Learning Outcomes)
- **PLOs** (Program Learning Outcomes)
- **GELOs** (General Education Learning Outcomes)
- **ILOs** (Institutional Learning Outcomes)

This manual will explain the assessment processes we have in student service and administrative areas, including:

- **SSLOs** (Support Service Learning Outcomes)
- **SAOs** (Service Area Outcomes)
- **AUOs** (Administrative Unit 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 about and the assessment of SLOs—and that the decisions we make 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.

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, program, service area, administrative unit, and institutional levels.
- Compile, organize, and summarize report data and findings in an annual assessment presentation, delivered to appropriate councils, committees, units and the Board of Trustees.
- 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 councils regarding outcomes assessment policies and processes.

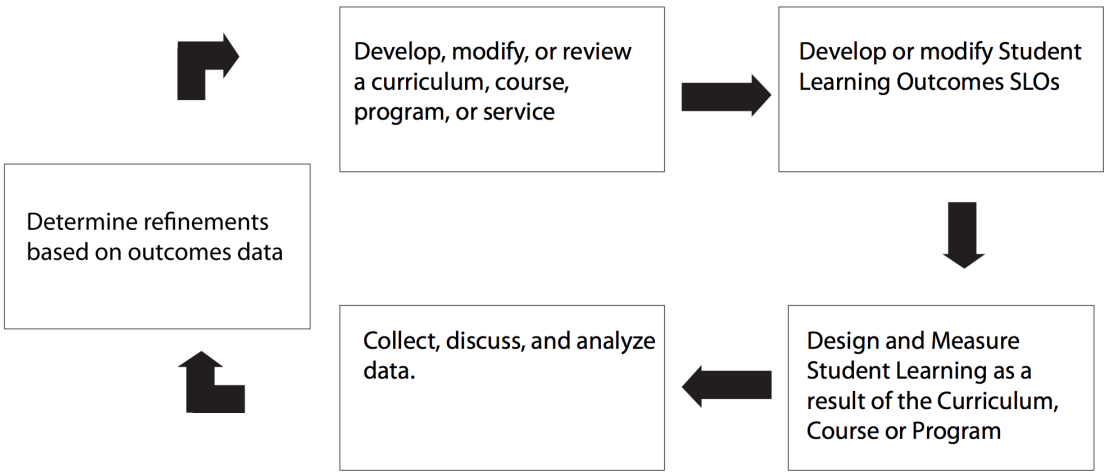
The Curriculum Committee also plays a crucial role in SLOs. The Curriculum Committee reviews and approves course, program and general education learning outcomes.

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" 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 support service 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 guiding "big ideas" faculty want students to comprehend and utilize during and after their learning experience.

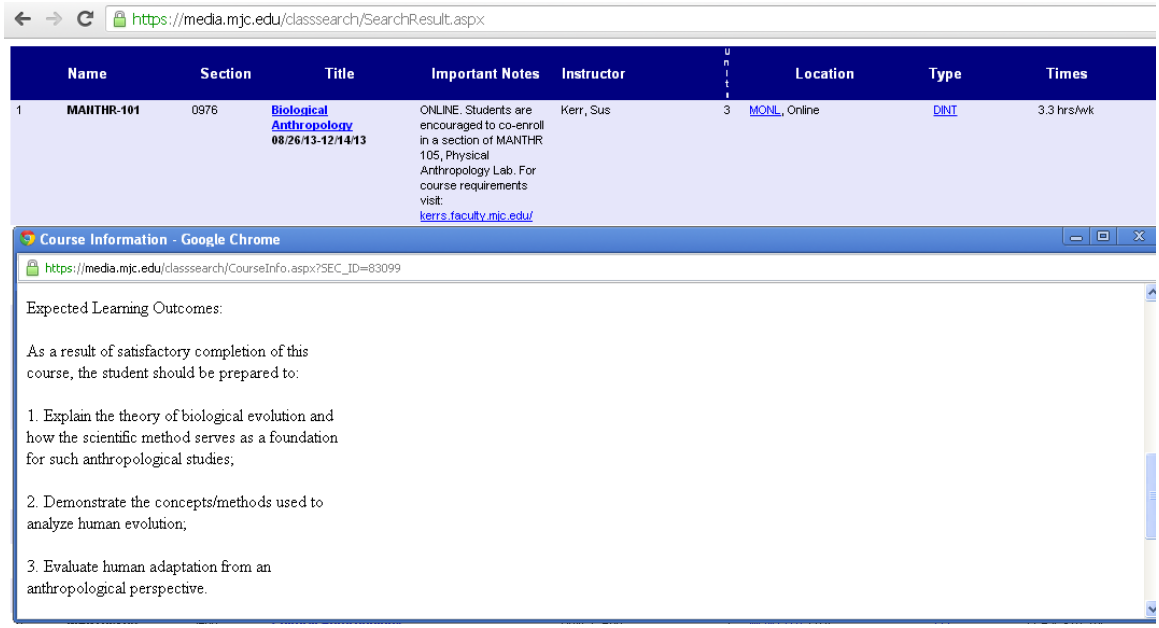
Where are CLOs stored, and are they publicly accessible for students and the community?

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.

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

- *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.



In PiratesNet, all CLOs are publicly accessible for prospective and current students. Above is an example from ANTHR-101: Biological Anthropology.

How are CLOs written?

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

> *Upon 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 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 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?

The OAW has recommended the following examples:

HIST 102: History of the United States Post Civil War

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

1. Demonstrate factual knowledge of key political, economic, social and cultural events and issues in United States history since 1865.
2. Apply critical thinking (including causal analysis and skeptical inquiry) to historical concepts and developments in history.
3. Evaluate, analyze and interpret primary and secondary historical sources and make historical arguments based on these sources.

NURSE 264: Nursing Process: Pediatrics

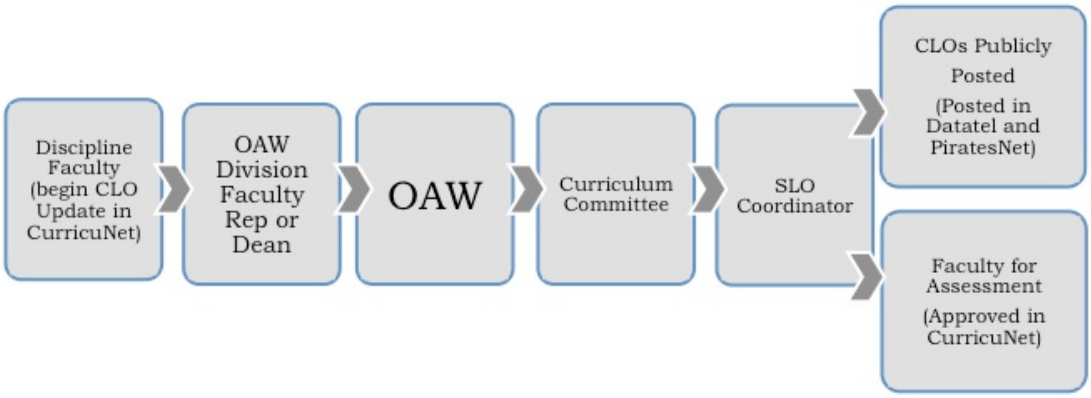
Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate effective verbal, written, and technological communication in the health care environment for the pediatric patient.
2. Apply the nursing process which includes assessment, nursing diagnosis, planning, implementation, and evaluation to provide safe, competent, and therapeutic nursing care for the pediatric patient.
3. Develop a clinical reasoning framework for problem solving and making effective clinical judgments in nursing practice as it relates to the pediatric patient.
4. Provide safe, individualized nursing care that exemplifies the caring behaviors of acceptance, respect, and empathy for the pediatric patient.

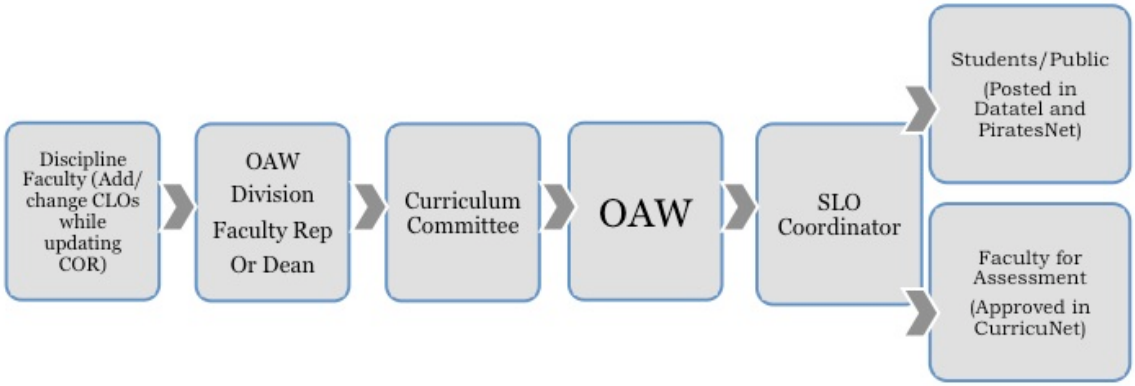
How can CLOs be modified or changed to make them better?

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" inside of CurricUnet. The process begins with launching a "CLO Update," followed by a review by a member of the OAW (faculty representative or dean), review by the OAW, review by the Curriculum Committee, and then finalized for use by the SLO Coordinator. The CLOs are posted publicly in PiratesNet through Datatel and ready for assessment by faculty in CurricUnet.



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 a review by a member of the OAW (faculty representative or dean), review by the Curriculum Committee, review by the OAW, and then finalized for use by the SLO Coordinator. The CLOs are posted publicly in PiratesNet through Datatel and ready for assessment by faculty in CurricUnet.



What can we learn from the assessment of CLOs?

The assessment of CLOs isn't only a snapshot of how students understand the material in a course and its sections. **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 through another context.**

- ***Dialogue 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. 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 goals of a course and to strategize ways to improve 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 faculty be more successful?
    - Are resources needed?

    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.

- ***CLOs provide us with direct data that can help us make better institutional decisions.***

    CLOs and their assessment provide different data than grades or the completion of a degree, certificate or award (what we might refer to as "indirect data"). CLOs help to inform faculty what students are learning in the classroom, and enable faculty to strategize how to increase student success based on actual results—direct data—of student learning.

- ***CLOs provide us with the data to measure our Program, General Education, and Institutional Learning Outcomes (PLOs, GELOs, ILOs).***

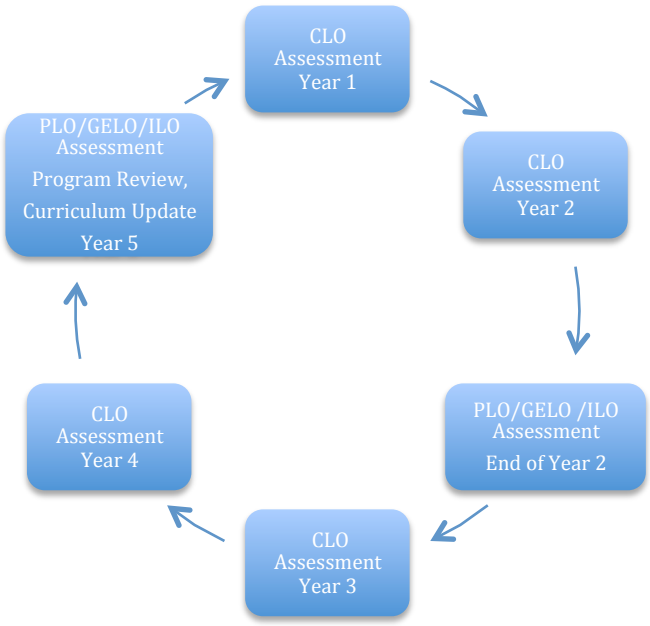
    CLOs and their assessment provide the "in the classroom" data we use to measure our broader programs and institutional outcomes at MJC.

When are CLOs assessed at MJC?

The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and curriculum updating. During the first two years, CLOs for all courses in a discipline are assessed once.

At the end of the second year, program, general education, and institutional learning outcomes (PLO, GELO, ILO) assessments are conducted, with a report due at the beginning of the third year. Additionally, the second rotation of CLO assessment for all courses in a discipline is initiated at the beginning of the third year and completed in the fourth year.

The fifth year (two-semester period) includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum updating.



An example of Anthropology's five year cycle (Spring 2013-Spring 2017), follows:

ACADEMIC DISCIPLINE:
ANTHR
5 YEAR CYCLE
(Yellow: CLO Assessment, Green: PLO Assessment and Program Review, Blue: Curriculum Update)

COURSE NAME	SP / SU 2013	PLO ASSESSMENT / PROGRAM REVIEW FALL 2013	CURRICULUM UPDATE SP /SU 2014	FALL 2014	SP /SU 2015	FALL 2015	PLO ASSESSMENT SP /SU 2016	FALL 2016	SP/SU 2017
ANTHR-101	X					X			
ANTHR-102							X	X	
ANTHR-104				X					X
ANTHR-105						X			
ANTHR-107				X					
ANTHR-130							X		X
ANTHR-140				X					X
ANTHR-150					X		X	X	
ANTHR-174					X				

How are CLOs assessed at MJC?

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 agree on an assessment tool (essay, exercise, problem, etc.) that is similar enough to produce a cohesive measurement of results for all sections of a course. In terms of when to assess in a given semester, faculty can assess their CLOs when it is best seen fit during a course sequence—and at a time when authentic assessment might be best practiced.

All CLOs for a course, across all sections, must be completed during the semester the course is scheduled. Faculty will provide quantitative (including how many students were assessed/how many passed assessment) and qualitative data.

The following "Outcomes Assessment Report" for CLOs should be filled out by faculty via CurricUnet at the end of the semester in which the course was assessed. Once entered, the assessment results need to be reviewed and approved by a division OAW representative (faculty or dean), followed by the OAW, and the SLO Coordinator.

1) Provide the complete statement of the outcome being assessed:

2) It is important that your assessment process is understandable to others. Describe in detail the content and design of the assessment instrument administered. If at all possible, provide an example.

3) Number of Students Assessed. Number and Percent of students assessed met this course learning outcome?

4) Provide a thorough analysis of the data and results of your assessment. Overall, what did you learn from administering this assessment? Be descriptive, analytical and reflective. For example, explain what results were generated, indicate what kinds of results show that students are meeting the assessment, illuminate any trends in the data, and contemplate what factors—if any—need to be considered in this and/or future course assessments.

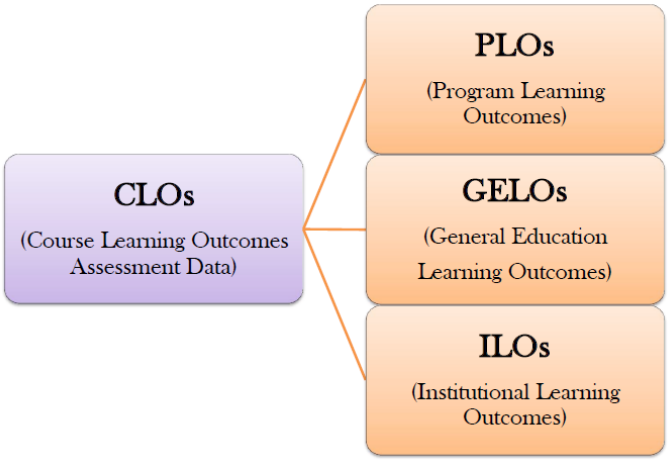
5) Please indicate your program's overall response to this assessment.

6) Describe and provide an action plan in response to this assessment:

- **How were the results shared and reflected on?**
- **Will this assessment be modified in the future?**
- **Does it need to be administered differently?**
- **Are there changes needed in terms of the CLO statements?**
- **Can the results be improved? If so, how?**
- **Are there any further resources needed?**

What does CLO data and assessment inform?

First, CLO assessment data is the primary source for assessing Program Learning Outcomes, General Education Learning Outcomes, and Institutional Learning Outcomes. When we assess programs, general education curriculum, or our institution, we utilize our direct data from CLOs.



Data Flow and SLO Assessment:
CLO assessment data informs PLOs, GELOs, and ILOs.

Second, CLOs data and assessment also inform program review, curriculum and resource allocation. CLOs are utilized to inform PLOs/GELOs/ILOs, and faculty and the college use that data and assessment in order to improve programs and student success. *The data from CLOs provide longitudinal data so that faculty can track learning over time and assess program, general education and institution outcomes.* The data from courses is therefore the basic foundation of assessment utilized in Program Review, which informs curriculum changes, and is drawn on to make resource requests.

CLO Assessment, and SLO Assessment generally, inform Program Review and Curriculum. This process is also the basis for resource allocation.

PART III:
Program Learning Outcomes

What is a Program Learning Outcome (PLO)?

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

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 support 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 guiding "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 for continuous quality improvement.

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

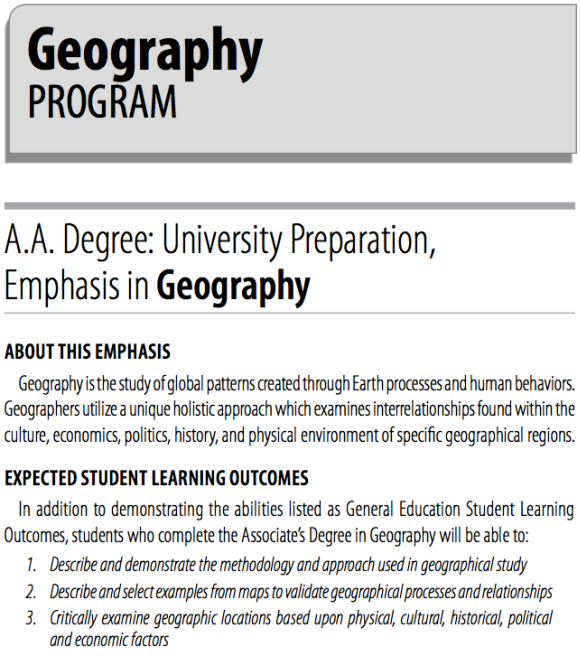
PLOs for each program can be found in three locations:

- *First*, PLOs are primarily housed in MJC's curriculum management database, CurricUnet. Any additions, changes or assessments of PLOs take place via CurricUnet, as it is the primary source for SLOs and assessment at MJC.

- *Second*, PLOs are **publicly accessible** for students and our community through the college website:

  http://outcomesassessment.sites.mjc.edu/

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



Geography
PROGRAM

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

ABOUT THIS EMPHASIS

Geography is the study of global patterns created through Earth processes and human behaviors. Geographers utilize a unique holistic approach which examines interrelationships 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 geographical study*
2. *Describe and select examples from maps to validate geographical processes and relationships*
3. *Critically examine geographic locations based upon physical, cultural, historical, 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 begin with a standardized phrase adopted by the OAW and the Academic Senate. The PLO introductory phrase for an award, certificate and degree is as follows:

> *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 engaged in the conversation and informed of the department's current PLOs, as the CLOs all faculty 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 at MJC?

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

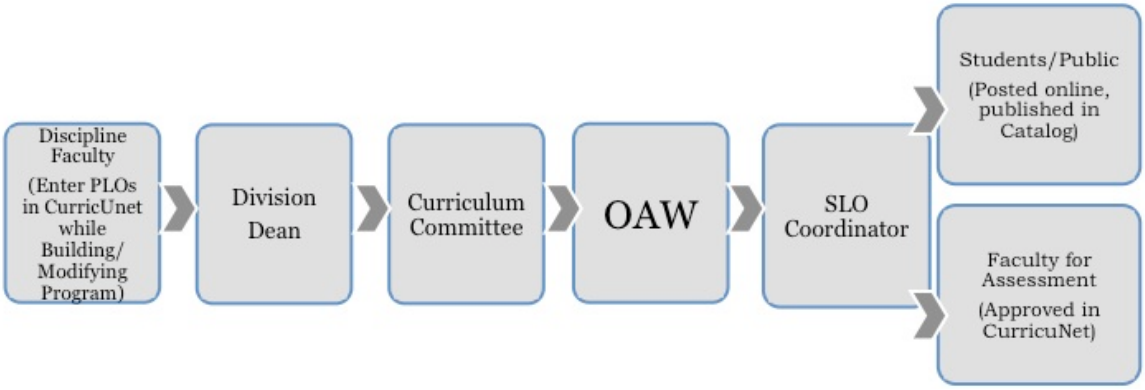
Upon satisfactory completion of this award, the student should be prepared to:

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 through program building or updating.

PLO input or modification through Program Building or Updating.
Discipline faculty must perform a "program update," or review and submission of an updated program outline every five years. During this process, faculty must 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, review by the Curriculum Committee, review by the OAW, 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 CurricUnet.



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 through 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 merely 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.

How are PLOs assessed at MJC?

The database for PLOs is generated through CLO assessment. After CLOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of programs. First, CLOs are mapped to PLOs; second, CLO quantitative data is aggregated to inform PLOs; and third, PLO assessment data (quantitative and qualitative) is placed into Program Review.

- ***1) CLOs 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 —an excel sheet generated by SLO Coordinator and the Office of Instruction. Faculty fill this form out, 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. When this mapping is done for all courses in a department that fulfill a particular degree, certificate or award, faculty move on to the next step.

Business
A.S. Degree: Accounting

	Legend: **X = Relevant but not assessed. % = assessed.**	**PLOs:** Upon satisfactory completion of the course requirements for the Accounting Associate of Science Degree the student will be able to:		
COURSE ID	**CLO#: Students successfully completing this course will be able to:**	*1. Demonstrate a firm understanding and working knowledge of basic accounting terminology and the process by which transactions relate to the accounting cycle.*	*2. Prepare and analyze basic financial statements.*	*3. Be prepared to obtain employment in an entry-level position in the accounting field.*
BUSAD 201	1. Analyze and record accounting transactions and complete a full accounting cycle.	**X**	**X**	**X**
BUSAD 201	2. Analyze financial information to evaluate the financial health of a business.	**X**	**X**	**X**
BUSAD 201	3. Identify and assess ethical issues related to financial accounting and reporting.	**X**	**X**	**X**
BUSAD 202	1. Compare and contrast financial and managerial accounting and evaluate the role of the management accountant.	**X**	**n/a**	**X**
BUSAD 202	2. Demonstrate logical and relevant business decisions through the utilization of various forms of accounting analysis.	**X**	**X**	**X**
BUSAD 202	3. Analyze and interpret ethical issues in the management and accounting environment, identify key issues, and formulate strategies to address them.	**n/a**	**n/a**	**X**

Each CLO is mapped to its corresponding PLO.

- ***2) CLO assessment quantitative data is aggregated to inform PLOs.*** In the next step, faculty populate their CLO-PLO maps with data from courses. When they have finished inputting their data, they add the columns of data that correspond to each PLO—specifically of all the CLOs that correspond, they add the total number of students who passed the assessments and divide it by the total number of students assessed. Each percentage would be the aggregated number of assessment for a particular PLO.

Business

A.S. Degree: Accounting

	Legend: **X = Relevant but not assessed. % = assessed.**	**PLOs:** Upon satisfactory completion of the course requirements for the Accounting Associate of Science Degree the student will be able to:		
COURSE ID	**CLO#: Students successfully completing this course will be able to:**	*1. Demonstrate a firm understanding and working knowledge of basic accounting terminology and the process by which transactions relate to the accounting cycle.*	*2. Prepare and analyze basic financial statements.*	*3. Be prepared to obtain employment in an entry-level position in the accounting field.*
BUSAD 201	1. Analyze and record accounting transactions and complete a full accounting cycle.	**35/42**	**35/42**	**35/42**
BUSAD 201	2. Analyze financial information to evaluate the financial health of a business.	**34/42**	**34/42**	**34/42**
BUSAD 201	3. Identify and assess ethical issues related to financial accounting and reporting.	**32/42**	**32/42**	**32/42**
BUSAD 202	1. Compare and contrast financial and managerial accounting and evaluate the role of the management accountant.	**28/36**	**n/a**	**28/36**
BUSAD 202	2. Demonstrate logical and relevant business decisions through the utilization of various forms of accounting analysis.	**27/36**	**27/36**	**27/36**
BUSAD 202	3. Analyze and interpret ethical issues in the management and accounting environment, identify key issues, and formulate strategies to address them.	**n/a**	**n/a**	**31/36**

Quantitative data from each mapped CLO is populated into the PLO grid. Afterwards, each PLO column is aggregated to provide an overall performance percentage to be used in Program Review.

- ***3) PLO assessment data (quantitative and qualitative) is placed into Program Review.*** Faculty are asked to analyze the results—including the aggregated quantitative PLO data and the qualitative narratives of each supporting CLO. The analysis includes: questioning how well the CLOs fulfill, support, inform and align with the PLOs; performing a trend analysis; and constructing an action plan for program improvement. Faculty construct an executive summary of their analysis, and the summary and PLO quantitative assessment data is transferred into Program Review.

When are PLOs assessed at MJC?

The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and curriculum updating. During the first two years, CLOs for all courses in a discipline are assessed once.

At the end of the second year, program, general education, and institutional learning outcomes (PLO, GELO, ILO) assessments are conducted, with a report due at the beginning of the third year. Additionally, the second rotation of CLO assessment for all courses in a discipline is initiated at the beginning of the third year and completed in the fourth year.

The fifth year (two-semester period) includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum updating.

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.
2. Analyzing the development of self and making plans for lifelong learning.
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?

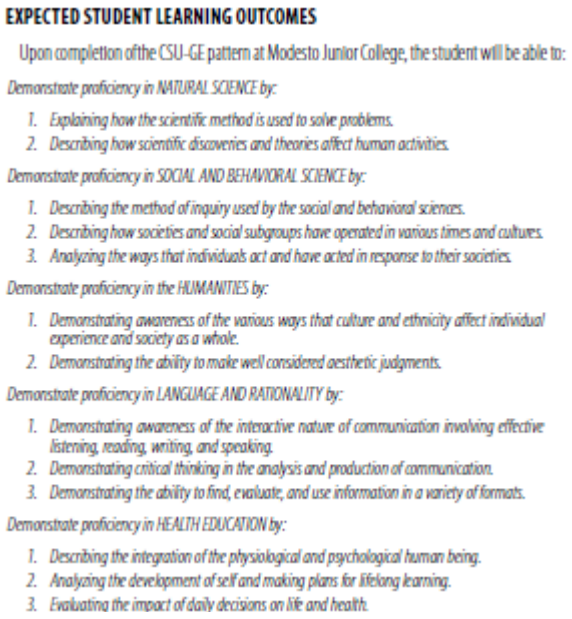
GELOs can be found in three locations:

- *First*, GELOs are primarily housed in MJC's curriculum management database, CurricUnet.

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

  http://outcomesassessment.sites.mjc.edu/

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



EXPECTED STUDENT LEARNING OUTCOMES

Upon completion of the CSU-GE pattern at Modesto Junior College, the student will 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.*
2. *Analyzing the development of self and making plans for lifelong learning.*
3. *Evaluating the impact of daily decisions on life and health.*

In the college catalog, all GELOs are accessible for prospective and current 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 and its sections. **One of the primary goals of GELO assessment is to provide insight about how learning might improve in a given general education—whether it be online, in a classroom, or happening through 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 merely as program 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.

How are GELOs assessed at MJC?

The data for GELOs is generated through CLO assessment. After CLOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of general education courses offered by their respective departments. First, CLOs are mapped to GELOs; second, CLO quantitative data is aggregated to inform GELOs; and third, GELO assessment data (quantitative and qualitative) is placed into Program Review.

- ***1) CLOs are mapped to GELOs.*** When faculty assess their GELOs, they draw on CLO assessment data. The beginning of this process relies on the creation of a "map" for each GELO area—an excel sheet generated by SLO Coordinator and the Office of Instruction. Faculty fill this form out, 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. When this mapping is done for all courses in a department that fulfill a particular GELO, faculty move on to the next step.

MJC-GE:D CLOS TO GELOS/ILOS: ENGL

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in Language and Rationality by:		
COURSE ID	**CLO#: Students successfully completing this course will be able to:**	*Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.*	*Demonstrating critical thinking in the analysis and production of communication.*	*Demonstrating the ability to find, evaluate, and use information in a variety of formats.*
ENGL 101	1. Select credible sources;	X	X	X
ENGL 101	2. Legitimately use scholarly sources by A) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, B) integrating source ideas with their own ideas, and C) avoiding plagiarism;	X	X	X
ENGL 101	3. Read and think critically;	X	X	X
ENGL 101	4. Write papers that demonstrate competent control over written language, academic form, style, and tone.	X	X	X
ENGL 103	1. Analyze and evaluate the major parts of an argument, such as claim, support, and counterargument;	X	X	X
ENGL 103	2. Establish and defend an argumentative thesis in essays that a. demonstrate advanced, argumentative forms of writing; b. demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling; and c. demonstrate avoidance of common logical fallacies.	X	X	X

Each CLO is mapped to its corresponding GELO.

- ***2) CLO assessment quantitative data is aggregated to inform GELOs.*** In the next step, faculty populate their CLO-GELO maps with data from courses. When they have finished inputting their data, they add the columns of data that correspond to each GELO—specifically of all the CLOs that correspond, they add the total number of students who passed the assessments and divide it by the total number of students assessed. Each percentage would be the aggregated number of assessment for a particular GELO.

MJC-GE:D CLOS TO GELOS/ILOS: ENGL

		ILOs/GELOs: (MJC-GE D) Upon completion of an associate's degree at MJC, the student will be able to demonstrate proficiency in Language and Rationality by:		
COURSE ID	**CLO#: Students successfully completing this course will be able to:**	*Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.*	*Demonstrating critical thinking in the analysis and production of communication.*	*Demonstrating the ability to find, evaluate, and use information in a variety of formats.*
ENGL 101	1. Select credible sources;	22/26	22/26	22/26
ENGL 101	2. Legitimately use scholarly sources by A) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, B) integrating source ideas with their own ideas, and C) avoiding plagiarism;	23/26	23/26	23/26
ENGL 101	3. Read and think critically;	24/26	24/26	24/26
ENGL 101	4. Write papers that demonstrate competent control over written language, academic form, style, and tone.	22/26	22/26	22/26
ENGL 103	1. Analyze and evaluate the major parts of an argument, such as claim, support, and counterargument;	21/23	21/23	21/23
ENGL 103	2. Establish and defend an argumentative thesis in essays that a. demonstrate advanced, argumentative forms of writing; b. demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling; and c. demonstrate avoidance of common logical fallacies.	20/23	20/23	20/23

Quantitative data from each mapped CLO is populated into the PLO grid. Afterwards, each PLO column is aggregated to provide an overall performance percentage to be used in Program Review.

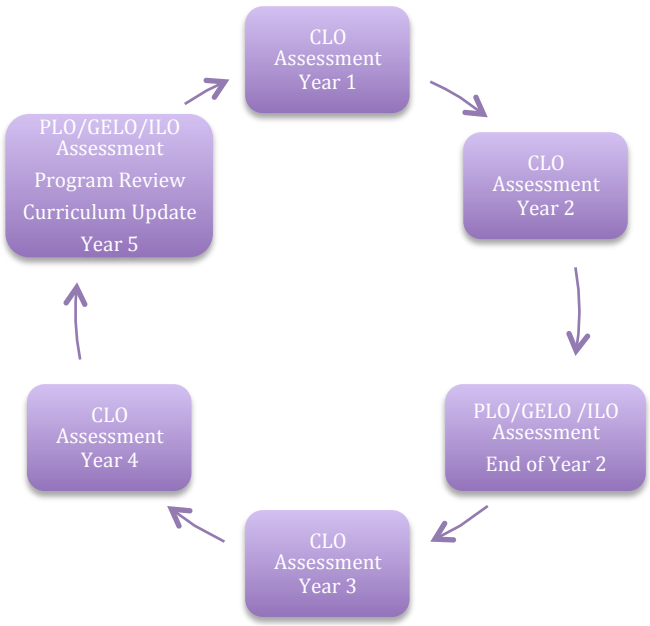
- ***3) GELO assessment data (quantitative and qualitative) is placed into Program Review.*** Faculty are asked to analyze the results—including the aggregated quantitative GELO data and the qualitative narratives of each supporting CLO. The analysis includes: questioning how well the CLOs fulfill, support, inform and align with the GELOs; performing a trend analysis; and constructing an action plan for general education improvement. Faculty construct an executive summary of their analysis, and the summary and GELO quantitative assessment data is transferred into Program Review.

When are GELOs assessed at MJC?

The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and curriculum updating. During the first two years, CLOs for all courses in a discipline are assessed once.

At the end of the second year, program, general education, and institutional learning outcomes (PLO, GELO, ILO) assessments are conducted, with a report due at the beginning of the third year. Additionally, the second rotation of CLO assessment for all courses in a discipline is initiated at the beginning of the third year and completed in the fourth year.

The fifth year (two-semester period) includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum updating.



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)?

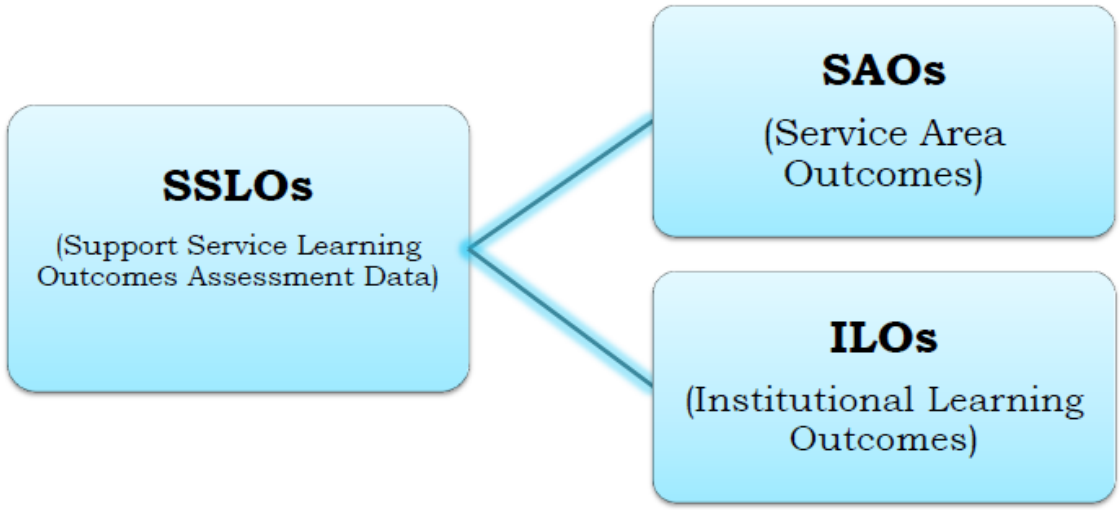
SSLO is the acronym for Support Service Learning Outcome. At MJC, many programs and services on campus offer non-instructional learning opportunities for students, and it is just as important to measure student learning outcomes in these activities as it is inside the classroom. In the Student Services 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/processes (i.e. quality of service area program, processes, or operations).

How are SSLOs and SAOs assessed at MJC?

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 needs surveys. Most SSLOs and SAOs 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.

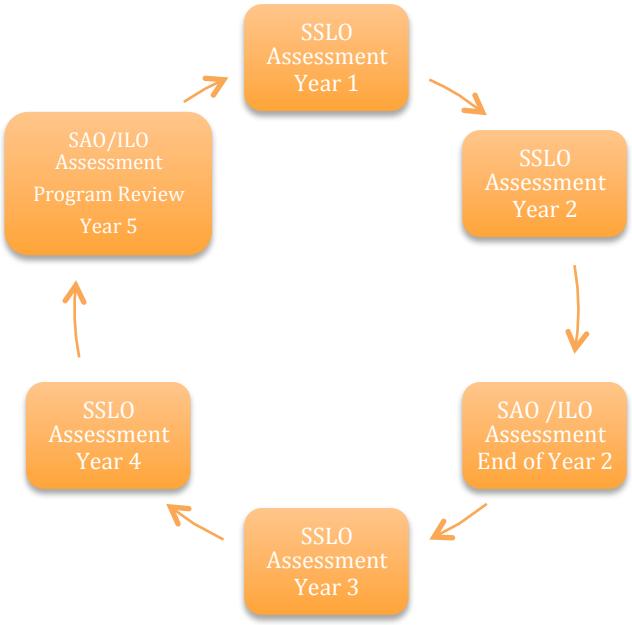
SSLOs are also analyzed in relation to Institutional Learning Outcomes. After SSLOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of support services. First, SSLOs are mapped to ILOs; second, SSLO quantitative data is aggregated to inform ILOs; and third, SSLO 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 at MJC?

SAOs and SSLOs are scheduled for assessment at least twice in each 5-year assessment cycle. During a term where the program area is scheduled for assessment, both SAOs and SSLOs for that program area are assessed.



PART VI: Administrative Unit Outcomes

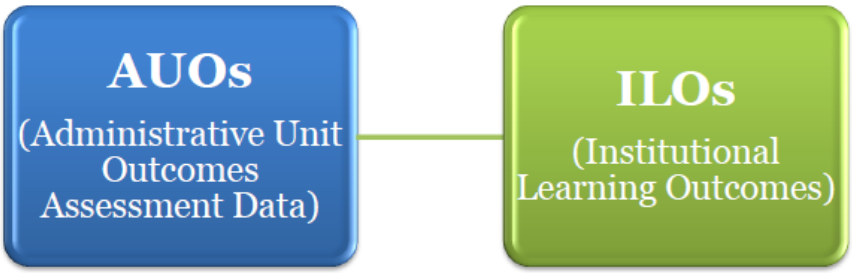
What is an Administrative Unit Outcome (AUO)?

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.

How are AUOs assessed at MJC?

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.

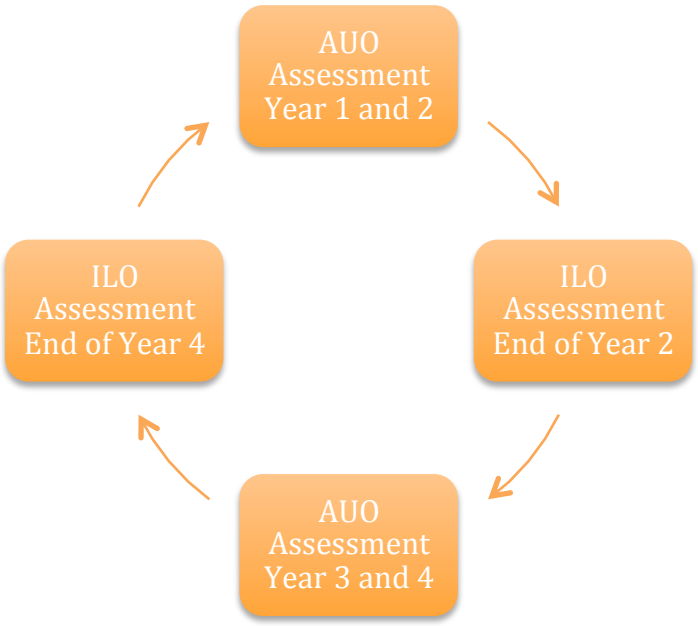
AUOs are also analyzed in relation to Institutional Learning Outcomes. After AUOs are quantitatively assessed, a three-part (and ongoing) process occurs to ensure sustainable, quality improvement of support services. First, AUOs are mapped to ILOs; second, AUO quantitative data is aggregated to inform ILOs; and third, AUO and ILO assessment data (quantitative and qualitative) is placed into applicable Administrative Unit Program Reviews.



AUO assessment informs ILOs.

When are AUOs assessed at MJC?

AUOs are scheduled for assessment every two years, followed by an ILO report.



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 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.

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.

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.

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.

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 for MJC can be found in two locations:

- *First*, ILOs are **publicly accessible** for students and our community through the college website:

  http://outcomesassessment.sites.mjc.edu/

- *Second*, ILOs are accessible for students in the college catalog. (Because new ILOs were recently approved in August 2013, all ILOs will be published in the college catalog beginning in 2014).

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 the classes? What kinds of non-instructional experiences might hinder student learning? What are some of the obstacles to student success at the college? What might help students be more successful? 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.

  ILOs provide us with direct data that can help us make better institutional decisions.

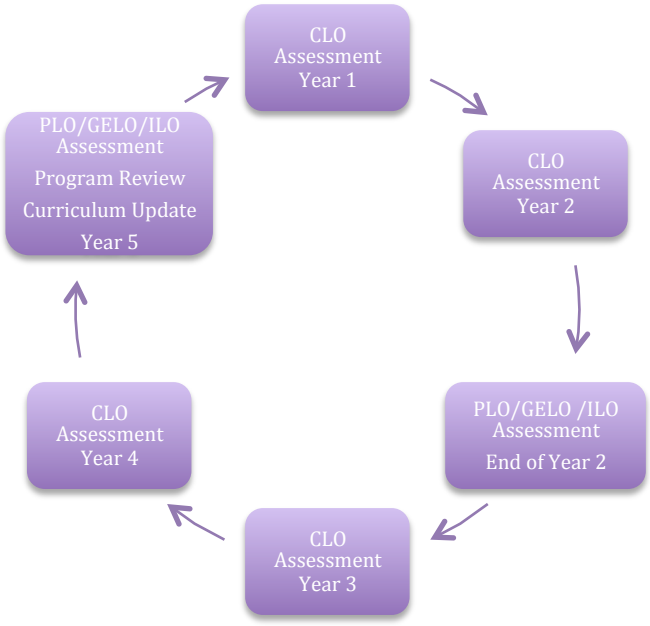
  ILOs and their assessment provide different data than grades or the completion of a degree, certificate or award (what we might refer to as "indirect data"). ILOs help to inform the whole college what students are learning in the classroom and what their broad experience at the college indicates; by analyzing ILOs, the college can better strategize how to increase student success based on actual results—direct data—of student learning.

When are ILOs assessed at MJC?

The Academic Senate recommends a general policy that all regularly offered courses have their respective CLOs assessed twice in a four-year period, followed by program review and curriculum updating. During the first two years, CLOs for all courses in a discipline are assessed once.

At the end of the second year, program, general education, and institutional learning outcomes (PLO, GELO, ILO) assessments are conducted, with a report due at the beginning of the third year. Additionally, the second rotation of CLO assessment for all courses in a discipline is initiated at the beginning of the third year and completed in the fourth year.

The fifth year (two-semester period) includes a second round of PLO-GELO-ILO assessment, program review, and comprehensive curriculum updating.



In addition to CLO-ILO assessment and analysis, SSLOs and AUOs inform ILOs on a regular basis. As discussed in previous sections, SSLOs are on a similar 5-year cycle with CLOs, and AUOs are analyzed in relation to ILOs every two years.