

Proposal: Moorpark College SLO Assessment Cycle

Proposed Cycle: Academic Years 2013-14 through 2017-18

Status on Student Learning Outcomes Implementation:

Moorpark College meets Proficiency Level for SLOs. The College has a well-established, annual cycle of program planning and assessment. It has identified SLOs at the course, program, and institution level. The College has also identified GE outcomes. All instructional and service units participate in the program planning process and SLO assessment. Every program and service unit has completed at least one full assessment cycle. Most disciplines have completed two or more full assessment cycles, at both the course and program level. Course SLOs map to program outcomes which map to Institutional Outcomes.

Establishing a 5-Year Assessment Schedule:

To move the College into the Sustainability category on the ACCJC Rubric, we must develop a reasonable timeline for assessing all course outcomes (SLOs), program outcomes (PLOs), general education outcomes (GEOs), and institutional outcomes (ILOs).

It is proposed that our assessment cycle be anchored in the 5-year Curriculum Review Schedule, established in 2010.¹ Assessment data should provide valuable information to be reviewed during the review process for Course Outlines of Record (CORs), as well as for Degrees and/or Certificates.

- **Course and Program-Specific (Degrees and Certificates) Outcomes Assessment:**

It is proposed that all assessment be “due” one year prior to when the program is due to have all CORs, Degrees and Certificates reviewed and submitted through the Curriculum process. If a program has a Curriculum “due date” of February 2016, then the assessment results would be “due” February, 2015. This would allow the program faculty to review the assessment data prior to updating the curriculum.

Program faculty will work with the Coordinator of Institutional Research to determine their specific assessment timeline, staying within the proposed 5-year window. Each program’s timeline will be established with consideration to a variety of factors, including but not limited to:

- the number of courses to be assessed;
- the sample size of assessment results collected for a specific course in one semester (the course might need to be assessed more than one semester within that 5-year window);
- the frequency in which the courses is updated through curriculum (the course might need to be updated sooner than their designated date for COR review, due to technology updates or other factors);
- and, the desire of the program faculty to assess more frequently.

¹ 5-Year Curriculum Review Schedule:

<http://www.moorparkcollege.edu/assets/pdf/curriculum/Curriculum%20Review%20Schedule%20-%20Aug%202012.pdf>

- **General Education Outcomes Assessment:**

It is proposed that GEOs also be assessed on a 5-year cycle, beginning Academic Year 2013-14. GEOs may be assessed indirectly (courses assess the outcomes through their course-level outcomes, and the course is “mapped” to a specific GEO), or assessment results may be gathered via program-level outcomes (many programs have identified a GEO as one of their own program-specific outcomes).

A specific timeline for reviewing GEO assessment results will be established in the Academic Year 2012-13, by an SLO assessment review workgroup (to also be established in 2012-13). This timeline will set the semester/year in which all assessments will be “due” and available for review by faculty teaching within that specific General Education category.

- **Institutional Level Outcomes Assessment:**

It is also proposed that ILOs be assessed on a 5-year cycle, beginning Academic Year 2013-14. ILOs will be assessed indirectly (courses assess the outcomes through their course-level outcomes, and the course is “mapped” to a specific GEO).

A specific timeline for reviewing ILO assessment results will be established in the Academic Year 2012-13, by an SLO assessment review workgroup (to also be established in 2012-13). This timeline will set the semester/year in which all assessments will be “due” and available for review by faculty teaching within that specific area of ILO competency.

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