I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Moorpark College has established learning outcomes for all instructional programs and student and learning support services. Program learning outcomes for each program are prominently featured in the in the catalog (evidence: excerpts of catalog for student services and academic programs). Course learning outcomes are included in all course syllabi (evidence: sample syllabi or a syllabus template).

Student and learning support services program learning outcomes are measured and analyzed annually. In 2021-2022, 100% of student services analyzed their learning outcomes, mostly through the use of embedded SLO survey questions. In collaboration with the office of institutional effectiveness, each student survey was disaggregated and analyzed for gaps related to gender, ethnicity and modality (evidence: student services SLO spreadsheet).

Instructional program learning outcomes data are collected every semester through embedded formative and summative course assessments such as exams, essays, and projects. All faculty members are required to enter SLO data for each student every fall and spring semester in eLumen, and in fall 2021 the college was able to achieve nearly 100% compliance with this requirement (evidence: eLumen screenshot showing X of X sections completed). Based on this data, the IE office pulls performance reports for each course learning outcome (CLO) as well as program learning outcome (PLO) and Institutional Learning Outcomes/General Education Learning Outcomes (ILO/GELO) which are based on the crosswalk maps between CLOs, PLOs and ILO/GELOs created for each program (evidence: sample mapping CLO to PLO, and CLO to ILO/GELO). PLO and ILO/GELO data are disaggregated by gender, ethnicity, and modality (evidence: sample disaggregated PLO and ILO/GELO reports).

After CLO and PLO data are pulled by the IE office, programs analyze the data on a five year cycle every spring semester. PLO data is analyzed annually for every degree and certificate program. In 2021-2022, 100% of all PLOs were analyzed (evidence: PLO spreadsheets for all programs). CLO data is reviewed on a five-year cycle, with programs required to review at least one fifth of all courses each year (evidence: SLO handbook except showing cycle). In 2021-2022, 100% of all planned CLOs were analyzed (evidence: CLO spreadsheets for all programs). ILO/GELO data is analyzed every spring semester by the SLO Committee, and in 2021-2022 100% of all ILO/GELOs were analyzed (evidence: SLOC minutes discussing ILO/GELO and any related spreadsheet).

To facilitate these analyses as well as to help programs regularly revise their SLOs, the Dean of IE as well as the faculty SLO coordinator provide professional development opportunities such as Flex activities, open office hours, instructional videos for how to use eLumen, and an SLO handbook (evidence: flex activity program description or PPT; Rachel office hour email; video link; SLO handbook). In spring 2022, the Dean of IE and SLO Coordinator met with 100% of department chairs to provide 1x1 training for how to analyze CLO and PLO data (evidence: Trello screenshot of meeting dates).

In addition to the annual SLO processes detailed above, SLO data is also required to be discussed during in each program's annual program review to ensure SLO analyses are integrated into program level planning and resource allocation decisions. Programs are required to provide "specific actions that your department has taken/will take as a result of your analysis of the SLO data" (==evidence: program plan template with SD question highlighted==).

Analysis and Evaluation

The college has created a user-friendly, comprehensive, and sustainable student learning outcomes process which ensures that all SLOs in courses, program, and services are defined, continuously assessed, and integrated into the college's planning processes.

POSSIBLE SOURCES OF EVIDENCE:
- Program information in the catalog and brochures includes program-level learning outcomes;
- Support services define learning outcomes and other measures of effectiveness;
- Assessment methods for learning outcomes are documented;
- Assessment results are collected and analyzed at the program level;
- Assessment results are collected and analyzed for support services;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Student learning outcomes and assessments are established for all instructional programs, learning support services, and student support services.
- Learning outcomes assessments are the basis for the regular evaluation of all courses and programs.
- The institution provides for systematic and regular review of its instructional and student support services.