

Moorpark College

Student Learning Outcomes Handbook

Approved September 15, 2022

Table of Contents

- Introduction* 2**
- Student Learning Outcomes Committee* 2**
- What are Student Learning Outcomes?* 2**
- Course Learning Outcomes (CLO)*..... 3**
- Writing Course Learning Outcomes (CLO)* 4**
 - Objective and Outcome Examples 5
- Input CLO assessments in eLumen* 6**
 - Assessment Methods 6
 - Rubric Evaluation 6
 - Inputting Results in eLumen 6
- Program Learning Outcomes (PLO)*..... 7**
 - PLO Mapping 7
- Institutional Learning Outcomes (ILO)* 8**
- Student Service Outcomes (SSO)*..... 9**
- Assessment Analysis and Reflection Cycle* 9**
- SLO Administrative Upkeep* 10**
 - SLO Language Updates 10
 - New Courses 10
 - New Programs 10
 - Mapping updates 10

Introduction

This document explains the outcomes assessment cycle at Moorpark College. The process is an ongoing discussion between the Student Learning Outcomes Committee, the Dean of Institutional Effectiveness, Moorpark Faculty, and the Student Learning Outcomes Coordinator in compliance with [ACCJC Standards](#) and [The Academic Senate for California Community College Curriculum Reference Guide](#). Any questions should be directed to the SLO Coordinator, Rachel Beetz.

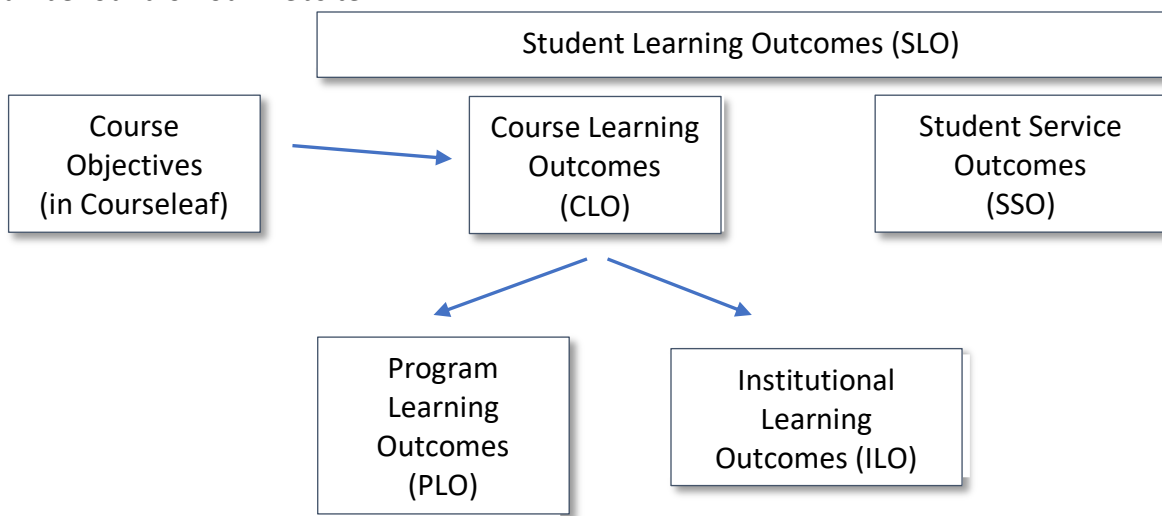
Student Learning Outcomes Committee

The Student Learning Outcome (SLO) Committee promotes campus-wide understanding and integration of Student Learning Outcomes, facilitating dialogue to enhance institutional effectiveness and the continuous improvement of student learning. The SLO Committee meets on the second Tuesday of every month during the academic year. The specific tasks of this committee are:

1. Refine the plan and timeline for the ongoing development and assessment of Course and Program Outcomes, Student Service Outcomes, and Institutional Learning Outcomes as needed.
2. Guide the college through the continual process of developing, implementing, assessing, and evaluating outcomes.
3. Monitor and evaluate the process of assessing all outcomes for courses, programs, and services
4. Document all outcomes, processes, and results for accreditation.

What are Student Learning Outcomes?

“Student Learning Outcomes” (SLO) is a blanket term that describes all kinds of outcomes across the college. They are different from objectives. At Moorpark College, we have four distinct kinds of student learning outcomes (SLO): Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), Institutional Learning Outcomes (ILO), and Student Service Outcomes (SSO). The chart below explains the relationships between objectives and outcomes. You can find Course Objectives only in the Course Outline of Record in Courseleaf. You can find CLOs and PLOs, in both Courseleaf and eLumen. ILOs and SSOs can be found on our website.



Course Learning Outcomes (CLO)

Course Learning Outcomes are the outcomes attached at the course level. They appear in three locations 1) the course outline of record (COR) in Courseleaf, 2) eLumen, where we gather assessments 3) on faculty course syllabi. To ensure the Courseleaf and eLumen match, the SLO Coordinator attends the Curriculum Tech Meetings twice a month during the academic year. A course syllabus is provided to students for each section they are enrolled in on or before the first day of classes. The syllabus includes the SLOs that have been approved by the Curriculum Committee. A welcome letter to faculty comes from the dean of each division that includes required components of the course syllabus, including SLOs. Each term, faculty submit syllabi for every course to the division office for review. Faculty evaluations occur once every three years after faculty complete their probationary period. During the faculty evaluation process, course syllabi are reviewed to ensure that the CLOs included are consistent with the ones written in the CORs (Course Outline of Record) that are entered in CourseLeaf.

Writing Course Learning Outcomes (CLO)

For department chairs and lead discipline faculty, editors of the Course Outline of Record (COR) in Courseleaf.

1. Recognize the difference between **OBJECTIVES** and **OUTCOMES**
 - a. While in everyday language these terms are interchangeable, they are *NOT THE SAME* in the SLO world.
 - b. **OBJECTIVES**
 - a. Smaller, more specific tasks
 - b. They are only listed in Courseleaf in the “Course Outline of Record” (COR)
 - c. This is NOT what you are going to assess in eLumen .
 - d. You CANNOT change these without going through curriculum.
 - c. **OUTCOMES**
 - a. Combine several objectives into an activity
 - b. Complete the sentence: “Upon satisfactory completion of the course, students will be able to _____.”
 - c. The first word to complete that sentence needs to be a “Bloom” verb.
 - d. They are listed in Courseleaf above the objectives.
 - e. You ARE going to assess Outcomes in eLumen.
2. Write **OUTCOMES** specific to the **COURSE**
 - a. Each course should have *unique* outcomes.
 - b. If you have a series of courses that progress, you will want to modify the outcome(s) to reflect that progression.
3. **The number of OUTCOMES per course should reflect the scope of the course.**
 - a. The Outcomes group objectives into a more complicated action. The more objectives in a course, the more Outcomes you will need.
 - b. There is NOT a set number of Outcomes required by the college, but there are the following recommendations:
 - a. For credit courses with fewer than 3 units, 1-3 Outcomes are recommended
 - b. For credit courses with 3 or more units, 3-5 Outcomes are recommended
 - c. For non-credit courses, 1-5 Outcomes are recommended depending on the number of hours
 - c. Keep in mind, you will have to input assessments into eLumen for each Outcome, every semester. Take care not to overtask yourself and faculty with too many Outcomes for a single course.

Objective and Outcome Examples

Applied Music Lessons – 1 Credit

Course objectives:

1. Play scales and arpeggios in various keys, and appropriate exercises.
2. Musically interpret and perform (public or private) a variety of compositions.
3. Apply music theory related to the specific instrument.

Course Learning OUTCOME:

1. Demonstrate improved musical skills on their instruments from time of audition or previous semester's jury rating through end-of-semester music jury performance.

Swimming – 1 Credit

Course objectives:

1. Demonstrate proper breathing techniques and arm position for the backstroke.
2. Demonstrate proper breathing techniques and arm position for the front crawl.
3. Demonstrate proper breathing techniques and arm position for the breaststroke.
4. Demonstrate proper breathing techniques and arm position for the butterfly.

Course Learning OUTCOME:

1. Swim all four strokes of the medley relay for 25 meters each within 3 minutes.

Introduction to Accounting – 3 Credits

Course objectives:

1. Explain the nature of asset, liability, owner's equity, revenue and expense accounts.
2. Analyze transactions according to the debit/credit framework.
3. Record transactions in the General Journal.
4. Post General Journal entries to the accounts in the General Ledger.
5. Compare and contrast cash basis and accrual basis accounting.
6. Explain the meaning of "matching principle" and how it relates to the accounting cycle and revenue and expense recognition.
7. Determine what accounts need adjustment at the end of the accounting period.
8. Explain the need for closing entries and journalize and post them.
9. Explain the need for a bank reconciliation and prepare it and the related journal entries.
10. Explain the need for a Petty Cash Fund and a Change Fund and the accounting procedures related to them.
11. Prepare payroll records and journal entries relating to employee earnings and deductions as well as employer taxes, payments, and reports.
12. Explain sales and purchase transactions and the journal entries related to each.
13. Explain cash receipt and cash disbursement transactions and the journal entries related to each.
14. Define and use accounting and business terminology.

Course Learning OUTCOMES:

1. Use a trial balance to journalize adjusting entries and prepare an adjusted trial balance.
2. Use an adjusted trial balance to prepare an income statement, statement of owner's equity, and balance sheet.
3. Prepare and journalize closing entries.

Input CLO assessments in eLumen

For all faculty

Assessment Methods

The assessment method can be work that is already a part of the course. The specific method is up to faculty groups to decide. When there is more than one faculty teaching the same course, it is recommended to have a brief conversation to agree upon the assessment method and to define the rubric evaluation. Larger disciplines may want to build this discussion into a department meeting.

Rubric Evaluation

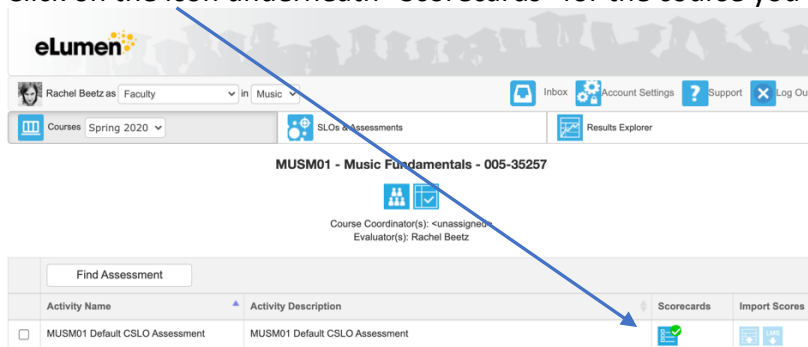
At Moorpark we have implemented a two-point rubric college wide for ease of use and implementation. This rubric includes 0 = student did not meet and 1 = student met the outcome for the course. Faculty may also select N/A if a student did not complete the assessment or course. Notes may be left on an individual student if the faculty deems it necessary to explain an assessment result, but it is not required.

[Link to eLumen](#)

Inputting Results in eLumen

When inputting assessment results into eLumen, faculty have the option to enter both quantitative and qualitative data.

1. Login and select your “Faculty” role
2. Select the desired semester in the top left of the screen, underneath your name.
3. Click on the icon underneath “Scorecards” for the course you would like to input.



You should then see a list of your student names on the left with the CLOs in the center.

4. Select either 1,0, or N/A for each CLO for each student.
You can choose to leave a note about a particular student if you'd like to by clicking the icon to the right.
5. When complete, click “Save and Continue to Reflection”
6. Input a narrative about student learning for the course for that semester.
7. Choose either “Submit and Share” or “Submit and Share Anonymously.” The latter option means no one will see your name attached to your narrative in reports.

[View the inputting results tutorial video](#)

Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO) follow the same guidelines for composition as the CLOs. They are reviewed by the Curriculum Committee during the five-year curriculum review cycle. They are stored both in Courseleaf and eLumen. Course Learning Outcomes map to specific PLOs within eLumen. Every spring semester, faculty review assessment data from eLumen in both aggregated performance and disaggregated reports in a Tableau dashboard. Faculty reflect on their assessment data, storing their analyses in an excel spreadsheet created by the Dean of Institutional Effectiveness and shared on SharePoint.

PLO Mapping

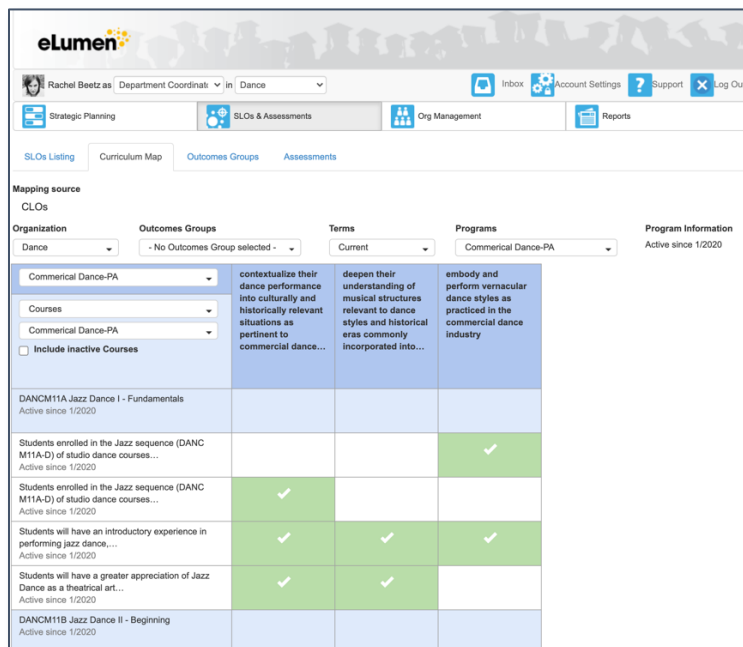
For department chairs and lead discipline faculty.

Within eLumen, the CLOs map to both the PLOs and the ILOs. Deans, Department Chairs, and anyone with a “Department Coordinator” role within eLumen can edit the mapping connections.

Directions to edit mapping

1. Login and select your “Department Coordinator” role
2. Go to the SLOs & Assessments tab
3. Then select the “Curriculum Map” Tab
4. Select a degree in the “Programs” drop down menu
This will pull up a list of courses that are included in the program with their CLOs on the left-hand column and the PLOs for the degree on the top row.
5. Click in the boxes to create a green check mark where you want the connection between a CLO on the left and PLO above.

View a [mapping tutorial video](#)



The screenshot shows the eLumen interface for mapping CLOs to PLOs. The user is Rachel Beetz, a Department Coordinator in the Dance department. The interface is set to the 'Curriculum Map' tab for the 'Commercial Dance-PA' program. The mapping table below shows the following connections:

Organization	Outcomes Groups	Terms	Programs	Program Information
Commercial Dance-PA	- No Outcomes Group selected -	Current	Commercial Dance-PA	Active since 1/2020
Commercial Dance-PA	contextualize their dance performance into culturally and historically relevant situations as pertinent to commercial dance...	deepen their understanding of musical structures relevant to dance styles and historical eras commonly incorporated into...	embody and perform vernacular dance styles as practiced in the commercial dance industry	
DANCM11A Jazz Dance I - Fundamentals				
Students enrolled in the Jazz sequence (DANC M11A-D) of studio dance courses...			✓	
Students enrolled in the Jazz sequence (DANC M11A-D) of studio dance courses...	✓			
Students will have an introductory experience in performing jazz dance...	✓	✓	✓	
Students will have a greater appreciation of Jazz Dance as a theatrical art...	✓	✓		
DANCM11B Jazz Dance II - Beginning				

Institutional Learning Outcomes (ILO)

Approved February 8, 2022

The ILOs are kept in eLumen under the “Default Program.” The Course Learning Outcomes of General Education classes, as defined by the General Education workgroup of the Curriculum Committee, map to appropriate ILOs in this Default Program within eLumen. Faculty gather and enter assessment data into eLumen for these classes every semester. Every spring semester, the SLO Committee reviews the mapping of CLOs to ILOs and writes an analysis report based on the disaggregated reports of ILO performance. This report is shared with key stakeholders (e.g., disciplines with courses that map to ILOs that are underperforming such as the math department for quantitative competency). The ILOs are as follows:

Communication Competency

1. Attend to and clearly express ideas in written, spoken, numerical, and artistic forms.
2. Communicate effectively and logically.

Information Competency

1. Evaluate multiple sources of information to apply it critically and appropriately
2. Gather, evaluate, analyze, and synthesize information.

Quantitative Competence

1. Implement quantitative and qualitative models to make predictions, draw conclusions, and make decisions that are logical and feasible.
2. Collect, organize, analyze, and process research data in a clear, synthesized format.

Analytic Inquiry Skills

1. Distinguish the modes of inquiry and critique used in the natural, social, and behavioral sciences and the humanities.
2. Explain the connections among the various disciplines.

Ethical Reasoning

1. Apply ethical principles to personal, academic, professional and/or community issues.
2. Work ethically and effectively with others.

Ability to Engage Diverse Perspectives

1. Recognize the multitude of diversities in the physical and human environments and how these diversities impact the individual and society.
2. Recognize the diversity of human experience, the role of the natural environment, and the relationship between the two.
3. Describe and appreciate the role of culture and the arts in society and in one’s personal life.

Ability to Create

1. Act purposefully in combining awareness, critical thinking, and communication skills with personal responsibility in order to originate, innovate, or build upon ideas.

Growth Orientation

1. Apply the skills necessary for successful living in an ever-changing and global environment.
2. Identify and adopt the concepts of personal health and fitness to enhance the quality of life.

Student Service Outcomes (SSO)

Student Service Outcomes (SSO) are kept both in the Moorpark College catalog as well as in an Excel Spreadsheet in the Dean of Institutional Effectiveness' SharePoint cloud storage. Every year, student service faculty, aided by the Department of Institutional Effectiveness gather outcomes data mostly through surveys collected in Qualtrics. By the end of the spring semester, service faculty reflect on the results and write analyses, kept in an Excel spreadsheet, stored on SharePoint.

Assessment Analysis and Reflection Cycle

The following table describes the assessment cycle at Moorpark College and includes who is involved when each stage of the cycle occurs. Every year by May 1st, faculty must review and analyze 20% of their courses and 100% of degrees and certificates in their discipline. Over five years, all courses will be reviewed. Assessment data from each academic year is kept in [dashboards in Tableau](#). Analysis data is kept in a SharePoint spreadsheet with the Division of Institutional Effectiveness. Every spring semester, lead discipline faculty have the option to meet with the SLO Coordinator and the Dean of Institutional Effectiveness to complete this process.

When	Tasks	Personnel Involved:			
		All Faculty	Faculty Chairs or Designee	Division of Institutional Effectiveness	SLO Coordinator
Year-round	Checking SLO Language				X
Week 6 (8-week classes)	Upload Semester data (Courses and Rosters) to eLumen			X	
Week 8 (8-week classes)	Create and distribute Assessments in eLumen			X	X
Week 10	Upload Semester data (Courses and Rosters) to eLumen			X	
Week 12	Create and distribute Assessments in eLumen			X	X
Finals week	Gathering CLO Assessment data	X	X		X
Spring semester	Preparing Reports and Tableau Dashboards			X	X
Spring semester	Checking PLO and ILO Mapping		X		X
May 1st	Writing Reflection and Analysis		X		

SLO Administrative Upkeep

SLO Language Updates

Throughout the academic year, the SLO Coordinator attends the Curriculum Tech Meetings twice a month to advise on outcomes language on Course Outlines of Record and to also ensure the upkeep of matching of SLOs between Courseleaf and eLumen. To ensure faculty SLOs on faculty syllabi to the course outline of record, each term, faculty submit syllabi for every course to the division office for review. Furthermore, faculty evaluations occur once every three years after faculty complete their probationary period. During the faculty evaluation process, course syllabi are reviewed to ensure that the CLOs included are consistent with the ones written in the CORs that are entered in CourseLeaf

New Courses

Every semester, courses on offer are uploaded into eLumen by staff in the Division of Institutional Effectiveness. New courses are entered into eLumen as a part of this process, meaning they do not appear in eLumen until they are offered. Once offered, the SLO Coordinator manually enters the new course learning outcomes.

New Programs

When the state approves a new degree or certificate program, the SLO Coordinator enters it into eLumen manually. This includes the program learning outcomes, associated course list, and an initial draft of the mapping of CLOs to PLOs for the degree or certificate.

Mapping updates

Faculty check the mapping of CLOs to PLOs in the spring during the analysis meetings between discipline faculty, the SLO Coordinator, and the Dean of Institutional Effectiveness. The SLO Committee checks the mapping of CLOs to ILOs in the spring semester before completing the ILO analysis.