Student Learning Outcomes (SLO)
at Moorpark College

Faculty Handbook 2020-2021
Rachel Beetz, SLO Coordinator
rbeetz@vcccd.edu

This document does not talk about CSLOs being included in syllabi.

Introduction

This guide explains the assessment cycle at Moorpark College. The entire process was designed considering year-long discussions between the Student Learning Outcomes Committee, the Dean of Institutional Effectiveness, and the Student Learning Outcomes Coordinator in consultation 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.

What are Student Learning Outcomes?

"Student Learning Outcome" (SLO) is a blanket term that describes all tiers of outcomes across the college. They complete the sentence:

"Upon satisfactory completion of the course, students will be able to _____."

Here is a chart that explains the different tiers we have at Moorpark College:
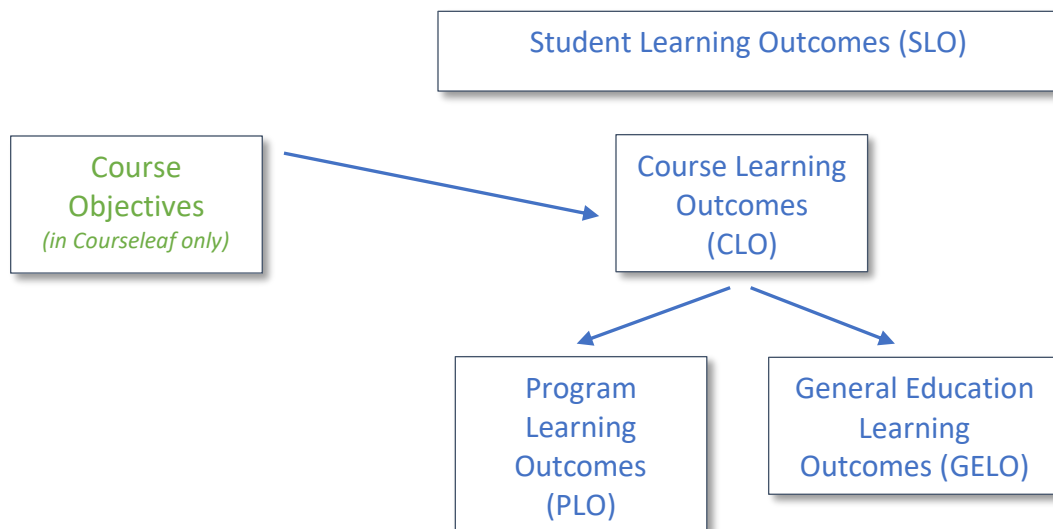
Step 1: Writing Course Learning Outcomes (for chairs/lead of discipline)

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**
      i. Smaller, more specific tasks
      ii. They are listed in Courseleaf in the "Course of Record" (COR) but NOT in eLumen
      iii. This is NOT what you are going to assess in eLumen .
      iv. You CANNOT change these without going through curriculum.
   c. **OUTCOMES**
      i. Combine several objectives into an activity
      ii. Complete the sentence: "Upon satisfactory completion of the course, students will be able to _____."
      iii. The first word to complete that sentence needs to be a "Bloom" verb.
      iv. They are listed in Courseleaf above the objectives.
      v. 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'll 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 to not overtask yourself and faculty with too many Outcomes for a single course.

EXAMPLE: *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.

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MORE Objective and Outcome Examples

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.

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Mapping (for department chairs and SLO administrators w/in a discipline)

Within eLumen, the CLOs map to both the PLOs and the GELOs. 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](#)

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Step 2: Gathering assessments in eLumen (all faculty)

Link to eLumen

Inputting Results in eLumen

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.
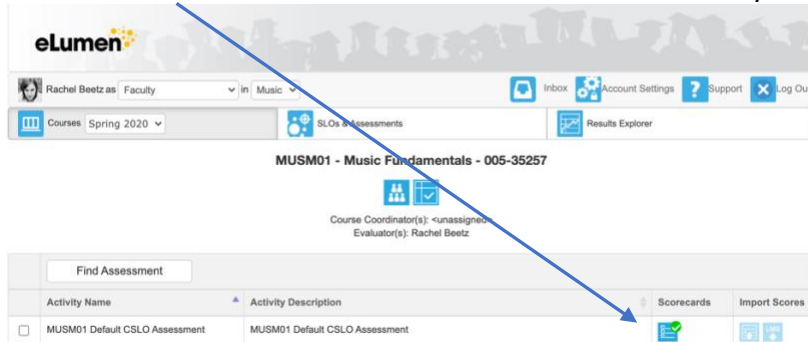
   You should then see a list of your student names on the left with the CLOs in the center.
4. Select either 1,0, or N/A for each CLO for each student.
   You can choose to leave a note about a particular student if you'd like to by clicking the icon to the right.
5. When complete, click "Save and Continue 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

Other information about assessments at Moorpark:

Assessment Methods

The assessment method should 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 necessary to explain an assessment result, but it is not required.

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