

# OUTCOMES ASSESSMENT COMMITTEE HANDBOOK

Fall 2021



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# INTRODUCTION TO STUDENT LEARNING OUTCOMES AND ASSESSMENT

Student Learning is a significant part of the [mission](#) of MiraCosta College. Our goal is to facilitate meaningful dialogue and assessment practices which support the ongoing improvement of student learning and institutional effectiveness. This handbook is produced by the Outcomes Assessment Committee (OAC) to guide faculty, staff, and administrators in the development and assessment of Student Learning Outcomes (SLOs) that are student-centered, evidence-based, and led by faculty and student services professionals. The OAC also works in collaboration with the Offices of Instruction, and Research, Planning, and Institutional Effectiveness. MiraCosta College is committed to following the best practices of design and implementation of outcomes and assessment. This approach will

ensure an equity focused process that improves and maximizes student learning across our campus. According to Dr. Bensimon, who has worked closely with the California Community College Chancellor's Office, equity-mindedness is defined as acknowledging white supremacy and systemic oppression within higher educational institutions and taking responsibility to mitigate historical inequities toward minoritized students (Bensimon, 2018). The Chancellor's Office has expanded this definition as follows:

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

In this context, this handbook challenges educators to put equity at the forefront of our planning processes by specifically addressing the needs of our minoritized populations.

Bensimon, E. M. (2018). Reclaiming racial justice in equity. *Change*, 50(3/4), 95–98.  
<https://doi.org/10.1080/00091383.2018.1509623>  
[Chancellor's Office Equity statement link](#)

## External and Internal Requirements

The Accrediting Commission for Community and Junior Colleges (ACCJC) has over 20 standards which define certain requirements for Student Learning Outcomes assessment. Diligent adherence to these assorted requirements helps us to:

- ensure the intentionality, appropriateness, and transparency of our educational outcomes;
- assure an ongoing systematic approach to evaluating and improving the effectiveness of the learning experiences we provide;

- regularly evaluate, discuss, and strive towards equitable achievement of Student Learning Outcomes (SLOs) and Core Competencies while identifying areas which need improvement, including possible areas where there may be different populations of students who are disproportionately impacted;
- assure students are aware of the overarching student learning outcomes, and can actively and intentionally pursue their acquisition;
- foster institution-level decision-making which is purposefully informed to support improved student learning and success.

The external accreditation requirement of learning outcomes is a response to imperatives pertaining to student success, and are best viewed as a tool for effective practice, as opposed to a mandate. So, there is more to be gained for our faculty, student services professionals, and our students than simply meeting accreditation requirements. Qualitative and quantitative feedback from students can assist faculty and student services professionals in determining if the learning outcome is realistic, attainable and relevant to the course, program, and even the college itself.

At MiraCosta, as required, we assess all courses instructional, learning support, and student support programs. We also assess the general education program as a whole, via assessment of the MiraCosta College Core Competencies. The Core Competencies inform our programs and Program Student Learning Outcomes (PSLOs), which in turn inform our courses and Course Student Learning Outcomes (CSLOs). Assessments related to the aligned outcomes can help to produce actionable data and maximize the student learning experience and the faculty teaching experience. Student Learning Outcomes (SLOs) inform not only our instruction and student services, but also institutional planning and resource allocation.

[Appendix A](#) contains a crosswalk which correlates accreditation standards to MiraCosta College requirements. Here, based on the accreditation standards, is an overview of key requirements which programs and the wider institution need to implement:

- OAC recommends ongoing assessment of each PSLO, CSLO, and Service Area Outcomes (SAO) *a minimum of twice every six years*. This aligns ongoing assessment to a cycle in common use in program review, curriculum review, and accreditation. A

dynamic SLO assessment process is necessary in order to promote student learning and success.

- It is beneficial to students for instructors and student services professionals to assess frequently during the 6-year calendar schedule in order to support continuous improvement of courses, programs, and services.
- The assessment process involves the following
  - an initial assessment (open the loop),
  - followed by dialog to identify areas of success and areas for improvement,
  - collaboratively develop and implement action plans (as appropriate), and
  - a follow-up assessment (closing the loop)

within the cycle to determine the success of the plan. Even if minimum achievement levels are met in your course, there is always room for innovation.

- Each program should have a 6-year assessment plan and track progress;
- Each assessment should be followed by dialog to “close the loop” on findings and to collaboratively develop and implement action plans (as appropriate).
- Assessment data and related information needs to be regularly reported into Campus Labs as each assessment is conducted during the cycle. Key findings, resultant actions, and their success should also be reported in program review.
  - Information provided in program review will be evaluated to inform institutional planning, and to fulfill public reporting requirements.
- Data needs to be collected so that the outcomes can be differentiated and evaluated by separate modality (e.g., on-ground vs. online).

- Assessment data needs to be disaggregated by sub-populations of students. This is already occurring in Core Competency assessment, and needs to be implemented for other spheres of assessment. Current systems in use by MiraCosta College as of Spring 2021 are being evaluated as to how data disaggregation can most readily be implemented at the course and program levels. As systems evolve, the OAC will inform and train constituents.
- Departments need to assure that current SLOs are in syllabi across all sections of courses, and that all new/revised CSLOs and PSLOs are submitted in the Portal to assure they are correctly reported in the Course Outlines of Record, and the College Catalog.
- SLO assessment needs to be embedded into the evaluation of student achievement and achievement of the SLOs should be central to student grades.
- Communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes need to be included across all programs, appropriate to the level.
  - Departments need to map from the Core Competencies to the course/learning support/service outcomes to identify gaps and facilitate interdisciplinary assessment.
- The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The general education program must include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. [This is also a Federal Eligibility Requirement, and is achieved through Core Competency and program-level assessment.]



- Defining student learning outcomes and expected levels of achievement needs to be a central component of the design of degrees.
- Accreditation standards dictate that the evaluation of faculty, academic administrators, and related personnel needs to address participation in continuous improvement (based on assessment data). This further highlights the need for the availability and meaningful use of assessment data for the improvement of teaching and learning.

## **CREATING EQUITABLE STUDENT LEARNING OUTCOMES**

MiraCosta College is committed to an equitable and transparent process in the creation and development of learning outcomes and in the assessment of learning outcomes. The MiraCosta Mission statement, and Institutional Goal #1, address equity in a manner that directly involves assessment:

### **Mission Statement:**

*MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.*

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

### **Institutional Goals Related to Outcomes**

**Goal I.** *MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.*

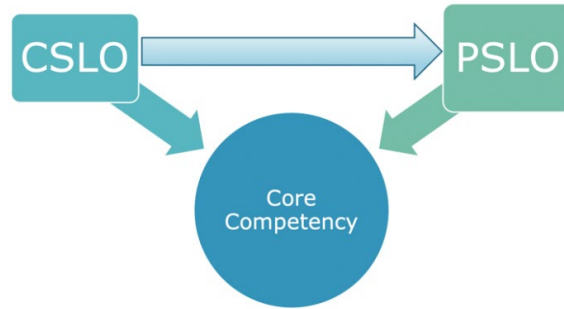
“At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education” (Montenegro & Jankowski, 2020, p. 9).

An intentional focus on equity in the outcomes and assessment process will foster confidence in students to succeed and increase retention of students, especially those students in disproportionately impacted and minoritized populations. The National Institute of Learning Outcomes and Assessment ([NILOA](#)) provides clear guidelines on effective ways to infuse equity in all areas of the assessment process:

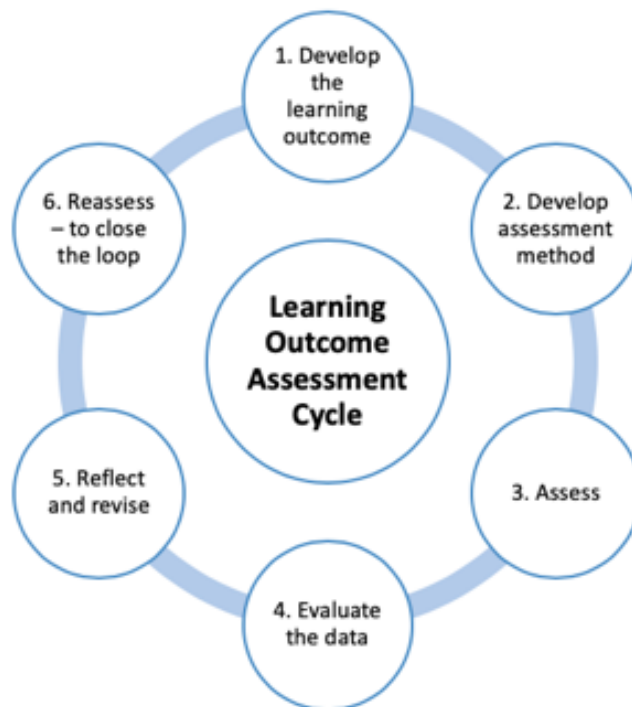
- 1. Check biases and ask reflective questions throughout the learning process to address assumptions and positions of privilege.*
- 2. Use multiple sources of evidence appropriate for the students being assessed and the assessment effort.*
- 3. Include student perspectives and take action based on perspectives.*
- 4. Increase transparency in assessment results and actions taken.*
- 5. Ensure collected data can be meaningfully disaggregated and interrogated.*
- 6. Make evidence -based changes that address issues of equity that are context-specific.*

## **THE ASSESSMENT CYCLE**

To understand the value of learning outcomes for both faculty and students there is a need to understand the assessment cycle. An assessment cycle has three stages: to identify what we want students to learn and to plan a way of assessing that learning; have the students do something that will allow us to assess their learning; and, finally, to reflect on the results and use our conclusions to review and to revise our instruction, our use of resources, and even our course or program outcomes. This process is referred to as *Closing the Loop*.



**Develop--- Assess----Reflect---Review---Revise  
REPEAT**



### **Assessment Cycle Step 1. Developing Student Learning Outcomes (SLOs)**

Student learning outcomes (SLOs) identify the knowledge, skills, abilities, and attitudes that students will be able to demonstrate as a result of their engagement in a particular course, program, or collegiate experience. These student learning outcomes are the larger lessons that students take from their educational experiences at MiraCosta College and apply to their courses, their careers, and their lives.

Powerful outcomes are simple, non-complex statements that reflect what students will know, be able to do, or be able to demonstrate, *after they have completed* the course or program. ([See Appendix B: Bloom's Taxonomy](#)). As you are creating/modifying SLOs for your course or program, it is important to consider our minoritized student populations as appropriate, such as

- Black, Indigenous, and People of Color (BIPOC),
- Latinx and Chicanx,
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA+),
- returning, and
- justice impacted.

Consider the following three questions:

1. *What do you want students to learn as a result of taking this course?*
2. *How will you design your course so that students can achieve this learning?*
  - a. *What steps will you take to accomplish your objective?*
  - b. *What activities will you do?*
  - c. *How will students acquire the learning?*
  - d. *Under what conditions will the learning occur?*
3. *How will you measure your students' achievement of the outcome(s)?*
  - a. *What evidence will you have to demonstrate that learning has taken place?*
  - b. *What criteria will be used to evaluate your evidence?*
  - c. *Who will do the evaluation?*

Source: Helping Faculty Use Assessment Data to Provide More Equitable Learning Experiences March 2016 Mary-Ann Winkelmes

*Also consider how to incorporate students' diverse lived experiences into your assessment of their learning.*

## **Course Student Learning Outcomes (CSLOs)**

These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the particular course objectives.

### ***Tips for Developing Course Student Learning Outcomes (CSLOs):***

- *Create a Specific, Measurable, Attainable, Realistic and Time bound (SMART) Learning Outcome*
- *Link the CSLO to a PSLO, a Core Competency or a discipline specific outcome*
- *Use active operational verbs that reflect what the student will be able to do at the end of the course-See [Blooms Appendix A](#)*
- *Develop a CSLO that is not the same as a Performance Objective in the course*
- *Do not include the assessment method in the Outcome statement*
- *Each course and program should have unique outcomes*
- *Consider the course level when selecting the level of BLOOM's taxonomy level -Does the student develop higher levels of thinking with each subsequent course?*
- *Honors CSLOs may be different from the non-Honors version CSLO;*
- *One to three CSLOs are required for each course*
- *One CSLO can be appropriate if it can be overarching to all Content areas; more than one is generally most appropriate when there is a lot of content, and the SLOs are overarching to subsets of Content areas.*

### ***The Difference Between Course Performance Objective(s) and Course Student Learning Outcome(s)***

*Course performance objectives-* are classroom focused, content specific, with a short time frame and describe small, discrete skills or

“nuts and bolts” that require basic thinking skills. They are subsets of outcomes related to the content sections of the course that can be used to demonstrate the mastery of an outcome. Objectives can be practiced and assessed individually but are only a portion of the overall learning or development of a skill.

*Course Student Learning Outcome-* Overarching Product, Higher level thinking Skill, Wide range of knowledge, Broad aspects of behavior; Students are asked to demonstrate, through production or application what they have learned.

**Example A:**

<b>Corresponding Performance Objectives SOC 232, Critical Issues in Chicana and Latina Studies</b>	<b>Course Learning Outcome SOC 232, Critical Issues in Chicana and Latina Studies</b>
2). Explain the rise of the concept of Chicana within the broader American Women's Movement (AWM) and modern feminist theory and social awareness. 3). Define patriarchy, colonization, power, and subjugation and recognize their presence in Spanish history, women's literature, and other arts	2. Evaluate how gender, class, sexuality, race, and ethnicity shape Chicanas and Latinas life experiences.

Align the CSLO with the Course Assessment, Program Outcomes and Core Competencies. Note: when developing a new course, use backward design. That is, create new CSLOs *from* the appropriate core competency(ies) and PSLO(s).

<b>Core Competency-</b> Personal and Social Responsibility: Intercultural competence and respect for diverse perspectives
<b>PSLO-</b> At the end of the program the student will be able to assess the impact of historical and cultural Chicano/x and Latinx experiences in the United States and examine how those influences shape the contemporary Chicano/x and Latinx experience.
<b>CSLO-</b> Evaluate how gender, class, sexuality, race, and ethnicity shape Chicanas and Latinas life experiences.
<b>Assessment-</b> To be determined

Example B:

Performance Objectives CSIT 123, Introduction to Data Analytics	Course Learning Outcome CSIT 123, Introduction to Data Analytics
1). Analyze data using spreadsheet Solver with multi-group clustering and optimization to determine the most selected (popular) product. 2). Train a data model to make predictions using data that has already been classified, such as searching through social media data to find popular topics. 3). Appraise data sets graphically using outlier data points versus related points to derive conclusions, such as best or worst performer amongst peer candidates.	1). At the conclusion of this course students will be able to employ data science techniques and methodologies to evaluate data.

Align the CSLO with the Course Assessment, Program Outcomes and Core Competencies.

<p><b>Core Competency-</b> Intellectual and Practical Skills Assessment: Inquiry, analysis and independent thinking.</p>
<p><b>PSLO-</b> Upon completion of this program the student will be able to successfully perform the tasks associated with analysis, creation, evaluation, and maintenance of conducting business and e-commerce on the internet.</p>
<p><b>CSLO-</b> At the conclusion of this course students will be able to employ data science techniques and methodologies to evaluate data.</p>
<p><b>Assessment-</b> Using data that has classified as signal, create an artificial intelligence engine to make predictions of signal or noise, and apply to social media such as Twitter feeds, to automate the classification of new feed.</p>

**Program Student Learning Outcomes (PSLOs)**

These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the *entire* program’s curriculum. Learning outcomes should be framed in terms of the program instead of specific classes that the program offers.

### ***Tips for Developing Program Learning Outcomes (PSLOs)***

- Create a simple non-complex outcome that is specific, measurable, attainable, realistic and time bound SMART (see above); What a student **can do, know, or produce after completing all courses in the Program.**
- Use active verbs in the future tense-([See Blooms Appendix B](#))
- Develop a PSLO that is not the same as a CSLO for any course in the Program
- Keep in mind that lower-division programs can and should align with professional standards for the discipline; Focus on the relationship to the discipline.

Align the PLO's with CLO's within the Program or Discipline and with the Core Competencies ([See Appendix D-Core Competencies](#))

### **COMM 101, Public Speaking**

<b>Course Learning Outcome</b>	<b>Program Outcome</b>	<b>Core Competency</b>
The student will be able to deliver an extemporaneous speech	Students will be able to deliver clear and effective messages	Intellectual and practical skills

[Sample Program Student Learning Outcomes](#) from various disciplines ([see Appendix D](#))

#### ***Languages and Literature:***

Students will be able to locate, apply and cite effective secondary materials in their own texts.

#### ***Humanities and Fine Arts:***

Students will be able to critique and analyze works of art and visual objects.



***Physical and Biological Sciences:***

Students will be able to apply techniques and instrumentation to solve problems.

***Mathematics:***

Students will be able to articulate the rules that govern a symbolic system.

***Social Sciences:***

Students will be able to evaluate theory and critique research within the discipline.

***Business:***

Students will be able to work in groups and be part of an effective team.

**Assessment Cycle Step 2. Develop the Assessment Method**

At MiraCosta College we encourage assessments that are linked to the course and program SLO(s). This can give the department and our institution actionable data which can be used to close the loop and inform program review. As you are creating assessments for your course or program, it is important to consider our minoritized student populations, such as

- Black, Indigenous, and People of Color (BIPOC),
- Latinx and Chicanx,
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA+),
- returning, and
- justice impacted.

Effective assessments begin with measurable SLOs:

<i>Not Measurable-Non-specific SLO</i>	<i>Measurable-Specific SLO</i>
Students will <i>know/understand</i> the elements of the periodic table. <i>As an overarching outcome- "know" is simplistic and hard to measure</i>	At the end of this course students will be able to analyze the periodic table to predict and explain chemical and physical properties of elements.
Students will be able to <i>think</i> critically about criminal justice issues. <i>How do we measure thought?</i>	At the end of this program students will be able to interpret and analyze major criminal justice issues.
Formulate a thesis-driven research project/essay analyzing the social, political, or cultural impact of films by exploring ideologies of race, class, gender, or sexual orientation, incorporating research of, at least 5 academic sources and analysis of at least 2 specific films. <i>Rambling-too many objectives</i>	At the end of the course the student will be able to analyze the social, political or cultural aspects of a film and assess its impact on society.
Students completing this program (certificate) will be prepared to pass the G1 ASE examination and will possess the knowledge and skills necessary for gainful employment as automotive or motorcycle maintenance and light repair technicians, lube techs, lot porters, parts counter salespersons, or entrepreneurs. <i>Rambling-too many objectives</i>	At the end of this program students will be prepared to pass the G1 ASE examination.

### ***Designing Transparent and Equitable Assessments***

Equitable assessments create a level playing field for opportunity in the classroom; students are given an equal opportunity to succeed through clear and transparent assessment design and instruction. Assessments that are transparent and equitable contain these features:

- *Purpose of assessment is clearly defined and related to skills/knowledge that will be relevant beyond the course*
- *Task-How to do the assessment; steps to take, what to avoid*
- *Criteria - Students are given a rubric or checklist for success*

[Source](#)

(See [Appendix D](#) - Transparency Template from Wilkensman)

<p><i>Less Transparent Assessment</i> Criminal Justice 104</p>	<p><i>More Transparent Assessment</i> Criminal Justice 104</p>
<p>Students will work in groups of 2-3. Half of the class will be instructed to focus on state courts, and the other half will focus on federal courts. Students will have fifteen minutes to draw the general structure of their designated court systems. Within each level, students should make notes of the primary functions and/or the jurisdiction of the court at that particular level. We will come back as a group and discuss each group's illustrations and descriptions.</p> <p>Courts of General Jurisdiction Intermediate Appellate Courts US Supreme Court US District Courts Courts of Limited Jurisdiction US Circuit Court of Appeals State Supreme Court</p>	<p><b>Purpose:</b> The purpose of this activity is to illustrate the structure and function of state and federal court systems.</p> <p><b>Task:</b> Students will work in groups of 2-3. Half of the class will be instructed to focus on state courts, and the other half will focus on federal courts. Students will have fifteen minutes to draw the general structure of their designated court systems. Within each level, students should make notes of the primary functions and/or the jurisdiction of the court at that particular level. We will come back as a group and discuss each group's illustrations and descriptions.</p> <p><b>Criteria:</b> Students will compare their illustration of the court structure and functions to the organizational chart that I present in class. Students must note corrections on their original diagrams. The diagram will be graded and returned to students in the next class.</p> <p>Courts of General Jurisdiction Intermediate Appellate Courts US Supreme Court US District Courts Courts of Limited Jurisdiction US Circuit Court of Appeals State Supreme Court</p>

Here is the link to [Example Assignments \(more and less transparent\)](#) by discipline.

### ***Types of Assessment***

*Direct (always include one of this type)*-Asks students to demonstrate learning. This type of assessment is usually used in course instruction/Instructional Division.

*Indirect*- Students are not asked to directly demonstrate what they have learned. This type of assessment does not provide direct information about what students are able to represent, produce or demonstrate as a result of completing the course or the program. Indirect assessments, such as surveys are an option but

should be used to *corroborate* data gathered through a direct assessment. Indirect assessment is typically used in Student Services assessment.

### **Always Include a Direct assessment!**

(See [Appendix C](#) for Stanford Institutional Research and Design Support)

Choose methods that allow the assessment of both strengths and weaknesses of course and program-it is often helpful to use a method that relates to the Bloom's level of thinking selected for the Learning Outcome statement ([See Appendix A](#)).

### **Assessment Cycle Step 3. Assess**

Capstone courses and portfolios are often the best method of direct assessment for CTE programs. However, when there is no capstone course, and when completers are in varying levels of their academic journey at MiraCosta, an *embedded* assessment that is aligned with the course learning outcome and the program outcome is an effective method to assess a course or program. Embedded assessments are tasks that are integrated into specific courses.

There are two types of assessments (timing): formative and summative.

Formative assessments provide students with feedback on their progress towards achieving a single outcome or a set of outcomes. Formative assessments can be related to specific Content areas of the Course Outline of Record (COR). These assessments may be smaller in scope as part of a scaffolded design, and are favored in research related to equitable assignments. [Source](#) (See [Appendix C](#) – TILT)

Summative assessments provide the instructor, the program, and the college information on student achievement of SLOs, PSLOs, and/or Core Competencies for evaluation and continuous improvement of student learning. Some examples of summative assessments are:

- *Portfolios*
- *Investigations/Case Studies*
- *Open ended questions*
- *Observation*
- *Journals*

Summative assessments, such as portfolios, can also serve as tangible documentation by students to demonstrate evidence of achievement of student learning outcomes to transfer institutions and/or prospective employers. As most community college programs do not have capstone courses and/or exit exams, portfolios are a great way to measure outcomes at all levels.

Embedded assessments are tasks that are integrated into specific courses. They usually involve classroom assessment techniques but are designed to collect specific information on course and program learning outcomes. These assessments are typically graded by course instructors and then pooled across sections to evaluate student learning at the program level. Embedded assessments are highly recommended. They are easy to develop and to administer and can be directly linked to the program's curriculum and learning outcomes.

[Source](#)

### ***Use a rubric to effectively score the assessment***

Disciplines are encouraged to [develop and use rubrics](#) to ensure transparent assessment. OAC suggests that a scoring rubric be developed for an assignment that links to a CSLO to provide transparency for students.

### ***When should assessments be performed?***

A dynamic SLO assessment process is necessary in order to promote student learning and success. It is good professional practice to assess more frequently than once during the 6-year calendar schedule that was originally established by the Academic Senate of MiraCosta College when the process began. This means that for all courses there would be an initial assessment (open the loop), an action plan to improve performance (if needed), and a follow-up assessment (closing the loop) within the cycle to determine the success of the plan.

**Course: Required Minimum—6-year cycle**

**Program: Required Minimum—6-year cycle**

As you consider when to assess within the required time frames, keep in mind:

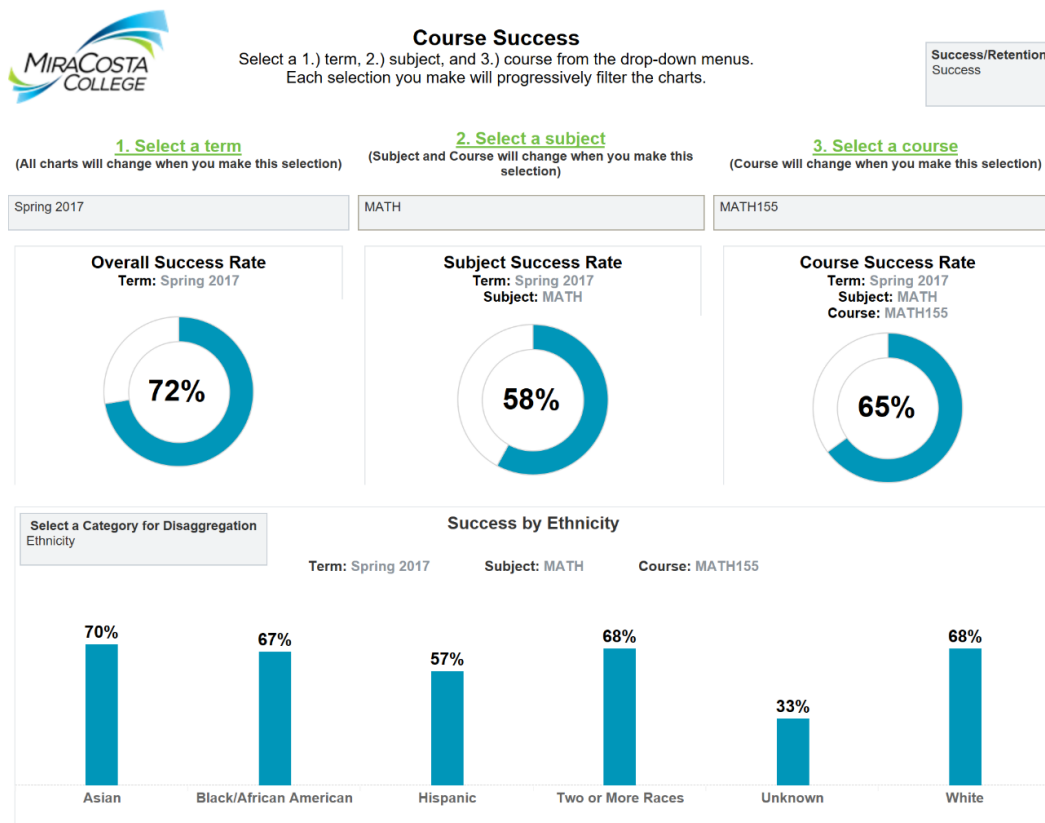
- Level of course-introductory, major, capstone
- Frequency of course being offered

- Opportunities to collect and analyze data as a faculty group

## Assessment Cycle Step 4. Evaluate the Data

Data is evaluated within departments, and with key faculty and student services professionals involved with developing and teaching the CSLO. Disaggregation of the assessment data, when possible, allows for evaluation of potential gaps in student learning based on race, ethnicity, gender, sexual orientation, socioeconomic status, age, and other available data points. MCC's [data dashboard](#) is a great way to view disaggregated data. Below are four charts from Spring 2017 from the dashboard.

1. MCC's overall success rate
2. MCC's overall success rate in all math courses
3. MCC's overall success rate in MATH 155
4. MCC's success rate in MATH 155 with the data disaggregated by ethnicity. Please note that data can be disaggregated by gender, age, etc. as well.



You can see that though the overall success rate in MATH 155 during the spring of 2017 was 65%, our Hispanic students rate of success was quite a bit lower at 57%. This tool allows faculty to disaggregate by several factors to look at equity trends in the classroom. Note: when using the actual dashboard, the number of students shows up when you hover the cursor over each bar.

Try to identify causes for the successes or failures of each CSLO:

- *How many students met the desired achievement levels?*
  - *Achievement levels are set by discipline*
- *Were the students aware of the CSLO?*
- *Were the students able to practice a similar assessment?*
- *When was it given in the semester?*
- *Was there a rubric used to grade the assessment?*
- *Did results follow expected patterns?*
- *When examining disaggregated data, did you observe any disproportionately impacted groups based on race, ethnicity, gender, sexual orientation, socioeconomic status, age, and other available data points?*
  - *Did results indicate that groups of students succeeded at different levels?*
  - *Did the results for some groups of students indicate an opportunity gap?*

Input the data to Campus Labs ([See Appendix E](#)).

### **Assessment Cycle Step 5. Reflect and Revise**

Develop an Action Plan!

Even if minimum achievement levels are met, unless 100% of the students attain proficiency, there is room for improvement. An action plan designed in collaboration with all faculty involved in the specific SLO(s), can be developed to target areas in which students were not successful.

Action plans may include:

- providing additional learning experiences (practice) for the students
- refining the curriculum
- revising the SLO and/or semantics of the SLO prompts in an assessment

They may also require additional resources, such as personnel, equipment, time and additional/different facilities. If budgetary resources are required to implement the action plan, then it may be necessary to request funding through the Program Review process.

### **Assessment Cycle Step 6. Reassess and Close the Loop**

After all stages in the assessment cycle have been conducted by the department or student services unit, including a *reassessment* of the learning outcome-you have **Closed The Loop**.

The Assessment Cycle will begin again so that Continuous Improvement is always in process for courses, programs and support services.

## **MIRACOSTA CORE COMPETENCIES**

[MiraCosta Core Competencies](#): The Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree, and through their exposure to various support and enrichment programs.

### **Core Competency Assessment Process**

Assessments measuring these outcomes are different from other assessments in the course. These assessments are conducted to give us a greater understanding of how students are learning the broad reaching goals in our courses and programs. We use them to measure how we can *improve* student learning. Upon official adoption of the Core Competencies (CCs) in 2017, instructional departments were required to evaluate and map their course SLOs (CSLOs) to the competencies. Faculty were provided with a list of Core Competencies and their definitions/descriptions related to scoring rubrics that would be used and were developed through the Association of American Colleges & Universities (AACU). In fall semester, the Outcomes



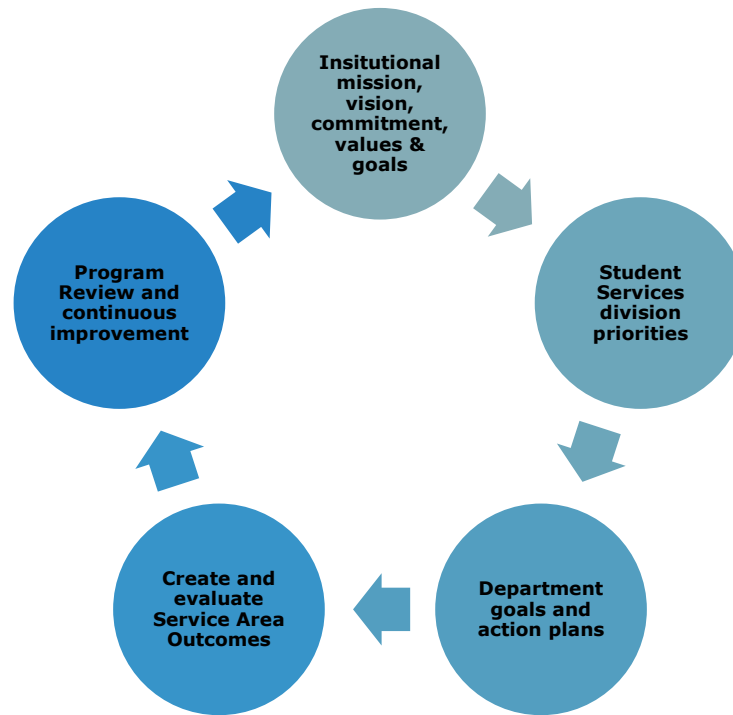
Assessment Committee (OAC) drew up plans to pilot the assessment process. Assessment began in the spring of 2018, with two of the fifteen competencies being assessed each semester. Associate faculty and full-time faculty teaching mapped courses in the diverse areas of Plan A are contacted by OAC and asked to participate in the current assessment(s). Faculty meet to discuss the process, calibrate and be trained on the common use of the specific VALUE rubric (AACU reference) prior to each core competency assessment. There is a post meeting in which faculty feedback on the process is solicited so that the process continues to improve. The data is disaggregated and disseminated to the college community.

# SERVICE AREA OUTCOMES

At MiraCosta College, Service Area Outcomes (SAOs) are statements about what a student will experience, receive, or know as a result of a specific service. SAOs are utilized by Student Services departments for purposes of quality improvement to assure they are meeting identified student needs. Evaluation of SAOs includes reviewing evidence that they contribute to the attainment of student learning, and the evaluation results then lead to service area improvement.

In alignment with the [institutional mission, vision, values, commitment and goals](#), the Student Services division establishes priorities that are created in collaboration with departmental managers, directors, and deans. This information then filters down to department meetings to include feedback from faculty, staff, administrators, and students. Each department leader then creates goals, action plans, and service area outcomes that are reviewed annually and assessed every three years as part of the college-wide Program Review process.

SAOs are created, evaluated, and utilized for quality improvement in a process as outlined below:



It is important for departments to clearly align their goals and action plans with the institutional and division-wide goals and priorities. After setting overarching goals for the department, action plans and SAOs should include specific, measurable, achievable, relevant, and time-bound (SMART) items that can be reviewed regularly between Program Review cycles.

After the SAOs are created, it is important for departments to utilize a process similar to the Learning Outcomes Assessment Cycle discussed previously in this handbook, including the following:

1. Develop the assessment method
2. Review annually and assess every three years
3. Evaluate the data
4. Reflect and revise
5. Reassess and close the loop

SAOs can be tracked and evaluated by reviewing information such as the number of students who access a particular service, satisfaction surveys, data dashboards, etc. When reviewing the number of students who accessed a service, it is important for departments to disaggregate the data to ensure that they remove barriers for historically marginalized or minoritized groups such as:

- Black, Indigenous, and People of Color (BIPOC), including Latinx and Chicanx,
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA+),
- returning, and
- justice impacted.

This process and focus on historically marginalized students should lead to identification and removal of barriers for accessing and benefiting from department services.

The assessment process is utilized for continuous improvement of each service area to meet the needs of students it serves.

# APPENDICES

## APPENDIX A: ACCREDITATION STANDARDS CORRELATED WITH MIRACOSTA COLLEGE'S IMPLEMENTATION

<b>ACCJC Accreditation Standard</b>	<b>MiraCosta College Implementation</b>
1.B.1. "The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement."	This dialog occurs at the level of department meetings and the work of college-committees and institutional program review and planning processes. <u>Each year or semester, each department/program should collaboratively plan assessments and discuss assessment results and areas where improvement is needed.</u>

<p>1.B.2. "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." (ER 11)</p>	<p>All programs, student and learning support services need to have defined outcomes, and need to assess on an ongoing basis.</p>
<p>1.B.4. "The institution uses assessment data and organizes its institutional processes to support student learning and student achievement."</p>	<p>Reporting of data into Campus Labs, supports the ability to incorporate it into program review and other institutional planning and evaluation processes. <u>Departments need to regularly report into Campus Labs each semester.</u></p>
<p>1.B.5. "The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery."</p>	<p>Departments regularly participate in program review, and integrate their evaluation of disaggregated data into program review. As we return to on-ground teaching, instructional departments need to collect data in a way that the outcomes can be distinguished and compared by modality.</p>
<p>1.B.6. "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."</p>	<p>Disaggregation of outcomes data is integrated into core competency assessment. OAC and RPIE are exploring tools to disaggregate within Canvas and Campus Labs, and will share these as they become available.</p>
<p>1.B.8. "The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities."</p>	<p>This is achieved through the reporting in program review, and the reporting of Core Competency assessment. This points to the need to continue to refine assessment practices so that they</p>

	support the provision of meaningful and actionable data.
1.C.1 "The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors." (ER 20)	Departments need to assure that current SLOs are in syllabi across all sections of courses.
1.C.3. "The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)."	This is achieved through posting Core Competency assessment reports, and the assessment reports from program review.
1.C.4. "The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes."	Achieved through posting of current PSLOs in the College Catalog.
2. "The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses	Again, this highlights the need for meaningful ongoing assessment; analysis of results; implementation of continuous improvement based on findings; and reporting out of activities.

<p>the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution."</p>	
<p>2.A.2. "Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success."</p>	<p>Already addressed above.</p>
<p>2.A.3 "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from</p>	<p>Already addressed above.</p>



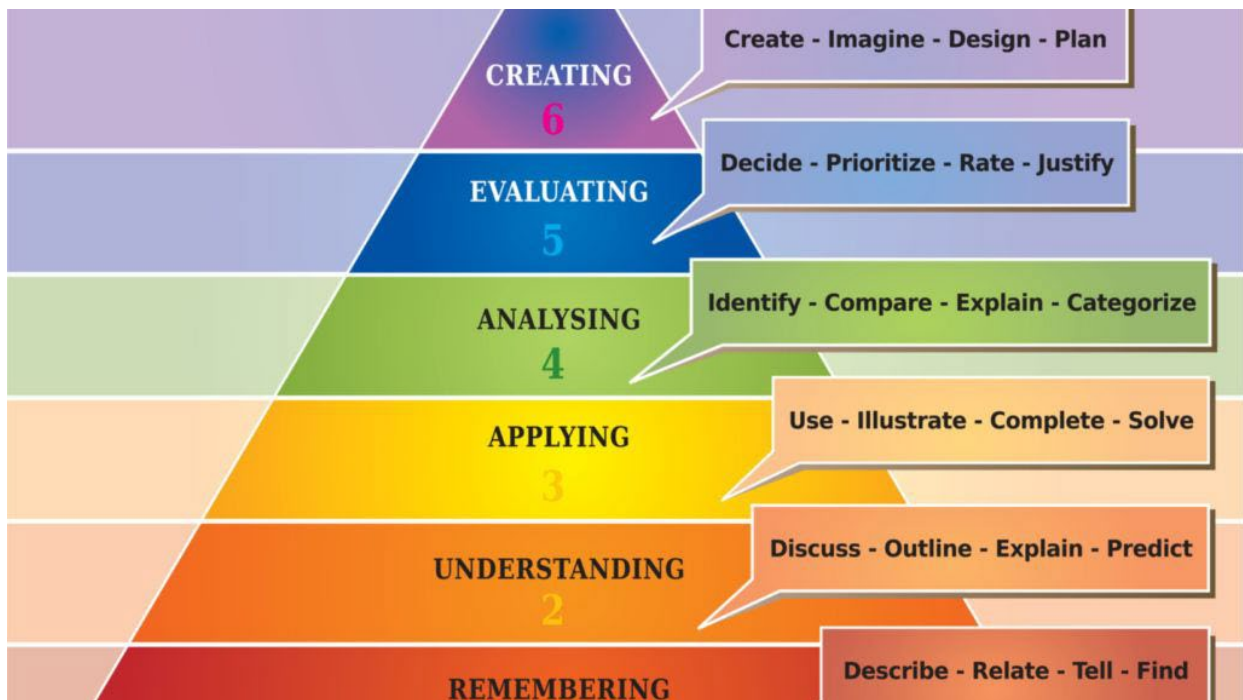
<p>the institution's officially approved course outline."</p>	
<p>2.A.9. "The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions." (ER 10)</p>	<p>SLO assessment needs to be embedded into the evaluation of student achievement and achievement of the SLOs should be central to student grades.</p>
<p>2.A.11. "The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</p>	<p>These are part of the Core Competencies, and need to be mapped across programs/courses to identify gaps and facilitate interdisciplinary assessment.</p>
<p>2.A.12. "The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil</p>	<p>Same as above: These are part of the Core Competencies, and need to be mapped across programs/courses to identify gaps and facilitate interdisciplinary assessment. The knowledge across disciplines is addressed through program level assessments.</p>

<p>society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.” (ER 12)</p>	
<p>2.A.13. “All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.”</p>	<p>Defining student learning outcomes and expected levels of achievement needs to be central to the design of degrees.</p>
<p>2.A.16. “The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.”</p>	<p>This further highlights the need for ongoing instructional assessment and continuous improvement processes at the course and program level.</p>
<p>2.B.3. “The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment</p>	<p>This further highlights the need for ongoing assessment and continuing improvement processes of the library and other learning support services.</p>

of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.”	
2.C.2. “The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.”	This further highlights the need for ongoing assessment and continuing improvement processes of student support services.
3.A.6. “The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.”	Assessment of faculty and academic administrators needs to address participation in continuous improvement based on assessment data. This highlights the need for the availability and meaningful use of assessment data.
4.C.8. “To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.”	This is addressed through sharing of achievement and assessment (e.g., Core Competency) data with the Board.

## **APPENDIX B: BLOOM’S TAXONOMY TO HELP DEVELOP THE LEARNING OUTCOME**

As you create the SLO for a course or program, or choose to modify an existing LO, Bloom’s Taxonomy can be a very useful guide. Bloom’s classifies learning this way:



*Remembering-Understanding-Applying-Analyzing-Evaluating-Creating*  
 Bloom's assessment can guide you in writing and revising outcomes, by identifying the simplest to the most difficult skills, and incorporating knowledge and cognitive processes to learn. Here is the [link to the Bloom's guide](https://www.clearhq.org/resources/2020%20AEC/Revised%20Blooms%20Taxonomy%20Action%20Verbs.pdf)  
<https://www.clearhq.org/resources/2020%20AEC/Revised%20Blooms%20Taxonomy%20Action%20Verbs.pdf>

## APPENDIX C: DEVELOPING RUBRICS

### Assignment Charrette toolkit

National Institute for Learning Outcomes Assessment (2018, February). *The assignment charrette toolkit*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Provides examples from institutions on assignment modifications.

<https://www.learningoutcomesassessment.org/ourwork/assignment-charrette/#1549481918909-e3d089cb-5051>

<https://irds.sites.stanford.edu/sites/g/files/sbiybj10071/f/rubrics.pdf>

### Mapping to Core Competencies

When the learning outcomes are established and a new course is developed, the course SLO's are mapped to the MiraCosta Core

Competencies that align with the course SLO's. Competencies are measurable skills and abilities which demonstrate applied learning. The process of mapping is completed on the SLO form in the portal:

- *Review the Course Student Learning Outcomes*
- *Review the Core Competencies*
- *Determine which Core Competency is most closely aligned with the Learning Outcomes of the Course*

Keep in mind that most courses *will not align with every single Core Competency!* These are suggested mapping considerations:

- The level of the course within the discipline
- Prerequisites to the course
- The Bloom's level of the SLO
- The number of Student Learning Outcomes in the course
- The possibility that each Student Learning Outcome may realistically map to just one specific Core Competency

**The Core Competency mapping process is important!**

- Core Competency assessments are direct assessments that help the college evaluate the institution's progress of helping students progress toward the completion of an educational goal that includes completion of a general education program, a degree or transfer preparation.
- The Core Competencies are assessed annually by OAC
- Core Competency assessments are based on the mapping of courses

Faculty/departments are asked to participate in assessments based on which Core Competency is being assessed.

The screenshot shows a web browser window with a URL: [https://portal.mnstate.edu/Committees/College-Committees/SLO\\_Assessment/](https://portal.mnstate.edu/Committees/College-Committees/SLO_Assessment/). The page title is "New SLO Form - MATH 101 - 1". The form contains the following sections:

- Text Area:** "For a given set of problems the student will demonstrate quantitative reasoning by developing a problem-solving strategy, performing appropriate analysis and computation, and critically assessing the meaning of the conclusion or outcome."
- Core Competencies:** A section with instructions: "Instructions: When creating a new SLO the author is **required** to map it to one or more appropriate institutional Core Competencies (CC). This decision should be based on the course assignments that you use (or will use) to assess this SLO. Keep in mind that a SLO may map to more than one CC. So, please take a look at the definitions of the Core Competencies as you proceed in your selection." Below this is a definition of Critical Thinking and a list of checkboxes for Core Competencies:
  - Intellectual and Practical Skills: Inquiry, analysis and independent thinking
  - Intellectual and Practical Skills: Critical Thinking
  - Intellectual and Practical Skills: Creative Thinking
  - Intellectual and Practical Skills: Quantitative Literacy
  - Intellectual and Practical Skills: Problem Solving
  - Intellectual and Practical Skills: Information Literacy
  - Intellectual and Practical Skills: Written communication skills
  - Intellectual and Practical Skills: Oral communication skills
- Expected Level of Achievement/Baseline:** "Expected Level of Achievement/Baseline (must be meaningful, e.g. 85% of the students assessed will score 75% or above on a graded rubric, etc.): 70% of the students assessed will score a 90% or above on graded assessment."
- Routing Process:** "The following will be stages in the routing process that will take place once you submit this form:"
  - o Stage 1: Faculty Member
  - o Stage 2: Department Chair (and SLO Lead notification)
  - o Stage 3: OAC
  - o Stage 4: Final (Partlow)
- Submit Form:** A button at the bottom of the form.

## APPENDIX D: ASSESSMENT DESIGN SUPPORT

[Bloom's Taxonomy Question Stems](#)

[Chancellor's Office Equity statement link](#)

[MCC Core Competencies](#)

[Sample Student Learning Outcomes](#)

[Stanford Assessment Tools](#)

<https://irds.stanford.edu/assessment/assessment-tools>

[Template for Transparent Assessment\(s\)](#)

<https://tilthighered.com/>

<https://www.learningoutcomesassessment.org/>

Montenegro, E., & Jankowski, N. A. (2020, January). *A new decade for assessment: Embedding equity into assessment praxis* (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Just a TAD – Transparent Assignment Design, *Laurel Willingham-McLain*, Director, Center for Teaching Excellence, Duquesne University

## APPENDIX E: INTERNAL PROCESSES

### SLO Forms: Curricunet and the Portal

Learning outcomes for new courses and programs are submitted via the [Portal](#) and [Curricunet](#). Student Learning Outcome modifications and deletions are submitted by faculty to the portal only.

#### ***New CSLO or PSLO***

For a new course or program, the faculty author inputs the SLOs into Curricunet, before the course is launched to Stage 2. The tab, Student Learning Outcomes, at the left-hand margin will be available to faculty authors.

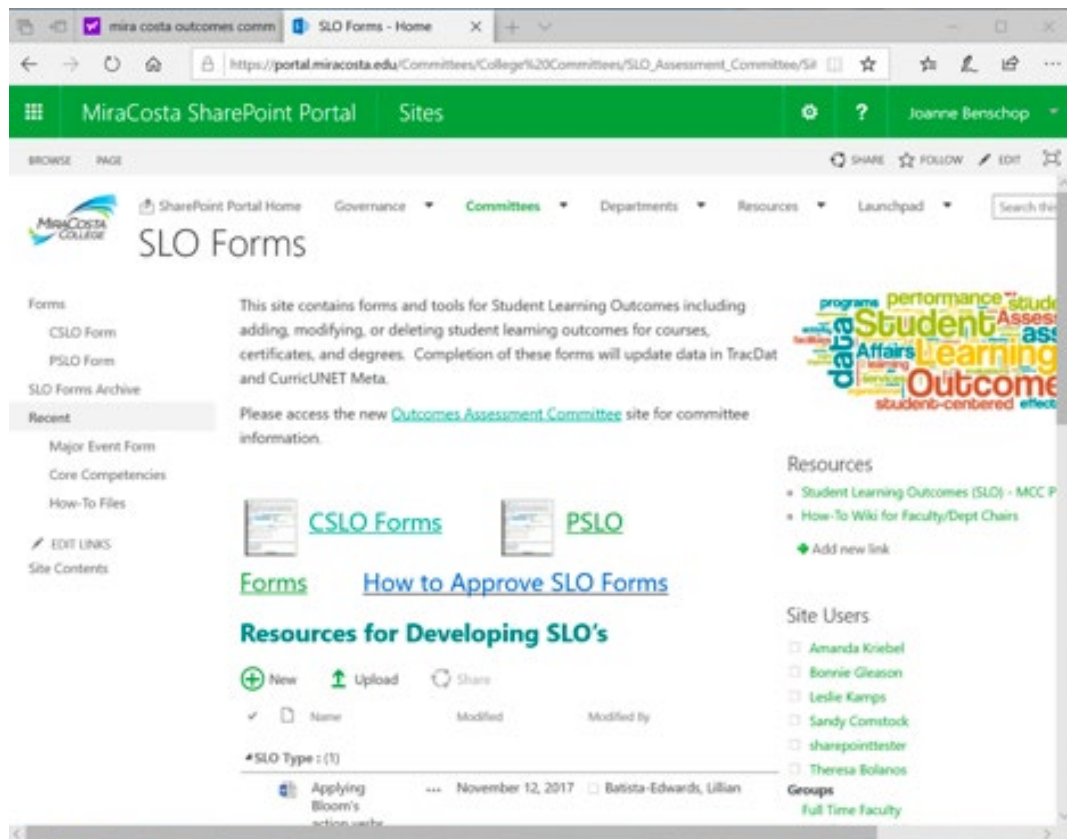
The screenshot shows a web browser window with the URL <https://miracosta.curricunet.com/Form/Course/index/5743>. The page title is "ACCT 158 - Business Mathematics" and the status is "CURRENT". The left sidebar contains a navigation menu with items like "Methods of Evaluation", "Required Instructional Materials", "Enrollments", "Registration Requisites/Limitations", "Library", "Student Learning Outcomes", "Distance Ed (Form A)", "Honors", "General Education/Transfer", "Course Proposal Articulation", and "Codes/Dates". The main content area is titled "Student Learning Outcomes" and includes a "Curricunet Help" section with four numbered instructions: 1. A minimum of one (1) SLO is required. 2. SLOs can be added, modified or deleted by going to the [Portal](#). 3. A form must be submitted while the course proposal is in the faculty author's stage. Faculty authors can enter SLOs for new courses on this page, but must still submit a form via the [Portal](#). 4. SLO modifications or deletions will be updated by the Instructional Technical Support Specialist or the SLO Coordinator after the SLO Coordinator approves the form in the [Portal](#). 5. Provide the SLO form submission date: . There is also a checkbox for "Confirmed by Technical Review". Below this is an "Outcomes" section with a "Show Details" link and an "Add Item" button. A single SLO is listed: "SLO 1" with an "Outcome:" description: "Utilize whole numbers, fractions, decimals, algebraic expressions and percentages to solve applicable business problems."

Once SLOs are in CurricUNET, faculty author completes the New Course SLO (CSLO) or Program SLO (PSLO) form on the portal by linking to the Portal from the top of the Student Learning Outcome page.

To access the SLO forms in the portal, follow the Portal Links in this order:

1. Committees
2. College Committees
3. SLO Forms

You have now arrived at the Forms page:



Open the appropriate Form (CSLO or PSLO)  
[https://portal.miracosta.edu/Committees/College%20Committees/SLO\\_Assessment\\_Committee/Solutions/CSLO%20Forms.aspx](https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment_Committee/Solutions/CSLO%20Forms.aspx)



CSLO for New Course / CSLO Modification for existing Course / CSLO Deletion (for archiving a CSLO that is no longer evaluated).



PSLO for New Program / PSLO Modification for existing Program / PSLO Deletion (for archiving a PSLO that is no longer evaluated)



Steps to Completing New CSLO or PSLO Form:

1. Complete Department and Course Information
2. Complete the SLO Information
  - a. Designate the SLO Number
  - b. One form completed per SLO
  - c. Begin the SLO statement with: "The student will be able to"
3. Map the SLO to the Core Competency
  - a. Determine which higher-level skills or knowledge attained matches those obtained in the course or program
  - b. MiraCosta Core Competencies link:  
[https://portal.miracosta.edu/Governance/Committees/Outcomes\\_Assessment\\_Committee/Shared%20Documents/Working%20Definitions%20of%20MCC%20Core%20Competencies.pdf](https://portal.miracosta.edu/Governance/Committees/Outcomes_Assessment_Committee/Shared%20Documents/Working%20Definitions%20of%20MCC%20Core%20Competencies.pdf)
4. Complete the Expected Baseline of Achievement
  - a. Determine the expected passing score of the assessment
  - b. Determine the percentage of assessed students that will meet or exceed that score

## ***Modification or Deletions of Existing Student Learning Outcomes for Courses or Programs***

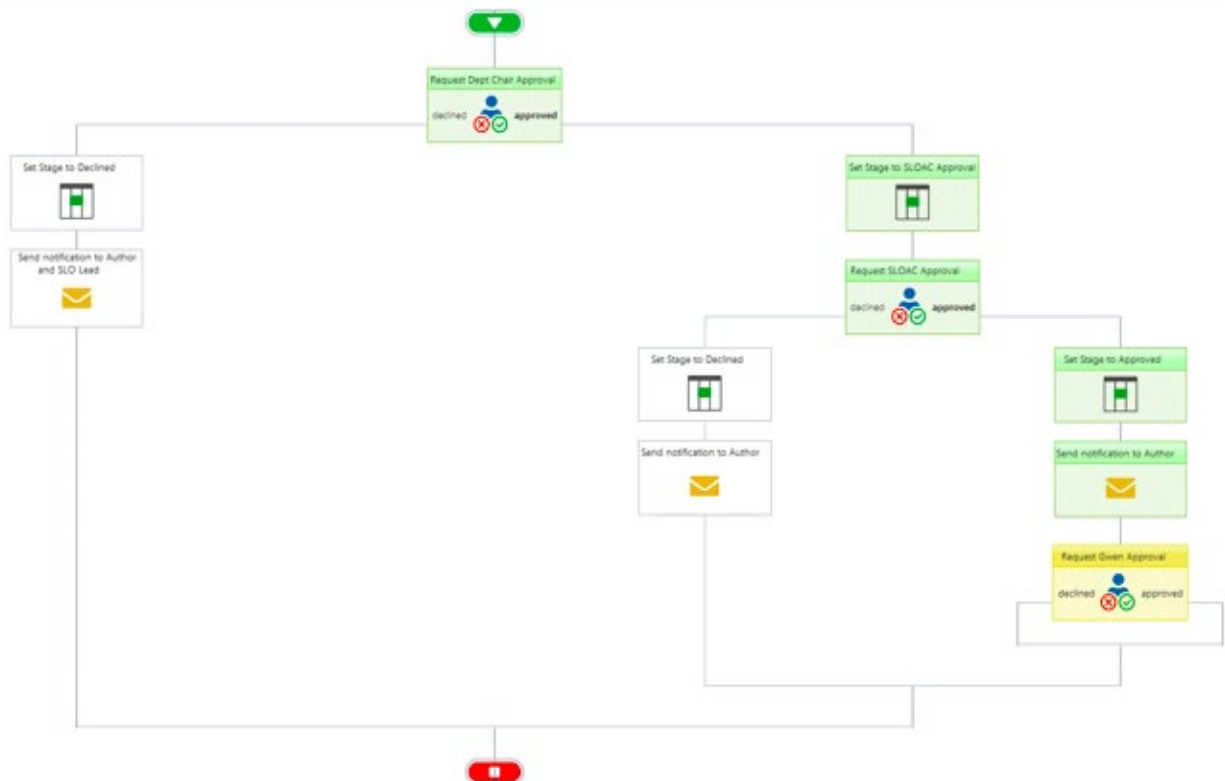
To access the SLO forms in the portal, follow the Portal Links in this order:

1. Committees
2. College Committees
3. SLO Forms

Used for any of the following:

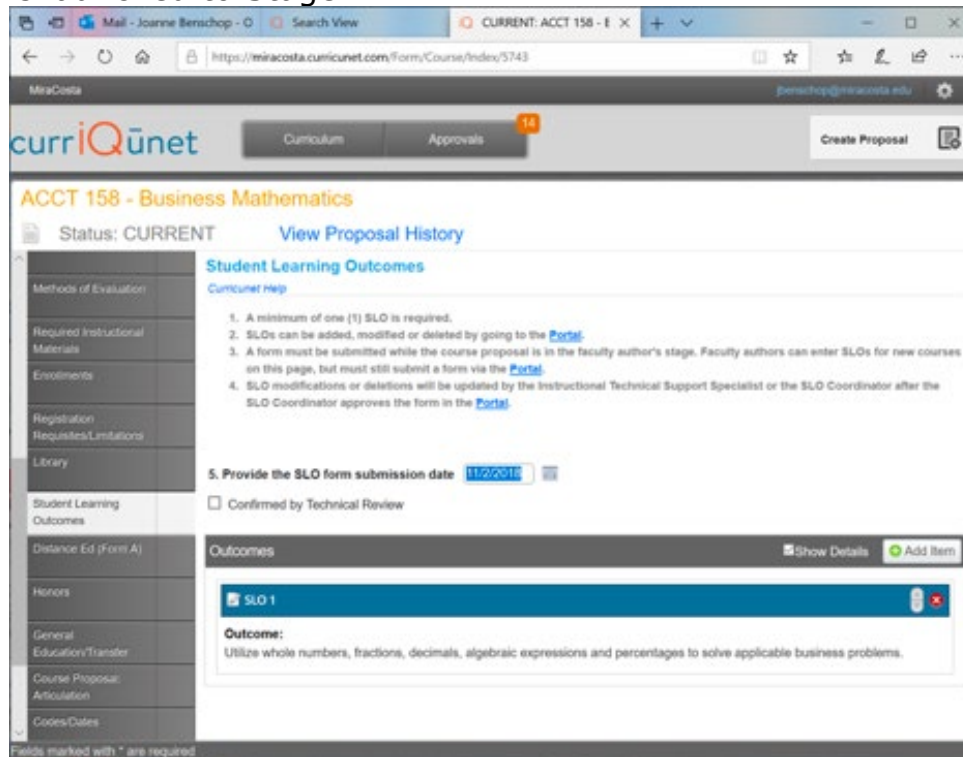
- *Replace an existing SLO with a new one*
- *Modify the assessment method of an existing SLO*
- *Modify the expected minimum achievement level*
- *Any combination of the above three items*
- *Delete a SLO*

### ***Online Work-Flow of Approval***



## ***New Course or Program***

The faculty author inputs the SLOs into Curriconet, before the course is launched to Stage 2.



The screenshot shows the Curriconet web portal for ACCT 158 - Business Mathematics. The page is titled "ACCT 158 - Business Mathematics" and has a status of "CURRENT". The "Student Learning Outcomes" section is active, showing a list of instructions and a form for adding a new SLO. The SLO 1 form is filled out with the outcome: "Utilize whole numbers, fractions, decimals, algebraic expressions and percentages to solve applicable business problems." The form also includes a date field for submission, set to 11/2/2018, and a checkbox for "Confirmed by Technical Review".

Once SLOs are in Curriconet, faculty author completes the New Course SLO (CSLO) or Program SLO (PSLO) form on the portal

## ***Approval Process for Learning Outcomes***

Submitting a SLO for a New Course or Program

1. Faculty author inputs the new LO in Curriconet and then completes the LO form on the Portal (linked from Curriconet to the Portal login?)
2. Department Chair or SLO Lead will receive notice of SLO or PSLO needing approval in their e-mail
3. Department Chair or SLO Lead will review, possibly consult with faculty and approve
4. SLO Coordinator approves or consults with the faculty to suggest modifications

5. If modifications are made, the SLO Coordinator will revise the form, and approve; approval notice sent to faculty by e-mail
6. Instructional Specialist verifies that SLO is also in Curricunet before CPC meeting.
7. [RPIE enters the SLO into Campus Labs Outcomes platform]

#### Submitting a Modification to an Existing Course or Program

1. Complete the modify CSLO or PSLO form on the portal
2. Modification reviewed by the Department Chair/SLO Lead then the SLO Coordinator
3. SLO Coordinator approves or consults with the faculty to suggest modifications
4. If modifications are made, the SLO Coordinator will revise the form, and then forward to the Instructional Specialist
5. Instructional Specialist makes the change in Curricunet
6. [RPIE makes the change in Campus Labs]

Note that a modification to a CSLO may take effect the following semester after approval. A modification to a PSLO may only take effect once per year and must be approved prior to the college catalog deadline.

### Campus Labs

Here is the [instruction manual for inputting data into Campus Labs](#)

## APPENDIX E: DEFINITIONS AND ACRONYMS

**Course Student Learning Outcomes (CSLO's):** Overarching Product, Higher level thinking Skill, Wide range of knowledge, Broad aspects of behavior; Students are asked to demonstrate, through production or application what they have learned. The performance objective differs from the CLO, because the performance objective is directly related to a specific Content area of the outline.

**Program Student Learning Outcomes (PSLOs):** These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the

program's curriculum. Learning outcomes should be framed in terms of the program instead of specific classes that the program offers.

**MiraCosta College Core Competencies (General Education Outcomes):** The Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree, and through their exposure to different support and enrichment programs and services. Courses and programs map/align to these larger outcomes, and students gain exposure to some, but not necessarily all of them, from educational experiences that don't encompass completion of a degree or transfer pattern.

**ACCJC:** Accrediting Commission for Community and Junior Colleges

**COR:** Course Outline of Record

**NILOA:** National Institute of Learning Outcomes and Assessment

**SAOs:** Service Area Outcomes

**TILT:** Transparency In Learning and Teaching