



September 30, 2011

Student Learning Outcomes

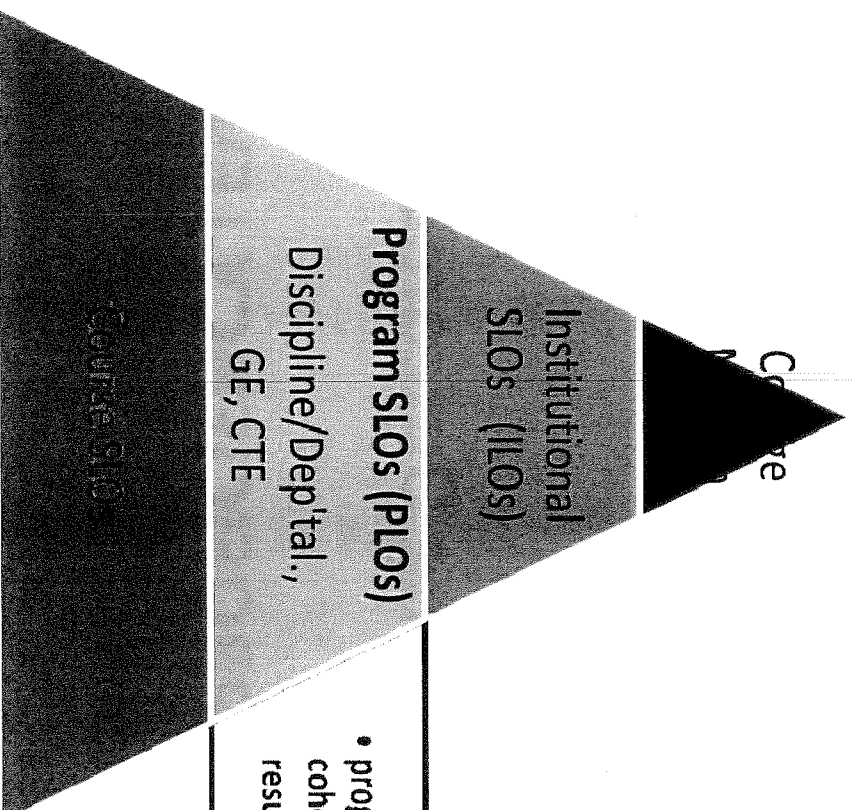
Workshop:

ACHIEVING PROFICIENCY LEVELS

Outcome:

Knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. --WASC

Outcome Levels



• program is defined as a cohesive set of courses that result in a certificate or degree *

*In Program Review we also define a program to include specific disciplines, student service programs and administrative units

RESOURCES

- **MCC SLO Website:**
<http://www.miracosta.edu/instruction/slo/conclusions.html>
- **ASCCC Website:**
<http://asccc.org/publications/academic-senate-papers>
 - Updated glossary
 - Guiding Principles for SLO Assessment
- **Training Program (author- Janet Fulks):**
<http://online.bakersfieldcollege.edu/courseassessment/Section3SLOs/Section31.htm>

Background Information

- In 2006 – Faculty developed GE and CTE mission statements and outcomes for respective degrees. 6-year Assessment Calendar was developed.
- 2006-2008 – Faculty write and implement the initial Course SLOs
- 2011-2012= End of first calendar of assessment. Integration of course SLOs and Program SLOs. Review alignment of Course SLOs, Program SLOs and Institutional Learning Outcomes.

Departmental tasks for SLO Workshop

1. Collaboratively review and update G.E.

Plan A Mastery Matrix-

- a. revise scoring of Program Outcomes as necessary**
- b. for new courses score each Program Outcome**

GE Plan A Mastery Matrix

-developed in 2006 for GE courses
 -revised in 2011; needs updating

PROGRAM OUTCOMES	Effective Communication	Critical Thinking	Global Awareness and Responsible Citizenship	Information Literacy	Aesthetic Literacy and Appreciation	Productive Work Habits
E2. Self-Development						
BUS 147						
CRLP/COUN 100	5	4	3	5	1	5
INTR 100						
NURS 283						
NUTR 100	3	5	3	5	1	2
NUTR 105						

Plan A Areas are represented on different sheets in the Excel Table

Ref: 2011-12 MCC Catalog p. 49

Departmental tasks for SLO Workshop

2. Score Assessment Documentation Matrices (ADM)

- a. copy Program Outcome scores from Mastery Matrix; or**
- b. If course is not in Mastery Matrix, generate scores for any course that is taught by your area of study and found on the ADM.**
- c. Do not score courses that are not taught by your department.**

1st type of Documentation Matrix: TRANSFER DEGREES - Student Learning Outcomes (SLO)

ACCT Bookkeeping AA Degree (Core Courses)	Effective Communication (EC)	Critical Thinking (CT)	Global Awareness & Responsible Citizenship (GAR)	Information Literacy (IL)	Aesthetic Literacy and Appreciation (ALA)	Productive Work Habits (PWH)	Institutional Learning Outcomes (ILO)				
							1	2	3	4	5
ACCT 101: Practical Accounting											
ACCT 148: Computer Accounting											
ACCT 158: Business Mathematics											
ACCT 201: Financial Accounting											
CSIT 110: Computer Applications											
CSIT 128: Microsoft Excel for Business											
OTHER (non-core) courses contributing to PLO (Program Learning Outcome) fulfillment											

- **Institutional Learning Outcomes:** 1) Effective Communication 2) Critical Thinking & Problem Solving
- 3) Professional & Ethical Behavior 4) Information Literacy 5) Global Awareness

2nd type of Documentation Matrix

CERTIFICATE PROGRAMS - Student Learning Outcomes (SLO)

	Technical Skills (TS)	Application of Discipline Skills (DS)	Critical Thinking & Problem Solving (CT)	Effective Communication (EC)	Professional Behavior (PB)	Institutional Learning Outcomes (ILO) Check all that apply: 1, 2, 3, 4, and/or 5 1 2 3 4 5 *(see footer for ILO number definitions)
ACCOUNTING Bookkeeping Certificate of Achievement (Core Courses)						
ACCT 101: Practical Accounting	Complete an accounting cycle project for a sole proprietorship according to Generally Accepted Accounting Principles (GAAP)	Practice sets and HW assignments	Exams and Quizzes	Written Reports		
ACCT 148: Computer Accounting	Perform the full accounting cycle for a small business using computer accounting software suitable for small business enterprises	Create a company file, and enter accounting transactions, make adjustments and corrections, create and analyze financial reports	Produce and compare financial statements. Exams and Quizzes	Research and report on current articles pertaining to the topics presented		
ACCT 158: Business Mathematics	Gain proficiency in mathematical applications in the business world	Math applications for trade and cash discounts, markup, depreciation, property tax, interest and payrolls	HW assignments and problem solving exams	Read articles and books necessary for assigned written papers and oral presentations		
ACCT 201: Financial Accounting	Application of the components of the conceptual framework for financial accounting and reporting	Interpret and analyze the Income Statement, Balance Sheet, and Statement of Cash Flows	Practice sets and HW assignments Exams and Quizzes	Substantial writing assignments which reflect critical and creative thinking	Examining the requirements for entry into the accounting profession	

* **Institutional Learning Outcomes:** 1) Effective Communication 2) Critical Thinking & Problem Solving 3) Professional & Ethical Behavior 4) Information Literacy 5) Global Awareness

Scoring GE Program Outcomes on the ADM:

- Effective communication
- Critical Thinking
- Global Awareness & Responsible Citizenship
- Information Literacy
- Aesthetic Literacy and Appreciation
- Productive Work Habits

Score by importance of outcome (1= low; 5= highest). Your Course SLOs and assessments should align to the most important Program Outcomes

<p>ACCT Bookkeeping AA Degree (Core Courses)</p>	<p>Effective Communication (EC)</p>	<p>Critical Thinking 9 (CT)</p>	<p>Global Awareness & Responsible Citizenship (GARC)</p>	<p>Information Literacy (IL)</p>	<p>Aesthetic Literacy and Appreciation (ALA)</p>	<p>Productive Work Habits (PWH)</p>	<p>Institutional Learning Outcomes (ILO), <small>Check all that apply: 1, 2, 3, 4, and/or 5 *(see footer for number definitions)</small></p>						
<p>ACCT 101: <i>Practical Accounting</i></p>	<p>5</p>	<p>4</p>	<p>1</p>	<p>3</p>	<p>1</p>	<p>4</p>							

Scoring CTE Program Outcomes on the ADM:

ADD SCORES to existing methods of assessment, by importance of outcome (1= low; 5= highest). Your Course SLOs and assessments should align to the most important Program Outcomes

ACCOUNTING Accounting Certificate of Achievement (Core Courses)	Technical Skills (TS)	Application of Discipline Skills (DS)	Critical Thinking & Problem Solving (CT)	Effective Communication (EC)	Professional Behavior (PB)
ACCT 101: <i>Practical Accounting</i>	5 Complete an accounting cycle project for a sole proprietorship according to Generally Accepted Accounting Principles (GAAP)	4 Practice sets and HW assignments	4 Exams and Quizzes	3 Written Reports	1 OR 2

Institutional Learning Outcomes (ILOs)

Score the ILOs in the boxes at the right. Column headings (1-5) refer to ILOs stated on the bottom of the ADM

ACCOUNTING Bookkeeping Certificate of Achievement (Core Courses)	Technical Skills (TS)	Application of Discipline Skills (DS)	Critical Thinking & Problem Solving (CT)	Effective Communication (EC)	Professional Behavior (PB)	Institutional Learning Outcomes (ILO) Check all that apply 1, 2, 3, 4, and/or 5 *(see footer for ILO number definitions)					
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Institutional Learning Outcomes: 1) Effective Communication 2) Critical Thinking & Problem Solving 3) Professional & Ethical Behavior 4) Information Literacy 5) Global Awareness

Scoring ILOs

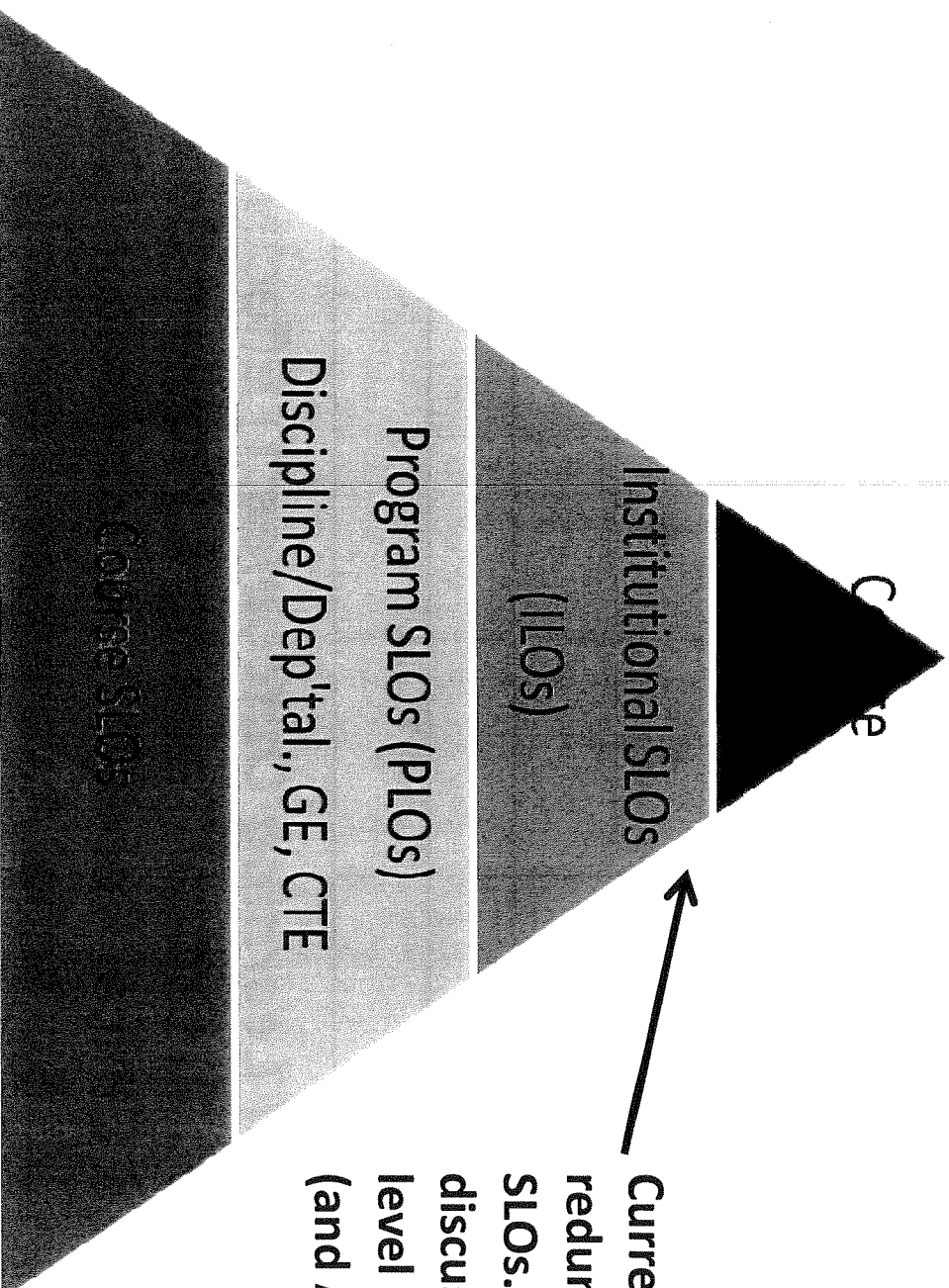
Note that 3 of the 5 ILOs are identical to the Program Outcomes

Don't just check mark; Please number by importance (1-5) in the boxes

Institutional Learning Outcomes (ILO)					
Check all that apply: 1, 2, 3, 4, and/or 5 *(see footer for ILO number definitions)					
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
e.g. 5	1	4	3	3	

- Institutional Learning Outcomes:**
- 1) Effective Communication
 - 2) Critical Thinking & Problem Solving
 - 3) Professional & Ethical Behavior
 - 4) Information Literacy
 - 5) Global Awareness

ILOs should reflect the student's entire college experience. Descriptions of ILOs should include dialog about instructional and student service outcomes. -ASCCC



Currently ILOs are redundant to Program SLOs. The SLO AC will be discussing broadening this level to incorporate SSOs (and AUOs).

Why complete the ADMs if we want to delete a major for an AA degree?

- The lower division areas of study will still appear in the catalog until 2012-2013. To be at a proficiency level, we must demonstrate alignment among the course SLOs and Program SLOs using the current catalog.
- Provides an opportunity to reflect how we might revise some less effective SLOs to align better with important program outcomes.
- Provides an opportunity to review our “1-5” rating of program outcomes and revise if changes in instruction have occurred over the past 6 years.

Why Score the CTE ADMs?

- CTE ADMs already have indicated the methods of assessment for the most important “outcome” areas. Adding scores (1-5) will provide an opportunity to identify relative importance of each CTE Program Outcome for each course required to complete a certificate of achievement.
- Scoring CTE ADMs will align the numbering system with the GE Program Outcomes numbering system.

Elimination of AA degrees in General Education areas of study

- **Why?**
 - Low graduation numbers in specific areas make it very difficult to assess program outcomes.
 - More importantly, all core courses listed in an departmental AA degree may not be transferable to all 4-year institutions, which may also require additional courses beyond the major. Therefore, it may be prudent to follow a Liberal Arts degree plan with an area of emphasis.

- **Alternatives:**

Departments may want to eliminate specific AA degrees and direct students to follow a Liberal Arts degree plan with a specific area of emphasis.

- There are 7 Liberal Arts areas from which to choose
- Articulation Officer is developing SLOs for each area and will work with SLO AC to create direct and indirect assessments which will be approved by respective discipline faculty.

Elimination of AA degrees in General Education areas of study

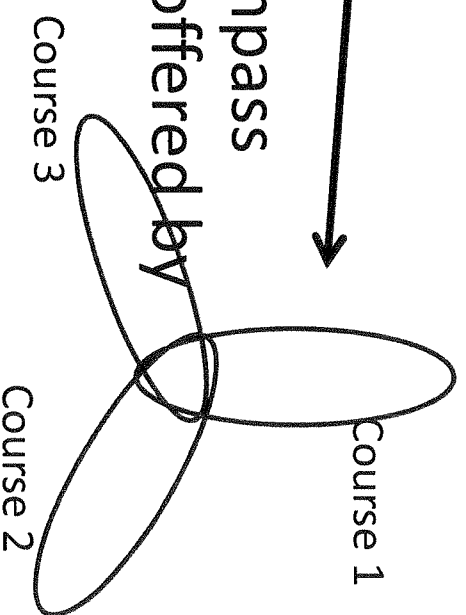
- Q. What will happen to my program if I eliminate a major area of study?
- A. You will still have a program defined by courses in your discipline and will still write Program Review for each of those disciplines.

Writing Program SLOs

- **GE majors:** Write at least one overarching SLO for major areas of study that are not eliminated.
- **CTE Certificates:** Write at least one overarching SLO for each CTE Certificate of Achievement.
 - When are these due? Submit them by the end of fall semester to Gwen Partlow.
 - When start assessing? Spring semester 2012. Faculty will generate their own calendar for PSLO assessment.

How to write Program SLOs & assessments

- CTE examples:
 - Capstone-course SLO
 - Proficiency / skills / licensing exam
 - Portfolio
- GE examples:
 - Overlapping course SLOs
 - Create a SLO written to encompass outcomes of all core courses offered by a department



Integrating your TracDat Report information into Program Review

- SLO Leads should have TracDat reports available during the breakout sessions
- Review evaluations of assessments in course areas that scored 4's and 5's on your ADMs
- Faculty should discuss how the assessment loop has been closed in their courses, and how closing the loop may occur for courses that have been assessed only once.
- Faculty discussion may provide material for inclusion in two areas of review found in the Program Review “Discussion and Analysis” sections.

- **Closing the Assessment Loop on Course SLOs requires reassessment**

