The learning and service area outcomes process is an esse

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When you discuss the data, keep in mind that this data analysis and its improvements will be used to help you complete the Program Learning Outcomes (PLOs). Therefore, the more thorough you are at this point, the more information you will have to complete the PLOs.

If you would like to close the loop for each course that is the department's decision. Each department will know what works best for it.

All SLOs will be completed and saved to Nuventive.

Along with these SLOs, PLOs, and ILOs will be mapped to ensure all outcomes are aligned.

Once these two steps are completed, the Chairs or Point Person will be able to complete the Comprehensive Program Review (CPR) in Nuventive. They can pull up the SLOs, PLOs, and alignment maps to use for evidence to support the CPR.
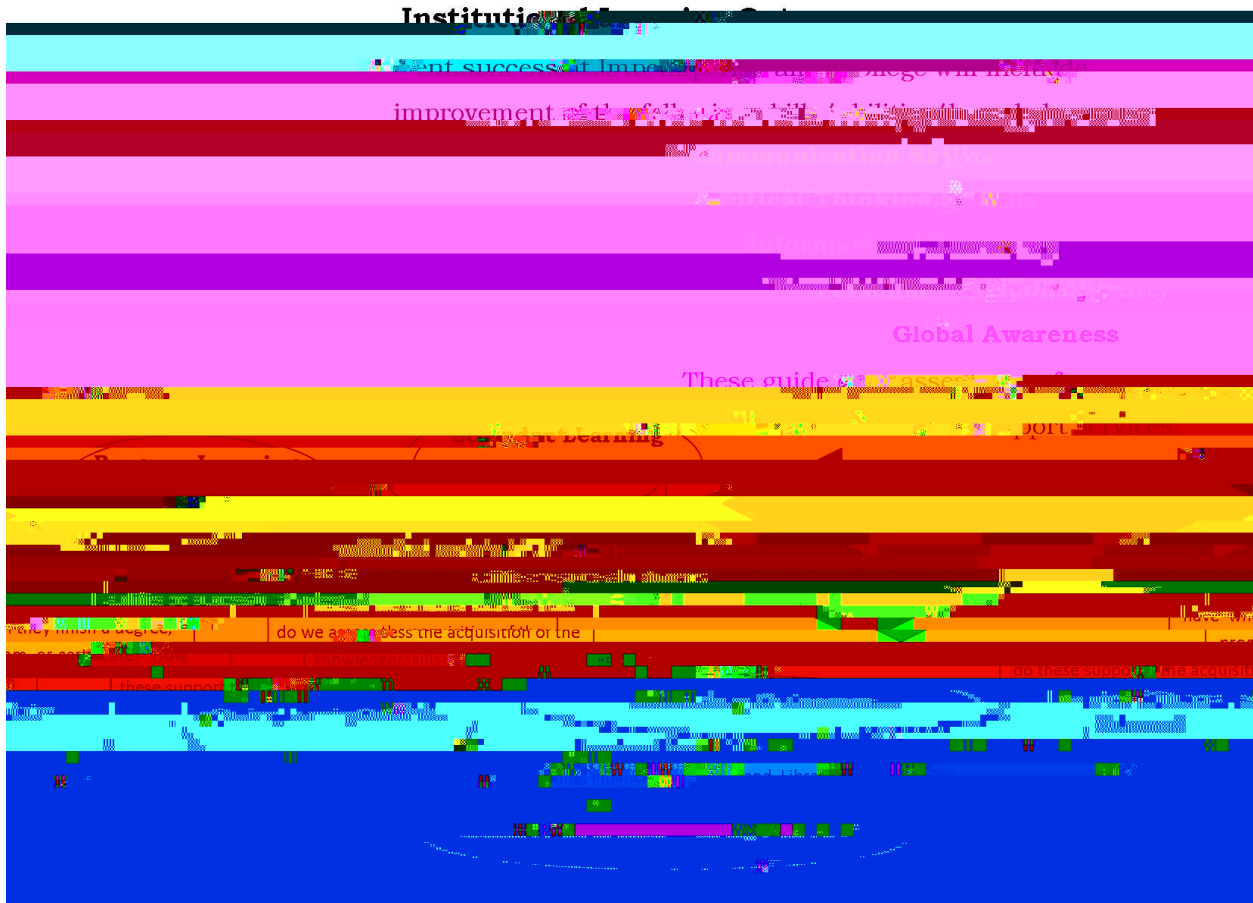
The Student Learning Outcomes (SLO) assessment process is a means to discover if students are learning what they are expected to learn in courses and programs throughout IVC.

Course-level Student Learning Outcomes (SLOs) course-level SLOs focus on what a student will be able to do as a result of completing a course.

These address the measurable and observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude.

The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful.

SLOs also let students know what they can expect to attain as a result of completing the course. Here are some examples: 1- Upon successful completion of this course, students will be able to change the oil and the oil filter to industry standards. 2- Upon successful completion of this course, students will be able to identify anatomical differences between monocotyledonous and dicotyledonous plants. 3- Upon successful completion of this course, students will be able to cite all sources used for their speeches in the form of a bibliography attached to their preparation outlines.

The accrediting agency for California Community Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards (ACCJC Accreditation Standards)

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When faculty construct or adjust their curriculum, performing what is known as a "course outline of record" update, part of the process includes affirming both the course objectives and the course learning outcomes.

Sometimes, the difference between objectives and outcomes can be difficult to discern, as they both play an important role in the learning process. The ASCCC has written an "SLO Terminology Glossary" to help local academic senates and faculty to understand and communicate the lexicon of assessment. In this glossary, the difference between objectives and outcomes is made as follows: • Objectives are small steps that lead toward a goal; for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes which address synthesizing, evaluating, and analyzing many of the objectives. • Student learning outcomes are the specific observable or measurable results that are expected after a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.

An SLO refers to an overarching outcome for a course, program, degree or certificate, or support service area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher-level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition above) through analysis, evaluation, and synthesis into more sophisticated skills and abilities. CLOs, then, comprise the measurable

evidence of student learning that occurs as a result of taking classes through IVC.

The CLOs for any given course are expected to be attained when students are successful, and they are guiding "big ideas" faculty want students to comprehend and utilize during and after their learning experience.

The U.S. Department of Education has called for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement.

As part of this process, the outcomes and means of assessment are determined by members of a particular department or program for each course and the program as a whole.

Course-level SLOs are linked to Program SLOs (PSLOs) and Institutional SLOs (ISLOs), as shown in the chart below:
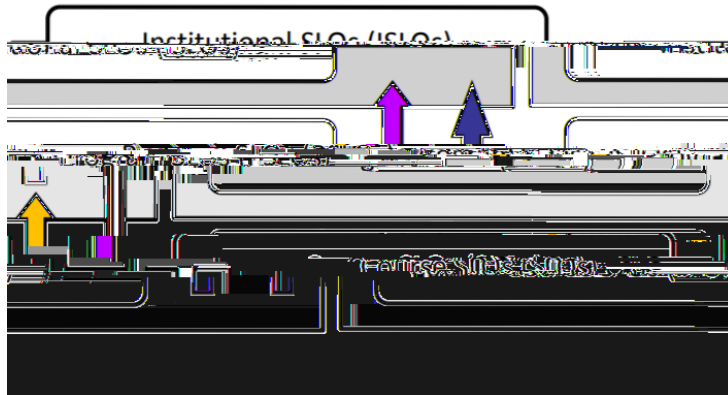
(From Saddleback College Website)

The use of assessment results is meant to stimulate discussion and direct activities that can improve instructional delivery and support systems on campus: Closing the Loop.

This part of the assessment cycle is very important. The discussions that assess the data and use the outcomes of the discussions are to be used to improve student learning.

Results will not be used as the basis for evaluation or disciplinary action for individual faculty members.

However, as part of the regular professional duties of faculty, instructors are expected to participate in the SLO process.

The SLO Coordinator works directly with departments to assist in developing their outcomes, determining the means of assessment, compiling the results of that assessment, analyzing those results, and making changes to their program or unit if necessary to improve student learning.

All SLOs should be assessed within three years and data submitted through the Nuventive system.

It is each department's decision on how to accomplish this.

For example, some departments may assess all SLOs in the Fall semester and then evaluate the data in the Spring semester.

PLOs should be assessed every three years and data submitted through the Nuventive system. It is recommended that this corresponds to your department's Comprehensive Program Review.

However

Course SLOs, PLOs, and ILOs must be aligned.
In Nuventive under each program, there are two alignment maps to complete.

Sample of Nuventive Map of Course SLOs to ILOs

Your department may use a portfolio, a capstone course(s), an essay, a

Overall, what are the PLOs telling you? What are the weaknesses and strengths? What improvement can be made and how?

Complete the Nuventive PLO assignments via email that the OAC Coordinator will send to you.
Complete the Outcomes Alignment Map by logging in to Nuventive and going to the program that is being reviewed. In Nuventive, there is a video to walk you through the process if needed.
Now that these steps have been completed, they can be pulled up from the dashboard while the CPR is completed in Nuventive.

Through the planning and conduct of student learning outcome assessments (course level), faculty from each degree program improve student learning with continuous effort.

For each program, the faculty is required to

Articulate expected program learning outcomes.
students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after the completion of a degree, certificate or skills recognition award.
Identify where and how in the curriculum or co-curriculum faculty create learning experiences for students to achieve the program learning outcomes.
Gather evidence of student learning about expected program learning outcomes using either quantitative, qualitative or both approaches.
Conclude from the evidence and plan ways to improve student learning.

The ASCCC's "SLO Terminology Glossary" notes that "program" can be confusing: In Title 5 §55000(g), a "Program" is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to support service programs and administrative units, as well (The Academic Senate for California Community Colleges 10).

Performance on external or licensure examinations will allow programs to benchmark where they stand in achieving the targeted learning outcomes. Based on the evidence collected and analyzed, report and share the program's conclusions about the extent to which students have achieved the program learning outcomes; identify program strengths and weaknesses.
Example(s):

An Essay from a Capstone Course
Licensure passing rate made available from the Nursing Program.

Curriculum review (mapping) is an important exercise in identifying where and how the program learning outcomes are addressed in the curriculum, and (or) co-curriculum. It also clarifies how multiple courses are related to each other in contributing to the program learning outcomes.
Course syllabi should include statements of expected course-level learning outcomes, as well as the course's contribution to developing program-level learning outcomes.

The Academic Senate for California Community Colleges.

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Definition:
Communication is the
activity of conveying
information visuals,
signals/symbols,
writing, or behavior.
It's the meaningful
exchange of
information from one
person to another.
Communication may
be intentional or
unintentional and
may take linguistic or
nonlinguistic

ILOs are collected via a Canvas Survey from the Spring graduating students. The ILO information will be stored in Nuventive.

Modesto Junior College. Student Learning Outcomes and Assessment Handbook. Fall of 2013.

The Academic Senate for California Community Colleges.

- OAC and/or relevant bodies respond and implement or develop a schedule to implement the improvements.