OUTCOMES ASSESSMENT COMMITTEE HANDBOOK

Spring 2024

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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, equity-focused, and led by faculty and student services professionals.

OVERVIEW OF OUTCOMES TERMS

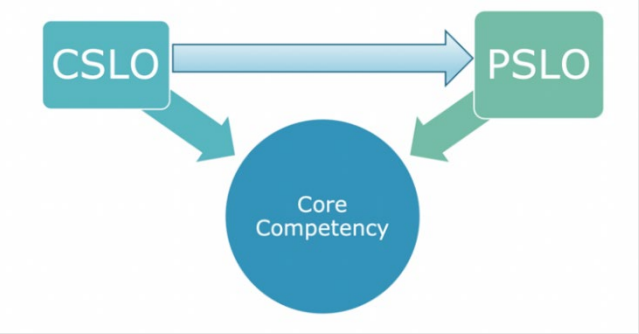
MiraCosta Core Competencies: The Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation or a degree, and through their exposure to various support and enrichment programs and services.

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 rather than specific classes that the program offers.

Course Student Learning Outcomes (CSLO's): Overarching product, higher level thinking skill, side range of knowledge, broad aspects of behavior; Students are asked to demonstrate, through production or application of what they have learned.

NURS 182, example

Program Learning Outcome (PSLO) Upon completion of this program, the student will be able to manage and promote effective care while maintaining a safe environment by integrating nursing process, clinical reasoning, and skill competency to intervene therapeutically for the health of the patient.		
Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of NURS 182.	**MCC Core Competencies** are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in NURS 182.	**Assignment** This is the main assessment of the achievement of the CSLO and Core Competency.
Integrate advanced knowledge of patient centered care, nursing science and clinical reasoning to the obstetric and pediatric patient that includes safe and effective care, health maintenance and promotion, psychological and physiological integrity.	• Problem solving • Information literacy • Integration of knowledge	Final Exam
Creates an individualized plan of care for obstetric and pediatric patients using nursing process and clinical reasoning. Implements the plan of care in a safe and effective manner.	• Critical thinking • Goal-setting/project planning and completion	Nursing Care Plan
Assess and evaluate the role of the registered nurse (RN) in the obstetric and pediatric settings emphasizing clinical reasoning, legal and ethical aspects of advocacy and provision of care to a diverse population.	• Intercultural competence and respect for diverse perspectives • Ethical reasoning and action	Case Study



EXTERNAL AND INTERNAL REQUIREMENTS

Developed with input from member institutions, the new 2024 accrediting standards issued by the Accrediting Commission for Community and Junior Colleges (ACCJC) more strongly emphasize equitable student learning outcomes and achievement of educational goals. Within the standards, nearly a fifth of the 30 standards focus explicitly on student learning outcomes. Therefore, the College's SLO work will:

- 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 instructional courses, learning support, and student support programs. We also assess the general education program, 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 our instruction and student services, as well as institutional planning and resource allocation.

EQUITY IN OUTCOME DEVELOPMENT AND ASSESSMENT

MiraCosta College is committed to an equitable and transparent process in the creation, development, and 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.*

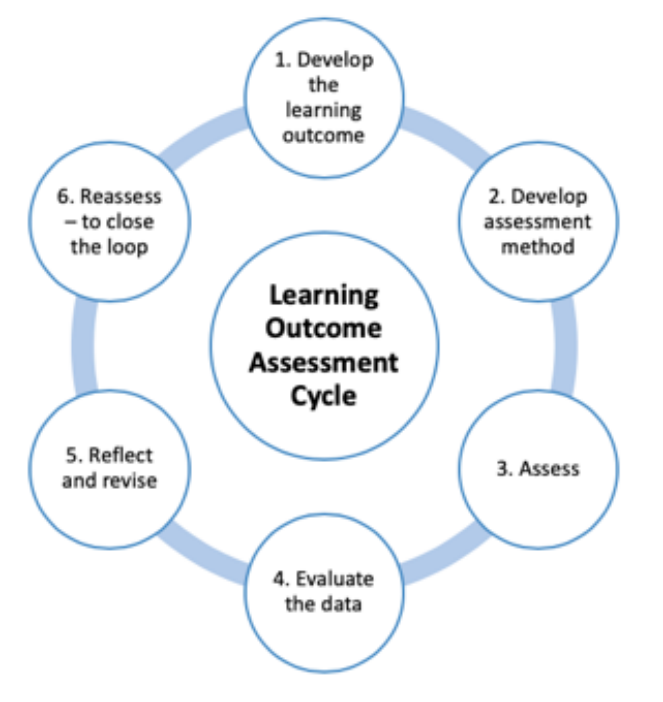
Institutional Goal #1: *MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.*

"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 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



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. As we develop and modify learning outcomes, it is important to consider our disproportionately impacted and minoritized student populations (MiraCosta Student Equity Resource Document).

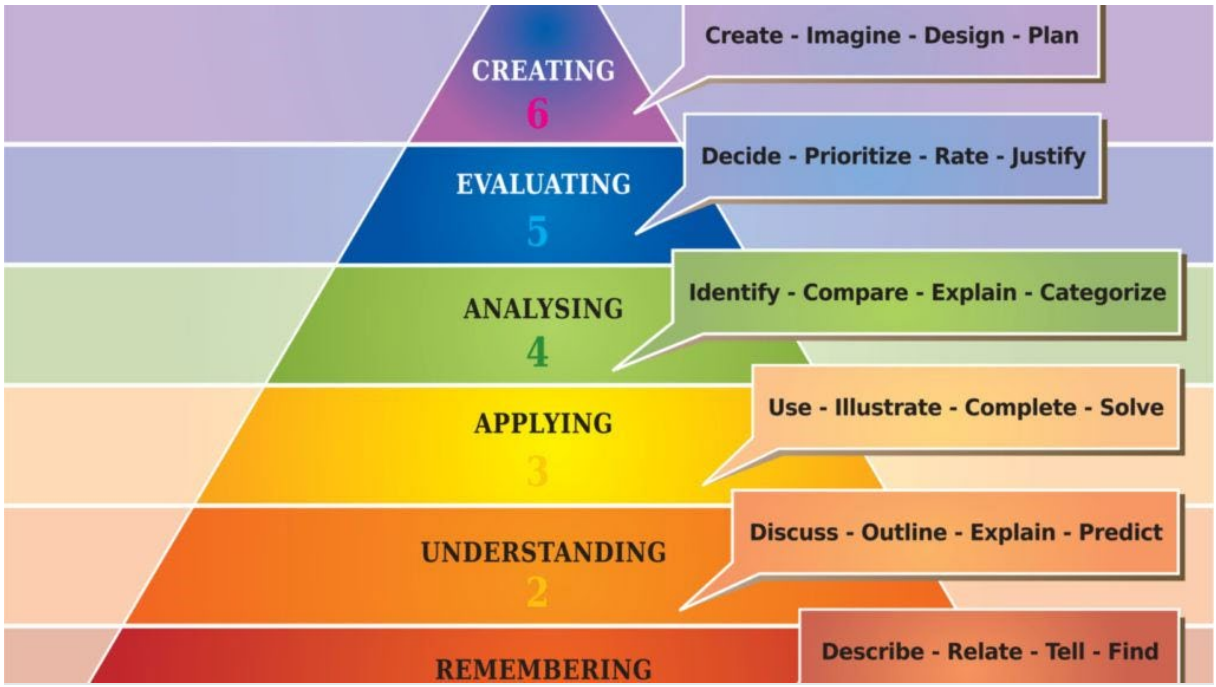
Guiding questions as you develop outcomes:

1. *What do you want students to learn as a result of taking this course? These key elements should be reflected clearly in your outcome statements.*
    a. *If this is a new course, we strongly suggest creating your CSLOs first, then building the course around them.*
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 Winkelmen

Bloom's Taxonomy as a Tool in Developing Outcomes

As you create or modify a SLO for a course or program, Bloom's Taxonomy can be a very useful guide to helping identify what you want/need/should assess. Bloom's classifies learning in six different levels. The first level of learning is the least complex (Remembering) while the sixth level of learning is the most complex (Create).



Bloom's assessment can guide you:

- *in writing and revising learning outcomes*
- *In identifying the simplest to the most difficult skills*
- *In prioritizing the knowledge and cognitive processes you need to assess*

For more information, visit this resource:
Bloom's Taxonomy | Center for Teaching | Vanderbilt University:
https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Effective assessments begin with *Measurable* SLOs:

Not Measurable, Non-specific SLO	*Measurable, Specific SLO*
Students will know/understand the elements of the periodic table. *As an overarching outcome- "know" is simplistic and hard to measure*	At the end of this course, students will analyze the periodic table to predict and explain elements' chemical and physical properties.
Students will be able to think critically about criminal justice issues. *How do we measure thought?*	At this program's end, 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. *Rambling-too many objectives*	At the end of the course, the student will 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. *Rambling-too many objectives*	At the end of this program students will be prepared to pass the G1 ASE examination.

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- 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 course objectives.

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.

Tips for Developing Student Learning Outcomes

- *Each course and program should have unique outcomes.*
    - *Within a course having one CSLO may be appropriate if it can be overarching to all content areas of a course. However, having multiple CSLOs is most appropriate when there is a wider variety of content (specific SLOs can correlate with particular content areas within a course).*
    - *PSLOs: These outcomes should demonstrate what a student can do, know, or produce after completing all courses in the program.*
- *Create a simple non-complex outcome that is specific, measurable, attainable, realistic and time bound (SMART).*
- *Use active operational verbs that reflect what the student can do at the end of the course.*
    - *Consider the course level when selecting the BLOOM's taxonomy level - Does the student develop higher levels of thinking with each subsequent course?*
- *Note that learning outcomes are not the same as learning objectives.*
- *Do not include the assessment method in the outcome statement.*

Align the CSLO with the Assessment, Program Outcomes (when appropriate) and Core Competencies.

An example from data science:

Core Competency- Inquiry, analysis and independent thinking.
PSLO- 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.
CSLO- At the conclusion of this course students will be able to employ data science techniques and methodologies to evaluate data.

Assessment- 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.

Outcomes in Syllabi

Departments need to ensure that current CSLOs are included in syllabi across all sections of their courses. PSLOs should also be noted in the core courses within that program's discipline. Please refer to the MiraCosta syllabus checklist for more information.

Departments need to submit all new/revised SLOs properly to ensure they are correctly reported in the Course Outlines of Record (COR) and the College Catalog. The appropriate forms can be accessed on the OAC SharePoint page, along with many other assessment resources: https://miracosta1.sharepoint.com/teams/mcc-oac/SitePages/TrainingHome.aspx

ASSESSMENT CYCLE STEP 2. DEVELOP THE ASSESSMENT METHOD

Types of Assessment

Direct vs. Indirect

Direct Assessments ask students to demonstrate their 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.

Formative vs. 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

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

- *Portfolios*
- *Investigations/Case Studies*
- *Essay questions related to the discipline*
- *Open ended questions*
- *Observation*
- *Journals*

Designing Transparent and Equitable Assessments

Equitable assessments create a level playing field 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 (Source)

- *The 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.*
- *Options to demonstrate knowledge are equitable for all students.*

Less Transparent Assessment Criminal Justice 104	*More Transparent Assessment* Criminal Justice 104
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	**Purpose: This activity's purpose is to show the structure and function of state and federal court systems.** **Task:** 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.

group and discuss each group's illustrations and descriptions. 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	**Criteria:** 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. 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

Link to additional Example Assignments (more and less transparent) by discipline.

Other Assessment Resources:

- Stanford Assessment Tools: Assessment Methods
- Stanford Assessment Tools: Measurement Issues
- Template for Transparent Assessment (TILT)
  Transparent Assignments Promote Equitable Opportunities for Students
- 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). Examples from institutions on assignment modifications (using these tools)
- Bloom's Taxonomy Question Stems
- *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, https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf*
- *Additional articles on incorporating equity into assessment can be found at the National Institute for Learning Outcomes (NILOA) website https://www.learningoutcomesassessment.org/*

ASSESSMENT CYCLE STEP 3. ASSESS

SLO assessment needs to be embedded into the evaluation of student achievement and achievement of the SLOs should be central to student grades.

Embedded Assessments

Embedded assessments are tasks integrated into courses and designed to collect specific information on course and/or program learning outcomes. These assessments are typically graded by course instructors and then pooled across sections to evaluate student learning at various scales. Embedded assessments are highly recommended, as they are easier to administer. Source

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/program learning outcome is an effective method to assess a program.

Use Rubrics to Effectively Score Assessments

Disciplines are encouraged to develop meaningful rubrics to ensure transparent assessment. For example, a standardized rubric may be created for an embedded assignment that links to a CSLO so that a consistent rubric can be used across course sections. Posting these rubrics for students to view as they are completing the assessment provides an important level of transparency.

Resource: Stanford Assessment Tools: Rubrics

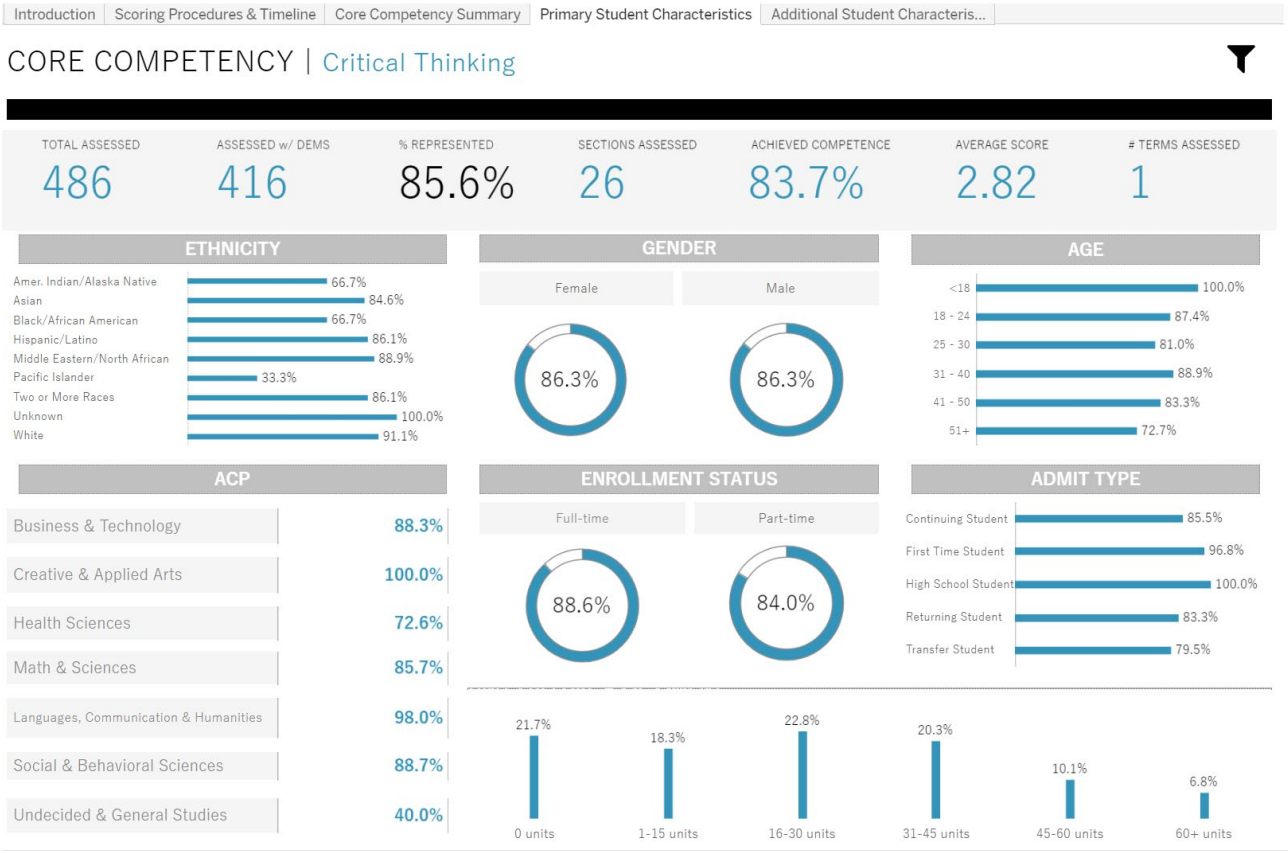
ASSESSMENT CYCLE STEP 4. EVALUATE THE DATA

Data is evaluated within departments, led by key faculty and student services professionals involved with developing and teaching the learning outcomes.

Assessment data should be disaggregated by sub-populations of students and by modality (if appropriate). This is already occurring in our college-wide analysis of Core Competency assessment but has yet to be implemented for other spheres of assessment. The OAC is currently researching and evaluating systems that will enable

broader data disaggregation at the course and program levels. As such systems are developed and implemented, the OAC will inform and train constituents.

The MiraCosta Core Competency dashboards provide a summary of college-wide data for each assessment that is disaggregated by a variety of parameters such as ethnicity, gender, age, and units completed. Below is one example of the data collected from the Critical Thinking assessment conducted in Fall 2021.



Although disaggregation is not currently possible with our CSLO or PSLO data, we can still thoughtfully and critically evaluate to the best of our abilities. Try to identify potential causes for the successes or failures of each outcome. The following questions may help get you started:

- *How many students met the desired achievement levels?*
    - *Achievement levels are set by discipline; are the set levels meaningful/appropriate?*
- *Were the students aware of the learning outcome and how it was connected to this specific assessment?*

- *Were the students able to practice a similar assignment (or related skills) in advance of the assessment?*
- *When was the assessment given in the semester? Would earlier or later evaluation be more appropriate?*
- *Was a rubric used to grade the assessment? If so, are there any revisions to add to the rubric? If not, would the development of rubric be helpful?*
- *Did the results follow expected patterns? (Are those expectations realistic?)*
- *If disaggregated data is accessible, did you observe any disproportionately impacted groups based on race, ethnicity, gender, sexual orientation, socioeconomic status, age, and other available data points?*
    - *Did the results indicate that groups of students succeeded at different levels?*
    - *Did the results for some groups of students indicate an opportunity gap?*

Resource:
Standford Assessment Tools – Analyzing Assessment Results

ASSESSMENT CYCLE STEP 5. REFLECT AND REVISE

Reflecting on outcomes data provides an important lens we can use to positively impact student success.

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.

Action plans 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.

It's also important to celebrate high achievement levels, especially when those are noted following targeted course improvements. Try to specifically identify what instructional practices, assessment tools, etc. were important in enabling more students to meet that outcome and ensure that those valuable aspects are retained in future course iterations.

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.

DEPARTMENTAL INSTRUCTIONS FOR ASSESSMENT PROCESSES

FREQUENCY OF ASSESSMENT

At minimum, all CSLOs and PSLOs must be assessed once every 6 years. However, OAC recommends assessing more frequently to track student success more closely, which helps inform effective teaching practices. We recognize the assessment rhythms established for each course/department will vary depending on specific needs, and those will likely change over time. We ask that you thoughtfully reflect and plan assessments in a way that will provide meaningful feedback for your department. Some things to consider as you have these conversations:

- Level of course: introductory, major, capstone
- Frequency at which the course is offered
- Opportunities to collect and analyze data as a faculty group.

Also, keep in mind that if courses are assessed at least once every 3 years, outcomes data will be available when writing the department's comprehensive program reviews (a 3-year cycle).

SLO CALENDARS

Each department is asked to maintain its SLO Calendar by recording their assessment plan. This calendar is dynamic and easily updated by departments whenever necessary. Comprehensive Program Review dates are also indicated on each department's SLO calendar to assist in thoughtful planning.

SLO calendars are organized by school and can always be accessed on the OAC Share Point page. If you have questions or concerns about the calendar, please contact OAC leadership so we can assist.

OAC will regularly use the SLO calendar data and reports downloaded from Anthology to provide helpful communications to departments. Near the beginning of each semester, departments will receive a reminder list regarding the assessments they have scheduled for the current semester. They will also receive a list of assessments planned in previous years (per their SLO Calendar) for which data has not been entered into Anthology. OAC is hopeful that these reminders and follow-up messages will assist departments in successfully implementing their specific assessment plans

REPORTING SLO DATA

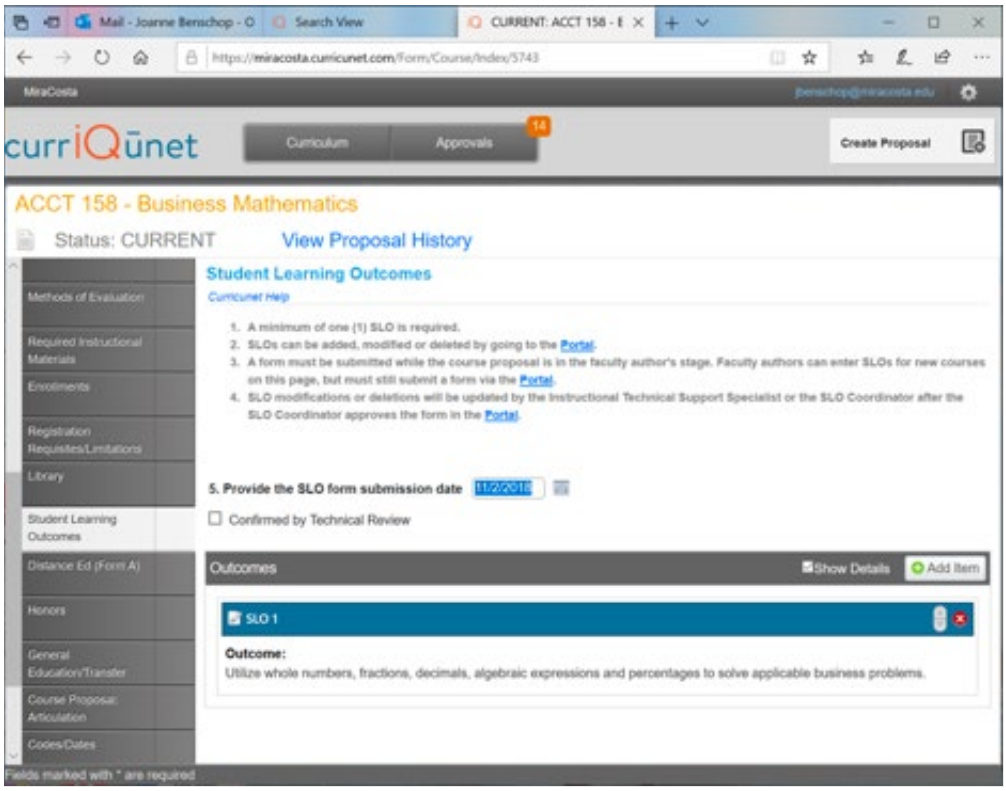
SLO data is reported in Anthology (formerly Campus Labs), along with narrative reflection and analysis of the data and associated action plans (when appropriate). *It is expected that assessment data will be entered no later than the end of the following semester*. For example, data for any fall assessments should be entered by the end of the subsequent spring semester.

- *Instructions -How to Enter Outcomes Data into Anthology*
- *Instructions - Linking PSLOs to CSLOs*

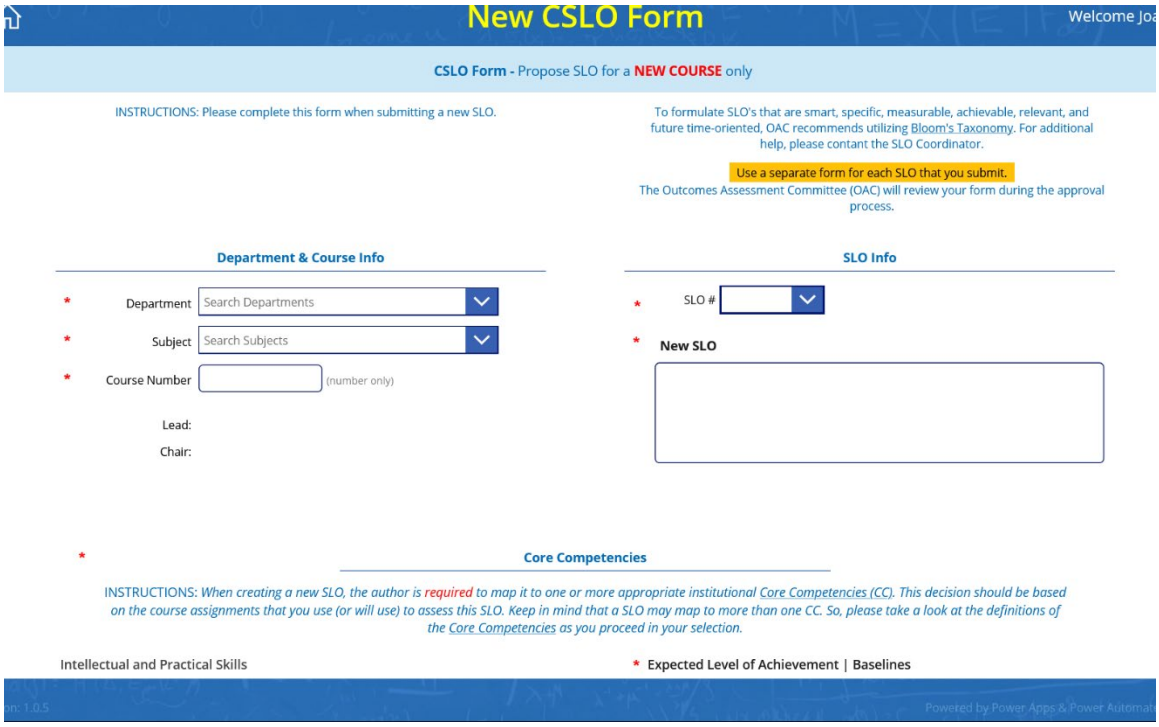
Key findings and resultant actions should also be reported in program review. Information in program review will be evaluated to inform institutional planning and fulfill public reporting requirements.

NEW COURSES CSLO/PSLO FORMS: CURRICUNET AND THE SHAREPOINT PORTAL

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.



Once SLOs for a new course are entered in Curricunet, the faculty author completes the New Course SLO (CSLO) or New Program SLO (PSLO) form, which are also available on **OAC SharePoint page**.



EXISTING COURSES: MODIFICATION/DELETION OF CSLOS/PSLOS

Modification or deletions of existing CSLOs and PSLOs are submitted for the following reasons:

- *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*
- *Or to delete a SLO*

Modification and Deletion forms are found in the OAC SharePoint portal, direct links to the forms are below:
Modify PSLO Form, Delete PSLO Form

- *For complete instructions on how to access CSLO and PSLO forms and how to navigate the SharePoint portal, please refer to **this tutorial**.*

APPROVAL PROCESS FOR LEARNING OUTCOMES

Once a SLO/PSLO has been submitted through the SharePoint portal by the faculty member, the approval process is the following:

- *Stage 1: Faculty Member*
- *Stage 2: Department Chair (and SLO Lead notification)*
- *Stage 3: OAC-SLO Coordinator*
- *Stage 4: Instructional Specialist*

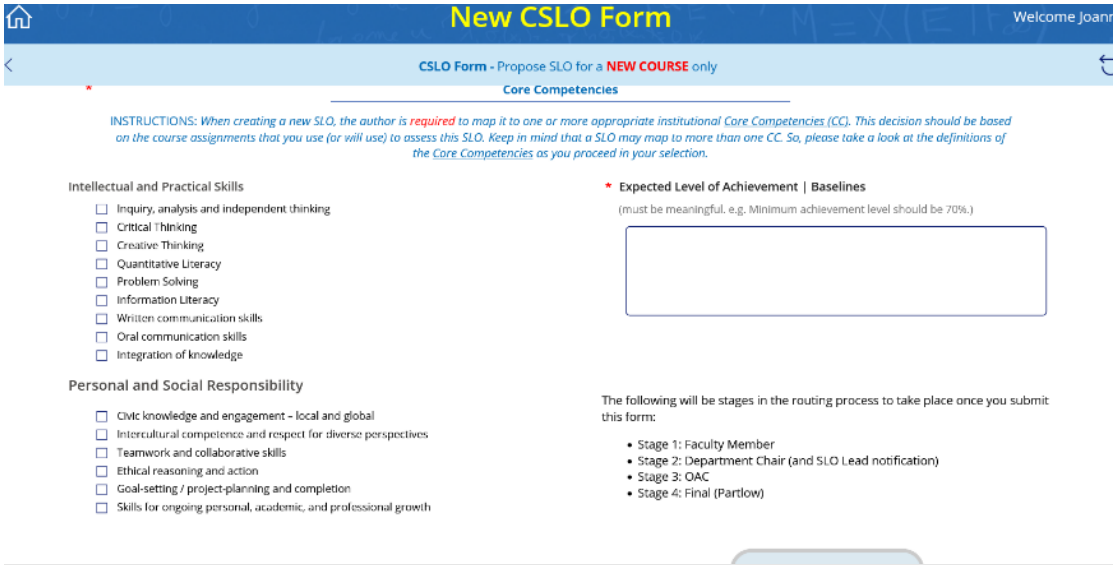
Note: CSLO modifications may take effect the following semester after approval. PSLO modifications may only take effect once per year and must be approved prior to the college catalog deadline.

MIRACOSTA CORE COMPETENCIES

MiraCosta Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation or a degree, and through their exposure to various 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.

MAPPING TO CORE COMPETENCIES

When the learning outcomes are established in a new course or program, those outcomes are mapped to the MiraCosta Core Competencies on the SLO form in the portal



For existing learning outcomes, core competency mapping may be updated as needed by editing your department's core competency mapping spreadsheet that's housed on the OAC Share Point page.

GENERAL GUIDELINES FOR CORE COMPETENCY MAPPING:

- Every learning outcome should align with at least 1 core competency (but no more than 3, if you feel multiple competency selections are appropriate).
- When selecting appropriate core competencies for a given outcome, it is necessary review the calibrated rubric for that competency to ensure that the corresponding standardized rubric could be used to score that outcome's assessment(s). (When participating in college-wide core competency assessments, all participants will use the same rubric.) Link to the Rubric Repository Document.
- For purposes of transparency to our students, Academic Affairs Committee (AAC) guidelines require that core competency alignment be included in all course syllabi, along with the learning outcomes. MCC Syllabus Checklist (p.5-6).
- The OAC Share Point portal page includes additional mapping resources (a worksheet tool, instructional video, etc.)

The core competency mapping process is important! Core Competency assessments are conducted based on course mapping, and faculty/departments participate based on the specific core competencies being assessed each semester. Core competency assessments are used by the college to evaluate its performance in helping students progress toward the completion of an educational goal that includes completion of a general education program, a degree or transfer preparation.

CORE COMPETENCY ASSESSMENT PROCESS

Core competency assessments are conducted to evaluate student achievement in meeting the broad general education outcomes across our courses, programs, and service areas. This data provides a valuable tool to develop targeted strategies to continuously improve student learning.

Upon official adoption of the Core Competencies (CCs) in 2017, instructional departments mapped their 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 2017 semester, the Outcomes Assessment Committee (OAC) drew up plans to pilot the assessment process. Assessment was launched in the spring of 2018, with two of the fifteen competencies being assessed each semester thereafter. 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).

A Core Competency workgroup meets monthly to facilitate the assessment of core competencies, calibrate the VALUE rubrics, and drive the work for other supporting projects. The workgroup hosts meetings each semester to discuss the process and train participating faculty on the common use of the specific VALUE rubric (AACU reference) prior to each core competency assessment. Surveys and/or post-assessment meetings are used to gather faculty feedback on the process so that there is continuous improvement in our rubrics and implementation of assessments. The collective data for each assessment is disaggregated and disseminated to the college community through formal reports (found on OAC Share Point portal page and the Core Competency Dashboards.)