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The Structure



When we write and measure our CLO statements, we also make sure that those statements are in alignment with our program's learning outcomes, the institution's learning outcomes, and if applicable, the general-education learning outcomes. Confusing?

Let's look at **an example**:

English 103 has three CLOs. **Here's one**: "Compose grammatically and logically proficient argumentative essays that incorporate an established thesis, support, counterargument, and refutation while avoiding logical fallacies."

The CLO mentioned above connects with two of our [Program's Learning Outcomes](#) (listed in our catalog): "Write clear, organized work in a style suited for its purpose and audience" **and** "Create professional-looking written work that shows careful editing and properly document sources." This type of checking for alignment is called **mapping**.

Let's also check if the CLO aligns with one of the [Institutional Learning Outcomes](#). There are five areas of ILOs. The following ILO is from the "communication" area: "Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context." The articulation of ideas in writing is covered by the above-stated English-103 outcome in regards with essay composition, so we can conclude that the mentioned CLO is aligned with the mentioned ILO.

Lastly, of the four [General Education Learning Outcomes](#) for "LANGUAGE AND RATION ALITY," the chosen CLO aligns with the following: "Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking" **and** "Demonstrating critical thinking in the analysis and production of communication."

A TED TALK:

https://www.ted.com/talks/sugata_mitra_the_child_driven_education



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Why? Why the alignment/the mapping? What do we learn?

Let's go back to the ENGL 103 example. By measuring how many students met the requirements of the mentioned ENGL-103 CLO, we also get an idea of how many met the program's outcomes, the institution's outcomes, and the general-education learning outcomes.

When we align our CLOs to our program, we get an overall view of our program. Detailed information of our program is pulled together for our understanding. We get a glimpse into the following: How many CLOs do we have? How many were assessed? What were the results of those assessments? As a program, how are our students doing in terms of our program's out-

comes? Are there any patterns across the board? Are our students doing exceptionally well in one area (example, analysis of readings) and quite poorly in maybe citing sources? If so, is there something we can do at the program level to improve our students' learning? Similarly, when we align our CLOs to the stated ILOs or GELOs, we get a similar view of what might be happening across the board with student learning.

How are we supposed to calculate all this?

We don't have to calculate anything. All calculations are made by the database we're using now—[eLumen](#). We simply check information off; whether we are entering our CLO information or mapping, we simply check boxes.

What's happening with eLumen right now?

What am I supposed to do?

- Faculty members have begun to train in and use eLumen. The training sessions are listed [here](#).
- If you have fall 2015 information to enter, you could either self-train by watching a couple of [videos](#), but these might not answer all your questions, so attending the trainings might be better.
- If you are assessing this semester ([know your schedule](#)), then collect your information as you've always done—that is your test(s), and/or quiz(zes), and/or project(s), and/or exam(s), etc., and wait to input that information until the final drop date (April 4) passes. After this date, our final rosters will be uploaded into eLumen. A college-wide email will also be sent saying that eLumen is ready with our latest rosters and assessments can be created.
- OAW has not set a rigid deadline to enter information. This may become necessary in the future, but as of now, everyone's encouraged to enter information for spring by the end of May.
- If you haven't yet entered fall-2015 information, then the sooner this can be done, the better.
- OAW reps are beginning to train in mapping, and more information will be communicated to faculty as we move along in eLumen. If you're scheduled for PLO/GELO/ILO assessments, do contact your OAW rep because this can be accomplished easily in eLumen.

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What information am I supposed to enter?

First, based on the outcomes for my course, I figure out what might be the best type of test to use. To follow the English 103 example on page 1, I might design my Essay-3 as the best test to assess if the outcomes were reached or not reached. I'll grade the essay per conventional grading, and I'll also see if the student "meets expectations" or "doesn't meet expectations." Some professors might prefer to merge the two by creating a rubric that might say, "If the student got a 'B' or above on the assignment, that means he/she did meet requirements."

The bottom line is that the instructor knows his/her student the best. The instructor is the expert in his/her field.

When we sign into eLumen and enter information, what we're essentially doing is checking off **one** of three boxes:

Meets expectations	Does not meet expectations	N/A
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("N/A" is for students who may have dropped or gotten an incomplete etc.)

All calculations are made by the database.

Also, please know that the eLumen journey has only begun. We used to do assessments manually, and we had a system set up to accommodate the inconveniences of manual entries.

Now, with the new database, we're striving to move toward clarity and good usage of data for better student learning.

Date Range for Entering Fall 2015 Information in eLumen

As soon as possible—most definitely before this semester ends.

Date Range for Entering Spring 2016 Information in eLumen

After the final drop date (you'll receive an announcement email) through the end of May.

An Inspiring Talk: "Real Life Superman"

<http://www.inktalks.com/discover/184/anand-kumar-real-life-superman>

Archived Outcomes-Assessment Newsletters:
http://www.mjc.edu/instruction/outcomesassessment/oaw_newsletter.php

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A Look at How Some Schools Have Organized their Outcomes Assessment Responsibilities

[Las Positas College](#)

[San Joaquin Delta College](#)

[Merced College](#)

[Solano Community College](#)

[College of the Sequoias](#)

[DeAnza College](#)

[Napa Valley College](#)

Click on the above links in the pdf file to access the sites.

Scholarship

An interesting essay shared by Academic Senate President, Curtis Martin—Professor of History

Source: *The Journal of American History*

Title: "Five Reasons History professors Suck at Assessment"

Author: Ann Hyde

Click the link below for full article:

<http://jah.oxfordjournals.org/>

What Should We Know about Accreditation Requirements?

Reading the document provided by ACCJC will help:

http://www.accjc.org/wp-content/uploads/2014/11/Accreditation_Standards_Adopted_June_2014_with-Cross-walk_and_Glossary_11_2014.pdf

It might also help to search by the word "outcomes" to catch all the outcomes-related clauses in the document.

Many a time, outcomes are used as a foundation to see if an institution has used them in a variety of contexts for institutional improvement.

NILOA—March Newsletter: <http://illinois.edu/emailer/newsletter/92730.html>