

## Five Fundamental Strengths (Institutional Learning Outcomes)

As an institution, MJC aims for and expects its students to become empowered with five core abilities.

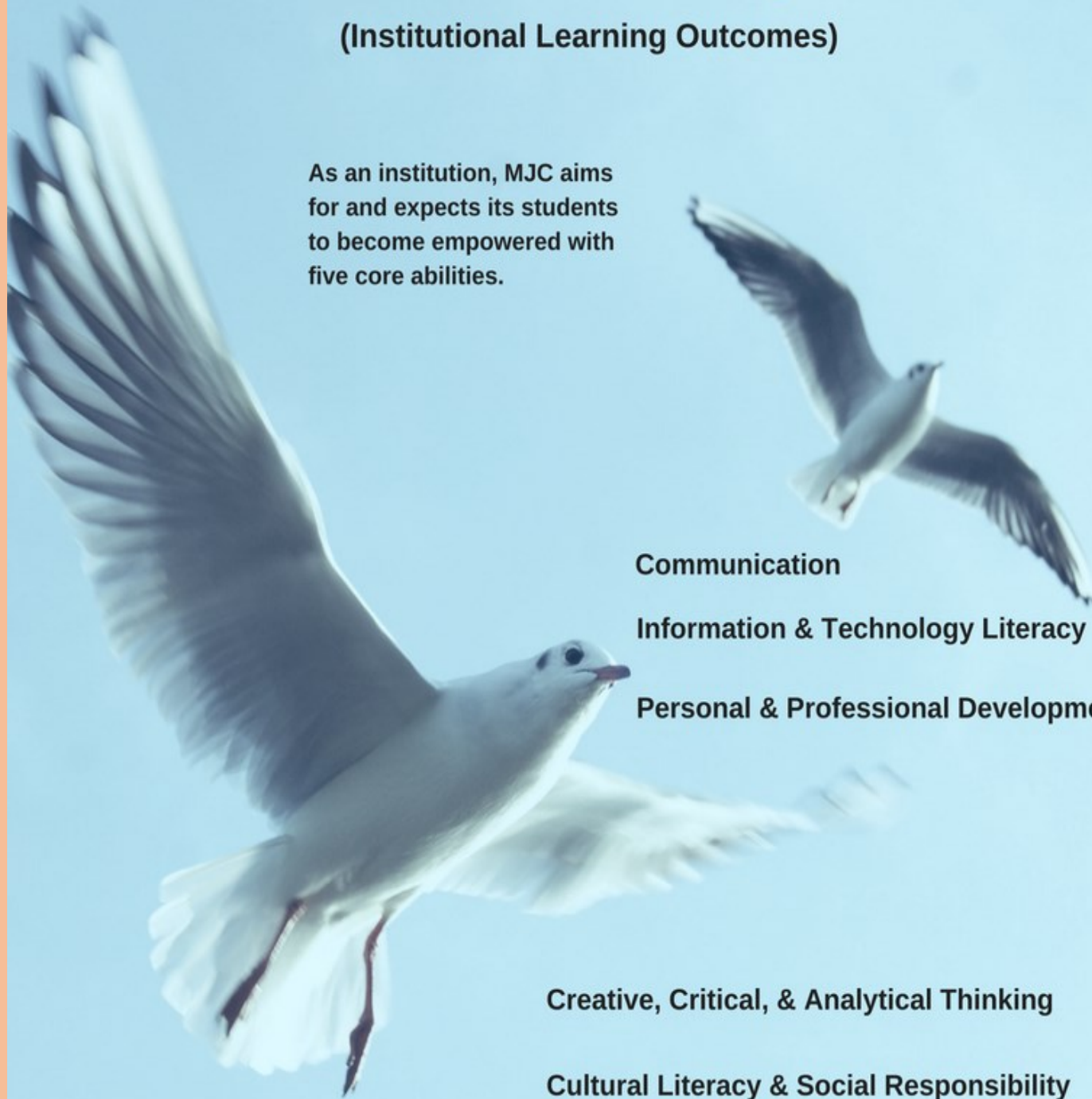
Communication

Information & Technology Literacy

Personal & Professional Development

Creative, Critical, & Analytical Thinking

Cultural Literacy & Social Responsibility



## Specific Principles of Effective Assessment Practices of an Institution

Source: [http://learningoutcomesassessment.org/documents/CrossCase\\_FINAL.pdf](http://learningoutcomesassessment.org/documents/CrossCase_FINAL.pdf) from [NILOA](http://www.learningoutcomesassessment.org/).

“

- Embedding assessment into institutional processes such as program review or governance structures;
- Securing support from administrative leadership by
  - making resources available for and supporting the professional development of faculty and staff
  - providing a vision for assessment
  - providing and encouraging space for discussion and collaboration
- Engaging faculty in and fostering ownership of assessment
- Sharing information widely regarding assessment and results of assessment to both internal and external audiences.”

## Nine Case Studies by NILOA

- Colorado State University: <http://www.learningoutcomesassessment.org/CaseStudyCoStU.html>
- Capella University: <http://www.learningoutcomesassessment.org/CaseStudyCapellaU.html>
- Augustana College: <http://www.learningoutcomesassessment.org/AugustanaCaseStudy.html>
- LaGuardia Community College: <http://www.learningoutcomesassessment.org/CaseStudyLaGuardiaCC.html>
- St. Olaf College: <http://www.learningoutcomesassessment.org/CaseStudyStOlaf.html>
- Texas A&M International University : <http://www.learningoutcomesassessment.org/CaseStudyTAMIU.html>
- North Carolina A&T State University : <http://www.learningoutcomesassessment.org/CaseStudyNCAT.html>
- Juniata College: <http://www.learningoutcomesassessment.org/JuniataCaseStudy.html>
- Carnegie Mellon University: <http://www.learningoutcomesassessment.org/CaseStudyCarnegieMellon.html>

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## NILOA's Findings

[http://learningoutcomesassessment.org/documents/CrossCase\\_FINAL.pdf](http://learningoutcomesassessment.org/documents/CrossCase_FINAL.pdf)

### Common Factors of the Nine Institutions:

"All institutions were working to advance their practice around the following four activities:

1. Focusing assessment efforts
2. Harnessing accountability for internal improvement
3. Communicating widely about assessment
4. Allowing time for internal stakeholders to make meaning of and to reflect on assessment results."



## MJC IS WORKING ON

- ◆ [Keeping to our assessment schedules](#)
- ◆ [Discussing the progress of Outcomes Assessment in Academic Senate](#)
- ◆ [Training for entering information in eLumen with online learning options](#)
- ◆ [Making it easier for teachers to find information and help regarding Outcomes Assessment.](#)
- ◆ Connecting assessment activities to program review.
- ◆ [Updating our assessment schedules](#)
- ◆ Fostering Outcomes Assessment Literacy on campus

See page 4 for the Assessment Thermometer.

"Most of the case study institutions began doing their assessment work in response to requirements for accreditation. However, most made an important shift to intentionally embed assessment into their institutional culture and, specifically, their institutional planning and improvement efforts. "

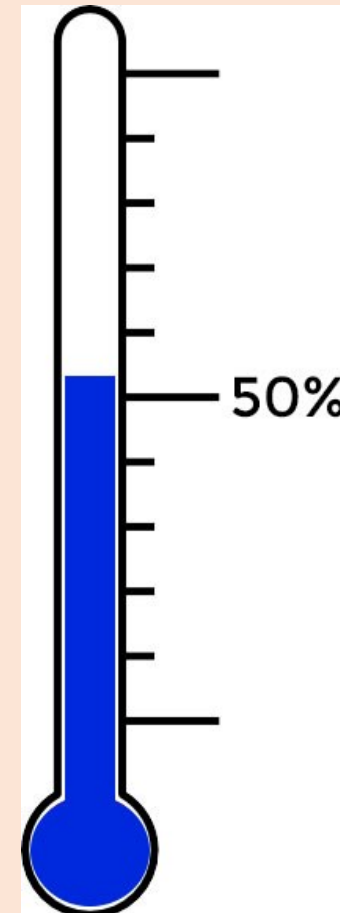
"The commonalities across the case study sites was not how institutions used evidence of student learning. Instead, it was the desire to improve student learning and to critically examine institutional processes and practices from the classroom to extracurricular activities and everything in between to inform decisions to enhance student learning. "

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## The Course Assessment Thermometer: Average of fall 2015 & spring 2016 Course Assessments Completed



### Reflective Questions for Conversations (Suggestions by NILOA)

- "What does assessment mean to our institution based on our history, values, mission, educational priorities, and student population?"
- Who is currently involved in and engaged with assessing student learning, and who needs to be involved in and engaged with this work?
- What resources are available and what resources are needed to move our assessment work forward?
- How do internal stakeholders view assessment of student learning? How are examples of good assessment practice shared?
- How do our external stakeholders view assessment of student learning? How is this view similar to or different from our own institutional views?
- How are results communicated and to whom? Are there opportunities to reflect on and make sense of results from assessment?
- How effective are our assessment processes in meeting desired institutional and program goals? "



Thank you for engaging in  
Outcomes Assessment  
and moving it forward.