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.

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.

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.

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.

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.

| describe what students should be able to do upon successful completion of NURS 182.	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.	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 •	

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.
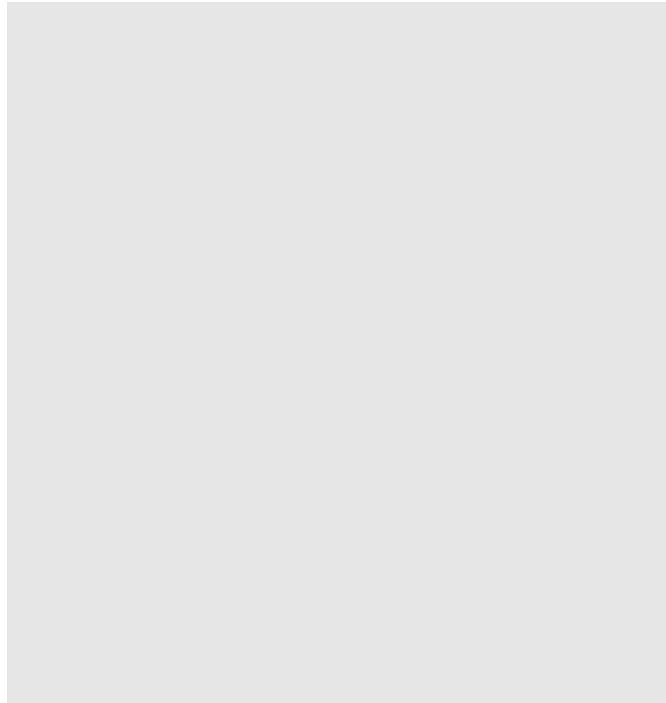
Student learning outcomes (SLOs) identify the knowledge, skills, abilities, and attitudes that students will be able to demonstrate as a result of their engagement in a particular course, program, or collegiate experience. These student learning outcomes are the larger lessons that students take from 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,

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

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).
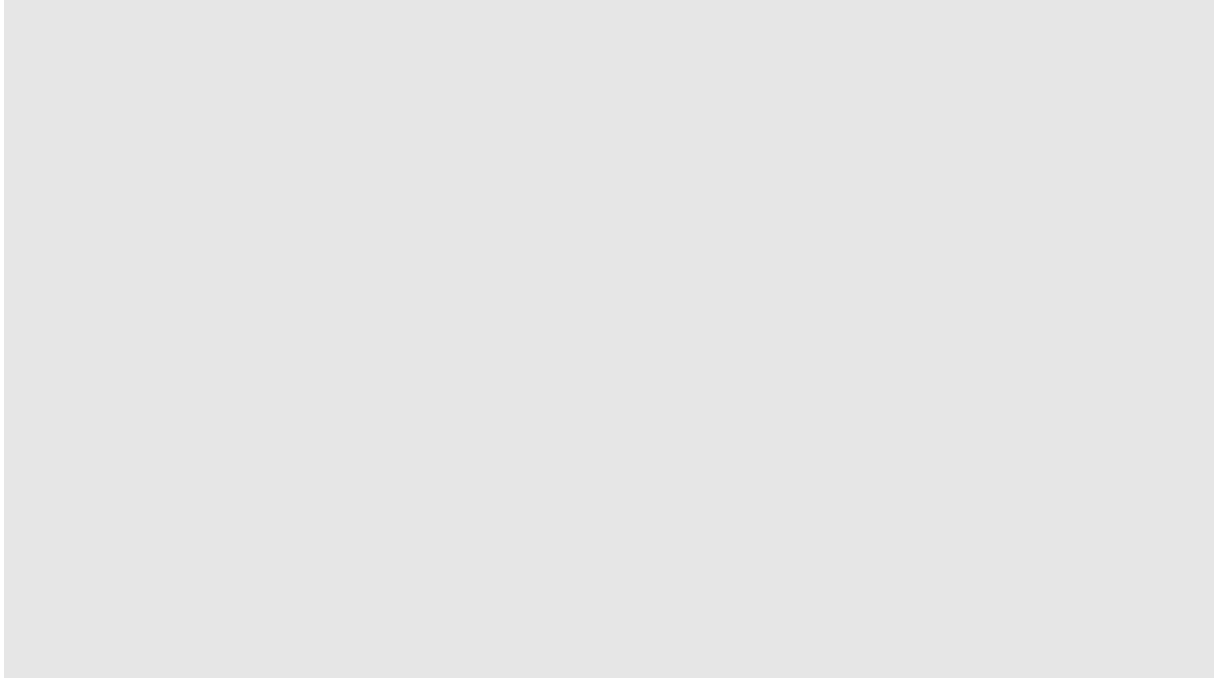
Bloom's assessment can guide you:
- *in writing and revising learning outcomes*
- *In identifying the simplest to the most difficult skills*
- *In prioritizing the knowledge and cognitive processes you need to assess*

For more information, visit this resource:
Bloom's Taxonomy | Center for Teaching | Vanderbilt University:
https://cft.vanderbilt.e (C)4cft.P⟩⟩U.9(⟨WE⟨1pⓃbdⓉ

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.

- *Each course and program should have unique outcomes.*
  - o *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*

> \- 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.

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

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*

Equitable assessments create a level playing field in the classroom; st[fnn61 (t)-4 (s)2 (arle)9 ((g)2 i(v)3 (e)-1
eo-u-7.27 (r)-.-4 (c)-065 (e)]JEMC ETBT/SpanP AMCID682 BDC 0 g 0.005 Tw9.96 009.96 12
irlebb(b)4 (0)-sh((at)-0nb0()-3 g)48 (oo-T)8(d)t10(ae.9)k6e()jJT)80{3)]TTc0000

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

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 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.

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](#)

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

- *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*

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 . The Assessment Cycle will begin again so that continuous improvement is always in process for courses, programs, and support services.

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

SLO calendars are organized by school and can always be accessed on the OAC Share
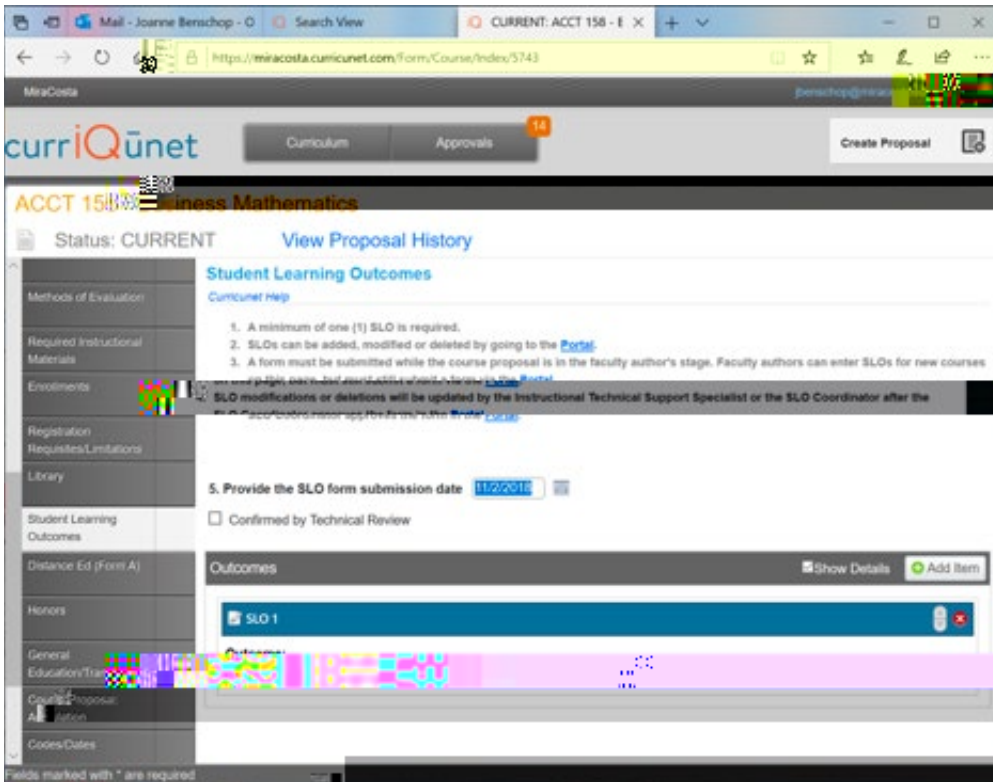
Once SLOs for a new course are entered in Curricunet, the faculty author completes the New Course SLO (CSLO) or New Program SLO (PSLO) form, which are also available on _____.
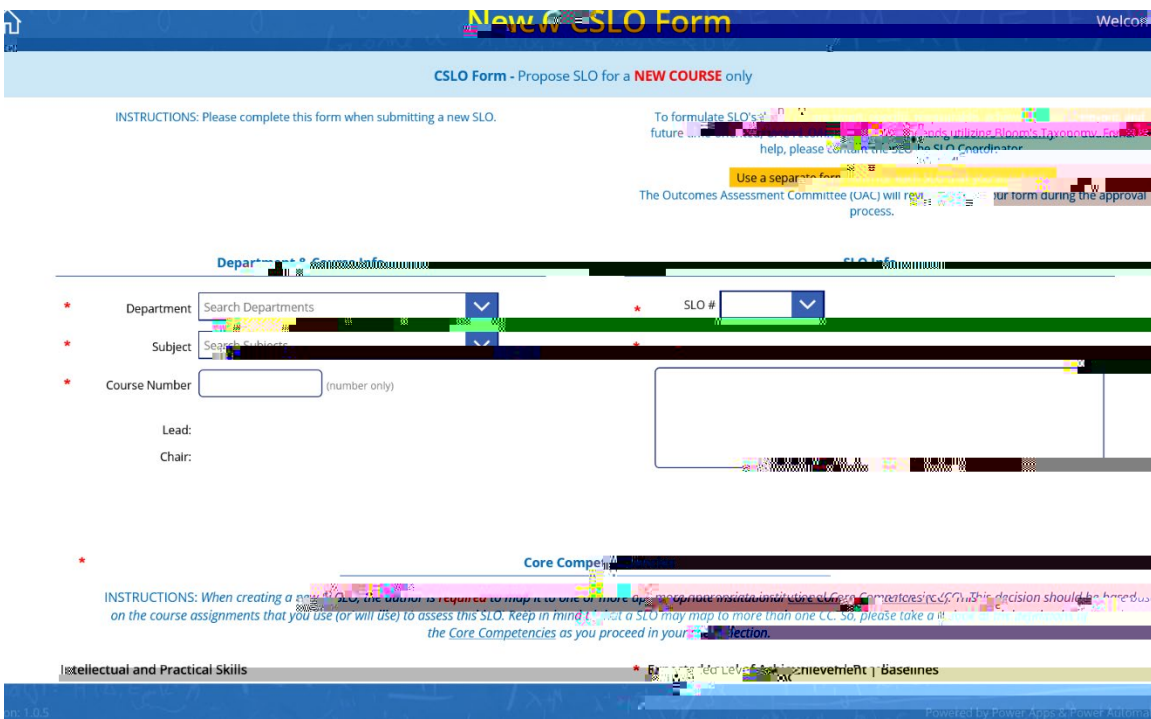
Modification or

[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 servic(thr)4t1 (s)TJ-0.002 Tc 0.002

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.

- 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.

would be used and were developed through the Association of American Colleges &