



# LEARNING OUTCOMES ASSESSMENT HANDBOOK

September 13, 2021



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## Section 1: Learning Outcomes and Assessment Overview

### Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

Cerritos College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Several of the current ACCJC Standards<sup>1</sup> specifically address student learning (e.g., Standard I.B, Standard IIA). In particular, Standard I.B.5, I.B.6, and II.A.3 outline specific expectations related to SLO assessment and the analysis of assessment data:

**Standard I.B.5.** *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

**Standard I.B.6.** *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

**Standard II.A.3.** *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

The accreditation standards provide the foundation and guidelines for Cerritos College's process for assessing student learning outcomes. As a regionally accredited institution, Cerritos College adheres to all ACCJC standards regarding the outcomes assessment process.

### Cerritos College Mission Statement

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

### Student Learning Outcomes (SLO) Committee Mission Statement

The mission of the Student Learning Outcomes Committee is to assist Cerritos College's campus community in the ongoing assessment of Student Learning Outcomes through data analysis, research, resources, and current practices that lead to student success.

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<sup>1</sup> For the complete list of Accreditation Standards, please visit: [https://accjc.org/wp-content/uploads/Accreditation-Standards\\_-Adopted-June-2014.pdf](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf)

## **Learning Outcomes at Cerritos College**

At Cerritos College, the entire campus works together to support student learning in all of its courses, programs, and services. Results from learning outcomes assessment are used to inform data-drive innovation to optimize student success.

### ***Course-level (CSLO) Student Learning Outcomes***

A course-level student learning outcomes (CSLO) statement succinctly describes ideas and/or actions that students are expected to be able to explain, perform, and/or otherwise demonstrate mastery of upon completion of a course or course assignment. At Cerritos College, student learning outcomes have been identified for every course offered within the academic divisions of the college.

### ***Program-level (PSLO) Student Learning Outcomes***

Program-level student learning outcomes (PSLO) statements focus on what students will be able to demonstrate or achieve upon completion of a certificate or degree program. PSLOs have been identified for each of the programs of study offered at the college. The assessment of PSLOs supports the fourth pillar, Ensure Student Learning, of the statewide Guided Pathways initiative<sup>2</sup>. For career education programs, the assessment of PSLOs may include direct assessment in capstone courses, as well as surveys of graduates upon completion of the certificate or degree program. Outcome data such as job placement and annual income may be used for PSLOs related to gainful employment.

### ***Student Services Area SLOs and Administrative Unit Outcomes (AUOs)***

Similar to course-level learning outcomes, many student service areas have identified SLOs to represent what students are expected to demonstrate or achieve as a function of having received a service offered by the college. Other non-instructional areas (e.g., Institutional Effectiveness, Research and Planning) have instead developed administrative unit outcomes (AUOs) which represent how well a particular service or task is being performed, as these areas do not interface with students directly in a manner designed to facilitate student learning.

### ***Institution-level (ISLO) Student Learning Outcomes***

Cerritos College has identified a set of core competencies which represent a broadly defined knowledge base and/or set of skills that students are expected to demonstrate as a result of their overall educational experience at the college. The college collaborates campus-wide to identify and regularly assess these institution-level learning outcomes (ISLOs). The current ISLO statements are presented below.

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<sup>2</sup> For additional information about the California Community College's Guided Pathways initiative, please visit: <https://www.cccco.edu/College-Professionals/Guided-Pathways>

**1. Personal Knowledge and Responsibility**

Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

**2. Communication and Expression**

Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

**3. Information Literacy**

Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

**4. Critical Thinking and Quantitative Reasoning**

Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

**5. Civic Engagement**

Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

*General Education Philosophy*

Cerritos College recognizes the value of an integrated, equity-minded general education curriculum as the core of the associate degree. The current institution-level learning outcomes (ISLOs) at Cerritos College represent the consolidation of the college's previous ISLO statements and General Education learning outcomes in 2018. Outcomes related to the college's general education curriculum are assessed via these broad, cross-curricular ISLOs; data from ISLO assessments inform analysis and action-planning related to general education.

## Guiding Principles of SLO Assessment

Cerritos College embraces the guiding principles for the assessment of student learning outcomes set forth by the Academic Senate for the California Community Colleges (ASCCC) in 2010<sup>3</sup>. The principles are presented below:

1. Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential.
2. Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals.
3. SLOs and SLO assessment should be connected to the overall culture of the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes.
4. SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.
5. SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty.
6. Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs.
7. Assessment data do not exist in a vacuum and must be analyzed alongside all other factors that may impact achievement outcomes.
8. SLO assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.
9. Effective outcomes assessment requires a college commitment to sufficient staff and resources.
10. SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.

## Differences Between Learning Outcomes and Course Objectives

Although learning outcomes are similar to course objectives, they differ in a significant way. Course objectives represent the *intent of instruction*, often expressed in terms of specific course content and/or instructional activities that will be presented. Generally, objectives are written to reflect specific subject matter that the course will address. In contrast, learning outcomes represent *what a student can demonstrate that s/he has learned*. Learning outcomes are written to reflect the knowledge, skills, and attitudes that can be observed and demonstrated as a function of the instruction provided.

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<sup>3</sup> To access the complete Guiding Principles for SLO Assessment paper, please visit the ASCCC webpage at <https://www.asccc.org/papers/guiding-principles-slo-assessment>

## **Assessment Process at Cerritos College**

Cerritos College fosters a collaborative assessment process which allows faculty and staff to reflect on how well students are learning, as well as to develop and implement plans to improve student learning. The assessment of student learning outcomes (SLOs) at Cerritos College actively engages students in the process. We strive to address equity gaps through data-driven innovation.

### ***Improving Student Learning***

Faculty at Cerritos College engage in the assessment of student learning outcomes (SLOs) to evaluate the extent to which students achieve the learning outcomes identified on the official Course Outline of Record (COR). Similarly, Student Services providers assess SLOs to evaluate student learning outside of the classroom. SLOs are regularly assessed based on established timelines, and assessment data are analyzed to inform decision-making at the course-, program-, and institutional-levels. Review of assessment data by faculty and staff may result in curricular and instructional changes, revised service delivery protocols, SLO-based program review recommendations, and data-driven annual planning requests. The SLO Committee encourages faculty and staff to include students in the interrogation, discussion, and assessment of learning outcomes.

Faculty and staff analyze individual SLO assessment results, as well as engage in dialogue about collective SLO data during department and division meetings. Formal assessment reports are completed to document student performance. Assessment report templates generally include a section for outlining specific action plans, which faculty and staff develop to address any identified performance gaps in student learning and/or to enhance the assessment process itself. Actions such as implementing teaching innovations or non-instructional strategies to address barriers to learning specific content may result in enhanced student learning and increased student success. Faculty or staff may also recommend that learning outcome statements be revised for clarity or scope or to represent higher expectations in terms of student learning.

### ***Assessment Cycle and Timeline***

In fall 2020, the Student Learning Outcomes (SLO) Committee voted to assess course-level learning outcomes for each course, every semester. This rigorous cycle of assessment provides faculty with data to identify any opportunities to enhance student learning as well as the opportunity to assess the impact of any related action/intervention plans within a year.

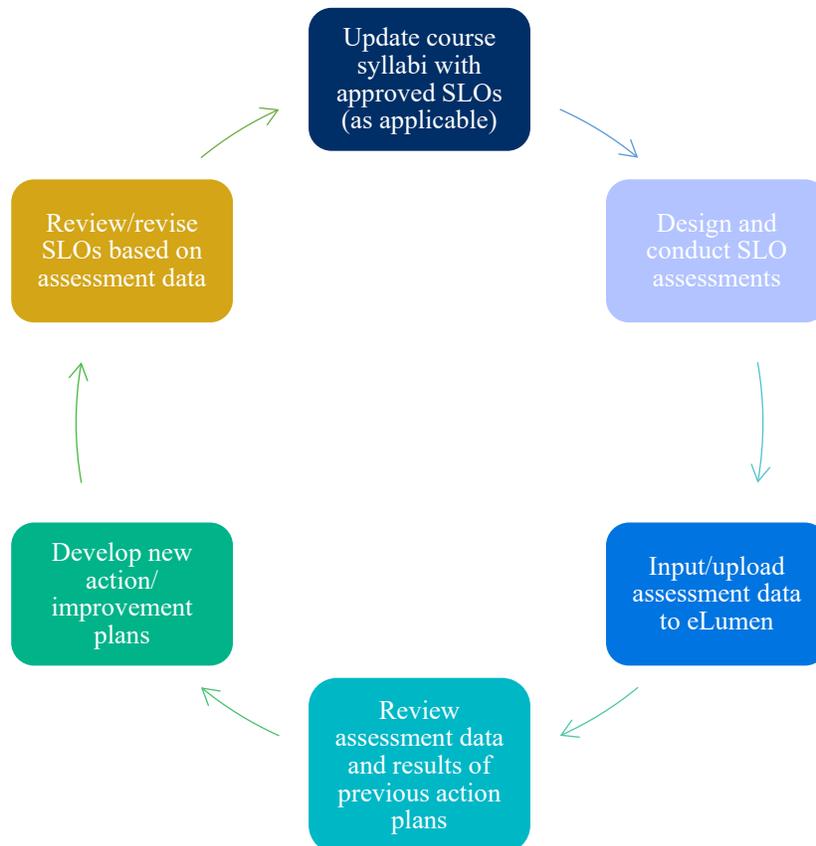
On an annual basis, academic year timelines for SLO assessment are developed to document the deadlines for various steps in the assessment cycle:

1. Updating course syllabi with approved SLO statements as identified in the official Course Outline of Record (COR)
2. Designing and conducting SLO assessment tools and protocols
3. Inputting/uploading assessment results into the college's data management system, eLumen

4. Reviewing SLO assessment data and results of any previous action plans with department/program colleagues
5. Developing new action/improvement plans based on SLO assessments
6. Reviewing/revising SLO statements based on analysis of assessment data

Figure 1 represents the SLO assessment cycle outlined above.

**Figure 1. Steps in SLO Assessment Cycle**



### ***Faculty Roles and Responsibilities***

Faculty play an essential role in the development and assessment of student learning outcomes (SLOs) at Cerritos College. Both full-time and part-time faculty participate in the campus-wide assessment of SLOs at Cerritos College as specified by the collective bargaining agreement (article 4.2) and ACCJC standards. Reporting SLO results according to our college’s policy is considered part of faculty acceptance of responsibility and the maintenance of records. Department Chairs and Program Directors provide leadership and guidance to the general faculty regarding institutional (e.g., collective bargaining agreements) and regulatory (e.g., accreditation standards) expectations related to learning outcomes assessment. In collaboration with other faculty leaders (e.g., Student Learning Outcomes Committee Chair), they also provide support related to the functionality of the college’s SLO data management system, eLumen.

### ***Department Chairs/Program Directors***

As leaders of their instructional units or service areas, Department Chairs and Program Directors function as the primary source of information for their peers. With regard to student learning outcomes (SLOs), they provide guidance and answer questions to support faculty through the assessment process each semester.

### ***General Information About SLO Assessment Process***

For Cerritos College faculty, two primary sources of information about SLO assessment are Department Chairs and Program Directors. As both provide leadership for such functions as curriculum development, program review, and program planning, they must ensure that faculty are appropriately engaging in the assessment of course- and program-level SLOs to identify any trends in student learning. Department Chairs and Program Directors maintain direct communication with faculty to facilitate the updating of SLO alignment grids and assessment protocols and to ensure compliance with specific deadlines related to the established assessment cycle. They also facilitate faculty discussions about the results of SLO assessments within the department/program.

### ***Information Related to eLumen***

Along with the Chair of the Student Learning Outcomes (SLO) Committee, the Department Chairs and Program Directors serve as resources for faculty regarding the use of the college's SLO data management system, eLumen. They are assigned a special role in eLumen which allows them to generate reports that provide useful information to ensure compliance with institutional requirements and accreditation standards related to SLO assessment.

For example, eLumen's *SLO Presentation Report* identifies all of the course-, program-, and institution-level SLOs reflected in the system; Department Chairs and Program Directors can use this report to validate that the course-level SLO statements (CSLOs) that faculty include on their class syllabi each semester align with the statements identified in the official course outline of record (COR), in accordance with Standard II.A.3 of the Accrediting Commission for Community and Junior Colleges (ACCJC). The *SLO Participation Report* is another eLumen report which Department Chairs and Program Directors can generate each semester to provide information about the status of assessment reporting among all faculty within their department. The course-level report assists faculty leaders in following up with instructors who have not completed scheduled CSLO assessments or have not developed preliminary action plans to mitigate any identified performance gaps among student populations. The program-level report provides information about student performance related to program-level SLO statements (PSLOs); the data in this report is based on CSLO data from courses that have been mapped to the PSLOs by program faculty. Assessment activities at each of these levels are essential for the college to remain in compliance with accreditation standards related to SLO assessment and the analysis of disaggregated data (e.g., ACCJC Standards I.B.5 and I.B.6)

### ***Department/Program Faculty***

As noted above, faculty play an essential role in the student learning outcomes (SLO) assessment process. They collaborate with various stakeholders across the college to participate at each step in the SLO assessment cycle.

### ***Development of SLOs***

In accordance with the 2018-2021 collective bargaining agreement between the Cerritos Community College District and the Cerritos College Faculty Federation (CCFF)<sup>4</sup>, full-time and part-time faculty are expected to participate in the assessment of student learning outcomes (SLOs); moreover, full-time also participate in the development of SLOs:

#### ***Article 4.2 (a) (i) e - Duties and Responsibilities of Faculty***

*Full-time faculty will participate in the development and assessment of student learning outcomes. Under special circumstances when there is no full-time faculty within the department, part-time faculty may develop student learning outcomes, with the prior approval of the appropriate manager and/or instructional dean. When part-time faculty members develop student learning outcomes, they shall be compensated at the ancillary activity rate of two hours per teaching unit (TU).*

Faculty identify SLO statements for all new curriculum proposals (e.g., course, program) which are submitted for approval to the college Curriculum Committee. Appendix A presents Bloom's Taxonomy of action verbs which are appropriate for constructing SLO statements. For existing curriculum, faculty may initiate revisions to SLO statements via a specified workflow in the college's SLO data management system, eLumen. Additional resources are available to provide ongoing support for faculty development and revisions of SLOs, including the guidance of Department Chairs/Program Faculty and the SLO Committee Chair.

### ***Assessment of SLOs and eLumen data entry***

The SLO assessment cycle at Cerritos College is such that faculty are expected to assess every SLO statement in each class offered in any given semester. Faculty generally collect SLO assessment data from student work completed within the context of the class (e.g., class assignments and/or exams). In some cases, department faculty use a standardized tool/instrument to assess SLOs for all sections of a particular course.

Upon administration of SLO assessments and collection of SLO data, faculty enter into eLumen a variety of information related to the assessment process. Within eLumen, they complete an assessment report based on a template which includes fields for such information as:

- Mode of instruction (e.g., in-person, hybrid, asynchronous online)
- Description of assessment instrument (e.g., exam, essay, portfolio) and procedures (e.g., administered in Week 4 of 18-week term)

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<sup>4</sup> To access the collective bargaining agreement in effect July 1, 2018 through June 30, 2021, please visit: [https://www.cerritos.edu/hr/\\_includes/docs/CCFF\\_CBA\\_070118\\_063021\\_Final\\_ds.pdf](https://www.cerritos.edu/hr/_includes/docs/CCFF_CBA_070118_063021_Final_ds.pdf)

- Summary of SLO assessment results, including a statement of overall student performance based on the 3-point rubric configured in eLumen
- Action plan based on assessment results, particularly any performance gaps among disproportionately impacted student populations.

A guide to eLumen is presented in Appendix B.

### ***SLO Data Analysis and Action-Planning***

In addition to individually reflecting on course-level SLO results based on one’s own assessments, faculty engage in ongoing dialogue about SLO assessment at both the course- and program-levels during department and/or division meetings. Faculty discourse about SLO results includes the identification of any performance trends based on collective data. Based on the analysis of these collective data, faculty collaborate to develop SLO action plans that can be implemented broadly to mitigate any performance gaps observed program wide.

Faculty may also participate in ongoing discussions about student learning outcomes (SLOs) as a member of the SLO Committee. As a committee of the Faculty Senate, the SLO Committee provides guidance and direction for college-wide assessment of SLOs at the course-, program-, and institutional-levels (see Section 2). The SLO Committee explores any trends in assessment data across instructional programs, as well as facilitates discussions about assessment data related to institution-level learning outcomes (ISLOs).

### ***Cerritos College Planning Process***

Cerritos College makes decisions about planning and budgeting based on its guiding document, “Cerritos College’s Decision-Making Process: A Guide to Planning and Budgeting”<sup>5</sup>. This document describes the planning structure, operational relationships, and other mechanisms involved in making inclusive and transparent decisions to achieve the college’s mission most effectively. As a foundational component of program review, SLO data are essential to the institutional decision-making process. As outlined in the document, faculty and staff at the college engage in dialogue about various measures of institutional effectiveness, including formal program review and annual unit planning. Annual unit plans use information from program review to identify areas for improvement and to justify the allocation of financial resources. The “Guide to Planning and Budgeting” document describes the role of student learning outcomes (SLO) assessment in the formal review of program quality and effectiveness, as well as in long-term institutional planning efforts.

## **Section 2: Student Learning Outcomes (SLO) Committee Guide**

### **SLO Committee Governance and Composition**

As a committee of the Faculty Senate, the Student Learning Outcomes (SLO) Committee serves as the formal body which coordinates the assessment of student learning. SLO Committee membership includes the following:

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<sup>5</sup> To access the Guide to Planning and Budgeting, please visit: <https://www.cerritos.edu/planning-and-budget/planning-and-allocation-resources-guide.htm>

- Committee Chair (Faculty)
- Representative from each academic division (Faculty)
- Representative from Counseling Department (Faculty)
- Representative from Library and Learning Resources Center (Faculty)
- Representative from Student Accessibility Services (Faculty)
- Faculty Senate representative (Faculty)
- Student Services representative (Faculty)
- Student Services representative (Administrator)
- Academic Affairs representative (Administrator)
- Institutional Effectiveness, Research, and Planning (IERP) representative
- Association of Cerritos College Management Employees (ACCME) representative
- Classified Staff representative
- Student representative
- SLO Program Assistant

### **Student Learning Outcomes (SLO) Committee Purpose**

The Student Learning Outcomes (SLO) Committee is largely responsible for providing campus-wide guidance regarding the assessment of SLOs at the course, program, and institutional levels. The purpose of the SLO Committee is to operate within the context of its purview as a committee of the Faculty Senate to:

- Oversee the SLO strategy for Cerritos College
- Provide support to all individuals and programs on campus that need help with developing and assessing SLOs
- Suggest college-level resources to support SLOs
- Coordinate with other groups involved in SLO work, including the Instructional Program Review Committee, the Curriculum Committee, and the Office of Institutional Effectiveness, Research, and Planning (IERP)
- Oversee SLO assessment process for degree and certificate programs, as well as for general education (i.e., institutional student learning outcomes)
- Communicate with campus constituents regarding the SLO assessment process, as well as any trends in the results of the assessment of student learning outcomes at the college

### **SLO Committee Member Roles and Responsibilities**

Meetings of the Student Learning Outcomes (SLO) Committee are generally scheduled twice per month during the Fall and Spring terms of the academic year.

#### ***SLO Committee Chair***

The Chair of the Student Learning Outcomes (SLO) Committee is an elected faculty member who leads the committee in overseeing and providing support for the assessment of course-, program-, and institution-level student learning outcomes at the college. The SLO Committee Chair is responsible for disseminating information about student learning at the college, as well

as for facilitating training opportunities related to the development and assessment of SLOs. The SLO Committee Chair also serves as a member of the Curriculum Committee and the Instructional Program Review Committee coordinators, collaborating with other faculty leaders to influence campus-wide policy and planning. The SLO Committee Chair also functions as a data steward for the college's SLO data management system, eLumen.

### ***General Committee Members***

General committee members are expected to attend regularly scheduled meetings of the Assessment of Learning Committee (ALC) and to actively engage in the collective work of coordinating learning assessment campus wide. As representatives of their divisions, committee members are expected to actively engage in committee discussions, decisions and communication on behalf of the programs they represent. Furthermore, committee members share best practices from their divisions with the committee, support faculty throughout the SLO process and maintain currency on SLO practices. This includes reminding divisions to ensure that SLOs on syllabi are consistent with the official SLOs of record and supporting faculty to use disaggregated SLO data to achieve our college's mission.

### **Resources for SLO Committee Members**

Numerous resources are available to orient members of the Student Learning Outcomes (SLO) Committee to the assessment process at Cerritos College. In addition to the information presented in the appendices of this handbook, the SLO Committee webpage provides information about the assessment process and links to various online resources.

## Appendices

### Appendix A – Bloom’s Taxonomy

Bloom’s taxonomy refers to a classification of the different objectives that educators set for students (i.e., learning objectives). Specifically, Bloom’s taxonomy divides educational objectives into three domains: cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom’s taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

#### *Cognitive Domain (Knowledge)*

The cognitive domain is focused on the development of intellectual skills, such as the recall of recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

Category	Example Learning Outcome(s)	Key Words
<b>Remember:</b> recall previously learned information	Remember the names and relationships of characters in a play. Recite a policy.	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
<b>Understand:</b> Comprehend the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words	Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. Understand and explain the main ideas of the literature.	Comprehends converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
<b>Apply:</b> Use a concept in a new situation or unprompted use of an abstraction	Apply the main themes in the play to another context. Apply laws of statistics to evaluate the reliability of a written test.	Applies changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
<b>Analyze:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences	Be able to analyze the relative roles of each character in the play and their relationships to each other. Troubleshoot a piece of equipment by using logical deduction.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
<b>Evaluate:</b> Make judgements about the value or ideas or materials	Select the most effective solution. Explain and justify the new budget proposal.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, evaluates, explains, interprets, justifies, relates, summarizes, supports
<b>Create:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating new meaning or structure	Create a new and unique piece of writing. Write a process manual.	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

### *Affective Domain (Attitudes)*

The affective domain is focused on the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes.

Category	Example Learning Outcome(s)	Key Words
<b>Receiving:</b> awareness, willingness to hear, selected attention	Listen to other students with respect. Listen for and remember the name of newly introduced people.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
<b>Responding:</b> Active participation on the part of the learners. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding	Speak effectively in front of an audience and actively respond to others. Participates in class discussion. Gives a presentation. Knows the safety rules and practices them.	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
<b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior.	Demonstrate and explain own values regarding various topics. Is sensitive towards individual and cultural differences (values diversity)	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
<b>Organization:</b> Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system.	Compare value systems and understand evidence behind values. Accepts responsibility for one's behavior. Accepts professional ethical standards.	Adheres, alters, arranges, combines, compares, completes, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, synthesizes
<b>Characterization:</b> Has a value system that controls their behavior. The behaviors are pervasive, consistent, predictable, and characteristic of the learner.	Works well in a team of peers (displays teamwork). Shows self-reliance when working independently. Values people for what they are, not how they look.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies

### *Psychomotor Domain (Behavior and Skills)*

The psychomotor domain is focused on physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Category	Example Learning Outcome(s)	Key Words
<b>Imitation:</b> Observing and patterning behavior after someone	Performing a skill while observing a demonstrator.	Copy, follow, mimic, repeat, replicate, reproduce, trace
<b>Manipulation:</b> Being able to perform certain actions by memory or following instructions	Follows instructions to build a model. Being able to perform a skill on one's own after taking lessons or reading about it.	Act, execute, perform
<b>Precision:</b> Refining, becoming more exact, performing a skill within a high degree of precision	Performing a skill or task without assistance. Demonstrating a task to a beginner.	Calibrate, demonstrate, master, perfectionism
<b>Articulation:</b> Coordinating and adapting a series of actions to achieve harmony and internal consistency	Combining a series of skills or activities to meet a novel requirement.	Adapt, constructs, creates, modifies
<b>Naturalization:</b> Mastering a high-level performance until it becomes second-nature or natural, without needing to think much about it	Operates a computer quickly and accurately.	Design, development

## Appendix B – Getting Started with eLumen

### Step 1: Getting Started

Login to [eLumen](#) using your Cerritos College credentials (i.e., username – without @cerritos.edu and password).

### Step 2: Navigating to your SLO Assessment in eLumen

At the top of eLumen, verify the following:

- Your role is listed as Faculty
- Your program



### Step 3: Completing a SLO Assessment in eLumen

Note: usually, the SLO specialist will create all of the SLO assessment templates for your department (so most faculty will just need to sign in to eLumen)

- On the tabs at the top, select **Courses** and then select the **term** in the drop down you want to assess
  - On this page, you will see a list of all the section that you are assigned to teach in the selected semester
  - For each section that you are assigned, you will see a course header, which includes a roster for the section and a table

The screenshot shows the eLumen interface with the 'Courses' tab selected. A red box highlights the 'Courses' tab and the '2021 SU' dropdown menu. A red arrow points from the 'Table' label to the 'Table' button in the course header. The course header is for 'ESL152 - Introduction to College Composition for Non-Native English Speakers - 23651'. Below the course header, there is a 'Roster' button and a 'Table' button. The 'Table' button is highlighted with a red box. Below the 'Table' button, the course coordinator and evaluator information is displayed: 'Course Coordinator(s): Lee Anne McIlroy' and 'Evaluator(s): Lee Anne McIlroy'. Below this information, there is a table with columns for 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Scores'. The table contains one row for 'ESL 152 Direct V5'.

Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ESL 152 Direct V5	ESL 152 Direct V5		

## Assessing

There are two ways to assess:

## Option 1: Scorecards

- Click on the icon in the **Scorecards** column of the table to open the assessment

### ESL152 - Introduction to College Composition for Non-Native English Speakers - 23652

- There are two types of **Scorecards**:
  - Score students on Scorecard view** (the first scorecard):

- After you select on the **Score students on Scorecard view**, you will be promoted to give score each student by SLO

### ESL 152 Direct V5

		Good Performance	Satisfactory Performance	Emergent Performance	
	SLO	3	2	1	N/A
Last Name, First Name	Students analyze, discuss, and evaluate methods of development, themes, tone, and author's point of view in written texts.	3	2	1	<input type="checkbox"/>
	Students employ the techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing.	3	2	1	<input type="checkbox"/>

- **Score students on Rubric view (the second scorecard):**

		<b>Add Assessment</b>	Find Assessment		
Activity Name	▲	Activity Description	Scorecards	Import Scores	
<input type="checkbox"/>	ESL 152 Direct V5	ESL 152 Direct V5	 	 	

- After you select on the **Score students on Rubric view**, you will be promoted to give score each SLO by student

### ESL 152 Direct V5

Students		Good Performance	Satisfactory Performance	Emergent Performance	
Last Name, First Name		3	2	1	N/A
<b>SLOs:</b>					
Last Name, First Name	<i>Students analyze, discuss, and evaluate methods of development, themes, tone, and author's point of view in written texts.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students employ the techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students will analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in model and peer essays.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students will create cohesion and coherence in an essay using complex transitions and grammar.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students will write multi-paragraph essays and a research paper using two or more outside sources and incorporating paraphrases and direct quotes with MLA citation to logically support a thesis.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students write essays and summaries showing variety and complexity in sentence structure, grammar, punctuation, and vocabulary.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
Last Name, First Name	<i>Students write essays with a clear thesis, logical support, specific details,</i>	Good Performance	Satisfactory	Emergent Performance	<input type="checkbox"/>

- Through **Score student on Rubric view**, you may add **Assessment Comments**

<i>Students employ the techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
<i>Students will analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in model and peer essays.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
<i>Students will create cohesion and coherence in an essay using complex transitions and grammar.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
<i>Students will write multi-paragraph essays and a research paper using two or more outside sources and incorporating paraphrases and direct quotes with MLA citation to logically support a thesis.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
<i>Students write essays and summaries showing variety and complexity in sentence structure, grammar, punctuation, and vocabulary.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>
<i>Students write essays with a clear thesis, logical support, specific details, examples, and illustrations.</i>	Good Performance	Satisfactory Performance	Emergent Performance	<input type="checkbox"/>

Assessment Comments

B I U x<sub>2</sub> x<sup>2</sup> I<sub>x</sub>
☰ ☱ ☲ ☳
☎ ☑
↶ ↷
Size ▾

Cancel Publish comment Next student

- Once you are done, a green checkmark under **Scorecards** will indicate that the assessment for your course SLOs has been completed

Lee Anne McIlroy as Faculty in ESL

ESL152 - Introduction to College Composition for Non-Native English Speakers - 23651

Course Coordinator(s): Lee Anne McIlroy  
Evaluator(s): Lee Anne McIlroy

Activity Name	Activity Description	Scorecards	Import Scores
ESL 152 Direct V5	ESL 152 Direct V5		

### Option 2: Import Scores from Excel

- Click on the icon in the **Import Scores** column of the table

Lee Anne McIlroy as Faculty in ESL

ESL152 - Introduction to College Composition for Non-Native English Speakers - 23651

Course Coordinator(s): Lee Anne McIlroy  
Evaluator(s): Lee Anne McIlroy

Activity Name	Activity Description	Scorecards	Import Scores
ESL 152 Direct V5	ESL 152 Direct V5		

Lee Anne McIlroy as Faculty in ESL

ESL152 - Introduction to College Composition for Non-Native English Speakers - 23652

Course Coordinator(s): Lee Anne McIlroy  
Evaluator(s): Lee Anne McIlroy

Activity Name	Activity Description	Scorecards	Import Scores
ESL 152 Direct V5	ESL 152 Direct V5		

- Import Scores** using XLS or CSV format

Import Scores  
Select a file format to use

**XLS** **CSV**

Cancel

- To upload student scores individually, you may use an Excel file
  - Format the Excel file for upload:

Name (optional)	Student ID*	Score**
Amber Hroch	0111555	

\*Note: If a number is missing from a Student ID, add a zero at the beginning of the Student ID (e.g., 111555 → 0111555)

\*\*Scores in the Excel file must match the mastery scale score selected in eLumen

- Select **Choose File** and navigate to the Excel spreadsheet containing the score for the assessment

**Import Scores**  
Select an Excel file from your computer

Attach file:

Choose File No file chosen

Cancel Upload

- Once you **Choose File**, click **Upload**

**Import Scores**  
Select an Excel file from your computer

Attach file:

Choose File eLumen\_SL...Example.xlsx

Cancel Upload

- Then, you will see the following screen

Please select the columns from your excel file that contain the **Student ID** and the **SLOs** for this Assessment.

Student ID	<input type="checkbox"/>	Align selected column
<b>SLOs:</b>		
Students analyze, discuss, and evaluate methods of development, themes, tone, and author's point of view in written texts.	<input type="checkbox"/>	Align selected column
Students employ the techniques of the writing process, including pre-writing, revising, and editing to understand and complete a writing.	<input type="checkbox"/>	Align selected column
Students will analyze, evaluate, and determine proper use of standard American English grammar, sentence structure, punctuation, and vocabulary in model and peer essays.	<input type="checkbox"/>	Align selected column
Students will create cohesion and coherence in an essay using complex transitions and grammar.	<input type="checkbox"/>	Align selected column
Students will write multi-paragraph essays and a research paper using two or more outside sources and incorporating paraphrases and direct quotes with MLA citation to logically support a thesis.	<input type="checkbox"/>	Align selected column
Students write essays and summaries showing variety and complexity in sentence structure, grammar, punctuation, and vocabulary.	<input type="checkbox"/>	Align selected column
Students write essays with a clear thesis, logical support, specific details, examples, and illustrations.	<input type="checkbox"/>	Align selected column
	Cancel	Import scores

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Name	ID	Score														

## Appendix C – Example of SLO Presentation Report

<b>Humanities and Social Sciences</b>
AJ
<b>Administration of Justice--Transfer</b> <ul style="list-style-type: none"> <li>• Student employ the basic process of a preliminary investigation.</li> <li>• Students distinguish between local, state, and federal jurisdictional authority.</li> <li>• Students identify major case law decisions impacting law enforcement.</li> <li>• Students identify the basic elements of the criminal trial process.</li> <li>• Students recognize how cultural diversity impacts police-community relations.</li> <li>• Students recognize the parameter regarding search and seizure and use of force.</li> </ul>
ANTH
<b>Anthropology--AAT</b> <ul style="list-style-type: none"> <li>• Compare and contrast the four subdisciplines within Anthropology.</li> <li>• Students describe the several steps regarding the Scientific Method.</li> <li>• Students explain the several theories within Evolutionary Theory/Law.</li> <li>• Students recognize the benefits and problems concerning Cultural Relativism.</li> <li>• Students recognize the benefits and problems concerning Ethnocentrism.</li> </ul>
ECON
<b>Economics--AAT</b> <ul style="list-style-type: none"> <li>• Students analyze the impact of fiscal and monetary policy on the economy.</li> <li>• Students describe how households maximize utilities and firms maximize profits in different market structures</li> <li>• Students evaluate the costs and benefits of government intervention in markets.</li> <li>• Students locate and utilize data to critically interpret economic information using quantitative methods.</li> <li>• Students understand the basic principles of a market economy and its principal economic institutions</li> </ul>
EDEL
<b>Elementary Teacher Education--ADT</b> <ul style="list-style-type: none"> <li>• Students analyze and interpret various types of data.</li> <li>• Students analyze the core of an educational problem, issue, or question by referencing educational philosophy.</li> <li>• Students construct oral and written arguments and critique the reasoning of others.</li> <li>• Students employ discipline-specific methodologies to address a variety of real-world problems.</li> <li>• Students explain the American political institutions and their historical development.</li> <li>• Students identify prominent aesthetic, symbolic, and functional features of visual and performing arts.</li> <li>• Students recognize the historical development of the world's diverse cultures.</li> </ul>

**Appendix D – Example of SLO Participation Report**

Faculty Participation Report  
 Semester: Fall 2020  
 Division: Summary

Division	Classes Held	Classes Assessed	Percentage Assessed
Business	231	118	51%
Fine Arts	226	53	23%
Health Occupations	183	50	27%
HPEDA	231	90	39%
Humanities and Social Sciences	325	147	45%
Liberal Arts	398	273	69%
Other Programs	103	58	56%
SEM	424	137	32%
Technology	113	70	62%
Totals	2234	996	45%

*This report represents the total number of classes held and the number of classes where assessments were completed. Courses that include both a lab and lecture component were counted as one class. The source of the information is the "Faculty Participation" report in eLumen*