CYPRESS COLLEGE

COURSE STUDENT LEARNING OUTCOMES (CSLOs)

DEPARTMENT PROGRAM STUDENT LEARNING OUTCOMES (DEPARTMENT PSLOs)

DEGREE & CERTIFICATE PROGRAM STUDENT LEARNING OUTCOMES (DEGREE & CERTIFICATE PSLOs)

FACULTY HANDBOOK

Revised: Fall 2022

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Governing Body

The Student Learning Outcomes Committee is a subcommittee of the Academic Senate.

Mission Statement

To advance the mission of Cypress College, the Student Learning Outcomes Committee assists, supports, and guides faculty as they develop, implement, and evaluate both CSLOs and PSLOs in an effort to improve teaching and student learning in courses, programs, certificates, and degrees.

Responsibilities

1. Encourage campus-wide participation in CSLO and PSLO assessment activities.

2. Provide training and workshops in support of the student learning outcomes process.

3. Initiate and support campus-wide dialogue regarding the CSLO and PSLO process.

4. Collaborate with the Curriculum and Instructional Program Review Committees, Institutional Research and Planning, and Academic Senate.

5. Facilitate ongoing assessment and improvement in order to meet Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards and support student success.

SLO Coordinator and SLO Committee Membership

The SLO Coordinator position is a three-year term appointed from the faculty by the Academic Senate.

The SLO Committee is comprised of one faculty representative from each Division serving a three-year term.

A representative from Institutional Research and Planning also sits on the committee to provide crucial ongoing resources and input.

Glossary

COA: College Outcomes Assessment

COR: Course Outline of Record

CSLO: Course Student Learning Outcome

Data Steward: The system administrator in eLumen

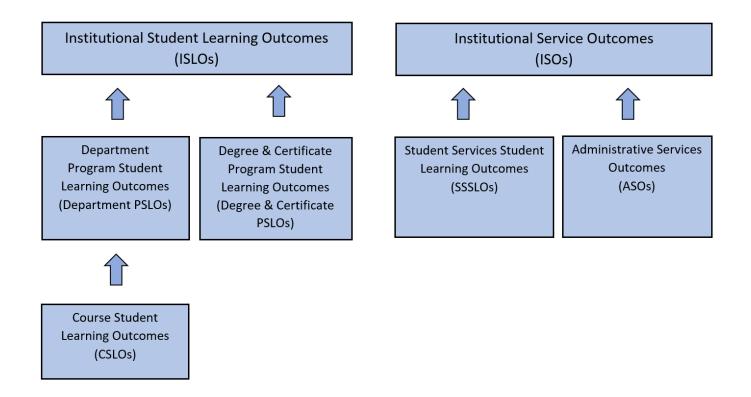
ISLO: Institutional Student Learning Outcome

PSLO: Program Student Learning Outcome

Reflection Template: eLumen template for CSLO reflection

Mapping Process

Student Learning Outcomes and Service Outcomes



CSLO and **PSLO** Assessment Cycle

From the Cypress College 2019 Follow-up Accreditation Report:

As part of the College Outcomes Assessment (COA) plan, instructional departments are required to assess a minimum of one CSLO for each section taught during the fall and spring semesters. (Courses that are offered infrequently may need to deviate from this schedule; faculty should work with the Department to develop a plan for assessment.)

Further, within a department's 4-year Program Review cycle, all courses and CSLOs are to be assessed at least once. A summary of CSLO results and the improvements made based on those results are now a required element of a department's Program Review.

As part of their regular Program Review cycle, departments will review their SLOs to determine their necessity and efficacy, and make modifications as deemed appropriate. Faculty will then identify how those CSLOs link to their department's PSLOs, which will ultimately be mapped to the College's ISLOs.

Assessment and Data Review of Instructional SLOs

The Instructional SLO process at Cypress College utilizes assessments of instruction at the course, department, degree/certificate, and institutional levels. Each level employs different types of SLOs and assessments to better inform the faculty, departments, and college on their efforts to continuously improve.

CSLOs. CSLOs are assessed by the Faculty teaching a section of a course, and the assessment results are entered by the faculty member into eLumen. The method of assessment for an active course is included in CurricUNET as part of the curriculum review cycle process. For Instructional Program Review, Institutional Research & Planning (IRP) provides a data table on the Review Form that summarizes the results from the CSLO assessment data entered in eLumen. After the department reviews and analyzes the data table, they respond to the questions on the Review Form designed to aid in thoughtful discussion and response to the data results. The intent of this discussion is to support programs in ongoing and continuous improvement.

Department PSLOs. Department PSLOs are assessed by means of the PSLO Mapping (Curriculum Map) in eLumen. Faculty assigned the role of Department Coordinator or Data Steward in eLumen have access to their department's PSLO Mapping. The CSLOs for each course should be mapped to appropriate Department PSLOs in the PSLO Mapping. For Instructional Program Review, IRP provides a data table on the Review Form that summarizes the results from the data collected from the PSLO Mapping. After the department reviews and analyzes the data table, they respond to questions on the Review Form designed to aid in thoughtful discussion and response to the data results. The intent of this discussion is to support programs in ongoing and continuous improvement.

Degree & Certificate PSLOs. Degree & Certificate PSLOs are assessed by data collected from the Associate Degree and Certificate Assessment Plan (ADCAP) student survey. Degree & Certificate PSLOs for active degrees and certificates are included in CurricUNET as part of the curriculum review cycle process. For Instructional Program Review, beginning Fall 2027, IRP will provide a data table on the Review Form that summarizes the results from the ADCAP survey. Departments will review and analyze the data table and then answer questions on the Review Form to aid in thoughtful discussion and response to the data results. The intent of this discussion is to support programs in ongoing and continuous improvement.

ISLOs. ISLOs are assessed by data collected in eLumen and by data collected from the Associate Degree and Certificate Assessment Plan (ADCAP) student survey. The proposed Institutional Effectiveness Committee will analyze and review the ISLO data results.

Instructional Program Review Form - CSLO and PSLO Sections

The following is an excerpt from the CSLO and PSLO sections of the Instructional Program Review form with sample data tables.

Course Student Learning Outcomes Assessment (CSLOs) and Program Student Learning Outcomes (PSLOs)

PSLO and CSLO assessment provides faculty with an opportunity for dialogue and for the identification of best practices and challenges in achieving learning outcomes. Please review the CSLO and PSLO data for your department and respond to the following questions.

Course Student Learning Outcomes (CSLOs)

Course	Fa	Fall 2018		Fall 2019		II 2020	Fall 2021	
Course	n	%	n	%	n	%	n	%
GEOG 100	296	78.0%	258	94.6%	276	87.0%	298	80.2%
GEOG 102	142	83.1%	148	98.0%	162	88.9%	97	99.0%
GEOG 102L	67	68.7%	71	73.2%	59	74.6%	42	76.2%
GEOG 140	42	64.3%	77	71.4%	80	86.3%	33	84.8%
GEOG 160	45	88.9%	45	84.4%	43	90.7%	28	78.6%
GEOG 202	20	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
GEOG 230	11	100.0%	26	76.9%	23	78.3%	17	76.5%
GEOG 231	N/A	N/A	12	100.0%	19	100.0%	8	87.5%
GEOG 232	11	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
GEOG 233	N/A	N/A	N/A	N/A	N/A	N/A	16	50.0%
Total	634	79.5%	637	88.9%	662	86.6%	539	82.6%

Note. All CSLOs are aggregated at the course level. N/A refers to a course not being offered within a particular term while 0 refers to a course being offered but not assessed within a particular term. Percentages refer to the percentages of all enrolled students who met or exceeded the standard for a particular CSLO for that course.

Course	Spri	ng 2019	Spri	ng 2020	Spring 2021		Spring 2022	
Course	n	%	n	n %		%	n	%
GEOG 100	174	83.3%	201	84.6%	221	71.0%	189	81.5%
GEOG 102	121	95.0%	139	96.4%	162	91.4%	136	88.2%
GEOG 102L	70	74.3%	77	100.0%	85	96.5%	58	98.3%
GEOG 130	N/A	N/A	18	94.4%	41	90.2%	42	66.7%
GEOG 140	46	69.6%	0	-	40	87.5%	37	89.2%
GEOG 160	37	89.2%	40	92.5%	25	100.0%	36	83.3%
GEOG 203	N/A	N/A	N/A	N/A	N/A	N/A	7	100.0%
GEOG 230	21	81.0%	16	62.5%	6	50.0%	20	65.0%
GEOG 232	N/A	N/A	54	92.6%	48	87.5%	9	88.9%
GEOG 233	12	100.0%	N/A	N/A	N/A	N/A	N/A	N/A
GEOG 299	N/A	N/A	4	100.0%	8	100.0%	1	100.0%
Total	481	84.4%	549	90.9%	636	84.4%	535	84.3%

Note. All CSLOs are aggregated at the course level. N/A refers to a course not being offered within a particular term while 0 refers to a course being offered but not assessed within a particular term. Percentages refer to the percentages of all enrolled students who met or exceeded the standard for a particular CSLO for that course.

After reviewing the **Course** SLO assessment data, please respond to the following questions.

	Courses Offered	Courses Assessed	%
Fall 2018	8	8	100.0%
Spring 2019	7	7	100.0%
Fall 2019	7	7	100.0%
Spring 2020	9	8	88.9%
Fall 2020	7	7	100.0%
Spring 2021	9	9	100.0%
Fall 2021	8	8	100.0%
Spring 2022	10	10	100.0%
Overall	13	13	100.0%

- a. If your percentage of courses assessed is not 100%, what seems to be the largest obstacle in assessing within this timeframe?
- b. Based on your CSLO results, are there any unique attributes for the delivery mode (online, hybrid, and on campus) that need to be addressed?
- c. Please include highlights from your course SLO results and action plans, including best practices and challenges. What changes will be made to course curriculum, methodology, and the SLO process as a result of this assessment?
- d. What resources are needed to implement these changes?

Department Program Student Learning Outcomes (PSLOs)

PSLOs	Exceeded Standard		Met Standard		Did not M	leet Standard	Total Assessed			
	n	%	n	%	n	%	n	%		
Breadth of Knowledge, Competencies, & Skills										
Social Sciences	2,681	77.0%	274	7.9%	526	15.1%	3,481	100.0%		
		C	ommun	ication						
Reading	2,214	76.5%	242	8.4%	440	15.2%	2,896	100.0%		
Writing	1,353	74.4%	165	9.1%	300	16.5%	1,818	100.0%		
Communicating	1,622	75.8%	184	8.6%	333	15.6%	2,139	100.0%		
Presenting	1,605	76.1%	152	7.2%	353	16.7%	2,110	100.0%		
Critic	cal Thinkin	g, Problem	-Solvin	g, and In	formation	Competency				
Analysis	2,169	76.7%	242	8.6%	417	14.7%	2,828	100.0%		
Computation	984	77.0%	97	7.6%	197	15.4%	1,278	100.0%		
Research	1,669	77.1%	178	8.2%	319	14.7%	2,166	100.0%		
Problem-solving	1,817	77.1%	197	8.4%	343	14.6%	2,357	100.0%		
Technology	1,048	78.4%	96	7.2%	192	14.4%	1,336	100.0%		
Personal, Academic, & Professional Development										
Personal Responsibility	1,745	77.6%	178	7.9%	326	14.5%	2,249	100.0%		
Global Citizenship	2,037	77.3%	207	7.9%	390	14.8%	2,634	100.0%		
Equity	990	73.6%	112	8.3%	244	18.1%	1,346	100.0%		

Note. All PSLOs are presented based upon the mapping present within e-Lumen.

Additional Department PSLOs	Exce Star	Met Standard		Did not Meet Standard		Total Assessed		
PSLOS	n	%	n	%	n	%	n	%
Acquire knowledge, skills, and competencies necessary for employment.	2,509	77.0%	258	7.9%	491	15.1%	3,258	100.0%

Note. All PSLOs are presented based upon the mapping present within e-Lumen.

After reviewing the PSLO assessment data, please respond to the following.

- a. List improvements made as a result of the PSLO and CSLO review process.
- b. After reviewing your PSLOs, what changes, if any, would you make to PSLOs and CSLOs?
- c. What resources are needed to implement these changes?

Degree and Certificate Program Student Learning Outcomes (PSLOs)

Have you written your degree/certificate PSLOs and pre-launched them in Curricunet? If not, please indicate your process and timeline for completing this task along with any obstacles that may have hindered progress.

CSLOs and the Course Outline of Record (COR)

As curriculum-based learning objectives, CSLOs and PSLOs are under faculty purview through Title 5 § 53200 (10 + 1). Title 5 requires inclusion of CSLOs in the Course Outline of Record (COR), and any/all changes to the COR must go through the curriculum approval process. New or current versions of CSLOs are added to eLumen only by the data steward.

Summary Notes

- 1. The CSLO process is directly tied to course content and instruction, which are the purview of faculty. In addition, each discipline has unique needs and concerns related to the knowledge and skills being taught.
- 2. Assessments of CSLOs and PSLOs are designed to evaluate courses and programs, not to evaluate instructors or individual students.
- 3. CSLO and PSLO assessments are department tools that can be used to evaluate courses and the overall program. The focus should be on how the assessment results help to inform a department's ongoing discussion of the effectiveness of its courses.
- 4. As part of the Program Review process, CSLO and PSLO data can be used to identify needs and resources for program review planning and budgeting.
- 5. PSLOs are designed and conducted to ensure the content and methods of instruction meet academic standards and expectations.
- 6. Faculty should provide reflections in eLumen for future planning during the program review cycle.

Examples of conclusions faculty might draw from CSLO data include:

- o Incorporating additional or alternative methods of instruction
- o Revising or adding an assignment
- o Revising an existing CSLO
- o Adding one or more CSLOs
- o Changing the method of assessment
- o Revising course content to emphasize a topic or skill

CSLO Reporting Process



Writing Measurable Course Student Learning Outcomes (CSLOs)

Step 1: Determine the concept or competency you want students to learn or demonstrate (must be measurable and connect to course objectives).

Example: The American Criminal Justice System.

Step 2: Determine the appropriate student learning cognitive level from Bloom's Taxonomy (i.e., create, evaluate, analyze, apply, understand, or remember). See page 9.

Example: Students will understand the American Criminal Justice System (too hard to measure).

Step 3: Select a verb from the corresponding student learning level in Bloom's Taxonomy.

Example: Students will summarize the American Criminal Justice System (still not easy to measure).

Step 4: Add criteria to specify how the desired outcome will be observable.

Example: Students will write an essay describing three features of the American Criminal Justice System and explain how the three features have changed since the 1990s (specific and easy to measure).

Example of how Course Objectives connect to Course Student Learning Outcomes

Course Objectives	Course Student Learning Outcome (CSLO)
Discuss differences in nutritional requirements associated with sex, age, and activity. Describe causes and consequences of nutritional problems. Identify key factors involved in correcting nutritional behaviors.	At the end of this nutrition course, a student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.

CSLO Refinement Examples

(Fullerton College, Indiana University-Purdue University Indianapolis):

Too general & hard to measure	A little better, but still general and hard to measure	Specific & Easy to measure
Students will appreciate the benefits of exercise science.	Students will appreciate exercise as a stress reduction tool.	Students will explain how the science of exercise affects stress.
Students will understand the scientific method.	Students will apply the scientific method in problem solving.	Students will design a grounded research study using the scientific method.
Students will become familiar with correct grammar and literary devices.	Students will demonstrate the use of correct grammar and various literary devices.	Students will demonstrate the use of correct grammar and various literary devices in creating an essay.
Students will develop problem-solving and conflict resolution skills.	Students will demonstrate critical thinking skills, such as problem solving as it relates to social issues.	Students will analyze and respond to arguments about racial discrimination.

Consider the following:

- How do you observe someone "understanding" a theory or "appreciating" other cultures?
- How easy will it be to measure "understanding" or "appreciation"?
- Avoid words that are vague, have multiple interpretations, or are simply difficult to observe or measure.

Bloom's Taxonomy of Measurable Verbs

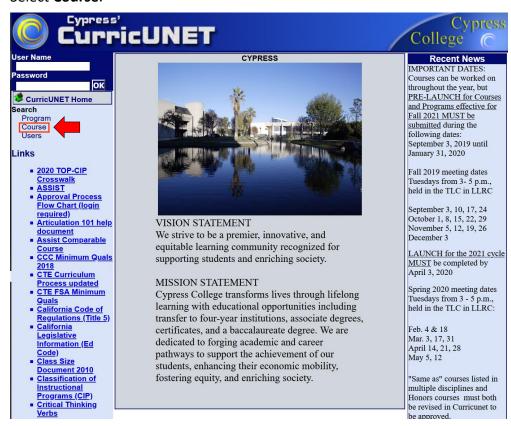
Cognitive Level	Illustrative Verbs
Create Reorganize elements into a new pattern or structure.	act, arrange, assemble, combine, compose, construct, create, design, develop, devise, form, formulate, generate, improve, infer, invent, imagine, plan, predict, prepare, produce, rear
Evaluate Make judgments based off criteria and standards.	argue, assess, choose, compare, conclude, criticize, critique, debate, decide, defend, determine, discuss, evaluate, judge, justify, prioritize, rate, recommend, support, survey, value, verify
Analyze Break down info into parts and determine how it relates to the whole.	analyze, calculate, categorize, classify, compare, contrast, diagram, differentiate, discover, distinguish, examine, experiment, group, interpret, investigate, order, organize, question, relate, research, scrutinize, sequence, solve, survey
Apply Carry out or use a procedure in a given situation.	adapt, apply, calculate, change, compute, demonstrate, dramatize, draw, employ, execute, experiment, illustrate, list, make, manipulate, practice, produce, sequence, show, solve, teach, use, utilize
Understand Explaining ideas or concepts.	ask, calculate, convert, classify, describe, estimate, explain, give examples of, identify, locate, observe, predict, recognize, report, research, retell, review, summarize
Remember Retrieve relevant knowledge from long-term memory.	arrange, choose, cite, define, describe, duplicate, identify, group, label, list, listen, locate, match, memorize, name, quote, recall, recite, recognize, record, repeat, select, underline

How to Find Active CSLOs in CurricUNET

Go to CurricUNET.

You do not need to sign in.

Select Course.

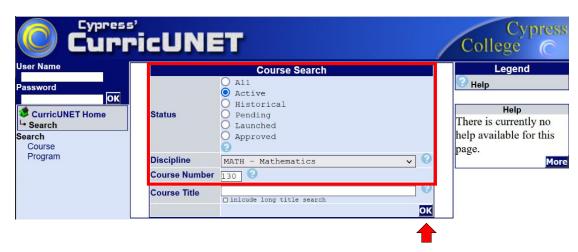


Select Active. (This selection is extremely important to get the correct CSLOs).

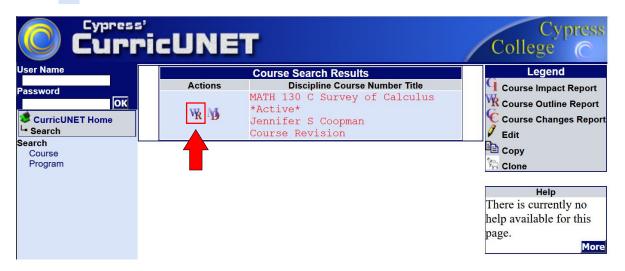
Select your **Discipline** by using the drop down arrow.

Enter the Course Number.

Select OK.



Select WR



After selecting W, scroll down to find the active CSLOs.

....

B. SCHEDULE DESCRIPTION:

This course is an introduction to calculus, with an emphasis on solution techniques and applications rather than abstract theory. TI-83/TI-84 or equivalent graphing calculator required. (UC Credit Limitation/CSU, AA GE, CSU GE, IGETC, C-ID:MATH 140)

II. ENTRY LEVEL SKILLS AND KNOWLEDGE (To be completed if required by Prerequisite Policy)

Upon entering this course, the student needs to be able to:

- A. Translate between phrases written in English and equivalent expressions written in mathematical symbols.
- B. Solve linear, quadratic, logarithmic, and exponential equations. Solve linear and quadratic inequalities.
- C. Graph linear, quadratic, logarithmic and exponential equations and functions on a rectangular coordinate system. Graph linear and quadratic inequalities on a rectangular coordinate system. Graph the conic sections on a rectangular coordinate system.
- D. Analyze and solve word problems.
- E. Utilize a scientific calculator.
- F. Demonstrate the use of intermediate algebra skills and manipulative techniques involving the use of equations and graphing.

III. COURSE STUDENT LEARNING OUTCOMES (criteria by which students will be assessed)

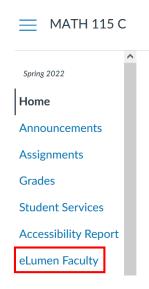
- A. Given a function, the student will be able to find the derivative of the function at a proficient level.
- B. Given a function, the student will be able to find the integral of the function at a proficient level.
- C. The student will be able to solve application problems using the derivative or antiderivative at a proficient level.

CSLO Assessment in eLumen

You can either log into <u>eLumen</u> directly, or you can access eLumen through <u>Canvas</u>.

To access eLumen through Canvas, open one of your course shells.

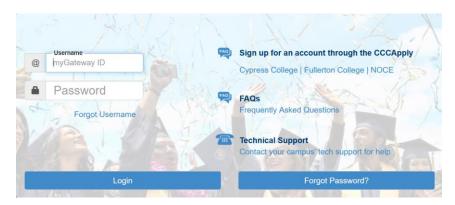
Then, select **eLumen Faculty** from the course navigation list on the left side. You may need to scroll down a little bit to find it.



Next, click on the blue button, Open in New Tab.



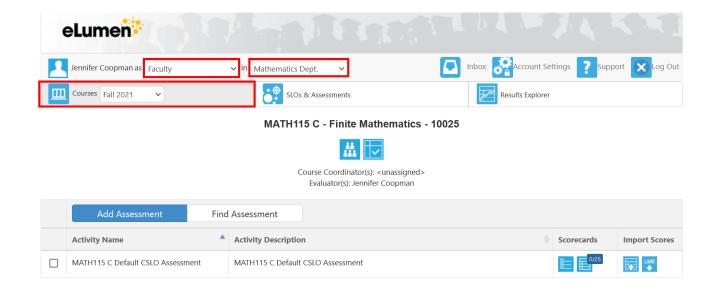
If eLumen doesn't open automatically for you, enter your username and password to log into eLumen.



Select Faculty from the drop-down menu.

Select your department name from the drop-down menu.

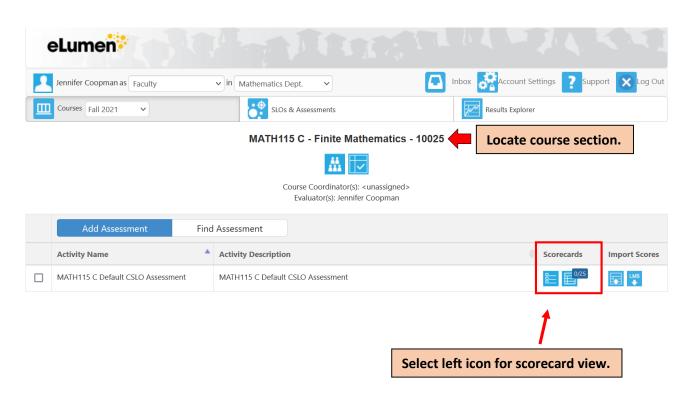
Select **Courses** and choose the appropriate term from the drop-down menu.



To enter the CSLO assessment data, locate the course section.

Then, select the left icon under **Scorecards** to score students in scorecard view.

If you prefer a more detailed description of the scoring rubric, you can select the right icon for rubric view.



For every student, each row with a CSLO should be marked with a number (0-4) or with an N/A.

		eds ations	Meets Expectations	Does Not Meet Expectations		
SLO	4	3	2	1	0	N/A
The student will be able to perform matrix operations and use matrices to solve systems of linear equations at a proficient level.	4	3	2	1	0	
The student will be able to solve linear programming problems at a proficient level.	4	3	2	1	0	
The student will be able to use counting techniques and compute probability at a proficient level.	4	3	2	1	0	

The number of CSLOs to assess for a course may be determined by the course coordinator, department coordinator, or designee. If you have not been notified by a course coordinator, department coordinator, or designee as to which CSLO(s) to assess for your course(s), please contact your course coordinator, department coordinator, or designee for further assistance. If in doubt, you can assess all CSLOs for your class.

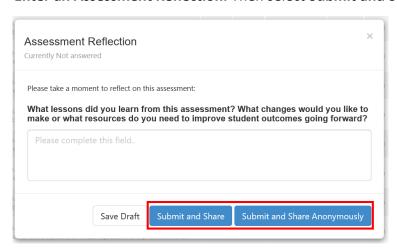
Note to course coordinator, department coordinator, or designee:

The minimum requirement for an assessment is one CSLO. If there are multiple CSLOs for a course and only one CSLO is selected, all instructors teaching that course should be assessing the same CSLO. If there are multiple CSLOs for a course and only one CSLO is selected per semester, the CSLO assessed should be rotated each semester.

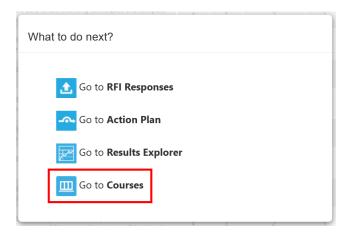
After all CSLOs for every student has a number score (0-4) or N/A, select **Save and Continue to Reflection** (located at the very bottom under score totals).

		Clear all scores from this scorecard
Cancel	Save	Save and Continue to Reflection

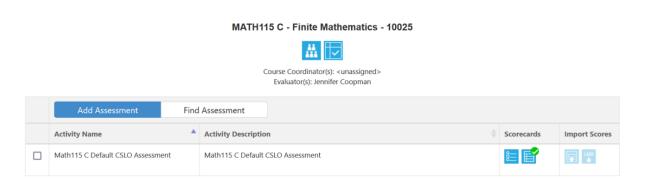
Enter an Assessment Reflection. Then select Submit and Share or Submit and Share Anonymously.



Select Go to Courses.



There should be a **green check mark** under Scorecards to show completion.



For more information on CSLO assessment, please visit the <u>FAQ: CSLOs and CSLO Assessment</u> webpage. Please view the <u>video</u> for additional guidance on CSLO assessment in eLumen.

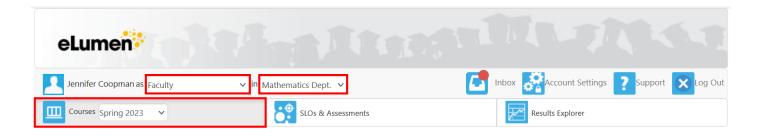
How to Find and Add an Assessment for CSLOs in eLumen

Log into eLumen.

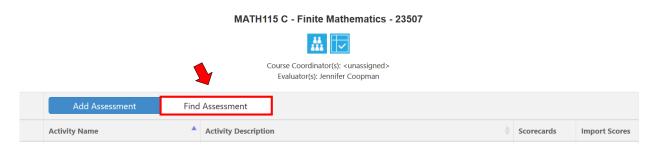
Select Faculty from the drop-down menu.

Select your department name from the drop-down menu.

Select Courses. Select the term from the drop-down menu (eLumen defaults to the current term).

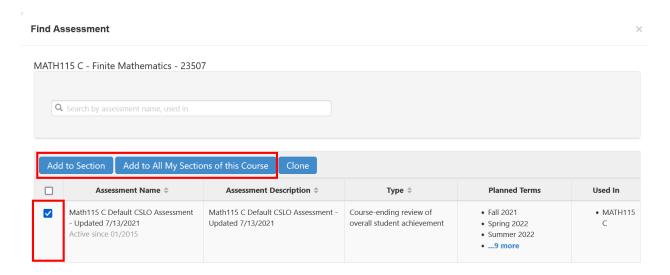


Locate the course and select Find Assessment.



Click the box on the left side next to the name of the assessment. If there are multiple assessments, use the assessment with the most recent updated date in the title.

Select **Add to Section** or **Add to All My Sections of this Course** (select all if you teach multiple sections of a course).



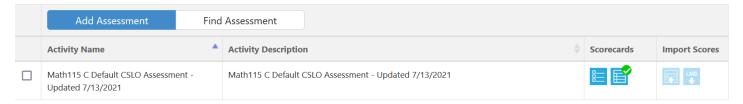
After the previous selection is made, it automatically takes you back to your courses and you should now see the assessment and assessment scorecard options.

After you have entered scores for each CSLO for all students (enter a number score or N/A for each row), there should be a green check mark to show the assessment has been completed.

MATH115 C - Finite Mathematics - 23507



Course Coordinator(s): <unassigned> Evaluator(s): Jennifer Coopman



Note: For more information on entering the data for CSLO assessment, please reference the Resources for Student Learning Outcomes Canvas shell and select the "CSLOs and CSLO Assessment" link located on the Home Page.

Frequently Asked Questions about CSLOs and CSLO Assessment

1) What does CSLO stand for?

Course Student Learning Outcome

2) What are Course Student Learning Outcomes?

Course Student Learning Outcomes (CSLOs) are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a course. Outcomes are usually expressed as knowledge, skills, attitudes, or values.

3) Where can I find the active CSLO(s) for my course?

The **active** CSLO(s) for a course can be found in the Cypress College Course Outline of Record, located in <u>CurricUNET</u>. There is a document with instructions for how to find active CSLOs in CurricUNET, located on the <u>Cypress College Student Learning Outcomes</u> webpage. Please be sure you are including the **active** CSLO(s) on your course syllabi.

4) Do both Full-Time Faculty and Adjunct Faculty complete CSLO assessments?

Yes. Both Full-Time Faculty and Adjunct Faculty complete CSLO assessments. If you have not been notified by a course coordinator, department coordinator, or designee as to which CSLO(s) to assess for your course(s), please contact your course coordinator, department coordinator, or designee for further assistance. If in doubt, you can assess all CSLOs for your class. The CSLO assessment completion percentages are a component of program review and may impact program funding if not completed.

5) Where are the CSLO assessments located?

CSLO assessments are located in eLumen.

You can go to <u>eLumen directly</u>.

You can also access eLumen in <u>Canvas</u>. There is a link in the Canvas navigation menu to access eLumen, called **eLumen Faculty.** After selecting this link, click on the "Open in New Tab" button. You may be prompted to log in with your MyGateway ID and Password. Once logged in, you will be able to complete the CSLO assessment scorecards for your courses.

You can also get to eLumen through <u>MyGateway</u>. Once you log in to MyGateway, select the Faculty tab on the left side, click on Cypress College Links to obtain the drop down menu, and select eLumen.

6) I am in eLumen but there is not an assessment scorecard showing for my class. What should I do? Email the SLO Coordinator with this information. In your email, please include the name of your department, the course prefix, and the course number (e.g., Accounting - ACCT 101).

7) Do all CSLOs need to be assessed for a course?

The number of CSLOs to assess for a course may be determined by the course coordinator, department coordinator, or designee. If you have not been notified by a course coordinator, department coordinator, or designee as to which CSLO(s) to assess for your course(s), please contact your course coordinator, department coordinator, or designee for further assistance. If in doubt, you can assess all CSLOs for your class.

Note to course coordinator, department coordinator, or designee: The minimum requirement for an assessment is one CSLO. If there are multiple CSLOs for a course and only one CSLO is selected, all instructors teaching that course should be assessing the same CSLO. If there are multiple CSLOs for a course and only one CSLO is selected per semester, the CSLO assessed should be rotated each semester.

8) When are the CSLO assessments due?

CSLO assessments should be completed by the 16-week final grade submission deadline.

9) Do CSLOs need to be assessed for Summer classes?

No.

10) There is a student that has dropped from the course or been dropped by the instructor but that student is still showing up on the assessment scorecard in eLumen. How do I score this student?

If the student never completed any assignment/exam/paper/activity that correlates to any of the CSLOs, then all CSLOs should be marked as N/A for those dropped students. The N/A marked for a CSLO indicates that the student was not assessed for that particular CSLO.

If for example, the assessment has 3 CSLOs and let's say Exam 1 content correlates to CSLO 1 and Exam 2 content correlates to CSLO 2 and Exam 3 content correlates to CSLO 3, and suppose the student takes Exam 1 and scores 100% but then drops the course, then CSLO 1 would be marked with a number score (0-4) and CSLO 2 would be marked with an N/A and CSLO 3 would be marked with an N/A for that student.

As long as all of the CSLOs for every student on the scorecard (whether dropped or not) are marked with either a number score (0-4) or N/A for each CSLO, the overall scorecard assessment would be marked as complete.

11) I have an enrolled student who didn't do the assignment/exam/paper/activity correlated with one of the CSLOs. How do I score that CSLO?

If an enrolled student misses or does not do a particular assignment/exam/paper/activity that correlates to a CSLO, then the CSLO that correlates to that assignment/exam/paper/activity should be marked as N/A. A mark of 0 would indicate that the student did the assignment/exam/paper/activity but did not perform well.

12) I finished the CSLO assessment in eLumen but the green check mark is not showing on the scorecard icon. What does this mean?

Most likely there is one or more rows without a mark. For every student, each row with a CSLO should be marked with a number (0-4) or with an N/A.

13) I thought I made revisions to the CSLOs in CurricUNET but why are the CSLOs different in eLumen? Most likely the curriculum cycle for that course is not complete. Once the curriculum cycle has completed, the revised CSLOs will show for the active course in CurricUNET and also appear in eLumen. If the active CSLOs showing in CurricUNET are different than the CSLOs showing in eLumen for a course, please email the SLO Coordinator with this information. In your email, please include the name of your department, the course prefix, and the course number (e.g., Accounting - ACCT 101).

How to Find Faculty CSLO Assessment Reflection Comments in eLumen as a Department Coordinator

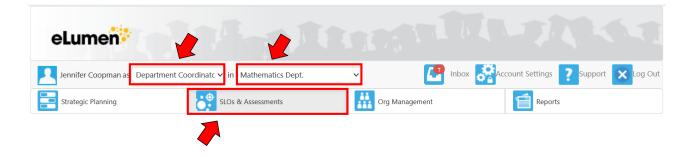
Note: It may be helpful for a department to review and discuss the Faculty CSLO assessment reflection comments, and then incorporate these comments into the responses to the CSLO related questions on the Instructional Program Review Form.

Log into <u>eLumen</u>.

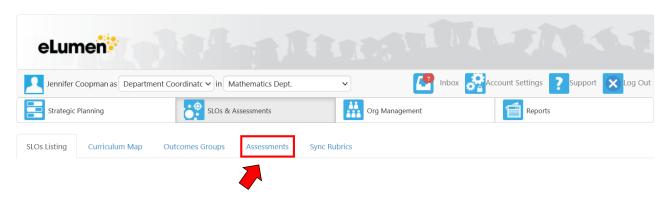
Select **Department Coordinator** from the drop-down menu.

Select the **Department** of interest.

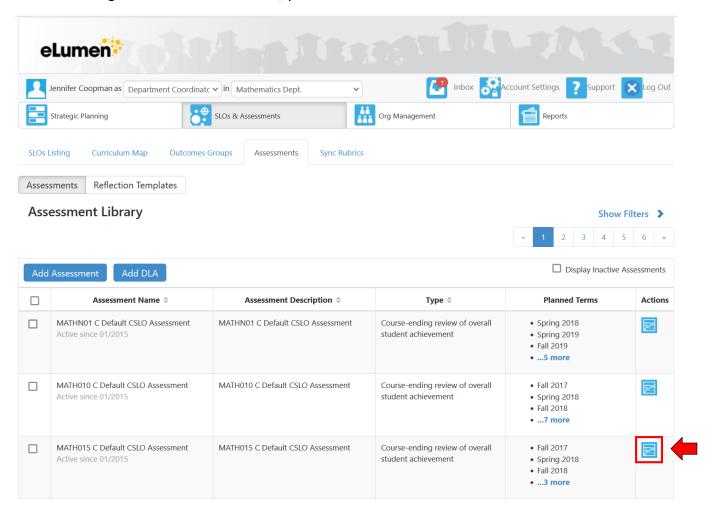
Then, select **SLOs and Assessments**.



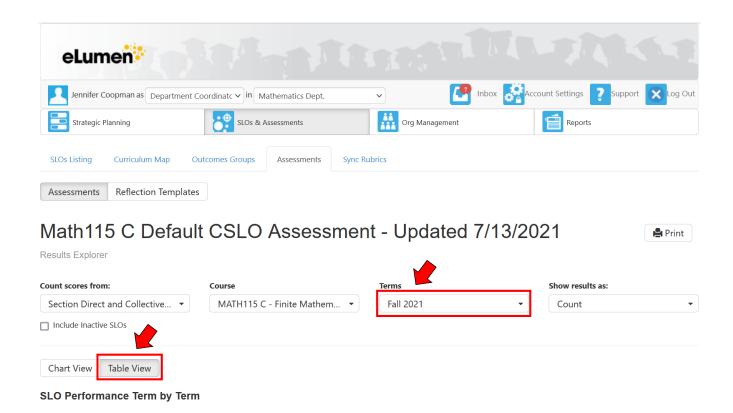
Select Assessments.



Under **Actions**, there is a blue box on the far right side for each assessment. Some courses may have multiple assessments. Click on the blue box for the reflection comments for that particular assessment. After reviewing the reflection comments, you can choose other assessments to review.



Select the **Terms** you would like to review from the drop-down menu. Select **Table View**.



Scroll down to review the Faculty reflection comments.

Some Faculty may have chosen to be anonymous.

How to Run a Faculty Participation Report in eLumen for CSLO Assessments as a Department Coordinator

Note: Only the Department Coordinator has access to this report.

Log into <u>eLumen</u>.

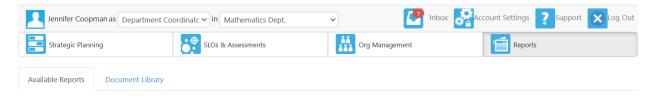
Select **Department Coordinator** from the drop-down menu.

Select the **Department** of interest.

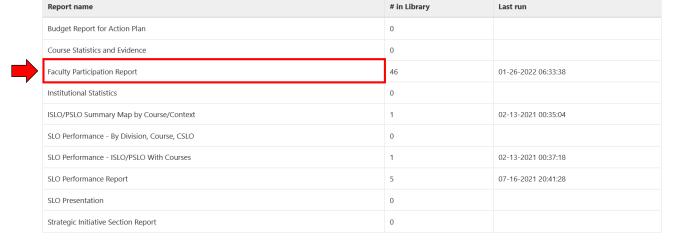
Then, select **Reports**.

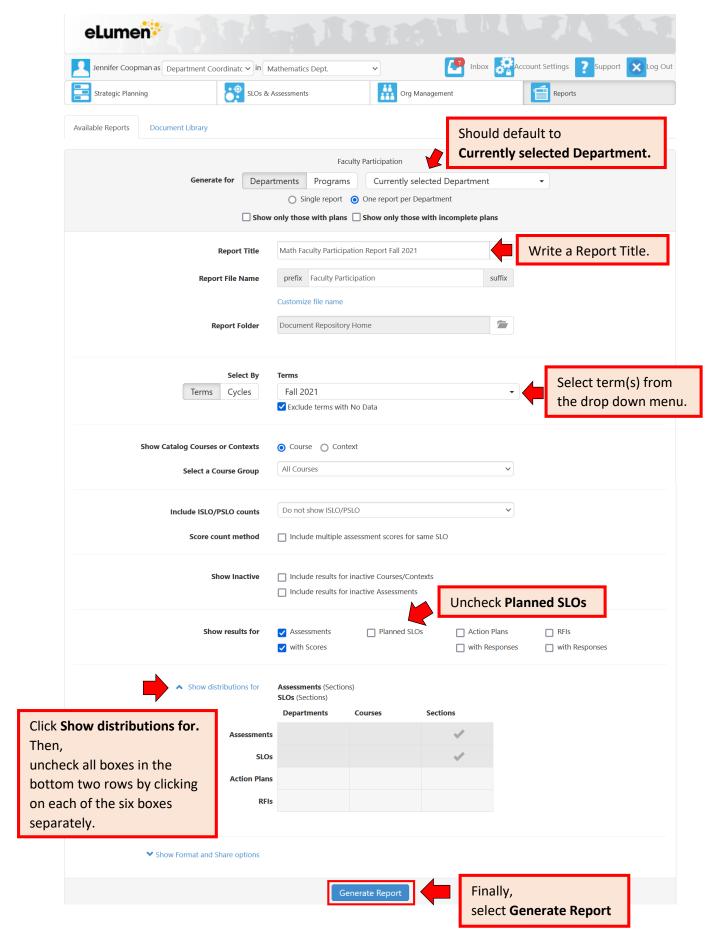


Select Faculty Participation Report.

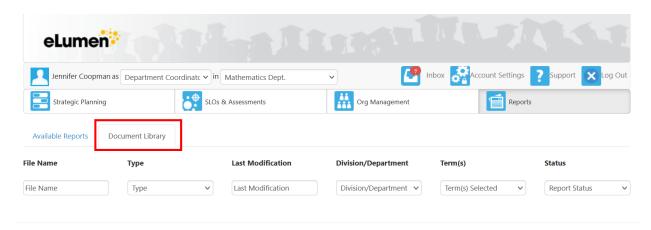


Please select one of the following reports

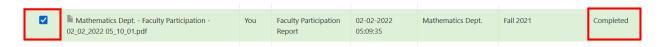




The report will appear in the **Document Library** tab.



Once completed, check the box for the report you would like to open.

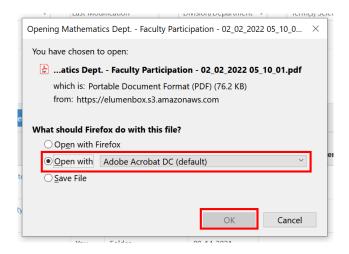


Scroll up (if needed) and select **Download**.



Select Open with Adobe Acrobat DC (or whichever means you prefer to open).

Then, select OK.



Here is an excerpt of the report (the Section (CRN) and Evaluator name will appear in the blue area):

Cypress College

Math Faculty Participation Report Fall 2021

Purpose of this report is to show the coordinator and evaluator completion of creating assessments for planned SLOs, assessment scoring, action plan responses, and RFIs by department, course and section.

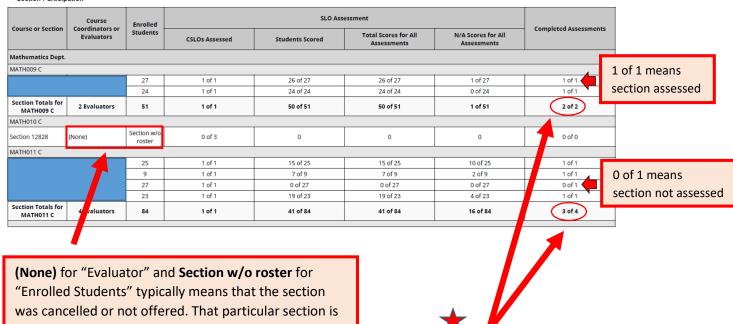
Mathematics Dept.

Terms: Fall 2021 Showing: All

Date: 02-02-2022

Fall 2021

Section Participation



not included in assessment completion percentages for accreditation and program review.

If there should be an evaluator listed there, please email the SLO Coordinator with this information.

For accreditation and program review purposes, it is very important to have at least 1 section of a course assessed for the Section Totals for Completed Assessments.

If the Total Completed Assessments box shows "0 of 0" and that course was offered that semester, please email the SLO Coordinator with this information.

Institutional and Program Student Learning Outcomes (ISLOs/PSLOs)

Cypress College takes great pride in supporting our students' success through Institutional Student Learning Outcomes (ISLOs) and area-specific Program Student Learning Outcomes (PSLOs). Whether a student, faculty, or staff member in an instructional or support services area, our collective purpose is to help students achieve the following four learning outcomes:

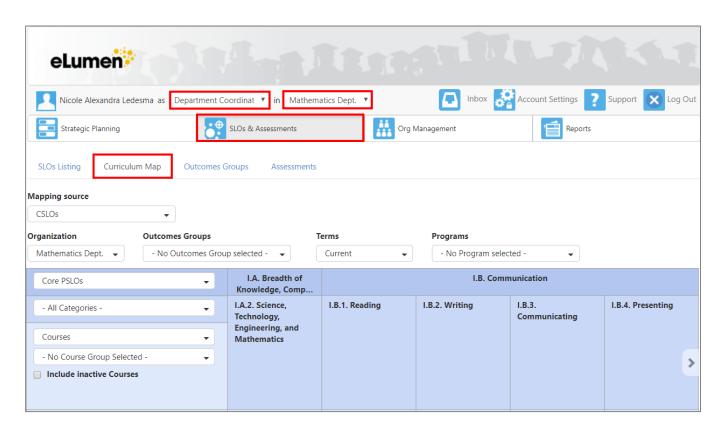
- **A.** Breadth of Knowledge, Competencies, and Skills: The ability to demonstrate breadth of knowledge, competencies, and skills in their program of study. Specifically,
 - **A.1. Areas of Study:** Humanities and the Arts; Science, Technology, Engineering, and Mathematics; Social Sciences; Kinesiology and Athletics; Business and Computer Information Systems; Career Technical Education; Health Sciences; Arts, Sciences, and Kinesiology Career Technical Education
- **B.** Communication Skills: The ability to demonstrate communication skills through reading, writing, communicating, and presenting ideas. Specifically,
 - **B.1. Reading:** Comprehend, interpret, and evaluate written information
 - B.2. Writing: Communicate thoughts, ideas, information, and messages in appropriate writing
 - **B.3. Communicating:** Perceive and respond to verbal and non-verbal messages
 - **B.4. Presenting:** Organize ideas and orally communicate appropriate to an audience in a group setting
- **C. Critical Thinking, Problem Solving, and Information Competency Skills:** The ability to demonstrate critical thinking, problem solving, and information competency skills to analyze information, compute numerical concepts, research effectively, problem-solve, and use technology. Specifically,
 - **C.1. Analysis:** Apply rules and principles to new situations; use logic to draw conclusions, differentiation of facts, inferences, assumptions, and conclusions
 - **C.2. Computation:** Use basic numerical concepts, tables, graphs, charts, and geometric shapes
 - **C.3. Research:** Effectively and ethically acquire information and data through print and electronic technology, and then organize, analyze, evaluate, synthesize, and communicate research findings
 - **C.4. Problem Solving:** Define a problem, create a plan of action, execute a resolution, and evaluate the effectiveness of the resolution
 - C.5. Technology: Utilize current and emerging technology effectively, and ethically
- **D. Personal, Academic, and Professional Development:** The ability to demonstrate personal, academic, and professional development with self-awareness, goals, and values that reflect personal responsibility, global citizenship, and equity. Specifically,
 - **D.1. Personal Responsibility:** Develop self-awareness skills, and identify values and goals for personal, academic, career, professional growth, health and fitness, and lifelong learning
 - **D.2. Global Citizenship:** Understand the interconnection between current events and civic responsibility, and the influence of ethical, environmental, political, and personal choices within our world
 - **D.3. Equity**: Recognize and address issues of diversity, equity, and inclusion in societal policies and personal relations, and advocate for anti-racism practices to promote social justice

PSLO Mapping: Mapping CSLOs to Department PSLOs in eLumen

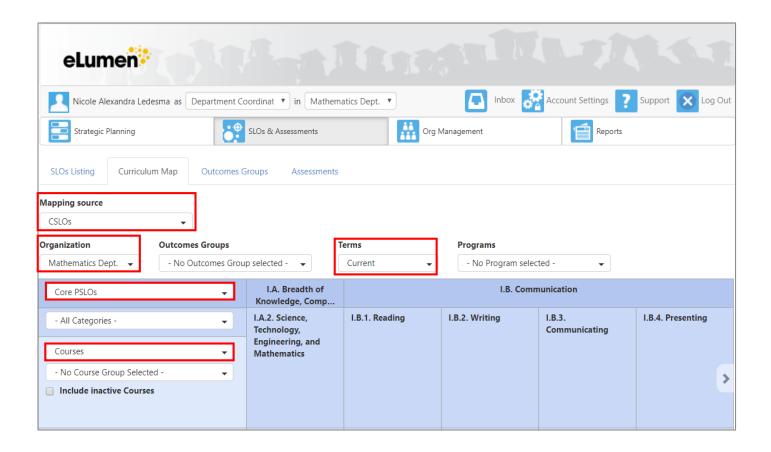
The Department PSLOs are assessed by means of the **PSLO Mapping** in eLumen. The results of the PSLO Mapping will be evaluated every four years as part of the Department's Program Review Report. Departments should discuss their Department PSLO assessment results in order to evaluate their programs for continuous improvement.

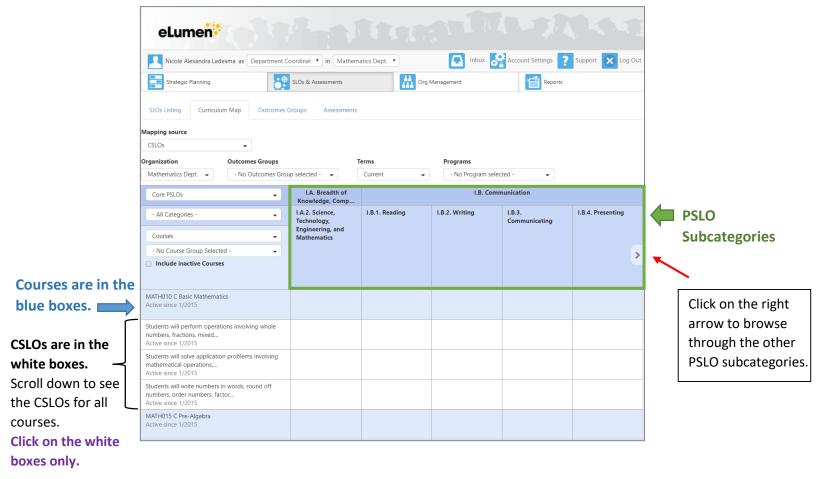
Only the Department Coordinator can access the PSLO Mapping in eLumen to map the department's CSLOs to the Department PSLOs. It is encouraged that the Department Coordinator get input from Faculty in the department.

Select **Department Coordinator** as your role and select your **Department**. Click on the **SLOs & Assessments** tab and then click on the **Curriculum Map** tab.



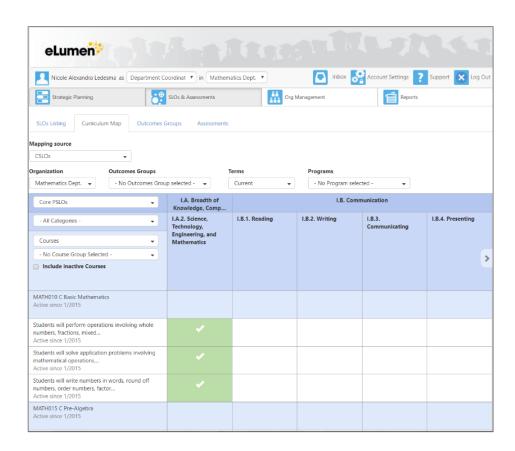
- 1. Set Mapping Source to CSLOs
- 2. Set Organization to your Department
- 3. Set Terms to Current
- 4. Set to Core PSLOs
- 5. Set to Courses





- You will be mapping each CSLO to the appropriate Department PSLO subcategories by clicking on the white boxes.
- When deciding which CSLO maps to which Department PSLO subcategory, focus on how the CSLO is assessed.
- If your department has "Additional" Department PSLOs, those PSLOs will appear in the same row of the PSLO Mapping as the PSLO subcategories. If a CSLO maps to an "Additional" Department PSLO, please be sure to check that box in the PSLO Mapping.

- Once clicked, the box will become green with a white checkmark to show that the CSLO has been mapped to that particular PSLO subcategory (see example below).
- You do not have to click on anything to save your PSLO Mapping, the PSLO Mapping saves automatically.



Note: When CurricUNET updates with a new course or with new/revised CSLOs for an existing course, the PSLO Mapping needs to be done/redone for that course (even if the course had been mapped previously). Best practice is to do this mapping as the updates are made in CurricUNET. Updating the PSLO Mapping in eLumen is a great department activity for flex day.

Note: eLumen and CurricUNET do not communicate directly. If a course has been deleted in CurricUNET and is no longer designated as an "active" course, please contact the SLO Coordinator with this information so the course can be deactivated in eLumen.

Department PSLO Data Table

For Instructional Program Review, Institutional Research & Planning provides a Department PSLO data table on the Instructional Program Review Form. This data table is generated as a result from data collected from the PSLO Mapping, which includes CSLO assessment data that has been entered for the courses in the department. After the department reviews and analyzes the data table, there are questions on the Instructional Program Review Form to aid in thoughtful discussion and response to the data results. The intent of this discussion is to support programs in ongoing and continuous improvement.

Example of a Department PSLO data table:

PSLOs	Exceeded Standard		Met Standard		Did not Meet Standard		Total Assessed			
	n	%	n	%	n	%	n	%		
Breadth of Knowledge, Competencies, & Skills										
Humanities & the Arts	9,779	83.6%	1,252	10.7%	665	5.7%	11,696	100.0%		
		Co	mmunic	ation						
Reading	8,978	83.1%	1,197	11.1%	632	5.8%	10,807	100.0%		
Writing	8,550	83.5%	1,083	10.6%	605	5.9%	10,238	100.0%		
Communicating	9,952	84.3%	1,201	10.2%	647	5.5%	11,800	100.0%		
Presenting	8,865	86.6%	881	8.6%	496	4.8%	10,242	100.0%		
Critica	l Thinking	, Problem-S	Solving,	and Infori	mation C	ompetend	cy			
Analysis	2,415	78.6%	461	15.0%	195	6.3%	3,071	100.0%		
Computation	321	82.9%	53	13.7%	13	3.4%	387	100.0%		
Research	7,060	85.6%	738	8.9%	450	5.5%	8,248	100.0%		
Problem-solving	5,614	82.3%	852	12.5%	353	5.2%	6,819	100.0%		
Technology	8,945	83.4%	1,180	11.0%	601	5.6%	10,726	100.0%		
Personal, Academic, & Professional Development										
Personal Responsibility	9,779	83.6%	1,252	10.7%	665	5.7%	11,696	100.0%		
Global Citizenship	56	91.8%	3	4.9%	2	3.3%	61	100.0%		
Equity	709	90.7%	43	5.5%	30	3.8%	782	100.0%		

The percentage of assessments that **Exceeded Standard** comes from CSLO assessment scores of 3 and 4. The percentage of assessments that **Met Standard** comes from CSLO assessment scores of 2. The percentage of assessments that **Did not Meet Standard** comes from CSLO assessment scores of 0 and 1.

If you have any questions about your department's data, please contact Institutional Research & Planning.

Department PSLOs in the Cypress College Catalog

The Department PSLOs appear in the Cypress College Catalog. If at least one CSLO maps to a Department PSLO subcategory in the PSLO Mapping in eLumen, then that Department PSLO subcategory should be reflected in the Catalog. If your department has "Additional" Department PSLOs, then those will also appear in the Catalog. eLumen and the Catalog do not communicate directly. If Department PSLO revisions need to be made to the Catalog, please contact the Catalog Specialist or SLO Coordinator with this information. If Department PSLO revisions need to be made to the PSLO Mapping in eLumen, please contact the SLO Coordinator with this information.

Some departments have written "Additional" Department PSLOs. These are Department PSLOs in addition to the four core PSLOs. If you would like to add/delete/revise "Additional" Department PSLOs, please contact the SLO Coordinator with this information. The changes will be applied to both eLumen and the Catalog. If "Additional" Department PSLOs are being added or revised, the department should then map the appropriate CSLOs to these new/revised "Additional" Department PSLOs in the PSLO Mapping in eLumen.

Example Catalog Language for Department PSLOs (without "Additional" Department PSLOs):

The courses taught by this department contribute to the following ISLO/PSLOs: A-Breadth of Knowledge, Competencies, and Skills, B-Communication Skills, C-Critical Thinking, Problem Solving, and Information Competency Skills, and D-Personal, Academic, and Professional Development; specifically, the following ISLO/PSLO subcategories: A1-Science, Technology, Engineering, and Mathematics, B1-Reading, B2-Writing, B3-Communicating, B4-Presenting, C1-Analysis, C2-Computation, C3-Research, C4-Problem Solving, C5-Technology, D1-Personal Responsibility, D2-Global Citizenship, and D3-Equity.

Example Catalog Language for Department PSLOs (with "Additional" Department PSLOs):

The courses taught by this department contribute to the following ISLO/PSLOs: A-Breadth of Knowledge, Competencies, and Skills, B-Communication Skills, C-Critical Thinking, Problem Solving, and Information Competency Skills, and D-Personal, Academic, and Professional Development; specifically, the following ISLO/PSLO subcategories: A1-Humanities and the Arts, B1-Reading, B2-Writing, B3-Communicating, B4-Presenting, C1-Analysis, C2-Computation, C3-Research, C4-Problem Solving, C5-Technology, D1-Personal Responsibility, D2-Global Citizenship, and D3-Equity.

A student who completes the Photography program of study will be able to:

- Produce photographic images utilizing a variety of photographic processes.
- Develop and create a portfolio of images centered on a single theme or idea.
- Create professional quality photographs in both studio and location environments.

Degree/Certificate PSLOs

Degree and Certificate PSLOs are designed to reflect the fundamental knowledge and skills students should obtain as a result of receiving a degree/certificate offered by instructional departments at Cypress College. To meet Accreditation standards, the College must regularly assess "learning outcomes for courses, programs, certificates and degrees using established institutional procedures." (IIA3)

Departments should write one or more PSLOs that reflect the core competencies for each degree or certificate. Initially, the Degree and Certificate PSLOs will be assessed annually via the Associate Degree and Certificate Assessment Plan (ADCAP) student survey. The results of the annual ADCAP survey will be evaluated every four years as part of the Department's Program Review Report. Departments should discuss the Degree and Certificate PSLO assessment results in order to evaluate their programs for continuous improvement.

Sample Language for a Degree/Certificate PSLO

(Please use the sample language below as a guide.)

A student who completes this program (degree/certificate) will

To be Entered in CurricUNET

Acquire the (workforce preparation skills) (knowledge) (skills) (ability) (competencies) ,

Select one or more of the phrases from above, or please use phrasing that is similar to above

including (fill in general or specific course content from multiple courses that make up this cert/degree),

necessary for

(employment as a) (career in) (professional advancement in) (transfer to a four-year institution)
Select one or more of the phrases from above, or please use phrasing that is similar to above

(fill in an area/field descriptor if needed based on previous phrase).

Examples:

Accounting Associate in Science Degree

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including general accounting, cost accounting and analysis of financial information, necessary for employment in the field of general bookkeeping and accounting.

Mathematics Associate in Science Degree for Transfer (AS-T)

A student who completes this program (degree/certificate) will

A) Acquire the knowledge and skills, including limits, differentiation, integration, and their applications, necessary for transfer to a four-year institution.

ESL Milestone Certificate- Pathway to Transfer: Language Arts/Written Communication

A student who completes this program (degree/certificate) will

A) Acquire the skills and linguistic competencies, including academic English language reading and writing at a post-secondary level (e.g., analytical reading, research, expository and argumentative composition), necessary for success in college coursework towards a variety of degree, certificate, or general education patterns.

Food and Beverage Fundamentals Certificate

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including sanitation and safety, culinary fundamentals, purchasing, beverage management and cost control in food service operations, necessary for an entry-level career in the food and beverage industry.

Hospitality Management Associate in Science Degree for Transfer (AS-T)

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including introduction to hotel management, restaurant management, special events management, and food service management, necessary for employment in the hospitality industry and/or transfer to a four-year institution.

Culinary Management Associate in Science Degree

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including food safety, handling, preparation, kitchen management, exposure to various styles of cuisines, and proper use of culinary applications and equipment, necessary for employment in the culinary industry.

Court Reporting Technology Certificate

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including an expanded background in computer assisted transcription (CAT) technology and realtime writing skills, necessary to be successful in the legal arena as a Certified Shorthand Reporter.

Automotive T-TEN Air Conditioning Specialist Certificate

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including theory and operation of HVAC systems, the use of test instruments, refrigerant recycling and HVAC system diagnosis and repair, necessary for employment as a Toyota/Lexus automotive Air Conditioning system diagnostic specialist.

Auto Collision Repair Fundamentals Associate in Science Degree

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including safety procedures, proper use of tools, basic techniques of body work, paint matching and application, and quality detailing and car care, necessary for entry-level employment as automotive collision technicians.

Marketing Certificate

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including developing, pricing, promoting, and distributing products and services, necessary to carry out the key marketing functions in a business environment.

Associate in Science Degree Marketing

A student who completes this program (degree/certificate) will

A) Acquire the workforce preparation skills, including product development, pricing, promotion, distribution methods, selling, retailing, advertising, and market researching, necessary for a career in marketing.

Communication Studies Associate in Arts Degree for Transfer (AA-T)

A student who completes this program (degree/certificate) will

- A) Acquire the knowledge of introductory Communication Studies principles/theories, including interpersonal, argumentation, intercultural, small group, and/or oral interpretation, necessary for transfer to a four-year institution.
- B) Acquire the knowledge and skills necessary to communicate ideas orally and in writing.
- C) Acquire the knowledge and skills necessary to critically analyze arguments.

How to Modify a Program in CurricUNET

Steps to Modify Your Programs

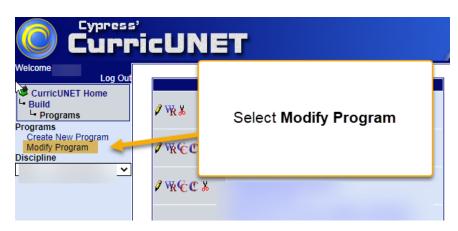
- 1. Go to Curricunet/Cypress
- 2. Select Create/Edit Proposal from the left-hand column



3. Select **Programs** from the left-hand column

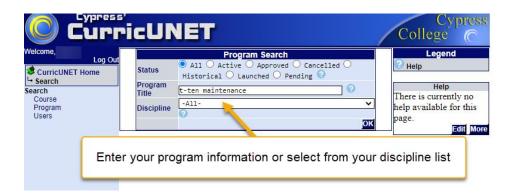


4. Select Modify Program



5. Type the Program name that you wish to make a change in the **Program Title** search box. Alternately, you can select from a list of your Discipline programs

Example: T-Ten Maintenance



6. Select the Copy icon an on the Active program.



7. Click on the drop-down arrow and select **Program Proposal Type**. Once you make a selection, click on save.

Options for Proposal Type:

- Program Re-Activation
- Program Revision
- Program Deactivation

