

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: February 13, 2013

Institution's Name: MiraCosta College

Name and Title of Individual Completing Report: John Thomford, SLO Coordinator, Student Learning Outcomes and Assessment Committee Chair

Telephone Number and E-mail Address: 760-757-2121 x6410; jthomford@miracosta.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Dr. Francisco C. Rodriguez

Signature: _____

(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

**PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED**

1. Courses
 - a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 830 (includes “Directed Study” courses) + 63 non-credit courses
 - b. Number of college courses with defined Student Learning Outcomes: 830
Percentage of total: 100%
 - c. Number of college courses with ongoing assessment of learning outcomes: 830 (+ 63 noncredit)
Percentage of total: 100%
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 62 associate degrees and 56 Certificates of Achievement
 - b. Number of college programs with defined Student Learning Outcomes: 62 + 56 = 118;
Percentage of total: 100%
 - c. Number of college programs with ongoing assessment of learning outcomes: 64;
Percentage of total: 54% (have evaluation data in the TracDat database)
3. Student Learning and Support Activities
 - a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 49
 - b. Number of student learning and support activities with defined Student Learning Outcomes: 49;
Percentage of total: 100%
 - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 49; Percentage of total: 100%
4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: 5
 - b. Number of institutional learning outcomes with ongoing assessment: 1

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

MiraCosta College has integrated student learning outcomes at the course, program, and institutional levels of learning. Moreover, outcomes assessment occurs in the student services and support areas and in the administrative units of the College. Outcomes assessment drives decisions to improve pedagogy and lesson design, evaluate the design and implementation of curriculum, prioritize resources, and meet MiraCosta's pledge of academic quality assurance.

MiraCosta's faculty and advisory committee members developed SLOs for courses and student support services in 2006 based on institutional research data and familiarity with MiraCosta's culture and students (1.1, 1.2, 1.3, 1.4). Course objectives map to SLOs; therefore, course credit, certificates, and degrees are awarded based on SLO achievement. Most course SLOs (CSLOs) and support service area outcomes (SAOs) have been assessed multiple times; as a result, action plans have been developed to meet student needs, such as the plan for discipline experts to revise certain SLOs (1.5, 1.6). The strategic planning process requires SLO assessment results to be integral to planning (1.7, 1.8). Thus, faculty evaluation of assessment results has led to action plan development, which is part of the annual program review cycle and is used to track progress on the institutional objectives contained in the strategic plan. MiraCosta has also used the other two parts of the ACCJC rubric (planning and program review) to design an overarching model of institutional effectiveness that integrates decision-making with SLO results and measures of student achievement.

In the past two program review cycles, the College made two important improvements based on resource allocation. First, it repurposed funds to hire associate (part-time) counselors to guide students through the matriculation process and provide evening coverage for students who work or raise families during the day. Second, the Adult High School Diploma Program requested (through the program review prioritization process) and hired a full-time English faculty member to provide leadership and curriculum modifications for the English content area.

MiraCosta mapped CSLOs to degree and certificate program SLOs (PSLOs) through the use of Assessment Documentation Matrices (ADM) that rank importance of GE and CTE PSLOs to each core course in a specific discipline (1.9, 1.10). The College also demonstrates its experimental approach to SLOs through participation in the ACCJC DQP pilot project.

High enrollment programs, such as liberal arts, are entering their third assessment cycle (1.11). PSLO assessment results are shared at open assemblies (1.12, 1.13, 1.14). Assessment quality improved after inquiry-activity results were given to the faculty and they evaluated the data. MiraCosta demonstrates PSLO-to-institutional learning outcome (ILO) mapping through their overlap (1.2, 1.15). ILOs, in the initial assessment phase, are currently being reviewed (1.16).

Authentic assessment demonstrating outcomes mastery occurs in surgical technician, nursing, automotive technology, and other CTE fields as well as in biological sciences through practicum assignments. MiraCosta will continue expanding real-world learning in traditional academic fields over the coming cycles.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Institution-wide dialogue about outcomes assessment occurs at all levels, from the course to program levels, to divisional and budget and planning committees for resource allocation, to cabinet and executive leadership, to the governing board to set larger College policy.

SLO assessment results are discussed among faculty, student services professionals, and College leaders with direct-line reporting from SLOAC to the Academic Affairs and Institutional Program Review Committees (2.1, 2.2). Status reports are also shared and discussed with the faculty senate and department chairs (2.3). SLOAC's revised mission reflects the change from developing SLOs to evaluating outcomes and assisting faculty with identifying needs for improving student success (2.4).

Self-reflective dialogue based on SLO assessment results is incorporated into program review reports to which all full-time faculty contribute. Annual program review drives institutional practices (2.5). Last year, MiraCosta revised the program review process to increase SLO assessment data's role in funding request prioritizations. Based on faculty feedback, SLO-revision (2.6) and TracDat data-entry processes have been streamlined to facilitate the disaggregation of data for courses taught online versus on-ground (2.7). SLOAC developed SLO analysis reports for all degrees and certificates to help faculty align their PSLOs with ILOs (2.8).

SLOAC has encouraged institution-wide dialogue about SLO assessment results through presentations to the Board of Trustees, "All College Day" activities, and Flex-week workshops.

Student Services, as part of its outcomes and assessment, surveys students and dialogues with faculty to identify support services needed to improve student learning. For example, survey results led the College to develop a program to assist veterans in transitioning to civilian and academic life (2.9). A Veterans Center was opened and staffed to assist students in navigating the college system. Workshops have been offered to assist faculty in understanding veterans' needs and how to integrate them into successful learning environments. Administrative units discuss outcomes assessment in the mapping of progress to the institutional objectives and for operational matters.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Decision making using outcomes-assessment results takes place through program review: program leads chart progress on the strategic plan's institutional objectives as a way to meet MiraCosta's larger institutional goals in the *2011 Comprehensive Master Plan*. Progress on the institutional objectives is measured in two ways, both of which use outcomes assessment as a data source: progress on the action plans in the strategic plan and through the innovation and creativity from program review. The program review reporting process has integrated SLO assessment results into the standards of program performance and program curriculum. College divisions and the Budget and Planning Committee (BPC) have developed a scoring rubric that incorporates outcomes results into the action plans (3.1).

Departmental faculty discuss outcomes-assessment results as they develop program review reports, which are shared with appropriate divisional deans. Resource requests contained in the plans are prioritized and forwarded to BPC, which is comprised of faculty from diverse areas of instruction and student services, administrators, and the vice president of Business and Administrative Services (3.2). Plans provide the basis for either repurposing existing or requesting new resources. Dialogue among BPC members results in the final prioritization of these resource requests.

To ensure SLO assessment plays a primary role in budget allocation, SLOAC is represented on the Institutional Program Review Committee (IPRC) and BPC. SLOAC works with IPRC to further develop program review standards related to SLO assessment. Additionally, the committees are working with the Office of Institutional Planning, Research and Grants (OIPRG) to improve the availability of SLO assessment data that will be useful to authors of program review reports.

Some programs that requested resource allocations based in part on SLO assessment results include automotive technology, biotechnology, and energy technology (3.3). Additionally, intra- and inter-departmental dialogue on the evaluation of SLOs and assessment practices resulted in the modification of SLOs or SLO assessment practices in several departments along with pedagogical changes (e.g., biology, child development, and mathematics) (3.4, 3.5, 3.6). Recent resource allocations in student services based on outcomes results include the hiring of a general counselor and a learning disability specialist/counselor.

The College evaluates the quality of the decision making based on data including a review of the mission statement, progress on institutional goals for improved student achievement and learning and the advancement of institutional student learning outcomes, effectiveness of program review process, quality of resource allocations, and the effectiveness of planning process and cycle.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

SLO assessment results are included in program review analysis for allocating or repurposing financial, technological, human, and facilities resources. MiraCosta has allocated resources for personnel, training, and understanding the SLO process. For example, a curriculum support specialist trains faculty how to use TracDat, the SLOAC chair and faculty researcher receive reassigned time (60 and 5 percent, respectively), and SLOAC's associate faculty representative receives a stipend for serving on the committee. In addition, MiraCosta recently hired a dean of Institutional Planning, Research and Grants to facilitate the acquisition of information needed for effective planning related to course, program, and institutional learning outcomes and to serve as the College's accreditation liaison officer.

Resource allocations based in part on SLO assessment results include automotive technology, biotechnology, and energy technology. Recent resource allocations in student services based on outcomes results include the hiring of a general counselor and a learning disability specialist/counselor. Science labs are being created using modular facilities to meet pressing student needs rather than wait for public funding to finance the facilities. Noncredit allocations include hiring a full-time English instructor, repurposing funds to hire a part-time counselor, and restructuring adult high school program curriculum to align with credit courses. Online improvements are being made to improve lesson delivery, which will be covered in detail in the College's upcoming substantive change proposal.

MiraCosta's *Strategic Plan 2011-2014* and *Integrated Planning Manual* provide evidence of the role SLO assessment plays in the program review process (4.1, 4.2). This role is taken into account when both documents are reviewed and updated. The College modifies plans and documents with input from IPRC, SLOAC, and BPC. SLO assessment is a faculty-centric endeavor at MiraCosta, with leadership using collected evidence to substantiate change.

MiraCosta uses information gathered from all levels of SLO assessment to ensure the College meets its second institutional goal: MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success (4.3). SLO assessment is a driving force in program review, which in turn drives institutional planning in terms of resource allocation. Additionally, program review data were important factors both considered and addressed in the educational and facilities portions of the recently completed *2011 Comprehensive Master Plan* (4.4).

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

Comprehensive assessment reports are generated and reviewed as part of the outcomes process and included in various forums around the College for improvement. MiraCosta uses a commercially produced system (TracDat) to house data and to generate reports for general consumption.

SLOs have been identified for courses, programs, student support services, and the institution, as discussed in statement #1. CSLOs align to PSLOs, which align to ILOs (5.1, 5.2, 5.3, 5.4). An SLO assessment calendar developed by each department formalizes a schedule of SLO work that incorporates a cycle of assessment, evaluation, and future planning (5.5). One ILO is assessed annually. Results of the first ILO assessment will be evaluated in spring 2013.

Comprehensive reports were a recommendation for MiraCosta in the 2010 action letter from the Commission. The visiting team this past spring reviewed the College assessment reporting system and concluded that MiraCosta was now proficient in this area (see detailed analysis in the spring 2013 Midterm Report). Each department and program has a SLO leader who logs assessment data into an online reporting system (TracDat) (5.6). The SLO report includes the outcome, the assessment method, the expected level of achievement, dated results, an evaluation of results, and a recommendation for future work (5.7). These reports are dynamic and frequently updated to reflect revisions in assessment and changes in benchmark positions to support sustainable and continuous quality improvement of student learning (5.7). TracDat archives assessment-cycle results, creating a historical document and allowing faculty and administrators to reflect on the action plans' success. SLO data is used to identify gaps and to inform resource allocation decisions as described in the program review process (5.8)

SLOAC consistently examines SLO work for appropriateness and provides feedback to departments and programs through workshops and individual consultations. The committee reviews outcomes and assessment methods for reasonableness and measurability (5.9) and checks that CSLOs map to degree or certificate outcomes (5.10). SLOAC provided analysis reports to all departments and made them available on the College server for interdepartmental discussion of PSLOs. The committee recognizes exemplary SLO effort by faculty and departments with a Celebration of Excellence Award (5.11). Furthermore, the SLOAC chair routinely updates the campus community on overall progress of SLO assessment at faculty events (All-College Day), department chair gatherings, and Board of Trustees meetings, as presented in preceding rubric statements (1.12, 1.13, 1.14, 2.3).

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

Internal processes have been developed to document how courses within a program map to PSLOs and how PSLOs are mapped to general education learning outcomes (GELOs) outcomes. ILOs share such similarity with GELOs that the College is currently engaged in institutional dialogue to begin the process of redefining the ILOs. The current process is described below and sample documents of each are attached.

Mastery Matrix Report (6.1) generated by faculty to begin mapping process:

- a. Faculty/departments review each course that pertains to a degree or Certificate of Achievement.
- b. Faculty numerically rank (Likert scale: 1=low emphasis to 5=strong emphasis) each course SLO in importance of its relationship to each GELO and ILO.
- c. The mastery matrix is available on the student learning outcomes website for the public to view.

Assessment Documentation Matrix (6.2, 6.3) generated by faculty to demonstrate mapping for all core courses in a program:

- a. Faculty transfer data from the mastery matrix that demonstrates CSLO mapping to GELOs and ILOs.
- b. Faculty document CSLO assessment evaluation in TracDat reporting process (6.4)
- c. Courses with significant mapping to specific GELOs (ranked as 4-5) are reviewed to determine if minimum achievement levels were met when assessed.
- d. If not met, faculty direct resources for improved student learning/outcomes through the program review process.

SLOAC Analysis Report (6.5) summary report provided for interdepartmental discussion of PSLOs:

- a. Core courses in a program are reviewed to determine which courses were rated 4-5 on the ADM (6.2, 6.3), which indicates the most significant mapping to GELOs.
- b. PSLO data from TracDat (6.4) are then reviewed to determine if they also map/respond to most significant GELOs.
- c. Analysis completed to insure appropriate mapping; revised if necessary.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Students learn about the outcomes expectations at each level of learning in a variety of ways. All course outlines of record and course syllabi are required to include CSLOs (7.1 & 7.2). Full-time and associate faculty create, review, and submit new and updated CSLOs and PSLOs, which are validated by SLOAC. Instructors are also encouraged to embed authentic assessment in their curriculum and prominently post/identify CSLOs on each formative assessment tool.

Students may locate information on CSLOs and PSLOs by following the “Accreditation/Planning” link on the main MiraCosta website home page (7.3). PSLOs describe what a student will be able to accomplish upon completing a program. These materials may be downloaded and printed.

SLOAC is considering posting PSLOs in the online catalog and determining how to enhance the prominence of CSLOs and PSLOs on the MiraCosta website. However, faculty are currently re-evaluating departmental PSLOs. Once the evaluation has taken place, PSLOs will be provided in each area of study that offers a degree.

Outside of class, students are exposed to the SLO process through a variety of media and events. SLOAC has sponsored several drawings for prizes to students who participate in SLO-related surveys (7.4). These drawings have occurred during Thursday College Hour and at a luncheon held for associate degree graduates prior to commencement. Additionally, the campus bookstore and faculty provide students with bookmarks that identify MiraCosta’s mission and ILOs, and ILOs are posted in all classrooms.

Focus groups were conducted in spring 2012 and will be repeated in spring 2013 to meet with liberal arts graduates to assess the level of knowledge of the program and institutional learning outcomes and the impact course assessments played in developing these skills, abilities, and knowledge.

**SELF-ASSESSMENT ON LEVEL
OF IMPLEMENTATION:**

**YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT
LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR
COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO
ADDRESS NEEDED IMPROVEMENTS?**

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

In reviewing the ACCJC standards and levels of implementation for student learning outcomes, the College is on schedule and currently at **the proficiency level** in the process.

Actionable improvement plan:

- Faculty members are comfortable with the development, assessment, and evaluation of CSLOs and the process by which CSLO assessment loops are closed. However, some faculty are still struggling with the practicality of assessing PSLOs. This is primarily due to small sample sizes of graduating students in many degree/certificate areas. SLOAC is working towards integrating these small groups into the liberal arts graduates assessment, which will include assessment prompts that are specific to each discipline.
- Further work needs to be completed to integrate into the process student support services that are directly related to instruction (library, tutoring, counseling, etc.). More dialogue must occur between faculty in these areas so that student success in courses and programs is also tied to the services that the students need and receive.
- While the economic recession has impacted the availability of funding for program review requests, prioritization continues through the budget and planning process. Further refinement is currently taking place in terms of clarifying how faculty should address and use SLO assessment results in developing action plans that will lead to improvement in terms of student success.
- Alignment of CSLOs with PSLOs and ILOs is currently being reviewed by the College. Awareness among all faculty (full-time and associate) of how CSLOs map to PSLOs must be addressed. SLOAC is taking the lead on this effort by providing more workshops to increase dialogue with colleagues in terms of reflecting on how course outcomes map to the larger program outcomes and then to the ILOs. This is a difficult task for community colleges compared to the university level because community college students take diverse pathways and have varied goals that may not lead to a degree or certificate.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

- 1.1 Course SLOs
- 1.2 Instructional Program SLOs
- 1.3 Non-credit Course SLOs
- 1.4 Service Area Outcomes
- 1.5 Sample of revision to SLOs: TracDat - Bio 100
- 1.6 Example of SLO Modification/Deletion form submitted by faculty to SLOAC
- 1.7 Strategic Planning Manual
- 1.8 Program Review handbook
- 1.9 Sample CTE ADM
- 1.10 Sample GE ADM
- 1.11 Liberal Arts PSLO assessment report 2011, 2012
- 1.12 All College Day assembly agenda 2012
- 1.13 All College Day assembly agenda 2013
- 1.14 Board of Trustees meeting (February 2013)
- 1.15 List of ISLOs for MCC
- 1.16 Minutes of SLOAC meetings for 2013

- 2.1 SLOAC Meeting Minutes part IV.A. (9-18-12)
- 2.2 IPRC Meeting Minutes part V.B (4-27-2012)
- 2.3 Department Chairs Meeting Presentation
- 2.4 Mission Statement of SLOAC
- 2.5 Program Review Handbook
- 2.6 Sample SLO modification form (from an instructional dept.)
- 2.7 TracDat User Manual
- 2.8 SLO Analysis Report sample
- 2.9 Student Services Outcome: information on Veteran's Center focus group

- 3.1 Division/BPC Scoring Rubric for funding Action Plans through the PR process
- 3.2 Committee Membership list of BPC
- 3.3 Reflection & Plan Form from Automotive Tech Program Review
- 3.4 Sample of TracDat report on assessment result analysis leading to action plans (CHLD)
- 3.5 Sample of TraCdat report on assessment result analysis leading to action plans (Math)
- 3.6 Sample of TracDat report on assessment result analysis leading to modification of SLOs &/or assessment practices (Bio)

- 4.1 Strategic Plan
- 4.2 Integrated Planning Manual
- 4.3 Institutional goals
- 4.4 Comprehensive Master Plan

- 5.1 GE Mastery Matrix
 - 5.2 CTE Mastery Matrix
 - 5.3 Sample Assessment Documentation Matrices (ADM) for CTE
 - 5.4 Sample Assessment Documentation Matrices (ADM) for GE
 - 5.5 SLO calendar for Biotechnology courses and program
 - 5.6 List of SLO leaders
 - 5.7 Sample Assessment report from TracDat (Math 20)
 - 5.8 Program Performance and Program Curriculum Review area descriptions
 - 5.9 SLOAC minutes 8-21-12 (SLO validation)
 - 5.10 Sample of SLOAC Analysis Report
 - 5.11 Celebration of Excellence Award announcement, Spring, 2012
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- 6.1 GE Mastery Matrix
 - 6.2 Sample Assessment Documentation Matrix (ADM) for CTE
 - 6.3 Sample Assessment Documentation Matrix (ADM) for GE
 - 6.4 Sample TracDat Report
 - 6.5 Sample SLOAC Analysis Reports for GE program
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- 7.1 Sample Course Outline of Record (COR)
 - 7.2 Sample Course Syllabus
 - 7.3 Navigating to CSLOs and PSLOs on MCC website
 - 7.4 Invitation to graduating students- participate in survey & focus group (Liberal Arts PSLO assessment)

Accrediting Commission for Community and Junior Colleges (ACCJC)

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