PSLO	Program Outcomes Analysis	Program Inst Outcomes Analysis
	Not applicable for AIS.	
	No Student Learning or Service Area Outcomes have been written in the past for the Academic Proctoring Center. as it was part of Testing Center. As of this program review cycle, it has been determined that the most appropriate student learning outcome will be that students will demonstrate ethical behavior through adherence to college, state and federal legal and ethical requirements. Students will meet this outcome by practicing academic honesty. Through proctor observations, digital video recording and use of NetOp security software, data will be collected to determine if a testing incident report of academic dishonesty needs to be sent to an instructor.	
	There are no outcomes for the Academic Senate. The AS still works to meet the standards in the Reflect Areas and work to gather more data informing the performance of the senate and the structure of the senate.	
Accounting AA and COA Bookkeeping AA and COA	The Accounting Program is actively working to report and update it's SLO's at all levels of program activity. In terms of prior assessments, the SLO's of all the program's courses are in the process of being examined in terms of their relevance to the current environment in which these courses operate. In addition to that, the goal of the accounting program over the next year is to examine each certificate and degree of the program, and the courses contained therein, and make adjustments, additions, and deletions where we think it is best for the ongoing success of the program. SLO's will be an integral part of this examination.All of the courses contained in the program do have their SLOs listed in the course syllabi, and while we have a process of assessment in place for each course, we are currently looking to streamline the process over the accounting curriculum in a manner that also includes better and more meaningful data to support the assessments. This then will help us to use the all of the program's SLOs as both measurements of success as well as change agents when necessary.	All students successfully completing the accounting classes necessary for the Accounting AA and COA have demonstrated within their assessed coursework the standards set forth in the PSLO for this area. All students successfully completing the accounting and bookkeeping classes necessary for the Bookkeeping AA and COA have demonstrated within their assessed coursework the standards set forth in the PSLO for this area.
	All Course SLOs have been assessed consistent with the SLO cycle and have generally met or exceeded expectations. In those areas where deficiencies were noted, appropriate corrective action has been taken. Each semester, instructors are requested to submit their syllabi to the Department, at which time all submitted ADM syllabi are reviewed to ensure that SLOs have been incorporated into the syllabi. In addition, PSLOs have been established for the ADM certificate and both ADM degress. PSLO assessment is anticipated during this school year. For the sake of continuity, especially as we approach Accreditation, an ADM Leadership Transitional Hiring Plan (LTHP) will be submitted to ensure that the SLO/PSLO/ILO process continues without any disruption.	
	We have two ongoing and one new SAOs. The first is the student satisfaction surey from the online credit application - known as CCCApply. Over the years, the process has continued to show a high satisfaction level - upwards of 90% for students who submit applications online. The system has a yearly upgrade processs which allows us to collect approrpiate and current data. MCC updated to a new version of known as OpenCCCApply this past spring. This version includes recent changes require for statewide reporting including parental education status and gender identity preferences. Inclusion of these new questions lengthens the application process and may prove to be a challenge for some students. We will continue to look at the satisfaction rate with this in mind. The second SAOs is the timeframe for the graduation process. As our workload increases as a direct result of enrollment growth, it is important for us to continue to look at processes and techniques to maintain a high level of service to students. Use of systems and training has resulted in improved turnaround time. This success will likely be challenged by new statewide initiatives requiring education plans and earlier evaluation of student transfer units. As the DegreeWorks project is implemented, evaluations work will shift to an earlier cycle. The graduation time will continue to be reviewed.	
	Program Learning Outcomes have been revised for our program. Critical Areas for Follow Up in our WASC Accreditation report indicated that they needed to better reflect the goals of our program and our student populations. In the Fall of 2013, we completed this process through SLOAC and disseminated this information to all stakeholders. The four new PLSOs emphasize our program's focus on higher education, increased employability, self-efficacy and diversity. Additionally, these PSLOs align with Institutional Objective 1.2, 2.1 and 5.3. A part of the revision process included aligning all SLOs with the revised PSLOs. This alignment allows us to measure our PSLOs each time we assess SLOs in our courses. We assess SLOs five times per year, at the end of each term, and we compile that data once per year with the objective of determining our success in meeting our PSLOs.An additional Critical Area for Follow Up indicated that we needed to incorporate various methods of learning linked to student data and school wide outcomes. To this end, Information Literacy SLOs were added to all AHS English courses. SLO assessments in each of these courses are conducted at the end of each term and both qualitative/quantitative data is gathered. Also, a new course on Information Literacy was written to incorporate online learning for students in our program. This class supports our PSLOs and connects with the ILOs. Finally, offering noncredit courses on OCN or SEC would support our PLO #1, awareness of and preparation for higher education. SAO's for noncredit counseling are assessed at the end of each academic year. In 2013-14, all SAO's met and exceeded achievement levels attained in 2012-13. Slight increases are attributed to decreased turnover in associate counselors and increased training. Each of the three SAO's for noncredit counseling connects to two or more PSLO's and ILO's. In addition to being assessed at the end of the spring semester, SAO's will be also be reviewed to determine if they should be revised to more strongly connect with PSLO's and ILO's.	
Liberal Arts (All Areas) AA	The Program in Anthropology does not offer a separate degree or certificate but instead contributes to the Liberal Arts Program. As such, Anthropology does not have PSLO's to assess or to address here.	The Program in Anthropology graduates a few majors each year but primarily contributes to the Liberal Arts degree. Anthropology courses fulfill various GE requirements and prepare students for transfer. The faculty in Anthropology have identified three to four CSLO's for each course, and all CSLO's are assessed in all sections in Fall and Spring semesters of every year. Thus, we have a large data set on student learning. By these measurements, students perform well above expectations in nearly all areas - they are successfully learning the critical elements of our courses. The Program in Anthropology has plans to hold an all-faculty meeting as soon as support becomes available, so that we can reconsider our CSLO's (Do they need revision?) and evaluate our assessment data (Are we striking the optimum balance between rigor and student success?). In the meantime, however, Anthropology is providing a valuable learning environment for our students.

	The department is focused on keeping our SLO's up to date and making sure that the SLO's for our new classes meet the standards set by the college. As a department, the full and part time instructors have discussed our results and approach to measuring student performance. Program SLOs have been disaggregated and assessed across the department curricula. Our department meetings involve discussions on creating meaningful use of the data that we have collected. The department has also met to discuss our PSLO's for our program. Currently we have PLSO's for Studio Art and for our Certificate in Digital Photography. The chair and SLO lead have been attending meeting on learning objective strategies and currently through advice from the SLO committee trying to align our PSLO's with ISLO's.	
	The Student Learning outcomes are tied to the AUO for Instructional Services division, and the program will participate in the IS survey to evaluate the effectiveness of collaboration and communication with other divisions and constituents. I beleive the evaluation of the articulation program would be more robust if this program was specified in the IS survey. I reccomend that questions be developed pertaining to this program to provide better feedback on how the program is supporting faculty from the instructional perspective.	
Liberal Arts (All Areas) AA	Three courses have three SLOs each; one course has four. ASTR 101, 101L, and 120 SLOs are being considered for updates based on closed loops. The 201 course has only been assessed twice due to limited offerings. Progress is slow since there is only one full-time faculty member, no reassigned time consideration for administration and coordination duties, and no funds to compensate associate faculty who might otherwise wish to participate meaningfully beyond simply collecting data. There are no program-level SLOs. All four courses (101, 101L, 120, & 201) support the degree in Liberal Arts (emphasis in Mathematics and Sciences). All emphasize the GE outcomes Effective Communication and Critical Thinking, three of the four also emphasize Productive Work Habits, and two include reasonable emphasis on Information Literacy.	Astronomy plans a comprehensive reexamination of all CSLOs and assessment instruments to facilitate consistency in evaluation as well as more meaningful and relevant alignments with both course-level objectives and GE outcomes.
	Student learning outcomes are current and appropriate for the athletic department.	
Automotive Technology AA and COA Automotive Electronics, Computers, and Emissions and/or HVAC COA	We actively utilize student learning outcomes to adjust and modify pedagogy, course areas of emphasis, pre and co requisites, and to ensure our students are exposed to state of the industry tools, equipment, and procedures. As a result of assessments results related to service data retrieval in Auto 102 and Auto 130, we submitted a plan form requesting computer stations for both of our labs. They were approved by BPC last year and finally installed at the beginning of the fall '14 semester. There is an obvious improvement in access to service and repair information, and we will have official re-assessment data by semester's end. As a result of assessment data in Auto 135 (Electronics), and Auto 200 (Hybrid and Alternative Fuels), we have implemented the use of laptop computers as diagnostic scan tools (now an industry standard in automotive diagnosis) which has enhanced student success in complex lab assignments, as well as in-class exercises. However, we are reliant on annual subscriptions from Toyota for the Prius Hybrid Vehicle diagnostics access. We received a Carl Perkins grant this past year for one annual subscription, with 50 students per year enrolled in Auto 200 it will be necessary to increase the number of subscriptions and the ongoing dollar amount to purchase them. Unfortunately, the circuit test boards purchased for our electronics classes, which also rely on the use of those laptops, has not had the same positive effect. The programs are almost too remedial, and we have had some technical difficulties correlating them with the laptops. In the last assessment cycle assessments for auto 161 were mostly acceptable; however, assessment results for SLO 1 exposed the reality of evolving technology in our industry. We noted that most shops now employ the use of computerized on-the-car brake machining equipment as standard procedure. We have one now, but felt it would enhance student mastery and employability if we had one more of these machines to accommodate multiple groups of students. We subsequently submitted a plan form to request one more OCBL and it was not approved by BPC. We will submit another plan this year and if not approved from the general fund we will attempt to acquire it through Carl Perkins funding. Our first PSLO assessment garnered successful results, but was on the cusp. Last year we ran another PSLO Assessment on our Certificate of Achievements and AA degree, and realized below expected results. Our minimum goal was at least 70 % of Students would achieve at least 70% or above on ASE style final examinations in each of the courses which constitute the certificate. Our results showed 65% for the Certificate of Achievements and 67% for the AA Degree. There were marked differences from class to class. We are doubly concerned about these results because we are required to post them to the public on the MiraCosta Website.	The MiraCosta College Automotive Technology department holds students to stringent standards with regard to the aquisition of theory and application of hands-on practice in the service and repair of automobiles and light trucks. The two overarching goals of the program are to ensure students are prepared to pass the Automotive Service Excellence (ASE) exams in the eight fields of study we offer, and to prepare them for entry level jobs in the industry. Our program learning outcomes are predicated upon student's performance on the final examinations in each of the courses which make up the degree or certificate earned upon completion of those courses. The most recent results reflect a slightly deficient level of achievement (-3%) when all completers exam grades were averaged. The department has addressed this through teaching and learning strategies over the past year and we anticipate a much higher level of success for the next assessment cycle. The MiraCosta College Automotive Technology Department utilizes the final exam grades in each of the courses which constitute a certificate of achievement. For the Automotive Electronics, Computers, and Emissions or HVAC certificate completers, we have a 100 % success rate.

Liberal Arts (All Areas) AA	The department has assessed all courses as directed by our minimum-6-year calendar. For those courses in which minimum achievement levels were not met and/or for which action plans/recommendations were made, the frequency of assessment was increased to determine the success of the plans. Last year, nine of eighteen courses offered in Biology were assessed and evaluated (100, 101, 101L, 105, 172, 190, 210, 220, 290). Our General Biology curriculum (100, 101, 101L) underpins the Allied Health track offered by Bio Sci department. It's also frequently chosen as an elective by students seeking the Liberal Arts degree and in the GE pattern for transfer. Therefore, the department undertook a massive assessment of all sections in Gen Bio in the spring of 2014. This data is attached to the Review form due to the fact that the evaluation was not completed prior to release of TracDat data for Program Review. Courses taught in biology predominantly map to the following GELOs in Critical Thinking, Effective Communication, and Information Literacy.Gen Bio: In the multiple rounds of assessment in Bio 100, 101 & 101L since 2008, the students have only met benchmark twice in one of 9 CSLOs. Various actions have been implemented with little improvement (refer to 6 year analysis document attached to Review form). In 2013 the department hired a full-time faculty member dedicated to the development and coordination of the general biology curriculum. In that year, we also received approval to offer Bio 101S – Learning Assistance for General Biology, a new course intended to improve success of students concurrently enrolled in the curriculum. This course has not been offered yet. The 2014 assessment results seem to mirror prior assessment data with percentages of students who meet minimum achievement levels being lower than the 65% desired by the department. Only one of 9 SLOs in the 3 Gen Bio courses was passed this year, emphasizing the need to offer Bio 101S. Pre-Allied Health Courses (190, 210, 220, 230, 290): Bio 190 is a course that contributes to certificates offered by a couple other departments. Course outcomes were achieved each time the course was assessed. While these are positive results, we plan to meet with faculty in KHAN and Dance departments to discuss revision of the course outcomes in order to align with their program outcomes. Along with General Biology, Bio 210, 220 & 230 primarily make up the required pre-nursing track offered by the department. Outcomes achievement has been mixed in each of these courses. Action plans have primarily been focused and implemented in Bio 210, due to the fact that it is usually the first course that students will enroll in after completing Gen Bio and assist in preparing students for 220 & 230. Plans implemented over the past several years in Bio 210,220 & 230 include mentoring associate faculty, providing more practice exercises for students, including formative assessments, and additional open lab experiences. Some progress has been made in improving student achievement in CSLO assessment. However, supplemental instruction is being recommended for Bio 210.Majors and Electives (102, 103, 105, 150, 170, 172,180, 202, 204): Generally, we are seeing a higher degree of success in student achievement in these courses than in the Gen Bio and pre-Allied Health curriculum. Some recommendations have been made in providing the students with more practice in the assessment methods and changes in the prompts for the outcomes have been made by some instructors. In one case we found a higher degree of success in the students taking online course (105) than on-ground which will be evaluated by the department.	Students in most Biology courses that contribute to the Liberal Arts degrees are meeting benchmark. However, improving CSLO success rate in General Biology will be a focus of our department in the coming year. Faculty will review all CSLOs to map to GELOs in 2014-15. Modification of some CSLOs will be in order. Identify other disciplines/departments that emphasize similar GELOs (CT, EC, IL) .We will meet for future discussion on how we contribute to the Liberal Arts Program in order for students to achieve the GELOs and ISLOs.
Bioprocess Technology COA	As of this writing, most SLO assessments have not provided evidence of a need for any great change in instructional strategies. All SLOs have been complete per now-defunct calendar with the exception of BTEC230, which will be assessed in Fall 2014. We will continue to monitor student success, especially at it relates to mathematical applications, and adjust our instruction as needed. In one particular case of SLO success, we improved support of mathematical applications. The initial assessment of BTEC110 (F08) revealed low, but passing, scores for math application. The assessment was repeated the next semester (S09) and confirmed the initial finding. For AY09-10, Basic Skills money was awarded to have an embedded student tutor (much like an SI) and, in surveys, students praised the support but testing outcomes were not clearly improved. While it was unclear whether this expense was worthwhile, we recognized an existing resource available to students with ample service hours to seek help. In spring and summer 2011, we partnered with the Math Learning Center to create support materials specifically for math applications in biotechnology. Results from a planned follow-up SLO assessment in spring 2015 will help inform future direction in this area.Program SLO remains to be assessed for the Research and Development degree as it is limited by the relatively small amounts of data. We are waiting to accumulate several years' worth of program completers to assess the PSLO. Overall, the program remains compliant with the timeline for all Outcomes-related activities.The Bioprocess Technology certificate assessed its program SLO in spring 2013. The two capstone classes for this program were used for the assessment, BTEC221 and BTEC222. The results were encouraging but as with any assessment instrument we have to be clear about what's being measured. In this case, the students work together as small teams so if someone doesn't understand something or is unable to perform a task, they're able to get immediate help. Therefore, students are able to document their work in a notebook and have time to thoughtfully address their lab work. This is still measuring something quite important -- how the student is able to assimilate and communicate all the lab steps, data, and conclusions. This may be the most appropriate for an overarching program SLO with the course-level SLOs really capturing the performance aspects with lab practical and exams where they do need to demonstrate individual competency.	Students in the Biotechnology Program are able to sufficiently, safely, and satisfactorily complete a wide variety of technical laboratory tasks with the appropriate documentation of those tasks in preparation for their work in the biotechnology industry or their further education.
Business Administration for Transfer AS Business Entrepreneurship AA Marketing AA and COA Retail Management AA and COA	SLOs have been completed and assessed in all BUS courses. Results of complete SLO assessments have been used to standardize content and update curriculum as needed. SLOs in several courses will continue to be updated this year through the Courses and Programs committee. All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course. The department will complete assessment of program-level SLOs this year.	Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.
Administrative Professional AA and COA Medical Office Professional AA and COA	SLOs for all BOT courses and certificates are being assessed during Fall 2014/Spring 2015 semesters to determine if updates are needed to assure student success. At the last assessment, all outcome assessments met or exceeded the individual SLO standard.	PSLOs being assessed during Fall 2014/Spring 2015.
Administrative Professional AA and COA Medical Office Professional AA and COA	SLOs for all BOT courses and certificates are being assessed during Fall 2014/Spring 2015 semesters to determine if updates are needed to assure student success. At the last assessment, all outcome assessments met or exceeded the individual SLO standard.	PSLOs being assessed during Fall 2014/Spring 2015.

The Career Studies department offers five courses, two Career and Life Planning (CRLP) courses and three types of experiential education courses. Both the transferable 3-unit CRLP course and 1-unit P/NP course have 3 SLO's. Based on student performance, instructor analysis and discussion, and interdepartmental conferencing with the Counseling Department, which also cross-lists the 3-unit transferable course, a new SLO was developed this year: As a result of completing this course, a student will be able to write a purposeful resume that emphasizes skills and achievements to meet employer needs. The outcome: 80% of students in on ground sections and 89% of students in the online section met or exceeded the expected level of achievement. The experiential education courses, internship studies, occupational co-op, and general co-op, each have three SLO's. Two of them include authentic assessment by internship supervisors/co-op employers. Students are expected to achieve competence in at least five of ten workplace competencies most in demand by American employers and they are to have fulfilled their job-oriented learning objectives in a way deemed as above average by their supervisors/employers. Prior to this year, Career Services last had revised its five service SLO's in 2010. During the past year's department meetings and at its annual retreat, the SLO's were re-envisioned and revised to focus on three broad areas of service: career assessment and counseling, preparation for experiential education opportunities, and employment readiness. In addition to developing one SLO for each of these three broad areas, the department discussed how to assess the program, since not all students request all services. However, all department faculty and staff collaborate with classroom faculty to customize services appropriate to each class's level of career development and preparation. For example, pre-transfer students participate in career assessment and counseling (see Action Plan II.1.1), design students prepare for experiential education (see Action Plan V.1.2), while graduating nursing student prepare for employment. Thus, in addition to developing one SLO for each broad area, the department developed the following program SLO: "As a result of participating in an event collaboratively offered by discipline faculty and Career Studies & Services team members, 80% of students will report increased knowledge and confidence in their preparation for learning and development outside the classroom." The program outcome was exceeded, as 99.4% of participating students reported the intervention as excellent or good and 94.6% found the information useful. SLO's have been assessed and analyzed, and have been found to be effective measures of student accomplishment, as evidenced by student persistence and retention rates that exceed the college's and by increased placement rates of students into campus positions and internships and co-ops in the community over the previous year (see OIE data and Statistics Summary). Course, service, and program SLO's were mapped to the three Institutional, GE, and CTE SLO's regarding effective communication, critical thinking & problem-solving, and professional & ethical behavior/productive work habits. Further two of the revised service SLO's map to four strategic plan objectives: I.2.1, II.1.1, V.1.2, and V.2.1.

Liberal Arts (All Areas) AA	General Trends: The SLO data reviewed below is from Spring 2013. More recent data is unavailable as course evaluations scheduled to occur during the end of Spring 2014 were cancelled due to wildfires. Many of the lower level Chemistry courses (100, 102, 104, and 108) have SLO's and assessment questions in common, and it is apparent that the students in the science major Prep CHEM course (108) with a math prerequisite attached perform better than students in the other lower level courses. This is to be expected as these students enter with a higher level of analytical preparedness and more realistic expectations of the workload required for a Chemistry course. Another trend observed in the lower level courses, is, that the assessment question for SLO#1 regarding analysis and interpretation of the periodic table, continues across the lower level courses to fall short of performance objectives; the Action Plan for this assessment is to re-examine the question and rewrite it for greater clarity and purpose. The general trend for the higher-level courses (110, 111, 210, 211) associated with science majors (and having math prerequisites) are that students tend to exceed the performance objectives stated for these courses. This is not surprising considering the level of dedication and commitment to successful completion of the course that these students typically have. CHEM 100 – Intro CHEM: Assessed SLO's in 2010, 2011, and 2013 for all 3 SLO's and an additional three assessments for SLO #1. Objectives were met for assessment questions that correlated to SLO's #2 and #3; however, results fluctuated greatly for #1. After reviewing the assessment question, it was determined that revision might enhance the outcome, as the question is rather vague. CHEM 102 – Intro to GOB: Two assessment cycles, in 2012 and 2013, produced results that either met the objectives for the SLO's, or exceeded the objectives. No action plan recommended. CHEM 104 – CHEM of Living Things: Four assessment cycles have been evaluated for this course. The textbook changed and one of the questions was rewritten to reflect the changes in content. Scores were low during the last cycle, which has prompted instructors to review the wording and expectations for these questions. CHEM 108 – Prep (for majors) CHEM: There was a minimum of three assessment cycles for each of the SLO's for this course with satisfactory performance recorded. There was a slight dip in SLO #1 from 2010 to 2011, but this could be due to the level of difficulty of the question and expectation of the student. CHEM 110/111 – General Chemistry: Evaluating two assessment cycles in 2011 and 2012, the trends bare out what is to be expected from dedicated science majors. Students outperformed our expectations on all three SLO's by up to 30%. CHEM 210/211: As with the other higher-level Chemistry courses, 110/111, when all three SLO's were assessed in 2012, students' performance exceeded expectations. At this time, the only recommendation is to perform more assessments in order to substantiate or refute this trend. Courses Related to Programs: CHEM 108, 110, and 111 are courses that are an integral part to the AA and CoA for Biotechnology. Dialog between the two departments needs to be re-opened to ensure that Chemistry students are exiting our courses with the skills necessary to succeed in the Biotech program. Because we do not offer a degree in Chemistry, our courses contribute to the Liberal Arts degree and the General Education transfer pattern, emphasizing the core competencies found under Effective Communication, Critical Thinking, Information Literacy, and Technical Skills in the GE and CTE areas. Our CSLO's assess students' progress in these areas.	The Chemistry Department has assessed their collective CSLO's consistently over the past four years. The results have provided us a feedback loop for continuous improvement. Additional results from the Office of Institutional Effectiveness and the Chancellor's office show that our Chemistry students have retention rates about 1% higher and success rates 3% higher the statewide students'. What has been clearly and strongly demonstrated in both the GE transfer pattern and the Liberal Arts degree is the significant contribution made towards student success in the following GELO and CTELO areas: Effective Communication, Critical Thinking and Problem-Solving, and Information Literacy. Evaluating the results of the assessments has produced a minor action plan for SLO#1 in the lower-level chemistry courses. In addition, dialog between Chemistry and the Biotechnology Program will be re-established to ensure chemistry is enabling students with the proper skill sets needed for success in the Biotech AA or CoA.

The Child Development Department has 20 courses with a total of 60 Course Student Learning Outcomes (CSLOs). All TracDat updates are current and there is alignment between the department's CSLO Master Matrix, the CSLOs in current CHLD Course Outlines of Record (CORS) and the CHLD CSLOs recorded in TracDat. A total of 130 results have been documented in TracDat, including 20 action plans, 15 modifications of outcomes/assessment processes and 95 no changes/continue to assess.CSLOs for all CHLD courses have

been assessed and appraised within the required CSLO assessment cycles.

Consistent with the CHLD 6-Year SLO Calendar, CSLOs for 12 CHLD courses were assessed and/or appraised between Fall 2013 and Spring 2014 (62%) including those for CHLD 109, CHLD 111, CHLD 112, CHLD 113, CHLD 130, CHLD 150, CHLD 200, CHLD 205, CHLD 230, CHLD 240, CHLD 245, and CHLD 251.Minimum achievement levels were met in all courses assessed this past year, and full-time department faculty discussed methods to improve student success in related outcome areas.

Consistent with this, CHLD CORS were updated for CHLD 106, CHLD 130, CHLD 150, and CHLD 160, with efforts to incorporate new course content consistent with state mandates and informed by department SLO processes and assessments. CSLOs were also modified/updated consistent with state guidelines delineated by the California Department of Education Curriculum Alignment Project (CAP) for CHLD 105, CHLD 106 and CHLD 200. The CHLD Department has developed and assessed Program Student Learning Outcomes (PSLOs) for 1 Certificate of Proficiency (CHLD Assistant Teacher) and 5 Certificates of Achievement (CHLD Associate Teacher, CHLD Teacher, CHLD Master Teacher, CHLD Site Supervisor and Early Intervention and Inclusion). A CHLD PSLO Student

Satisfaction Survey was sent to a total of 80 students who qualified for these CHLD certificates Fall 2013 and/or Spring 2014. 57% of students surveyed earning a CHLD Assistant Teacher Certificate of Proficiency (n = 44) responded, with 100%

reporting mostly satisfied (23%) or very satisfied (77%). Similar levels of satisfaction were reported across 5 CHLD Certificates of Achievement, including Associate Teacher (n = 26): 14% mostly satisfied/86% very satisfied; Teacher (n= 3): 17% mostly satisfied/83% very satisfied; Master Teacher (n = 6): 20% mostly satisfied/78% very satisfied; Site Supervisor (n = 17): 24% mostly satisfied/69% very satisfied) and Early Intervention/Inclusion (n = 17): 16% mostly satisfied/84% very satisfied). Student comments regarding their

certificate experiences were uniformly positive across all certificates surveyed.Survey results suggest that CHLD students value their experiences in the program and have identified ways to apply what they have learned in the workplace. Future student satisfaction surveys might be sent to separate cohorts earning each certificate to insure a more accurate accounting. Additional direct methods of assessing CHLD PSLOs would provide valuable data in support of student success.With only two full-time classroom CHLD

faculty, it remains a continued challenge to effectively account for the myriad expectations of the outcomes assessment process and distinctly difficult to expand the essential dialogue about our outcomes assessments each semester with the large number of CHLD associate faculty. Additional full-time faculty are needed to insure the continued viability of our CSLO/PSLO processes in support of our commitment to student success. A better use of assessment results for decision-

Data studied has led us to make changes that will be more useful to students and those that we serve.

Program SLOs were initially assessed in Spring 2013 and again in Spring 2014. During the Spring of 2014, the names of students who had filed a petition for graduation with a COMM designation was requested and provided from Admissions and Records. The list contained the names of 36 unique students. An email was sent to these 36 students congratulating them graduation and inviting them to participate in an online survey designed to assess their experiences with the communication program at MiraCosta College. The survey questions mirror the PSLOs that have been developed for the Department of Communication Studies. Fourteen students responded to the survey, and we believe the low response rate may be the result of surveys being initiated after graduation when students had turned their attentions to other interests. All attempts will be made moving forward to ensure that students receive the survey invitation prior to graduation in the spring semester.PSLO #1 assessed the student's perception of their ability to present clear and effective messages. Of those contacted, 14 students responded to the survey. The department's achievement level was placed at 70%. For the Spring 2014 graduating class, the department achieved at the 100% level (4.43/5.00), exceeding the expected level of achievement.PSLO #2 assessed the student's perception of their ability to understand the relevance of the theories and methods of communication. Of those contacted, 14 students responded to the survey. The department's achievement level was placed at 70%. For the Spring 2014 graduating class, the department achieved at the 100% (4.46/5.00) level, exceeding the expected level of achievement.PSLO #3 assessed the student's perception of their preparedness to transfer to a communication studies program at a California State University. Of those contacted, 14 students responded to the survey. The department's achievement level was placed at 70%. For the Spring 2014 graduating class, the department achieved at the 100% (4.57/5.00) level, exceeding the expected level of achievement.This was the second time the PSLOs for COMM have been assessed. While this online survey expedited the process of collecting data from students, we achieved only a 39% response rate (14/36). This response rate is less than the 60% attained in the initial assessment period of Spring 2013 and much lower than our expectation. Not all students on the original list of petitioners were evaluated by Admissions and Records to be eligible for the COMM designation. Of the 36 student names provided to the Communication Studies department in May of 2014, only 23 completed the program and received the COMM designation upon graduation from MCC. The department will continue to work toward effective outreach and data collection techniques to most accurately capture our students' experiences within the communication program at MiraCosta.

Our department does not have PSLOs due to the varied nature of what we do.

Degrees and Certificates:

In 2013-2014, 10 students pursued AA degrees in Computer Science(7) and Computer Programming Fundamentals(3). Four(4) students earned a Certificate of Achievement in Computer Programming Fundamentals. They have successfully completed the degrees and certificates demonstrating proficiency in all of the SLOs including the PSLO.

To be noted is the fact that the majority of CS transfer students have typically not pursued degrees or certificates as they realize a higher level degree (BS or MS in Computer Science) from a 4-year University is required for CS industry jobs.

Course SLOs:

All course SLOs have been completed as specified for all courses offered in the Computer Science program. They are reviewed regularly for current applicability. All courses have also been assessed at least once including appropriate dialog with associate faculty and the Dean. A newer course, CS 134 – Mobile Application Development, is scheduled for assessment this semester, Fall 2014.

No action plans were necessary for any of the SLOs as all students met and or exceeded the student success expectations. The CS SLOs are still relevant as specified by the ACM (Association for Computing Machinery) and are directed at improving student success.

ACM is the world's largest educational and scientific computing society. It provides resources to industry and academia that advance computing as a science and as a profession. They revisited the SLOs to be used in Computer Science last year to ensure their accuracy and timeliness, and in late 2013 announced their results. The MCC CS faculty was pleased to see that our SLOs were right on target with those of the ACM and included emphasizing communicating appropriately verbally and in writing and working well in a team as a leader and a member. These SLOs are in each of our course listings. No action plans have been necessary, and we are pleased with the results of our students' assessment evaluations.

PSLO:

Computer Applications Professional for Business AA Computer Studies AA and COA E-Commerce COA Microsoft Certified Application Specialist for Business COA Network and Desktop Systems Administration AA and COA Certified Computer Desktop Support Specialist COA Computer Studies AA and COA	SLO assessment continues to be conducted and all CSIT courses have been assessed per the stated SLO timeline. In the current period, 4 courses were assessed and 1 (CSIT 110) has one SLO (SLO 3) in which student performance results did not meet expectations. Specifically, in the online sections that were assessed, the success rate was lower than the on ground success rate (on ground success 79% vs online success 64%). For this course an action plan was developed and improvements in instructional practices are being implemented. Reassessment will occur per the action plans. No CSLOs were modified during this period. PSLOs have been developed for all CSIT programs and are assessed using the data triangulation method. The Computer Applications Professional for Business AA was assessed during this reporting period and completion results indicated that 65% of the students who earned a letter grade in the required courses of this program achieved a score of 70% or above on the specific SLOs indicated. The department is encouraged by these results and does not feel any program or PSLO changes are needed at this time. Additional PSLO assessments are planned for the coming program review cycle. Current program completion numbers are as follows: Associate of Arts Degree in Computer Applications Professional for Business N=2, and Network and Desktop Systems Administration N=2. Certificate of Achievement in Certified Desktop Support Specialist N=1, Computer Applications Professional for Business N=2, E-Commerce N=2, Microsoft Certified Applications Specialist (MCAS) for Business N=6, and Network and Desktop Administration N=4. Certificate of Proficiency in Microsoft Certified Office User N=1, Computer Applications User N=5, Computer Competencies for the Workplace N=1, and Emerging Technologies in Computer Studies N=1. Intra (with the programs who's classes are in our degrees and certificates) and inter-departmental (both at the full time and associate faculty level) dialogue has been robust and continues throughout the semester on a formal and informal level.	The Computer Applications Professional for Business AA was assessed during this reporting period using the data triangulation method and completion results indicated that 65% of the students who earned a letter grade in the required courses of this program achieved a score of 70% or above on the specific SLOs indicated. The department is encouraged by these results and does not feel any program or PSLO changes are needed at this time. This degree and certificate will be reassessed per the program's assessment calendar. No assessment made during this reporting period. No assessment made during this reporting period. No assessment made during this reporting period. No assessment made during this reporting period. No assessment made during this reporting period. No assessment made during this reporting period.

	COUN 100 and 110 are three unit courses that contribute to AREA E, Lifelong Learning, of the CSU General Education Breadth pattern. The CSU GE is specifically used in Associate Degrees for Transfer, as well as Certificates of Achievement in CSU GE. There have been a total of 170 ADTs awarded since 2012, and 1279 COAs in CSU GE since 2011. In both cases the numbers of ADTs and COAs have increased from year to year. During the 2013-2014 academic year, the Counseling Department convened all teaching faculty to discuss all Counseling course CSLOs and their respective assessment/review cycles. In addition, we mapped each course to specific ILOs and GELOs. For each course, we designated one person as the SLO Lead. This person would engage faculty in conversations about CSLOs and input data in Tracdat. All CSLOs have been assessed within the last two years, except for CSLOs in COUN 103, which has not been offered yet. We have designated an ambitious goal to assess the CSLOS of each course once a year. Most recently, COUN 100, 110, and 101 have been assessed, evaluated, and actions and follow-up have proceeded and been entered in Tracdat. Although all CSLO's resulted in achievement level met, faculty continuously look to improve assessments, rubrics, and outcome expectations. For example, in COUN 110, we modified a CSLO that had an outcome of a comprehensive educational plan for students. We modified the activity to reflect what was realistic to accomplish in a classroom setting. While creating a comprehensive educational plan is what we do in a one-on-one setting in counseling, this expectation is unrealistic in the classroom with 35 students. The new modified CSLO reflects a more realistic expectation, resulting in students developing an abbreviated student educational plan, where the students still receive a full understanding of educational planning, but they focus on selecting the most appropriate courses for the immediate semester depending on their specific goals. We approach teaching very seriously and we know that creating, assessing, and reflecting on outcomes regularly helps us better practitioners. Based on the discussions around our CSLOs for COUN 100 and 110, we will convene an exploratory task force in fall 2014 to develop curriculum for a course that will take the best elements of the Career and the College Success Course. We are looking for ways to meet the demand of SB 1456, which requires students to decide on a career in order to create an educational plan to keep priority registration. In addition to the courses, our Student Service SAOs/SLOs are reviewed annually. The department held two retreats (fall 2013 / spring 2014) to discuss our SAOs/SLOs. We made modifications based on data collected in previous years, divisional goals, and institutional outcomes. The SLOs we developed have both been instrumental in helping us hone our craft. For example, one of our SLOs evaluates how well a student comprehends our student educational plans. The results and experience have informed how we present information to students and how we make sure they comprehend what they are given before they leave our counseling sessions. We have already begun discussions through the Program Review process about implementing one or more new SAOs/SLOs for this coming year that are in line with the new strategic plan. We will continue to have bi-annual retreats to assess, evaluate, and discuss results of our SAOs/SLOs.	

Dance AA
Dance Instructor COA
Pilates Instructor COA
	The Dance department has 127 current SLOs and 36 archived SLOs for 39 courses. Last year 39 SLOs were assessed in 13 classes (11 different courses). SLO assessments were conducted as specified in the timeline; additional classes were re-assessed to collect new data for revised SLOs.
	  As new Dance courses are written and revised, SLOs also have to be created and modified. This year 57 new SLOs are being written for 19 new Dance courses. In addition, 8 SLOs are being modified for courses that are being revised. This is very time consuming.
	  SLO data shows that students are demonstrating successful course outcomes in Dance classes, based on departmental rubrics. At least 80% of students are achieving 80% or higher in most Dance classes. Results from SLO data are being analyzed to "close the loop" and help improve the operation of the Dance program. Since there are only two full-time faculty, it is difficult to analyze the data in as much depth and detail as we would like. Additional funding is really needed to enable associate faculty to participate more actively in the SLO assessment process.
	  Full-time and part-time faculty met during Flex week to discuss SLO results and decided to change SLO #3 on all Dance technique courses. This change would expand the assessment timeline to the entire semester instead of being based on only one assignment, thereby becoming more effective. These SLO revisions still need to be done during the coming year to implement this change by next Spring. The SLO Lead also attended several SLO and ISLO meetings last year to discuss ideas with other departments and administrators.
	  PLSOs have been written for the Dance AA degree, Dance Instructor Certificate, and Pilates Instructor Certificate. PSLO data was collected last year for 3 students in the AA degree and 5 students in the Dance Instructor Certificate. This year, surveys were sent out to students who completed their Dance AA degrees or transferred to 4-year institutions. Students appear to be achieving successful PSLOs, but no conclusive results have been determined yet – data will continue to be collected.
	  In Summer 2014, Dance participated in the collection of ISLO data for Critical Thinking. Dance students are achieving these outcomes in classes, but it is important to help them recognize the skills they are learning. Information about PSLOs are being included in all course syllabi and in some rubrics for student self-reflection. It would help if MCC would promote the importance of all SLOs to the student population, such as on the MCC website and in the Schedule of Classes.
		Graduating Dance students were surveyed in Spring 2014. Results were positive but inconclusive. Students appear to be achieving the desired PSLOs, based on data from capstone classes and surveys.
		Based on departmental rubrics from capstone courses, 100% of students are achieving 80% or more of desired PSLOs
		Based on departmental rubrics from capstone courses, 80% of students are achieving 80% or more of desired PSLOs.

	This past year with the new DESN 290 Portfolio and Presentation course we were able to assess our program learning outcome which was established the prior year. The new course serves as a capstone class for all our programs degree and certificate candidates. It requires that they create a portfolio of their work which in turn can be evaluated. This portfolio evaluation then satisfies the assessment of our PSLO which states that after completing this program of study, students will be able to design and create graphical representations of the built environment based on industry standards. The expected level of achievement is 70% of the students will score 70% or above on a graded rubric. Our first class exceeded this expectation with 85% of the students creating a successful portfolio.	

In 2013-14, DSPS assessed two Student Learning Outcomes. The first SLO looked at Interpersonal Competence, and how students use conventional and assistive hardware/software to enhance academic participation and success. The second SLO examined students' timely use of services via the service authorization process.

Objective 1: DSPS Student Uses Assistive Technology- DSPS student uses conventional and assistive computer hardware/software to enhance academic participation and success. This Objective Type was Student Services 13-14, was written on 07/01/2013 and ended on 06/30/2014. Activities involved students using DSPS assistive equipment and software. Means of Assessment: the Assessment Method examined the number of DSPS students using the Assistive Technology lab, and the Expected Level of Achievement was that 80% of DSPS students completing lab training will use lab 3 times after training. The Assessment Schedule was once per semester, December 2013 for fall usage and June 2014 for spring usage. The Assessment Method Category was Participation Rates.Results: Based on Participation Rates collected on 12/20/2013 for Fall 2013: From a total of 41 new DSPS lab trainings, 37 or 90% used the lab three times post-training. Therefore, the Result Type was Achievement Level Met. For Spring 2014, based on Participation Rates collected on 5/20/2014: From a total of 33 new DSPS lab trainings, 30 or 91% used the lab three times post-training. Therefore, the Result Type was Achievement Level Met. For 2014-15 there will be no changes and DSPS will continue to assess this SLO.

Objective 2: DSPS Student Requests Services-DSPS student uses self-advocacy skills to request services in a timely manner. This Objective Type was Student Services 13-14, was written on 07/01/2013 and ended on 06/30/2014. Activities involved student completing "Service Authorization" with DSPS Counselor/Specialist if they required services and accommodations for the current semester.Means of Assessment: the Assessment Method measured the number of service authorizations completed by the end of the fourth week of semester, and the Expected Level of Achievement was that 80% of DSPS students requiring services and accommodations for the current semester will complete service authorization per ClockWork reports. The Assessment Schedule was once per semester, December 2013 for fall usage and June 2014 for spring usage. The Assessment Method Category was Participation Rates.Results: Based on Participation Rates collected on 12/20/2013 for Fall 2013: From a total of 1,418 Service Authorization letters produced, 1,176 or 83% were completed by the end of week four(9/13/13). Therefore, the Result Type was Achievement Level Met. For Spring 2014, based on Participation Rates collected on 5/20/2014: From a total of 1232 Service Authorization letters produced, 919 or 75% were completed by the end of week four (2/7/14). Therefore, the Result Type was Achievement Level NOT Met. For 2014-15 there will be no changes and DSPS will continue to assess this SLO.

Design and Technology AA and COA Dramatic Arts AA	SLO Assessments are collected from all Theatre classes not just once per cycle, but every semester a section is offered. These assessments have helped the faculty to have robust conversations to determine what aspects of the curriculum, pedagogy, SLOs and assessment methods need more attention, improvement, and revision for better results.Theatre holds the bar high and all of Theatre classes maintain a higher than average expected level of achievement. "Students should achieve 80% proficiency score." 130 out of 140 Student Learning Outcomes exceeded the expected level of achievement of an 80% proficiency score. We consider this to be overwhelmingly successful. Of the ten that fell below the expected level of achievement, only three did not assess above the 80% mark because of pedagogical or curricular reasons. Six need a new rubric that measures 80% as the benchmark for proficient and one was unable to be assessed because the SLO was flawed, cannot be assessed and needs to be rewritten. Note: three of the assessments that need a revised rubric belong to a course that is on our "Sunset" list (DRAM 149 - Directing for the Stage).Based on TracDat records, 122 SLO assessments were determined to need no changes/continue to assess, 10 needed to modify Outcome and/or Assessment Process and 8 more needed to develop an Action Plan.As a faculty, we plan to re-work one of the Outcomes in Acting II (DRAM 231), follow-up on Action Plans and improve existing rubrics to better align with our 80% achievement benchmark of "proficient."PSLOs were instituted for both the Theatre AA degree and the Design and Technology programs: For the PSLO Theatre AA degree: Students will demonstrate theatrical techniques-theories and adapt production practices. As of May 17, 2013, it was determined that "Achievement Levels (were) Met." For the PSLO Design and Technology AA and COA: Students will participate in and be able to effectively observe, analyze, and critique the strengths and weaknesses of dramatic performances, taking into account various aspect of their design and technical production, including but not limited to scenic design, lighting design, overall stagecraft, lighting, makeup, and sound. As of May 17, 2013, it was determined that "Achievement Levels (were) Met." Without having concrete data for program completers, assessments have been determined through the use of triangulation. Ideally, once the Theatre program is able to successfully transition toward a conservatory/cohort style program with regular program completers and graduates, the two PSLOs should benefit from stronger statistical data with actual program completers.	As of May 17, 2013, it was determined that "AchievementLevels (were) Met." As of May 17, 2013, it was determined that "AchievementLevels (were) Met."
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Liberal Arts (All Areas) AA	Since 2008, assessments of course SLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. All SLO assessment results have been above the expected level of achievement (which is that at least 2/3 of the students will perform at 70% or better based on a standard assessment rubric that is deployed across all sections). We are pleased with our SLO results, which, along with high retention and high student success rates, point out the ongoing appeal and value of Earth and Space Science. We will continue to assess our SLO's on schedule to ensure that we continue with these positive results. While nearly every section and instructor has reported assessment results, occasionally, due to instructor oversight, a section is not assessed. This has only happened in sections taught be associate faculty. The topic of SLOs, SLO assessment and SLO participation was one major topic on the agenda of the recent Dept.Collaboration/Mini-Retreat, which included both full-time and associate faculty members.	Course SLOs are carried out according to the SLO calendar for this program. Results have been above the expected level of achievement
Liberal Arts (All Areas) AA	This multi-disciplinary approach will enable students to develop communication, critical thinking and intellectual skills that effectively prepare them for lifelong learning and for advanced study in a wide range of majors at the university level. In compliance with the six-year timeline, all of the Economics discipline's CLSOs Assessment Cycle programs are currently compliant with their 6-year updates. The SLO's for ECON 100, 101 and 102 were assessed respectively in Summer 2010, Spring 2009 and Fall 2008. The SLO for ECON 100 is up for reassessment in the Fall 2014-Spring 2015 cycle, which will be followed by ECON 101 and then ECON 100 in the following years. The underlying basis for the SLO's came from a paper presented at the American Economic Association annual meeting in Boston (January 6, 2006) called the Test of Understanding of College Economics (TUCE–4) which was the 4th revision of TUCE (and hence called TUCE–4), that had originally started about 40 years ago to primarily help assess principles of economics courses. A group discussion followed for each section (ECON 100, 101, and 102) with fellow faculty in economics, from which the department's SLO's were formed for their eventual assessment. The target rate of achievement was 75% of our students should obtain a grade of C or better. In terms of the current year, the percentage of students obtaining a "C" or better was 77% for ECON 101 and 102 and close to 60% for ECON 100.Discussion of how the department can possibly work with MiraCosta interventionist programs such as Supplemental Instruction or connections to programs like UMOJA or Puente or work with TASC to get tutoring help available to at-risk students in economics will be taken up in our next SLO cycles. We will also dialog on gearing ECON 100 class as a gateway for underprepared students to take more economics classes with expectation for student success, as well as appropriate marketing (particularly towards females, as the course tends to be male dominated) on the grounds that it (i) being in area D # , it applies to CSU GE, and as such, can reach all 23 campuses, (ii) is in area 4 of IGETC, and is a great option for students meeting Social Science Bachelor degree requirements and lastly, (iii) would pedagogically (assuming a student takes only one economics class in her/his life), be in their interest to take ECON 100, as they are exposed to both sections of Micro and Macro, instead of just one.	This multi-disciplinary approach will enable students to develop communication, critical thinking and intellectual skills that effectively prepare them for lifelong learning and for advanced study in a wide range of majors at the university level. In compliance with the six-year timeline, all of the Economics discipline's CLSOs Assessment Cycle programs are currently compliant with their 6-year updates. The SLO's for ECON 100, 101 and 102 were assessed respectively in the Fall 2014-Spring 2015 cycle, which will be followed by ECON 101 and then ECON 100 in the following years. The underlying basis for the SLO's came from a paper presented at the American Economic Association annual meeting in Boston (January 6, 2006) called the Test of Understanding of College Economics (TUCE–4) which was the 4th revision of TUCE (and hence called TUCE–4), that had originally started about 40 years ago to primarily help assess principles of economics courses. A group discussion followed for each section (ECON 100, 101, and 102) with fellow faculty in economics, from which the department's SLO's were formed for their eventual assessment. The target rate of achievement was 75% of our students should obtain a grade of C or better. In terms of the current year, the percentage of students obtaining a "C" or better was 77% for ECON 101 and 102 and close to 60% for ECON 100. Discussion of how the department can possibly work with MiraCosta interventionist programs such as Supplemental Instruction or connections to programs like UMOJA or Puente or work with TASC to get tutoring help available to at-risk students in economics will be taken up in our next SLO cycles. We will also dialog on gearing ECON 100 class as a gateway for underprepared students to take more economics classes with expectation for student success, as well as appropriate marketing (particularly towards females, as the course tends to be male dominated) on the grounds that it (i) being in area D # , it applies to CSU GE, and as such, can reach all 23 campuses, (ii) is in area 4 of IGETC, and is a great option for students meeting Social Science Bachelor degree requirements and lastly, (iii) would pedagogically (assuming a student takes only one economics class in her/his life), be in their interest to take ECON 100, as they are exposed to both sections of Micro and Macro, instead of just one.
	Consistent with the CHLD 6-Year SLO Calendar, all three CSLOs for EDUC 115 were assessed in Fall 2013. TracDat updates are current and there is alignment between the department's CSLO Master Matrix, the CSLOs in current Course Outlines of Record (CORS) and the CSLOs recorded in TracDat. Minimum achievement levels were met for all three student learning outcomes. Full-time department faculty discussed methods to improve student success in related outcome areas. Consistent with this, the EDUC COR was updated for EDUC 115, with efforts to incorporate new course content informed by department SLO processes and assessments.	
	No classes were offered last year.	
	The credit ESL department is up to date in its assessment of course SLOs. The CORs for all of our courses include three SLOs, and the department chair reviews syllabi, particularly those of new associate faculty, to ensure that SLOs are included. All of the SLOs for our newest support courses, ACE 90 and ACE 92, were assessed during the fall 2013 semester; all of the SLOs for ESL 20 and ESL 30 were assessed in the spring of 2014. All of the results have been entered into TracDat. Students met the standards for all SLOs except for one SLO for ESL 30. With the possible exception of this one outcome, we believe the SLOs are reflective of our key course goals and objectives, and the results indicate that students are learning the targeted course content. As a department, we need to take a closer look at the one SLO that our students did not meet and decide whether to adjust the SLO, the assessment, or our instructional methods. In the fall 2014 semester, we will be reassessing all SLOs for ESL/ACE 49 and ESL/ACE 50. The Portfolio Assessment Project, an integral part of our writing courses, is an effective tool in our SLO assessment. Not only does it provide a practical way for credit ESL and pre-transfer English to assess multiple SLOs at one sitting, but it also fosters a sense of shared purpose, encourages consistent standards, and allows instructors to learn effective teaching practices from one another.	

Pre-Transfer Comp Portfolios: Per last year's ENGL Program Review Plan, the Portfolio Assessment has continued in its current iteration & continues to meet the goals as an exit instrument of assessment. ENGL 49 Ss passed the portfolio at a rate of 81.7% in f13 & 95.4 % in s14 and ENGL 50 Ss passed at a rate of 88.8% in f13 and 81.2%in s14. While we did not assess SLOs last year, since the rubric we use to assess portfolios is also the instrument we use to assess 2 of the 3 SLOs in each course during our formal assessments, these impressive pass rates indicate that students who complete our courses are meeting student learning outcomes and mirror the increase we have seen in student success over the past several years; we attribute this largely to departmental efforts to elevate the rigor of our courses and provide faculty, both associate and full-time, with professional development in researched best practices. However, the number of portfolios submitted each semester does not align with our enrollment numbers, a clear indicator that not all students ultimately submit a final portfolio; in other words, these strong pass rates at the end of the semester do not account for the many Ss we tend to lose after the W deadline.

SLOs:
   Three SLOs have been written for each EPT course based on comprehensive identification of key Course Goals & Objectives. The program has completed a second assessment cycle in accordance with the mandated 6-year & the recommended 3-year cycle. We will be assessing all SLOs for ENGL 49 & 50 f14. The process of SLO assessment informs our ongoing curricular, instructional, & professional development so that the EPT program can align with a continuum of outcomes with English Transfer courses. As we continue to improve the SLO continuum from pre- to transfer English, we also see the growing need for alternative ways to support Ss in their successful fulfillment of this instructional pathway.

   EPT's CSLO's Connection to ILOs, GELOs & CTELOs: While the EPT department does not have PSLOs, our courses directly support ILOs, GELOs, and CTELOs at MCC. With our courses' emphasis on critical thinking and reading, effective written communication, and incorporating relevant and credible sources, EPT directly supports the ILOs, GELOs, and CTELOs pertaining to Effective Communication, Critical Thinking & Problem solving, and Information Literacy. Additionally, our courses support the outcomes for Professional & Ethical Behavior and Global Awareness. Our comp pedagogies privilege engagement through collaborative learning and rich discussions that encourage multiple viewpoints, so our courses support students' abilities to interact respectfully and productively with one another as a means to deepen knowledge, which also helps students develop the important skill of engaging with others effectively.
   We believe departmental efforts to elevate standards and expectations in our pre-transfer composition courses have yielded significant gains in students meeting outcomes, not only in our courses but in their larger academic pursuits at MCC. Maintaining rigor in our courses and sustaining best practices in the classroom are goals the department continues to embrace. We hope to further support the academic development of our students and their literacy skills through additional professional development opportunities & departmental leadership that will enable us to remain current in the field of developmental composition so that we can continue to see gains in students meeting outcomes.

Liberal Arts (All Areas) AA	SLO Timelines and Assessment: Learning Outcomes (SLOs) and Program Learning Outcomes (PSLOs) have been written and assessed for six courses in English Transfer. ENGL 100, 202 and 280 SLOs have 'closed the loop' and are on their second cycles. ENGL 201, 201H, 202H are on their first cycle of assessment due to capacity (see recommendation below). English Transfer does not offer a degree, so our CSLOs map to the Liberal Arts PSLOs. (See PR for Liberal Arts; author Joanne Benschop.) Currently, several CLSOs directly address the ISLOs, especially the critical thinking and problem solving ISLO. Continuous Improvement: Between fall 2011, when SLO assessment and evaluation was first formalized (see Action Plan from 2011 PR), and fall 2013, English-Transfer had made major progress in our SLO work including:Increased Associate Faculty Involvement: 80-90 sections of 100, 202, and 201 are offered each semester. Between fall 2011 and fall 2013 we had increased involvement in the assessment process from both full and associate faculty members, evidenced by increased participation in end-of-semester evaluations and conversation.(30+ faculty for each ENGL 100 assessment and discussion; 10+ faculty for 202, 8+ faculty for ENGL 201) Rewriting SLOs: English Transfer faculty revised three ENGL 100 SLOs and two 202 SLOs based on post-assessment department-wide discussion. In ENGL 100 we removed "synthesis" from our outcomes and focused on "analysis," a skill we learned far more instructors emphasize throughout their ENGL 100 courses. The department also standardized MLA format for assignments. We refined the 202 language to closely address students' work students with non-fiction, expository prose. The earlier iteration of the 202 SLO was built on ENGL 201, a parallel course, athough one dedicated to literature. Closing Loops, Course Design and Syllabi: The ENGL 100 and 202 SLO post-assessment dialogues informed COR revisions for fall 2013, which now contain example prompts, readings, and assignments, to serve as effective assessment instruments. All transfer course syllabi reflect these new COR changes. Using a "recommendation for teaching" document, instructors embed COR elements in their syllabi. Action Plans and Recommendation: Due to recent cuts in associate compensation, our assessment process is now impaired and needs funding for greater associate faculty participation. 11 FT Transfer faculty cannot achieve meaningful SLO work while also creating and disseminating authentic assessments, in addition to collecting and assessing statistically valid assessment samples. Many are forced to read hundreds of essays as they teach in other programs and participate in their SLO assessment. Simply, English Transfer is at a crossroads and believes the college must specifically compensate all PT faculty for SLO assessment and post-assessment professional development activities to support student learning and success. To these ends, we respectfully request funds (institutionalized) to compensate PT faculty for SLO training and participation. Without an institutionalized budget, English Transfer cannot practice meaningful SLO assessment; maintain ongoing, reflective dialogue; include associates in the SLO process; and achieve the college's PSLO and ISLO goals. If the college is serious about consistent, data-driven, meaningful and authentic assessment, it must compensate all individuals whose work contributes to this goal. Otherwise, English Transfer may unfortunately only pay lip service to the SLO project—we will only be able to develop simple, efficient assessments that produce quantified results (data!) and create the illusion of meaningful, collaborative work. To address the recent changes in CORS and associate remuneration we request $8,000 dollars for norming and training activities of our 40 associate faculty who are teaching Transfer courses. These monies would be spent in the year 2015-2016 to ensure that our entire faculty are moving toward cohesion with regard to curriculum and standards. In our discipline, where authentic	We revised our SLOs throughout the composition sequence and will be collecting data to gauge the success of newly set goals this year.

SLO Timelines and Assessment: Learning Outcomes (SLOs) and Program Learning Outcomes (PSLOs) have been written and assessed for six courses in English Transfer. ENGL 100, 202 and 280 SLOs have 'closed the loop' and are on their second cycles. ENGL 201, 201H, 202H are on their first cycle of assessment due to capacity (see recommendation below). English Transfer does not offer a degree, so our CSLOs map to the Liberal Arts PSLOs. (See PR for Liberal Arts; author Joanne Benschop.) Currently, several CLSOs directly address the ISLOs, especially the critical thinking and problem solving ISLO. Continuous Improvement: Between fall 2011, when SLO assessment and evaluation was first formalized (see Action Plan from 2011 PR), and fall 2013, English-Transfer had made major progress in our SLO work including:1. Increased Associate Faculty Involvement: 80-90 sections of 100, 202, and 201 are offered each semester. Between fall 2011 and fall 2013 we had increased involvement in the assessment process from both full and associate faculty members, evidenced by increased participation in end-of-semester evaluations and conversation.(30+ faculty for each ENGL 100 assessment and discussion; 10+ faculty for 202, 8+ faculty for ENGL 201) 2. Rewriting SLOs: English Transfer faculty revised three ENGL 100 SLOs and two 202 SLOs based on post-assessment department-wide discussion. In ENGL 100 we removed "synthesis" from our outcomes and focused on "analysis," a skill we learned far more instructors emphasize throughout their ENGL 100 courses. The department also standardized MLA format for assignments. We refined the 202 language to closely address students' work students with non-fiction, expository prose. The earlier iteration of the 202 SLO was built on ENGL 201, a parallel course, although one dedicated to literature. 3. Closing Loops, Course Design and Syllabi: Closing Loops, Course Design and Syllabi: The ENGL 100 and 202 SLO post-assessment dialogues informed COR revisions for fall 2013, which now contain example prompts, readings, and assignments, to serve as effective assessment instruments. All transfer course syllabi reflect these new COR changes. Using a "recommendation for teaching" document, instructors embed COR elements in their syllabi. Action Plans and Recommendation: Due to recent cuts in associate compensation, our assessment process is now impaired and needs funding for greater associate faculty participation. 11 FT Transfer faculty cannot achieve meaningful SLO work while also creating and disseminating authentic assessments, in addition to collecting and assessing statistically valid assessment samples. Many are forced to read hundreds of essays as they teach in other programs and participate in their SLO assessment. Simply, English Transfer is at a crossroads and believes the college must fairly compensate all PT faculty for SLO assessment and post-assessment professional development activities to support student learning and success. To these ends, we respectfully request $8,000 per annum (institutionalized) to compensate PT faculty for SLO training and participation. Without an institutionalized budget, English Transfer cannot practice meaningful SLO assessment; maintain ongoing, reflective dialogue; include associates in the SLO process; and achieve the college's PSLO and ISLO goals. If the college is serious about consistent, data-driven, meaningful and authentic assessment, it must compensate all individuals whose work contributes to this goal. Otherwise, English Transfer can pay lip service to the SLO project—we can develop simple, efficient assessments that produce quantified results (data!) and create the illusion of meaningful, collaborative work. The English Transfer program has consistently included associate faculty in SLO assessment, to improve data gathering, SLO articulation and student success. However, many associate faculty are unable to participate consistently due to scheduling and financial constraints. Between fall 2011 and fall 2013 two assessment cycles the program has been able to collect a statistically significant amount of evaluation documents for every course, including ENGL 100--a course with a semester average of 60 sections.

The following are the Student Learning Outcomes for our program:

Upon receiving a student educational plan or semester by semester plan, students will express a better understanding of the information, materials, and resources that can be used in making career and life decisions.
Students will develop an understanding of the importance of self-advocacy by completing their Midterm Progress Report on time.
Students whose grade point average falls below a 2.0 will demonstrate decision-making and problem solving skills by meeting with a counselor to develop an academic success plan.
We assessed our learning outcomes at the end of the spring and fall semesters through our compliance report and via our end of semester survey. Our learning outcomes align with Institutional Objective 2.1 (Ensure educational planning tools, processes, and resources are contemporary and optimize student success) and EOPS state requirements. Measurement of our learning outcomes allows us to plan for the following semester and identify students in need to attend a probation or intervention workshop. Assessment of our learning outcomes also serves as an indicator of what messages need to be reinforced the following semester.

Administrative Unit Outcomes have been written for the program. The AOU's are relevant to the review as they indicate the amount of work load increase on facilities staffing over the past year as compared to previous years. This information is provided in the additional information section of the review as a chart showing the work orders submitted from 2011-2014. The assessment cycles were conducted in the BAS department within the specified timeline to coincide with program review and new AOS's where applicable have been developed. In regards to Facilities, the AOU below has been added:
"District employees will understand how to use the on line "Help Star" work request system to submit their facilities work requests."
The results of the work order data has resulted in all three main groups within Facilities (Grounds, Maintenance and Custodial Services), to review current procedures and streamline operations where possible to gain higher service level efficiency. The outcome of this assessment though has demonstrated with the growth in square footage and increase in work orders submitted, that there is a need to address the staffing shortages in facilities.

To reach Film Program's SLO achievement level, 70% of FILM 101 students should perform at exemplary or proficient levels, while FILM 106 and FILM 110 demand that of 75% of students perform at proficient or above. In 2013-2014 all Film Program SLOs were assessed and achievement levels were met. With such high levels of achievement reflected in course SLO data, it may soon be time to increase the expectations for "Exemplary" and "Proficient" student performance, as well as the 70-75% achievement levels. SLO assessments have played an important part in faculty conversations regarding curriculum, pedagogy and assessment. These discussions are ongoing, especially with the addition of a new full-time faculty member in film. The next step will be to re-evaluate how the SLOs of different courses can complement each other and perhaps act as part of a sequence, especially with the anticipated creation of new courses in the next couple years.

The Financial Aid Office has been using SAOs/SLOs and reviewing the data to make decisions. Though they have been useful, we are currently in the process of rethinking how and what we assess from our students versus our processes. New SAO's and AUOs are being developed this for future planning purposes.

AUO's were established in the previous year but have since been updated for FY14-15.

	Last yeat the AUO for the Development and Foundation Office was as follows: "The goal of this plan is to increase private support to the college through direct solicitation and facilitating community partnerships between the college and coroprations and philanthropists. The performance of the program is closely montiored and continuiously evaluated. " A gap identified in accomplishing this goal was the possible loss of the office's grants assistant because the position was part-time and temporary. The grants assistant is responsible for writing and submitting grant proposals to private foundations. Her position this past year was converted from part-time temporary to part-time permanent. Had this position been lost, our fundraising results would have declined by about $200,000 - $300,000 per year. Through this process we were able to explain the importance of her position not only in terms of funds secured, but also in terms of students impacted. Funds raised by this position resulted in augmented counselling, free computers, and increased student scholarships. The AUO was relevant and measurable. An assessment cycle was completed and is being used to provide continuous improvement to the program.	

	•SLO Assessment Cycles (SLO AC):
	     In French, the International Language Department offers four core courses, each having 3CSLOs. In 2014, CSLOs for 202 were assessed as specified in the timeline. Progress was made with respect to the previous action plan where it was decided to work on textbook affordability and accessibility to address student retention and success. French is very happy with the changes made to the materials used for this course and all CSLO's assessed indicated that targeted levels of achievements were being met. The results were discussed by the French section and then approved at the Dept. meeting of 8/20/2014.•Student learning outcomes have been written for all required courses in French and are included in the course syllabi. Based on information gathered in the assessment cycles and department discussions, the SLO were deemed to still be relevant to course objectives.
	    •No new course CSLOs were written, modified, or deleted in the previous year.
	    •There are no PSLO's for French.	

	SLOs have been completed within the timeline for all courses. A new cycle of SLO assessment is beginning this year. The SLO assessments have been folded into discussions among the geography faculty regarding improving teaching and learning and have thus been incorporated into the continuous improvement of the program. Action plans have not been proposed nor have resources been allocated through this process. The Program Student Learning Outcomes for Geography correspond to the Student Learning Outcomes for the Liberal Arts Degrees. The Geography program offers no major nor certificate and thus has no PSLOs of its own.	
	SLOs have been completed within the timeline for all courses. A new cycle of SLO assessment is beginning this year. The SLO assessments have been folded into discussions among the geography faculty regarding improving teaching and learning and have thus been incorporated into the continuous improvement of the program. Action plans have not been proposed nor have resources been allocated through this process. The Program Student Learning Outcomes for Geography correspond to the Student Learning Outcomes for the Liberal Arts Degrees. The Geography program offers no major nor certificate and thus has no PSLOs of its own.	
Liberal Arts (All Areas) AA	Since 2008, assessments of course SLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. All SLOs have been assessed as scheduled. All SLO assessment results have been above the expected level of achievement (which is that at least 2/3 of the students will perform at 70% or better based on a standard assessment rubric that is deployed across all sections). We are pleased with our SLO results, which, along with high fill, retention and student success rates, point out the ongoing appeal and value of our Geology offerings. We will continue to assess our SLO's on schedule to ensure that we continue with these positive results. While nearly every section and instructor has reported assessment results, occasionally, due to instructor oversight, a section is not assessed. This has only happened in sections taught be associate faculty. The topic of SLOs, SLO assessment and SLO participation was one major topic on the agenda of the recent Dept. Collaboration/Mini-Retreat, which included both full-time and associate faculty members.	Course SLOs are carried out according to the SLO calendar for this program. Results have been above the expected level of achievement

	SLO Assessment Cycles (SLO AC):
	  The International Language Dept. offers 3 GRMN courses, each having 3CSLOs.
	
	   All CSLO's in GRMN 101 and 102 were assessed in Fall 2013. Minimum achievement levels were met for all courses assessed. GRMN 201 was not offered.
	
	   All SLO's have been written. The SLO's themselves were deemed still relevant to course objectives.
	
	   No new course SLO's were written, modified, or deleted in the previous year.	

	We recently completed our first cycle of SLO and PSLO data collection and discussion, with students successfully meeting the discipline/course goals. Once again we have collected SLO and PSLO data (during Spring 2013), and will be discussing and reporting the results during Fall 2013. We are on track with our SLO and PSLO cycle.	
Massage Therapist (500 Hours) COA	All PLO pass rates in 2013-2014 for the KHAN Department were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Department. In addition, in 2012-2013 there were 30 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology and in 2013-2014 there were 45 awarded. The 1000-hour Holistic Health Practitioner certificate was added this Program Review year with 3 students granted the Certificate of Achievement, along with 13 students receiving the 500-hour Massage Therapist Certificate of Achievement . The increase in both degree and certification completions also indicates successful requirements of PLOs for our programs.	all PSLO meet > 70%
	At the end of the peer educator's classroom presentation, 90% of students will be able to name one sign of depression and identify one campus resource for mental health help on campus. Health Services met all deliverables to meet the 2012-2014 grant requirements.	

History for Transfer AA	All of the CLSOs and PSLOs have been assessed on schedule. Historians closely monitor our assessment results, which demonstrate that students are mastering these skills at a rate, on average, well above 70%. Minimum achievements levels are being met and/or surpassed in nearly all of our courses. The results are being used by faculty to strengthen areas of competency among students taking history classes. Course and Program SLOs have been written, are in place in all course offerings, and are regularly assessed according to our timeline. The department discusses outcomes regularly in meetings and through online communications. We discuss possible modifications of our SLOs in response to assessments on a frequent basis. The program offers 25 courses (including honors courses), each with 3-4 CSLOs. While we continue to discuss the possible changes to our approach to student learning in response to assessment results, over the course of the last three years the department has decided against the creation of any new SLO action plans. After careful consideration, we have neither added nor eliminated existing Course or Program SLOs, except to new courses. To facilitate careful monitoring of assessments and faculty compliance with SLOs, our web page has been set up to keep the calendar and all SLO processes on track, and all assessments have been done on time, tabulated, and responded to appropriately.	Satisfactory, over 70% achievement. No plans to make changes at the current time.
History for Transfer AA	All of the CLSOs and PSLOs have been assessed on schedule. Historians closely monitor our assessment results, which demonstrate that students are mastering these skills at a rate, on average, well above 70%. Minimum achievements levels are being met and/or surpassed in nearly all of our courses. The results are being used by faculty to strengthen areas of competency among students taking history classes. Course and Program SLOs have been written, are in place in all course offerings, and are regularly assessed according to our timeline. The department discusses outcomes regularly in meetings and through online communications. We discuss possible modifications of our SLOs in response to assessments on a frequent basis. The program offers 25 courses (including honors courses), each with 3-4 CSLOs. While we continue to discuss the possible changes to our approach to student learning in response to assessment results, over the course of the last three years the department has decided against the creation of any new SLO action plans. After careful consideration, we have neither added nor eliminated existing Course or Program SLOs, except to new courses. To facilitate careful monitoring of assessments and faculty compliance with SLOs, our web page has been set up to keep the calendar and all SLO processes on track, and all assessments have been done on time, tabulated, and responded to appropriately.	Satisfactory, over 70% achievement. No plans to make changes at the current time.
	Honors course SLOs are written and assessed by the individual departments who offer honors curriculum. All of the SLOs were part of the recent re-write of the entire Honors curriculum in the past four years and remain relevant and carefully monitored by the individual departments. Any implementation of action plans are addressed by the department offering the course. After much discussion by the Honors Advisory Committee, three Program Student Learning Outcomes were developed in the 2013-2014 academic year and were assessed in May. The assessment found that students generally met the expectations of the program outcomes on all three outcomes. After this one assessment cycle, two of the Program Student Learn Outcomes have been found to be more applicable to course rather than program specific student learning outcomes. The coordinator is currently researching PSLOs in other two-year Honors programs to improve operation of the program and student success. Additional data of a consistent set of PSLOs over a multi-year pattern will be needed in order to implement an action plan.	
Nursery/Horticulture Crop Production AA and COA Landscape Architecture AA and COA Landscape Management AA and COA	The Student Learning Outcome Assessment cycles have followed the six-year calendar. To date, every SLO has been assessed at least once. We have 19 courses with three SLOs each. The courses that were not offered last year were not assessed. Ninety-four percent of our current SLOs were assessed last year. Most instructors assess each SLO every semester whether required by the calendar or not. It gives faculty good feedback and data to track trends and make continuous improvements. Weak areas have been strengthened as instructors have worked together to brainstorm ways to increase student comprehension and success. Sometimes it has been determined that a particular assessment was poorly written and measured too many variables. Those have been re-written and clarified. In some cases communication with students as to expected outcomes and sharing the rubrics with them ahead of time has been used to improve results. In situations where achievement was below our 85% benchmark, such as in creating a monthly irrigation schedule in HORT 126, class exercises have been created to reinforce the process that needs to be followed.	Analyzing SLO data from core courses: HORT 115, 134, 140, and 144 that require diagnosis and recommendations pertaining to crop scheduling, environmental controls, pest management and nutrient management an average was calculated to show that 87% of students met a minimum level of achievement. It is the intention to use student portfolios from both HORT 220 and 230 to assess this PSLO. To date HORT 220 has not been offered and thus the results are incomplete. Based on the results from HORT 230 alone, however, 93% of the students were able to create designs that were accurate and demonstrated the use of sustainable, functional, and aesthetic uses. Using the data from SLO #2 from Hort 134, Slo# 2 from Hort 128, SLO #1 and 3 from Hort 115, SLO#3 form Hort 117, SLO 1 and 2 from Hort 121 and SLO # 1,2 and 3 from Hort 126, by averaging the data from each SLO, it was determined that 87.63% of the students in the program are meeting the minimum levels of achievement.
	Data to measure AUOs was collected and assessed on various processes including: recruitments; training sessions conducted; mediations and investigations conducted; personnel requisitions processed and other transactions handled in Human Resources. Some AUO data collected in 2012-13 was discontinued as it did not inform decision making and could be determined based on other pieces of data (e.g. number of new hire packets compiled and number of benefit enrollments processed). As a result of the ongoing data collection, the department has evaluated workloads of staff and can now document that an additional HR Technician is necessary. For each of the last two fiscal years, 34 or more recruitments have been completed and the amount of overtime paid to the two existing technicians has ranged from $26,500 to almost $32,000 a year - this amounts to approximately 50-60% of the salary of a full time employee.	

	During our annual review of two Student Learning Outcomes (SLOs) tracked and evaluated by the International Office, we made the following changes to go into effect 2014-2015. Change SLOs to Service Area Outcomes: As our department discussed the measurements and outcomes expected with our SLOs we discovered that we were more directly measuring the impact of our service on students rather than the direct learning our students achieved after receiving our service. We will change the wording of the Outcomes as noted below. Service Area Outcome: Explaining Academic RequirementsObjective: IIP will explain academic requirements through academic counseling and support so international students will be able to accomplish their goal within the time allotted. Connection with Institutional Learning Outcome: Information Literacy: collect information effectively and efficiently; use and apply information accurately and appropriatelyAssessment Method: International students will complete testing, orientation and advising by the end of their first semester. International students will have an Educational Plan by the end of their first semester. Expected Level of Achievement80% of international students will successfully complete matriculation and educational plans by the end of their first semester. SAO results from 2013-2014Combining fall and spring semesters, a total of 117 international students arrived to MiraCosta during the school year 2013-2014. 90% completed matriculation (orientation/advising/placement tests) and 79.5% completed an educational plan in their first semester. Since most of the student without educational plans did not continue at MiraCosta, it was 88% of 2nd semester international students who had an educational plan. Discussion on improving outcomeIIP is successfully reaching new students to develop educational plans early. Program data shows that IIP students persist for the first 5 semesters at a higher rate than all students. And graduation rates for IIP student is more than double the total student population. However, we would like to improve the tracking of students on how well they reach a transfer goals. Service Area Outcome: F-1 Student StatusObjective The IIP will provide training and information to international students on how to maintain F-1 visa status so that student will not drop below full-time study without authorization. Connection with Institutional Learning Outcome: Critical thinking and Problem Solving – define the analyze problems clearly Assessment Method Track the number of international students maintaining F-1 visa status each semester. Expected Level of Achievement 97% of enrolled international students will successfully maintain F-1 visa status each year. SAO results from 2013-2014 MiraCosta enrolled 350 students during 2 semesters. Twelve of these students failed to maintain full-time enrollment (3.4%), which is slightly below our goal of no more than 3%. An additional 5.7% of the enrolled students followed F-1 visa procedure to received permission to reduce their full-time enrollment or receive authorization for early withdrawal. Discussion on improving outcome	
	The results from the use of the evidence will be revealed in the rubric for program review that was created in part with the help of the OIE.	
Italian AA		The A.A degree in Itailan had three completers this year so that PSLO result is 100%. Ususally A.A completers are very dedicated students who perform at an even higher level than expected.
	SLO Assessment Cycles (SLO AC): In Fall 201, 3 ITAL courses for a total of six sections were assessed: ITAL 101, 102, and 201. In Spring 2014, 2 ITAL courses for a total of six sections (each with 3 CSLOs) were assessed: ITAL 101 and 102. SLO AC's: While the expected levels were met in all courses, if we analyze onground and online sections separated we can notice a gap in the results. Onground sections show generally better results (with the exception of ITAL 101 - SLO1-Conversation in Fall 2013) but despite the lower level, results are still in the expected level of achievement. The only exception is ITAL 101 – SLO 2-Writing in Spring 2014, when the level achieved was 60% vs a 70% that is the expected level of achievement. We have to consider also that the same SLO in Fall 2013 ITAL 101 had a result 89.47%. Due to the low number of students it seems that result can fluctuate quite a bit and we need to keep monitorinig this results to see future results.Also SLO2 – Reading in ITAL 101 showed consistently (Fall and Spring) low results but still in the acceptable range (73.68% and 75%). This might suggest a lack of reading exercise at the beginning of ITAL 101 that can be addressed by faculty.	
	The ILNGS Department offers 7 JAPN courses, each having 3 CSLOs. No new SLOs were written. In 2013-2104, CSLOs were assessed for Japanese 101 and 102. Minimum achievement levels were met for all courses assessed in Fall 2013 (Japanese 101) and in Spring 2014 (Japanese 102). Japanese 201 and 202 were offered but not assessed. No action plans were pending.	
Personal Fitness Trainer COA Yoga Instructor COA	All PLO pass rates in 2013-2014 for the KHAN Dept. were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. In addition in 2012-2013 there were 30 degrees awarded for an AA Liberal Arts Degree with an emphasis in Applied Health, Nutrition and Kinesiology and in 2013-2014 there were 45 awarded In 2012-10213 there were 6 Personal Fitness Trainer Certificate of Achievement certifications awarded and 27 Yoga Certificate of Achievement certifications awarded and in 2013 there were 9 and 43 awarded respectively. The increase in both degree and certification completions also indicates successful requirements of PLOs for our programs.	PLO pass rates in 2013-2014 were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. There were 18 Personal Fitness Trainer Certificate of Achievement certifications awarded in 2012-2013 and 27 awarded in 2013-2014. The increase in the certification completion also indicates successful requirements of the PLO for our program. PLO pass rates in 2013-2014 were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. There were 73 Yoga Certificate of Achievement certifications awarded in 2012-2013 and 116 awarded in 2013-2014. The increase in the certification completion also indicates successful requirements of the PLO for our program.

Program Outcomes have been written for this broad based multi-disciplinary program and the program is now on an annual assessment schedule. The assessment instrument used for this program has been a survey sent out to all Liberal Arts degree petitioners prior to graduation each spring. Faculty from disciplines across the campus that contribute to the degree were inolved in redesigning the 2014 survey questions. This redesign included incorporating clear definitons of program outcomes, so that students could better judge whether the outcome had been met. Another redesign aspect was that we asked students to rate how Mira Costa had helped them to achieve skill development in the outcome areas (critical thinking, effective communication, productive work habits), and rate what their skill development level was in each outcome area prior to begining coursework at MiraCosta.

The program outcomes data related to the assessment is in TracDat and it shows that the students perception of their skill devlopment upon leaving MiraCosta is consistently rated Strong to Very Good in all categories by the majority of students.

Course SLO's on the degree are maintained unless departmental faculty decide to modify an existing SLO. When such a modification occurs, SLOAC will review and approve the change. CSLO revisions based on assessment data can be viewed in departmental program reviews.

When a new course has been approved for the degree, the course SLO's are also approved by SLOAC. The AO and the SLOAC chair, who view the COR prior to course being placed on the C and P agenda , will often consult and collaborate with the faculty author on the intent and measurability of proposed SLO's.

Following last year's recommendation, SLOAC has developed a process to review new course SLO's in a timely manner so that approved SLO's will be correct on the COR as it is placed in the future data base.

The Library faculty has been fully engaged in developing and measuring student learning outcomes for the LIBR credit courses. All five existing SLOs for LIBR 101 have been assessed at least once since 2012. Where students fell short of the projected success rates, adjustments were made to the curriculum, SLOs, or assessment tasks to ensure student achievement. LIBR 201 is being offered for the third time in Fall 2014. All four LIBR 201 SLOs were assessed during the Spring 2014 semester using data from the Fall 2013 semester. Library faculty will continue to regularly assess SLOs according to a departmental assessment calendar.Library credit courses support the college's General Education and Institutional Learning Outcomes for Information Literacy and also satisfy the Plan A General Education requirements for Area E, Lifelong Learning. Library faculty also support the college wide information literacy goals of other courses and departments on campus through library workshops, research orientations, curriculum collaborations, and outreach to both credit and noncredit students and faculty.The Library faculty is also involved with assessing the college's Institutional Learning Outcomes. In Summer 2014 Library faculty teaching LIBR 101 participated in a voluntary pilot assessment of the college's outcome for Critical Thinking. 57% of students demonstrated either the ability to or an exceptional ability to define and analyze problems. The department is content with this starting baseline and will continue to contribute to college wide assessments of ILOs.The Library department has Service Area Outcomes for instruction, resources, and services. Assessment of service area outcomes occurs regularly according to a departmental assessment calendar and provides both qualitative and quantitative data. The SAO for instruction was first assessed in Spring 2013, with a sample of (16) ENGL 100 classes attending a research orientation provided by a librarian. Over 90% of students successfully performed the assessed tasks of navigating to and selecting appropriate information resources from the library home page for a given research need. A new assessment tool for directly assessing student learning after library instruction is being piloted during Fall 2014 and will be administered to ENGL 100 students during Spring 2015.Results of the Spring 2014 survey of students using our 24/7 online chat reference service supports the effectiveness of this instructional service. The department's goal of 75% of users rating the service positively was met or exceeded. 77% of survey takers indicated that they received a better answer from this resource than they would have found on their own. 88% of those surveyed said the librarian was knowledgeable, and 88% indicated they would use the service again. A review of statistics for the library's searchable knowledge base of FAQs (AskUs) for Spring 2014 shows that 72% of users found the answer to their question, or submitted a question to a librarian. 28% of users did not find or submit a question for the librarian. The department's goal is a 75% success rate. The slight shortfall suggests a need to add more FAQs to the knowledge base. This will require additional hours of librarian time to augment the knowledgebase.Library collection assessment is ongoing, relying on circulation statistics, databases usage, and continuous review by librarians and staff who manage the collections. An assessment of faculty requests for new library materials to support new courses and programs over the past five years found that 84% of proposals indicated existing library materials/resources were sufficient for the course/program being proposed. Of the 19 recommendations for additional resources, 84% of requests were acquired for the collection. The remaining requests were not fulfilled due to cost and/or suitable substitutions being found.

| Liberal Arts (All Areas) AA | Our latest evaluation as a discipline team was of SLO #2 which asks students to identify a literary theme. While the LIT120s successfully met this SLO, the 200 level literature courses, evaulated together were shy of the goal (75%). There has been some concern that students are taking this higher level of literature course without adequate preparation, in writing and reading skills. Program review data indicates that we get a high number of first year college students in our classes, which raises questions about their preparedness. As a result, we are changing the course pre-requisites so that eligibility for English 100 is a requirement for these courses. We also will be meeting more often and working to refine our evaluation process. Because of the nature of our SLOs it is not feasible to evaluate them all with the same samples, and therefore our movement through the evaluation of all three SLOs takes more time. We anticipate having the cycle completed by next Fall. | In our latest evaluation of CSLOs for 200 level LIT classes we were just shy of our goal in preparing students to identify a theme in literary work. One action were are taking is to change the course pre-requisites at this level to require eligibility for English 100. |

Math for Transfer AS	1. The Math Department's Pretransfer Committee (PTC) discusses the pretransfer CSLOs, CSLO assessments, and CSLO assessment results on a regular basis. The PTC also examines basic skills success rates from the state. We found that a very small percentage of students who began the pretransfer math series at Math 20 made it through to transfer level math. CSLO assessment results indicate that pretransfer math students continue to struggle with solving various types of equations. The department recognizes that more fulltime faculty with a strong background and leadership in pretransfer math are needed. As a result of the research and discussion of innovative modalities for course instruction and pathways through pretransfer math, the department has 1) requested funding for a computer classroom during the 2013/14 program review cycle. Funding was approved and construction will begin during the 2014/15 year, 2) is currently developing an alternate pathway to statistics and 3) has begun offering the BTSM program	The Math Department has very few graduates, so we felt that course mapping CSLOs from the Calculus series would be a better evaluation of how we are servicing our students who are going on to Computer Science, Engineering, etc. The PSLO, which states: Given a function of one or more variables, apply appropriate techniques to differentiate and integrate the function, met competency each time.
	2. The CSLO from M106 which addresses measurement, error, and conversion of units did not meet competency. The dept, is in the process of revising the curriculum and adding a lab component for this course. 3. The Math Department revised the precalculus curriculum. We revised the 3 unit College Algebra (Math 125) and 3 unit Trigonometry (Math 130) courses and changed them to Math 126 (Precalculus I) and Math 131 (Precalculus II), respectively. These two 4 unit courses replace the previous requirement for Calculus, which was Trigonometry (Math 130) and Precalculus (Math 135). Math 125, 130, and 135 will all have been deleted, effective Spring 15.4. The Math Department is now discussing our assessment results for Math 226. In Fall 2012 competency was met for CSLO 1 but not CSLO 2. We reassessed again in Fall 2013 and competency was met for CSLO 2, but not CSLO 1. 5. We have assessed our program SLO (PSLO) twice, each time competency has been met.6. Based on the analysis of our CSLO and PSLO results the Department plans to request more Lecture Hour Equivalent (LHE) to: i. Compensate for adding the new courses Math 50 and 95, which will provide an alternate pathway to Statisticsii. Compensate for adding a lab component to the Concepts and Structures for Elementary Mathematics I and IIiii. Address the enrollment demands for Math 150, 155, 260, 265, and 270The Math Department plans to request additional fulltime faculty7. Given that we have made changes to the pretransfer curriculum and added programs such as the Bridge to Success in Mathematics (BTSM), we need additional faculty who have experience in teaching and collaborating with faculty and/or staff on new activities derived from best practices in basic courses. •Given the increased enrollment in higher level mathematics we need additional faculty who can teach the breadth of curriculum•The Math Department would like to continue to redesign our assigned classrooms to better utilize innovative technology.The Math Department plans to request additional classroom space on the Oceanside Campus to compensate for our growth and better serve our students.	
	After reviewing the Service Area Outcome of the department, it was determined that the SAO was not benefiting or connecting to the direction of Testing Services. The objective has remained the same since 2010: "Students in the matriculation target group complete assessment." Current legislation requirements specific to SB1456 now require students to complete assessment prior to enrollment and therefore has replaced this objective. The department will be implementing the following new SLO's and SAO's that are more directly in alignment with the College's institutional goals and student learning outcomes: 1. Students will demonstrate readiness to take assessments 2. Upon completion of taking the assessments, the student will recognize the next step in their matriculation process, 3. Students will acquire accurate information for course selection in English, ESL and/or Math in order to meet their educational objective.	
Graphic Design AA and COA Web Development and Design AA and COA Video and Media Design COA	SLOs are written for each course in the department and included in syllabi as a matter of practice. MAT has established a six-year timeline for SLO and PSLO assessment cycles and has met all requirements of the timeline. Except for new courses, all courses have been assessed one or more times. Most SLO assessment has occurred with greater frequency than required. 95% of MAT courses have had SLO assessments occurring within the last three years. Follow-up has occurred on all associated action plans/recommendations (other than the plans created this semester). While SLOs have previously been revised in response to assessments, this has not occurred in the last year. PSLOs have been written for all programs. MAT faculty have integrated PSLO assessments with portfolio review. Therefore, PSLO assessments occur annually based on program graduates. To date, all AA and COA programs have been assessed one or more times. Minimum achievement levels were met for each program assessed. As a result of PSLO data and reflection, plans (identifying a need for new faculty and curriculum development) were established and have been, or are currently being, implemented or requested. PSLO data and action plans precipitated curriculum development within the department. New courses including MAT 215 and MAT 255, which have already been offered, and MAT 175, MAT 220, and MAT 240, which have been approved and will be offered for the first time this year, have been integrated into program curricula. A fulltime hire in MAT is needed to help with instruction of several of these new courses.	MAT Department faculty meet as a group to review and discuss PSLO data. This data consists of the capstone, summative student portfolios and portfolio presentations from students who are typically in their last semester prior to earning their certificates. MAT faculty members assign quantitative scores to each student portfolio based on a departmental rubric. In addition to quantitative scoring, MAT faculty also perform qualitative analysis on the portfolio data, which includes observations and discussions regarding the general strengths and weakness of the portfolios as well as general trends related to program learning outcomes. For Graphic Design, in the last assessment cycle, 88% of students met minimum standards. MAT Department faculty meet as a group to review and discuss PSLO data. This data consists of the capstone, summative student portfolios and portfolio presentations from students who are typically in their last semester prior to earning their certificates. MAT faculty members assign quantitative scores to each student portfolio based on a departmental rubric. In addition to quantitative scoring, MAT faculty also perform qualitative analysis on the portfolio data, which includes observations and discussions regarding the general strengths and weakness of the portfolios as well as general trends related to program learning outcomes. For Web Development and Design, in the last assessment cycle, 83% of students met minimum standards. MAT Department faculty meet as a group to review and discuss PSLO data. This data consists of the capstone, summative student portfolios and portfolio presentations from students who are typically in their last semester prior to earning their certificates. MAT faculty members assign quantitative scores to each student portfolio based on a departmental rubric. In addition to quantitative scoring, MAT faculty also perform qualitative analysis on the portfolio data, which includes observations and discussions regarding the general strengths and weakness of the portfolios as well as general trends related to program learning outcomes. For Video and Media Design, in the last assessment cycle, 100% of students met minimum standards.
	All SLOs for courses and certificates will be assessed in the 2014/2015 academic year. At the last assessment, all outcome assessments met or exceeded the individual SLO standard.	
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Program	Assessment Description	Program Outcomes

Audio Recording Production AA and COA
Business of Music COA
Live Performance Audio COA
Music Performance AA
	All of our Program SLO's were assessed in the 2013-14 school year and are assessed every spring. The basic achievement levels have been met in all cases, ranging from a 63% to a 100% success rate depending on the type of assessment. No Program SLO's need updating at this time.
	  PSLO results:AA in Music: Assessed by course triangulation and performance assessment.2014: 11 grads,97% success rate2013: 5 grads, 80% success rate2012: 3 grads, 100% success rateAA and COA in Recording Arts: Assessed through analysis of capstone coursework.2013: 6/82012: 6/8COA in Live Performance Audio: Assessed by analysis of capstone coursework and production. 2013: 1/12012: 1/1COA in Business of Music: Assessed by exam and final project.2013: 6/62012: 6/6
	  The Music Department has developed and implemented an updated comprehensive six-year CSLO assessment calendar. The music department conducted a FLEX workshop in Fall 2014 to rewrite the SLOs for MUS115 Hist/Apprec of Music. Both full and part-time faculty attended. The rewrite is in process. The MTEC Advisory Board has provided yearly review, edits and approval of the SLO's, Certificates and Coursework.
	
	  In fall 2011 34 courses were identified where SLO's required immediate assessment. 3 courses were deleted from the catalog (MUS109, 283, 284). Several have not been offered and/or planned for deletion (MUS163, 175, 184, 261). 9 courses were assessed during 2010-11 (MUS115, 119, 144, 161, 162, 164, 165, 166, 181). 19 courses were assessed during 2011-12 (MUS101, 116, 121, 141, 150, 153, 170, 176, 183, 185, 186, 192, 198, 199, 260, 281, 282, 286). 2 courses were assessed during 2012-13 (MUS150, 152). 2013-14 assessments included both on ground and online courses, and the vast majority of the achievements were met and none need updating at this time. Two courses, MUS 113 & 130, had one SLO where the achievement level was not met. Course SLO's will continue to be assessed according to the our calendar. Courses to be assessed in the 2014-15 school year include MUS 100, 102, 104, 129, 131, 228, 229, and 241.
		Music Technology Program Student Success and Student Retention is consistently higher than the college average. All MTEC Certificates are effective in that there is steady enrollment and completion of capstone courses indicating the program goals are realistic and attainable for students. The MTEC Advisory Board has provided yearly review, edits and approval of the SLO's, Certificates and Coursework. According to first hand knowledge of MTEC Instructors and the increasing number of interns placed in the field, the program is adequately preparing students for working in the industry.
		
		The Music Department has developed and implemented an updated comprehensive six-year CSLO assessment calendar. All courses are regularly assessed. The vast majority ofLearning Outcomes were met and none need updating at this time. Planning is ongoing to address lower than acceptable success rates in MUS100, MUS120, and MTEC 110.
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	All courses were updated during 2012-2013 SLOs were being assessed every term. In October 2013, the associate faculty for the computer courses met to discuss SLO results to date. All SLOs are satisfactory.	
Licensed Vocational Nursing AA and COA Surgical Technology AA and COA	Currently, the NAAH programs are utilizing and meeting the Student Learning Outcomes (SLOs) set forth by MiraCosta College together with criteria from the state agencies that govern each of our programs (CNA-DPH, LVN-BVNPT, LVN to RN & ADN-BRN, and ST-ARC/STSA). NAAH programs are outcome oriented and the student learning outcomes are a reflection of our intention to produce safe, competent, and capable empoyees for the health industry. All SLOs are included in all NAAH course syllabi. After revising our SLOs in 2012, NAAH programs reevaluated the SLOs during Spring 2014. Based on our results, no action plans were implemented although we will continue to assess and evaluate the outcomes as part of the SLO process.	The program maintains its PSLO's by maintaining a 97% RN NCLEX RN (licensure exam) passing rate and a 89.5% LVN NCLEX PN (licensure exam) passing rate. The program maintains its PSLO's by developing competent graduates whose primary functions are to provide a safe, therapeutically effective environment, for the surgical patient, by assisting the surgeon in the operating room setting.
	All PLO pass rates in 2013-2014 for the KHAN Department were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Department. In addition, in 2012-2013 there were 30 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology and in 2013-2014 there were 45 awarded. In 2013-2014 there were 2 Fitness Nutrition Certificate of Proficiency certifications awarded. The increase in both degree and certification completions also indicates successful requirements of PLOs for our programs.	all PSLO meet > 70%
Liberal Arts (All Areas) AA	Since 2008, assessments of course SLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. In both OCEA101 and OCEA101L, all SLOs have been assessed at least once, and several have been assessed more than once. OCEA101H, which is offered intermittently (usually in spring semester only) has not yet closed the loop on existing SLOs, but will do so next academic year. All SLO assessment results have been above the expected level of achievement (which is that at least 2/3 of the students will perform at 70% or better based on a standard assessment rubric that is deployed across all sections). We are pleased with our SLO results, which, along with high retention and high student success rates, point out the ongoing appeal and value of oceanography. We will continue to assess our SLO's on schedule to ensure that we continue with these positive results. While nearly every section and instructor has reported assessment results, occasionally, due to instructor oversight, a section is not assessed. This has only happened in sections taught be associate faculty. With greater full time leadership in this program, we believe this oversight could be corrected. The topic of SLOs, SLO assessment and SLO participation was one major topic on the agenda of the recent Dept. Collaboration/Mini-Retreat, which included both full-time and associate faculty members.	Course SLOs are carried out according to the SLO calendar for this program. Results have been above the expected level of achievement
	Summary of assessment results for 2013-14 goals and AUO's provided in the link named "2013-2014 Instructional Division Goals & AUOs". The link provided reports on administrative unit outcome statements, implementation plan, assessment, timeline, summary of assessment results and use of results. IS goals and AUOs for 2014-15 directly related to institutional outcomes as specified in the Strategic Plan 2014-17 can be reviewed in the link: "2014-15 Instructional Division Goals & AUOs".	
	If appropriate funding is provided, the following outcomes would be attainable: Annual events reaching out to Asian/Pacific Islander, Latino/a, African American, Samoan, LGBTIQ, and other diverse populations would be sponsored by MiraCosta College. Students representing diverse populations would have funds available to support attendance at conferences in the state of California. The MiraCosta Campus community would realize raised conciousness related to issues of diversity. Speakers on topics related to diversity could appear at MiraCosta College.	

	Online Education needs to establish Service Area Outcomes (SAO). It is anticipated that the writing of the new Online Education Plan will include development of Online Education SAOs as well as a variety of metrics, benchmarks, and goals for improvement, which will become the basis for future program reviews. The Online Education program is not directly responsible for SLOs.	
Liberal Arts (All Areas) AA	No Program	The philosophy CSLOs are in line with the Liberal Arts PSLO of developing communication, critical thinking, and intellectual skills. We have assessed all our CSLOs and closed the loop. We are satisfied with the assessment results, and are in the process of planning the next cycle.
Liberal Arts (All Areas) AA	The grade distributions show that the rates of success and retention this year are comparable to last year's. Student achievement in SLO's has met expectations. There are no data on PHSN 106 student success in transfer to CSU's for the Elementary Multi-subject Credential program. Based on the SLO assessment results, the program faculty has learned that the curriculum and pedagogy employed are satisfactory, but that there is also some room for improvement. We continue our commitment to achieving Institutional Goal II, where MCC is to become an institution where students have a high likelihood of success.	The Chemistry Department has assessed their Physical Sciences CSLO's consistently over time. The results have provided us a feedback loop for continuous CSLO's consistently over the years. They have provided us a feedback loop for continuous improvement as well. What been clearly and strongly demonstrated is the significant contribution made towards student success in the following GELO and CTELO areas: Effective Communication, Critical Thinking and areas: Effective Communication, Critical Thinking and Problem--Solving, and Information Literacy.
Liberal Arts (All Areas) AA	No SLOs were assessed over the past year in accordance with the PHYS assessment calendar. A previous action plan to revise an SLO for PHYS 152 was completed. The SLO was revised from "Analyze an RC circuit" to "Analyze a DC circuit" in order to be a bit more general. Though there are no PSLOs in the PHYS program, all the CSLOs in PHYS map to the Liberal Arts "Critical Thinking PSLO". Our work in modifying our SLO for PHYS 152 therefore represents completing an action plan related to the Critical Thinking PSLO for the Liberal Arts Degree. Evaluating the other PSLOs for the Liberal Arts Degree is an ongoing campus–wide process, and the physics faculty will help with this effort as needed.	We did not do any assessments this past year. We did make a change to SLO#2 for PHYS 152 based on our analysis of previous outcomes and discussions between the physics faculty members. This CSLO maps to the "Critical Thinking" PSLO for the Liberal Arts Degree.
Liberal Arts (All Areas) AA	**SLO ACs: Assessment processes are current and are being used to improve student learning. There are 12 SLOs in PLSC, and as of 2014, 100% of regularly-offered courses in PLSC have completed SLO assessment cycles consistent with our SLO calendar. Discipline faculty have participated in the discussion of these SLOs and assessment results, all of which has been documented in TracDat. PLSC instructors are comparing their section's performance on SLO assessments to the department averages. They are identifying low-performing areas and revising their individual pedagogy to improve performance in these areas. We have also supplemented our standardized objective assessments with individu al essay assessments. Lastly, in August 2014, seven PLSC faculty (including full-time faculty) met t o discuss SLO language, assessment results, and improve assessment methods as well. The title of the Flex Workshop was "PLSC SLOs Dialogue: Closing the Loop." **Political Science Program SLOs have been written, are still relevant, and are included in all syllabi. Furthermore, these PLSC SLOs align with the Liberal Arts SLOs, which have also been written, and are still relevant; particularly the ISLO and GE Outcomes for Information Literacy that ask students to "organize, synthesize ... and critically evaluate information." **No plans to report.	**SLO ACs: Assessment processes are current and are being used to improve student learning. There are 12 SLOs in PLSC, and as of 2014, 100% of regularly-offered courses in PLSC have completed SLO assessment cycles consistent with our SLO calendar. Discipline faculty have participated in the discussion of these SLOs and assessment results, all of which has been documented in TracDat. PLSC instructors are comparing their section's performance on SLO assessments to the department averages. They are identifying low-performing areas and revising their individual pedagogy to improve performance in these areas. We have also supplemented our standardized objective assessments with individual essay assessments. Lastly, in August 2014, seven PLSC faculty (including full-time faculty) met to discuss SLO language, assessment results, and improve assessment methods as well. The title of the Flex Workshop was "PLSC SLOs Dialogue: Closing the Loop." **Political Science Program SLOs have been written, are still relevant, and are included in all syllabi. Furthermore, these PLSC SLOs align with the Liberal Arts SLOs, which have also been written, and are still relevant; particularly the ISLO and GE Outcomes for Information Literacy that ask students to "organize, synthesize ... and critically evaluate information." **No plans to report.
	There are no outcomes or assessment cycles for PDP. As this is only the second year PDP is participating in Program Review, no one apparently knew that they were needed (they were not part of last year's review of Support programs and the program has never been contacted by SLOAC about this). One of the plans included in this year's review will include development of appropriate "administrative unit outcomes" for the program.	
Human Development AA Psychology AA	All Program SLOs and course SLOs have been assessed and discussed in accordance with our SLO calendar. The most recent data collection phase for our courses was Spring 2013, with robust discussions occurring by Fall 2013. Student success consistently has been at or above the selected threshold with respect to our SLOs and PSLOs. During the prior cycle, the loop was closed for each of our PSLOs and SLOs. As a courtesy, we make available to our faculty an optional departmental SLO assessments for selected courses (e.g., for PSYC 100, 101, 121) that they may select to use, or they may opt to use their own SLO assessments. Our department this year during the Fall midsemester meeting will be discussing institutional student learning outcomes (ISLOs), focusing on both "Critical Thinking & Problem Solving" and "Information Literacy," and considering how we address them in our courses.	Students demonstrated excellent performance on measures tied to PSLO#1 performance. Students demonstrated excellent performance on measures tied to PSLO#1 performance.
Real Estate AA and COA Real Estate Entrepreneurship AA and COA	SLOs have been completed and assessed in all REAL courses. Results of complete SLO assessments have been used to standardize content and update curriculum as needed. SLOs in several courses will continue to be updated as needed through the Courses and Programs committee. All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course. The department will complete assessment of program-level SLOs this year.	Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.
Liberal Arts (All Areas) AA	No Program	The religious studies CSLOs are in line with the Liberal Arts PSLO of developing communication, critical thinking, and intellectual skills. We have assessed all our CSLOs and closed the loop. We are satisfied with the assessment results, and are in the process of planning the next cycle.

Our Service Area Outcomes (SAO) are:

Seeking Academic Support Students will demonstrate a value for seeking academic support by participating in tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. Expected level of achievement: 2,000 unduplicated students come in for a total of 13,000 contacts. 500 unduplicated FLS students come in for a total of 6,000 contacts. Results: The outcome was met for individual and drop-in appointment contacts. FLS contacts were 207 shy of reaching 6,000. The expected level of achievement was modified for the 2014-2015 AY.

Student Success Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement facilitated learning sessions utilizing student success data and referral from colleagues. Expected level of achievement: 25 faculty participate in the FLS effort spanning at least 5 disciplines. 40 FLS sessions are offered in fall and spring semesters. Results: The number of participating faculty was 24. The expected level of achievement was modified for the 2014-2015 AY.

Critical Thinking and Training for Tutors Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses. Expected level of achievement: 100% of our newly hired tutors will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year. Results: All tutors who kept their one year commitment ad minimum 10 hours of availability per week were CRLA Level 2 Certified.

Program Innovations Research, develop and pilot new initiatives that expand services to students. Develop an organizational model to pilot new interventions. Expected level of achievement: Start and/or continue a pilot intervention each academic year. Results: TASC partnered with the Faculty Director of Online Education to continue our participation in the Western eTutoring Consortium.

Our SAO's continue to gauge key components of our department that provide service delivery. By focusing on students, tutor employees, faculty, and staff innovation, we exemplify student service, employee training, collegial instructional needs, and district goals for student success. This past year we realized our Seeking Academic Support (SAO) level of achievement goal was based on an organizational structure from three years ago that included the Writing Center department student data. Our new organizational structure and department does not include the Writing Center student data which is now in its own departmental structure. Therefore, we adjusted our expected level of achievement in the SAO-Seeking Academic Support to 5,000 student contacts.Our Student Success (SAO) level of achievement goal was impacted by Facilitated Learning Sessions (FLS) for high level math courses facilitated by the Math Learning Center (MLC). This successful best practice is fully being utilized by Math faculty. Due to the MLC initiating the higher level math FLS sessions, we could not take credit for the number of math faculty participating in the FLS intervention. Therefore, we adjusted our expected level of achievement in the SAO-Student Success to 20 participating faculty for FLS sessions. We have met our Tutor Training and Program Innovation (SAO's) outcomes via a robust peer/supervisor consultation

The AUO's for previous years have focused on helping to increase awareness of MiraCosta's programs and services among prospective students and community members, planning and executing multicultural events to increase cultural awareness/appreciation, and providing student ambassadors with leadership skills.
The current AUO's for School Relations/Diversity Outreach are as follows:
1. School Relations/Diversity Outreach will identify and implement best practices for electronic communication with prospective students and high school counselors.2. Student Ambassadors will initiate meetings with department chairs/representatives to learn how to best promote the chairs' department and share their findings with the ambassador team. Each ambassador will meet with at least one department chair/representative. 3. Increase participation in the Early College Admission and Planning program.
With the current efforts to increase student success and an expanded focus on student equity, the current AUO's need to be revised. The Student Equity Plan specifies goals and activities created to address student populations that have been identified as disproportionately impacted at MiraCosta College. The School Relations/Diversity Outreach Office will play a key role in meeting goals to increase access among veteran, Asian and Pacific Islander, and economically disadvantaged student populations.
In order to target specific prospect student populations and track the outcomes of our outreach efforts, there is a need for a constituent relationship management (CRM) software. Currently, we lack the software to effectively manage our contacts with prospective students at high schools.

Service area outcomes were written and assessed for the 2013-2014 year. The goal was to examine program performance in terms of student satisfaction levels and faculty participation rates. The findings indicated that students were highly satisfied with the program (25% survey participation rate). In addition, new faculty members were added to the program although many of these only chose to participate in Science Fair related activities (ideally, deeper levels of involvement would occur).
The program has come full circle in terms of outcome assessment. Initially, student learning outcomes were assessed to determine whether students were able to critically connect service experiences to course content. This proved difficult to measure since many instructors did not require students to reflect on their experiences and make these types of connections (which is an important part of the service learning process). Faculty directed interventions were then implemented in an effort to promote best practices. While these had mild success, the intent of the learning outcome was to examine student learning versus faculty teaching practices.
With this realization, the program opted to shift assessment efforts towards internal practices, particularly since there were concerns about decreasing resources and their impact on services. Having spent the past two years examining program satisfaction data (and their relation to service area outcomes), the assessment focus is now returning back to student learning outcomes. New student learning outcomes have been written for 2014-2015 and these are tied to the institutional learning outcomes.
The program has followed the assessment timeline and used data to inform program interventions.

-SOC has adjusted its CSLOs for Introduction to Sociology (SOC 101) and Social Problems (SOC 102) after a department retreat that focused on implementing the Degree Qualifications Profile (DQP) structure. In order to adjust to the external public demands on students demonstrating specific skills, we adjusted our CSLOs to focus on writing and community service. We do not anticipate a challenge implementing and evaluating the changes in SOC 101 because currently all of our full time faculty teach these courses. However, we are in need of leadership with SOC 102 to bring the CSLO changes into fruition. Our newly established experiential learning focus for this class would require us to develop a full partnership with service learning.

Student learning outcomes have been written for all required courses in Spanish. The SLO's were deemed still relevant to course objectives.No new course SLO's were submitted in 2013-2014.In Spanish, the IL Department offers 12 SPAN courses, each having 3CSLOs. Minimum achievement levels were met for all courses assessed in Fall 2013 (SPAN 101, 102, 201, 202, 203, and 160). The one exception was inconclusive results for SLO # 1 for SPAN 202.ONLINE AND HYBRID COURSES: The data compiled was disaggregated for the core courses (101-102-201). All modes of instruction met departmental expectations for all their SLO's. Online 101 sections outperformed on-ground ones in writing and reading, but lagged in speaking. The gap in speaking was smaller in SPAN 102 while online students in this level did even better in writing (89% vs. 71%). For SPAN 201, results for hybrid (1 section) and online (2 sections) were 16 and 14 percentage points below on-ground (2 sections).•The results of SLO assessment were shared with the FT faculty via e-mail. •There are no PSLO's for Spanish.Reflection on SLO results:Although the results met the expected level of achievement, the department expressed the need for more data to be able to critically evaluate the situation. Next year's program review process should be able to provide more useful data to be used in conjunction with SLO. The department is also exploring the possibility of surveying students to address more detailed issues not shown by SLO results.

Student Learning Outcomes (SLO's) are assessed for each course. The Student Learning Outcomes are listed on the course syllabi each and every semester. The program instructor considers the Student Learning Outcomes for each class. Though action plans have not been developed, the instructor gauges progress and makes curriculum changes to enhance student success. For example, one overarching concern in the Math Strategies course, LRNS 42, has been retention of the information. The instructor has experimented with different types of final exam delivery to enhance retention and mastery of material by students.The instructor believes the Student Learning Outcomes themselves are representative of course curricula and objectives.

Students are able to conduct their financial affairs with the college in an effective and efficient manner.

Since 2007, SAO have been written and annual cycles have been completed with the following: data collection, review and reflection. Minor changes have been made but all results have met expectations. All data has been documented in TracDat and is mirrored in the Chancellor's Transfer Report that is submitted annually.

As a new department created this year, the program did nto yet have AUOs/SAO. Members of the department met recently to establish the SOs and AUOs. These are developing and will be implemented over the course of this academic year.

The MiraCosta College Writing Center serves its students at the highest level possible based on nationally recognized best practices. Two out of three Service Area Outcomes of the Writing Center have been assessed steadily since 2008. In point-of-service evaluations in 2013-14, 93% of students agree that the writing consultant "showed me something I can apply to this assignment" and 90% agree "the consultant was clear in explaining concepts." These outcomes have been consistently above the 90th percentile since assessment began, demonstrating a consistently high level of service that exceeds students' expectations.

Our third SAO originally assessed productive work habits. We eliminated that in 2012 when no method of data collection had been established that was meaningful. The new SAO measures a writing consultant's ability to prioritize higher order concerns over lower order concerns consistently, a nationwide writing center best practice we educate consultants in to ensure they are assisting students learn better writing practices. In separate assessments, both writing consultants and student writers identified a predominance of higher order assistance: brainstorming, development, and organization over grammar, punctuaion, and citing sources. These results reflect how well-educated the consultants are in assisting students develop better writing practices, rather than fixing student papers. To achieve these results, new writing consultants receive two days of pre-semester training and are assessed throughout their first year of work through one-to-one observations and feedback. Though this training demands time, the Writing Center's focus on training quality consultants has resulted in this consistently high performance in evaluations. This SAO assists in positive performance rates of students on many course level SLOs in the four basic skills programs the Writing Center supports through the Supplemental Instruction (SI): Letters ESL, Letters Pre-transfer, Noncredit ESL, and the Adult High School.