

Program	PSLO	Program Outcomes Analysis	Program Inst Outcomes Analysis
Academic Information Services		Not applicable for AIS.	
Academic Proctoring Center		Since the Center is fairly new and it is part of the Testing Center, SLOs specifically for the Academic Proctoring Center were not previously written. However, through department discussions and division meetings, we determined that there were areas in the APC that students learn. 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. The staff will discuss academic honesty prior to exams and consult with faculty on learning that takes place online and hybrid on academic honesty. Then, 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	
Academic Senate Council		There are currently no explicit learning outcomes for AS. Annual goals are drafted to ensure the responsiveness of the academic senate to the institutional needs related to academic and professional matters. The development of a	
Accounting		The Accounting program has actively worked to report and update its SLOs at all levels of program activity. These SLOs are examined regularly for relevance with respect to the current environment(s) in which these courses operate. Additionally, due to very recent changes in the college SLO process, the SLOs for all courses will be evaluated and modified as needed. All courses that are part of the program must have their SLOs listed in the syllabus, and each course has a unique SLO assessment. Of course, there is an effort towards continuous improvement so that the assessments are valuable learning experiences for the students, easy to administer by our faculty and that they provide relevant, meaningful	
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Administration of Justice	Law Enforcement AA and COA	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 and subsequently modified for the ADM certificate and both current ADM related degrees. ADM is currently awaiting	ADM is currently awaiting data to assess its transfer degrees and continues to discuss additional assessment tools that would rely on better tracking of students who have moved on to law enforcement related careers and/or 4 year institutions.

Admissions and Records

The Admissions and Records Office has 2 SLO's and 2 AUO's this year. SLO's: 1) Students will learn to utilize technology to accurately and successfully apply to MiraCosta College. 2) Students will learn how to register themselves for courses for which they obtain a permission number. AUO: 1) analysis of number of days it takes the office to complete Prior College credit evaluations by eval type and 2) breakdown of office inefficiencies that need fixing based on 'broken wall' approach.

Students will learn to utilize technology to accurately and successfully apply to MiraCost College. Through the use of an on-line survey which is linked to the end of the CCCApply on-line application we assessed student satisfaction with the on-line application system currently used by MiraCosta College. This cycle will be slightly different than in years past because we have migrated over to the 'new' CCCApply application so the functionality, although modelled largely after the old application which was maintained by the XAP Corporation is on a different platform. In this cycle we are comparing the satisfaction rates from 2013 to the satisfaction rates from 2014 (the Summer and Fall 2014 in particular) and we are looking to see how it compares in terms of general satisfaction. The outcome revealed that we have actually lost ground in terms of the overall satisfaction rate of students with the new CCCApply application. While some of the dissatisfaction is not directly in our control, some of it is. A summary of the most common complaints that students have will be forwarded to the CCCApply steering committee and the A&R Office will be adding additional tutorials over the coming to assist students in the application process.

Students will learn to register themselves for courses for which they obtain a permission number. In order to educate students about the convenience of the electronic resources available to them we launched a campaign in early January to encourage students to register themselves for course for which they had permission numbers. Staff were trained to convey this message and signage was developed and prominently displayed in the A&R offices. The result was a substantial drop in students choosing to stand in line to register for their courses. One of the other side-effects of this campaign is that we generated less paperwork (which needs to be filed, scanned, stored and tracked).

As one of our key performance indicators A&R has tracked (and will continue to track) the amount of time it takes to complete PCC Evaluations by evaluation type. Although the amount of PCC Evaluations has increased over 300% in The Admissions and Records Office has 2 SLO's and 2 AUO's this year. SLO's: 1) Students will learn to utilize technology to accurately and successfully apply to MiraCosta College. 2) Students will learn how to register themselves for courses for which they obtain a permission number. AUO: 1) analysis of number of days it takes the office to complete Prior College credit evaluations by eval type and 2) breakdown of office inefficiencies that need fixing based on 'broken wall' approach.

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Adult High School	Adult High School	<p>In reflecting our CSLO, PSLO, and ISLO processes, we feel that as a department, we are working hard to ensure that timelines are met and that regular dialogue is occurring between both FT and PT faculty. Efforts as a result of this dialogue include updated CSLOs for most AHS courses, revised PSLOs, and investigation into how to measure ISLOs for noncredit students. However, FT faculty leadership in the area of SLOs is complicated by the limited number of FT faculty. A new FT hire is needed to best support continuing SLO efforts.</p> <p>Course level outcomes continue to be assessed every time a course is taught. Participation in course level outcome assessment is 100% by both full time faculty and associates. The faculty secretary then annually compiles the data and FT faculty have created a comprehensive chart which is reviewed by faculty work groups towards the end of each Spring semester. As a result of this process, course level outcomes in English, Math and Social Science courses have recently been revised to better reflect alignment with program level outcomes and to streamline the outcomes process. We feel confident that the course level process described above has positioned us to effectively move into a more streamlined process for evaluating program and institutional outcomes.</p> <p>Program Learning Outcomes have become a larger focus of our program and are now posted in all classrooms and will be included in all course syllabi effective Spring 2016. We worked closely with our faculty secretary to develop a tracking system to synthesize course level data, allowing us too seamlessly apply it to program level outcome achievement. This program level data has been compiled for SY 14/15 year will be analyzed by faculty work groups this Fall 2016 with the expectation that we will add this to our annual review beginning Spring 2016. In addition to this data, we have begun to pilot a student survey to measure achievement of program learning outcomes in select courses with the expectation of expanding to all courses by Fall 2016. This data is based on student perceptions so</p>	<p>The process we will use to correlate our program CSLOs with our PSLOs, as described above, will be ready for analysis and discussion in time for the next PR cycle.</p>
Anthropology	Liberal Arts (All Areas) AA	<p>In May 2008, the faculty in Anthropology got together to draft CSLO's for all courses in the program. These are included in all syllabi (as are relevant GE SLO's). Furthermore, since 2008, the program has sought to assess and evaluate all CSLO's for all sections of all courses in every Fall and Spring semester. Data have consistently been entered into TracDat. By these measures, then, Anthropology has been working diligently toward the program-wide assessment of CSLO's.</p> <p>However, participation by associate faculty in the assessment process has been sporadic, and dialog has been limited because of institutional policies regarding support for associate participation in SLO evaluation. One meeting was held in 2012 to make sure that all faculty (especially new faculty) were up to speed on CSLO assessment. Only four of the nine part-time faculty attended. The lead in Anthropology (the only fulltime faculty in the program) has consistently met with new faculty to discuss outcomes assessment, and has communicated new information via email. Just this year (August 2015), the lead drafted and emailed an "assessment primer" to all associates, in hopes of improving the data set for the coming year. Overall, however, dialog has been difficult to achieve.</p> <p>On the bright side, new policies regarding "flex" time for associates may encourage greater participation in Anthropology assessment meetings. After the primer was distributed, several faculty members expressed interest in getting together to talk about best practices in assessment. This would be an ideal opportunity to revise the CSLO's and to evaluate and make improvements in performance. It is unlikely that such a meeting will take place before this program review is due, but it will be reported in next year's work.</p> <p>Furthermore, the program in Anthropology is seeking a new fulltime faculty hire. The addition of a fulltime colleague will offer new opportunities for dialog and SLO-based decisions about curriculum and program development.</p>	<p>Anthropology contributes to the Liberal Arts program. GE-level SLO's are listed in all syllabi and faculty discuss with students how a given course maps to these larger goals. Of particular importance are "critical thinking," "effective communication," and "global awareness." Student learning of CSLO's generally meets or exceeds expectations, suggesting that Anthropology is effectively preparing students for their larger academic objectives.</p>

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Art	Digital Photography AA Digital Photography COA Studio Arts for Transfer AA	<p>As a department, we have continued to monitor our Student Learning Outcomes to maintain a high level of teaching standard amongst our classes. We have assessed all of our SLOs according to the appropriate timelines. All courses have met or exceeded our SLO standards and we continue to make adjustments to our curriculum based on the data collected. We are offering intermediate level classes that add to current classes. We have also proposed advanced and semi-professional classes that are currently in curriculum review. We will investigate the data from those classes to determine the longitudinal affects of lower level classes. As a department we are constantly monitoring our collection systems to make best use of the data. Part time and full time instructors participate in the data collection. PSLOs for our two programs - one for Studio Art and the other for a Certificate and AA in Digital Photography - are also currently being monitored and have met and exceeded our standards. The Art Department has also participated in the college wide discussions of CSLOs, PSLOs , and ISLOs.</p> <p>SLO assessments have been used to help determine the efficacy of new curriculum. For example, when Art 270 – History and Theory of Museum and Gallery Exhibition was introduced in Fall 2014, the course SLOs were assessed to be certain that students were learning the material as stated on the Course Outline. As the SLOs were assessed positively, no curriculum changes were deemed necessary. These findings are reflected overall in the department's data. The Art department has a student success rate of 75%, higher than both the College (70%) and Statewide (72%) averages. This success rate mirrors our SLO assessments in suggesting that our SLOs align well with the curriculum that we teach; thus we have not found the need to adjust either our SLOs or our curriculum due to SLO assessments.</p> <p>An additional Full Time Art Historian (F.T. A.H.) would greatly assist our current F.T. A.H. instructor manage the SLO assessments for the 44 courses in A.H. offered each year. This need is now compounded by the fact that our F.T.A.H.</p>	<p>As a department, we assessed the program level SLOs for all of our certificates and degrees during Spring 2015, using a course mapped assessment method. We found that our course SLOs aligned well with our PSLOs. During the Fall 2015 semester, we will be meeting as a department to determine more direct assessment methods and to ensure that our CSLOs continue to align with and feed into our PSLOs. At our September 18, 2015 full department meeting, with full time and associate faculty in attendance, we discussed our strategies and philosophies of SLO assessment.</p> <p>As a department, we assessed the program level SLOs for all of our certificates and degrees during Spring 2015, using a course mapped assessment method. We found that our course SLOs aligned well with our PSLOs. During the Fall 2015 semester, we will be meeting as a department to determine more direct assessment methods and to ensure that our CSLOs continue to align with and feed into our PSLOs. At our September 18, 2015 full department meeting, with full time and associate faculty in attendance, we discussed our</p>
Articulation		<p>The Program will collaborate with administrators to achieve the following Instructional Services goals:</p> <ul style="list-style-type: none"> Continue to develop and monitor TMC's Review and develop curriculum in response to federal, state and industry trends Maintain compliance with Title 5, accreditation, and licensing standards Work with faculty on SLOAC to develop effective Program assessment Participate in IS survey to evaluate the effectiveness of collaboration and communication with other divisions and constituents. 	

Astronomy	<p>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 of any kind, and no funds to compensate associate faculty who might otherwise wish to participate meaningfully beyond simply collecting data.</p> <p>There are no degrees or certificates so no PSLOs.</p>			
Athletics and Intramurals	<p>The athletic department has SLO's for classes offered and department SLO's that address academic success and decorum. The outcomes have been assessed and evaluated and adjustments to course objectives have been</p>			
Automotive Technology	<table border="0"> <tr> <td data-bbox="378 381 588 1015"> <p>Automotive Technology AA and COA</p> <p>Automotive Electronics, Computers, and Emissions and/or HVAC COA</p> </td> <td data-bbox="588 381 1470 1015"> <p>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.</p> <p>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. After acquiring sufficient lab stations giving each student ample time to navigate and explore the online service information data bases, outcomes far exceeded the expected level of achievement and earlier assessment results. This is a classic case of having the "right tool for the job." and in today's electronic world this assessment helped guide us through improving a critical student success and departmental issue.</p> <p>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. 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 (OCBL) 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 received funding for this equipment via Carl Perkins in 2014. Since we have implemented it's use in both day and evening brakes classes, it has afforded twice the amount of students hands on experience and lab observations show significant student performance and comprehension on this critical equipment.</p> <p>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</p> </td> <td data-bbox="1470 381 1921 1015"> <p>The MiraCosta College Automotive Technology department holds students to stringent standards with regard to the acquisition 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.</p> <p>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.</p> <p>The MiraCosta College Automotive Technology Department utilizes the final exam grades in each of the courses which constitute a certificate of achievement. 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<p>Automotive Technology AA and COA</p> <p>Automotive Electronics, Computers, and Emissions and/or HVAC COA</p>	<p>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.</p> <p>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. After acquiring sufficient lab stations giving each student ample time to navigate and explore the online service information data bases, outcomes far exceeded the expected level of achievement and earlier assessment results. This is a classic case of having the "right tool for the job." and in today's electronic world this assessment helped guide us through improving a critical student success and departmental issue.</p> <p>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. 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 (OCBL) 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 received funding for this equipment via Carl Perkins in 2014. Since we have implemented it's use in both day and evening brakes classes, it has afforded twice the amount of students hands on experience and lab observations show significant student performance and comprehension on this critical equipment.</p> <p>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</p>	<p>The MiraCosta College Automotive Technology department holds students to stringent standards with regard to the acquisition 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.</p> <p>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.</p> <p>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.</p>		

Biology	Liberal Arts (All Areas) AA	<p>As proposed last year the dept. has increased the frequency of CSLO assessment for which minimum achievement levels were not met. Since the last report 7 courses were assessed & 2 courses addressed action plans with off-calendar assessments planned for Sp. 2016. BIO 100, 101, 101L, 150, 210, 230 & 290 were assessed this year. Faculty met in Nov. & reviewed the intra-departmental SLO assessment process. We determined that a focus on General Biology courses would be a priority in terms of improving student achievement, along with BIO 210 into which many of the Gen. Bio. students matriculate on the Allied Health track. At this meeting faculty reviewed all CSLOs & updated some SLOs to improve their relevance to the desired outcome &/or to better align outcomes of lower level courses to the 200 level courses for which they are pre-requisites. Also, the ADM GELO & ILO matrix ratings were updated by faculty at that time. Gen. Bio: Re-assessment of all sections resulted in students meeting minimum achievement level established by the department for 2 of 9 CSLOs. The dept. continues to address the need for greater success. 2 sections of Bio 101S (Learning Assistance for Gen. Bio) are now being offered for the first time this fall semester. Full time & Associate faculty have concluded that SLO assessment prompts should be revised & then administered as an embedded assignment or quiz. The dept. is discussing reducing the number of CSLOs for all sections of Gen. Bio & possibly applying the same SLOs for all sections in 100, 101, & possibly 101L. Additionally the creation of a STEM/Science Center, overseen by science faculty in conjunction with TASC & operated by an SI/Tutoring coordinator, is being discussed amongst science depts. as an important step towards improving the potential for success & student equity in our programs (see PR Plans).</p> <p>Pre-Allied Health Courses (190, 210, 220, 230, 290): While on sabbatical leave this spring, the lead instructor for Bio 190 & 220 revised the course curriculum by 'flipping the classroom' in order to improve CSLO success & retention. He created numerous videos & pre-assignments for students to use thru Blackboard course management system. The new curriculum was beta-tested over the summer with great success in Bio 190. So far this semester feedback from enrolled BIO 220 students has been very positive. Along with General Biology, BIO 210, 220 & 230 primarily make up the required pre-nursing track offered by the dept. Outcomes achievement has been mixed in each of these courses. Action plans have primarily been focused on & implemented in BIO 210 due to the fact that it is usually the first</p>	<p>A large percent of the biology courses prepare students for degrees in the Liberal Arts and for transfer to 4-year institutions. Each of our courses contributes to the development of critical thinking/problem-solving, effective communication, and information literacy skills which are also institutional and general education outcomes. Analysis of our CSLO assessments indicates that student success in outcomes assessment are highest in the bio majors and elective course area in which most of our Liberal Arts and transfer students are enrolled. However, improvement in student achievement with respect to CSLO assessment continues to be a focus of the department in this area. And a major emphasis is being placed on improving outcome achievement in our General Biology sections. In both the majors and Gen. Bio areas, we feel that the students would be best served by increasing the number of contract and tenured faculty teaching these courses. Therefore, we have increased the full-time faculty presence in this area and are seeking approval to hire a new faculty member to teach majors and General Biology. The department is also focused on improving student success in the pre-allied health track courses and has recently hired a full-time faculty</p>
Biotechnology	Bioprocess Technology COA	<p>As of this writing, most SLO assessments have provided evidence of continued incremental improvement in instructional strategies; BTEC221 and 222 are the exceptions. All SLOs have been complete per now-defunct calendar. 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. 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 follow-up SLO assessment in spring 2015 indicate that this hasn't become a strength, necessarily, in our students. This could have been predicted and the reality is that it will likely remain a challenge in the future and our teaching and support strategies need to remain mindful of this.</p> <p>BTEC221 was assessed in Fall 2014 and demonstrated some interesting results. The first was that there's been a reckoning with our equipment, specifically our bioreactor systems, which were (once upon a time) a centerpiece of our bioprocessing suite. The problem, that's become clear through assessment, is that there's a difference between equipment that you see at a company -- industrial quality -- and equipment that facilitates students learning and performance -- educational quality. This has a lot to do with the interface and the ability to troubleshoot and understand the equipment and not necessarily the quality of its performance. In this case, our bioreactors looked and operated like one you might find at Genentech. However, it's required an inordinate amount of time to get the students to become familiar and, even then, the assessments show they're not quite there. Further, we have a nice blood-gas analyzer, BP400, but it's finicky and expensive and its output is not facilitating the learning about process measurement. We're now exploring hand-held devices that make simple process measurements.</p> <p>BTEC222 was assessed in Spring 2015 and had similar results of a lack of student understanding of what's happening with a piece of equipment. In this case, it's very dynamic, changing pressures in our TFF system, and logging these by hand has proven untenable in the past. Now, we've purchased a real-time pressure measurement system that can save data for later analysis. This not only pulls the curtain back on the process but with all the data captured, can help in future troubleshooting.</p> <p>Program SLO remains to be assessed for the Research and Development degree as it is limited by the relatively small</p>	<p>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. Certain equipment has been identified in the capstone courses for replacement or upgrade to better facilitate student learning and performance and ability to troubleshoot.</p>

Business	<p>Business Administration for 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 continue to be analyzed and updated as needed.</p> <p>Transfer AS</p> <p>Business Entrepreneurship AA</p> <p>Marketing AA and COA</p> <p>Retail Management AA and COA</p> <p>However, SLO results in several courses indicate the need for new faculty with industry specific experience in sales and marketing to update curriculum and develop new courses.</p> <p>All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course.</p>	<p>Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p> <p>Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p> <p>Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p> <p>Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p>
Career Studies and Services	<p>The Career Studies department offers three types of experiential education (EE) courses in up to 60 disciplines and two Career and Life Planning (CRLP) courses. The transferable 3-unit CRLP course, the 1-unit P/NP course, and all EE courses have 3 SLO's. EE course and service SLOs have been assessed annually, at twice the rate described in the department's timeline. CRLP course SLOs have been assessed according to the timeline and were revised and assessed during the previous program review cycle: 80% of on ground students and 89% of online students exceeded the expected level of achievement of the revised SLO.</p> <p>Despite the high SLO achievement level for the CRLP 100 course, the decline in retention of CRLP students remained an issue. To address it and the particular needs of at-risk, undecided students, department faculty initiated cross-divisional dialog with counseling faculty regarding student learning outcomes for CRLP/COUN 100. The result was the revision of the CRLP/COUN 100 class to incorporate more career development instruction and assignments and the recommendation to sunset COUN 110.</p> <p>Course-based SLO's for EE courses have been discussed with each faculty member teaching the course across disciplines and two of the three require authentic assessment by supervisors. Two ILOs were assessed in work experience courses (2 of the 3 types of EE courses), with 87% of students being rated as expert (53%) or practitioner (34%) in critical thinking, compared with 85% for the district, and 79% being rated as expert (50%) or practitioner (29%) in global awareness, compared with 73% for the district. Again, the higher performance may be due to the development of SMART goals and to the smaller class size maxima.</p> <p>Prior to last year, Career Services last had revised its five service SLOs in 2010. At department meetings and at the 2014 and 2015 annual retreats, the SLOs 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. Discussions continue among department faculty and staff, with faculty across internship disciplines, and with internship supervisors and employers during this year of inquiry, reflection, and dialog, as the department determines the most appropriate schedule and assessment for each revised SLO.</p>	
Chemistry	<p>PSLO's</p> <p>As there are no degrees or certificates associated with our program, the Liberal Arts PSLO ("A multi-disciplinary approach will enable students to develop communication, critical thinking, and intellectual skills that effectively prepare them...") encompasses our courses. All of our CSLOs are in-line with this PSLO.</p> <p>ISLO's</p> <p>In 2014-2015, 16 out of 66 program sections participated in the assessment of the ISLOs for critical thinking and global awareness. 75% of the 385 students assessed received a score of "3" or "4" (Expert) for critical thinking which is to be expected as our courses promote problem-solving and critical thinking skills. Much fewer students (19) were assessed for the Global Awareness ISLO and 79% were assigned at the "2" or a "3" (Practitioner) levels. It could be expected that fewer would have been assessed regarding this ISLO because of the nature of the subject. A department-wide discussion including Associate Faculty for determining criteria for future ISLO assessments should occur. None of the PHSN 101 or 106 sections was assessed.</p> <p>CSLO's</p> <p>Robust and meaningful SLO's and varied assessment methods are routinely evaluated and discussed within the department, including input from Associate Faculty. Two SLO's, one each for CHEM 100 and CHEM 111, have been identified as needing improvement and during the 2015-16 year the SLO's and their assessments will be rewritten.</p>	

Child Development	Associate Teacher AA and COA Teacher AA and COA Master Teacher AA and COA Early Intervention COA Site Supervisor AA and COA	<p>The CHLD Departments continues to assess all Course Student Learning Outcomes (CSLOs) consistent with our 6-Year Calendar. For those courses where minimum proficiency levels were not met and for those courses that were updated consistent with College review cycles and state guidelines, additional assessments have been completed. Twenty (20) CHLD Courses were revised in the past three years (Fall 2011 to Fall 2014), including nine (9) courses in Fall 2014 (106, 109, 112, 140, 205, 245, 250, 251, & 270), three (3) courses Fall 2013 (130, 150 & 160), one (1) course in Fall 2012 (230), and six (6) courses in Fall 2011 (105, 111, 112, 113, 200, 210 & 240). All sixty (60) associated Course Student Learning Outcomes (CSLOs) were reviewed and updated at the time of each course revision. Course modifications have been done in compliance with guidelines for course content associated with the statewide Curriculum Alignment Project (CAP), and recent CSLO assessments have been used to inform the revisions to a number of CHLD courses. The results of CSLO assessments conducted in spring and Fall 2012 were used to revise the CSLOs for two (2) CHLD courses (106 & 270), while the results of CSLO assessments conducted in spring and Fall 2013 were used to revise the CSLOs for five (5) courses (109, 112, 205, 245 & 251).</p> <p>In our efforts to provide more accurate measures of student learning, as CSLOs for these courses were modified, so were the assignments and assessment methods associated with each CSLO. For example, SLO #2 for CHLD 105 (Programs & Curriculum in Early Childhood Education) was modified to include a deeper analysis of the curriculum planning process on the part of our students, with corresponding changes made to the Program Evaluation assignment as a means of assessment. Results of this assessment are being shared across all sections (taught both by full-time and associate faculty), with modifications to the assessment measure to be made in the coming semester. In addition, an analysis of CHLD CSLO assessment data revealed that there are only five (5) CSLOs embedded within five (5) CHLD courses that directly address cultural competence (112, 113, 210, 230 & 240), and that student proficiency within these CSLOs is overall somewhat lower than that demonstrated for other CSLOs, both those within these courses and those across all other CHLD courses. Proficiency levels for cultural competency-related CSLOs in these five (5) courses ranged from a low of 77% to a high of 99%, with an average proficiency level of 86%.</p>	<p>Students completing this certificate can analyze the relationship between observation, curriculum planning and child assessment to develop teaching strategies that meet individual child needs.</p> <p>Students completing this certificate can apply a wide range of teaching approaches, strategies, and methods to support effective relationships with classroom children, families and staff and can appropriately assess the impact of learning settings, interactions and curriculum on children's development and learning.</p> <p>Students completing this certificate can design, implement and evaluate effective program practices to successfully manage an early childhood classroom while individualizing their mentoring approaches to meet the needs of their adult learners.</p> <p>Students completing this certificate can analyze the impact of a child's special need on family dynamics and can partner with families to adapt classroom strategies that meet the individual needs of young children.</p> <p>Students completing this certificate can create child development program policies and procedures consistent with state licensing regulations and</p>
College Police			
Communication Studies	Communication Studies for Transfer AA	<p>Based on data, some operational and staffing changes have been made to better serve students.</p> <p>Program SLOs have been assessed in 2013, 2014, and 2015. Thirty-one students graduated with a degree in Communication Studies in the 2014-2015 academic year. Graduates were asked 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. Fourteen students completed the survey.</p> <p>PSLO #1 assessed the student's perception of their ability to present clear and effective messages. For the 2014-15 graduating class, the department achieved at the 100% level (4.79/5.00, 3 is the minimum level to be considered achievement), an increase of .06 over last year's 4.73/5.00.</p> <p>PSLO #2 assessed the student's perception of their ability to understand the relevance of the theories and methods of communication. For the 2014-15 graduating class, the department achieved at the 100% level (4.71/5.00), an increase of .25 over last year's 4.46/5.00.</p> <p>PSLO #3 assessed the student's perception of their preparedness to transfer to a communication studies program at a California State University. For the 2014-15 graduating class, the department achieved at the 100% level (4.71/5.00) level, an increase of .14 over last year's 4.57/5.00.</p> <p>The results are encouraging, but as we continue to look forward and discuss additional ways we can improve, we are in conversation this year about three items: (1) the wording of the PSLOs if they are accomplishing/measuring what we hope they would accomplish/measure, (2) what have we done well to prepare students to successfully meet and exceed these PSLOS, and (3) what should we consider in order to continue to improve in these areas.</p> <p>The department is considering effective outreach and data collection techniques to most accurately capture our students' experiences within the communication program, as well as collect a wider variety of data and increase survey participation. To gather a wider variety of data, there is the possibility of conducting a focus group or 'exit interview' to collect qualitative data from graduates. Also, we can consider having a graduation celebration/ceremony for students and use it as another venue to collect deeper PSLO information. To achieve greater survey participation,</p>	<p>PSLO #1 assessed the student's perception of their ability to present clear and effective messages. For the 2014-15 graduating class, the department achieved at the 100% level (4.79/5.00, 3 is the minimum level to be considered achievement), an increase of .06 over last year's 4.73/5.00.</p> <p>PSLO #2 assessed the student's perception of their ability to understand the relevance of the theories and methods of communication. For the 2014-15 graduating class, the department achieved at the 100% level (4.71/5.00), an increase of .25 over last year's 4.46/5.00.</p> <p>PSLO #3 assessed the student's perception of their preparedness to transfer to a communication studies program at a California State University. For the 2014-15 graduating class, the department achieved at the 100% level (4.71/5.00) level, an increase of .14 over last year's 4.57/5.00.</p>

Community Learning Center	<p>The Administrative Unit Outcomes of the CLC and are aligned with Institutional Objective V.3. Work with educational and community based partners to cultivate a “college-going culture” within the district’s region and neighboring communities.</p> <p>Currently, MiraCosta College and San Dieguito Unified High School District (SDUSHD) are working together to phase in transition of SDUHSD Adult Education to MCC via an MOU by June 30, 2016. Through the AB86, regional plan pathways to MCC have been identified in partnership with Carlsbad Unified School District, Oceanside Unified School District and SDUHSD. Pathways and strategies that were identified in the AB86 regional consortium plan will be implemented upon approval of the Adult Education Block Grant. Furthermore, the interim dean is working with the Office of Institutional Effectiveness and is building a data dashboard for noncredit programs for full implementation in Spring 2016.</p>	
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Community Service	<p>We have only had SLOs for our programs this past year. So there has been no data to compare with for previous years. We have had course evaluations and testing to compare SLOs with actual student performance and student comments about each of our work skills courses. From this data and qualitative information, we have revised curriculum where needed. This was especially true during the first few classes of the Machinist Program and now the first few classes of the Engineering Technician Program. It was this process of student evaluations that indicated we</p>	
Computer Science	<p>Course SLOs: All course SLOs have been completed as specified for all courses offered in the Computer Science program. As per Institutional Goal III, all courses are reviewed regularly for current applicability. Each course has also been assessed at least once including appropriate dialog with associate faculty and the Dean. A new course offered this fall 2015, CS 155 – C# and the .NET framework, is scheduled for assessment this semester. This class was added in dialogue with CS faculty, the Dean and students who felt they needed the knowledge in the course to be successful at University, and enrollment met the class maxima.</p> <p>Annual data was used to make a decision to determine how many new classes to offer for Spring 2016 to meet our large student demand. As a result, we are adding 3 new sections of current courses transferable to University next semester.</p> <p>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.</p> <p>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 their Computer Science SLOs in 2013 to ensure their accuracy and timeliness. The MCC CS faculty was pleased to see that our SLOs were on target with those of the ACM, including 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 very pleased with the results of our students’ assessment evaluations.</p>	<p>PSLO: The PSLO was assessed in Spring 2012 and in Spring 2013 in the CS Capstone course, CS 113. All students in both semesters exceeded our student success expectations. The data demonstrated that success is not limited to any gender or ethnicity.</p> <p>In summary, results of the assessments show students are very positive about current classroom materials and instruction and are meeting and exceeding expectations in all courses. As per Instructional Goal II, the CS department is continuing to assure each student has a high probability of success upon transfer to University. This is also demonstrated by the large number of students that keep in touch with the two full-time CS instructors and request recommendations for graduate school and internships. Their success in achieving major internships has been remarkable e.g., one student's summer internship at Purdue University in Artificial Intelligence. This student is now working on his PhD. Another student's internship involved travel with the University to the Philippines to teach high school students the C++ programming language. The Department Chair offered materials to help this student.</p> <p>Many past students have achieved a Masters degree</p>

<p>Computer Studies and Information Technology</p>	<p>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</p>	<p>Intra-departmental (with the programs whose classes are in CSIT's 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 in person and by email. On the formal level, CSIT CSLOs' and PSLOs' validity, assessment practices, and results as well as possible instructional improvements were discussed in depth at CSIT full time faculty meetings 8/13/2014, 1/14/2015, and 8/19/2015 and at CSIT full time and associate faculty meetings on 8/14/2014 and 8/20/2015. On 6/5/2015 CSIT full time faculty participated in a half retreat where SLOs were a primary topic of discussion. In addition, CSIT leads participated in all MiraCosta SLO lead discussion sessions on 9/17/2015 and will be participating in the all-day MiraCosta SLO assessment activities on 10/30/2015. CSIT 100, 105, 110, 120, 125, 128, 131, 134, 137, 155, and 160 were recently assessed and reflected upon during the Spring 2015 semester. In each case, faculty (both full time and associate), created an assessment document that included the degree to which each course's 3 SLOs were met, what instruments were used for assessment, and specifically where assessment results did or did not align with expectations suggested via modifying instructional practices to continue or improve results. One example of the documentation and discussion in these courses has been a CSIT-wide effort to more closely align online instructional practices with the Online Education Initiative and Student Success Plan guidelines. For example, when it was discovered that online sections of CSIT 110 had lower SLO assessment result rates and overall student success rates than on ground sections, the Department purchased headsets for all Associate Faculty to enable them to create high quality video announcements and lectures, a practice which in the most recent period has resulted in closing the achievement gap from -7 percentage points to -3 percentage points. No CSLOs or PSLOs were modified during this period and courses being taught for the first time as indicated above (CSIT 165, 178, and 195) will be assessed during the next CSLO evaluation period. In addition, the following courses will have their CSLOs closely re-examined during the coming period as part of a 6 year course outline of record update during the Fall 2015 semester: CSIT 100, CSIT 105, CSIT 110, CSIT 115, CSIT 120, CSIT 125, CSIT 128, CSIT 131, CSIT 134, CSIT 137, CSIT 171, CSIT 172, CSIT 173, CSIT 174, CSIT 175, and CSIT 195. All PSLOs have been assessed within the last 6 years. These results and reflection are included in the next section. Three (3) of the six (6) COA/AA's or 50% have been assessed using the triangulation method and it is noted that going forward an alternative method of assessment (other than triangulation) will be developed. Three (3) of the six (6) COA/AA's have been assessed by other, more robust methods as described in the next section.</p>	<p>Assessed and documented in TracDat within last 6 years on 5/9/2014: Triangulation method used to aggregate assessment results from the seven (7) required courses. CSIT 125: Assessed Fall 2010, SLO 1 N=10 91%, SLO 2 N=117 74%, SLO 3 N=10 75%. CSIT 128: Assessed Fall 2010, SLO 1 N=68 71%, SLO 2 N=68 81%, SLO 3 N=68 72% CSIT 131: Assessed Fall 2010, SLO 1 N=8 75%, SLO 2 N=8 93%, SLO 3 N=8 90% CSIT 134: Assessed Fall 2010, SLO 1 N=12 96%, SLO 2 N=12 89%, SLO 3 N=12 79% CSIT 137: Assessed Fall 2010, SLO 1 N=18 92%, SLO 2 N=18 79%, SLO 3 N=18 89% CSIT 149: Assessed Fall 2010, SLO 1 N=Not reported 76%, SLO 2 N=Not reported 71%, SLO 3 N=Not reported 82% MAT 110: Not available. Overall Aggregate Results: All SLO's at or above 70% for all required courses in certificate. Certificate courses meeting student needs. No changes at this time. Note that number of completers data not available at this time. Going forward an alternative method of assessment (other than triangulation) will be developed.</p> <p>Assessed and documented in TracDat within last 6 years on 5/15/2015: New assessment method used based on results from successfully offering CSIT 195 Computer Studies Portfolio Development during the Spring 2015 semester. In addition to exploration of job market trends, opportunities, search, resume building and polishing, cover letter writing, presentation strategies</p>
<p>Counseling</p>		<p>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 382 ADTs (nearly 200 just in 2014-2015) awarded since 2012, and 1683 COAs in CSU GE since 2011. In both cases the numbers of ADTs and COAs have increased from year to year. During the 2014-2015 academic year, the designated SLO leads convened teaching faculty to discuss Counseling course CSLOs and their respective assessment/review cycles. In addition, we mapped each course to specific ILOs and GELOs. The SLO leads input data in Tracdat. All CSLOs have been assessed within the last two years. We have designated an ambitious goal to assess the CSLOS of each course once every two years. This past year COUN 103 and 105 have been assessed, evaluated, and actions and follow-up have proceeded and been entered in Tracdat. Although the majority of 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 newly 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 be better practitioners. Based on the discussions around our CSLOs for COUN 100 and 110, we convened 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 have decided to modify COUN 100, and archive COUN 110 and CLRP 100. We are looking for ways to meet the demand of SB 1456,</p>	

Dance	Dance AA Dance Instructor COA Pilates Instructor COA	<p>The Dance department has 174 current SLOs and 56 archived SLOs for 58 courses. Last year 24 SLOs were assessed in 8 different courses. SLO assessments were conducted as specified in the 6-year timeline. As new Dance courses have been written and revised, SLOs also have been created and modified. Last year 57 new SLOs were written for 19 new Dance courses. SLOs are included in the course syllabi for all Dance classes that are taught during the year. The SLOs are also posted on the Dance studio walls.</p> <p>Dance students have successfully completed the PLSOs for the Dance AA degree, Dance Instructor Certificate, and Pilates Instructor Certificate. PSLO data has been collected for the Dance AA and the Dance Instructor Certificate, based on data from capstone classes. Student surveys have also been sent out to students completing these programs.</p> <p>Faculty actively discuss student learning and outcomes but we need to find more ways to capture this data. For example, during the student audition process (required for several dance performance courses), faculty observe and evaluate student work, and discuss the results with the students and each other. This feedback is valuable to the student, and we plan to use this data for SLOs in the future. Student choreography and performances are viewed and evaluated by our faculty – this could also provide useful discussion and documentation for SLOs.</p> <p>The department is trying to use the SLO data to improve student learning. Faculty have had SLO discussions about assessment methods and standards of measurement at department meetings at the beginning of each semester. Although SLO assessments are based on departmental rubrics, each instructor has the freedom to select his/her own method of assessment. Data shows that students are achieving 80% or more of the desired SLOs in the majority of Dance classes. However, as the result of department meeting discussions, SLOs were changed for the dance technique courses so that the assessment would not be based on only one evaluation at the end of the semester, but could include additional assessments throughout the semester. SLO #3 was changed for the Pilates courses to better assess the objectives of these courses. The PSLOs for the Dance AA degree were also revised last year. We expect</p>	<p>Graduating students are assessed based on capstone classes. All completing students have achieved the PSLOs successfully. The department plans to add an exit interview / presentation for each graduating student and also increase faculty discussions on the results. Graduating students are assessed based on capstone classes. All completing students have achieved the PSLOs successfully. The department plans to add an exit interview / presentation for each graduating student and also increase faculty discussions on the results. Graduating students have been assessed based on capstone classes. However the data still needs to be analyzed and discussed more. Since associate faculty teach these courses, it is necessary to find a more effective way to include them in the PSLO process.</p>
Design Drafting	Computer-Aided Drafting and Design AA and COA Architectural Design AA and COA	<p>The Student Learning Outcomes Assessment Cycles were conducted according to the original six year timeline, which called for all SLO's in all courses to be assessed in the first three years. All SLO's have been assessed; some courses have now been assessed twice. The results of completed SLO AC's been used to continuously improve course and course material structure, assignment rubrics, scoring criteria, grade weighting, scheduling, lab materials, drawing documentation, RP supplies, materials reviewed, outreach activities, and pre-requisites. More specifically, the SLO course assessments and actions plans have identified a need for additional instructional staff support. The new DESN 290 Portfolio and Presentation course was offered for the first time in Spring 2014 allowing our PSLO to be assessed.</p> <p>The assessment of our PSLO as well as our department wide discussion on student and program objectives brought to light areas where we believe we can improve. Although our second year of the Portfolio and Presentation course yielded another successful score with our grading rubric, we feel that the portfolios could be better and that attention to student work in prior courses is the key for stronger portfolios. We will begin emphasizing the importance of work that is portfolio worthy in all of our program course offerings. Another area of improvement that we recognize and</p>	<p>Students have consistently exceeded the expectation of creating a successful portfolio however we will be emphasizing that portfolio worthy work be produced and communication skills be addressed in all courses within the program.</p> <p>Students have consistently exceeded the expectation of creating a successful portfolio however we will be emphasizing that portfolio worthy work be produced and communication skills be addressed in all courses within the program.</p>
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Disabled Students Programs and Services

In 2014-15 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 14-15, was written on 07/01/2014 and ended on 06/30/2015 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 2014 for fall usage and June 2015 for spring usage. The Assessment Method Category was Participation Rates. Detailed results are available in TracDat. Based on Participation Rates collected on 12/20/2014 for Fall 2014, and Participation Rates collected on 5/20/2014 for Spring 2015, the Result Type was Achievement Level Met. For 2015-16, DSPS will discontinue assessing this particular SLO, and transition to another SLO that will examine student use of Alternate Format Materials, including followup with students to assess their skill in using the materials. This SLO will be aligned with the "Focused" Student Success factor, which fosters students' motivation and helps them develop the skills needed to achieve their goals. The new, proposed SLO was discussed with the DSPS team during the October 30th Assessment Day activities.

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 14-15, was written on 07/01/14 and ended on 06/30/15. Activities involved student completing "Service Authorization" with a DSPS Counselor/Specialist if they required services and accommodations for the current semester. Means of Assessment: the Assessment Method measured the number of

Drama/Theatre

Dramatic Arts AA
Design and Technology AA
and COA

The departments SLOs are ideally assessed and collected every time a course is offered. This allows for the department to track more closely the student success in their courses, and address changes to assessment methods more rapidly and readily. This collection method allows us to have robust discussion to determine better curricular, pedagogical, and assessment methodologies, and to create plans for improvement where necessary. The department feels this is best practice for us to continue to assess student's success at the CSLO level. Theatre continues to hold students to a high standard, and believes much more can be expected of students than the average rates of success; our current proficiency is measured at 80%. We have held meetings to discuss our assessments and made recommendations to change assessment methods. CSLO's have often been changed or assessment methods reworked or re-emphasized with the faculty to strengthen student achievement. Last year changes to SLO assessment were made in DRAM 231, and those have yet to be evaluated in discussion as to their effectiveness. Recent faculty meetings have included SLO's as items on the agenda for discussion; Faculty have been trying to strategize how best to assess program completers to properly and effectively measure our PSLO's, as we have been triangulating CSLO data, and are searching for more effective methodologies. Juried performance has been discussed, as well as the possibility of creating a capstone element to production and performance courses to replace the Triangulation methodology. Currently we have not arrived at a conclusion, but discussion continues. We have scheduled an appointment with Shannon Gracey, SLO Coordinator, to help us strategize a better way to assess and evaluate our PSLO's in the near future. We do believe in the validity of the PSLO, but seek to address effectiveness of assessments, and look for better assessment methods for the PSLO. The department is proud to be an exemplary example of SLO collection, and wants to remain practicing effective strategies for SLO collection and assessment.

PSLO's assessed for the Theatre AA degree and Design and Technology AA/COA in 2013 and 2014. Results for 2015 were as follows::

PSLO for Theatre: Students will demonstrate theatrical techniques-theories and adapt production practices. Data from the representative courses was as follows: DRAM 130 - 88% of Students met achievement levels of 80% or higher; DRAM 256 - 95% of students met achievement levels at 80% or higher; DRAM 271 100% of students met achievement levels of 80% or higher; DRAM 272 100% of students met achievement levels of 80% or higher. It was

Using triangulation as means of assessment, as of May 27, 2015: 88% of students in DRAM 130 met achievement levels at 80% or higher; 95% of students in DRAM 256 met achievement levels at 80% or higher; 100% of students in DRAM 271 met achievement levels at 80% or higher; 100% of students in DRAMA 272 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 95.7 % of students achieving 80% or higher. No further action or correction required. The department will consider further methodologies for more robust and complete assessment to use in conjunction with triangulation of data.

Using triangulation as means of assessment, As of May 27, 2015: 97% of students in DRAM 141 met achievement levels at 80% or higher; 95 % of students in DRAM 256 met achievement levels at 80% or higher; 97% of students in DRAM 270 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 96.3 % of students achieving 80% or higher. No further action or correction required. The department will consider further exploration of more robust methodologies of assessment to use in concert with triangulation.

Earth Sciences		<p>Course Student Learning Outcomes (CSLOs) continue to be assessed according to the SLO calendar outlines in TracDat. 4 of the 5 CSLOs assessed have achieved success above the expected level of achievement. One of them, CSLO 3, did not, however, show success above the expected level. A discussion among the faculty and comparison of the assessment tool and student responses with the grading rubric revealed something interesting. While the assessment tool asked students to describe "erosional features" associated with alpine glaciers, some of them responded "plucking and abrasion", while the grading rubric specified "glacial horns, cirques, striations, etc." In realizing the disconnect lead to the lower than expected success. As a result, the assessment question has been changed to read "erosional landforms", which more closely matches the grading rubric.</p> <p>At a recent Department Collaboration/Mini-Retreat, full-time and associate faculty spent 2 hours discussing various</p>	
Economics	Liberal Arts (All Areas) AA	<p>The Economics program has no PSLOs as it's PSLO's fall under the SLO's for the Liberal Arts Degrees. We do not offer any certificates or majors.</p> <p>The SLO's for ECON 100, 101 and 102 were assessed respectively in Summer 2010, Spring 2009 and Fall 2008, and then again in Fall 2014 (ECON 102) and Spring 2015 (ECON 100). This Fall we will have our ECON 101 SLO meeting.</p> <p>In terms of dialogue regarding SLO's, our overall assessment is similar to prior conclusions—higher level of success of ECON 101 and 102 is a function of better prepared mostly business transfer students who have completed the MATH 64 pre-requisite compared to the ECON 100 students, who take ECON 100 primarily as an elective and face relatively greater lapse in general critical thinking skills, the lack of experience in using graphs not just in mathematical terms, but as an analytical tool (expressing ideas or concepts), applying the vocabulary of the "economics language," and last minute studying for the final exam (many had performed much better on similar questions during the midterms). The average data suggests that for ECON 101 and ECON 102 about 78% pass with a "C" or better (our SLO quantitative standards are at 75%), while the corresponding number is about 60% for ECON 100.</p> <p>The faculty had meaningful discussions regarding upgrading teaching methods and promoting greater student learning. While there was less relative concern about ECON 101 and 102, it was agreed there is still work to do with ECON 100. Some suggestions are leading to various methods of improvements in content delivery and teaching strategies—such as, in on-ground classes, teaching ECON 100 as an issues-based class (while maintaining the discipline COR), and / or incorporating more visualization and interaction by using audience-based interactive programs (e.g. polleverywhere.com) to facilitate learning. The online ECON 100 is using Blackboard Collaborate to have more interactive class discussions and content delivery. 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</p>	<p>The Economics program has no PSLOs, however the ECON 100, ECON 101 and ECON 102 are offered as an option in the the college's broad based Liberal Arts degree, in the Social and Behavioral Science area of emphasis.</p> <p>The Liberal Arts program has been assessed using an indirect survey method distributed to all program petitioners. The Social and Behavioral Science emphasis, where the Economics course are embedded, has the highest amount of degree petitioners. Program goals specific to this area of emphasis relate to critical thinking, effective communication and global awareness. The data from the attached survey shows that students completing any area of emphasis strongly agree that their critical thinking skills, effective communication skills, and global awareness, have been significantly strengthened as a result of completing courses at MiraCosta. Course SLO's do and will continue to support the program goals specific to this area of emphasis.</p> <p>For more information, please refer to the document titled "Graduate Survey Results - 2015," in the Portal,</p>

English as a Second Language

Our assessment and reporting of course SLOs is up to date. During the fall 2014 semester, we assessed all three of the SLOs for ESL/ACE 49 and ESL/ACE 50. Our students passed all of these SLOs with the exception of one which focused on a reading skill for ESL/ACE 49. We assessed two of the SLOs for each of our writing courses during our end of semester portfolio read with Pre-Transfer English that semester. Our students passed these SLOs with high percentages, all at 80% or above. Nevertheless, we identified some areas in which our instruction as a department could be improved. Specifically, we noticed that many of our students in 49 needed to strengthen their ability to write well-developed paragraphs. The pattern identified a clear difference between student abilities based on whether s/he was enrolled in a full time faculty member's class or an associate's class. We determined that our associate faculty members were in need of more professional development on how to assist our students in acquiring this targeted student learning outcome. Although we make it a priority to work closely with our associate instructors and provide them with ongoing training on our standards and targeted outcomes, they clearly needed more support in teaching this skill. In response to this problem, the two full-time faculty members compiled a notebook of materials to share with associates, including our department philosophy and standards, the COR, sample syllabi, sample essay assignments and accompanying scaffolding materials, and information on our departmental exit essay and portfolio project. The department chair also met with these associates during the summer and provided them with additional feedback and training. We expect to see the results of this supplemental training during our upcoming portfolio read at the end of the fall 2015 semester.

The full time ESL faculty also regularly participate in the SLO work with Letters Transfer, particularly regarding the SLO's for English 100 since so many of our students transition to this course. Each year, several sections of English 100 are offered that are designated for students from multilingual backgrounds that focus on ESL issues. We participate in workshops, norming sessions, and score hundreds of essays for the SLOs specific to English 100.

For our own program, we look forward to expanding our dialog regarding the results of our SLO assessments. We are committed to collaborating with our fulltime and associate colleagues in pre-transfer English to discuss the results of our last assessment of the SLOs for our writing classes which will evolve into the development of targeted workshops for faculty where we can share ideas and strategies that will assist us in improving our instruction. We have already SLOs: Three SLOs have been written for all EPT courses through faculty collaboration, which reflect the most relevant course objectives. Instructors document SLOs in their course syllabi to communicate to Ss about each course's instructional goals. In f14, we completed a third cycle of assessment for all three SLOs for ENGL 49 & ENGL 50. Ss passed the 3 ENGL 49 SLOs at 89%, 88%, & 81% rates. Ss passed two ENGL 50 SLOs at 85% & 87%, but didn't pass one SLO at 67%. Based upon this NP rate, EPT has decided to (1) reinforce instruction in reading, &, (2) revise the SLO for clarity. SLO assessment continues to inform the EPT department's curricular, instructional, & professional development. Action Plans from prior SLO assessments demonstrate our ongoing departmental dialogue about S outcomes & the positive effect of continuing to make progress in Ss' fulfillment of outcomes. Some of the Action Plans we have developed in response to the f14 SLO process are to provide professional development about (1) the integration of active, critical reading strategies; (2) the use of a range of texts & innovative approaches to enhance Ss' essay development; & (3) the skills of proofreading & editing strategies for sentence boundary errors. After our next EPT meeting, we will be re-writing one SLO for clarity & consistency in assessment & to target the outcome of critical reading. Additionally, ENGL 40 SLOs will be assessed in f'16 in compliance with the timeline.

EPT and CSLOs, ILOs, & PSLOs: We do not have PSLOs; however, our CSLOs are consistent with course objectives & ILOs. EPT course objectives emphasize critical thinking, reading, & writing; effective written communication; & incorporating relevant & credible sources, & these align with the institutional outcomes of Critical Thinking & Problem Solving, Effective Communication, & Information Literacy. Also, our comp pedagogies privilege collaborative learning & rich discussions that encourage multiple viewpoints & often global interconnectedness, which supports Professional & Ethical Behavior & Global Awareness. Additionally, as we scale Learning Communities & Pathways in EPT courses, the LCP outcomes will mirror ILOs. We will be able to provide Ss with enriched learning environments that explicitly target these transferrable, life-long outcomes through increased & strategic instructor, student, college, & community connections.

Pre-Transfer Comp Portfolios & SLOs: The Portfolio continues to be an EPT best practice completed for all sections of

English, Pre-transfer

English, Pre-transfer

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English, Transfer

Liberal Arts (All Areas) AA

Learning Outcomes (SLOs) have been written and assessed for six courses in English Transfer. ENGL 100, 202 and 280 please see above in Learning Outcomes SLOs have "closed the loop" and are on their third cycles. ENGL 201, 201H, 202H are on their first cycle of assessment. English Transfer does not offer a degree, so ourCSLOs map to the Liberal Arts.

English 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 needed to emphasize throughout their courses. The department also standardized MLA format for assignments. Faculty also refined the 202 language to closely address students' work with non-fiction, expository prose. The revised 202 SLO language is now being incorporated in the SLOs for ENG 201 (which we will finalize in Spring 2016), thus creating consistency between these two courses that fulfill the same transfer requirement for students.

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. Two full-time faculty members are also creating a "model" ENGL 100 course built on the new COR. They have formed a "teaching community" for Fall 2015 and are meeting biweekly to develop course units, assignments and exercises. The aim is to create an online ENGL 100 archive of all materials. This archive can be used by all faculty in the department. Faculty can use the entire course of components of it as they deem fit. Such work is meant to give faculty an understanding of how the ENGL 100 COR can be translated in an actual course.

Extended Opportunity Programs and Services

This year we really took the time to meet during our office retreat to review our student learning outcomes and assure that they aligned with some of the "Six Success Factors" and Institutional Learning Outcomes. We make some minor changes so that they could also align with our program requirements.

The following are the Student Learning Outcomes for our program:

- EOPS students will feel confident to use their Comprehensive Educational Plan to make course selection decisions and articulate educational goals.
- EOPS students will feel confident to use their Midterm Progress Report to discuss their academic progress report with instructors and make decisions based on instructors/counselors feedback.
- EOPS students will exercise their personal agency while learning the importance of meeting required deadlines to stay in compliance and maintain program eligibility.

We assessed our learning outcomes at the end of the spring and fall semesters through our own internal compliance report and via our end of semester survey. This year we took a closer look at our learning outcomes to assure that students are meeting program requirements which are mandated by the state and to also align them with Student 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 significant increase in maintenance work orders submitted from 2011-2015. 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, staffing, community events and internal events that there has been a steady increase in work orders requested while

Facilities

Film

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 2014-2015 all Film Program SLOs were assessed and achievement levels were met.

SLO assessments have played an important part in faculty conversations regarding curriculum, pedagogy and assessment. With the introduction of four new courses in 2016-2017, 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

Film

The department of Theatre and Film has adopted high standards for CSLO data collection. Our goal of assessing SLO data for every course section is not always met due to non-participating associate faculty, but we were still able to collect data for nearly 60% of Film students in 2014-2015 (572 out of 975 students). This robust data collection has enabled the department to have productive conversations about student success, pedagogy, and curriculum.

To reach the Film Program's CSLO achievement level, 70% of FILM 101 students should perform at exemplary or proficient levels. In 2014-15 achievement levels were met for FILM 101 (SLO #1: 88%; SLO #2: 95%; SLO #3: 96%), as well as the Honors section of FILM 101H (SLO #1: 95%; SLO #2: 96%; SLO #3: 100%). FILM 106 and FILM 110 demand that of 75% of students perform at exemplary or proficient levels. In 2014-2015 achievement levels were also met for both of these courses, FILM 106 (SLO #1: 100%; SLO #2: 100%; SLO #3: 100%) and FILM 110 (SLO #1: 94%; SLO #2: 89%; SLO #3: 90%). As a result of these high achievement levels, we plan to increase the standards in all film classes to 80% of students achieving at proficient and exemplary levels.

MiraCosta College's Institutional Learning Outcomes (ISLOs) have played a significant role in curriculum planning. Two new courses have been written in order to address ISLO V. (Global Awareness). Identity and Film: Race, Class, Gender and Sexuality (FILM 211) and Women and Film: Representation and Impact (FILM 212) will greatly enhance the Film

Financial Aid	<p>The focus on outcomes for the FAO in the past three years were based on Service Area Outcomes in assuring that our processes are aligned to shorten the time that students have to wait to get their award. With that SAO in mind, the office made significant changes in business practices and was able to reduce the processing time from 14 weeks to 4-5 weeks during peak times. Also, a self-service student center was better utilized so the students could check JIT documents that were needed and where they were in the Financial Aid application. This change shortened the lines in the financial aid area. The office will continue to review and improve services for students based on their input. While SAOs have been helpful to improve our practices, the office also started discussions last year on direct student learning and assessment of learning. The FAO staff has participated in division meetings in discussing where student learning takes place in our departments and how we can assess it outside of a classroom environment. Through these discussions in the division and departments, FAO reviewed what was important for MiraCosta students to learn and it was determined that we would connect SLOs to the ISLO on Information Literacy and help students meet their short and long term goals by knowing about financial aid resources and utilizing them to stay focused on meeting their goal. The SLO "Students will learn about financial aid resources and use the resources to meet their academic goal" was developed last spring. The SLO had as a first objective to hire a Student Services Coordinator that will outreach and</p>
Foundation and Development Office	<p>Last year the AUO for the Development and Foundation Office was as follows: "to build a giving community at MiraCosta College and Northern San Diego County; to expand the reach of the foundation to augment private gifts to the college; deepen the connection with existing donors; launch Phase II of the Campaign for Opportunity Scholarships.</p> <p>The financial support provided by the foundation to the college and its students exceeded \$900,000 this past year and an addition \$240,000 was placed in endowment to benefit future students. In addition to the positive financial outcomes, participation in development and foundation events has also steadily increased from year to year as we position the college president and faculty to talk about the successes and needs of the college. We hosted more than 700 business, community and philanthropic leaders from throughout the region at six separate events showcasing the college, its leadership and its students.</p>
Foundation and Development Office	<p>Last year the AUO for the Development and Foundation Office was as follows: "to build a giving community at MiraCosta College and Northern San Diego County; to expand the reach of the foundation to augment private gifts to the college; deepen the connection with existing donors; launch Phase II of the Campaign for Opportunity Scholarships.</p> <p>The financial support provided by the foundation to the college and its students exceeded \$900,000 this past year and an additional \$240,000 was placed in endowment to benefit future students. In addition to the positive financial outcomes, participation in development and foundation events has also steadily increased from year to year as we position the college president and faculty to talk about the successes and needs of the college. We hosted more than 700 business, community and philanthropic leaders from throughout the region at six separate events showcasing the college, its leadership and its students.</p>
Geography	<p>Liberal Arts (All Areas) AA SLOs have been completed within the timeline for all courses. The SLO assessments have been folded into discussions among the geography faculty regarding improving teaching and learning and have thus been incorporated into the process of continuous improvement of the program. Such improvement occurs at the individual course and section level which generally requires a finer scale of outcomes assessment than that afforded by CSLOs. No program wide action plans have been adopted, therefore no special resources have been allocated. There are no majors offered in</p> <p>The Geography CSLOs all show appropriate achievement levels and indicate the program is performing its job as an essential discipline within the Liberal Arts degree program.</p>
Geology	<p>Since 2008, all assessments of CSLOs have been carried out as specified in the EART/GEOL/OCEA CSLO assessment calendar. The Geology CSLO assessment results for this period 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 CSLO 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 CSLO's on schedule to ensure that we continue with these positive results. At a recent Department Collaboration/Mini-</p>

Health Services	<p>1. Using a survey at the end of the peer educator's classroom presentation, 90% of students will be able to name one sign of depression. Final results - 98% of 505 students surveyed after a classroom presentation were able to name one sign of depression. The results are shared with the peers and the peer trainers 3-4 times/semester to reinforce that students are getting the message presented.</p> <p>2. Using a survey at the end of the peer educator's classroom presentation, 90% of students will be able to identify one campus resource for mental health help on campus. Final results - 93.75% of 505 students surveyed after a classroom presentation were able to identify one campus resource for mental health help. The results are shared with the peers and the peer trainers 3-4 times/semester. Preliminary results indicated that students were not really sure where Health Services was located so the presentation was revised such that the peers were instructed to give the exact location of Health Services. Peer Educators were invited to 49 classrooms for their interactive presentation on depression or stress management. 19 students sought mental health counseling in Health Services following one of these presentations in their classroom.</p> <p>3. Using a survey at the end of the peer educator's classroom presentation, students will identify ways to improve the presentation. Preliminary survey comments of students indicated that students wanted more "real life examples," "testimonials," "personal stories," and "scenarios" related to stress and depression. As a result of these comments, the presentation was edited to include more personal sharing and interaction with the audience.</p> <p>NEW-2015-16 Student Learning Objectives:</p> <p>1. Students will identify the newly implemented e-magazine Student Health 101 as needed health information. The</p>	
History	<p>History for Transfer AA</p> <p>Due to the limited career opportunities for those possessing 2 year degrees in History, few of our students pursue history degrees at MCC. In this past year 8 students received a 2 year degree in history—a number that is roughly consistent with recent years.</p> <p>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. In the past year the CSLO's for History have been strong, with all of courses registering at our above the 70% success rate that the department established as its benchmark.</p> <p>At our departmental meetings we have discussed possible modifications to our SLOs in response to assessments. These discussions have centered on full time faculty, but some discussion with associates has occurred during departmental meetings and on an individual basis between the department chair and associates.</p> <p>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.</p>	<p>In the past year the assessment for the History degree have been strong, with all assessments registering at our above the 70% success rate that the department established as its benchmark.</p>
Honors Scholar Program	<p>Honors course SLOs are written and assessed by the individual departments who offer honors curriculum. All of the SLO's 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.</p> <p>Three Program Student Learning Outcomes (PSLOs) were developed in the 2014-2015 academic year and were assessed in as part of the normal year-end Assessment in May. Participating students (65%) did not meet the required 70% of having engaged in at least one type of research using discipline specific skills during their Honors Scholar Program participation. Students also did not meet the expected level of formal presentation of research using discipline specific skills by about 3%. After analysis and consultation with the Honors professors, it is believed that students were confused with the wording of the assessment and some students negatively impacted the results by rushing through the assessment or not taking it seriously enough. Students did much better on PSLO #3 and exceeded the baseline expectation. We have decided to alter the language and expectations of the assessment to</p>	

Horticulture	Landscape Architecture AA and COA Landscape Management AA and COA Nursery/Horticulture Crop Production AA and COA	The Horticulture Department actively uses student learning outcome data to evaluate and alter, if necessary, our pedagogy, course areas of emphasis, and teaching tools and equipment. Our Student Learning Outcomes Assessment cycles were conducted according to or more frequently than the six-year requirement, with many SLOs being assessed upon every offering of each course. In the courses that have been offered, all SLOs have been assessed within the six year timeline. The results of completed SLO assessments have been used as a starting point for department dialog and have fueled conversation on course improvement, assessment improvement, facility decisions, teaching material and tool acquisition. Specifically, we have used SLO information to initiate program changes such as: Outcomes that were difficult to assess were modified and changes to scope or procedure have been submitted for updates. To date eight SLOs have been revised.	PSLO: Students will use hand drawn and computer generated graphics to produce accurate landscape plans that reflect sustainable, functional, and aesthetic principles. MiraCosta Horticulture utilizes a portfolio review process to evaluate the PSLO for Landscape Architecture. Due to the inability to offer one of the capstone courses (Hort 220) we have been unable to assess the outcomes of this program since 2012. The course is successfully underway now (Fall 2015) and we plan to assess this PSLO when the course completes. 6 students completed the CoA and 4 students completed the AA in 14/15, with a total of 10 completers. PSLO: Students will be able to inventory, analyze and recommend an efficient management plan for the turf, trees, shrubs and landscape elements of a landscape. Assessment of this PSLO met with good student success, (88% of the students assessed successfully met the standard). 4 students completed the CoA and 4 students completed the AA in 14/15, with a total of 8
Hospitality Management	Hospitality Management AA and COA	Three different SLOs have been created for each Hospitality Management course offered. The CSLOs are regularly assessed and recorded in the college system TracDat. Each CSLO is placed on the corresponding course syllabus and reviewed with students. CSLOs are evaluated according to an established cycle with the results recorded on the college site.	A pre-determined rubric was utilized for assessment. More than 75% of those evaluated achieved a success rate of 75% or greater.
Hospitality Management	Hospitality Management AA and COA	Three different PSLO assessments have been established for the Hospitality Management program and two of those Three different SLOs have been created for each Hospitality Management course offered. The CSLOs are regularly assessed and recorded in the college system TracDat. Each CSLO is placed on the corresponding course syllabus and reviewed with students. CSLOs are evaluated according to an established cycle with the results recorded on the college site.	A pre-determined rubric was utilized for assessment. More than 75% of those evaluated achieved a success rate of 75% or greater.
Human Resources		Three different PSLO assessments have been established for the Hospitality Management program and two of those Data to measure AUOs was collected within specified timelines and used to assess various activities and processes including: number of recruitments conducted and whether timeline requirements were met; number of training sessions conducted; number of mediations and investigations conducted; personnel requisitions processed and other transactions handled in Human Resources. As a result, the department has evaluated workloads of staff and again has documented that an additional full time HR Technician is needed to provide required service levels. The monthly average number of personnel requisitions processed rose by 35% (from 59 to 80). The number of recruitments completed in FY14-15 rose 67% from the prior year (from 36 to 60). In 2015 we began tracking the number of days between the approval of a vacancy by EMT to the date a job offer is made. For the 3 months thus far, the average number of days has been 120, but that reflects primarily only the categorically funded jobs which have been assigned the highest priority. That number will increase greatly once the jobs with the longest wait times are finally filled. To	
Humanities		This past year a full outcomes cycle was completed for Humanities 250/251. The good news is that for outcomes #1 and #2 -- analysis and synthesis -- students met or exceeded expectations in both classes. On the negative side, students were still not achieving expectations in our third outcome, evaluating sources. In response to this problematic third set of results, we have shifted from a separate assignment sequence for this outcome to an integration of this outcome into all of the major assignments in the course. We will see if this coming year's assessment validates this changed approach.	

Institute for International Perspectives

In our Program Reflections from 2013-2014, IIP discussed the measurements and outcomes expected with our SLOs and determined our assessments most directly measured the impact of our service on students rather than the direct learning our students achieved after receiving our service. IIP changed the wording of our SLOs to Service Area Outcomes and assessed SAOs for the current program year. During the current year, we discussed returning to Student Learning Outcomes for the next review cycle. Beginning with the 2015-2016 year, we will re-adjust our SAOs to measure student learning instead of service area impact.

SAO results from 2014-2015 Explaining Academic Requirements

Combining fall and spring semesters, a total of 138 international students arrived to MiraCosta during the school year 2014-2015 and 87% completed matriculation (orientation/advising/placement tests and developed a comprehensive education plan) within their first semester. The few students not completing an educational plan were undecided on a major or did not continue at MiraCosta.

Discussion on Outcome

IIP is successfully reaching new students to develop educational plans early. Program data also shows that IIP students persist for the first 5 semesters at a higher rate than all students. And graduation rates for IIP student are higher than the total student population. As we move from Service Area Outcomes to Student Learning Outcomes, IIP plans to assess whether students can state an educational goal and knows how to achieve it. The IIP plans to assess the student learning by testing their knowledge before and after New Student Orientation. And before and after developing an Educational Plan with a counselor. Student Services Goals: Directed: explain the educational system in the United States; clarify their goals and aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal Connection to Institutional Learning Outcome: Information Literacy: collect information effectively and efficiently; use and apply information accurately and appropriately

Institutional Research, Planning, and Grants

The mission of the Office of Institutional Effectiveness is to support student success and academic quality by providing evidence, resources, and support to facilitate district-wide decision-making.

Administrative unit outcomes have not been written for this area. This, along with the appropriate assessment measures will be created upon the arrival of the new Institutional Effectiveness Dean.

International Languages	Liberal Arts (All Areas) AA Italian AA	<p>During this past year in SPANISH, FRENCH, GERMAN, CHINESE, and JAPANESE, the assessment of CSLOs was not on our assessment calendar. However, in February 2015 we met to discuss the results of the last collection and plan for the next, which will take place this Fall 2015. When the department sat down to discuss the CSLOs and PSLO, one general reflection was about the limitations of using only data collected from SLO results to inform actions and changes in the department. Program Review data are also to be analyzed, but even the data available in the Program Review packet is usually not enough to allow a deeper discussion. For example, the Program Review packet does not have specific data on Student Equity by Ethnicity, Exit information, Student Enrollment Status, Student Goal Orientation, and Education Level, for online vs on ground, nor for a specific level of courses. Therefore, it is challenging to get an accurate profile of our students who succeed, leave or fail. More data are necessary to inform well reasoned action plans. In order to gather more data, the department decided to create and conduct a "Program Survey" at the end of the semester to capture some of the necessary data. In Spring 2015 we did a trial run. On this first try, the results were inconclusive. The process highlighted the difficulty of administering and deploying such a tool to create meaningful results, and the time and resources necessary to invest in such work are missing. The department was hopeful that the IEBC demonstrated during the last year would have helped programs to extract more specific and customized data, but unfortunately that tool was never implemented. We believe something like that, or at least a similar resource that can be used to personalize institutional data is needed. We hope this reflection can push the institution to create an "institutional action plan" to solve this issue.</p> <p>ITALIAN SLO Assessment Cycles (SLO AC): In Fall 2014, 3 ITAL courses for a total of six sections were assessed: ITAL 101, 102, and 201.</p> <p>The expected levels were met in 102 and 201 courses, but in Italian 101 the SLO#3 Reading did not meet the goal. If we analyze on ground and online sections separated we can notice a gap in the results. The numbers show that on ground students performed worse than online students in this SLO (51% vs 75%). During the discussion of the results we highlighted that the problem could be an excessive sensitivity of an assessment tool. The discussion brought up also some limitations of the textbook and the faculty decided to change instructional material (action plan). The change is already in place and we started Fall 2015 with the adoption of a new textbook. The adoption of a new</p>	<p>During this past year in SPANISH, FRENCH, GERMAN, CHINESE, and JAPANESE, the assessment of CSLOs was not on our assessment calendar (Italian was), but we discussed the results of the last collection. While the department had productive conversations, we found that the data we are able to collect through the SLO process are not enough to give us a complete picture of our programs. We think that having more data on the student composition of our classroom, exit information, and the profile of our students would help us to make more informed decisions. We have speculated about possible reasons for those who do not succeed and as a result we have offered beginning of the semester grammar review sessions for students, as well as study skills workshops. We ask the institution to make available a tool that would allow departments to customize institutional data to provide more tailored reports for program review purposes.</p> <p>Results of the CSLO in Italian brought to the decision of changing the textbook. A new textbook has already been adopted starting in 101 classes.</p> <p>The PSLO was assessed and the 100% of the students (1) met the expected level of achievement.</p>
Kinesiology	Personal Fitness Trainer COA Yoga Instructor COA	<p>All PSLO 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 and in 2014-2015 there were 61. Personal Fitness Trainer Certificate of Achievement certifications awarded were 6, 8, and 4 from 2012-2013, 2013-2014 and 2014-2015 respectively. Yoga Certificate of Achievement certifications awarded were 27, 43, and 35 from 2012-2013, 2013-2014, and 2014-2015 respectively. The increase in both degree and strong certification completions also indicates successful requirements of SLOs and PLOs for our programs.</p>	<p>Personal Fitness Trainer COA - PSLO 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. Personal Fitness Trainer Certificate of Achievement certifications awarded were 6, 8, and 4 from 2012-2013, 2013-2014 and 2014-2015 respectively. The continued completion of the certifications also indicates successful requirements of the SLOs & PSLO for our program.</p> <p>Yoga Instructor COA - PLO pass rates in 2013-2014 were met with 70% of students receiving a C grade or higher,</p>
Liberal Arts		<p>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 involved in redesigning the 2014 survey questions. Faculty will again review the survey questions on our upcoming Assessment day on October 31, and will again give input to use to improve the survey tool.</p> <p>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.</p> <p>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</p>	

Liberal Arts		<p>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 involved in redesigning the 2015 survey questions. Faculty will again review the assessment and the assessment data at the college wide Assessment day on October 30, and will again give input to improve the survey tool.</p> <p>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.</p> <p>When a new course has been approved for the degree, the course SLO's are also approved by SLOAC. The AO and the</p>	
Library		<p>The Library faculty has been fully engaged in developing and measuring student learning outcomes for the LIBR credit courses. As of Fall 2015, two LIBR 101 SLOs have been removed; the remaining three SLOs were assessed in Spring 2015 using student data from Fall 2014. All four LIBR 201 SLOs were assessed during Spring 2014 using data from Fall 2013. Where students fell short of projected success rates, adjustments were made to SLOs or assessment tasks. Library faculty will continue to regularly assess SLOs according to a departmental assessment calendar.</p> <p>The Library faculty is also involved with assessing the college's Institutional Learning Outcomes. In Summer 2014, Library faculty participated in a voluntary pilot assessment of the college's outcome for Critical Thinking, and in Fall 2014, contributed ILO assessment results from all three online sections of LIBR 101. Library faculty discussed the ILO results, and concluded results matched department expectations. LIBR 101 and LIBR 201 faculty plan to contribute ILO assessment data in Fall 2015. The department will continue to contribute to college wide assessments of ILOs.</p>	
Literature	Liberal Arts (All Areas) AA	<p>The Library department has multiple Service Area Outcomes regarding instruction, resources, and services.</p> <p>Literature faculty meet several times each semester to review CSLOs, assess student writing, exchange ideas for SLO-relevant assignments, and discuss SLOs with adjunct faculty. SLOs #1 and #3 were refined after a series of discussions with full- and part-time faculty to clarify their emphasis, although their essential orientations remain integral to the courses. Assessment revealed that some writing assignments did not offer sufficient opportunity for students to demonstrate their mastery of the SLO being assessed. In subsequent communications, literature faculty were given more explicit descriptions of the types of assignments best suited for particular SLOs. Literature faculty have conducted SLO assessment according to the cycles established by the department; all SLOs are included in all course syllabi.</p>	<p>Students in literature courses generally succeed in mastering the skills delineated by the CSLOs, with proficiency rates from 72% in LIT 120 to 82% in 200 level courses. SLOs #1 and #3 were refined after a series of discussions with full- and part-time faculty to clarify their emphasis, although their essential orientations remain. Assessment revealed that some writing assignments did not offer sufficient opportunity for</p>
Massage Therapy	<p>Massage Therapist (500 Hours) COA Holistic Health Practitioner (1000 Hours) COA</p>	<p>The department has assessed all courses as directed by our minimum-6-year calendar. All PSLO pass rates in 2014-2015 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 2014-2015 there were 61 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology. This is a jump from the previous year (2013-2014) where there were 45 awarded. In 2014-2015 there were (6) 1000-hour Holistic Health Practitioner certifications awarded which was also a jump from the prior year of (3) students receiving this Certificate of Achievement. Twelve students received the 500-hour Massage Therapist Certificate of Achievement which is consistent with the prior year. The 250-hour Massage Therapy Certificate of Achievement is no longer offered to new</p>	<p>Met with 70% of students receiving a C grade or higher Met with 70% of students receiving a C grade or higher</p>

Mathematics	Math for Transfer AS	<p>The Math Department's Pretransfer Committee (PTC) discusses the pretransfer CSLOs, CSLO assessments, and results on a regular basis. The PTC also examines best practices in basic skills and basic skills success rates throughout the state. We recognize that only a small percent of students beginning their math coursework in pretransfer classes ever make it into transfer level coursework statewide. MCC is not different. We have put in place measures that we hope, over time will change this percentage for the better. The BTSM program has an overall 97% success rate in placing students into a higher level math class than what they previously placed into. This program has grown and is now offered between semesters in January and just before summer school in June. We have included Instructional Aides and Student Workers to facilitate instruction under the leadership of Leila Safaralian. The PTC developed new curriculum and is offering a Math 52/95 sequence beginning Fall 2015 as an alternative pathway to statistics for students. The department has developed, in conjunction with Allied Health, a bridge program for nursing students. This is a program that contains hands on workshops geared toward teaching and reviewing mathematical concepts used by nurses. The PTC developed a mentoring program meant to allow faculty a chance to work with each other outside the evaluation process to help each other become better instructors. This program will begin Fall 2015 with ten full-time and associate faculty participating in the initial cohort. Also, the PTC developed a program funded through the Student Success Committee to train faculty and tutors to effectively serve our students inside the classroom through embedded tutoring. The training will take place in fall and begin implementation in Spring 2016.</p> <p>As the department reviewed the CSLOs for Precalculus, and discussed the course, we realized students needed another option to fulfill their transfer math requirement. The department developed a new course, Math 112, Mathematical Analysis for Business which has been approved by C&P this Fall 2015. We will begin offering this course during the Fall 2016 semester. The department also reviewed the Math 105/106 sequence (Math for elementary school teachers) and added a lab component to allow activities appropriate for increasing student success and implementing Common Core curriculum in the courses.</p> <p>The department has always taken seriously Student learning Outcomes and have been working on updating our</p>	<p>Since 2013, only 1 student per year has earned a Math for Transfer AS degree. The department has voted to delete this degree and promote the Liberal Arts with emphasis in Math and Sciences degree.</p>
Matriculation and Testing		<p>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 and the direction of the Student Services division with the six success factors. 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 implemented 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 (Division SLO: Students recognize their skills and abilities) 2. Upon completion of taking the assessments, the student will recognize the next step in their matriculation process is to meet with a counselor (Division SLO: Students stay on track and keep their eye on the prize). Post survey results</p>	
Media Arts and Technologies	<p>Graphic Design AA and COA Web Development and Design AA and COA Video and Media Design COA</p>	<p>MAT has been featured by SLOAC as an example of one of the exemplary departments for the implementation and assessment of Student Learning Outcomes. SLO assessment is a frequent formal and informal topic of departmental discussion at department meetings, annual curriculum retreats, and student portfolio reviews.</p> <p>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 assessments occur with greater frequency than required. Follow-up has occurred or is occurring on all associated action plans/recommendations). While SLOs have previously been revised in response to assessments, this has not occurred in the last year. Examples of specific course-level interventions that have resulted from or been informed by SLO assessment include new and/or modified class assignments in (MAT135 to address design gaps), MAT 150 (to address a technical gap), MAT 165 (to address a technical/professional practices gap), and MAT 215 (to address a gap related to critical thinking and analysis). MAT faculty has integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions 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. PSLO data and reflection precipitated plans within the department for curriculum development and faculty</p>	<p>MAT faculty has integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. Minimum PSLO achievement levels have been met for the Graphic Design AA and COA in each review cycle. The department uses PSLO data and reflection to guide curriculum and other program-related planning (see above).</p> <p>MAT faculty has integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. Minimum PSLO achievement levels have been met for the Web Development and Design AA and COA in each review</p>

<p>Music</p>	<p>Music Performance AA Audio Recording Production AA and COA Live Performance Audio COA Business of Music COA</p>	<p>All department SLO's are assessed at the end of spring semester. 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.</p> <p>Department PSLO results:</p> <p>AA in Music Performance 2015: 2 grads/transfers, 100% success rate 2014: 11 grads/transfers, 97% success rate 2013: 5 grads/transfers, 80% success rate 2012: 3 grads/transfers, 100% success rate 2015: AA in Audio Recording Production – 89% of enrollees met or exceeded the learning outcomes 2015: COA in Audio Recording Production – 89% of enrollees met or exceeded the learning outcomes 2015: COA in Live Performance Audio – 64% of enrollees met or exceeded the learning outcomes 2015: COA in Business of Music – 69% of enrollees met or exceeded the learning outcomes The MTEC department has awarded 18 AA degrees, 44 CA's, and 14 CP's since spring of 2012.</p> <p>The Music Department has developed and implemented an updated comprehensive six-year CSLO assessment calendar. All courses are regularly assessed. The vast majority of Learning Outcomes were met and none need updating at this time. Measures have been taken to address lower than acceptable success rates in MUS100, MUS120, and MTEC 110. See Program Performance.</p> <p>The MTEC Program currently offers three degree and certificate paths - Audio Recording Production, Live Performance Audio (both of which incorporate the same core courses), and a Certificate of Achievement in the Business of Music. Enrollees in the MTEC CTE program typically do not follow traditional academic career paths, as students do not transfer to four-year institutions. Therefore our degrees and certificates are designed to be terminal, and prepare students with the necessary technical, critical thinking, creative, and communication skills necessary for</p>	<p>Program SLO's for the AA in Music Performance are assessed every spring. Over the past 4 years the basic achievement levels have been met or exceeded in all cases, ranging from an 80% - 100% success rate. 100% of music performance grads seeking transfer succeeded in 2015. Since 2012 20 students have achieved AA degrees and successful transfer.</p> <p>2014-15 PSLO results: AA in Music Performance: Assessed by course triangulation and performance assessment. 2 AA degrees awarded with successful transfer, 100% success rate</p> <p>The Music Technology SLO's are assessed at the end of spring semester. The MTEC Program currently offers three degree and certificate paths - Audio Recording Production, Live Performance Audio (both of which incorporate the same core courses), and a Certificate of Achievement in the Business of Music. Since the spring of 2012, The MTEC department has awarded 18 AA degrees, 44 CA's, and 14 CP's.</p> <p>2014-15 PSLO results: Audio Recording Production AA – 89% of enrollees met or exceeded the learning outcomes Audio Recording Production COA – 89% of enrollees</p>
<p>Noncredit Counseling</p>		<p>SAO's for noncredit counseling are assessed at the end of each academic year. In 2014-15, all SAO's met and exceeded achievement levels attained in 2013-14. Slight increases are attributed to the hiring of a growth FT counselor position, decreased turnover in associate counselors and increased training. However, with the loss of two FT counselor positions, the achievement levels may decrease in 2015-16.</p> <p>Objective 1: Appropriate options are selected to earn AHS credits. 100% of students attempting to earn AHS credits through alternative sources attained their goal. The number of students who pursued alternative sources increased from last year due to more training with associates and the hiring of a second full-time counselor.</p> <p>Objective 2: AHS students access information to achieve education and career goals. At least 95% of AHS students completed an education plan, and with the renewed focus of SSSP, that number should remain steady or rise. With the new requirement that all new ESL students (and when approved, the short-term vocational students) have an education plan, that will significantly increase the workload of the noncredit counseling department.</p> <p>Objective 3: Noncredit ESL Level 7 students learn about pathways to continue their education. Due to increased follow up by counselors with ESL instructors, the achievement level was raised by 2% compared to last year. Counselors will continue to meet with students and have extended their workshop schedule to include Level 6 as well. With the new requirement of educational plans for ESL students, the achievement level should continue to increase.</p>	

Noncredit ESL	<p>SLOs: The noncredit ESL department offers 12 NCESL courses, with 10 having 4 CSLOs and two having 2 CLSOs, for a total of 44. Between summer 2014 and summer 2015, all SLOs for 92% (n=11) of the NCESL courses were assessed: NCESL10, NCESL 20, NCESL 21, NCESL 22, NCESL 30, NCESL 31, NCESL 32, NCESL 40, NCESL 45, NCESL 62, and NCESL 65. The passing percentages for SLO attainment (80%) were attained in all categories except the following: Level 1 Listening and Speaking (57%) and Level 4 Listening and Speaking (77%). Our departmental goal during the past two years to improve reading teaching and student reading SLO performance.</p> <p>An ESL reading expert who presents internationally conducted a three-hour workshop last spring, which was well-attended and received. Reading SLOs attainment met or exceeded the 80% pass rate for all levels except Level 3 (73%) and Level 5 (74%). All faculty participate in SLO assessment, and we will continue to provide faculty with professional development opportunities to improve and discuss methodology, strategies, and techniques to provide quality reading instruction.</p> <p>For the fourth year, all ESL levels met or exceeded the target of 80% writing benchmark. We are pleased with the results of the efforts we have made in the past five years to improve writing instruction. An important factor has been the opportunity for instructors to meet and discuss best practices for writing instruction, as part of the paragraph and portfolio assessments.</p> <p>SLO attainment exceeded or matched the passing percentages (80%) in all categories except three: Level 1 Speaking</p>		
Noncredit Short Term Vocational	<p>SLOs were being assessed every term. There was a decline in the Cisco program SLOs. The SLOs were previously based upon an end of semester, hands-on, skills based assessment. The number of students assessed was significantly lower than total class enrollment. They were also the most successful students. The assessment has</p>		
Noncredit, Other	<p>The other noncredit programs are in compliance with the SLO timeline. All other noncredit official outlines of courses were reviewed and rewritten to include the SLOs and methods of assessment during 2010-2011, then were submitted to the Courses and Programs Committee for approval. SLOs for the 56 courses that are offered are included in the course syllabus and are assessed each spring and fall semester. When assessment rates drop below 80% achievement, which is rare in these classes, instructors write action plans and course content and the course syllabus</p>		
Nursing and Allied Health	<p>Surgical Technology AA and COA Licensed Vocational Nursing AA and COA</p>	<p>All CSLO's are included in every NAAH course syllabi. The NAAH programs have integrated the CSLOs into their courses; the evaluations for the revised CSLO's were complete in Fall 2014 which indicated that 92% of all students met the CSLO's minimum achievement criteria. Student learning outcomes were examined to determine if full time faculty versus part time faculty had differences in achieving or exceling in meeting minimum achievement. No differences were found in meeting SLO or in completion rates for the courses. Each program has a learning outcome and is evaluated biannually. Findings are reported to the faculty and discussed in monthly meetings. The NAAH programs are constantly revising their curricula and updating their assessment methodologies to ensure currency and rigor of each program. All of our programs must meet the state agencies that govern each of our programs (CNA-</p>	<p>Our Surgical Technology program's PSLO is to prepare students to successfully pass the certified surgical technology exam. This past year our pass rate was 80% which is above the national pass rate of 70%. The LVN program PSLO is to prepare students to be safe and effective practitioners as evidenced by successfully passing a standardized comprehensive exam. This year 100% of our students successfully passed the NCLEX-PN</p>
Nutrition	<p>Liberal Arts (All Areas) AA</p>	<p>The department has assessed all courses as directed by our minimum-6-year calendar. All CSLO and PSLO pass rates in 2014-2015 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 2014-2015 there were 61 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology. This is a jump from the previous year (2013-2014) where there were 45 awarded. In 2014-2015 there were 9 Fitness Nutrition Certificate of</p>	<p>Met with 70% of students receiving a C grade or higher Nutrition Fitness Specialist Certificate of Proficiency: Met with 70% of students receiving a C grade or higher</p>
Oceanography	<p>Since 2008, assessments of CSLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. In both OCEA101 and OCEA101H, all CSLOs have been assessed at least once, and several have been assessed more than once. In OCEA101H, which is offered intermittently, the loop of CSLO assessment was closed for the first time in spring 2015. Nearly all CSLO assessment results been above the expected level of achievement, based on standard assessments and standardized rubrics that we have deployed across all sections. In instances where assessment results have fallen below our minimum expectation, faculty members have adjusted their teaching deliveries and/or worked to better align assessment processes with assessment rubrics. We are pleased with our CSLO results, which, along with high retention and high student success rates, point out the ongoing appeal of</p>		
Office of Instruction	<p>The Instructional Services AUOs directly support Institutional Objectives from the 2014-17 Strategic Plan. Instructional Services assessed AUO's established in 2014-15 and reported progress on these outcomes. New and/or revised</p>		
Office of Student Services	<p>The Student Services Division developed and measured Student Learning Outcomes and Service Area Outcomes. Analysis showed that students would be better served if the Student Learning Outcomes were connected to the RP Group six factors of success. The assessment led the division in this new direction and 2015-16 Student Learning</p>		

Office of the President

If appropriate funding is available and the position is hired the following outcomes are expected:

- Enhanced investigative and oversight capabilities of Title IX matters
- Effective and consistent implementation of negotiated labor contracts and employee manuals, and training for appropriate personnel in consistent implementation
- Working with employee groups, develop coherent sequences of on-campus and off-campus professional development opportunities beyond the mandatory training required

Online Education

At this writing, the 2015-18 Online Education Plan awaits final approval from the Administrative Council. The Plan will establish the following Service Area Outcomes (SAOs) for the Online Education program:

- Develop, implement, evaluate, and refine initiatives designed to improve online education access and equity at MiraCosta College.
- Develop, implement, evaluate, and refine initiatives designed to improve distance education class and program success and retention.
- Develop, implement, evaluate, and refine initiatives designed to improve student and faculty satisfaction with online education.
- Develop, implement, evaluate, and refine initiatives designed to ensure compliance with government regulations and accreditor expectations with regard to distance education.

One example of a current initiative intended to address each of these areas is a project to provide more support to both faculty and students involved in DE classes. Six faculty are participating from departments with significant gaps between online and onground success and retention. The project will include the following components:

- Having an instructional designer work with faculty to develop enhancements to the class
- Providing more detailed information to faculty about success factors of enrolled students
- Having peer coaches monitoring and supporting student engagement/success in the classes, particularly during the initial weeks of the semester
- Providing support for collecting and analyzing data

A MiraCosta College Foundation mini-grant will provide stipends for two SDSU graduate student interns who will serve as instructional designers. SSSP funds will support the other three elements of the project. This project is a continuation of one completed in 2014-15 in which SDSU graduate student interns provided research on the role of instructional designers in community colleges, and supported two faculty in considering and making changes within

Philosophy

At this point, all courses have been assessed at least once, and program faculty met in Spring of 2013 and again in Fall of 2015 to discuss outcomes assessment. Results were consistent with the expected level of achievement. ISLOs in critical thinking were assessed using 492 students in different sections and courses where critical thinking is ranked a 4 or 5 in emphasis. Philosophy program students achieved the critical thinking outcomes more frequently than did students at the college as a whole. Global Awareness was not assessed. At the Fall 2015 meeting it was determined by the instructors in the program that global awareness as an SLO has a lower emphasis in philosophy courses. In Fall 2015, all instructors in philosophy will be assessing the Effective Communication ISLO. PHIL 101 instructors will be assessing course-level outcome 3, in which students are expected to construct original arguments on philosophical issues.

Because of the nature of the discipline, there is a great variation in the way the department members design their

Physics		<p>The Critical Thinking ISLO was evaluated by one faculty member in 3 classes at the end of the Spring 2015 term. The instructor chose one of six quizzes throughout the semester that most strongly would require critical thinking skills, and graded each student's performance on that single quiz. Results across the three courses: 40 students performed at a level of 4, 19 performed at 3, 7 students performed at 2, and 11 students performed at level 1. At first glance, it appears that the PHYS students are doing well in developing their critical thinking skills. However, closer inspection shows a "double bell curve" shape to the results. This is very common in PHYS classes, in which students either do fairly well or they do very poorly. As a result of this ISLO assessment, the PHYS faculty would like to focus efforts on helping the small group of students who do very poorly. In order to help these lower performing students, the PHYS faculty support the creation of a STEM/Science Center. This science hub would be a wonderful resource for the lowering performing students, and would give them access to extra help and support services.</p> <p>In preparation for the next round of CSLO assessments, the PHYS faculty have analyzed past results. Most achievement levels were met, with a few exceptions here and there. However, in the PHYS 111 class, none of the achievement levels were met. It has been very difficult to generate any dialogue about these results because the instructor for PHYS 111 changes every year. In fact, the most helpful dialogue we have had about these results is with the full-time ASTR instructor (department meeting on 8/19/15, as shown in attached agenda). She faces a similar difficulty in discussing CSLO results with her associate faculty. Most of the discussion concerning CSLOs centers around explaining what CSLOs are to our associate faculty since most of them have never taught a college course</p>	
Political Science	Liberal Arts (All Areas) AA	<p>**SLO ACs: Political Science Course SLOs have been written, are still relevant, and are included in all syllabi. Assessment processes are also current and are being used to improve student learning. There are 12 CSLOs in PLSC, and as of 2015, all regularly-offered courses in PLSC have completed SLO assessment cycles consistent with our SLO timeline/calendar. Furthermore, our most recent assessment results show that 100% of our CSLOs were at or above our minimum standard of performance (70%).</p> <p>The full-time lead instructor and all associate faculty in PLSC regularly discuss CSLOs and assessment results during one-on-one evaluation meetings, and during group meetings on All-College Day. After each round of assessment, PLSC instructors compare their section's performance on SLO assessments to our departmental averages. We identify low-performing areas and revise our individual pedagogy to improve performance in these areas. Also, during our All-College Day group dialogue, we collectively discuss how to teach SLO material and identify best practices (such as the</p>	<p>**Neither the PLSC program nor its parent Department – Social Science – offer certificates or degrees. However, our courses do contribute to the Liberal Arts program, and our PLSC SLOs align with the Liberal Arts SLOs; particularly the ISLO and GE Outcomes for Information Literacy that ask students to "organize, synthesize ... and critically evaluate information." As of our last round of assessment, 100% of PLSC CSLOs were at or above our minimum standard of performance (70%).</p> <p>**No plans to report.</p>
Psychology	Psychology AA Psychology for Transfer AA Human Development AA	<p>All Program SLOs and course SLOs have been assessed and discussed in accordance with our SLO calendar. 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. Note that a review of TracDat shows that there is one course still needing to be assessed, reflected upon, and reported (PSYC 104H, to be offered Spring 2016).</p> <p>The most recent data collection phase for our courses was Spring 2013, with robust discussions occurring by Fall 2013. For example:</p> <p>PSYC 100 - in response to SLO assessment data, we decided to increase emphasis of the scientific method earlier on in the semester. SLO results from Spring 2013 indicated the change increased student success.</p> <p>PSYC 101 - in response to SLO assessment data, we created a group activity to enhance student comprehension of operational definitions. SLO results from Spring 2103 indicated the change increased student success.</p> <p>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.</p> <p>Our department last year discussed institutional student learning outcomes (ISLOs), focusing on both "Critical Thinking & Problem Solving" and "Information Literacy," and how we address them in our courses. Members of the</p>	<p>The level of performance is appropriate for the program.</p> <p>The level of performance is appropriate for the program.</p> <p>The level of performance is appropriate for the program.</p>
Public Information Office		Rita	

Reading		<p>SLO #1. At the end of instruction in Reading 30, students will be able to accurately summarize a short piece of writing (fiction or non-fiction) including main ideas and supporting details. Of the 42 samples collected, 33 passed and 9 did not pass. Pass: 78.6%. Not Passing: 21.4%. The samples exceeded the expected level of achievement. The level of achievement on this SLO is likely the result of extensive instruction time and scaffolding of lessons devoted to summary writing. The instruction focused on helping students identify the topic, main idea, points, and support from various texts and organize and prioritize information for summary writing. Instruction also focused on extensive annotation strategies designed to help students identify important information from various texts.</p> <p>SLO #2. At the end of instruction in Reading 30, students will be able to demonstrate the ability to apply knowledge of roots and affixes to understand new vocabulary. Of the 45 samples collected, 36 passed and 9 did not pass. Pass: 80%. Not Passing: 20%. The samples exceeded the expected level of achievement. During the semester, the students maintained vocabulary logs in which they recorded new vocabulary from various texts. These logs also included space for students to record new roots and affixes, so they could continue developing strategies for improving vocabulary. The students' success in this SLO is likely due to their consistent routines of maintaining these logs and using their knowledge of common roots and affixes to make accurate predictions of word meaning.</p> <p>SLO #3. At the end of instruction in Reading 30, students will be able to articulate and defend the usefulness of using specific reading strategies during the reading process. Of the 45 samples collected, 37 passed and 8 did not pass. Pass: 82.2%. Not Passing: 17.8%. The samples exceeded the expected level of achievement. During the semester, the student were encouraged to develop an awareness of their reading process. Through many activities and lessons, the students improved their metacognition of reading strategies—articulating what they are thinking as they read and which reading strategies are most effective for specific types of texts and reading situations.</p>	
Real Estate	Real Estate AA and COA Real Estate Entrepreneurship AA and COA	<p>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 continue to be analyzed updated as needed through the Courses and Programs committee.</p> <p>All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course.</p>	<p>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.</p>
Religious Studies		<p>At this point, all the PHREL courses have been assessed. The results were consistent with the expected level of achievement. Program instructors met in May of 2013, and action plans were developed later in May to close the loop. Instructors met again in Fall of 2015 to discuss student learning outcomes and participation in ISLO assessment. ISLO assessment in Effective Communication and Global Awareness will take place in fall of 2015 in all sections. Program instructors determined that the SLOs would be rewritten alongside changes to the course outline of record in the next one to two years, since we now have the advice of a full-time expert in the field of religious studies.</p> <p>Because of the nature of the discipline, there is a great variation in the way the department members design their courses and assignments. For that reason, we rely on instructors' self-assessment. In addition, since the department</p>	

Retention Services

Our Service Area Outcomes (SAO) are: Objective 1: 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 5,000 contacts. Results: Due to students utilizing multiple services at different times of the year, we adjusted our expected level of achievement in this SAO to project a grand total of 23,000 student contacts. Data derived from students sustained a college success rate (earn a grade of C, pass, or better) of 69% for students receiving appointment tutoring and a rate of 64% for students not receiving tutoring. The student persistence rate (semester to semester retention) over a 3 year period is 74% for students receiving appointment tutoring and is 63% for students not receiving tutoring. Objective 2: Student Success Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement Facilitated Learning Sessions utilizing student success data and referral from colleagues. Expected level of achievement: 20 faculty participate in the FLS effort spanning at least 4 disciplines. 40 FLS sessions are offered in fall and spring semesters. Results: Our Student Success (SAO) met our expected level of achievement of 20 participating faculty in four disciplines for FLS sessions. Objective 3: 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 who were able to keep their one year commitment and provide 10 hours of weekly availability will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year. Results: We were too ambitious by not accounting for tutors' special circumstances external to MiraCosta College. We have built in a 10% margin to accommodate for tutor issues outside of our control. Objective 4: 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. In 2014 – 2015 two new interventions were piloted: Academic Peer Mentoring within the FYE Program and Academic Drop-in Tutoring.

School Relations and Diversity Outreach

Based on new strategic initiatives, divisional goals, and dialogues regarding effective practices for student success, the department will moved away from the previous year's Area Unit Outcomes and created Student Learning outcomes that are more directly in alignment with the Student Services and college's institutional goals. The three SLOs (Connected to ISLO of Information Literacy) identified are:

1. Students that meet with a Student Ambassador at their high school will be able to identify the steps required to matriculate and receive priority registration: application, assessment, orientation, and educational planning.
2. Students who participate in outreach activities will be able to identify 3 programs or resources available to them at MiraCosta College.
3. Student Ambassadors will be able to name, identify, and describe the key services and resources available to incoming students.

The addition of the Student Success and Support Program (SSSP) and the Student Equity Plan, has led to increased collaboration between outreach and a variety of departments. As new staff positions are created, the outreach office is considering how to best support these new efforts while maintaining its level of program performance. Overall these programs will increase the reach of the college's outreach efforts. The outreach staff is in the process of arranging meetings with other areas on how to best partner, share information, and prevent overlap. In fall 2015, the SSSP Coordinator established regular meetings between a variety of offices that are involved with outreach or play a crucial role in serving students who are new to the college.

To coincide with these new initiatives, the outreach office is reviewing its policies and procedures in order to be more aligned with the overall goals of the Student Services Division and the district. Previously, the office kept a limited amount of documentation on procedures and processes for planning outreach events. The addition of new programs has prompted outreach to create updated task lists, procedures, and staff manuals. Along with these updates, the office is considering how to more effectively support students through the matriculation process. We are currently

Service Learning	<p>Students will demonstrate greater appreciation for community engagement and be see the course content relavance through civic engagement or service.</p> <p>Student Program Evaluation indicated they were able to explore or confirm career choices or majors through service learning.</p>
Sociology	<p>SOC 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.</p>
Special Education	<p>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.</p> <p>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. In fall, 2014 and spring 2015, final exam delivery followed this process. Students create their own practice final and must also create an answer key. Students take a practice final exam. It is evaluated and discussed with the student. Then students take the final exam. As a result, a greater number of students pass the exam though mastery reflected by a score of 80% or better remains the goal.</p>
Student Accounts	<p>AUO has been written for this Program Improve utilization of online systems Provide ways to pay all charges online, including art supplies, field trips, citations, and then develop training to encourage online use. Proactively provide a</p>
Student Activities	<p>The Office assessed students in four areas: Leadership Skills, Teamwork, Global Awareness, and College Identity Development. Three out of four of the SLOs were assessed and achieved proficiency while College Identity Development was not assessed due to staffing issues. Results include the following:</p> <p>Leadership Skills – Thirty two students in ELI were assessed in two areas including Leadership Styles and Vision & Goal Setting. Overall SLO was achieved as students' demonstrated appropriate ability: Leadership Styles = 87.5%; Vision & Goal Setting = 100%. The Leadership Skills SLO addressed ILO #2: Critical Thinking and Problem Solving as well as the "Directed" and "Focused" Student Success Variables.</p> <p>Teamwork – Thirty two students in ELI were assessed. Overall SLO was achieved as students' demonstrated appropriate ability by achieving 93% success rate. The Teamwork SLO addressed ILO #2: Critical Thinking and Problem Solving as well as the "Engaged" and "Connected" Student Success Variables.</p>
Student Equity	<p>As the Department of Student Equity is the newest department, no student learning outcomes were created. However, the following represent the student learning outcomes the department will strive to achieve:</p> <ol style="list-style-type: none"> 1.Students participating in Academic Success & Equity (ASE) Programs will be able to define the concept of 'equity' via a service project, student engagement activity, or reflection paper. 2.Students participating in access events (ex: Barrio Empowerment, United Black Student Conference) and programs (ex: GEAR UP for College Summer Program, 21st Century Careers) will remember course and program offerings at MiraCosta and identify personnel and resources that can support them if they chose to attend MiraCosta College. 3.Students attending at least three (3) inclusion and diversity events (ex: heritage, history, and awareness months; Unity Day) will demonstrate a deeper understanding of the concepts of 'diversity' and 'inclusion'.
Student Equity	<p>As the Department of Student Equity is the newest department, no student learning outcomes were created. However, the following represent the student learning outcomes the department will strive to achieve:</p> <ol style="list-style-type: none"> 1.Students participating in Academic Success & Equity (ASE) Programs will be able to define the concept of 'equity' via a service project, student engagement activity, or reflection paper. 2.Students participating in access events (ex: Barrio Empowerment, United Black Student Conference) and programs (ex: GEAR UP for College Summer Program, 21st Century Careers) will remember course and program offerings at MiraCosta and identify personnel and resources that can support them if they chose to attend MiraCosta College. 3.Students attending at least three (3) inclusion and diversity events (ex: heritage, history, and awareness months; Unity Day) will demonstrate a deeper understanding of the concepts of 'diversity' and 'inclusion'.

Transfer Center	Learning Outcomes: Since 2007, SAOs have been written and annual cycles have been completed with the following: data collection, review and reflection. As requested, SAOs will be converted to SLOs for the next cycle. All SLOs align with MCC Master Plan. Minor changes have been made but all results have met expectations. All data has been
Veterans Services	As a newly formed program, the department did not have SLOs in the prior years. This past year, the department has participated in the dialogue around SLOs for Student Services division and how we work with students to impact learning. The department reviewed the six success factors that are guiding the SLOs for the division and determined that the focus of student learning will be on connecting military affiliated students to the campus and the services available to them. In addition, we will strive for military affiliated students to learn where to access information about
Writing Center	<p>The Service Learning Outcomes (SAO) used since 2008, and the additional 2012 SAO continue to yield marks above the 90% threshold demonstrating both that students make progress with their papers because of our service and that our pedagogical standards of focusing on higher order concerns is maintained. These SAOs have been collected and assessed each year.</p> <p>However, the Writing Center has been asked to move away from SAOs and develop Student Learning Outcomes based on what students learn by using our service. In order to find the most meaningful learning outcomes and to</p>