

INTRODUCTION TO STUDENT LEARNING OUTCOMES AND ASSESSMENT

Student Learning is a significant part of the [mission](#) of MiraCosta College. Our goal is to facilitate meaningful dialogue and assessment practices which support the ongoing improvement of student learning and institutional effectiveness. This handbook is produced by the Outcomes Assessment Committee (OAC) to guide faculty, staff, and administrators in the development and assessment of Student Learning Outcomes (SLOs) that are student-centered, evidence-based, and led by faculty and student services professionals. The OAC also works in collaboration with the Offices of Instruction, and Research, Planning, and Institutional Effectiveness. MiraCosta College is committed to following the best practices of design and implementation of outcomes and assessment. This approach will

ensure an equity focused process that improves and maximizes student learning across our campus. According to Dr. Bensimon, who has worked closely with the California Community College Chancellor's Office, equity-mindedness is defined as acknowledging white supremacy and systemic oppression within higher educational institutions and taking responsibility to mitigate historical inequities toward minoritized students (Bensimon, 2018). The Chancellor's Office has expanded this definition as follows:

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

In this context, this handbook challenges educators to put equity at the forefront of our planning processes by specifically addressing the needs of our minoritized populations.

Bensimon, E. M. (2018). Reclaiming racial justice in equity. *Change*, 50(3/4), 95–98.
<https://doi.org/10.1080/00091383.2018.1509623>
[Chancellor's Office Equity statement link](#)

External and Internal Requirements

The Accrediting Commission for Community and Junior Colleges (ACCJC) has over 20 standards which define certain requirements for Student Learning Outcomes assessment. Diligent adherence to these assorted requirements helps us to:

- ensure the intentionality, appropriateness, and transparency of our educational outcomes;
- assure an ongoing systematic approach to evaluating and improving the effectiveness of the learning experiences we provide;