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AGENDA

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate

Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of August 13, 2021
 - B. Approve Minutes of the Retreat on August 13, 2021
 - C. Ratify Updates to Faculty Committee Assignments AY '21-'22
 - D. Ratify Faculty Appointments to Statewide Committees/Workgroups AY '21-'22
- VI. Reports
 - A. Academic Senate President – *Lara*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Siebelink*
 - E. Redesigning the Student Experience – *Ha*
- VII. Old Business
 - A. AY 2022-23 Academic Calendar – **Bonds (9:40am Time Certain)**

Description: AAC has forwarded a 2022-23 MCC Academic Calendar option for consideration. This option rearranges flex days to avoid having hanging "Mondays" / "Fridays." In particular, it features an earlier start date for fall flex week, shortened flex weeks in fall and spring, and flex days during the week of Thanksgiving. Note – this version is corrected to reflect 176 days on contract, instead of 177 days: one day of finals is eliminated to account for the extra day that was presented on 8/13/21. This discussion will be the 2nd read of three total.
 - B. Local AS Goal Setting – **Lara (10:15am Time Certain)**

Description: The AS body will discuss creating SMARTER goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. Conversation will continue from the AS retreat, where initial ideas were introduced. Senators will further refine goals in small groups and present formalized goals for adoption at the next AS meeting.

VIII. Information / Discussion

A. Academic Outcomes Assessment Committee (OAC) Handbook – Fall 2021 – Myers **(9:30am Time Certain)**

Description: *OAC Chair, Shannon Myers, will present the Fall 2021 Outcomes Assessment Committee Handbook to Academic Senate. There will be time for questions.*

IX. Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

X. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Meetings will be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <http://www.miracosta.edu/governance/academicsenate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.

UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:01am**.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Others present: David Bonds, Thao Ha, John Siebelink (ASG representative)

III. Persons Wishing to Address the Senate

None.

IV. Changes to Agenda Order

None.

V. Consent Calendar

A. Approve Minutes of the Meeting of May 21, 2021

B. Approve Minutes of the Taskforce Meeting on June 17, 2021

C. Approve One Equivalency Request for Japanese

D. Approve One Equivalency Request for History

E. Approve Appointment of Associate Faculty, Brian Page to AS for '21-'22 (a one-year term)

F. Ratify Faculty Office Assignments AY '21-'22

G. Ratify Updates to Faculty Committee Assignments AY '21-'22

H. Ratify AS member Constituent Lists AY '21-'22

I. Approve Updated Meeting Guidelines: Brown Act Compliance for the MCC AS and Subcommittees

The consent calendar, items A through D and F through I were approved by unanimous consent.

It was also noted that there is a typo in the minutes of May 21, 2021. The word "fist" should be "first," and will be corrected.

Item E was pulled from the consent calendar.

MSU (Warren / Allyn) to approve the appointment of Associate Faculty, Brian Page to AS for '21-'22 (a one-year term).

It was explained that because Hossein Ravanbaksh was runner up in the election, he took Michael Arce's two-year appointment since Arce took an appointment at another institution. Therefore, the AS rules allows the appointment for the half (one-year) term. In consultation with the AS Officers, Brian Page rose to the top of the selection pool.

VI. Reports

A. Academic Senate President

AS President, Luke Lara, welcomed everyone to the fall semester. He thanked everyone involved in engaging in this week for Flex. He emphasized the timely updates to the MCC Online Class Quality Guidelines that MOE and AS made at the end of spring. The Sabbatical Leave Committee wanted to inform faculty that the application deadline for the 2022-2023 academic year is 9/24. For faculty returning from sabbatical this fall, the deadline to submit their reports is 9/17. Requests for full-time faculty, new and replacements, is due 9/10. Lastly, the Senate body was reminded to not use the chat feature in Zoom for discussion of pertinent information related to the meeting but to use the raise hand feature.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, welcomed everyone and all the new AS senators. She noted there has been a tremendous amount of work getting ready for the work this fall. So many people have been working behind the scenes to introduce new processes that were not needed before. These are mostly around Covid and the safety of all students and staff. It was further noted that Pedley Park is gone as they prepare for the new Student Services building. The fall semester is being approached with a steady, safe, and sustainable attitude. The college is down 16% in headcount and 9.5% in FTES. Hard decisions need to be made about which classes will be offered. There are a number of classes that have only 1 or 2 enrolled in them and will need to be dropped. Enrollment is declining nationally and around the state. MCC will continue to reach out to the community. There is a Covid-19 vaccine mandate for students and employees. Students will have choice of five modalities to choose from, but must be vaccinated if they want to be on campus. Employees are being required to upload their proof of vaccination documentation into Workday. More reminders will be sent today and next week. The college is required to maintain that information. The deadline to upload proof of vaccination is August 23rd. Wearing a mask is also required, whether vaccinated or not. Masks and shields will be available for everyone if requested. A vaccine incentive is being offered to students. Once they show proof of vaccination, they will receive a \$300 bookstore voucher. This is available for online and non-credit students, as well. The bookstore will have a list of those who have uploaded their proof of vaccination and give them their \$300 voucher. Students do not have to physically go to the bookstore; they can order books online and receive the voucher, as well.

Recognition was given to Instructional Services VP, Diane Dieckmeyer, as she leaves the college for retirement. Her passion for working with faculty and her service to the college were noted. The announcement of a new VPI will come when a decision is final. Everyone is encouraged to attend All College Day (ACD) from 9-11am on Friday, 9/20. A panel of peer mentors and ACP success teams will be featured.

C. Classified Senate

Classified Senate Vice President, Ingrid Phillips was not present. No report.

D. Associated Student Government

ASG, Executive Vice President, John Siebelink, introduced himself as this year's new ASG representative for Academic Senate. He announced that ASG recognizes that despite decreased enrollment, students want to step up and help fellow-students. ASG made an amendment to allow three to four more senators and to create newly created positions of Vice Chair and VP of Equity and Inclusion. A special election and the student body agreed to the constitution amendment for more representatives.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, reported that over the summer Zhenya Lindstrom has been the lead in several endeavors. Redesigning the Student Experience is based on the guided pathways framework and is about looking at how students are experiencing the college from when they first come to when they complete their goal. Six ACP Success Teams were implemented last year to support African American, LatinX, and over age 25 students. This summer, a first-year seminar was created for these groups. Student feedback was amazing and indicated they loved connecting with ACP team members, meeting people, and making connections. Each ACP has a faculty liaison. They are busy with the goal of how, as faculty, we ensure students are learning, which is pillar 4 of guided pathways. The fundamental piece is how we do this through an equity lens.

VII. New Business

A. AY 2022-23 Academic Calendar

AAC Chair, David Bonds, reported that the AAC forwarded a 2022-23 MCC Academic Calendar option for consideration. This option rearranges flex days to avoid having hanging "Mondays" / "Fridays." In particular, it features an earlier start date for fall flex week, shortened flex weeks in fall and spring, and flex days during the week of Thanksgiving. This is the first read of the AY 2022-23 Academic Calendar. It suggests moving up the beginning of the school year earlier to align with OUSD and San Dieguito school districts. During the week of Thanksgiving, Monday and Tuesday would be Flex days and Wednesday would be a non-instructional day. It would also mean that the end of summer session and fall Flex week would bump into each other. There can be flexibility with how Flex is done. This calendar would better

align with the other CCs and high schools. MCC is one of the few schools that does not observe a week off at Thanksgiving. Noncredit has their own calendar requirements and so AAC made sure there would not be a negative impact. There is still difficulty aligning with other calendars (e.g. k-12). AAC also looked at what the impact of a compressed calendar would be. Other colleges are using compressed calendars. This is something that should be discussed at AS. If MCC publishes the start date for summer session before high schools release their students, it could have a negative impact. The particular dates for starting summer session are not under the purview of AAC. As well, when Saturdays are counted, that is 32 more days in the year. This is one of the arguments for a compressed calendar in terms of reporting. Dr. Cooke noted this is difficult work. She shared that there is a district calendar and an academic calendar. The District calendar has to take into account minutes and days of instructions and obligations in law about the number of days people work. All of those are compliance issues that must be met. The Board needs to approve days off for staff, for example, when it comes to Thanksgiving week. Many colleges are using eight-week terms. If we move to two eight-week terms versus 16-week classes, there is a lot to take into consideration. It must be asked how our calendar can be used to serve our students most effectively. Further, as days are shifted, there must be collaboration with the unions. Senators are encouraged to follow-up with Bonds and communicate this with constituents for feedback.

VIII. Old Business

A. Approve BP 4030 Academic Freedom

David Bonds presented AP 4030 as a periodic review. Modified primarily for cohesiveness, integrated accreditation Standards and Eligibility Requirements for a more comprehensive policy.

MSU (Safaralian / Neri) to approve BP 4030 Academic Freedom as presented.

IX. Academic Senator Reports

Safaralian thanked Diane Dieckmeyer for all her help and support. She also encouraged faculty to share about the information about the \$300 voucher with their students. Zulema Diaz encouraged all Senators to attend the 10th Cultural Competency Conference on Thursday of Flex week put together by DEqCC, and especially encouraged Senators to register and attend the talk with keynote speaker, Dr. Starla Lewis from 8:40-9:45am. Ingrid Bairstow noted that from a student perspective, they are getting good being online. She is proud of the students remaining at the CLC who are beginning to enjoy this modality.

X. Adjournment

The meeting adjourned at 10:10am.



UNOFFICIAL MINUTES

I. Call to Order

The meeting was called to order at **10:22am**.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Members absent: Sunny Cooke (ex-officio)

Others present: Diane Dieckmeyer, Alicia Gomez, Anastasia Zavodny

III. Retreat Agenda

A. Community Building Activities

Robin Allyn led Senate members in an activity to get to know one another and establish a relational connection for the work they will do.

B. Our Role as Academic Senate

AS President-elect, Leila Safaralian, presented the role Academic Senate plays in shared governance and issues around Academic Senator responsibilities, the Brown Act, parliamentary procedure, meetings guidelines, and academic and professional matters (10+1).

C. AS Goal Setting

AS President, Luke Lara, began a discussion on developing themes for SMARTER goals: Specific, Measurable, Achievable, Relevant, Time bound, and have an Evaluation mechanism. Academic Senators were provided pre-work to review last year's adopted AS Resolution on Black Lives Matter and prior AS goals. Senators were asked to brainstorm potential goals. These goals will be further developed at the upcoming AS meeting.

IV. Adjournment

The meeting adjourned at 12:35pm.



ACADEMIC SENATE

Updates to the Faculty Committee Assignments 21-22 (as of 9-03-21)

Remove: Vicky Tam from Salary Advancement Subcommittee (SAC)

Remove: Sean Davis from Diversity, Equity, and Cultural Competency Committee (DEqCC)

Add: Jill Ventrone to Financial Aid Advisory Committee and the Awards and Scholarships Advisory Committee



ACADEMIC SENATE

Faculty Appointments to Statewide Committees and Liaison Roles for the 2021 – 2022 AY

ASCCC Committees

Rachel Hastings - Faculty Leadership Development Committee

Nadia Khan - Equity and Diversity Action Committee

Luke Lara - Educational Policies Committee

Alicia Lopez - Accreditation Committee

Other Statewide Committees/Workgroups

Jim Julius - IEPI Partner Resource Team; and Scaling Local POER Workgroup

Nadia Khan - AB 705 ESL Implementation Workforce/Committee

ASCCC Liaison Roles

Zulema Diaz - Legislative Liaison

Thao Ha - Guided Pathways Liaison

Jim Julius - OERI (Open Educational Resources Initiative) Liaison

Delores Loedel - CTE Liaison

Oswaldo Ramirez - Non-credit Liaison



AS President's Report on 9/1/21 – Luke Lara

Flex Week was a Success!

Thanks to all faculty who presented and participated in flex week. It was great to see and connect with colleagues as we busily prepared for the first week of classes.

Cultural Curriculum Collective

Congratulations to JahB Prescott, Nate Scharff, and Kris Coats for stepping up as facilitators and leads for the 2nd cohort of the Cultural Curriculum Collective. Thanks to Angela Senigaglia and Sean Davis for leading the first cohort and creating a strong foundation for JahB, Nate, and Kris to build upon. At All College Day I made the announcement that faculty (full-time and associate) interested in joining the 2nd cohort should fill out an [interest form](#) by September 10, 2021.

Legislative updates

The Faculty Association of California Community Colleges ([FACCC](#)) recently sent an email to FACCC members regarding legislative updates:

Thursday [8/26/21], the Senate Appropriations Committee met to review all of the Assembly bills sitting in [their suspense file](#). Among the bills considered were FACCC-sponsored [AB 1326 \(Arambula\)](#), which would require counties to designate a county liaison to work with higher education counselors, and FACCC-cosponsored [AB 375 \(Medina\)](#), which would increase the percentage of hours a part-time faculty can work from 67 percent to 80 - 85 percent of a full-time load. Both bills made it out of suspense and will head to the Senate floor for a vote.

The Campaign of College Opportunity's sponsored bill, [AB 928 \(Berman\)](#), also cleared the committee. AB 928 would establish an intersegmental transfer committee, push the CSU and UC to combine their transfer pathways into one, and, most concerning, would automatically place all students into an Associate Degree for Transfer (ADT) pathway where one exists for their major. [While the ADT touts being a "degree with a guarantee,"](#) the results of the program show otherwise. It guarantees entrance into a CSU, but not necessarily a local CSU. It does not help with transfer into UC, private, or out of state schools. Additionally, 43 percent of students transferring to a CSU don't have a degree at all.

This problematic bill is opposed by FACCC, the Academic Senate for California Community Colleges, the California Federation of Teachers, the California Community College Independents, the Chancellor's Office, the Community College League of California, the University of California, the Department of Finance, and others.

[Contact your legislators](#) and ask them to vote NO on AB 928 when it comes up for a floor vote.

FACCC is dedicated to representing faculty interests in state and federal government. The Academic Senate for California Community Colleges (ASCCC) works closely with FACCC. ASCCC positions on legislation can be found [here](#). While all faculty are members of ASCCC, there is a membership fee to join FACCC.

Progress Report on the AS Resolution on [Black Lives Matter and a Call to Action](#) (6-25-2020)

Under the third resolved are several action items. The following is a progress report:

BE IT FURTHER RESOLVED, that the MiraCosta College Academic Senate:	Progress Status
Commits to convening Black, Indigenous, and other faculty of color to learn about their lived experiences at MiraCosta College and identify issues of concern, areas of collaboration, and develop a plan of action;	<i>Delegated</i> ; DEqCC will review in 2021-2022
Supports Assembly Constitutional Amendment (ACA) number 5, which as of June 25, 2020, will be placed on the November 2020 ballot and if approved, would repeal Prop 209 and implement affirmative action plans in our hiring process.	<i>Complete</i> ; ACA 5 failed at the ballot on November 2020
Commits to working with the respective faculty bargaining units, advisory committees, and administration to review all aspects of faculty evaluation (including peer and student surveys and pre- and post- tenure) to address structural bias and discrimination within the institutional policies, practices, and processes;	<i>In Progress</i> ; DEqCC and TREC collaborated on this immediately. Changes so far include focus and training of TRC and PRC members (emphasizing faculty mentorship), updating student survey questions (student focus groups helped ensure questions were appropriate), and updating evaluation criteria. TREC also developed a candidate survey to gather quantitative and qualitative data to assess training, resources, and the evaluation process.
Calls on the administration to create a community review/oversight board to include predominantly Black, Indigenous, and other people of color community members from within and outside MiraCosta to regularly review police policies, procedures, and practices and make recommendations on recruitment, hiring, training, and discipline for campus police infractions;	<i>Complete</i> ; The Student Conduct and Police Advisory Committee was formed in September 2020.
Commits to reviewing policies and practices within its purview through a race-conscious and anti-racist lens, including planning processes, budget priorities, resource allocation request process, program review, and local degree and general education philosophies and criteria;	<i>In Progress</i> ; College Council is creating a Policy Review Schema that is anti-racist and DEI centered. To be completed in fall 2021.

<p>Commits to working with Courses and Programs, Academic Senate Subcommittee, to identify opportunities within our curriculum approval processes, curriculum related board policies and administrative procedures, and within our current courses and programs to acknowledge and address systemic racism across curriculum, to support faculty in the creation of new courses and programs which explore how systemic racism perpetuates racial injustices that impact society, and to help faculty enhance their curriculum to address topics of anti-blackness, racial bias, and the impact of historic and contemporary systemic racism in different vocations and fields of study;</p>	<p><i>On-going;</i> In collaboration with CPC and the TLC and the Office of Instruction, we launched the Cultural Curriculum Collective in September 2021 to support faculty in this area. This year, we are continuing with cohort 2. CPC and the AO also worked with SOC/Ethnic Studies faculty to create new designators and submit 4 preliminary courses for CSU consideration for Area F Ethnic Studies articulation.</p>
<p>Requests all Academic Senate led professional learning bodies and coordinators to collaborate, develop, and implement an action plan in conjunction with the requests and support of the Black Alliance to further enhance professional learning and programming around anti-racist education and practices within and outside the classroom;</p>	<p><i>On-going;</i> Beginning in summer 2020, there have been several flex activities including workshops, “classes”, conferences, academies, reading circles, and district events engaging community member around anti-racist education and practices. These themes continue during 2021-2022.</p>
<p>Calls on faculty across disciplines and content areas to make a commitment to identifying culturally relevant resources by updating their course outlines of record and by using teaching materials that are inclusive of all of our diverse learners to enrich instruction throughout the entire course and, if necessary, to engage in professional learning in order to do so;</p>	<p><i>On-going;</i> In collaboration with CPC and the TLC and the Office of Instruction, we launched the Cultural Curriculum Collective in September 2021 to support faculty in this area. In addition, updates were made to the MCC Online Class Quality Guidelines and Canvas Resources were created to provide culturally responsive and racially conscious considerations and examples for faculty to use when designing and developing their classes.</p>

Calls on the administration to address structural bias and discrimination on our campus with all faculty, classified professionals, and administrators by supporting and facilitating professional learning work related to anti-Black racism, racial injustice, race relations, equity-minded practices, cultural humility, and other challenging topics.	<i>On-going;</i> The administration has committed resources to supporting professional development across employee groups (e.g., Academic Impressions, Vision Resource Center, Book Reading).
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Progress Report on AY 2020-2021 AS Goals (adopted on 9-18-20)

On 9-18-20, the AS adopted four goals (1a, 1b, 2, and 3) and assigned a taskforce to each goal. The following is a status report on the work of each taskforce and the final report and recommendations.

Faculty Hiring and Retention Strategies (part-time and full-time)

Goal 1a: A taskforce in collaboration with other campus stakeholders, will conduct a holistic review of AP 7120.4 (Full-time faculty hiring), AP 7120.5 (Associate Faculty hiring), including the recruitment strategies, job announcement template, and hiring rubrics to make updated modifications to procedures and practices based on a DEI lens, taking into consideration the new Mission, Vision, and Values statements, by February 2021.

Status: The taskforce presented its report and recommendations on 4/2/21. “In particular, the taskforce looked into associate faculty hiring. They are recommending changes to AP 7120.5: Associate Faculty hiring to provide clarity and recommendations around being more transparent about what we are looking for in terms of an EEO and a diversity statement. The recommendation also directs the AS to collaborate with the office of instruction, human resources, and DEqCC” (Minutes from 4-02-21 meeting). The specific recommendations that were adopted on 4/16/21 are the following:

1. The AS president meet with VPHR to discuss proposed taskforce changes to AP 7120.5, prior to bringing to AS for full consideration, as this AP is one that requires mutual agreement between faculty and the district.
2. In collaboration with HR and Office of Instruction to implement by end of AY 2022- 2023:
 1. Develop a website similar to UCSC’s diversity website with our context, our definitions, and in alignment with our Mission, Vision, Values, and Commitment statements to create transparency in evaluation criteria ([link to draft](#)).
 2. Modify our Rubric for the EEO statement with more information, similar to UCSC’s diversity statement rubric ([link to draft](#)).
 3. Develop and require use of a rubric for questions that are being asked and responses that are being reviewed by search committees.
 4. Develop a guidebook for chairs and deans for associate faculty hiring ([link to draft](#)).
3. Recommend DEqCC or collaborative faculty/district taskforce develop resources to include on the candidate facing website listed in 2a.

All three recommendations are still being discussed and reviewed by HR. It is the goal of the AS president to bring AP 7120.5 to AS for full consideration during the 2021-2022 AY. It is also the goal to appoint the appropriate faculty to work with HR and Office of Instruction on developing resources listed in #2 and #3 during this AY.

Goal 1b: A taskforce in collaboration with other campus stakeholders, will conduct a holistic evaluation of the faculty (full-time and associate) onboarding process, and retention strategies, including experience of tenure process, through a DEI lens and provide recommendations by March 2021.

Status: The taskforce presented its report and recommendations on 5/7/21. “The taskforce presented their findings and recommendations for AS consideration. Pohlert explained the collaborative process of the taskforce and discussed the survey and its outcomes” (Minutes from 5-07-21 meeting). The following six recommendations were adopted on 5/21/21:

1. Recommend working with HR to establish a comprehensive and consistent onboarding process for Associate faculty, including the creation of a Canvas page for college wide onboarding.
2. Encourage each department to create a Canvas page as tool for communication and inclusion, to assist with last minute assignments, and to provide resources for equity work for new and continuing associate faculty.
3. Encourage departments to establish associate faculty recruitment practices that increase diversity in associate faculty pools.
4. Recommend review of Iodestar program and implementation of more rigorous criteria and expectations for participation as Iodestar mentor, including training.
5. Recommend working with Office of Instruction to review and revise the department chair handbook to add more robust and inclusive processes for department onboarding and department chair mentorship of new faculty.
6. Recommend working with PDP and DEqCC to provide professional learning opportunities for classroom management strategies in teaching controversial topics, managing microaggressions, etc. to include working with Dean of Student Affairs in reviewing student conduct policies to address challenges in this area.

The AS president will work with the other AS officers to present these recommendations to the appropriate leadership to begin discussion and follow through by the beginning of October 2021.

Antiracism education and Student Equity, especially in online environment (teaching and learning, credit and non-credit)

Goal 2: All members of the Academic Senate will fill out and sign and the following commitment statement by October 2, 2020:

As a member of the MiraCosta Academic Senate, I commit to anti-racist work at the college. I commit to removing barriers for disproportionately-impacted populations, engaging in continual learning, and holding myself accountable through my actions and behaviors for creating a just, equitable, and inclusive campus. By the end of Fall 2020, I will _____ as a step in my professional development in the work of antiracism at the college. I also commit to self-reflection and sharing my experience with a wider audience.

Status: The task force created a google form to capture digital signatures and responses to the antiracism commitment. “Academic Senate Vice President, Safaralian (for Lara) reported that 16 out of 17 members of the Academic Senate members made a commitment to anti-racism work by our deadline of October 2 for AS Goal #2, which asked Academic Senators to commit to an action step towards anti-racism work, many of whom indicated they would be reading the two books and participating in campus-wide discussions.” (Minutes from 10-02-20 meeting)

AB705

Goal 3: A taskforce will be formed to discuss the assessment of AB705 data, examine what is meant by both favorable and unfavorable outcomes, and to assess how AB705 related information, is communicated among instructional faculty, counseling faculty, and testing services to students, and make recommendations to the Academic Senate for AB705 compliance and improved communication among all stakeholders, by February 2021.

Status: The taskforce met several times with Dean of RPIE, Chris Tarman, to discuss concerns around data collection for AB705. The recommendation of the taskforce focused on communicating the need to carefully assess AB705 data during a pandemic versus pre-Covid-19. This report was made during the 4/16/21 meeting. It was more of a report than a recommendation, given that the taskforce already conveyed the message to the Dean of RPIE.



ACADEMIC SENATE

College Superintendent/President's Report – Academic Senate 09-03-21

- Second week of classes and enrollment remains steady at about 7% down in FTES from last fall.
- Bookstore is experiencing some staffing shortages and some back ordered books so please be a bit patient at this time. We are working with them. This is a good reminder for faculty to ensure that their book orders are placed on time so that we can accommodate logistics and supply chain issues in book ordering.
- Emergency grants will once again be available to students following census date. Please be sure to mention to those students who may have need through a CARE form.
- The first session of our Futures Academy begins on September 1 and about 60 MiraCostans (faculty, staff, admin, and students) are expected to participate.
- If you have suggestions for our college-wide book reading, please send your ideas to dei@miracosta.edu
- THANK YOU ALL for your tireless efforts to support our students!



ACADEMIC SENATE

Redesigning the Student Experience Report to Academic Senate, September 3, 2021

- ACP Success Leadership Team presented at All College Day with an incredible panel of ACP team members sharing their inspiration and the joy of ACP teamwork to support students.
- Guided Pathways leadership team presented to Student Success Division for colleagues who were not able to attend All College Day.
- Instructional Faculty Liaisons will be reaching out to colleagues to join in the professional development opportunities designed to support disproportionately impacted student populations in our classrooms.
- Our Guided Pathways work is in phase 2.0 so leadership team will be attending a fall and a spring GP Institute to share our work and to plan the next phase of implementing more transformational pieces.

2022 - 2023 Academic Calendar

June 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Summer school could begin on 6/6 so it ends on 7/29
 and impact for high school students

August 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15+1	16+1	16+1	16+1	15	15+1
82	16	17	17	15	
165	Instructional days				
10	Flex days				
1	All college				
176	Total				

Time Added Fridays-No time blocks
 Friday classes submitted as daily class attendance

January 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15+1	16+1	16+1	16+1	15+1	15
83	16	17	17	16	
					26th is half/half

Begin both semesters on Saturday to get the 16 Saturdays for labs
 Saturday classes could start on the 21st

The 17th has options but this is the only 4-day
 weekend option

Time Added Saturdays-No time blocks
 Saturday classes submitted as daily class attendance

OUTCOMES ASSESSMENT COMMITTEE HANDBOOK

Fall 2021



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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;

- regularly evaluate, discuss, and strive towards equitable achievement of Student Learning Outcomes (SLOs) and Core Competencies while identifying areas which need improvement, including possible areas where there may be different populations of students who are disproportionately impacted;
- assure students are aware of the overarching student learning outcomes, and can actively and intentionally pursue their acquisition;
- foster institution-level decision-making which is purposefully informed to support improved student learning and success.

The external accreditation requirement of learning outcomes is a response to imperatives pertaining to student success, and are best viewed as a tool for effective practice, as opposed to a mandate. So, there is more to be gained for our faculty, student services professionals, and our students than simply meeting accreditation requirements. Qualitative and quantitative feedback from students can assist faculty and student services professionals in determining if the learning outcome is realistic, attainable and relevant to the course, program, and even the college itself.

At MiraCosta, as required, we assess all courses instructional, learning support, and student support programs. We also assess the general education program as a whole, via assessment of the MiraCosta College Core Competencies. The Core Competencies inform our programs and Program Student Learning Outcomes (PSLOs), which in turn inform our courses and Course Student Learning Outcomes (CSLOs). Assessments related to the aligned outcomes can help to produce actionable data and maximize the student learning experience and the faculty teaching experience. Student Learning Outcomes (SLOs) inform not only our instruction and student services, but also institutional planning and resource allocation.

[Appendix A](#) contains a crosswalk which correlates accreditation standards to MiraCosta College requirements. Here, based on the accreditation standards, is an overview of key requirements which programs and the wider institution need to implement:

- OAC recommends ongoing assessment of each PSLO, CSLO, and Service Area Outcomes (SAO) a minimum of twice every six years. This aligns ongoing assessment to a cycle in common use in program review, curriculum review, and accreditation. A

dynamic SLO assessment process is necessary in order to promote student learning and success.

- It is beneficial to students for instructors and student services professionals to assess frequently during the 6-year calendar schedule in order to support continuous improvement of courses, programs, and services.
- The assessment process involves the following
 - an initial assessment (open the loop),
 - followed by dialog to identify areas of success and areas for improvement,
 - collaboratively develop and implement action plans (as appropriate), and
 - a follow-up assessment (closing the loop)

within the cycle to determine the success of the plan. Even if minimum achievement levels are met in your course, there is always room for innovation.

- Each program should have a 6-year assessment plan and track progress;
- Each assessment should be followed by dialog to “close the loop” on findings and to collaboratively develop and implement action plans (as appropriate).
- Assessment data and related information needs to be regularly reported into Campus Labs as each assessment is conducted during the cycle. Key findings, resultant actions, and their success should also be reported in program review.
 - Information provided in program review will be evaluated to inform institutional planning, and to fulfill public reporting requirements.
- Data needs to be collected so that the outcomes can be differentiated and evaluated by separate modality (e.g., on-ground vs. online).

- Assessment data needs to be disaggregated by sub-populations of students. This is already occurring in Core Competency assessment, and needs to be implemented for other spheres of assessment. Current systems in use by MiraCosta College as of Spring 2021 are being evaluated as to how data disaggregation can most readily be implemented at the course and program levels. As systems evolve, the OAC will inform and train constituents.
- Departments need to assure that current SLOs are in syllabi across all sections of courses, and that all new/revised CSLOs and PSLOs are submitted in the Portal to assure they are correctly reported in the Course Outlines of Record, and the College Catalog.
- SLO assessment needs to be embedded into the evaluation of student achievement and achievement of the SLOs should be central to student grades.
- Communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes need to be included across all programs, appropriate to the level.
 - Departments need to map from the Core Competencies to the course/learning support/service outcomes to identify gaps and facilitate interdisciplinary assessment.
- The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The general education program must include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. [This is also a Federal Eligibility Requirement, and is achieved through Core Competency and program-level assessment.]

- Defining student learning outcomes and expected levels of achievement needs to be a central component of the design of degrees.
- Accreditation standards dictate that the evaluation of faculty, academic administrators, and related personnel needs to address participation in continuous improvement (based on assessment data). This further highlights the need for the availability and meaningful use of assessment data for the improvement of teaching and learning.

CREATING EQUITABLE STUDENT LEARNING OUTCOMES

MiraCosta College is committed to an equitable and transparent process in the creation and development of learning outcomes and in the assessment of learning outcomes. The MiraCosta Mission statement, and Institutional Goal #1, address equity in a manner that directly involves assessment:

Mission Statement:

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

Institutional Goals Related to Outcomes

Goal I. *MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.*

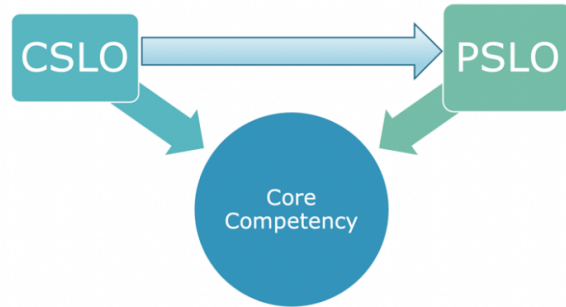
“At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education” (Montenegro & Jankowski, 2020, p. 9).

An intentional focus on equity in the outcomes and assessment process will foster confidence in students to succeed and increase retention of students, especially those students in disproportionately impacted and minoritized populations. The National Institute of Learning Outcomes and Assessment ([NILOA](#)) provides clear guidelines on effective ways to infuse equity in all areas of the assessment process:

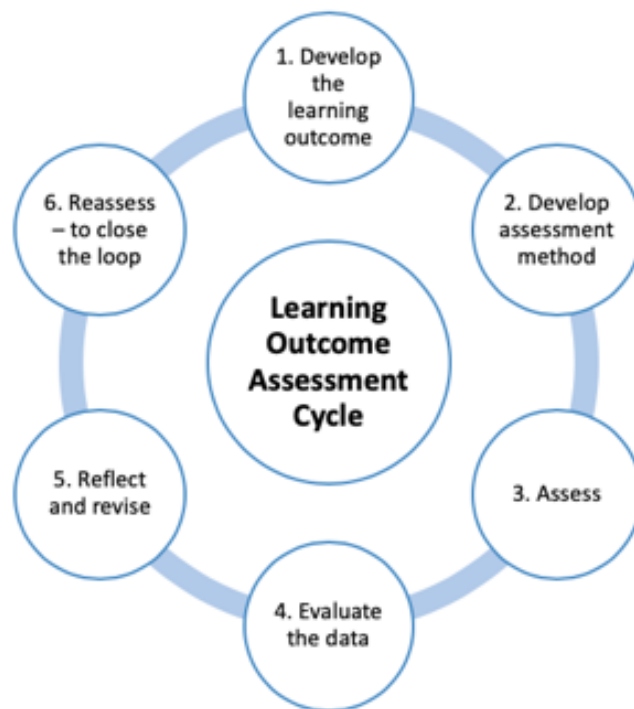
- 1. Check biases and ask reflective questions throughout the learning process to address assumptions and positions of privilege.*
- 2. Use multiple sources of evidence appropriate for the students being assessed and the assessment effort.*
- 3. Include student perspectives and take action based on perspectives.*
- 4. Increase transparency in assessment results and actions taken.*
- 5. Ensure collected data can be meaningfully disaggregated and interrogated.*
- 6. Make evidence -based changes that address issues of equity that are context-specific.*

THE ASSESSMENT CYCLE

To understand the value of learning outcomes for both faculty and students there is a need to understand the assessment cycle. An assessment cycle has three stages: to identify what we want students to learn and to plan a way of assessing that learning; have the students do something that will allow us to assess their learning; and, finally, to reflect on the results and use our conclusions to review and to revise our instruction, our use of resources, and even our course or program outcomes. This process is referred to as *Closing the Loop*.



**Develop--- Assess----Reflect---Review---Revise
REPEAT**



Assessment Cycle Step 1. Developing Student Learning Outcomes (SLOs)

Student learning outcomes (SLOs) identify the knowledge, skills, abilities, and attitudes that students will be able to demonstrate as a result of their engagement in a particular course, program, or collegiate experience. These student learning outcomes are the larger lessons that students take from their educational experiences at MiraCosta College and apply to their courses, their careers, and their lives.

Powerful outcomes are simple, non-complex statements that reflect what students will know, be able to do, or be able to demonstrate, *after they have completed* the course or program. ([See Appendix B: Bloom's Taxonomy](#)). As you are creating/modifying SLOs for your course or program, it is important to consider our minoritized student populations as appropriate, such as

- Black, Indigenous, and People of Color (BIPOC),
- Latinx and Chicanx,
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA+),
- returning, and
- justice impacted.

Consider the following three questions:

1. *What do you want students to learn as a result of taking this course?*
2. *How will you design your course so that students can achieve this learning?*
 - a. *What steps will you take to accomplish your objective?*
 - b. *What activities will you do?*
 - c. *How will students acquire the learning?*
 - d. *Under what conditions will the learning occur?*
3. *How will you measure your students' achievement of the outcome(s)?*
 - a. *What evidence will you have to demonstrate that learning has taken place?*
 - b. *What criteria will be used to evaluate your evidence?*
 - c. *Who will do the evaluation?*

Source: Helping Faculty Use Assessment Data to Provide More Equitable Learning Experiences March 2016 Mary-Ann Winkelmes

Also consider how to incorporate students' diverse lived experiences into your assessment of their learning.

Course Student Learning Outcomes (CSLOs)

These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the particular course objectives.

Tips for Developing Course Student Learning Outcomes (CSLOs):

- *Create a Specific, Measurable, Attainable, Realistic and Time bound (SMART) Learning Outcome*
- *Link the CSLO to a PSLO, a Core Competency or a discipline specific outcome*
- *Use active operational verbs that reflect what the student will be able to do at the end of the course-See Blooms Appendix A*
- *Develop a CSLO that is not the same as a Performance Objective in the course*
- *Do not include the assessment method in the Outcome statement*
- *Each course and program should have unique outcomes*
- *Consider the course level when selecting the level of BLOOM's taxonomy level -Does the student develop higher levels of thinking with each subsequent course?*
- *Honors CSLOs may be different from the non-Honors version CSLO;*
- *One to three CSLOs are required for each course*
- *One CSLO can be appropriate if it can be overarching to all Content areas; more than one is generally most appropriate when there is a lot of content, and the SLOs are overarching to subsets of Content areas.*

The Difference Between Course Performance Objective(s) and Course Student Learning Outcome(s)

Course performance objectives- are classroom focused, content specific, with a short time frame and describe small, discrete skills or

“nuts and bolts” that require basic thinking skills. They are subsets of outcomes related to the content sections of the course that can be used to demonstrate the mastery of an outcome. Objectives can be practiced and assessed individually but are only a portion of the overall learning or development of a skill.

Course Student Learning Outcome- Overarching Product, Higher level thinking Skill, Wide range of knowledge, Broad aspects of behavior; Students are asked to demonstrate, through production or application what they have learned.

Example A:

Corresponding Performance Objectives SOC 232, Critical Issues in Chicana and Latina Studies	Course Learning Outcome SOC 232, Critical Issues in Chicana and Latina Studies
2). Explain the rise of the concept of Chicana within the broader American Women's Movement (AWM) and modern feminist theory and social awareness. 3). Define patriarchy, colonization, power, and subjugation and recognize their presence in Spanish history, women's literature, and other arts	2. Evaluate how gender, class, sexuality, race, and ethnicity shape Chicanas and Latinas life experiences.

Align the CSLO with the Course Assessment, Program Outcomes and Core Competencies. Note: when developing a new course, use backward design. That is, create new CSLOs *from* the appropriate core competency(ies) and PSLO(s).

Core Competency- Personal and Social Responsibility: Intercultural competence and respect for diverse perspectives
PSLO- At the end of the program the student will be able to assess the impact of historical and cultural Chicano/x and Latinx experiences in the United States and examine how those influences shape the contemporary Chicano/x and Latinx experience.
CSLO- Evaluate how gender, class, sexuality, race, and ethnicity shape Chicanas and Latinas life experiences.
Assessment- To be determined

Example B:

Performance Objectives CSIT 123, Introduction to Data Analytics	Course Learning Outcome CSIT 123, Introduction to Data Analytics
1). Analyze data using spreadsheet Solver with multi-group clustering and optimization to determine the most selected (popular) product. 2). Train a data model to make predictions using data that has already been classified, such as searching through social media data to find popular topics. 3). Appraise data sets graphically using outlier data points versus related points to derive conclusions, such as best or worst performer amongst peer candidates.	1). At the conclusion of this course students will be able to employ data science techniques and methodologies to evaluate data.

Align the CSLO with the Course Assessment, Program Outcomes and Core Competencies.

Core Competency- Intellectual and Practical Skills Assessment: Inquiry, analysis and independent thinking.
PSLO- Upon completion of this program the student will be able to successfully perform the tasks associated with analysis, creation, evaluation, and maintenance of conducting business and e-commerce on the internet.
CSLO- At the conclusion of this course students will be able to employ data science techniques and methodologies to evaluate data.
Assessment- Using data that has classified as signal, create an artificial intelligence engine to make predictions of signal or noise, and apply to social media such as Twitter feeds, to automate the classification of new feed.

Program Student Learning Outcomes (PSLOs)

These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the *entire* program's curriculum. Learning outcomes should be framed in terms of the program instead of specific classes that the program offers.

Tips for Developing Program Learning Outcomes (PSLOs)

- Create a simple non-complex outcome that is specific, measurable, attainable, realistic and time bound SMART (see above); What a student **can do, know, or produce after completing all courses in the Program.**
- Use active verbs in the future tense-([See Blooms Appendix B](#))
- Develop a PSLO that is not the same as a CSLO for any course in the Program
- Keep in mind that lower-division programs can and should align with professional standards for the discipline; Focus on the relationship to the discipline.

Align the PLO's with CLO's within the Program or Discipline and with the Core Competencies ([See Appendix D-Core Competencies](#))

COMM 101, Public Speaking

Course Learning Outcome	Program Outcome	Core Competency
The student will be able to deliver an extemporaneous speech	Students will be able to deliver clear and effective messages	Intellectual and practical skills

[Sample Program Student Learning Outcomes](#) from various disciplines ([see Appendix D](#))

Languages and Literature:

Students will be able to locate, apply and cite effective secondary materials in their own texts.

Humanities and Fine Arts:

Students will be able to critique and analyze works of art and visual objects.

Physical and Biological Sciences:

Students will be able to apply techniques and instrumentation to solve problems.

Mathematics:

Students will be able to articulate the rules that govern a symbolic system.

Social Sciences:

Students will be able to evaluate theory and critique research within the discipline.

Business:

Students will be able to work in groups and be part of an effective team.

Assessment Cycle Step 2. Develop the Assessment Method

At MiraCosta College we encourage assessments that are linked to the course and program SLO(s). This can give the department and our institution actionable data which can be used to close the loop and inform program review. As you are creating assessments for your course or program, it is important to consider our minoritized student populations, such as

- Black, Indigenous, and People of Color (BIPOC),
- Latinx and Chicanx,
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual (LGBTQIA+),
- returning, and
- justice impacted.

Effective assessments begin with measurable SLOs:

<i>Not Measurable-Non-specific SLO</i>	<i>Measurable-Specific SLO</i>
Students will <i>know/understand</i> the elements of the periodic table. <i>As an overarching outcome- "know" is simplistic and hard to measure</i>	At the end of this course students will be able to analyze the periodic table to predict and explain chemical and physical properties of elements.
Students will be able to <i>think</i> critically about criminal justice issues. <i>How do we measure thought?</i>	At the end of this program students will be able to interpret and analyze major criminal justice issues.
Formulate a thesis-driven research project/essay analyzing the social, political, or cultural impact of films by exploring ideologies of race, class, gender, or sexual orientation, incorporating research of, at least 5 academic sources and analysis of at least 2 specific films. <i>Rambling-too many objectives</i>	At the end of the course the student will be able to analyze the social, political or cultural aspects of a film and assess its impact on society.
Students completing this program (certificate) will be prepared to pass the G1 ASE examination and will possess the knowledge and skills necessary for gainful employment as automotive or motorcycle maintenance and light repair technicians, lube techs, lot porters, parts counter salespersons, or entrepreneurs. <i>Rambling-too many objectives</i>	At the end of this program students will be prepared to pass the G1 ASE examination.

Designing Transparent and Equitable Assessments

Equitable assessments create a level playing field for opportunity in the classroom; students are given an equal opportunity to succeed through clear and transparent assessment design and instruction. Assessments that are transparent and equitable contain these features:

- *Purpose of assessment is clearly defined and related to skills/ knowledge that will be relevant beyond the course*
- *Task-How to do the assessment; steps to take, what to avoid*
- *Criteria - Students are given a rubric or checklist for success*

[Source](#)

(See [Appendix D](#) - Transparency Template from Wilkensman)

<i>Less Transparent Assessment</i> Criminal Justice 104	<i>More Transparent Assessment</i> Criminal Justice 104
<p>Students will work in groups of 2-3. Half of the class will be instructed to focus on state courts, and the other half will focus on federal courts. Students will have fifteen minutes to draw the general structure of their designated court systems. Within each level, students should make notes of the primary functions and/or the jurisdiction of the court at that particular level. We will come back as a group and discuss each group's illustrations and descriptions.</p> <p>Courts of General Jurisdiction Intermediate Appellate Courts US Supreme Court US District Courts Courts of Limited Jurisdiction US Circuit Court of Appeals State Supreme Court</p>	<p>Purpose: The purpose of this activity is to illustrate the structure and function of state and federal court systems.</p> <p>Task: Students will work in groups of 2-3. Half of the class will be instructed to focus on state courts, and the other half will focus on federal courts. Students will have fifteen minutes to draw the general structure of their designated court systems. Within each level, students should make notes of the primary functions and/or the jurisdiction of the court at that particular level. We will come back as a group and discuss each group's illustrations and descriptions.</p> <p>Criteria: Students will compare their illustration of the court structure and functions to the organizational chart that I present in class. Students must note corrections on their original diagrams. The diagram will be graded and returned to students in the next class.</p> <p>Courts of General Jurisdiction Intermediate Appellate Courts US Supreme Court US District Courts Courts of Limited Jurisdiction US Circuit Court of Appeals State Supreme Court</p>

Here is the link to [Example Assignments \(more and less transparent\)](#) by discipline.

Types of Assessment

Direct (always include one of this type)-Asks students to demonstrate learning. This type of assessment is usually used in course instruction/Instructional Division.

Indirect- Students are not asked to directly demonstrate what they have learned. This type of assessment does not provide direct information about what students are able to represent, produce or demonstrate as a result of completing the course or the program. Indirect assessments, such as surveys are an option but

should be used to *corroborate* data gathered through a direct assessment. Indirect assessment is typically used in Student Services assessment.

Always Include a Direct assessment!

(See [Appendix C](#) for Stanford Institutional Research and Design Support)

Choose methods that allow the assessment of both strengths and weaknesses of course and program-it is often helpful to use a method that relates to the Bloom's level of thinking selected for the Learning Outcome statement ([See Appendix A](#)).

Assessment Cycle Step 3. Assess

Capstone courses and portfolios are often the best method of direct assessment for CTE programs. However, when there is no capstone course, and when completers are in varying levels of their academic journey at MiraCosta, an *embedded* assessment that is aligned with the course learning outcome and the program outcome is an effective method to assess a course or program. Embedded assessments are tasks that are integrated into specific courses.

There are two types of assessments (timing): formative and summative.

Formative assessments provide students with feedback on their progress towards achieving a single outcome or a set of outcomes. Formative assessments can be related to specific Content areas of the Course Outline of Record (COR). These assessments may be smaller in scope as part of a scaffolded design, and are favored in research related to equitable assignments. [Source](#) (See [Appendix C](#) – TILT)

Summative assessments provide the instructor, the program, and the college information on student achievement of SLOs, PSLOs, and/or Core Competencies for evaluation and continuous improvement of student learning. Some examples of summative assessments are:

- *Portfolios*
- *Investigations/Case Studies*
- *Open ended questions*
- *Observation*
- *Journals*

Summative assessments, such as portfolios, can also serve as tangible documentation by students to demonstrate evidence of achievement of student learning outcomes to transfer institutions and/or prospective employers. As most community college programs do not have capstone courses and/or exit exams, portfolios are a great way to measure outcomes at all levels.

Embedded assessments are tasks that are integrated into specific courses. They usually involve classroom assessment techniques but are designed to collect specific information on course and program learning outcomes. These assessments are typically graded by course instructors and then pooled across sections to evaluate student learning at the program level. Embedded assessments are highly recommended. They are easy to develop and to administer and can be directly linked to the program's curriculum and learning outcomes.

[Source](#)

Use a rubric to effectively score the assessment

Disciplines are encouraged to [develop and use rubrics](#) to ensure transparent assessment. OAC suggests that a scoring rubric be developed for an assignment that links to a CSLO to provide transparency for students.

When should assessments be performed?

A dynamic SLO assessment process is necessary in order to promote student learning and success. It is good professional practice to assess more frequently than once during the 6-year calendar schedule that was originally established by the Academic Senate of MiraCosta College when the process began. This means that for all courses there would be an initial assessment (open the loop), an action plan to improve performance (if needed), and a follow-up assessment (closing the loop) within the cycle to determine the success of the plan.

Course: Required Minimum—6-year cycle

Program: Required Minimum—6-year cycle

As you consider when to assess within the required time frames, keep in mind:

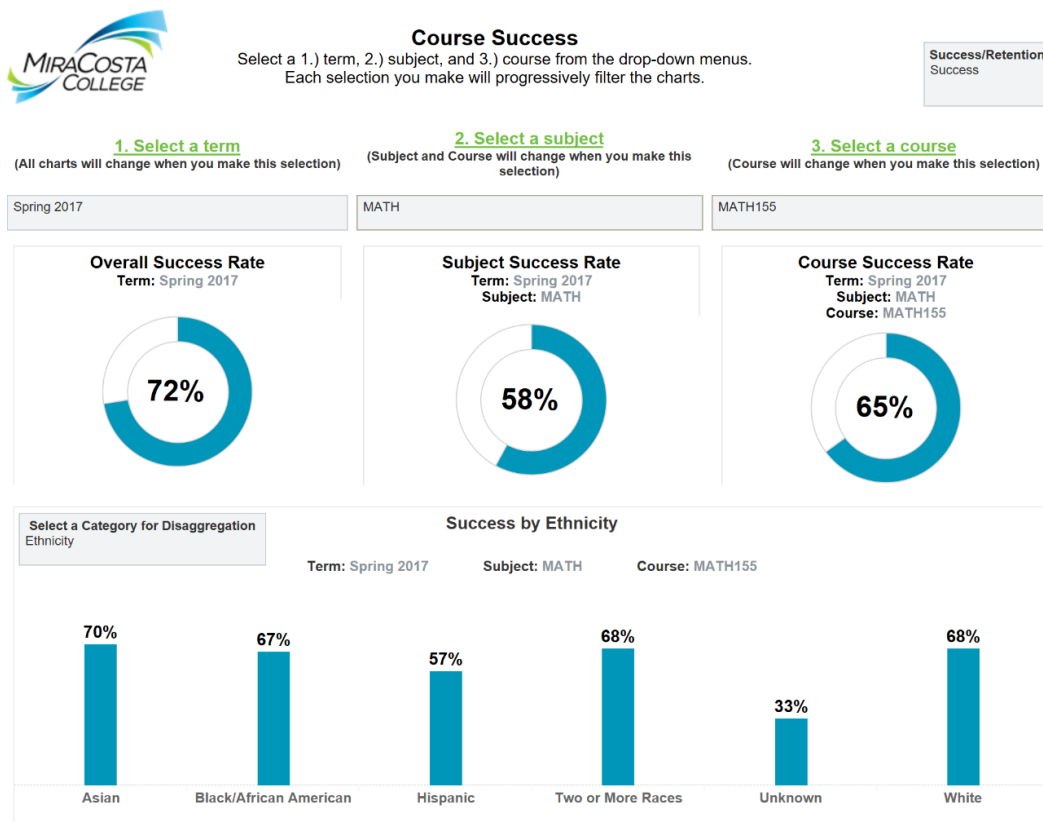
- Level of course-introductory, major, capstone
- Frequency of course being offered

- Opportunities to collect and analyze data as a faculty group

Assessment Cycle Step 4. Evaluate the Data

Data is evaluated within departments, and with key faculty and student services professionals involved with developing and teaching the CSLO. Disaggregation of the assessment data, when possible, allows for evaluation of potential gaps in student learning based on race, ethnicity, gender, sexual orientation, socioeconomic status, age, and other available data points. MCC's [data dashboard](#) is a great way to view disaggregated data. Below are four charts from Spring 2017 from the dashboard.

1. MCC's overall success rate
2. MCC's overall success rate in all math courses
3. MCC's overall success rate in MATH 155
4. MCC's success rate in MATH 155 with the data disaggregated by ethnicity. Please note that data can be disaggregated by gender, age, etc. as well.



You can see that though the overall success rate in MATH 155 during the spring of 2017 was 65%, our Hispanic students rate of success was quite a bit lower at 57%. This tool allows faculty to disaggregate by several factors to look at equity trends in the classroom. Note: when using the actual dashboard, the number of students shows up when you hover the cursor over each bar.

Try to identify causes for the successes or failures of each CSLO:

- *How many students met the desired achievement levels?*
 - *Achievement levels are set by discipline*
- *Were the students aware of the CSLO?*
- *Were the students able to practice a similar assessment?*
- *When was it given in the semester?*
- *Was there a rubric used to grade the assessment?*
- *Did results follow expected patterns?*
- *When examining disaggregated data, did you observe any disproportionately impacted groups based on race, ethnicity, gender, sexual orientation, socioeconomic status, age, and other available data points?*
 - *Did results indicate that groups of students succeeded at different levels?*
 - *Did the results for some groups of students indicate an opportunity gap?*

Input the data to Campus Labs ([See Appendix E](#)).

Assessment Cycle Step 5. Reflect and Revise

Develop an Action Plan!

Even if minimum achievement levels are met, unless 100% of the students attain proficiency, there is room for improvement. An action plan designed in collaboration with all faculty involved in the specific SLO(s), can be developed to target areas in which students were not successful.

Action plans may include:

- providing additional learning experiences (practice) for the students
- refining the curriculum
- revising the SLO and/or semantics of the SLO prompts in an assessment

They may also require additional resources, such as personnel, equipment, time and additional/different facilities. If budgetary resources are required to implement the action plan, then it may be necessary to request funding through the Program Review process.

Assessment Cycle Step 6. Reassess and Close the Loop

After all stages in the assessment cycle have been conducted by the department or student services unit, including a *reassessment* of the learning outcome-you have **Closed The Loop**.

The Assessment Cycle will begin again so that Continuous Improvement is always in process for courses, programs and support services.

MIRACOSTA CORE COMPETENCIES

[MiraCosta Core Competencies](#): The Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree, and through their exposure to various support and enrichment programs.

Core Competency Assessment Process

Assessments measuring these outcomes are different from other assessments in the course. These assessments are conducted to give us a greater understanding of how students are learning the broad reaching goals in our courses and programs. We use them to measure how we can *improve* student learning. Upon official adoption of the Core Competencies (CCs) in 2017, instructional departments were required to evaluate and map their course SLOs (CSLOs) to the competencies. Faculty were provided with a list of Core Competencies and their definitions/descriptions related to scoring rubrics that would be used and were developed through the Association of American Colleges & Universities (AACU). In fall semester, the Outcomes

Assessment Committee (OAC) drew up plans to pilot the assessment process. Assessment began in the spring of 2018, with two of the fifteen competencies being assessed each semester. Associate faculty and full-time faculty teaching mapped courses in the diverse areas of Plan A are contacted by OAC and asked to participate in the current assessment(s). Faculty meet to discuss the process, calibrate and be trained on the common use of the specific VALUE rubric (AACU reference) prior to each core competency assessment. There is a post meeting in which faculty feedback on the process is solicited so that the process continues to improve. The data is disaggregated and disseminated to the college community.

APPENDICES

APPENDIX A: ACCREDITATION STANDARDS CORRELATED WITH MIRACOSTA COLLEGE'S IMPLEMENTATION

ACCJC Accreditation Standard	MiraCosta College Implementation
1.B.1. "The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement."	This dialog occurs at the level of department meetings and the work of college-committees and institutional program review and planning processes. <u>Each year or semester, each department/program should collaboratively plan assessments and discuss assessment results and areas where improvement is needed.</u>
1.B.2. "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." (ER 11)	All programs, student and learning support services need to have defined outcomes, and need to assess on an ongoing basis.
1.B.4. "The institution uses assessment data and organizes	Reporting of data into Campus Labs, supports the ability to

its institutional processes to support student learning and student achievement."	incorporate it into program review and other institutional planning and evaluation processes. <u>Departments need to regularly report into Campus Labs each semester.</u>
1.B.5. "The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery."	Departments regularly participate in program review, and integrate their evaluation of disaggregated data into program review. As we return to on-ground teaching, instructional departments need to collect data in a way that the outcomes can be distinguished and compared by modality.
1.B.6. "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies."	Disaggregation of outcomes data is integrated into core competency assessment. OAC and RPIE are exploring tools to disaggregate within Canvas and Campus Labs, and will share these as they become available.
1.B.8. "The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities."	This is achieved through the reporting in program review, and the reporting of Core Competency assessment. This points to the need to continue to refine assessment practices so that they support the provision of meaningful and actionable data.
1.C.1 "The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning	Departments need to assure that current SLOs are in syllabi across all sections of courses.

outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors." (ER 20)	
1.C.3. "The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)."	This is achieved through posting Core Competency assessment reports, and the assessment reports from program review.
1.C.4. "The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes."	Achieved through posting of current PSLOs in the College Catalog.
2. "The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote	Again, this highlights the need for meaningful ongoing assessment; analysis of results; implementation of continuous improvement based on findings; and reporting out of activities.

intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution."	
2.A.2. "Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success."	Already addressed above.
2.A.3 "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline."	Already addressed above.
2.A.9. "The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies	SLO assessment needs to be embedded into the evaluation of student achievement and achievement of the SLOs should be central to student grades.

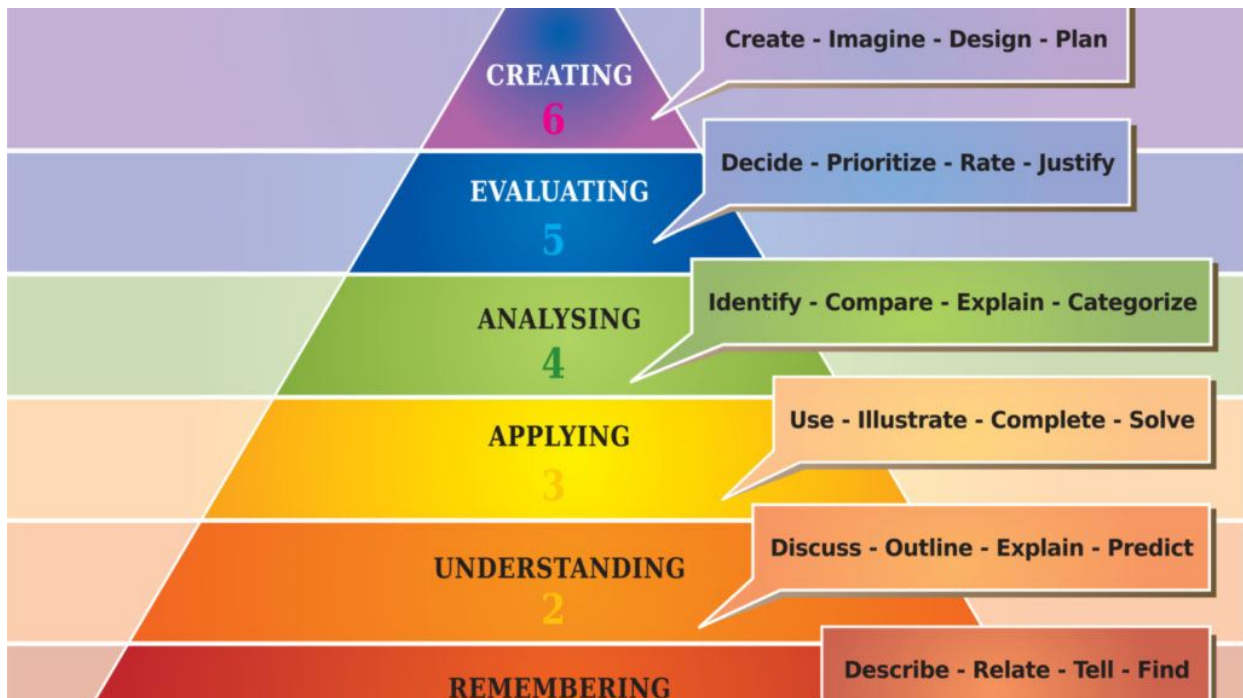
in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions." (ER 10)	
2.A.11. "The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	These are part of the Core Competencies, and need to be mapped across programs/courses to identify gaps and facilitate interdisciplinary assessment.
2.A.12. "The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences." (ER 12)	Same as above: These are part of the Core Competencies, and need to be mapped across programs/courses to identify gaps and facilitate interdisciplinary assessment. The knowledge across disciplines is addressed through program level assessments.

2.A.13. "All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study."	Defining student learning outcomes and expected levels of achievement needs to be central to the design of degrees.
2.A.16. "The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students."	This further highlights the need for ongoing instructional assessment and continuous improvement processes at the course and program level.
2.B.3. "The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement."	This further highlights the need for ongoing assessment and continuing improvement processes of the library and other learning support services.
2.C.2. "The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support	This further highlights the need for ongoing assessment and continuing improvement processes of student support services.

services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.”	
3.A.6. “The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.”	Assessment of faculty and academic administrators needs to address participation in continuous improvement based on assessment data. This highlights the need for the availability and meaningful use of assessment data.
4.C.8. “To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.”	This is addressed through sharing of achievement and assessment (e.g., Core Competency) data with the Board.

APPENDIX B: BLOOM’S TAXONOMY TO HELP DEVELOP THE LEARNING OUTCOME

As you create the SLO for a course or program, or choose to modify an existing LO, Bloom’s Taxonomy can be a very useful guide. Bloom’s classifies learning this way:



Remembering-Understanding-Applying-Analyzing-Evaluating-Creating
 Bloom's assessment can guide you in writing and revising outcomes, by identifying the simplest to the most difficult skills, and incorporating knowledge and cognitive processes to learn. Here is the [link to the Bloom's guide](https://www.clearhq.org/resources/2020%20AEC/Revised%20Blooms%20Taxonomy%20Action%20Verbs.pdf)
<https://www.clearhq.org/resources/2020%20AEC/Revised%20Blooms%20Taxonomy%20Action%20Verbs.pdf>

APPENDIX C: DEVELOPING RUBRICS

Assignment Charrette toolkit

National Institute for Learning Outcomes Assessment (2018, February). *The assignment charrette toolkit*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Provides examples from institutions on assignment modifications.

<https://www.learningoutcomesassessment.org/ourwork/assignment-charrette/#1549481918909-e3d089cb-5051>

<https://irds.stanford.edu/sites/g/files/sbiybj10071/f/rubrics.pdf>

Mapping to Core Competencies

When the learning outcomes are established and a new course is developed, the course SLO's are mapped to the MiraCosta Core

Competencies that align with the course SLO's. Competencies are measurable skills and abilities which demonstrate applied learning. The process of mapping is completed on the SLO form in the portal:

- *Review the Course Student Learning Outcomes*
- *Review the Core Competencies*
- *Determine which Core Competency is most closely aligned with the Learning Outcomes of the Course*

Keep in mind that most courses *will not align with every single Core Competency!* These are suggested mapping considerations:

- The level of the course within the discipline
- Prerequisites to the course
- The Bloom's level of the SLO
- The number of Student Learning Outcomes in the course
- The possibility that each Student Learning Outcome may realistically map to just one specific Core Competency

The Core Competency mapping process is important!

- Core Competency assessments are direct assessments that help the college evaluate the institution's progress of helping students progress toward the completion of an educational goal that includes completion of a general education program, a degree or transfer preparation.
- The Core Competencies are assessed annually by OAC
- Core Competency assessments are based on the mapping of courses

Faculty/departments are asked to participate in assessments based on which Core Competency is being assessed.

miracosta outcomes assessment - X New CSLO Form - MATH 63 - 1 - X

https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment/

EDIT

Submit Save Save As Close Print Preview

Current View: View 1

Views

For a given set of problems the student will demonstrate quantitative reasoning by developing a problem-solving strategy, performing appropriate analysis and computation, and critically assessing the meaning of the conclusion or outcome.

Core Competencies

Instructions: When creating a new SLO, the author is **required** to map it to one or more appropriate institutional **Core Competencies** (CC). This decision should be based on the course assignments that you use (or will use) to assess this SLO. Keep in mind that a SLO may map to more than one CC. So, please take a look at the definitions of the Core Competencies as you proceed in your selection.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

- ☐ Intellectual and Practical Skills: Inquiry, analysis and independent thinking
- ☒ Intellectual and Practical Skills: Critical Thinking
- ☐ Intellectual and Practical Skills: Creative Thinking
- ☐ Intellectual and Practical Skills: Quantitative Literacy
- ☐ Intellectual and Practical Skills: Problem Solving
- ☐ Intellectual and Practical Skills: Information Literacy
- ☐ Intellectual and Practical Skills: Written communication skills
- ☐ Intellectual and Practical Skills: Oral communication skills

Expected Level of Achievement/Baseline (must be meaningful, e.g. 65% of the students assessed will score 70% or above on a graded rubric; etc.):

70% of the students assessed will score a 60% or above on graded assessment.

The following will be stages in the routing process that will take place once you submit this form:

- Stage 1: Faculty Member
- Stage 2: Department Chair (and SLO Lead notification)
- Stage 3: CoAC
- Stage 4: Final (Partlow)

Submit Form

APPENDIX D: ASSESSMENT DESIGN SUPPORT

[Bloom's Taxonomy Question Stems](#)

[Chancellor's Office Equity statement link](#)

[MCC Core Competencies](#)

[Sample Student Learning Outcomes](#)

[Stanford Assessment Tools](#)

<https://irds.stanford.edu/assessment/assessment-tools>

[Template for Transparent Assessment\(s\)](#)

<https://tilthighered.com/>

<https://www.learningoutcomesassessment.org/>

Montenegro, E., & Jankowski, N. A. (2020, January). *A new decade for assessment: Embedding equity into assessment praxis* (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Just a TAD – Transparent Assignment Design, *Laurel Willingham-McLain*, Director, Center for Teaching Excellence, Duquesne University

APPENDIX E: INTERNAL PROCESSES

SLO Forms: Curricunet and the Portal

Learning outcomes for new courses and programs are submitted via the [Portal](#) and [Curricunet](#). Student Learning Outcome modifications and deletions are submitted by faculty to the portal only.

New CSLO or PSLO

For a new course or program, the faculty author inputs the SLOs into Curricunet, before the course is launched to Stage 2. The tab, Student Learning Outcomes, at the left-hand margin will be available to faculty authors.

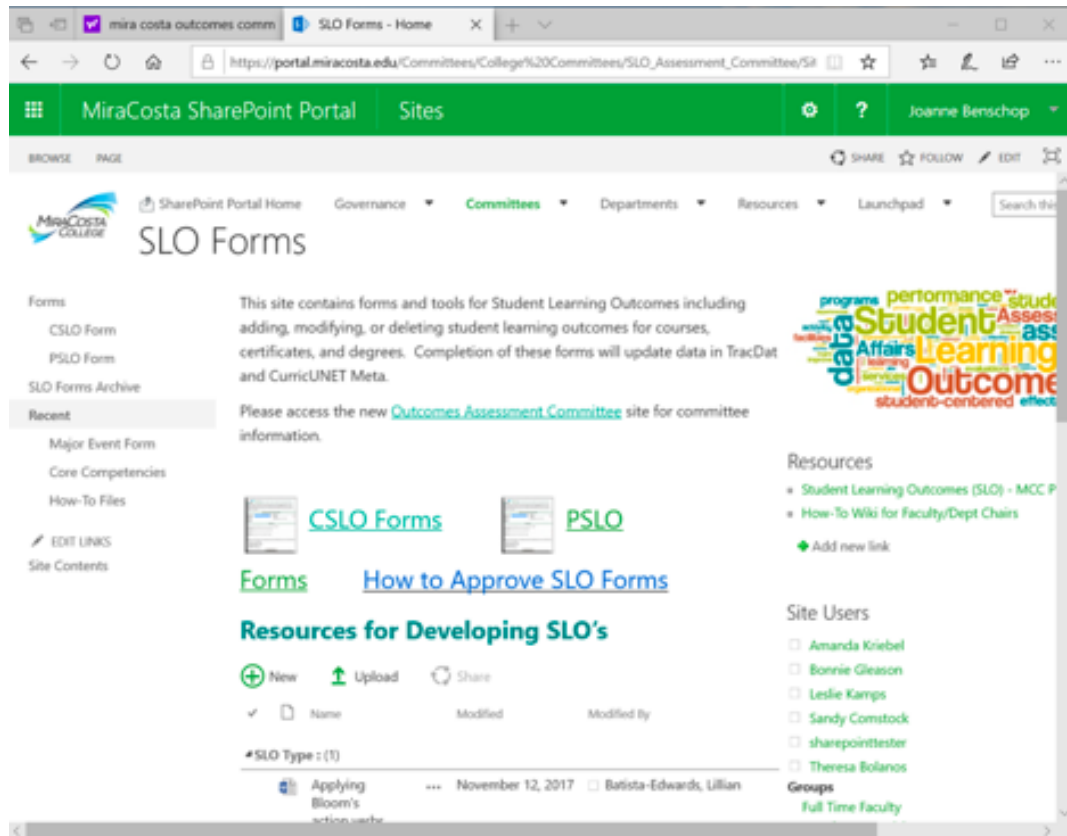
The screenshot shows a web browser window with the Curricunet application. The address bar shows the URL: <https://miracosta.ccurrinet.com/Form/Course/Index/5743>. The page title is "ACCT 158 - Business Mathematics". The status is "CURRENT". The page has a sidebar on the left with a menu containing: Methods of Evaluation, Required Instructional Materials, Enrollments, Registration, Request/Limitations, Library, Student Learning Outcomes (selected), Distance Ed (Form A), Honors, General Education/Transfer, Course Proposal, Articulation, and Codes/Dates. The main content area is titled "Student Learning Outcomes" and includes a "Curricunet Help" link. It contains a list of instructions: 1. A minimum of one (1) SLO is required. 2. SLOs can be added, modified or deleted by going to the [Portal](#). 3. A form must be submitted while the course proposal is in the faculty author's stage. Faculty authors can enter SLOs for new courses on this page, but must still submit a form via the [Portal](#). 4. SLO modifications or deletions will be updated by the Instructional Technical Support Specialist or the SLO Coordinator after the SLO Coordinator approves the form in the [Portal](#). 5. Provide the SLO form submission date: . There is a checkbox for "Confirmed by Technical Review" which is unchecked. Below this is a section titled "Outcomes" with a "Show Details" link and an "Add Item" button. A single SLO is listed: "SLO 1" with the outcome: "Utilize whole numbers, fractions, decimals, algebraic expressions and percentages to solve applicable business problems." The footer of the page states "Fields marked with * are required".

Once SLOs are in Curricunet, faculty author completes the New Course SLO (CSLO) or Program SLO (PSLO) form on the portal by linking to the Portal from the top of the Student Learning Outcome page.

To access the SLO forms in the portal, follow the Portal Links in this order:

1. Committees
2. College Committees
3. SLO Forms

You have now arrived at the Forms page:



Open the appropriate Form (CSLO or PSLO)

https://portal.miracosta.edu/Committees/College%20Committees/SLO_Assessment_Committee/Solutions/CSLO%20Forms.aspx

CSLO for New Course / CSLO Modification for existing Course / CSLO Deletion (for archiving a CSLO that is no longer evaluated).



PSLO for New Program / PSLO Modification for existing Program /
PSLO Deletion (for archiving a PSLO that is no longer evaluated)



Steps to Completing New CSLO or PSLO Form:

1. Complete Department and Course Information
2. Complete the SLO Information
 - a. Designate the SLO Number
 - b. One form completed per SLO
 - c. Begin the SLO statement with: "The student will be able to"
3. Map the SLO to the Core Competency
 - a. Determine which higher-level skills or knowledge attained matches those obtained in the course or program
 - b. MiraCosta Core Competencies link:
https://portal.miracosta.edu/Governance/Committees/Outcomes_Assessment_Committee/Shared%20Documents/Working%20Definitions%20of%20MCC%20Core%20Competencies.pdf
4. Complete the Expected Baseline of Achievement
 - a. Determine the expected passing score of the assessment
 - b. Determine the percentage of assessed students that will meet or exceed that score

Modification or Deletions of Existing Student Learning Outcomes for Courses or Programs

To access the SLO forms in the portal, follow the Portal Links in this order:

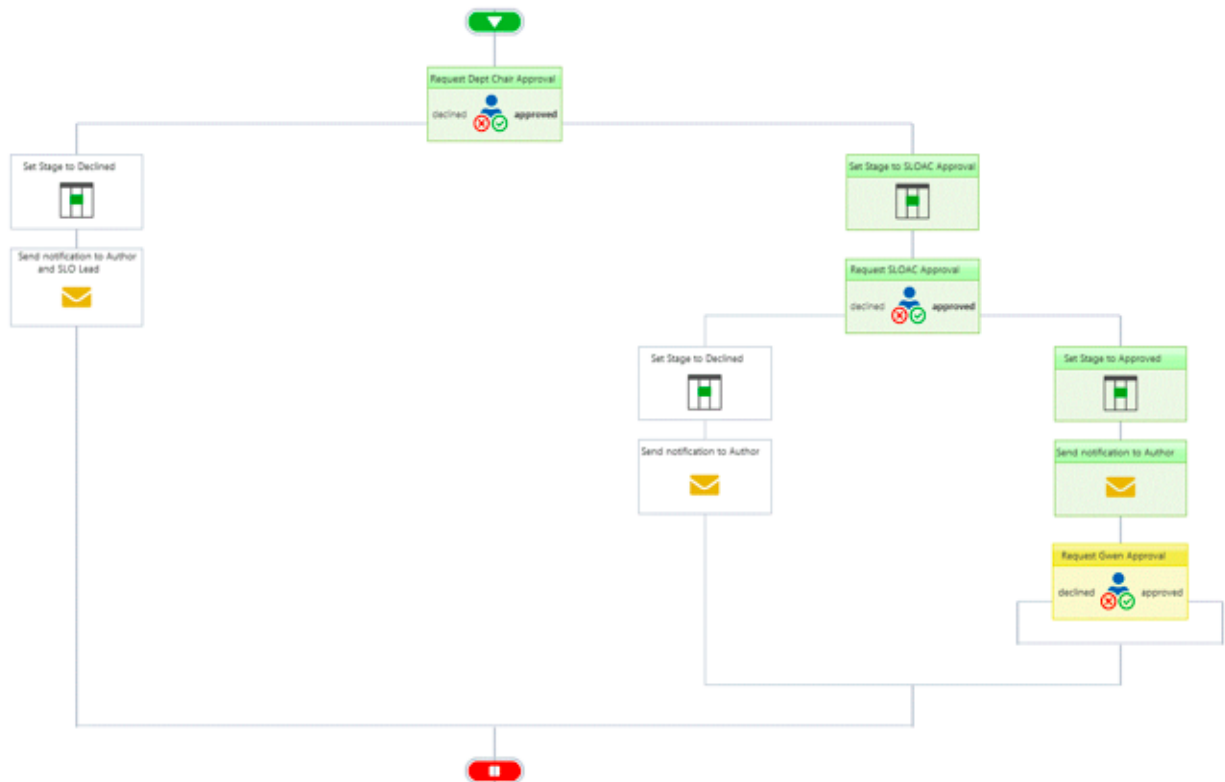
1. Committees
2. College Committees
3. SLO Forms

Used for any of the following:

- *Replace an existing SLO with a new one*
- *Modify the assessment method of an existing SLO*

- *Modify the expected minimum achievement level*
- *Any combination of the above three items*
- *Delete a SLO*

Online Work-Flow of Approval



New Course or Program

The faculty author inputs the SLOs into Curricunet, before the course is launched to Stage 2.

Once SLOs are in Curricunet, faculty author completes the New Course SLO (CSLO) or Program SLO (PSLO) form on the portal

Approval Process for Learning Outcomes

Submitting a SLO for a New Course or Program

1. Faculty author inputs the new LO in Curricunet and then completes the LO form on the Portal (linked from Curricunet to the Portal login?)
2. Department Chair or SLO Lead will receive notice of SLO or PSLO needing approval in their e-mail
3. Department Chair or SLO Lead will review, possibly consult with faculty and approve
4. SLO Coordinator approves or consults with the faculty to suggest modifications
5. If modifications are made, the SLO Coordinator will revise the form, and approve; approval notice sent to faculty by e-mail
6. Instructional Specialist verifies that SLO is also in Curricunet before CPC meeting.

7. [RPIE enters the SLO into Campus Labs Outcomes platform]

Submitting a Modification to an Existing Course or Program

1. Complete the modify CSLO or PSLO form on the portal
2. Modification reviewed by the Department Chair/SLO Lead then the SLO Coordinator
3. SLO Coordinator approves or consults with the faculty to suggest modifications
4. If modifications are made, the SLO Coordinator will revise the form, and then forward to the Instructional Specialist
5. Instructional Specialist makes the change in Curricunet
6. [RPIE makes the change in Campus Labs]

Note that a modification to a CSLO may take effect the following semester after approval. A modification to a PSLO may only take effect once per year and must be approved prior to the college catalog deadline.

Campus Labs

Here is the [instruction manual for inputting data into Campus Labs](#)

APPENDIX E: DEFINITIONS AND ACRONYMS

Course Student Learning Outcomes (CSLO's): Overarching Product, Higher level thinking Skill, Wide range of knowledge, Broad aspects of behavior; Students are asked to demonstrate, through production or application what they have learned. The performance objective differs from the CLO, because the performance objective is directly related to a specific Content area of the outline.

Program Student Learning Outcomes (PSLOs): These outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. Learning outcomes should be framed in terms of the program instead of specific classes that the program offers.

MiraCosta College Core Competencies (General Education Outcomes): The Core Competencies describe the broad general education learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC

general education) or a degree, and through their exposure to different support and enrichment programs and services. Courses and programs map/align to these larger outcomes, and students gain exposure to some, but not necessarily all of them, from educational experiences that don't encompass completion of a degree or transfer pattern.

ACCJC: Accrediting Commission for Community and Junior Colleges

COR: Course Outline of Record

NILOA: National Institute of Learning Outcomes and Assessment

SAOs: Service Area Outcomes

TILT: Transparency In Learning and Teaching