

PSLOs Program Review – REFLECT – 2016-17

Program	PSLO	Program Outcomes Analysis	Program Inst Outcomes Analysis
Academic Information Services		Not applicable for AIS.	
Academic Proctoring Center		<p>The most appropriate student learning outcome for the Academic Proctoring Center is defined by students' ability to demonstrate ethical behavior through adherence to college, state and federal legal and ethical requirements. Students will meet this outcome by practicing academic honesty. The staff will discuss academic honesty with each student prior to starting an exam. In addition, communication regarding the Student Code of Conduct will be shared with students and instructors using APC services. Through proctor observations, digital video recording and use of NetOp security software, data will be collected to determine if an incident report of academic dishonesty needs to be documented. The program will strive to lower these incidents through education and information provided to the students. This SLO connects with the division goal of students recognizing their skills and abilities, which connects to the ISLO of Professional and Ethical Behavior.</p>	
Academic Senate Council		<p>There are currently no explicit learning outcomes for AS. Annual goals are drafted to ensure the responsiveness of the academic senate to the institutional needs related to academic and professional matters.</p>	
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Accounting		<p>The Accounting program has actively worked to report and update its SLOs at all levels of program activity. These SLOs are examined regularly for relevance with respect to the current environment(s) in which these courses operate. In fact, SLO's for all ACCT courses were re-written last year so that they are more meaningful (for instructors and students) and to reflect input from our advisory board and business community members. The assessment model was also updated to facilitate measurement and capture of meaningful data. All courses that are part of the program must have their SLOs listed in the syllabus, and each course has a unique SLO assessment. Of course, there is an effort towards continuous improvement so that the assessments are valuable learning experiences for the students, easy to administer by our faculty and that they provide relevant, meaningful data.</p>	<p>As a result of changes to the PSLO, the initial evaluations will occur this semester (Fall 2016).</p>
Administration of Justice		<p>All Course SLOs have been assessed consistent with the SLO cycle and have generally met or exceeded expectations. The latest Assessments from spring 2016 will be documented in TracDat this semester. In those areas where deficiencies were noted, appropriate corrective action has been taken. Each semester, instructors are requested to submit their syllabi to the Department, at which time all submitted ADM syllabi are reviewed to ensure that SLOs have been incorporated into the syllabi. In addition, PSLOs have been established and subsequently modified for the ADM certificate and both current ADM related degrees. Our initial assessment of PSLOs based on an overall assessment of all CSLOs indicated that we are operating at a satisfactory level, but that a more robust assessment tool must be developed that involve students who have moved on into a law enforcement related career or have attended/graduated from 4 year institutions.</p>	

Admissions and
Records

Students will learn to utilize technology to accurately and successfully apply to MiraCosta College.

SERVICE ASSESSED - Through the use of an on-line survey which is linked to the end of the CCCApply on-line application we assessed student satisfaction with the on-line application system currently used by MiraCosta College. Last year was the first year of assessing the new CCCApply application format so it will be interesting to see if much has changed in terms of the student experience (we are able to compare apples to apples this year!). We have also added a new SAO to this study which involves a more detailed summary of the student comments along with a follow-up of suggestions to the CCCApply Steering committee to recommend changes.

ASSESSMENT TOOL - An optional survey instrument is available at the end of the CCCApply On-line application that consists of two questions and an open ended question for general feedback.

The first question is: "Rate your experience with this application", and is graded on a five point Likert scale (Very Satisfied, Satisfied, Neutral, Dissatisfied, and Very Dissatisfied).

The second question is "Would you recommend this application to a friend?" and is a yes or no question. Finally, students are also able to submit any comments they have in a comments field. All of the comments are grouped by category (if there are multiple responses that are similar) and summarized. Those comments which provide specific suggestions for improving the application processed are summarized with recommendations at the end of this report and are forwarded to the CCCApply Steering Committee.

ASSESSMENT RESULTS - Using the data collected from the most recent cycle (Fall 2015, Spring 2016 and Summer 2016) we can compare the data to the last cycle. Although the time periods are not identical the questions were the same and the application was roughly the same as well. This cycle we are looking at the entire 15-16 application year so we have a greater number of applications overall. The satisfaction rates from the previous cycle are fairly similar to the current cycle however there was a slight increase in the satisfaction rate overall. We continue to show very high satisfaction rates (85.79% were either satisfied or very satisfied) compared to last years satisfaction rate(84.4%). We also saw a slight decrease in the percentage of students who said they were 'dissatisfied' or 'very dissatisfied' (from 1.98% to 1.43%). Although the CCCApplication is managed now out of the Chancellor's Office for the California Community Colleges there are steps that we can take at MiraCosta to improve the ease of use for the Online Application.

Adult High School	Adult High School	<p>In reflecting on our CSLO, PSLO, and ISLO processes, we feel that as a department, we continue to work hard to ensure that timelines are met and that regular dialogue is occurring between both FT and PT faculty. This dialogue will be positively impacted with the addition of the new FT faculty member in AHS Eng. Annual data has been entered into TracDat for all CLSOs for SY15/16 and a plan for measuring PSLOs in our program is being piloted this fall, 2016.</p> <p>Course level outcomes assessment and inclusion in class materials in all AHS courses occurs every time a course is taught. Participation in course level outcome assessment by both full time faculty and associates is consistently 100% and in coordination with our faculty secretary, we regularly compile the results in charts that provide materials for discipline discussions as well as the results we need to enter information into the colleges data management systems. Some updates to CSLOs were made in Math, Social Science and Eng in response to SLO assessment data from SY 13/14. SLO revisions in these disciplines were prompted by previous SLO results, changes in curriculum, and the desire to place a stronger emphasis on technology literacy in our program.</p> <p>In PR 14/15, we identified the need to roll out PSLO assessments in the AHS. We revised the PSLOs in SY 14/15, increased student awareness of them by posting signs in classrooms and around campus and by adding them to our program website in SY 15/16, and we will pilot an assessment cycle in SY 16/17. In two separate faculty meetings, and in an effort to include both FT and PT faculty in the process, we were able to preliminarily correlate all AHS courses to one of 4 PSLOs. Online surveys will be used, results will be sent to the faculty secretary and in coordination with the department chair, results will be downloaded and brought to the Spring faculty meetings(s) to discuss.</p> <p>At this time, we do not assess institutional learning outcomes in the AHS. Our program level learning outcomes are highly informed by the ILOs and our program's mission of preparing noncredit students for either higher education or the workforce. Our expectations for AHS graduates are not that they will achieve all MCC institutional outcomes while enrolled in the AHS, but rather that they are prepared to achieve the ILOs upon transition.</p>	We are piloting a PSLO assessment in Fall 2016.
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Anthropology

Liberal Arts (All Areas) AA

During Spring Flex Week 2016, all of the Anthropology faculty got together to talk about teaching and learning and the assessment of CSLO's. It was an exciting and dynamic session! It provided a critical opportunity to provide orientation to several new associates, and it was the first time since 2008 that the entire group could come together to discuss best practices in assessment. Twelve faculty members were present for the three-hour session that included full-group presentations and small-group discussion of issues relevant to specific courses. Since that time, associate participation in the assessment process has improved dramatically, including both the quantity and the quality of the data. The program hopes to have similar meetings in years ahead (indeed, some of the associates asked about it recently, and new associates need to be brought into the loop). Additional meetings would allow us to reconsider the strength of our CSLO's and how to achieve and demonstrate the continuous improvement so important to this college and to the success of our students.

For many years, the program in Anthropology has sought to assess and evaluate all CSLO's for all courses in every Fall and Spring semester. Data are consistently entered into TracDat and discussed in Program Review. Furthermore, CSLO's (following college expectations) are listed in every syllabus and faculty are encouraged to discuss not only CSLO's but also ILO's with all of their classes so that students can appreciate the "big picture" of their educational experience.

To date, no specific action plans have been developed based upon CSLO data. However, given the possibility of annual Flex-supported meetings that draw in a high proportion of associate faculty, it is likely that frequent discussions of data will lead to genuine pathways to improvement.

The program in Anthropology contributes to the AA in Liberal Arts. Courses in Anthropology address both the natural / biological sciences and the social sciences. In terms of PSLO's, Anthropology CSLO's tend to map to success in Critical Thinking and Effective Communication. In general, Anthropology CSLO's demonstrate adequate student learning with success rates running 72-96% for the 2015-2016 year. Success rates for Biological Anthropology tend to run a little lower than those for Cultural Anthropology, which may be predictable for a hard science course. However, this trend demonstrates the continuing need for tutoring and supplemental instruction (SI) in these critical areas. Past plans have requested support for SI but have not been funded. However, the program continues to work closely with TASC and the Writing Center to maximize assistance and thereby student success.

<p>Art</p> <p>Digital Photography AA</p> <p>Digital Photography COA</p> <p>Studio Arts for Transfer AA</p>	<p>As a department, we have continued to monitor our Student Learning Outcomes to maintain a high level of teaching standards amongst our classes. SLO and PSLO assessment results drive our department's decision making on curriculum development, course planning, and in our requests for new full time faculty.</p> <p>In Spring 2016, we decided to assess a number of our courses to ensure they were all on the same assessment timeline. We assessed Art 100, 157, 201, 202, 203, 204, 206, 211, 212, 213, 214, 217, 218, 224, 244, 258, 259, 260, 260H, 270, and 295; that data is now available in TracDat. All courses have met or exceeded our SLO standards and we continue to make adjustments to our curriculum based on the data collected. These adjustments include our offerings of intermediate and advanced level classes to allow students to progress in their studio art skill sets. We have also proposed more advanced and semi-professional classes that are currently in curriculum review. As we begin to teach these new courses, we will investigate the data from those classes to determine the longitudinal affects of lower level classes.</p> <p>As a department we are constantly monitoring our collection systems to make best use of the data. We have developed an SLO assessment plan that will allow us to track and isolate disaggregated data sets. For instance, we plan to assess the SLOs for courses that we offer on-ground and online to determine if there is any difference in student outcome achievement in these two modalities. We will continue these targeted plans to help up develop and expand our course offerings.</p> <p>Part time and full time instructors in the Art department participate in assessment and data collection. PSLOs for our two programs - one for Studio Art and the other for a Certificate and AA in Digital Photography - are also currently being monitored and have met and exceeded our standards. We will also assess the PSLOs for our new Certificate of Achievement in Museum Studies, which is available beginning this 2016-2017 academic year. The Art Department has also actively participated in the college wide discussions of CSLOs, PSLOs , and ISLOs. At our Fall 2016 full department meeting, we discussed our strategies for SLO assessment. As we develop top level courses, we will investigate new CLSO assessments.</p> <p>SLO assessments have been used to help determine the efficacy of new curriculum. For example, when Art 270 – History and Theory of Museum and Gallery Exhibition was introduced in Fall 2014, the course SLOs were assessed to be certain that students were learning the material as stated on the Course Outline. These findings are reflected overall in the department's data. The Art department has a student success rate of 76%, higher than both the College (70%) and Statewide (72%) averages. This percentage has remained above both the College and State norms for four academic years. The success rate mirrors our SLO assessments in suggesting that our SLOs align well with the curriculum that we teach; thus we have not found the need to adjust either our SLOs or our curriculum due to SLO assessments.</p> <p>In this program review we are requesting one new full time instructor of Drawing. This new faculty members would be able to assist in the development and assessment of SLOs for our courses and programs. Additionally, this growth position would help the department maintain</p>	<p>As a department, we assessed the program level SLOs for all of our certificates and degrees again during Spring 2016, using a course mapped assessment method. We found that our course SLOs aligned well with our PSLOs. We also assessed the CSLOs of all of our classes to ensure that our CSLOs continue to align with and feed into our PSLOs.</p> <p>As a department, we assessed the program level SLOs for all of our certificates and degrees again during Spring 2016, using a course mapped assessment method. We found that our course SLOs aligned well with our PSLOs. We also assessed the CSLOs of all of our classes to ensure that our CSLOs continue to align with and feed into our PSLOs.</p> <p>As a department, we assessed the program level SLOs for all of our certificates and degrees again during Spring 2016, using a course mapped assessment method. We found that our course SLOs aligned well with our PSLOs. We also assessed the CSLOs of all of our classes to ensure that our CSLOs continue to align with and feed into our PSLOs.</p>
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and improve its levels of student success and retention. 65% of the Art department's FTEF are associate faculty. Research has shown that full time instructors help to increase student success. With the addition of a new full time faculty member, we would expect that our SLO assessments would continue according to our plan, but would also reflect the expected increase in student success.

Astronomy

Three courses have three SLOs each; one course has four. ASTR 101, 101L, and 120 SLOs are being considered for updates based on closed loops. Progress is slow since there is only one full-time faculty member, no reassigned time consideration for administration and coordination duties of any kind, and no funds to compensate associate faculty who might otherwise wish to participate meaningfully beyond simply collecting data.

There are no degrees or certificates = no PSLOs.

Astronomy plans a comprehensive reexamination of all CSLOs and assessment instruments to facilitate consistency in evaluation as well as more meaningful and relevant alignments with course-level objectives, GELOs, and ILOs but progress is hampered by the workload for a single-faculty discipline in a multi-discipline department with no reassigned time for administration and coordination duties.

Athletics and
Intramurals

The athletic department has SLO's for classes offered and department SLO's that address academic success and decorum. The outcomes have been assessed and evaluated and adjustments to course objectives have been implemented.

Automotive Technology	Automotive Technology AA and COA Automotive Electronics, Computers, and Emissions and/or HVAC COA	<p>****We actively utilize student learning outcomes to adjust and modify pedagogy, course areas of emphasis, pre and co requisites, and to ensure our students are exposed to state of the industry tools, equipment, and procedures. As a result of assessments results related to service data retrieval in Auto 100, we submitted a plan form requesting natural gas conversion kits for the small engines. They were approved by BPC last year and used for instruction Summer 16. This greatly enhanced the CNG section of our Hybrid Alternative Fuels class. We are reliant on annual subscriptions from Toyota for the Prius Hybrid Vehicle diagnostics access. We received a Perkins grant this past year for one annual subscription, with 50 students per year enrolled in Auto 200 it will be necessary to increase the number of subscriptions and the ongoing dollar amount to purchase them. In the last assessment cycle assessments for auto 161 were improved in the one area that was a bit subpar. Our request for an additional on car brake lathe was approved, purchased and immediately put to use last spring. Since we have implemented it's use in both day and evening brakes classes, it has afforded twice the amount of students hands on experience and lab observations show significant student performance and comprehension on this critical equipment.</p> <p>Our first PSLO assessment in 13/14 garnered successful results, but was on the cusp. In 14/15 we ran another PSLO Assessment on our Certificate of Achievements and AA degree, and realized below expected results. Our minimum goal was at least 70 % of Students would achieve at least 70% or above on ASE style final examinations in each of the courses which constitute the certificate. Our results showed 65% for the Certificate of Achievements and 67% for the AA Degree. There were marked differences from class to class. The results were discussed by the full and part time faculty at our annual department meeting and it was decided that we would all utilize the same (or similar) ASE style exam questions to ensure all students were being tested at the same level. Results were once again mixed for 15/16. We have discussed modifying our PSLO criteria. While it yields valuable results, it is very time consuming, difficult to obtain results for, disaggregate, and run reports for. We have not been able to test our theory for improvement by offering students adequate lab space due to budgetary and building compliance issues. We hope to gain space soon so our impacted evening program will be able to afford students equal opportunity for theory reinforcement through hands on, conceptual learning by association. Our hypothesis is that this will improve PSLO assessment scores. Please see the updated plan form submitted for this cycle. Funds were approved for this last year but we have encountered cost increases and compliance issues and the canopied outdoor service bay project may require further funding to come to fruition. This year's CSLO assessment results were indicative of the strong core classes we offer and a testimony for increased, ongoing funding for our newest classes; Auto 105 and 200. Assessment results for one of our most technical courses, Auto 141, were below expectations and discussion is taking place about a curriculum or curriculum strategy change to improve assessment results in this course. It currently has a largely ignored advisory of Auto 130. As a result we feel a need to better indoctrinate our counselors for proper student advising in this area, and to increase our insistence that Automotive Technology students to seek counseling services.</p>	<p>**The MiraCosta College Automotive Technology department holds students to stringent standards with regard to the aquisition of theory and application of hands-on practice in the service and repair of automobiles and light trucks. The two overarching goals of the program are to ensure students are prepared to pass the Automotive Service Excellence (ASE) exams in the eight fields of study we offer, and to prepare them for entry level jobs in the industry. Our program learning outcomes are predicated upon student's performance on the final examinations in each of the courses which make up the degree or certificate earned upon completion of those courses. The most recent results reflect a significant increase in student success. Last assessment cycle revealed results slightly below our target level of achievement. This cycle we surpassed our target level of achievement, and those improvements are evident in a greater number of our students gainfully employed, and who have successfully passed the national ASE examination. That said, our results were not perfect and we strive for continuous, sustainable improvement throughout our program.</p> <p>The MiraCosta College Automotive Technology Department utilizes the final exam grades in each of the courses which constitute a certificate of achievement. For the Automotive Electronics, Computers, and Emissions or HVAC certificate completers, we have a 100 % success rate.</p>
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Biology	Liberal Arts (All Areas) AA	<p>Bio CSLO assessment (CSLO-A) results for the past 6 years were analyzed. We found all courses have closed the loop more than once in terms of assessment, evaluation, planning & implementation followed by re-assessment. If benchmark was not achieved, action plans were established for those SLOs & implemented (see Review: TracDat Reports). These CSLOs are re-assessed more frequently (out-of-cycle) to determine success of action plans that were implemented. Also, a recent survey of all FT Bio faculty revealed the following: 1) 100% use summative CSLO-A & 50% also use formative CSLO-A which guided improvements in the ongoing teaching & learning context during a term; 2) we have established a policy of using common rubrics for evaluating CSLO-A in multiple section courses; 3) CSLO eval. involves both FT & Associate faculty (AF), alleviating disparity in our results; 4) we use varied methods of assess. based primarily on assignments embedded in course curriculum (see Review: CSLO Survey Results). Our assessments emphasize critical thinking skills & effective communication, tying into GELO/ISLO assessment, which require students to rely on intellectual skills in order to succeed. Discussion is currently underway about collaborating with other depts. in order to develop more meaningful assessments that contribute to Liberal Arts degrees in our combined areas of emphasis. In order to improve course & program outcomes achievement, we are collaborating with other science departments & student services (TASC) on the development of a STEM center which will provide academic support to our students. We participate in SURF ISLO assessment & look to OAC & RPIE to provide disaggregated data that we will use to identify & assist students who are under-prepared for 200-level courses. We are currently providing remedial instruction at the outset of each semester, along with semester-long instructional assistance from FT faculty, TAs, SI leaders & Bio tutors in open labs. All of the preceding actions are a result of our departmental discussions & the faculty survey which also led to the creation of a SLO task force (see Review: Improvement Report). While students in our "majors" & elective courses continue to meet CSLO achievement standards, students in our sections of Gen Bio are not. This also impacts success in our pre-Allied Health track due to the fact that Gen Bio is the first course in that series. Gen Bio courses (100, 101 & 101L) are lower division, gateway courses that are foundational, high-risk with high enrollment. Although we have assessed yearly & implemented action plans, we see minimal improvement for most CSLOs. (see Review: TracDat report). The plans included changing timing of assessment, modifying prompts, & providing workshops for our faculty that focus on teaching concepts that challenge students most (BioShowcase). The Gen Bio lead instructor has initiated schedule coordination of lecture & lab topics for all sections of Gen Bio to ensure that all students will receive similar instruction. Additionally, we are now offering supplemental instruction in our Bio 101S sections. We are aware of how important tutoring is, therefore in collaboration with TASC: 1) Bio has designated a FT faculty member as a resource to advise & work with TASC tutors, 2) created Gen Bio Exam Prep sessions for students. We are partnering with Writing Center to help students learn how to read science text. We have 1 lead instructor overseeing 8 sections of Bio 100, 7 sections of Bio 101, & 4 sections of Bio 101L. Four FT instructors teach 5 sections of the Gen Bio courses with 14 sections taught by AF. Most current FTers rotate into teaching Gen Bio, but they must also teach & mentor associates in their discipline specialty. Therefore, there is great need to hire a FT faculty to co-lead General Biology. The request to replace our retired ecologist is equally urgent given that we now have no FTer to lead this multisection course and manage learning outcomes & assessments (see Plans).</p>	<p>Students enrolled in Biology courses are meeting and exceeding minimum achievement levels for our major in Bio and elective courses. The department notes that there is room for improvement in standard metrics for student success in General Bio courses (100/101/101L) in which we do not meet the target achievement levels for any of the three course SLOs. Low outcome achievement levels in General Bio potentially impact success in the allied health track courses offered by the department and in the Liberal Arts program. The department is focusing attention on improvement plans primarily in the Gen Bio courses.</p>
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Biotechnology	Research and Development AA and COA Bioprocess Technology COA	<p>CSLOs are included in all CORs and are included in all syllabi. Both CSLOs and PSLOs were written for the bachelor's program curriculum last spring. As of this writing, most SLO assessments have been completed according to the 6-year calendar with a few exceptions. BTEC207, BTEC210, BTEC211, and BTEC230 were due for assessment last year (2015-16) but were missed. Without making excuses, this can be attributed to the change in leadership in the program (Fino to dean; Baughman to chair). BTEC210 and 207 will be assessed this fall; BTEC211 will be assessed at its next offering (Spring 17). BTEC230, a course offered infrequently and never assessed, is being deleted from our program as it no longer aligns with our program needs.</p> <p>Almost consistently across the courses students are meeting expectations which speaks to the quality of instruction and the structure of the program/curriculum. We will certainly continue to monitor student success, especially at it relates to mathematical applications, and adjust our instruction as needed as this represents an area of struggle for students in the past. BTEC201 was assessed in Spring 2016; students failed to meet expectations related to mathematical applications. Given that our courses emphasize preparation for the workforce in science settings, this concerns us. We will be adding specific math/science prerequisites to our courses to improve student preparation and increase success.</p> <p>As noted in previous PR instruction in our "capstone" lower division biomanufacturing courses is centered on student handling, manipulating and troubleshooting varied equipment used in the production of recombinant proteins. Difficulties were identified in our last assessment in BTEC221, in particular with our bioreactor systems, which were (once upon a time) a centerpiece of our bioprocessing suite. The problem, that's become clear through assessment, is that there's a difference between equipment that you see at a company -- industrial quality -- and equipment that facilitates students learning and performance -- educational quality. This has a lot to do with the interface and the ability to troubleshoot and understand the equipment and not necessarily the quality of its performance. In this case, our bioreactors looked and operated like one you might find at Genentech. However, it's required an inordinate amount of time to get the students to become familiar and, even then, the assessments show they're not quite there. In the most recent assessment of BTEC222 it difficulties were noticed in our TFF system. This not only pulls the curtain back on the process but with all the data captured, can help in future troubleshooting. All of which brings us to an important point, which is that the equipment/reagents/cell lines/supplies for real training in biomanufacturing are paramount to a successful program. The department is currently preparing for the additional demands inherent in extending our program to the bachelor's degree level, and given the difficulties with equipment highlighted with the assessment of the lower division courses, is in the process of purchasing new purification systems to replace existing equipment that is out of date and difficult to maintain. Again, supplies and reagents for this equipment represent an ongoing significant cost to the program.</p> <p>The PSLO for the Research/Development degree was assessed via a graduate survey this summer (see addendum). While the overall number of respondents are small, the survey confirmed that the PSLO was achieved at a high level. This speaks well to the quality of</p>	<p>Students completing the Biotechnology Research and Development program reported unanimously that they met employer expectations for entry level positions.</p> <p>Students in the Biotechnology Program are able to sufficiently, safely, and satisfactorily complete a wide variety of technical laboratory tasks with the appropriate documentation of those tasks in preparation for their work in the biotechnology industry or their further education.</p>
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instruction and educational value to the student of our program and suggests that both interest and success will be high in our new bachelor's degree program.

Business	Business Administration for Transfer AS Business Entrepreneurship AA Marketing AA and COA Retail Management AA and COA	<p>SLOs have been completed and assessed in all BUS courses. Results of complete SLO assessments have been used to standardize content and update curriculum as needed. SLOs continue to be analyzed and updated as needed. However, SLO results in several courses indicate the need for new faculty with industry specific experience in sales and marketing to update curriculum and develop new courses.</p> <p>All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course.</p>	<p>Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed. Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p>
Business		<p>SLOs have been completed and assessed in all BUS courses. Assessment results have been used to standardize content and update curriculum as needed. For example, as a result of assessment review, we have elected to offer several sections of BUS130 in the 8-week format to determine whether acceleration may improve retention. Early review of results indicate we've been moderately successful improving both retention and grade distribution. More students appear to be completing the course and they appear to be earning higher final grades. At this time, more review is needed, but the department finds the information obtained thus far is promising.</p> <p>Currently the department is in the process of updating and upgrading SLOs as part of the 6-year curriculum update. With 20 courses in the BUS identifier, we have enlisted the help of associate faculty, however requiring them to be accountable for SLO drafting and assessment has been challenging. With another full-time faculty member, there will be more ownership of the outcomes assessment process. SLO results in several courses indicate the need for new faculty with industry specific experience in sales and marketing to update curriculum and develop new courses.</p>	

Career Studies and Services

The Career Studies department offers three types of experiential education (EE) courses in up to 60 disciplines and two Career and Life Planning (CRLP) courses. The transferable 3-unit CRLP course, the 1-unit P/NP CRLP course, and all EE courses each have 3 SLOs. EE course and service SLOs have been assessed annually, at twice the rate described in the department's timeline. CRLP course SLOs have been assessed annually and entered into TracDat according to the timeline; they were revised in 13-14: 87% of on ground students and 95% of online students exceeded the expected level of achievement of the revised SLOs.

After a dip in 13-14, student retention and success in CRLP classes resume their upward trend, exceeding the college's success rate in both classes. Last year's cross-divisional, interdepartmental dialog regarding the CRLP/COUN 100 course resulted not only in the modifying the curriculum, but also the SLOs. The revised COUN100 course now includes a SLO related to career development.

Course-based SLOs for EE courses have been discussed with each faculty member teaching the course across all disciplines; two of the three SLOs require authentic assessment by supervisors. Because the department does not grant degrees, it is not required to develop a program SLO. However, departmental SLOs for courses and services were mapped to the Institutional, GE, and CTE SLOs regarding effective communication, critical thinking & problem-solving, and professional & ethical behavior/productive work habits. Two ILOs were assessed in work experience courses, with 87% of students being rated as expert or practitioner in critical thinking, compared with 85% for the district, and 79% being rated as expert or practitioner in global awareness, compared with 73% for the district. Again, the higher performance may be due to the course SLOs that students develop and achieve SMART goals and to the smaller class size.

Career Services SLOs were revised during 14-15 to focus on three broad areas of service: career assessment/counseling, preparation for EE opportunities, and employment readiness. Two of the revised service SLOs map to four objectives in the current Strategic Plan: I.2.1, II.1.1, V.1.2, and V.2.1.

The results of the spring 2016 Business Leaders Survey reveal that "the top three skills required by employers (communication, critical thinking, and professional/ethical work habits) are the same top three skills employers report as lacking among today's job applicants." Departmental discussions regarding how the service SLOs can help students develop the top three skills employers demand have begun and have led the faculty director to undertake soft skills assessment/instruction as her sabbatical research project for spring 2017.

Chemistry	Liberal Arts (All Areas) AA	<p>Student success and learning continues to be assessed in our department. We continue to revise and reassess CSLOs to ensure we are getting meaningful and accurate data. Chemistry has 26 SLOs (3 per class) that were assessed in accordance with the timeline. Based on SLO results (see Graph 2), we are meeting our goals in CHEM 110, 111, 210, and 211 (avg SLO results of 75%-91%). Recent SLO scores by course are CHEM 100 (51%), 102 (79%), 104 (39%), 108 (63%), 110 (75%), 111 (91%), 210 (83%), and 211 (86%). PHSN SLO results are being assessed this year. While most of our courses are achieving 75% or above, CHEM 100, 104, 108 are underperforming. We addressed CHEM 108 in 2015-16 with the hiring of a FT faculty course lead focused on preparing students for success in Gen CHEM, as well as the addition of a lab to the course.</p> <p>CHEM 100 has low success (62% this year, 62% avg from AY 12-16) & low SLO achievement (51% avg for 3 SLO questions). CHEM 100 serves as both GE & a course required by many allied health majors. This course has a significant math component that many students are struggling with (no math pre-req). Additionally, GE students excited about chemistry are not anticipating the heavy math component and leave our course dissatisfied with the non-emphasis on current trends/everyday chemistry. Recognizing the varied need of this course, we have decided to work on re-introducing CHEM 103 (previously "sunsetted") as a true, 3 unit GE course that can increase our very low online presence and provide enriched societal chemistry with little/no math in the course. This provides a partial GE solution to CHEM 100; more below.</p> <p>CHEM 104 has low success (65% this year, steadily decreasing from 80% success in 2012 to 65% in 2016) and low SLO achievement (recent 39% avg on 3 SLO questions). CHEM 104 is our feeder course into the nursing program. CHEM 104 is providing a barrier for Nursing students to achieve their educational goals. Increasingly evident in this no pre-requisite course is the students' difficulty in reading a difficult chemistry text and working with significant math elements in the course. We hope to address the poor performance of CHEM 100 & 104 students in part by hiring a fulltime course lead experienced in developing curriculum focused to improve basics skills reading and math for these introductory and feeder courses (Plan ID 1131).</p> <p>SLO assessments are due in PHSN courses this yr. Previous assessments yielded SLO achievement in the low 70%, very different from the current success rates of 31% and 48% for PHSN 101 and 106, respectively (see graph 1). The PHSN courses struggle from lack of FT faculty presence in the courses; increasing difficulty in attracting qualified faculty to teach the multi-disciplinary courses of physics, astronomy, earth science, and chemistry; the decreased math level of the K-5 Liberal Arts Teaching majors and GE students in the course, and the normal difficulties of online learning. We offer one section each of 101 & 106, so data can vary wildly, but there is no doubt an intervention is needed. We are investigating curricular improvements & working closely with HR to increase our qualified PT Associate Faculty hiring pool.</p> <p>Our overarching department goal to improve success in CHEM 100, 104, 108, as well as PHSN</p>	<p>The Chemistry Program continues to monitor student success and learning in our courses. We continue to revise and reassess CSLOs and make the appropriate curricular changes to positively impact student learning. Our overarching goal this year is to improve success in our introductory and service courses.</p>
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101 and 106 is data driven and essential to support BTEC, Nursing, Allied Health, Liberal Arts
K-5 Teachers, GE, Science & Engineering majors.

Child
Development

CSLOs: The CHLD Departments continues to assess all Course Student Learning Outcomes (CSLOs) consistent with our 6-Year Calendar. For those courses where minimum proficiency levels were not met and for those courses that were updated consistent with College review cycles and state guidelines, additional assessments have been completed. In our efforts to insure a more contiguous assessment cycle for all 20 CHLD courses, a new 4-year (minimum) assessment cycle will be implemented beginning Fall 2016 (commencing with CHLD 105 and CHLD 106 CSLOs). Likewise, we have updated our CHLD CSLO Master Matrix, to insure CORs are current and CSLOs and associated assessment methods are consistent across all CHLD courses.

Course modifications have been done in compliance with guidelines for course content associated with the statewide Curriculum Alignment Project (CAP), and recent CSLO assessments have been used to inform the revisions to a number of CHLD courses. In our efforts to provide more accurate measures of student learning, as CSLOs for these courses were modified, so were the assignments and assessment methods associated with each CSLO. For example, SLO #2 for CHLD 105 (Programs & Curriculum in Early Childhood Education) was modified to include a deeper analysis of the curriculum planning process on the part of our students, with corresponding changes made to the Program Evaluation assignment as a means of assessment. Following the implementation of these changes, all three CSLOs for CHLD 105 will be assessed again Fall 2016, with results shared with all CHLD faculty to determine the most appropriate means of “closing the loop” for these CSLOs.

CHLD faculty have developed a new course with a focus on cultural competence and human diversity and submitted for approval Fall 2016. While this competency is embedded in five (5) of our twenty (20) courses (25%), it is only directly assessed in five (5) of our sixty (60) CSLOs (only 8%). Additional focus on this key competency is warranted and will be addressed in the coming year, with our renewed efforts now supported by the hiring of a new full-time colleague with specific expertise in this arena.

PSLOs: As a CTE Program, Child Development has a number of Program Student Learning Outcomes (PSLOs) associated with each of our five certificates: Associate Teacher, Teacher, Master Teacher, Site Supervisor and Early Intervention and Inclusion. All but the Early Intervention and Inclusion include both the Associate of Arts Degree and the Certificate of Achievement. PSLOs for all five of these programs were assessed in 2013-14 and again in 2014-15. The CHLD PSLOs were not formally assessed in 2015-16 and discussions are underway (incorporating elements of the Program/Department SLO Analysis Form) to determine the most appropriate means of re-assessing each of these PSLOs in Spring 2017.

College Police

Based on data, some operational and staffing changes have been made to better serve students.

Communication
Studies

Program SLOs have been assessed annually by surveying our Communication Studies graduates each academic year. 41 students graduated with a degree in Communication Studies in the 2015-2016 academic year. Graduates were asked to participate in an online survey designed to assess their experiences with the Communication program. The survey questions mirror the PSLOs that have been developed for the department. 11 students completed the survey.

PSLO #1 assessed the student's perception of their ability to present clear and effective messages. 100% responded with strongly agree or agree (4.55/5.00).

PSLO #2 assessed the student's perception of their ability to understand the relevance of the theories and methods of communication. 100% responded with strongly agree or agree (4.64/5.00).

PSLO #3 assessed the student's perception of their preparedness to transfer to a communication studies program at a California State University. 90.9% responded with strongly agree or agree. One responded with disagree (4.55/5.00).

As we continue to look forward and discuss additional ways we can improve, we continue to have departmental conversations about three items: (1) the wording of the PSLOs if they are accomplishing/measuring what we hope they would accomplish/measure, (2) what have we done well to prepare students to successfully meet and exceed these PSLOS, and (3) what should we consider in order to continue to improve in these areas.

The department is considering effective outreach and data collection techniques to most accurately capture our students' experiences within the communication program, as well as collect a wider variety of data and increase survey participation. To gather a wider variety of data, there is the possibility of conducting a focus group or 'exit interview' to collect qualitative data from graduates. Also, we can consider having a graduation celebration/ceremony for students and use it as another venue to collect deeper PSLO information. To achieve greater survey participation, the department is considering raffling a prize from the MiraCosta bookstore to one or more participants.

Communication Studies offers nine courses, each having three Course SLOs. The department continues to maintain, collect data on, and review Student Learning Outcomes. We have kept to the 6-year SLO calendar, each course being assessed twice within that time period. Student Learning Outcome data was collected for five courses: COMM120:Principles of Human Communication, COMM207: Interpersonal Communication, COMM212: Argumentation, COMM215: Intercultural Communication, and COMM220: Introduction to Mass Media. The results are listed below:

COMM120: 95% for SLO #1, 95% for SLO #2, and 93% for SLO #3.

COMM207: 94% for SLO #1, 93% for SLO #2, and 94% for SLO #3.

COMM212: 95% for SLO #1, 92% for SLO #2, and 93% for SLO #3.

COMM215: 96% for SLO #1, 94% for SLO #2, and 87% for SLO #3.

COMM220: 93% for SLO #1, 93% for SLO #2, and 95% for SLO #3.

Each semester, we choose a course where we have recently gathered SLO data and discuss, evaluate, and plan improvements on the three SLOs for the course, one SLO at each monthly meeting and one meeting with Associate Faculty at the end of the semester to discuss all three SLOs. Here are examples of some of the questions we discuss:

1. What stands out to us about the data?
2. How do we feel about the wording of each SLO? How well is it accomplishing what we hope it would accomplish?
3. What have we done well to prepare students to successfully meet and exceed each SLO?
4. What should we consider in order to continue to improve in each SLO?
5. In order to fulfill Institutional Goal #1 regarding 'innovation and researched best practices', we gather examples of answers to the above questions for our Teaching and Learning Best Practices site on Blackboard as well as collaborating with Associate Faculty in a half-day mini conference near the end of every semester.

Community
Learning
Center

There are no AUOs written for the CLC as a facility or site since it hosts both noncredit and credit.

Community
Service

Although Community Education and Workforce Development has SLO's for all "areas" of our program, we do not necessarily have them for each and every single class. One can see the logic behind this when one considers that we offer anything from a two-hour workshop to a class for 6 - 9 year olds called The Jedi Academy! We do, however, ask ALL community education instructors to list SLO's for their classes that are longer in duration (20 hours or more), and all work skills programs have SLO's readily available. Only these longer work skills programs and the ELI program are required to provide students with a syllabus.

Where we are most unique and different from credit classes is that we require every participant that takes a workshop, class, course or program with us to fill out an evaluation form. This provides us with instant feedback about the efficacy and strength of any course. The evaluation is read by the instructor and reviewed by the Director of Community Education & Workforce Development. When the scoring or the comments on the evaluations are anything short of excellent/very good, the instructor will receive an email and/or phone call by the Director to talk about the class. This intervention is fast and usually corrects the problem immediately.

For the core work skills program, the evaluations are lengthier and provide a greater breadth of feedback for the instructor and our staff. A course review is held after each cohort of students and is attended by the instructor, the program coordinator, the work skills navigator and the Director. Modifications and interventions can be made at that time if necessary. In addition, twice each year a program Advisory Board meets to discuss curriculum, SLO's and industry trends and changes. Once again, this keeps all work skills programs relevant to the field and taught at the highest quality possible.

The ELI program also has a comprehensive student evaluation for each cohort and instructors who fail to get the highest marks and asked to meet with the Program Coordinator and the Director to discuss performance or curricular improvement.

In summary, ours is a department where continual assessment and improvement or change is mandatory to keep our clientele. SLO's are just one of the ways in which we navigate this process.

Computer Science	Computer Programming Fundamentals COA	<p>Course SLOs: All course SLOs have been completed for all courses offered in the Computer Science program. Per Institutional Goal III, all courses are reviewed regularly for current applicability. Each course has also been assessed at least once including appropriate dialog with associate faculty and the Dean.</p> <p>Annual data was used to make a decision to determine the number of new classes to offer for Spring 2017 to meet our large student demand. As a result, we are adding 3 new sections of current University transferable courses next semester. Students in these courses will be working with our SLOs to improve and enhance their learning skills as well.</p> <p>Action plans were not required for any of the SLOs as all students met and or exceeded the student success expectations. The CS SLOs are still relevant as specified by the ACM (Association for Computing Machinery) and are directed at improving student success.</p> <p>ACM, the world's largest educational and scientific computing society, provides resources to industry and academia that advance computing as a science and as a profession. They revisited their Computer Science SLOs in 2013 to ensure their accuracy and timeliness. The MCC CS SLOs correlate with those of the ACM, including emphasizing communicating appropriately verbally and in writing and working well in a team as a leader and a member. These SLOs are in each of our course listings. We are very pleased with the results of our students' assessment evaluations.</p> <p>PSLO: The PSLO was assessed (Spring 2012, 2013, and in 2015) in our CS 113 Capstone course. All students in all three semesters exceeded our student success expectations. The data demonstrated that success is not limited to any gender or ethnicity.</p> <p>Assessments show students are very positive about current classroom materials and instruction and meet or exceed expectations in all courses. Per Instructional Goal II, the CS department is continuing to assure each student has a high probability of success upon transfer to University. This is also demonstrated by the large number of students that keep in touch with the two full-time CS instructors and request recommendations for graduate school and internships. We have been very active in student success efforts in the classroom as well as in their efforts after transfer. Their success in achieving major internships has been remarkable (e.g., one student's recent summer internship at Purdue University in Artificial Intelligence). This student is now working on his PhD. Another student's internship involved travel to the Philippines to teach high school students the C++ programming language. The Department Chair offered materials to help this student. One current CS student at UCSD has had a number of internships which included a job this summer at Teradata in Carlsbad. She has also kindly presented a lecture the last two semesters to the CS 113 students about transferring to University and UCSD in particular where the CS discipline is impacted. Her talks have included great suggestions on how to go about getting a great internship which included keeping in touch with the CS full-time faculty members. Our students were very interested in her talks and asked many pertinent questions.</p>	<p>To evaluate the success of our CS program, assessments were made using our PSLO in both spring 2015 and 2016. Both overall results exceeded the guideline for this PSLO. In spring 2016, 77% of all students achieved 70% or better on one assessment method, and 100% of all students achieved 70% or better on the other method. These results were just slightly better than those achieved in spring 2015. We are very pleased with the PSLO results the students have achieved.</p>
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Many past students have achieved a Masters degree and several are currently working on their PhDs at different Universities - UTEP, Georgia Tech, and Cal Poly SLO. One past student who achieved his Masters in Computer Science at CSUSM has now taught at MiraCosta for two semesters, and his student surveys were excellent.

Further evidence of the CS department Institutional Goal II achievements are the CS students' high transfer rates to UC and CSU universities including UCSD, Berkeley, Cal Poly SLO, Cal Tech, CSU Long Beach, UC Irvine, and CSUSM regardless of gender or ethnicity. All of these Universities are well-known for their excellent Computer Science Programs.

Computer
Studies and
Information
Technology

Intra-departmental (with the programs whose classes are in CSIT's degrees and certificates) and inter-departmental (both at the full time and associate faculty level) dialogue continues to be robust and frequent throughout the semester on a formal and informal level in person and by email. 100% of CSIT CSLO and PSLO assessments have been completed within the last 6 years and do not warrant additional comment in this review. In the coming year CSLO's for the following courses will need to be assessed: CSIT 125, 131, 134, and 137 and BOT 102, 110, 113, and 116. Additionally PSLO's for the following programs will need to be assessed: CSIT Computer Applications User COP, CSIT Computer Competencies for the Workplace COP, CSIT Emerging Technologies COP, and BOT Administrative Professional AA and COA, and BOT Office Manager AA and COA.

Counseling

COUN 100 and 110 are three unit courses that contribute to AREA E, Lifelong Learning, of the CSU General Education Breadth pattern. The CSU GE is specifically used in Associate Degrees for Transfer, as well as Certificates of Achievement in CSU GE. There have been a total of 666 ADTs (278 just in 2015-2016) awarded since 2012, and 1,768 COAs in CSU GE since 2012. In both cases the numbers of ADTs and COAs have increased year to year. During the 2015-2016 academic year, the designated SLO leads convened teaching faculty to discuss Counseling course CSLOs and their respective assessment/review cycles. In addition, each course was mapped to specific ILOs and GELOs. The SLO leads consistently input data in Tracdat. All CSLOs have been assessed within the last three years. The Counseling Department designated an ambitious goal to assess the CSLOS of each course once every two years. However, modifications have been made to many of the counseling courses, and therefore, we have revised our timelines so that the goals to measure and assess moving forward are successfully accomplished. Although the majority of CSLO's resulted in achievement level met, faculty continuously look to improve assessments, rubrics, and outcome expectations. For example, in preparation of the new modified COUN 100 course, counseling faculty met multiple times throughout the year to discuss implementing curriculum and to develop new SLO's that align with the ILO's and GELOs. The Counseling Department approaches teaching very seriously knowing that creating, assessing, and reflecting on outcomes regularly helps the counseling faculty in becoming more effective practitioners. In addition to the courses, the Student Service SAOs/SLOs are reviewed annually and data is entered in Tracdat. The department held department meetings and retreats during academic year 2015-2016 to discuss counseling service SAOs/SLOs. Modifications were made based on data collected in previous years, divisional goals, and institutional outcomes. The SLOs developed have been instrumental in helping counseling faculty hone their craft. For example, one SLO evaluates how well a student comprehends the student educational plan created with the assistance of a counselor using the new electronic tool Myedplan. The assessment of this SLO not only indicated that the achievement levels was met, but it also provided insight regarding how to better approach the creation of education plans with students so that the counseling practice continues to improve. As a result, an action plan incorporating what was learned through the SLO assessment process will be implemented in the 2016 – 2017 year.

<p>Dance</p> <p>Dance AA Dance Instructor COA Pilates Instructor COA</p>	<p>The Dance department has 153 current SLOs for 51 courses. Last year 57 SLOs were assessed in 19 different courses. SLO assessments were conducted as specified in the 6-year timeline; however, capstone courses were assessed more frequently to collect data for PSLOs. In addition, all new courses offered last year were also assessed. The 6-year timeline is currently being revised to include all new courses and to eliminate courses that have been sunset. It should also reflect the need to assess capstone courses whenever they are offered.</p> <p>As new Dance courses are written and revised, SLOs are created and modified. SLOs are included in the course syllabi for all Dance classes. CSLOs and PSLOs are also posted on the Dance office and studio walls.</p> <p>The department is striving to use the SLO data to improve student learning. Last year our associate faculty were actively recruited into SLO discussions about assessment methods and standards of measurement at department meetings and in the 5th Friday Assessment days. Although SLO assessments are based on departmental rubrics, each instructor may select his/her own method(s) of assessment. Overall data shows that students are achieving 80% or more of the desired SLOs in the majority of Dance classes. In some courses, it is 90% - 100%.</p> <p>As the result of department meeting discussions, SLOs were changed for the dance technique courses so that the assessment would not be based on only one evaluation at the end of the semester, but could include additional assessments throughout the semester. SLO #3 was changed for the Pilates courses to better assess the objectives of these courses. We are finding the data collected more useful and meaningful.</p> <p>Since there are only two full-time faculty, it is essential that our associate faculty also be included in the SLO conversations since they teach most of our courses. Additional funding and resources to include associate faculty in the SLO process would greatly help this endeavor. College-wide events like Assessment Day are crucial to encourage and support these discussions which make the SLOs more meaningful and effective. Dialogue across disciplines and departments also helps to share new ways to utilize data to improve student success and learning.</p> <p>Dance students have completed the PLSOs for the Dance AA degree, Dance Instructor Certificate and Pilates Instructor Certificate. PSLO data is collected for the Dance AA and the Dance Instructor Certificate, based on data from capstone classes. Since Pilates courses are taught by associate faculty, it has been challenging to assess the PSLO for this certificate.</p> <p>As a result of discussions with full and part-time faculty, the department decided to sunset the Pilates Instructor Certificate this year. All capstone courses will be offered in Spring 2017 to enable students currently enrolled in the program to complete the certificate.</p>	<p>Students completing their AA degree in Dance are assessed based on capstone classes, including DNCE 185, Choreography; intermediate levels of technique classes in ballet, modern and jazz; and two performance classes. PSLO 1 is a CSLO for DNCE 185; in Choreography, students must examine and interpret dance movement in terms of time, space and energy. PSLO 2 is a requirement for performance courses; students must demonstrate a proficiency in at least one dance genre or style to successfully perform on stage before an audience.</p> <p>The department has discussed additional ways to assess PSLOs and to use the results to improve our program. Since most faculty observe students performing in the dance concerts, a post-concert discussion could focus on these PSLOs. We would like to add an exit interview and/or presentation for each graduating student and also increase faculty discussions on these results.</p> <p>Students completing their Dance Instructor Certificate are assessed based on capstone classes, including DNCE 288, Dance Pedagogy and DNCE 185, Choreography. Students must also complete 3 units of DNCE 292, Dance Internship, getting on-the-job teaching experience and meeting with a Faculty Mentor. For internships, students create their own SMART objectives, often addressing all 3 PSLOs.</p> <p>PSLO 1 is a CSLO for DNCE 288; students must create and teach a sample class, demonstrating correct instruction in body alignment, musicality, breathing, and muscular control in a selected dance technique. PSLO 2 and 3 are CSLOs for DNCE 185; students must examine and interpret dance movement in terms of time, space and energy; and they must create dance</p>
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sequences using compositional principles of time, space and energy.

The department has discussed additional ways to assess PSLOs and to use the results to improve our program. We would like to add an exit interview and/or presentation for each graduating student and also increase faculty discussions on these results.

Pilates Instructor: Students completing their Pilates Instructor Certificate are assessed based on capstone classes. All students must complete DNCE 257, 258, 259 – intermediate Pilates apparatus and mat courses and Pilates Pedagogy. All students must also complete 3 units of DNCE 292, Dance Internship, and work with a Faculty Mentor.

Since these courses have been taught by associate faculty, this PSLO has been the most challenging to assess. Although CSLOs were submitted for these courses, PSLOs were not. To address this issue, time was set aside during department meetings to focus on PSLOs. Discussions with associate faculty were also held online through group emails. As a result of discussions with full and part-time faculty, the department decided to sunset the Pilates Instructor Certificate this year. All capstone courses will be offered in Spring 2017 to enable students currently enrolled in the program to complete the certificate.

Design Drafting	Computer-Aided Drafting and Design AA and COA Architectural Design AA and COA	<p>The Student Learning Outcomes Assessment Cycles were conducted according to the original six year timeline, which called for all SLO's in all courses to be assessed in the first three years. All SLO's have been assessed; some courses have now been assessed two and three times. The results of completed SLO AC's been used to continuously improve course and course material structure, assignment rubrics, scoring criteria, grade weighting, scheduling, lab materials, drawing documentation, RP supplies, materials reviewed, outreach activities, and pre-requisites. More specifically, the SLO course assessments and actions plans identified a need for additional instructional staff support, which was met last year. The new DESN 290 Portfolio and Presentation course was offered for the first time in Spring 2014 allowing the PSLO to be assessed.</p> <p>The assessment of PSLO's as well as department wide discussion on student and program objectives brought to light areas where the program can improve. Although the third year of the Portfolio and Presentation course yielded another successful score via the grading rubric, the portfolios could be better and that attention to student work in prior courses is the key for stronger portfolios. The importance of work that is portfolio worthy will be emphasized more in all of program course offerings.</p> <p>Another area of improvement, communicated through the advisory board, is the ability of students to communicate effectively in a variety of situations. Although oral presentations, job interviews and elevator pitches are covered in our Portfolio and Presentation course, this really should not be the first time the students attempt these skills. These skills should be emphasized and embed them into other course projects and curriculum.</p> <p>Finally, the opportunity for students to obtain professional and industry recognized credentials is any area that could be incorporated into the program to give students an additional edge in the job market after finishing their certificate. To achieve this outcome, a plan titled, "Third Party Credentials, CAD Learning and Assessment Technology" has been created. This plan will To prepare students for third party credentials through the purchase of new CAD learning, assessment, and credential technology. Third party credentials, though not required in most design related fields, can give students a further level of preparation and achievement that might give them an advantage when they are looking to enter the workforce. A new course that helps students understand and obtain third party credentials would also be created as part of a separate plan.</p>	<p>Students have consistently exceeded the expectation of creating a successful portfolio however we will be emphasizing that portfolio worthy work be produced and communication skills be addressed in all courses within the program.</p> <p>Students have consistently exceeded the expectation of creating a successful portfolio however we will be emphasizing that portfolio worthy work be produced and communication skills be addressed in all courses within the program.</p>
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Disabled
Students
Programs and
Services

At the end of 2015-16, DSPS reviewed previously assessed Student Learning Outcomes, and worked to develop Service Area Outcomes. The two previous Student Learning Outcomes were retired. The first SLO looked at Interpersonal Competence, and how students use conventional and assistive hardware/software to enhance academic participation and success. The second SLO examined students' timely use of services via the service authorization process.

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. A client can be anyone receiving a service, including students, faculty, staff, and community members. For 2016-17:

SAO 1: Upon receipt of all eligibility documentation, a new DSPS student will complete intake and an Academic Accommodation Plan with a counselor/specialist within one week.

Activities: Schedule variable counselor hours, including day and evening availability; use increased adjunct counselor hours.

Measurement: ClockWork student appointment scheduling data.

Expected Outcome: 90% of new student intakes and Academic Accommodation Plans will be completed within one week.

SAO 2: Upon request, a continuing DSPS student will receive service authorization (accommodation) letters for current classes within 3 business days.

Activities: Schedule drop-in counselor hours, explore online letter request and delivery, increase staffing (Student Services Specialist hiring) to support timely letter receipt.

Measurement: ClockWork student appointment scheduling and accommodation letter data.

Expected Outcome: 90% of service authorization requests will be delivered within 3 business days.

SAO 3: Students will learn how to schedule accommodated exams using ClockWork according to the established reasonable one week notice.

Activities: Enhanced written instructions, new online video demonstrating ClockWork exam scheduling process.

Measurement: ClockWork exam scheduling data.

Expected Outcome: 90% of exams will be scheduled by students on time.

Drama/Theatre	Design and Technology AA and COA Dramatic Arts AA	<p>Theatre and Film SLOs are assessed and collected every time a course is offered. The department can track more closely the student success in their courses, and address changes to assessment methods more rapidly and readily collecting this way. By doing this, we can better improve curricular, pedagogical, and assessment methodologies, and to create plans for improvement where necessary. The department continues to feel this is best practice to continue to best assess student's success at the CSLO level. Theatre continues to hold students to a high standard, and believes much more can be expected of students than the average rates of success; our current proficiency is measured at 80% across the board. We have held meetings to discuss our assessments and made recommendations to change assessment methods. The Department will be meeting with Joanne Benschop to assess all of our CSLO's and recreate our method of measuring proficiency so it is more aligned with the SMART method. Recent faculty meetings have included SLO's as items on the agenda for discussion, with both full time faculty and Associate faculty. Faculty continue to strategize how best to assess program completers to properly and effectively measure our PSLO's, as we have been triangulating CSLO data, and are searching for more effective methodologies. Juried performance has been discussed, as have exit interviews, as well as the possibility of creating a capstone requirement to replace the Triangulation methodology. We will be taking time in the spring to finalize these decisions, and discussion continues. We do believe in the validity of the PSLO, but seek to address effectiveness of assessments, and look for better assessment methods for the PSLO. The department is proud to be an exemplary example of SLO collection, and wants to remain practicing effective strategies for SLO collection and assessment.</p> <p>PSLO's remain unchanged and not assessed accurately this cycle. Results for 2015 were as follows:</p> <p>PSLO for Theatre: Students will demonstrate theatrical techniques-theories and adapt production practices. Data from the representative courses was as follows: DRAM 130 - 88% of Students met achievement levels of 80% or higher; DRAM 256 - 95% of students met achievement levels at 80% or higher; DRAM 271 100% of students met achievement levels of 80% or higher; DRAM 272 100% of students met achievement levels of 80% or higher. It was determined that Achievement levels were met.</p> <p>PSLO in Design and Technology: Students will participate in and be able to effectively observe, analyze, and critique the strengths and weaknesses of dramatic performances, taking into account various aspects of their design and technical production, including but not limited to scenic design, lighting design, overall stagecraft, lighting, makeup, and sound. Data from the representative CSLO's was as follows: DRAM 141- 97% of students met achievement levels at 80% or higher; DRAM 256 - 95% of students met achievement levels at 80% or higher; DRAM 270 - 97% of students met achievement levels at 80% or higher. It was determined that achievement levels were met.</p> <p>Lacking data that effectively informs us as to program performance has led us to seek better and more effective PSLO methods. We are certain we can come up with an effective method, and coupled with the plan to create a conservatory approach (which will give us more reliable</p>	<p>Using triangulation as means of assessment, As of May 27, 2015: 97% of students in DRAM 141 met achievement levels at 80% or higher; 95 % of students in DRAM 256 met achievement levels at 80% or higher; 97% of students in DRAM 270 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 96.3 % of students achieving 80% or higher. No further action or correction required. The department will consider further exploration of more robust methodologies of assessment to use in concert with triangulation. We will be changing this process this fall/spring for better more effective assessment.</p> <p>Using triangulation as means of assessment, as of May 27, 2015: 88% of students in DRAM 130 met achievement levels at 80% or higher; 95% of students in DRAM 256 met achievement levels at 80% or higher; 100% of students in DRAM 271 met achievement levels at 80% or higher; 100% of students in DRAMA 272 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 95.7 % of students achieving 80% or higher. Nor further action or correction required. The department will consider further methodologies for more robust and complete assessment to use in conjunction with triangulation of data. We will be changing this process this fall/spring for better more effective assessment.</p>
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numbers of completers) we are looking forward to being able to measure our programs success more accurately.

<p>Drama/Theatre</p>	<p>Design and Technology AA and COA Dramatic Arts AA</p>	<p>Theatre and Film SLOs are assessed and collected every time a course is offered. The department can track closely the student success, and address changes to assessment methods more rapidly and readily. By doing this, we can better improve curricular, pedagogical, and assessment methodologies, and create plans for improvement. The department continues to feel this is best practice to continue to best assess student's success at the CSLO level. Theatre continues to hold students to high standards; our current proficiency is measured at 80% across the board. We have held meetings to discuss our assessments and made recommendations to change assessment methods. The Department will be meeting with Joanne Benschop to assess all CSLO's and address our method of measuring proficiency so it is more aligned with the SMART method. Recent faculty meetings have included SLO's as items for discussion, with both full time faculty and associate faculty. Faculty continue to strategize how best to assess program completers to properly measure our PSLO's; we have been triangulating CSLO data, and are searching for more effective methodologies. Juried performance has been discussed, as have exit interviews, as well as creating a capstone requirement. We will be taking time in the spring to finalize these decisions, and discussion continues. We do believe in the validity of the PSLO, but seek to address effectiveness of assessments, and look for better assessment methods for the PSLO. The department is proud to be an exemplary example of SLO collection, and wants to remain practicing effective strategies for SLO collection and assessment.</p> <p>Lacking data that effectively informs us as to program performance has led us to seek better and more effective PSLO methods. We are certain we can come up with an effective method, and coupled with the plan to create a conservatory approach (which will give us more reliable numbers of completers) we are looking forward to being able to measure our programs success more accurately.</p> <p>Dramatic Arts AA</p> <p>Using triangulation as means of assessment, as of May 27, 2015: 88% of students in DRAM 130 met achievement levels at 80% or higher; 95% of students in DRAM 256 met achievement levels at 80% or higher; 100% of students in DRAM 271 met achievement levels at 80% or higher; 100% of students in DRAMA 272 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 95.7 % of students achieving 80% or higher. Nor further action or correction required. The department will consider further methodologies for more robust and complete assessment to use in conjunction with triangulation of data. We will be changing this process this fall/spring for better more effective assessment.</p> <p>Design and Technology AA</p> <p>Using triangulation as means of assessment, As of May 27, 2015: 97% of students in DRAM 141 met achievement levels at 80% or higher; 95 % of students in DRAM 256 met achievement levels at 80% or higher; 97% of students in DRAM 270 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 96.3</p>	<p>Using triangulation as means of assessment, As of May 27, 2015: 97% of students in DRAM 141 met achievement levels at 80% or higher; 95 % of students in DRAM 256 met achievement levels at 80% or higher; 97% of students in DRAM 270 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 96.3 % of students achieving 80% or higher. No further action or correction required. The department will consider further exploration of more robust methodologies of assessment to use in concert with triangulation. We will be changing this process this fall/spring for better more effective assessment.</p> <p>Using triangulation as means of assessment, as of May 27, 2015: 88% of students in DRAM 130 met achievement levels at 80% or higher; 95% of students in DRAM 256 met achievement levels at 80% or higher; 100% of students in DRAM 271 met achievement levels at 80% or higher; 100% of students in DRAMA 272 met achievement levels at 80% or higher. It was determined from this data that achievement levels were met with 95.7 % of students achieving 80% or higher. Nor further action or correction required. The department will consider further methodologies for more robust and complete assessment to use in conjunction with triangulation of data. We will be changing this process this fall/spring for better more effective assessment.</p>
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% of students achieving 80% or higher. No further action or correction required. The department will consider further exploration of more robust methodologies of assessment to use in concert with triangulation. We will be changing this process this fall/spring for better more effective assessment.

Earth Sciences

CSLOs are assessed regularly, according to the CSLO calendar. Occasionally, within an individual course, students may not complete the SLO at or above the expected, though generally the achievement levels are met. In one case, for CSLO 3 in 2015, the achievement level was not met. In this case, after a discussion among the faculty, a realization was reached that the assessment tool and the evaluation rubric were not well-aligned. Thus, the rubric and assessment tool were slightly modified, and the next time this CSLO is assessed, the faculty will be interested to see how they results compare to those of 2015. CSLOs and their assessment and results have been discussed among both full-time and associate faculty.

Economics	Liberal Arts (All Areas) AA	<p>The Economics program has no PSLOs as it's PSLO's fall under the SLO's for the Liberal Arts Degrees. We do not offer any certificates or majors.</p> <p>The SLO's for ECON 100, 101 and 102 were assessed in Summer 2010, Spring 2009 and Fall 2008, and then again in Spring 2015, Spring 2016 and Fall 2014, respectively. On average, we have met with our associates every three years. In all of our meetings, although faculty focused on the particular course being assessed, all courses were discussed in terms of their strengths and weaknesses in the last three consecutive years. The next three SLO meetings will be in 2017 for ECON 102, 2018 for ECON 100 and 2019 for ECON 101. Typically our meetings involve most of our associates being present and last at least an hour or more.</p> <p>A common theme in the SLO discussion is ECON 100 tended to lag behind ECON 101 and ECON 102, which is not surprising as students primarily use ECON 100 as an elective, and are oftentimes underprepared with respect to the higher order critical thinking and analytical skills that ECON 100 entails. They also tend to have less experience in using graphs not just in mathematical terms, but as an analytical tool (expressing ideas or concepts), are more challenged in applying the vocabulary of the "economics language," and display poorer study habits (last minute studying for the final exam—many had performed much better on similar questions during the midterms). Our SLO standards are based on the quantitative benchmark of 75% of students being able to obtain a grade of C or above. And while our ECON 101 and 102 students surpass this number (the average is about 78%), the ECON 100 students sometimes fall a bit behind (70%). The average retention tends to be around 70-75% for ECON 100 as against the much higher retention rate of about 87% in ECON 101 and 102, which both have a prerequisite of Intermediate Algebra and are taken mostly as transfer classes, and so cater to more motivated and prepared students. This year, the addition of the late start onground ECON 102 and the additional ECON 101 online section may have caused a few undecided majors of ECON 100 students to move (or decide to move the following semester) to a business transfer degree.</p> <p>Thus, while the faculty had meaningful discussions regarding upgrading teaching methods and promoting greater student learning for ECON 100, 101 and 102, it was agreed there is still work to do with ECON 100. Suggestions were made to incorporate various methods of improvements in content delivery and teaching strategies, teaching ECON 100 as an issues-based class, and incorporating more visualization and interaction by using audience-based interactive programs (e.g. Kahoot.com, polleverywhere.com). The online ECON 100 continues to use Blackboard Collaborate to have more interactive class discussions and content delivery. ECON 100 can also be promoted as a gateway for underprepared students to take more economics classes with expectation for student success, as well as appropriate marketing (particularly towards females, as the course tends to be male dominated) on the grounds that it (i) being in area D #, applies to CSU GE, and as such, can reach all 23 campuses, (ii) is in area 4 of IGETC, and is a great option for students meeting Social Science Bachelor degree requirements and lastly, (iii) would pedagogically (assuming a student takes only one economics class in her/his life), be in their interest to take ECON 100, as they are exposed to both sections of Micro and Macro, instead of just one.</p> <p>In general, be it ECON 100 or 101 or 102, at-risk students would benefit from MiraCosta interventionist programs such as Supplemental Instruction or connections to programs like UMOJA or Puente or work with TASC to get tutoring help— students have already started to</p>	<p>The Economics program has no PSLOs, however ECON 100, ECON 101 and ECON 102 are offered as an option in the college's broad based Liberal Arts degree, in the Social and Behavioral Science area of emphasis. Program goals specific to this area of emphasis relate to critical thinking, effective communication and global awareness. For more information, please refer to the document titled "Graduate Survey Results - 2016," in the Portal, under liberal arts.</p>
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testify their support of the latter and the library is to be commended in providing this valuable service for them.

English as a
Second
Language

Our course SLO assessment results have shaped our program over the years, and continue to do so. This past year, we assessed the three SLO's for our new course, ESL 45, with successful outcomes. We also worked to prepare for the upcoming assessment of SLO's for our 49 and 50 courses. Faculty in our department meet regularly each semester at midterm, during our holistic group scoring of our student ESL exit essays, and during the final portfolio read with our colleagues in pre-transfer English. We have emphasized the importance of reading into our writing sequence, ESL/ACE 49 and ESL/ACE 50, since our philosophy is that writing cannot be divorced from reading and since our last outcome assessment results for 49 were in need of some improvement.

During the past two semesters, our two full-time faculty members met with all new associates to provide them with an extensive orientation, and then we followed up during the semester with additional training and support. We continued to use the notebook of course information and materials we developed for training purposes with positive results. The students of our associate faculty members have demonstrated greater success through our portfolio and exit essays than they had demonstrated prior to providing these extensive training materials. Through our intensive training efforts, our associate faculty members have an in-depth understanding of our course SLOs.

In terms of our assessment calendar, we are up to date on our assessment and on the entering of data into Tracdat. During this past academic year, we assessed the three SLOs for our newest course, ESL 45 Advanced Grammar for Writing. Students met the target for all three SLOs, though the instructor teaching that course did recommend some slight changes in the SLOs and assessments. We will be submitting those changes in Fall 2016, particularly since we will be modifying this course through Courses and Programs so that students taking it can receive elective credit toward their Associate's degrees.

We will be assessing two SLOs for ACE/ESL 49 and two SLOs for ACE/ESL 50 this fall 2016 semester. Our plan is to schedule a separate meeting of Credit ESL faculty during the Spring 2017 semester, specifically for the purpose of dialoging about our course SLOs, assessment instruments, and results.

The full time ESL faculty also continue to participate in the SLO work with Letters Transfer, particularly regarding the SLOs for English 100 since so many of our students transition to this course. The sections of English 100 that offer support for students from multilingual backgrounds have been full, with high success rates. To ensure continued success, we participate in workshops, norming sessions, and help to score essays for the SLOs specific to English 100.

English, Pre-transfer

SLOs: Three SLOs have been written for all EPT courses through faculty collaboration, which reflect the most relevant course objectives. Instructors document SLOs in their course syllabi to communicate to Ss about each course's instructional goals. Having previously assessed all three SLOs for both ENGL 49 & ENGL 50 in f14, in f16 we will complete our fourth cycle of assessment for two of the three SLOs in both ENGL 49 & ENGL 50 & will assess the third SLO for each course s17. As indicated in our previous PR, EPT will work with ESL in f16/s17 to revise the reading-related SLOs for clarity &/or determine a better instrument to assess the SLOs. We collected for ENGL 52 SLO assessment in s16 & will assess one SLO for that course in f16. While we had planned to assess ENGL 40 SLOs in f16, due to low enrollment, that course is not being offered in f16; we will assess ENGL 40 SLOs the next time the course is offered. SLO assessment continues to inform the EPT department's curricular, instructional, & professional development. Action Plans from prior SLO assessments demonstrate our ongoing departmental dialogue about S outcomes & the positive effect of continuing to make progress in Ss' fulfillment of outcomes. EPT & CSLOs, ILOs, & PSLOs: We do not have PSLOs; however, our CSLOs are consistent with course objectives & ILOs. EPT course objectives emphasize critical thinking, reading, & writing; effective written communication; & incorporating relevant & credible sources, & these align with the institutional outcomes of Critical Thinking & Problem Solving, Effective Communication, & Information Literacy. Also, our comp pedagogies privilege collaborative learning & rich discussions that encourage multiple viewpoints & often global interconnectedness, which supports Professional & Ethical Behavior & Global Awareness. Additionally, as we scale Learning Communities & Pathways in EPT courses, the LCP outcomes will mirror ILOs. We will be able to provide Ss with enriched learning environments that explicitly target these transferrable, life-long outcomes through increased & strategic instructor, student, college, & community connections.

Pre-Transfer Comp Portfolios & SLOs: The Portfolio continues to be an EPT best practice completed for all sections of ENGL 49 & ENGL 50 each semester. The Portfolio provides a tool for exit assessment to ensure S competency in the comp course sequence; an opportunity for full-time & associate faculty to do professional development at the beginning, middle, & end of the semester related to rubric outcomes & instruction; & a relevant way to integrate SLO assessment & reflection. While we unfortunately do not have portfolio data from f15/s16 as portfolio results were misplaced, we will continue to collect data to assess and refine our portfolio process.

English, Transfer	Liberal Arts (All Areas) AA	<p>SLO collection in Transfer English moves on steadily. We are seeing more involvement in associate faculty who have an incentive to fulfill FLEX obligations by attending norming and grading sessions.</p> <p>In general, we've established a regular rotation of collections that keep us well on schedule, meeting our obligation. English 100 collected SLO #1 last year and scored them in the beginning of fall semester, yielding a 70% pass rate. Engl 201 collected last year as well and the samples were recently scored (results are pending). English 202 is due for collection. In general, there is satisfaction with English 100's SLOs after substantial work on them. The alignment between the SLOs of Engl 201 and Engl 202 is likely to be looked at.</p> <p>Because of the size of our department and the variety of approaches to our courses, we are considering ways to normalize standards, which will involve SLO assessment. One project we are exploring is a common assignment (see Curriculum) and another is the development of assessment cells—essentially a portfolio process but maintained by cells of faculty meeting regularly rather than the big read of one gathering. We are only in the research stage of both projects.</p> <p>The common assignment referenced above evolved out of a post-assessment dialogue. An initial response was the formation of a “teaching community” of two faculty who shared assignments and materials to foster collaboration and improvement of pedagogy. Their collaboration is now moving to the next phase, engaging the larger department by defining a common assignment that meets the SLOs. This semester we are working on defining what that assignment will look like and will implement it in either the Spring or Fall of next year.</p>	<p>Our CSLOs are consistent with course objectives and ILOs. English Transfer courses emphasize critical thinking, reading and writing; effective written communication; incorporating relevant and credible sources, all of which align with the institutional outcomes of Critical Thinking & Problem Solving, Effective Communication, & Information Literacy. Our Composition pedagogies privilege collaborative learning and rich discussions that encourage multiple viewpoints and often global interconnectedness, which supports Professional and Ethical Behavior and Global Awareness.</p>
Extended Opportunity Programs and Services		<p>Only student learning outcomes have been used within our program, but will start to get more information on how we can implement and measure service area outcomes from the Outcomes and Assessment Committee.</p> <p>The following are the Student Learning Outcomes for our program:</p> <ul style="list-style-type: none"> • Upon receiving a student educational plan or semester by semester plan, students will express a better understanding of the information, materials, and resources that can be used in making career and life decisions. • Students will develop an understanding of the importance of self-advocacy by completing their Midterm Progress Report on time. • Students whose grade point average falls below a 2.0 will demonstrate decision-making and problem solving skills by meeting with a counselor to develop an academic success plan. <p>We assessed our learning outcomes at the end of the spring and fall semesters through our compliance report and via our end of semester survey. Our learning outcomes align with Institutional Objective 2.1 (Ensure educational planning tools, processes, and resources are contemporary and optimize student success) and EOPS state requirements. Assessment of our learning outcomes allows us to effectively plan for the following semester and identify students who need to attend a probation or intervention workshop. The assessment also serves as an indicator of what messages need to be reinforced with students the following semester.</p>	

Facilities	<p>Administrative Unit Outcomes have been written for the program. The AOU's are relevant to the review as they indicate the amount of work load increase on facilities staffing over the past year as compared to previous years. This information is provided in the additional information section of the review as a chart showing significant increase in maintenance work orders submitted from 2011-2016. The assessment cycles were conducted in the BAS department within the specified timeline to coincide with program review and new AOS's where applicable have been developed. In regards to Facilities, the AOU below has been added:</p> <p>"District employees will understand how to use the on line "Help Star" work request system to submit their facilities work requests."</p> <p>The results of the work order data has resulted in all three main groups within Facilities (Grounds, Maintenance and Custodial Services), to review current procedures and streamline operations where possible to gain higher service level efficiency. The outcome of this assessment though has demonstrated with the growth in square footage, staffing, community events and internal events that there has been a steady increase in work orders requested while staffing numbers have remained the same and are below the APPA Guidelines for facilities staffing. While the data suggests that the work order process for requesting work is in progress with over 6300 work orders submitted last fiscal year, more work will need to be done to ensure that additional training will be done to the college constituency to ensure the AOU is being measured by survey or some other measurable metric.</p>
Film	<p>The department of Theatre and Film has created a culture that incorporates qualitative and quantitative SLO data to revise curriculum and course objectives. We have also adopted high standards for robust CSLO assessment, with 70% (20 of 28) sections assessed in 2015-2016. These data collection efforts have enabled the department to have productive conversations about student success, pedagogy, and curriculum. In September 2016, the Film Program organized a workshop to discuss and revise outcomes for FILM 101, which accounts for 75% course sections in the Film Program. Six out of seven film instructors were in attendance at this meeting that allowed us to update our current SLOs to better correspond with the needs of individual instructors and the program as a whole. To reach the Film Program's CSLO achievement level, 70% of students should perform at exemplary or proficient levels. In 2015-16 achievement levels were met for FILM 101 (SLO #1: 93%; SLO #2: 82%; SLO #3: 93%). FILM 106 and FILM 110 demand that of 75% of students perform at exemplary or proficient levels. In 2015-2016 achievement levels were also met for both of these courses, FILM 106 (SLO #1: 100%; SLO #2: 100%; SLO #3: 100%) and FILM 110 (SLO #1: 100%; SLO #2: 98%; SLO #3: 100%). MiraCosta College's Institutional Learning Outcomes (ISLOs) have played a significant role in curriculum planning. Two new courses are being offered in order to address ISLO V. (Global Awareness). Identity and Film: Race, Class, Gender and Sexuality (FILM 211) and Women and Film: Representation and Impact (FILM 212) will greatly enhance the Film Program's ability to deal with issues of diversity and cultural awareness. The next step will be to evaluate how CSLOs complement each other and act as part of a sequence with the anticipation of a degree in Film for 2017-2018.</p>

Financial Aid	<p>The focus on outcomes for the FAO in the past three years were based on Service Area Outcomes in assuring that our processes are aligned to shorten the time that students have to wait to get their award and provide necessary funds for books and supplies at the start of the semester. With that SAO in mind, the office made significant changes in business practices and disbursed aid to students a week before the term began, similar to best practices at 4 year universities. The office will continue to review and improve services for students based on their input through surveys and focus groups. While SAOs have been helpful to improve our practices, the office has also discussed direct student learning and assessment of learning. The FAO staff has participated in division meetings in discussing where student learning takes place in our departments and how we can assess it outside of a classroom environment. Through these discussions in the division and departments, FAO reviewed what was important for MiraCosta students to learn and it was determined that we would connect SLOs to the ISLO on Information Literacy and help students meet their short and long term goals by knowing about financial resources and utilizing them to stay focused on meeting those goals. The objective for 2015-16 was to create resources and workshops in the community and within the college that increases the knowledge of financial aid resources. Based on the increase in number of workshops provided and survey results, the Student Services Coordinator has been successful at increasing awareness amongst students. The FAO objective this year will be collaboration with the Office of Instruction to access students in a classroom environment to assess learning about financial literacy and options.</p>		
Foundation and Development Office	<p>The financial support provided by the foundation to the college and its students exceeded \$900,000 this past year and an additional \$250,000 was placed in endowment to benefit future students. In addition to the positive financial outcomes, participation in development and foundation events has also steadily increased from year to year as we position the college president and faculty to talk about the successes and needs of the college. We hosted more than 700 business, community and philanthropic leaders from throughout the region at six separate events showcasing the college, its leadership and its students.</p> <p>The annual planning, continuous assessments and continuous improvements were facilitated by the following: developing and securing approval for the FY14-15 Annual Fundraising Plan; assessing progress toward goals quarterly through Key Performance Indicators dashboard and the Annual Plan-at-a-Glance; and modifying activities based on the data. In addition, the foundation is audited annually and received the highest rating possible by our auditors.</p>		
Geography	Liberal Arts (All Areas) AA	<p>SLOs have been completed within the timeline for all courses. The SLO assessments have been folded into discussions among the geography faculty regarding improving teaching and learning and have thus been incorporated into the process of continuous improvement of the program. Such improvement occurs at the individual course and section level which generally requires a finer scale of outcomes assessment than that afforded by CSLOs. No program wide action plans have been adopted, therefore no special resources have been allocated. There are no majors offered in this program, so Program SLOs have not been written, although the course SLOs are included in all syllabi. The course SLOs are still relevant and none have been revised within the past year.</p>	<p>The Geography CSLOs all show appropriate achievement levels and indicate the program is performing its job as an essential discipline within the Liberal Arts degree program.</p>

Geology

Since 2008, assessments of course SLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. All SLOs have been assessed as scheduled. All of the SLO assessment results for online sections of Geol101, Geol101H, Geol101L, and Geol101LH have been above the expected level of achievement (which is that at least 2/3 of the students will perform at 70% or better based on a standard assessment rubric that is deployed across all sections). The Geol101 on ground sections were at 59%, and are taught by associate faculty. Faculty will address this in the coming year.

We will continue to assess our SLO's on schedule to ensure that we continue with the generally positive results and improve the less than desirable results. While nearly every section and instructor has reported assessment results, occasionally, due to instructor oversight, a section is not assessed. This has only happened in sections taught by associate faculty.

Health Services

Continuing SLOs:

1. Using a survey at the end of the peer educator's classroom presentation, 90% of students will be able to name one sign of depression. Final results - Out of 125 classroom surveys, 75% of the students were able to name one sign of depression. Looking at the individual presentations, the percentages ranged from 54% - 92%. Those students who responded were correct. However, 25% of the students did not even attempt to respond. The survey itself may have contributed to the low percentage. The SLO question was last with a lot of white space. Recommendation - change the format of the survey and embed this question in the survey so it is not the last question with lots of white space.

NEW-2015-16 Student Learning Outcomes:

1. Students will identify the newly implemented e-magazine Student Health 101 as needed health information. The new Title IX/Violence Against Women Act requires continuous prevention education. Health Services implemented this national university/college targeted e-magazine to meet this requirement. Each monthly issue includes one educational item monthly that addresses this requirement. RESULTS - 1,661 total visitors (994 unique visitors) accessed the e-magazine from September 1, 2015 - June 30, 2016. 84.4 % of students engaged have learned something that they would apply to their daily lives.

Service Area Outcomes:

2. Students with a mental health crisis will be able to access mental health counseling on a walk-in basis.
RESULTS - 227 students utilized the crisis counseling with very little marketing of this service. Recommendation is to let certain offices such as Counseling know that this service is available.

3. Research the feasibility of a full time faculty Mental Health Counselor. See the Review Forms Section for supporting data. There is a review of cost, what is going on in Regions 10, and projected positives and negative.

History	History for Transfer AA	<p>Student learning outcomes at all levels continually influence the development and direction of the program. Course and Program SLOs are in place and are regularly assessed. The few variations from our timeline have been the result of scheduling changes designed to provide more diverse offerings to students even while schedule expansion is inhibited. Any CLSOs not assessed during their originally scheduled semesters are assessed upon the first offering following that semester. The necessity for such modifications is monitored carefully each semester, and a master chart is kept of all CSLO assessments.</p> <p>The department maintains a website of information on our CLSOs, PSLOs and ISLOs for communication among full-timers and with associate faculty. This website includes all the outcomes as they apply to each G.E. area and course, sample assessments, and departmental decisions. An extensive spreadsheet is maintained with all the courses and their assessment schedules. At the end of each assessment cycle, the results are not only submitted but are evaluated at full-timer department meetings and through ongoing departmental communication in order to determine trends and exceptions.</p> <p>The program offers over 25 courses, each with 3-4 CSLOs assessing skills and abilities rather than content. The CLSOs inform the PSLOs, while the cycle of ISLOs, currently tracked via SURF grades, is analyzed and interpreted by the department leaders to assure consistency of approach in all class sections.</p> <p>At this point there have been no adaptations necessary, either in the SLOs themselves or in our process. The assessments have provided useful information as to the achievement level of students in our program, but have yet to achieve a large enough sample size indicating a need for change in any of our courses that would justify modifications. Since 99% of our achievement standards have been met across the board, we are confident in the process.</p> <p>The department's approach to learning outcomes at all levels has been successful, and has been adopted not only by other department at the college, but also by departments at other institutions.</p>	<p>The department is confident in our student learning outcomes assessment process and results, with a 99% success rate in course-aggregated standards achievement.</p>
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Honors Scholar
Program

Honors course SLOs are written and assessed by the individual departments who offer honors curriculum. All of the SLOs were part of the recent re-write of the entire Honors curriculum in the past four years and remain relevant and carefully monitored by the individual departments. Any implementation of action plans are addressed by the department offering the course. All instructors are trained in workshops to make sure that both the regular and honors course syllabi contain course, honors and program student learning outcomes.

Dialogue concerning SLOs and PSLOs takes place at numerous levels concerning the program. There is dialogue concerning SLOs among department faculty and between faculty course authors and chairs and the Honors Coordinator. The coordinator discusses the Honors PSLOs with Honors students at orientations and convocations. Honors navigators, the student leaders of the program, provide feedback on the program's learning outcomes at regular meetings through the year. There have been numerous discussions between the SLOAC chairs and the Honors Coordinator to develop new Program Student Learning Outcomes that are more attuned to the program's activities this semester and new ones will be drafted and implemented in the Spring. In more recent meetings between the SLOAC chairs and the Honors coordinator, both direct and indirect assessments have been developed to more accurately capture the skill development for students that pertain to the three Honors PSLOs. Furthermore, these new assessment should help instructors who are teaching with the honors curriculum design and implement honors assignments that help students master their honors student learning outcomes.

Three Program Student Learning Outcomes (PSLOs) were developed in the 2014-2015 academic year and for the second year-in-a-row were assessed as part of the normal year-end Assessment Survey in May.

There was substantial improvement in two of three PSLOs from the previous year. There was an improvement of 19% (from 65% to 84% avg. success) for participating students' engagement in research using discipline-specific skills. There was a marked improvement of 26% (from 58% to 84% avg. success) for students' engagement in formal presentation, but there has been a decrease of 11% (from 80% to 69% avg. success) for students engaged in analysis of transfer program, career paths and interaction with peers in a professional and ethical manner. Some of this improvement can be attributed to better assessment instructions and more pedagogical training between the faculty coordinator and faculty. There has been extensive dialogue between students and leadership to make more students aware of the PSLOs, and all HSP orientations and handbooks contain information on the program student learning outcomes. More resources have been directed to honors conference participation and this has allowed more students to use skills that relate to PSLO 1 and 2. The creation of local MiraCosta honors showcases each semester should help these PSLO numbers improve even further.

It is imperative that the administration restores funding to the Honors secretarial position because this position is directly involved in the planning, logistics and student preparation for conference participation each year.

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There was substantial improvement in two of three PSLOs from the previous year. There was an improvement of 19% (from 65% to 84% avg. success) for participating students' engagement in research using discipline-specific skills. There was a marked improvement of 26% (from 58% to 84% avg. success) for students' engagement in formal presentation, but there has been a decrease of 11% (from 80% to 69% avg. success) for students engaged in analysis of transfer program, career paths and interaction with peers in a professional and ethical manner. Some of this improvement can be attributed to better assessment instructions and more pedagogical training between the faculty coordinator and faculty. There has been extensive dialogue between students and leadership to make more students aware of the PSLOs, and all HSP orientations and handbooks contain information on the program student learning outcomes. More resources have been directed to honors conference participation and this has allowed more students to use skills that relate to PSLO 1 and 2. The creation of local MiraCosta honors showcases each semester should help these PSLO numbers improve even further.

It is imperative that the administration restores funding to the Honors secretarial position because this position is directly involved in the planning, logistics and student preparation for conference participation each year.

Horticulture	Landscape Architecture AA and COA Landscape Management AA and COA Nursery/Horticulture Crop Production AA and COA	The Horticulture Department actively uses student learning outcome data to evaluate and alter, if necessary, our pedagogy, course areas of emphasis, and teaching tools and equipment. Our Student Learning Outcomes Assessment cycles were conducted according to or more frequently than the six-year requirement, with many SLOs being assessed upon every offering of each course. In the courses that have been offered, all SLOs have been assessed within the six year timeline. The results of completed SLO assessments have been used as a starting point for department dialog and have fueled conversation on course improvement, assessment improvement, facility decisions, teaching material and tool acquisition. Specifically, we have used SLO information to initiate program changes such as: Outcomes that were difficult to assess were modified and changes to scope or procedure have been submitted for updates. To date eight SLOs have been revised.	PSLO: Students will use hand drawn and computer generated graphics to produce accurate landscape plans that reflect sustainable, functional, and aesthetic principles. MiraCosta Horticulture utilizes a portfolio review process to evaluate the PSLO for Landscape Architecture. 92.5% of the students assessed successfully met the PSLO. 5 students completed the CoA and 2 students completed the AA in 15/16. PSLO: Students will be able to inventory, analyze and recommend an efficient management plan for the turf, trees, shrubs and landscape elements of a landscape. Assessment of this PSLO met with good student success, (88% of the students assessed successfully met the standard). 2 students completed the CoA and 4 students completed the AA in 15/16. PSLO: Students will integrate concepts and skills learned in core courses to manage environmental and other growth factors to produce healthy and marketable crops. Assessment of this PSLO met with good student success (86% of the students assessed successfully met the standard). 4 student completed the AA and 5 student completed the CoA in 15/16.
Hospitality Management	Hospitality Management AA and COA	The Hospitality Management program regularly assesses and evaluates SLOs. This information is recorded in the college system TracDat. Each CSLO is included on the course syllabus and reviewed with students. New associate faculty members are trained to incorporate CSLOs in their teaching plans for the semester. CSLOs are evaluated according to an established cycle with the results recorded on TracDat. Moreover, three different PSLOs assessments have been created for Hospitality Management. Two of those assessments evaluated successfully.	More than 70% of the students assessed were successful in meeting this standard
Hospitality Management	Hospitality Management AA and COA	The Hospitality Management program regularly assesses and evaluates SLOs. This information is recorded in the college system TracDat. Each CSLO is included on the course syllabus and reviewed with students. New associate faculty members are trained to incorporate CSLOs in their teaching plans for the semester. CSLOs are evaluated according to an established cycle with the results recorded on TracDat. Moreover, three different PSLOs assessments have been created for Hospitality Management. Two of those assessments evaluated successfully.	More than 70% of the students assessed were successful in meeting this standard

Human Resources	<p>Data to measure AUOs was collected within specified timelines and used to assess various activities and processes including: number of recruitments conducted and whether timeline requirements were met; number of training sessions conducted; number of mediations and investigations conducted; personnel requisitions processed and other transactions handled in Human Resources. The department has evaluated workloads of staff and again has documented that an additional full time HR Technician is still needed to provide required service levels. The monthly average number of personnel requisitions processed rose by 4% (from 80 to 83). A total of 47 recruitments were completed in FY15-16 with 53 individuals hired. For classified recruitments, the number of days between the approval of a vacancy by EMT and the date a job offer is made are tracked. The average number of days exceeded 209 days, and this reflects only the jobs which have been assigned the highest priority. That number will increase greatly once the jobs with the longest wait times are finally filled. This is an unacceptable level of service. Department facing such long delays to fill vacancies are faced with the choice between reducing services provided to students or other "customers" or they must hire one or more short term/substitute employees to do the work until a permanent hire can be made. This results in great inefficiencies as significant resources are devoted to training and retraining individuals. In an attempt to meet the demand for recruiting support, a part time technician worked over 150 hours during the spring semester and the two permanent technicians worked a combined total of 595 hours in overtime during the year. The use of short-term staff cannot continue for ongoing work and the current level of overtime is simply not sustainable for the permanent employees. Between overtime and hours worked by additional staff, approximately 100% of the salary of a full time employee was expended. This is the second year in a row that significant additional funds were spent to address a demand for recruiting which exceeds the department's present capacity.</p>
Humanities	<p>This year a full outcome cycle was completed for Humanities 250 and 251. 78% of students met or exceeded expectations of outcomes #1 and #2. 70% of students met or exceeded expectations for outcome #3. This was the first time in several years that we met our goal for student achievement of outcome #3, a success we believe was a result of integrating these source evaluation activities into the major class projects rather than implementing them as separate assignments.</p>
Institute for International Perspectives	<p>MiraCosta enrolled 252 international students during fall 2015 and 263 students in spring 2016. Twenty-four of these students failed to maintain full-time enrollment (4.7%). Intervention measures including increased peer advising and outreach to new and continuing student on options to reduce courses while maintaining F-1 status contributed to the decrease in number of out of status students from 20 in fall 2015 to 4 in spring 2016. Twenty-one students followed procedures and received permission to reduce their classes during the school year. Therefore, the IIP reached our goal of having 95% of students following the steps to keep F-1 visa status. During the New Student Orientation in fall 2015 and spring 2016, the IIP conducted pre-orientation and post-orientation surveys to assess student learning particularly with regards to their F-1 student enrollment. Based on the survey results, the greatest learning was demonstrated in the academic requirements. 49.71% students improved their understanding of the minimum number of units required for university transfer (question 4A) which was the largest increase for fall 2015. For spring 2016, 58.3 % of students improved their understanding of the number of units required to complete an Associate Degree (question 4B).</p>

Institutional Research, Planning, and Grants		Not applicable	
International Languages	Italian AA	<p>SLOs are included on all course syllabi in all languages. We're in the middle of a department-wide revision of the CSLOs, assessment tools & rubrics, but it's a long & challenging process because 62% of our classes in Spanish are taught by associates & we offer 3 languages for which we have no full time faculty.</p> <p>Spanish: 2 courses, Spanish 205 & 210, were assessed out of sequence according to our SLO Calendar because they weren't offered the semester they were scheduled to collect. We assessed in all languages for 101-202 as specified by our calendar & encountered issues with the writing CSLOs both in the data collected and in the instructor feedback, so we're using the time we're not scheduled to assess to make CSLO & rubric revision the focus of our department workshops & discussions so we can make changes before our next assessment collection.</p> <p>Our action plans from the previous year were to start the discussions on CSLO revisions & address issues with how we assess writing. We met 3/04/16 to discuss & planned a departmental workshop to include all associate faculty to normalize the grading of write and revise our writing rubric. Work was done in the flex 2016 workshop to revise the writing SLO and the rubric. The writing CSLO & rubric will slowly continue to get updates as we meet with associates. It's a slow & challenging process because we 62% of our classes in Spanish are taught by associates & we offer 3 languages for which we have no full time faculty.</p> <p>Italian:</p> <p>We collected data from 7 ITAL courses & a total of 10 sections were assessed. As per Action Plan, we adopted a new textbook. Expected levels were met in all courses while the assessment tool did not change. During the discussion of the results we highlighted that SLO #3 READING was still low & developed a plan to create more reading material for 101 students. SLO results don't show a consistent discrepancy between online & f2f classes. Online students performed better in SLO#1 & SLO#2 & at the same level in SLO#3.</p> <p>We started Action Plan Fall 2015 "Creating more reading resources for Italian students". The department purchased graduated readings for elementary level of Italian for the lab. Implementation of those readings in the classroom takes time, so results can't be expected soon. With the new language lab layout, we hope to attract more students & improve reading practices. We also wrote an additional Action Plan to revise the assessment tool because results are a little bit inconsistent.</p> <p>No students completed the AA Degree in Italian in 2015-2016, therefore there is no direct data on PSLOs. For PSLOs we used triangulation to analyze program & levels of achievement for all PSLOs.</p> <p>French</p> <p>The former French program coordinator, who is a Spanish instructor, met with associate French faculty to discuss assessment tools & results during both fall & spring. They discussed changing the assessment tools before the next round of collection, but kept them the same for this round as it is recommended that we use the same tool twice for comparison. The results we discussed were inconclusive & it is not clear what the reason is. The department is hoping that now that we have a new FT faculty in French, that the assessment process will</p>	No students completed the AA Degree in Italian in 2015-2016, therefore there is no direct data on PSLOs. For PSLOs we resorted to triangulation to analyze the program and levels of achievement were met for all PSLOs.

become less of a challenge.
Japanese, Chinese and German.

The department doesn't have a FT faculty who speaks any of these languages, and so it is a challenge to develop assessment tools & make CSLO revisions. One of our Spanish faculty met with the associates of these languages both semesters to guide them through the process & review the assessment tools they used. No issues resulting from the assessment data collected were reported by any of the associates, however, they expressed a desire to make revisions to the CSLOs & rubrics to work better for their languages, so this cycle, our department assessment coordinator is meeting with the associates of these languages to work to make those revisions before our next scheduled collection.

Kinesiology	Personal Fitness Trainer COA Yoga Instructor COA	<p>All PSLO pass rates for the KHAN Dept. were met with 78% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. In addition there were 100 degrees awarded for an AA Liberal Arts Degree with an emphasis in Applied Health, The completion and retention rates (84% on ground and 84% online) in both degrees and certifications completions indicates student success.</p>	<p>Personal Fitness Trainer COA – learning outcome pass rates were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. Personal Fitness Trainer Certificate of Achievement certifications awarded 14. The continued completion of the certifications also indicates successful requirements of the SLOs & PSLO for our program.</p> <p>Yoga Instructor COA – learning outcome pass rates were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Dept. Yoga Certificate of Achievement certifications awarded 68. The continued completion of the certifications also indicates successful requirements of the SLOs & PSLO for our program.</p>
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Liberal Arts	<p>Program Outcomes have been written for this broad based multi-disciplinary program and the program is now on an annual assessment schedule. The assessment instrument used for this program has been a survey sent out to all Liberal Arts degree petitioners prior to graduation each spring. Faculty from disciplines across the campus that contribute to the degree were involved in redesigning the 2015 survey questions. These questions were maintained for the Spring 2016 survey. The redesigned Outcomes Assessment Committee (OAC) will be reviewing the survey data and discuss related issues, such as other methods of directly assessing these students, with the assistance of faculty teaching in the Liberal Arts GE areas.</p> <p>Course SLO's on the degree are maintained throughout the 6 year outline cycle, unless departmental faculty decide to modify an existing SLO. When such a modification occurs, the SLOAC Coordinator reviewed and approved the change.</p> <p>When a new course was approved for the degree, the course SLO's were also approved by SLOAC. SLOAC was primarily reviewing the SLO to determine if it is measurable. For academic year 16-17 this process will be changed, as OAC has given the SLO Coordinator the task of reviewing the COR and the SLO to make sure they are aligned, are not duplicative, and can be measured.</p>	
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Library

The Library faculty has been fully engaged in developing, measuring, and modifying student learning outcomes for the LIBR credit courses. As of Fall 2015, based on extensive conversations with Marcy Alan Craig of Cabrillo College during pre-accreditation site visits, two LIBR 101 SLOs were removed; the remaining three SLOs were assessed in Spring 2015 using student data from Fall 2014. All four LIBR 201 SLOs were assessed during Spring 2014 using data from Fall 2013 and two LIBR 201 SLOs (#3, #4) were assessed during Spring 2016 using data from Fall 2015. Where students fell short of projected success rates, adjustments were made to curriculum, SLOs, and/or assessment tasks. Library faculty will continue to regularly assess SLOs according to a departmental assessment calendar. Two LIBR 201 SLOs (#1, #2) will be assessed in Spring 2017 using data from Fall 2016; LIBR 101 will be assessed next in AY 16-17.

The Library faculty is also involved with assessing the college's Institutional Learning Outcomes. As with previous semesters, LIBR 101 and LIBR 201 faculty contributed ILO assessment data in AY 15-16; the department will continue to contribute to college wide assessments of ILOs.

Finally, the Library department has three Service Area and Student Learning Outcomes regarding instruction, resources, and services. Assessment of these outcomes occurs regularly and provides both qualitative and quantitative data. During Spring 2015, the Library faculty assessed direct student learning following a library orientation in ENGL 100 courses. Based on the results of this assessment and departmental conversations, Library faculty adopted a new SLO for instruction in Spring 2016. A pilot assessment task is being developed and tested in Fall 2016 and implementation of the refined task will occur in Spring 2017. Because library instruction occurs at the reference desk, as part of class research orientations, and through periodic workshops, multiple assessment tasks may be needed, and the department has already begun planning to address those needs.

The new SLO for instruction and the corresponding assessment tasks are central to library faculty efforts to address specific needs and/or achievement gaps with an emphasis on targeted groups including, but not limited to, learning communities, equity sub-groups, FYE, Umoja, Puente, Veterans, Nursing, Pre-Transfer Letters, Basic Skills, Social Justice Fellows, Achieving the Dream, STEM, and Career Technical Education. Collection of student id numbers at the reference desk has provided the library some important insights into the population we serve. This pilot was started in 2015 and continues for 2016. Data for 2015 reveals that there was a small 2% positive difference in African-American students using Ref Desk services, 2% for Asians, 10% for Hispanics, and a 17% negative difference for White, Non-Hispanic. There were also 5% less males using the services. The library has closely reviewed negative differences and sees the need to strengthen current outreach related to both positive and negative differences, and through robust departmental conversations, has come up with a replacement position plan. If the Program Review plan for a replacement position is approved, the department can further address this new SLO and the need for targeted outreach with the realignment of some librarians' duties beginning in Fall 2017. This change will allow for more focused and sustained efforts to establish strategic partnerships with departments and programs serving these groups as well as the development and application of measurements

to assess the impact and reach of student engagement and outreach efforts (See Program Review Plan "Library Faculty Retirement Replacement").

Literature

Liberal Arts (All Areas) AA

Literature faculty meet several times each semester to review CSLOs, assess student writing, exchange ideas for SLO-relevant assignments, and discuss SLOs with adjunct faculty. SLOs #1 and #3 were refined after a series of discussions with full- and part-time faculty to clarify their emphasis, although their essential orientations remain integral to the courses. Assessment revealed that some writing assignments did not offer sufficient opportunity for students to demonstrate their mastery of the SLO being assessed. In subsequent communications, literature faculty were given more explicit descriptions of the types of assignments best suited for particular SLOs. Literature faculty have conducted SLO assessment according to the cycles established by the department; all SLOs are included in all course syllabi.

<p>Massage Therapy</p>	<p>Massage Therapist (500 Hours) COA Holistic Health Practitioner (1000 Hours) COA</p>	<p>The department has assessed all courses as directed by our minimum-6-year calendar. All PSLO pass rates in 2014-2015 for the KHAN Department were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Department. In addition, in 2015-2016 there were 81 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology. This is a jump from the previous year where 61 degrees were awarded and over double from 2013-2014. In 2015-2016 there were (12) 1000-hour Holistic Health Practitioner certifications awarded which was double the Certificates of Achievement from the prior year (6.) Twelve students received the 500-hour Massage Therapist Certificate of Achievement which is consistent with the prior year. The increase in both degree and certification completions also indicates successful requirements of PSLOs for our programs.</p>	<p>Met with 70% of students receiving a C grade or higher Met with 70% of students receiving a C grade or higher</p>
<p>Mathematics</p>		<p>Over the years the department has been trying various assessment methods to extract meaningful information. We had instructors report the results of the number of successful and unsuccessful students for each SLO. We now realize that our method of data collection, percentages of success, while quantitative did not lend itself to reflection and so the possibility to create plans from this data was limited unless the actual achievement level was not met. The department originally set a minimum achievement level of 70% of students score at least 60%. Yet, a score of 60% is really at the D level. Therefore, starting next year we have shifted the entire focus of data collection in our SLO assessments to a survey format asking for each instructor's reflection on successes and failures of their students in demonstrating higher-level thinking. We will also ask for the instructors' thoughts on steps that they, the department, and the institution can take to improve student learning. We hope that this new approach will allow greater input and direction from associate faculty, and facilitate a deeper and more inclusive conversation in the department over student learning and what can be done to improve it. We learned that we need to have a communication plan developed by the Math SLO committee. Our new method of collection will capture the modality used by each section assessed.</p> <p>As a result of extensive departmental dialogue, modified the three SLOs to one in-depth, all-encompassing SLO which will allow students to demonstrate higher-level mathematical thinking. Therefore, instead of having 3 piecemeal SLOs, we have one SLO where we can stratify the analytical, computational, and look at the overall picture to see if the result(s) make sense. We are in the process of creating a reporting form which includes qualitative data related to the SLO question and reflection, and instructor needs, as well as the quantitative achievement level. Until the next assessment, we plan to monitor and refine our new process and see how best to apply it to this course.</p> <p>With the changes to SLOs in the math department, the MLC is looking to include an SLO in addition to SAOs for use in the future. This change will allow for feedback about how students are learning about resources on campus and other support services. Further, it will allow MLC staff to reflect on student feedback and modify or adjust services to better accommodate student needs. As these are changed, there may need to be additional training for MLC staff in order to provide the service levels needed for increased student persistence, retention, and success.</p>	

Matriculation
and Testing

The department implemented two Student Learning Outcomes during the last program review cycle: 1) Students will demonstrate readiness to take assessments and 2) Upon completion of taking the assessments, the student will recognize the next step in their matriculation process is to meet with a counselor. Both outcomes are still relevant and need additional assessment cycles to provide continuous improvement to the program. The results from both outcomes improved: last year 95% of students surveyed stated they knew it was important to look at the review material prior to testing; this year the percentage increased to 97% of students understanding the importance of reviewing material prior to completing the assessments. Last year, 89% of students surveyed recognized the next step in their matriculation process was to see a counselor. This year, 92% of students surveyed recognized the next step in the matriculation process. This is highly attributable to having a counselor available in the assessment office to meet with students after their testing is complete.

<p>Media Arts and Technologies</p>	<p>Graphic Design AA and COA Web Development and Design AA and COA Video and Media Design COA</p>	<p>The MAT Department conducts outcome assessments for its courses and programs on a regular basis. SLO assessment is a frequent formal and informal topic of discussion at department meetings, curriculum get-togethers, and student portfolio reviews. MAT has recently developed a departmental guide to SLO assessment to facilitate faculty and associate faculty participation in meaningful assessment practices. This guide includes emphasis on departmental reflection and dialogue about student learning.</p> <p>SLOs are written for each course in the department and included in syllabi as a matter of practice. MAT has established a six-year timeline for SLO and PSLO assessment cycles and has met all requirements of the timeline. Except for new courses, all courses have been assessed one or more times. Most SLO assessments occur with greater frequency than required. Follow-up has occurred or is occurring on all associated action plans and/or recommendations. At the course level, interventions that have resulted from or been informed by SLO assessment processes include new and/or modified assignments, modified lectures and/or in-class discussions, and other changes aimed at improving student learning. As a direct result of this year’s SLO assessment processes and discussions, the SLOs for several courses have been revised and updated to better reflect course content and/or higher-order learning objectives.</p> <p>Certain MAT courses have defined professional communication and performance as part of their SLOs. Specifically, digital imaging and digital publishing courses define this as a learning outcome. To achieve this objective these students have worked collaboratively with the President’s Office, the Dean of San Elijo, the Library, Automotive Tech, Music, Dance, Theatre and Letters to create and publish books, posters, flyers, postcards, web banners, interactive PDFs, and more. As part of this professional performance objective students must mount their work using a dry mount press and affiliated supplies before presenting their designs to any of the aforementioned “clients”. The current dry mount press in use is approximately eight years old, and the MAT department would like to request a new one if equipment replacement funds are available.</p> <p>MAT faculty have integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. To date, all AA and COA programs have been assessed one or more times, and minimum achievement levels were met for each program assessed. PSLO data and reflection precipitated plans within the department for curriculum development and faculty hiring. Such plans have been or are currently being implemented.</p>	<p>MAT faculty have integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. Minimum PLSO achievement levels have been met for the Graphic Design AA and COA in each review cycle. The department uses PSLO data and reflection to guide curriculum and other program-related planning (see above).</p> <p>MAT faculty have integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. Minimum PLSO achievement levels have been met for the Web Development and Design AA and COA in each review cycle. The department uses PSLO data and reflection to guide curriculum and other program-related planning (see above).</p> <p>MAT faculty have integrated PSLO assessments with our capstone portfolio review. Therefore, PSLO assessments and related departmental discussions occur annually based on program graduates. Minimum PLSO achievement levels have been met for the Video and Media Design COA. The department uses PSLO data and reflection to guide curriculum and other program-related planning (see above).</p>
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<p>Music</p> <p>Audio Recording Production AA and COA</p> <p>Business of Music COA</p> <p>Live Performance Audio COA</p> <p>Music Performance AA</p>	<p>The Music Department has developed and implemented a comprehensive learning outcome assessment calendar, and all courses and programs are regularly assessed. The vast majority of Learning Outcomes were met and none need updating at this time.</p> <p>The Music Department has shown consistent results over the last few years, since the split of our curriculum into MUS and MTEC courses. Seeing the data split between the two disciplines over time allows for better understanding of what trends are occurring in each discipline, as well as the whole department.</p> <p>The department is continuing to work toward its goal to increase WSCH/FTEF. MUS is less efficient than MTEC, due to the need to maintain disciplinary norms and sound practices that necessitate smaller classes. This is generally true for higher-level tech and performance. For example, Applied Music (MUS144/244) requires 1 to 1 instruction. Caps for ensemble classes remain unrealistic and create an artificial dip in fill rate and efficiency. Enrollments in online and face to face GE courses are more consistent with other department on campus.</p> <p>The overall drop in enrollment college-wide is also reflected in the Music Department numbers. Online enrollments are holding steady, but face to face enrollments have dropped for both MUS and MTEC courses in general, although there is a disparity between MTEC Fall courses and MTEC Spring courses.</p> <p>The number of sections offered was basically equal to the previous year, but we are continuing to evaluate enrollments by offering more sections of high fill rate classes and cutting others. We continue to experiment with offering different GE courses at different times or in different modalities to look for patterns and avenues for success.</p> <p>There is a significant drop in failure rate in both MUS and MTEC courses. Some of this can be attributed to higher withdraw rates, due to a department emphasis on roster management before and after the Census deadline, and certainly before the 75% deadline. Some of this can be attributed to our re-evaluation of course resources (updating textbooks, etc) and our commitment to maintaining and upgrading equipment (upgrading Control Room A, Piano Lab, etc).</p> <p>In the MTEC program, there was a slight drop in student success (67-64%) and retention (84-80%) from the previous year, which is below the college and statewide averages. It is not possible to say with any degree of certainty whether this is a trend or anomalous for the year. In the MUS program, student success and retention remain virtually consistent, though still below the college and statewide averages.</p> <p>Our degree and certificate numbers are holding steady, and our success rate on PSLO assessment continues to be high, as well as our transfer rate. When students complete our program, they are achieving a very high degree of success in both the MUS and MTEC degree areas.</p> <p>Student Learning Outcomes for the Associate of Arts degree (AA) in Music Performance are assessed every spring. Over the past 4 years the basic achievement levels have been met or</p>	<p>69% of enrolled students met or exceeded the learning outcomes</p> <p>81% of enrolled students met or exceeded the learning outcomes</p> <p>64% of enrollees met or exceeded the learning outcomes</p> <p>100% of Music Performance graduates seeking transfer succeeded in 2016.</p>
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exceeded in all cases, ranging from an 80% - 100% success rate. 100% of music performance graduates seeking transfer succeeded in 2016. Since 2012, 20 students have achieved AA degrees and successful transfer.

The MTEC program has been updated and currently offers these degree and certificate paths: Associate of Arts - Music Technology; Certificate of Achievement - Music Technology; Certificate of Achievement - Business of Music; Certificate of Proficiency - Music Technology.

The rubric for assessment in the CTE, Music Technology certificates and degrees addresses the core skills necessary for success in all media arts production fields: technological expertise, critical thinking, communication skills, and professional work habits.

The Music Technology department has awarded 22 AA degrees, 46 Certificates of Achievement, and 16 Certificates of Proficiency, since the spring of 2012.

Noncredit
Counseling

SAO's for noncredit counseling are assessed at the end of each academic year. In 2014-15, all SAO's met and exceeded achievement levels attained in 2013-14. Slight increases are attributed to the hiring of a growth FT counselor position, decreased turnover in associate counselors and increased training. However, with the loss of two FT counselor positions, the achievement levels may decrease in 2015-16.

Objective 1: Appropriate options are selected to earn AHS credits. 100% of students attempting to earn AHS credits through alternative sources attained their goal. The number of students who pursued alternative sources increased from last year due to more training with associates and the hiring of a second full-time counselor.

Objective 2: AHS students access information to achieve education and career goals. At least 95% of AHS students completed an education plan, and with the renewed focus of SSSP, that number should remain steady or rise. With a renewed focus on providing educational plans for all ESL students, counselor workloads are projected to increase.

Objective 3: Noncredit ESL Level 7 students learn about pathways to continue their education. Due to increased follow up by counselors with ESL instructors, the achievement level was raised by 2% compared to last year. Counselors will continue to meet with students and have extended their workshop schedule to include Level 6 as well. With the new requirement of educational plans for ESL students, the achievement level should continue to increase.

Each of the three SAOs for noncredit counseling connects to two or more PSLO's for the Adult High School Diploma and ESL Program and ILO's. In addition to being assessed at the end of the spring semester, SAOs will be also be reviewed to determine if they should be revised to more strongly connect with PSLO's and ILO's.

Noncredit ESL	<p>SLOs: In 2015-16 the noncredit ESL department offered 12 NCEESL courses, with 10 having 4 CSLOs and two having 2 CLSOs, for a total of 44. Between summer 2015 and summer 2016, all SLOs for 94% (n=11) of the NCEESL courses were assessed: NCEESL10, NCEESL 20, NCEESL 21, NCEESL 22, NCEESL 30, NCEESL 31, NCEESL 32, NCEESL 40, NCEESL 45, NCEESL 62, and NCEESL 65. The passing percentages for SLO attainment (80%) were attained in all categories except the following: Level 3 Reading (78%), and Level 6 and 7 Reading (71%). The reading assessment data are not broken out for our program's Levels 6 and 7. The reason for the low pass rate in reading at the advanced levels is that there are students in these levels who scale out, meaning that they score above the CASAS reading score range for their levels, instead reporting at the Adult Secondary educational level for the CASAS descriptors. This is a statewide trend. In an attempt to obtain better benchmark rates for reading at these levels, we tried various methods that were not effective, so we will continue to investigate ways to improve the reading SLO data in the levels that have not been as successful as others. All faculty participate in SLO assessment, and we will continue to provide faculty with professional development opportunities to improve and discuss methodology, strategies, and techniques to provide quality instruction, allocating a portion of grant funds for conference attendance. Associate faculty initiated "ESL Swap Shop" collaboration meetings to share best practices, and these professional development activities are scheduled to continue in 2015-16.</p> <p>For the fifth straight year, all ESL levels met or exceeded the target of 80% writing benchmark. We are pleased with the results of the efforts we have made in the past six years to improve writing instruction. An important factor has been the opportunity for instructors to meet and discuss best practices for writing instruction, as part of the paragraph and portfolio assessments.</p>
Noncredit Short Term Vocational	<p>SLOs were assessed by giving students a comprehensive written exam. The method of assessment recently changed. Previously, a small number of the most knowledgeable students that completed an end of semester hands-on skills based assessment were used for SLO assessment. This group was much smaller than the total class enrollment. Currently, all students are assessed. It is an ongoing process to use SLO data to improve the learning process in the classroom.</p>
Noncredit, Other	<p>The NCOTHER noncredit programs are in compliance with the SLO timeline. All other noncredit official outlines of courses were reviewed and rewritten to include the SLOs and methods of assessment during 2010-2011, then were submitted to the Courses and Programs Committee for approval. SLOs for the 56 courses that are offered are included in the course syllabus and are assessed each spring and fall semester. When assessment rates drop below 80% achievement, which is rare in these classes, instructors write action plans and course content and the course syllabus indicates changes and updates to insure continuous improvement in students meeting learning goals. Associate Faculty that teach in other noncredit utilize professional development hours to meet as a department each semester to reflect and discuss class and program SLO's.</p>

Nursing and Allied Health	Registered Nursing (ADN) and (LVN-to-RN) AS Licensed Vocational Nursing AA and COA Surgical Technology AA and COA	<p>The NAAH programs have integrated the CSLOs into their courses; The RN program evaluated their CSLO's and had a 92% achievement level. Although this is excellent the faculty meet monthly and discuss CSLO and PSLO's to determine if there are improvements in our program that can improve success. Some changes have been updating our curriculum, using more online learning tools and working one on one with our at risk students to increase their success. The LVN program CSLO's were evaluated last year (N170, N171, N172, N173, N274, N275). All courses met or exceeded the achievement levels. Faculty meet frequently throughout the semester to discuss ways to improve the program; last year all textbooks were evaluated and the faculty decided on decreasing the number as well as selection of textbooks with integrated online resources to help students increase their knowledge. The ST program evaluated CSLO's for ST 105L AND 101L. Both these lab courses had > 90% achievement. Last year an instructional associate was hired starting in Spring to work with students in the lab setting. The faculty and students have seen an increase in proficiency of skills and confidence. The CNA program CSLO for N163 was evaluated and 100% of the students met all 3 SLO's. Each program has a learning outcome and is evaluated biannually. Our course and program learning outcomes are congruent with the institutional learning outcomes as critical thinking and effective communication are integral to safe practitioners. Findings are reported to the faculty and discussed in monthly meetings The NAAH programs are frequently revising their curriculum and updating their assessment methodologies to ensure currency and rigor of each program. All of our programs must meet the state agencies that govern each of our programs (CNA-DPH, LVN-BVNPT, LVN to RN & ADN-BRN, and ST-ARC/STSA) recommendation for learning outcomes. NAAH programs are outcome oriented and student learning outcomes are a reflection of our intention to produce safe, high quality employees for the health industry. Based on our results, no action plans were implemented although we continue to assess and evaluate the outcomes as part of the SLO process. The faculty is in discussion regarding best practice for analyzing and reporting our CSLO's. Our PSLO's for every program have exceeded the achievement level. with state certification and/or licensure rates above the state and national benchmarks.</p>	<p>The Registered Nursing program enjoys a high success rate with 96% of our students achieving a passing score on the comprehensive standardized exam which predicts the likelihood of their success on the National Council Licensure Examination (NCLEX-RN). We currently have a 95% pass rate on the NCLEX exam.</p> <p>The Licensed Vocational Nursing program has a 100% pass rate on the comprehensive exam taken at the end of the program. The also have a 100% pass rate on the National Council Licensure Examination (NCLEX-PN). The Surgical Technologist program has an 80% pass rate on the national certification exam. This exceeds the national pass rate of 70%.</p>
Nutrition	Liberal Arts (All Areas) AA	<p>The department has assessed all courses as directed by our minimum-6-year calendar. All CSLO and PSLO pass rates in 2015-2016 for the KHAN Department were met with 70% of students receiving a C grade or higher, which was a minimum requirement set by the KHAN Department. In addition, in 2015-2016 there were 81 degrees awarded for an AA Liberal Arts Degree with an Emphasis in Applied Health, Nutrition and Kinesiology. This is a jump from the previous year (2014-2015) where there were 61 awarded. In 2015-2016 there were 12 Fitness Nutrition Certificate of Proficiency certifications awarded which was also a jump from the prior year of 3. The increase in both degree and certification completions also indicates successful requirements of CSLOs and PSLOs for our programs.</p>	<p>Met with 70% of students receiving a C grade or higher</p> <p>Nutrition Fitness Specialist Certificate of Proficiency: Met with 70% of students receiving a C grade or higher</p>

Oceanography	<p>Since 2008, assessments of CSLOs have been carried out as specified in the EART/GEOL/OCEA SLO assessment calendar. In both OCEA101 and OCEA101L, all CSLOs have been assessed at least once, and most have been assessed more than once. In OCEA101H, which is offered intermittently, the loop of CSLO assessment was closed for the first time in spring 2015. Most CSLO assessment results been above the expected level of achievement, based on standard assessments and standardized rubrics that we have deployed across all sections. However, the low full-time to part-time ratio in Oceanography has lead to two negative developments in CSLO assessment. First, despite reminders and guidance from full-time faculty, some part-timers have been inconsistent in carrying out assessments. Second, CSLO assessment results in sections taught by part-timers have on occasion fallen below our expected level of achievement. We believe these issues would be resolved with the addition of a new full-time hire.</p>
Office of Instruction	<p>The Instructional Services AUOs directly support Institutional Objectives from the 2014-17 Strategic Plan. Instructional Services assessed AUO's established in 2015-16 and reported progress on these outcomes. New and/or revised AUO's have been developed for 2016-17. Information on the IS division AUO's and their progress is attached.</p>
Office of Student Services	<p>Student Services division reviewed again the process for SLOs and SAOs and made changes to how we address outcomes for the departments and programs in the division. Based on the input from the consultant over a year ago, the division tried to only measure SLOs and tie them to the Institutional Learning Outcomes. The outcomes were not very meaningful though because the departments were having difficulty doing direct assessment for student learning. Most of the departments have a direct impact on the service to the students but not on the learning outcomes. With more clarifications and discussion on the role of SLOs and SAOs for student services division, it was made clear that the departments in the division can both measure SLOs or SAOs as appropriate for that department. Representatives from the division also participated int eh institutional discussions on revising ISLOs so int he future there is better connection to the ISLOs for studnet services (ex. Efficacy and Advocacy). For the Office of the Vice President, SAOs were developed that address changing the onboarding process for the incoming students to align with effective practices and creating a culture of innovation and cross-collaboration. For the first SAO, the office has developed an annual plan with timelines, staff needs, and services provided to the students from October to August. Now the group is being incorporated in the planning and implementation process for the Achieving the Dream work.</p>
Office of the President	<p>The MILA would best fit under the category of AUO in developing future leaders and leadership capacity in the organization as we strive to become an vanguard institution.</p> <p>The public grants position could support faculty in a number of ways as it develops funding for the teaching and learning center. Additionally, the grant position could seek funding for a variety of other strategic initiatives.</p>

Online
Education

The 2015-18 Online Education Plan established Service Area Outcomes (SAOs) for the Online Education program. Since this Plan was approved after the 2014-15 Program Review cycle, specific program review action plans have not yet been associated with these outcomes:

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

A plan for this year is to develop SMART goals associated with these SAOs.

Three examples of projects undertaken during 2015-16 intended to address one or more of these SAOs are:

First, continuation of a project to provide more support to both faculty and students involved in DE classes from departments with significant gaps between online and onground success and retention. The project includes the following components:

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

This project is a continuation of one in 2014-15 in which SDSU graduate student interns supported two faculty in considering and making changes within their class. One of the classes included the changes in spring 2015, and the results were impressive: compared to the same class held one semester earlier, retention improved from 85 to 95%, success improved from 70 to 90%, and average GPA improved from 2.50 to 2.97. In 2015-16, a MiraCosta College Foundation mini-grant provided stipends for two SDSU graduate student interns who served as instructional designers for two International Languages classes and one math class. SSSP funds enabled the extra student and research support in these classes.

The second project was a comprehensive course management system evaluation. This process focused on developing a forward-looking recommendation for the best course management system to meet MiraCosta's strategic needs over the next five years. An inclusive taskforce conducted a thorough process involving faculty, students, staff, and administrators. The feedback from both faculty and students was unequivocal in recommending the selection of Canvas. Further, the taskforce thoughtfully advocated for a two-year transitional period with full support for faculty and students to be successful in making the transition to Canvas.

The third project was the development of MiraCosta Online Course Quality Guidelines. The MiraCosta Online Educators committee developed this document and the Academic Senate

approved it in spring 2016. It includes both essential and recommended elements of distance education classes at MiraCosta, and will serve as a tool for individual instructors to improve their classes, a basis for departmental discussions about DE, and a foundation for more focused development of resources and faculty development experiences from the office of Online Education.

Philosophy

The department has been assessing the philosophy CSLOs on a rotational basis. Phil 101 SLOs were assessed in Fall 15, and Phil 100 and Phil 102 SLOs were assessed in Spring 16. The results were discussed during our Spring 16 and Fall 16 department meetings. We are satisfied with the results, and plan to continue our assessment.

The department is offering Phil 101 H for the first time this fall semester, and plans to assess those SLOs to determine a baseline.

The Phil 221 (philosophy of religion) SLOs are currently being revised by our newly hired discipline expert.

<p>Physics</p>	<p>The ISLOs that the college assessed last year were ranked low for all PHYS courses, so the physics faculty did not assess these ISLOs. While no CSLOs were assessed last year, we did hire a new faculty member who will focus on improving the PHYS 111/112 curriculum, and this was part of our plan formulated after past 111/112 CSLO assessment. Having successfully implemented our plan for 111/112, we will assess the CSLOs this year, thus completing the assessment loop for these courses. We will continue to monitor and evaluate past 151/152/253 assessment results as we prepare to assess those CSLOs in the future, according to our assessment schedule.</p>
<p>Political Science</p>	<p>Liberal Arts (All Areas) AA</p> <p>SLO ACs: Political Science Course SLOs have been written, are still relevant, and are included in all syllabi. Assessment processes are also current and are being used to improve student learning. There are 12 CSLOs in PLSC, and as of 2016, all regularly-offered courses in PLSC have completed SLO assessment cycles consistent with our SLO timeline/calendar. Furthermore, our most recent assessment results show that 100% of our CSLOs were at or above our minimum standard of performance (70%).</p> <p>The full-time lead instructor and all associate faculty in PLSC regularly discuss CSLOs and assessment results during one-on-one evaluation meetings, and during group meetings on All-College Day. After each round of assessment, PLSC instructors compare their section's performance on SLO assessments to our departmental averages. We identify low-performing areas and revise our individual pedagogy to improve performance in these areas. Also, during our last All-College Day group dialogue, we collectively discussed how to teach SLO material and identify best practices (such as the best visualization of the ideological spectrum, and minimum number of labels/definitions to cover). Moreover, at our most recent group meeting, we improved our assessment methods by creating a universal rubric for all PLSC essay assessments, and a more specific rubric for the Ideological Spectrum SLO in PLSC 101 and 102.</p> <p>**No plans to report.</p> <p>Neither the PLSC program nor its parent Department – Social Science – offer certificates or degrees. However, our courses do contribute to the Liberal Arts program, and our PLSC SLOs align with the Liberal Arts SLOs; particularly the ISLO and GE Outcomes for Information Literacy that ask students to "organize, synthesize ... and critically evaluate information." As of our last round of assessment, 100% of PLSC CSLOs were at or above our minimum standard of performance (70%).</p>

Psychology	Psychology AA Psychology for Transfer AA Human Development AA	<p>All Program SLOs and course SLOs have been assessed and discussed in accordance with our SLO calendar. Student success consistently has been at or above the selected threshold with respect to our SLOs and PSLOs. We have effectively closed the loop for each of our PSLOs and SLOs. Note that a review of TracDat shows that all courses have been assessed and discussed.</p> <p>The most recent data collection phase for our courses was Spring 2013 (Spring 2016 for PSYC104H), with robust discussions occurring by Fall 2013 (Spring 2016 for PSYC104H). For example:</p> <p>PSYC 100 - in response to SLO assessment data, we decided to increase emphasis of the scientific method earlier on in the semester. SLO results from Spring 2013 indicated the change increased student success.</p> <p>PSYC 101 - in response to SLO assessment data, we created a group activity to enhance student comprehension of operational definitions. SLO results from Spring 2103 indicated the change increased student success.</p> <p>As a courtesy, we make available to our faculty an optional departmental SLO assessments for selected courses (e.g., for PSYC 100, 101, 121) that they may select to use, or they may opt to use their own SLO assessments.</p> <p>Our department discusses institutional student learning outcomes (ISLOs), especially "Critical Thinking & Problem Solving" and "Information Literacy," and how we address them in our courses. Members of the department continue to actively discuss CSLOs and PSLOs in departmental meetings and flex activities.</p>	<p>The level of performance is appropriate for the program.</p> <p>The level of performance is appropriate for the program.</p> <p>The level of performance is appropriate for the program.</p>
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Public
Information
Office

ADMINISTRATIVE UNIT MISSION

In support of MiraCosta's Mission and Institutional Learning Outcomes, the Public Information Office department creates and implements the district's governmental relations, marketing and communications programs. These responsibilities include public affairs and legislative advocacy, public information, media and community relations, advertising and recruitment, social media, crisis communication, the coordination and design of district publications and campus signage, customer service and public events. This office also acts as a resource before, during and after emergency situations by providing guidelines and information to help manage crisis situations.

DEPARTMENT GOALS/SERVICE AREA OUTCOMES

1. Recruit and retain students
2. Bolster campus life and student engagement
3. Increase presence and civic engagement with local elected officials, key service organizations, and local school districts and universities.
4. Effectively communicate key college information with employees, students and the public.

MEASUREMENT AND CONTINUOUS IMPROVEMENT

1. We spend about 50 percent of our time engaged in activities that recruit and retain students. We book advertisements, provide the public with information, represent the college in the community and work with our local high schools. We have stepped up our retention efforts by developing a student weekly newsletter and reach out each semester to students who have not continued and contact past students through social media. This portion of our goals is measurable--we can see how many new students we have each semester and how many continuing. We track the response to all of our advertisements. We also monitor new applications. When we see something not working, we discontinue and try something else.
2. We have used increased communication tools to let students know about campus events. We send out weekly events e-newsletters to students and advertise on digital displays. New this year are billboards across the CLC and OC campuses to communicate big events. We advertise on social media. Participation, however, is more difficult to measure, so we rely on other departments to let us know if our efforts have helped.
3. The department director sits on several local boards, books yearly presentations with each local city council, sits on the SDICCCA alliance board, participates in legislative advocacy in Sacramento, and represents the district at local political events. Our increased participation and community efforts have been particularly important as we have increase outreach efforts for the facilities bond.
4. I believe we do this one well. We can measure how many people read our newsletters and what they are reading. We outreach to departments and let them know they can use our services to help educate the campus community.

Reading	<p>READ 100 SLOs:</p> <ol style="list-style-type: none"> Students will be able to draw logical inferences from a college level text. <ul style="list-style-type: none"> Of the 101 samples collected, 82 passed and 19 did not pass. Pass: 81.2%. Not Passing: 18.8%. The samples exceeded the expected level of achievement. Students will be able to analyze sound versus fallacious argument in a reading selection. <ul style="list-style-type: none"> Of the 101 samples collected, 85 passed and 16 did not pass. Pass: 84.2%. Not Passing: 15.8%. The samples exceeded the expected level of achievement. Students will be able to incorporate quotes from readings to strengthen written arguments. <ul style="list-style-type: none"> Of the 101 total samples, 86 successfully demonstrated the SLO, while 15 did not. Overall, the samples met and exceeded the expected level of achievement, passing at 85.9% and 14.1% not passing. <p>READ 30 SLOs:</p> <ol style="list-style-type: none"> Students will be able to accurately summarize a short piece of writing (fiction or non-fiction) including main ideas and supporting details. <ul style="list-style-type: none"> Of the 42 samples collected, 33 passed and 9 did not pass. Pass: 78.6%. Not Passing: 21.4%. The samples exceeded the expected level of achievement. Students will be able to demonstrate the ability to apply context clues to understand new vocabulary. <ul style="list-style-type: none"> Of the 45 samples collected, 36 passed and 9 did not pass. Pass: 80%. Not Passing: 20%. The samples exceeded the expected level of achievement. Students will be able to articulate and defend the usefulness of using specific reading strategies during the reading process. <ul style="list-style-type: none"> Of the 45 samples collected, 37 passed and 8 did not pass. Pass: 82.2%. Not Passing: 17.8%. The samples exceeded the expected level of achievement. <p>All six SLOs for both courses (READ 30 and READ 100) were collected in Fall 2014 and assessed in Spring 2015. The results of the SLO reads indicate students have met the SLO threshold for all SLOs. While the department may consider revising these SLOs in the future, we will collect this fall semester and assess next spring 2017.</p>	
Real Estate	<p>Real Estate AA and COA Real Estate Entrepreneurship AA and COA</p> <p>SLOs have been completed and assessed in all REAL courses. Results of complete SLO assessments have been used to standardize content and update curriculum as needed. SLOs continue to be analyzed updated as needed through the Courses and Programs committee.</p> <p>All SLOs for classes and programs have been written and are still relevant. All syllabi include SLOs for the course.</p>	<p>Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p> <p>Findings have been successful. Assessments are ongoing. Results will be analyzed regularly and adjustments made as needed.</p>

Religious Studies	The Religious Studies SLOs were not assessed this past year. They are currently being revised by our newly hired discipline expert.
Retention Services	<p>Retention Services: TASC Service Area Outcomes (SAO) are: Objective 1: Seeking Academic Support Students will demonstrate a value for seeking academic support by participating in credit/non-credit tutoring appointments, drop-in sessions and/or facilitated learning sessions in order to achieve their desired course goals. Expected level of achievement: Students come in for a total of 23,000 contacts in all service components. Results: FY 15-16 saw 29,383 contacts in all service components. 2,722 unduplicated students came in for a total of 16,245 appointment contacts at OC, SAN and CLC. 1,275 unduplicated students came in for a total of 7,641 drop-in contacts. 914 unduplicated FLS students came in for a total of 5,497 FLS contacts. Objective 2: Student Success Faculty will demonstrate best Supplemental Instruction practices. TASC will recruit, organize and implement special sessions that enhance classroom learning and student success. Expected level of achievement: 20 faculty participate in academic support interventions. 40 special sessions are offered in fall and spring semesters. Results: The number of participating faculty was 20 in the fall and 32 in the spring. 51 FLS sessions were offered in the fall and 48 in the spring. Objective 3: Critical Thinking and Training for Tutors Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses. Expected level of achievement: 90% of our newly hired tutors who were able to keep their one year commitment and provide 10 hours of weekly availability will be CRLA level 2 certified at the end of their first year. Results: 100% of our newly hired tutors who kept their one year commitment and provided 10 or more hours of weekly availability were certified as CRLA level 2 tutors. Objective 4: Program Innovations Research, develop and pilot new initiatives that expand services to students. Develop an organizational model to pilot new interventions. Expected level of achievement: Start and/or continue a pilot intervention each academic year. In 2015-2016 a re-entry specialist was hired to address student re-entry needs. CLC morning staff are expanding outreach and intervention services to increase student participation from 9am-1pm. Results: The re-entry specialist developed and implemented a re-entry survey that garnered 96 responses, held weekly meet and greet sessions to provide pre-final academic support tips, and developed and facilitated an Adult Re-Entry Flex Workshop entitled The Non-Traditional Student. CLC morning staff expanded outreach and interventions that resulted in a 17% student usage increase. This included an Open House and the creation of a CLC student development mission.</p> <p>Our SAO's continue to gauge key components of our department that provide service delivery. By focusing on a specific outcome for students, tutor employees, faculty participants, and staff, we diversify our generated outcomes that enhance service to students, employee training, pedagogical instructional needs, and meeting district goals for student success.</p>

<p>Service Learning</p>	<p>This year the learning outcomes included three areas.</p> <p>Increase visibility of Food Pantry services</p> <p>Increase service learning courses in the foreign language and arts: music, drama, photography and art. Currently the only courses offered in this area are Music Technology</p> <p>Increase service learning opportunities in English Courses.</p> <p>Identify if service learning experiences continue to allow students to develop a passion for community involvement.</p>
<p>Sociology</p>	<p>SOC adjusted its CSLOs for Introduction to Sociology (SOC 101) and Social Problems (SOC 102) after a department retreat that focused on implementing the Degree Qualifications Profile (DQP) structure. In order to adjust to the external public demands on students demonstrating specific skills, we adjusted our CSLOs to focus on writing and community service. We are in need of leadership with SOC 102 to bring the CSLO changes into fruition. Our newly established experiential learning focus for this class would require us to develop a full partnership with service learning.</p> <p>The department spent 2015-2016 working on the creation of a new PSLO assessment. It will implement a matrix in order to align CLSO data with the PSLOs as well as up to ISLOs. Assessment and data collection are happening in 2016-2017 with the anticipation of 2017-2018 being the first reporting of this new method of PSLO assessment.</p>
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Special
Education

Student Learning Outcomes (SLO's) are assessed for each course. The Student Learning Outcomes are listed on the course syllabi and explained to students each and every semester. The program instructor considers the Student Learning Outcomes for each class each semester. Though action plans are not usually developed, the instructor gauges progress and makes curriculum changes to enhance student success.

For example, one overarching concern in the Math Strategies course, LRNS 42, has been retention of the information. The instructor continues to enhance strategies to enhance student success with final examinations. One overarching strategy are math reference guides created and used by the students throughout the semester. Students also give presentations on math concepts learned in class. Students prepare for the final with a comprehensive review, creating their own practice final and key, and taking a practice final. Students pass the final at a greater rate each semester.

A second example of the efficacy of SLOs lies in a simple example from LRNS 40, many students are very "other-centered" or passive in their approach to taking responsibility for their learning. As a result, one SLO requires students to explore and write about services on campuses. In doing so, they learn about the services available and how to access these services.

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Student Accounts	AUO has been written for this Program Improve utilization of online systems Provide ways to pay all charges online, including art supplies, field trips, citations, and then develop training to encourage online use. Proactively provide a safer more secure environment for student data.
Student Activities	<p>Between the summer of 2015 and spring of 2016, SAO assessed the results of 68 students who participated in the Emerging Leaders Institute for the purpose of tracking student learning outcomes in three areas: Leadership Styles, Teamwork, and Vision & Goal Setting. Results include the following:</p> <ul style="list-style-type: none">- Leadership Styles – Overall SLO was successful as more than 80% of students’ demonstrated and reported appropriate understanding of topic (strongly agree or agree learning achieved = 82%). Leadership Styles SLO addressed ILO #2: Critical Thinking and Problem Solving as well as the “Directed” and “Focused” Student Success Variables.- Teamwork – Overall SLO was successful as more than 80% of students’ demonstrated and reported appropriate understanding of topic (strongly agree or agree learning achieved = 80%). Teamwork SLO addressed ILO #2: Critical Thinking and Problem Solving as well as the “Engaged” and “Connected” Student Success Variables.- Vision & Goal Setting -- Overall SLO was successful as more than 80% of students’ demonstrated and reported appropriate understanding of topic (strongly agree or agree learning achieved = 93%). Vision & Goal Setting SLO addressed ILO #2: Critical Thinking and Problem Solving as well as the “Directed” and “Focused” Student Success Variables.

Student Equity	<p>There are no established SAO for a specialist dedicated to LGBTQIA+ equity initiatives because the position does not exist. However, the following represents learning outcomes and SAOs the specialist will be expected to achieve:</p> <ul style="list-style-type: none"> • MiraCosta College will increase its Campus Pride Index from 1.5 to 2.5 or better within 1 year (SAO) • Safe Space Program participants will demonstrate increased awareness of relevant LGBTQIA+ nomenclature, needs, and resources. (Learning Outcome) • A LGBTQIA+ student mentoring program will be established by 2017-2018 with at least 10 first-time, first-year student mentees participating (SAO) <p>When the part-time student services specialist position was created to outreach to the PI community and recruit for the Mana program, there were two primary service areas outcomes to be achieved: 1) create a college access conference for PI high school students and 2) launch the Mana ASE program by fall 2016. The part-time student services specialist met both SAOs. The Mana College Access Conference was held in May 2016 with over 30 students in attendance. The Mana ASE program was successfully launched in August 2016 with nearly 60 students participating in Mana activities. 27 of these students are also part of the Mana Learning Community, taking linked English 50 and Sociology 101 courses.</p> <p>The part-time student services specialist will be responsible for achieving the following SAOs on a yearly basis:</p> <ul style="list-style-type: none"> • Assisting in outreach and recruitment efforts to ensure ASE programs enrollment targets are met. The specialist will primarily focus on recruitment into ASE programs with target populations that are identified as disproportionately impacted in the area of access. • Assisting in the delivery of ASE Program non-instructional support services. The specialist will primarily focus on assisting in the implementation of services for ASE programs with target populations that are identified as disproportionately impacted in the area of transfer.
Transfer Center	<p>Learning Outcomes: Since 2007, SAOs have been written and annual cycles have been completed with the following: data collection, review, and reflection. All SLOs align with the MCC Master Plan. Minor changes have been made but all results have met expectations. All data has been documented in TracDat and is mirrored in the Chancellor's Transfer Report that is submitted annually.</p>
Veterans Services	<p>The Veterans Services department is currently going through the process of developing SLOs and SAOs approved by SLOAC.</p>
Writing Center	<p>Leaving the SAOs behind, a single SLO was developed in Spring 2016 which focused on self-reported confidence by students. They were given a definition of confidence based in their ability to continue writing their papers after meeting with writing center staff. Out of 228 students surveyed, 210 reported experiencing more confidence immediately following the session. One student reported less confidence. While this is gratifying, it likely means that this is not an SLO that will lead us to recognize any improvements needed in practice. The director and writing coaches continue to explore what the most productive learning outcomes will be and how to assess those.</p>