Miramar College

SLOAC Plan – Timeline to Proficiency

2007 - 2012

	Goal	Met?	Action Plan	Outcome	Evidence	Timeline	Lead Persons	Resources
	Note: Grey shading indicates completion		(What do you need to do?)	(How will you know the action plan is complete?)	(Where is outcome documented?)	(When will it get done?)	(Who will help get this done?)	(What do you need to empower the leaders?)
Awareness A	Institutional dialog on learning outcomes and existing institutional practices such as course objectives in relation to student learning outcomes	Yes, ongoing	Provide leadership and opportunities for meaningful dialog on existing practices in SLO development and assessment	Past and ongoing campus-wide convocation presentations and discussion at department, Academic Senate and other shared governance committee meetings	Convocation day programs Fall 2008-Spring 2010, Agendas and/or minutes of department meetings, Academic Senate, and other participator governance committee meetings	Done	SLOAC Facilitator; PR-SLOAC and IE committees, department chairs and faculty	None
			Provide leadership to communicate to faculty the distinction between course objectives and SLOs	Flex presentations of past and current SLOAC Coordinators (Linda Lee, Amy Fraher and Buran Haidar)	SLOs are entered into SLOJet and Curricunet	Partial	SLOAC Facilitator; PR-SLOAC and Curriculum committees	
			Assess awareness of distinction between course objectives and SLOs	Survey faculty during Convocation day (Clickers)	Analyze and report results Fall 2010 convocation survey	Done	SLOAC Facilitator	
reness B	Discuss existing assessment and planning practices and how they relate to learning outcomes assessment and	Yes, ongoing	Discipline faculty discussion leading to SLO development, assessment, analysis for modifications	Department, School and committee meetings reflect discussion and adoption of best practices	Annual course SLOAC assessment submitted to Department Chairs and posted on the G-drive since Spring 2007	Ongoing	Faculty, department chairs	None

Awa	quality improvement		Periodic workshops to review SLO assessment practices	At least 3 Flex activities, workshops, or presentations offered by SLOAC Facilitator	Record of workshops offered	Fall 2009 and ongoing	SLOAC Facilitator	
Awareness C	Pilot projects and ongoing efforts	Yes	First pilots- Aviation, Allied Health Track (Biology & Chemistry), ESOL, Spanish, and Speech (Spring 2007)	Pilot projects are completed and product analyzed.	Program and course SLOAC reports since fall 2008 on G-drive	Pilots Completed by end of Spring 07	Faculty, Department Chairs, PR-SLOAC Committee, and SLOAC Facilitator	None
Awareness D	Discussion and definition of SLOs at the course, programs and degree levels	Yes	Development and adoption of institutional SLOs	Campus adoption of ISLOs 2006/2007	PR-SLOAC Committee minutes posted on old website	Done	Faculty, Department Chairs, VPI, VPSS, VPA	None
			Dialog about program and degree SLOs	Definition of SLOs for all programs and degrees	Defined SLOs made public			
			Dialog about course SLO	Definition of SLOs for some courses	Defined SLOs shared with department and ready for assessment			

| Development A	Institutional Framework for defining SLOs and timeline for completion and reporting	Yes, ongoing	Development of program and course SLOAC annual review process	Process aproved and implemented 2007	Annual report to ACCJC	Done	SLOAC Coordinator. PR-SLOAC Committee	IT and clerical support
			Definition, reporting, and publication of course SLOs	Faculty reported definition of SLOs for 78% of courses	SLO narrative included in annual course SLOAC report for some since 2007 located on the G-Drive	All offered courses to have defined SLOs by end of Spring 2011	Faculty, Department Chairs, SLOAC Facilitator	
				Defined course SLO narratives are compiled and published	Narratives will be compiled in a single repository, the in-house developed SLOJet database	All offered courses to provide the defined SLOs by end of Spring 2011		
					Course SLOs will be included in course Syllabi and linked to course Curriculum	Spring 2011		
			Pilot SLO Assessment and data tracking system	SLOJet is used as the mechanism for narrative, assessment, and data analysis	G-drive entries since fall 2008, discussions of Google Docs system in fall 2009, and SLOJet launching and adoption in Spring 2010	Development of SLOJet to be completed by end of Spring 2011	SLOAC Facilitator and IT	

				Course SLO narratives will be entered into SLOJet for compilation and linking to course curriculum information (Curricunet)	Narratives for 78% of courses offered in Sp 2010 to be entered by Mid Sept, 2010 and remaining 22% by end of Dec. 2010	Faculty, Department Chairs, SLOAC Facilitator, Deans	
			Review and refinement of assessed SLOs annually in Sept.	Active course SLOs reviewed and refined	Preliminary and updated course SLO narrative included in annual course SLOAC reports on G-drive since fall 2008, entered in SLOJet going forward	Annually beginning Oct 2010	Faculty, Department Chairs, SLOAC Facilitator, Deans	None
			Development of Program SLOs	All instruction and Student Services programs have defined SLOs	Defined instructional Program SLOs published in catalog and for SS on G-drive Sp 2010	Done		
	Establish authentic strategies for assessing course, program and degree SLOs	Yes, ongoing	**Course**					
			Dialog resulting in discipline-specific SLO assessment strategies and implementation for (65%) of offered courses	course-specific SLO assessment tool modifications following data analysis	Changes addressed in the annual Course SLOs submitted to Department Chairs and uploaded on the G-drive	Assessment of > 90% of offered course by end of Fall 2010- May 2011	Lead faculty, Chairs and SLOAC Facilitator	None

Development B						
		Work with department chairs to facilitate SLOJet data entry and analysis	All course SLO measurement methods and summary of analysis to be entered into SLOJet	SLOJet report	By mid Sept. 2010 for courses offered in Spring 2010 and annually thereafter	

Instructional Programs and Degrees

	Established program and degree SLOs assessment strategies established using indirect measures	Assessment methods for 89% of programs developed and analyzed	Data assembled and analysis completed for 89% of programs	Analysis of 89% of degree and certificate programs with defined SLOs by Oct. 2010	VPI, SLOAC Facilitator, Chairs, faculty	None
		Remaining 11% of programs have assessment methods developed	Meeting agendas and notes about dialogue and discussion of School needs based on needs identified by individual programs	March 2011	Department Chairs, SLOAC Facilitator, Deans and VPI	

Student Services

	SLOs defined assessed and analyzed	100% of programs assessed and analyzed	Reports entered on G-drive	Summer 2010	VPSS, SS faculty and staff	

Development C	Academic Senate and Curriculum Committee support strategies for SLO definition and assessment	Partially, ongoing	Creation of a combined PR-SLOAC Committee	Development of institutional, program and certificate SLOs	Catalog information, old SLOAC Website	Completed 2009	SLOAC Facilitator, Committee Chairs, Academic Senate leadership	
			Creation of faculty SLOAC Facilitator position as an active member of the Program Review-SLOAC Committee	Trained faculty through flex activities on best practices in writing and assessing course and program SLOs	Record of flex activities organized and individual facilitation by current and past SLOAC Facilitators	Annually, May		
			Academic Senate, Curriculum Committee, and campus-wide approval of SLOJet selection as a campus-wide SLO tracking system	SLOJet launched as an SLO assessment data repository	SLOJet Website, SLOAC Report	October 2010	SLOAC Facilitator, Chairs, and faculty	
				Develop the utility of the SLOJet database as a one-stop repository for course SLOs narratives, assessment reporting, and analysis	Full utilization of SLOJet will be evident in SLOAC reports and integral part of the annual Program Reviews reports	October 2011		
Development D	Academic Senate and administration accept responsibility for SLO implementation	Yes, ongoing	Create and fund Faculty SLOAC Facilitator assignment	Assignment is staffed	Release time for 1.0 FTEF annually	Done		None
			Training opportunities for SLOAC Coordinator/ Facilitator and PR-SLOAC Chair are sought	SLOAC Facilitator and PR Chair attendance of SLO and Curriculum Institutes workshops	Expense report	Summer 2010		

			Continued SLOAC training for managers, staff and faculty	Schedule training session and presentations for departments, committees for staff and faculty	Hold staff training session and/or presentations, as appropriate	August 2010 through May 2012	SLOAC Facilitator, VPI, VPA, VPSS	
Development E	Allocation of appropriate resources to support SLOS and their assessment	Ongoing	SLOAC Coordinator/Facilitator created and filled since 2007	Budget for reassigned time and renewal of SLOAC Facilitator position annually	Created a SLOAC Coordinator position has an annual 1.0 FTEF of reassigned time	Renewed annually each May	Academic Senate President, VPI, VPA, VPSS	Faculty reassigned time and staff development funds
			Identification of resources to support training of SLOAC Facilitator and faculty	Cost sharing between Academic Senate and VPI for SLOAC Facilitator training	SLOAC Facilitator received training at SLO Institutes of ASCCC in Summer 2010			
			Funding for development and maintenance of SLOJet database	Positions are staffed	Organization chart			IT and clerical support
Development F	Faculty are fully engaged in SLO development	Ongoing	Facilitate discipline faculty discussions and dialogues to establish consistency regarding SLO assessment	Progressive increase in percentage of courses with written, assessed, and analyzed SLOs	All offered courses will have written SLOs	Dec 2010	SLOAC Facilitator, Depart Chairs, course faculty	None
					100% of courses offered will have assessment data	May 2011		
					100% of assessed courses are analyzed			
			Alignment of course SLOs with course objectives in Course Outlines of Record (CORs)	All courses have assessable SLOs that map and align with COR and all narratives entered into SLOJet	Report prepared by SLOAC Facilitator using SLOJet information	Annually Feb 2011, Feb 2012		

			SLOAC Facilitator training of Chairs and faculty	Workshops and presentations	Hold departmental training session and/or presentations and individual training sessions, as appropriate	Ongoing		

Courses

| Proficiency A | SLOs for Course, program, and degrees are in place and are authentically assessed | In progress | Make contact with Chairs to ensure authentic assessment is taking place. | All courses offered have defined, assessed, and analyzed SLOs for at least 2 cycles | Documentation of progress in annual Program Review and SLOAC Report reflected in SLOJet entries | Fall 2010 and Fall 2011 | Faculty, Department Chairs | |
| | | | Work with webmaster to generate SLOAC report | Development of SLOJet to generate report of assessed courses | Generated report of courses with SLOs using SLOJet data | Preliminary report shared with Chairs at Chairs academy Aug | SLOAC Facilitator/IT | |

Instructional Programs

| | | | All Instructional Programs have defined, published, and assessed SLOs | Development of SLO assessment methods for 3 remaining of the 28 Instructional programs | PR SLOAC minutes | Fall 2010 | SLOAC Facilitator, Faculty, Chairs, Deans | None |
| | | | | Assessment and analysis of the all instructional programs | PR SLOAC Minutes and annual report to ACCJC | May 2011 and May 2012 | | |

Service Units
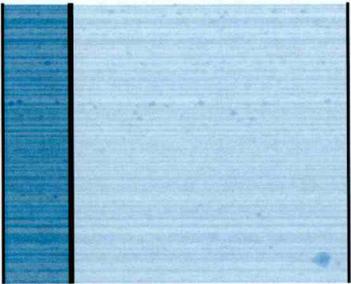
	All service units have developed and published unit outcomes, defined measurement methods, and outcome assessment plans	All service units outcomes are assessed and analyzed	Documentation of service units outcomes, assessment and analysis	May 2011 & May 2012	
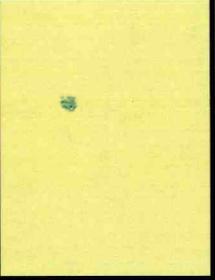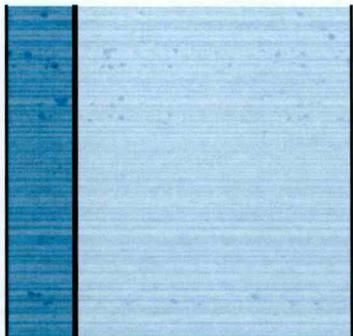
			Institutional (ISLO)				
			Development, definition, and publication of Institutional SLOs (ISLOs)	ISLOs developed and defined , mapped to 550 courses	College Catalog and Website	Defined 2006/2007, mapped Spring 2008	Faculty, SLOAC Facilitator
				Publication of ISLOs in Catalog and on appropriate websites		Aug 2010	
Proficiency B	Results of SLO assessment are used for improvement and alignment of Institutional practices	In progress	**Instructional Programs**				
			Course SLO assessment and analysis are discussed among discipline faculty at departmental meetings for course improvements	Course delivery decisions, new course offerings, and further program development decisions are based on SLO analysis and assessment	Annual Program Review reports will reflect and justify changes	October 2010, 2011, 2012	Program faculty, Department Chairs, Deans	None
			Course SLO assessment and analysis are reflected in the annual program reviews as important factors of program planning and development of College-Wide annual priorities	Chair/Dean dialogue, VPs and IE Committee meeting discussions	IE minutes	November 2010, 2011, 2012	Program faculty, PR-SLOAC Committee, Deans, VPI, IE committee
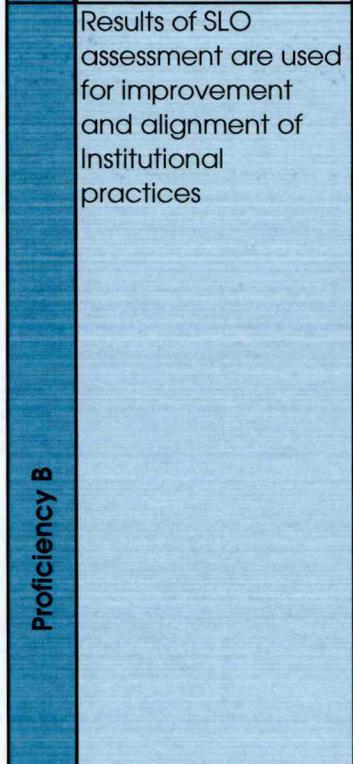
Proficiency C							
			Discussions about SLOAC as the basis of program development and planning	Program faculty and administrators have ongoing discussions about SLO assessment and analysis that are the basis for program development and planning	Annual Program Review reports will reflect and justify changes	Annually in Oct 2010, 2011, 2012	Program faculty, Chairs, PR-SLOAC Committee, Deans, VPI, IE committee
	Ongoing Wide-spread dialogue about results	In progress	**Courses**				
			All programs dialogue about course SLO analysis and implement modifications	Discussions of Department Chairs with discipline faculty based of analysis entered into SLOJet	Department meeting agendas and minutes	Annually Sept. 2010, 2011, 2012	Faculty, Chair's
			Programs				
			All Schools discuss program SLOs assessment and analysis, planned and implemented changes, if any.	Dialogue at School meetings with all faculty present results in continuous quality improvement	School meeting agendas and minutes	Annually Nov. 2010, 2011, 2012	Faculty. Department Chairs and Dean's
			Service Units				
			All service units dialogue about analysis outcomes assessment results	changes implemented for improvement, as necessary	Division or service unit meeting agendas	Annually Nov. 2010, 2011, 2012	Faculty , Managers, Deans, VPs
			Institution				
			Results and analysis of ISLOs prepared and widely discussed	Discussions and analysis of results in report prepared by SLOAC coordinator included in CWMP document	Annual report prepared by SLOAC co-coordinator included in CWMP document	Annually Dec 2010, 2011. 2012	SLOAC Facilitator, PR-SLOAC, IE Committee

Proficiency D	Decision making reflects dialogue on the assessment results and purposefully directed towards improving student learning	In progress	**Courses and Programs**				
			The annual Program Reviews' planning agendas identify needs that are driven by SLO results analyses and improvement strategies	All Program Review annual reports specify needs related to strategies for SLO improvement, as necessary	Meeting agendas and notes about dialogue and discussion of School needs based on the collective needs identified by individual programs	Annually Nov. 2010, 2011, 2012	Faculty and Department Chairs, Deans
			Institution				
			Program review-identified needs are the basis of the college-wide annual planning and development of annual priorities	Student learning outcome improvement is reflected in the top Annual College-Wide Ranked Priorities	Agendas and minutes of IE committee and other campus meetings; CWMP document	Annually Dec 2010, 2011, 2012	Department Chairs, Deans, VPs, IE and other shared governance committees
	College-wide resource allocations are data driven and based on program review and assessment of SLOs	Ongoing	Every participatory governance committee develops an allocation recommendation process based on PR and SLOAC data, including development of annual College-Wide Ranked Priorities	Annual college-wide priorities drive resource allocations	Budget summary report presented to IE committee and included in CWMP document annual update; Committee minutes	Annually Dec 2010, 2011, and 2012	Committee Chairs, IE	None

Continue to link financial resource allocation to program reviews	Decisions of participatory governance committees dealing with financial resource allocations, budgeting and hiring, are guided by College-wide Ranked priorities	BRDS and Hiring Committee meeting minutes	Ongoing	BRDS and Hiring Committee Chairs
Fine-tuning of IELM fund allocations	Criteria for IELM funds allocation includes impact on student learning	BRDS Committee meeting minutes	Ongoing	BRDS Chair
Fine-tuning of annual discretionary fund allocations and expenditures	Discretionary funding allocation reflects College-wide Ranked Priorities	CEC Minutes	Ongoing	President, VPA, VPI, VPSS and Deans
Discussions and dialog lead to effective means of providing academic support for improvement of student learning	Establishing means for effective tutoring or academic support for student learning, congruent with the campus character and practices and supported by evaluation of existing tutoring services	Reports submitted to the Academic Affairs committee by its tutoring services workgroup	By April, 2011	Faculty, Academic Affairs Workgroup, Academic Affairs Committee

Courses

Course SLOAC assessment report for all offered course submitted every	>90% of offered classes have assessment results entered into SLOJet		October 2011 and annually	Faculty, Department Chairs
Comprehensive assessment reports completed on an annual basis	In Progress			IT and clerical support

semester				
Faculty training to utilize the SLOJet database technology	Summary reports generated for all assessed course SLOs	SLOAC annual reports	May annually	Faculty, SLOAC Facilitator and IT staff
	>90% of offered courses are assessed every semester	SLOAC Report	Fall 2010 and each semester, ongoing	None
Programs				
All program SLO results are analyzed and summaries entered into SLOJet and program review form modified as necessary	All program regularly submit Annual Program Reviews with program SLO assessment and analysis summaries	Program review reports	By October 2011	Faculty, Department Chairs, SLOAC Facilitator and IT staff
Institution				
Annual report prepared by SLOAC Facilitator about ISLOs assessment and analysis agendized for IE Committee meeting	Presentation and discussion of ISLO report at IE Committee meeting	ISLO report included in CWMP	Dec. 2010 and every Dec. ongoing	SLOAC Facilitator, IE Committee Chair
Courses				
Faculty analysis of course SLOs leads to their alignment and mapping to program and degree SLOs	Analysis conducted, reported to chair	Analysis and modifications entered into course analysis field in SLOJet	Dec 2010, 2011, 2012	SLOAC Facilitator Faculty, Department Chairs, VPs, Deans
Course SLOs are aligned with degree SLOs			In progress	

Proficiency G

Programs

Outcome / Action	Strategy	Evidence / Measure	Timeline	Responsible Party
Modification of course SLOs and their assessment methods modified to align and map to the program and institutional ISLOs		Update SLOs in SLOJet and on course Syllabi	Feb. 2011 and annually as necessary	None
Develop SLOJet capabilities for alignment of program SLOs with ISLOs	Alignment and mapping of Program SLOs with ISLOs	Generate report on course SLO alignment with Program and ISLOs	May 2011 and annually	Program Faculty, Chairs, SLOAC Facilitator and IT
		Include review and analysis in annual Program Review	Dec 2010, 2011, 2012	
		Updated program SLOs published and included in 2011-2012 catalog	Spring 2011	

In progress

Proficiency H

Students will demonstrate awareness of course and program SLOs

Action	Measure / Criteria	Evidence	Timeline	Responsible Party
Request Academic Senate to support publication of SLOs in all course syllabi	100% of course syllabi list SLOs	All course syllabi include the course SLOs	Feb 2011	All Faculty, Depart Chairs, counselors
Students will be surveyed to determine their level of awareness each year	At least 75% of students report having read course SLOs and acknowledge that these have been reviewed in class	Student survey report	starting Fall 2010	Research Committee, VPI
Provide program SLOs during Catalog update	Program SLO are published and included in catalog that is accessible through the college website	College Catalog and Website	Completed Spring 2009	PR-SLOAC and Curriculum Committees
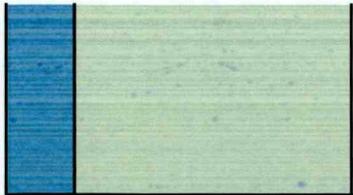
		Provide insititutional SLOs for Catalog update	Institutional SLOs are published and included in Catalog and on the college website	Updated program SLOs published and included in 2011-2012 catalog	Spring 2011	

Analysis of progress and status of course SLOs by May 30th, 2011

(Prepared by Buran Haidar)

This brief analysis covers:

I. Progress on tracking course definitions and assessment since Sp 2010

   A. SLO definitions

   B. SLO Assessment

II. All-college course SLO definitions and assessment, updated May 30th, 2011

III. Current status course SLO definitions and assessment by subject area

I. Progress on tracking of course SLO definitions and assessment since Sp 2010

    a. SLOJet was developed as the single repository for Course SLO tracking, and has replaced the self reported non-evidentiary "Tracker" system as of Fall 2010

    b. The college currently offers only 66% of its active courses.

A. SLO definitions

College Progress on definition of course SLOs	End Spring 2010	Start Sp 2011	End Spring 2011
% of active courses with defined SLOs	78%	79%	83%
% of offered courses with defined SLOs		88%	90%
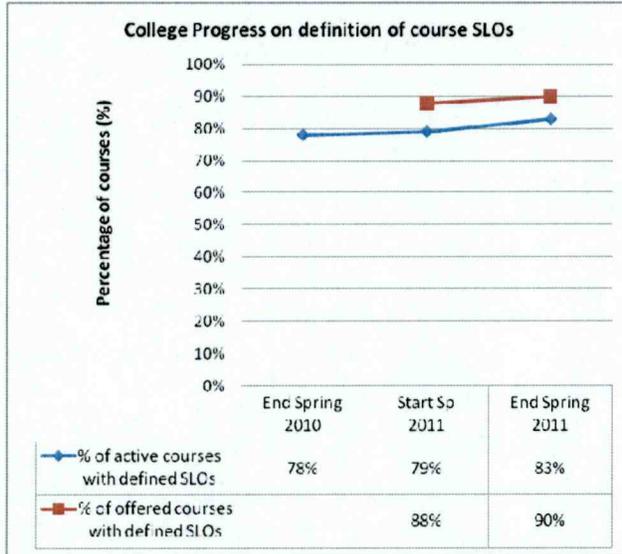
As of end of May 2011, 90% of all college offered courses, representing 88% of active courses, have defined SLOs.

- No significant increase in % of offered courses with defined SLOs is observed. There is an apparent plateau.
- The expectation is that 100% of courses are to have authentic defined SLOs.
- Subject-specific analysis been done (See item III, below)

B. SLO assessment

College progress on assessment of course SLOs

	End Spring 2010	Start Sp 2011	End Spring 2011
% of offered courses with assessed SLOs	48%	53%	61%
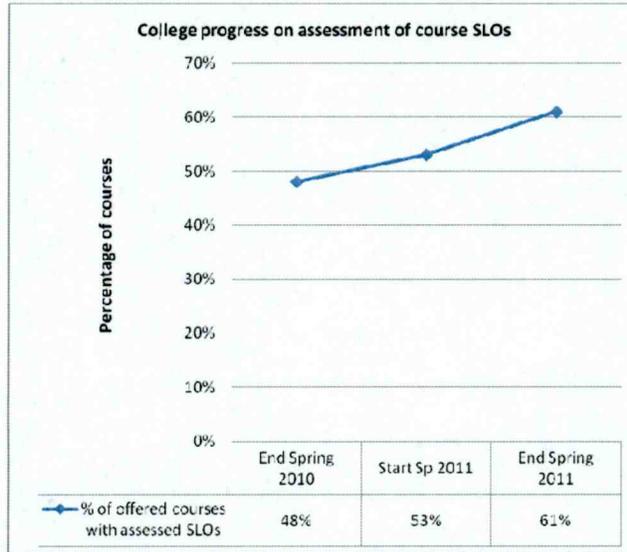
- A steady increase has taken place with 61% of offered courses reporting assessment results, as of end of May 2011.
- The pace is too slow to get to proficiency by Fall 2012 with 100% of courses assessed, analyzed, and improved.
- Discipline-specific analysis been done

II. All-college course SLO definitions and assessment, updated May 30th, 2011

SUBJ	# of Offered Courses	# of Active Courses		% of offered courses with SLO	% of active courses with SLO		% of offered & assessed
BMS							
BIOL	16	21		100%	100%		100%
Business	47	74		94%	81%		74%
CHEM	15	15		93%	93%		73%
EH&N	37	62		76%	66%		59%
MATH	17	27		88%	70%		53%
MLTT	7	7		100%	100%		0%
Phy sci	13	17		100%	100%		92%
BMS	**152**	**223**					
LA							
ART	35	61		66%	51%		23%
E,ESOL,Com Lng	39	56		97%	80%		72%
HUMANITIES	13	18		69%	56%		54%
S& BHV	37	52		81%	62%		27%
LA	**124**	**187**					
TCWI							
Auto	21	36		100%	100%		38%
AVIA	13	13		100%	100%		77%
AVIM	37	43		100%	100%		54%
CHIL	27	31		100%	100%		56%
Diesel	25	28		100%	93%		92%
TCWI	**123**	**151**					
PS							
ADJU	37	69		95%	96%		95%
EMGM	4	8		100%	75%		75%
FIPT	39	83		90%	95%		51%
MILS	3	6		67%	67%		67%
PS	**83**	**166**					
All schools	**482**	**727**					

Note: red marked numbers do not represent current faculty participation. The assessment results were obtained for Fall 09 results that were found on the old course SLOAC reports on the G-drive, which were uploaded in Sp 2010.

III. Current status of Subject-specific course SLO definitions and assessment

Analysis by subject area was more informative of the SLO status and faculty participation as experts in charge of student learning, analysis, and improvement of instruction in their areas.

	% of offered courses with defined SLOs	% of offered courses with assessed SLOs
BMS		
Busi & Management	97%	83%
LEGL	83%	50%
Math	88%	53%
Biol	100%	100%
Chem	93%	73%
Phy Sci	100%	92%
Hlth, Ntrn, excrc	76%	59%
MLTT	100%	0%
LA		
ENGL & ESOL	100%	100%
JOUR & SPEE	89%	0%
SPAN	100%	100%
TAGA	100%	0%
Soc & Behvrl	79%	21%
DSPS	100%	100%
HUMA PERG & PHIL	73%	55%
FILI	0%	0%
LIBS	100%	100%
ARTF	52%	24%
ARTG	40%	40%
DFLM	100%	0%
MUSI	100%	11%
PS		
ADJU	95%	95%
FIPT	90%	51%
EMGM	100%	75%
MILS	67%	67%
TCWI		
AVIA	100%	62%
AVIM	100%	54%
AUTO	95%	38%
DIES	100%	92%
CHIL	100%	56%

Dark/light green: Excellent/satisfactory, Yellow: more is needed, Red: Very deficient.