

MiraCosta Planning Rubric Self-Assessment Proficiency

Elements of Proficiency	Action Items (Copied from Self-Assessment)	How Will We Know if We Have Completed the Actions?	What is the Timeline for Completing These Actions?	Who Will Lead Our Efforts to Complete the Actions/ Take the Steps?	What Resources Do We Need?
<p>The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</p>	<p>Give the processes and opportunity to implement the anticipated changes.</p>	<p>Incorporation of SLO data and assessment data at the institutional level embedded fully in the program review process and being used.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for research, SLO coordinator, IPRC and planning to connect.</p>
<p>The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</p>	<p>Same as described many times in these rubrics. A responsible office develop calendar of events/milestones etc. and responsible parties then follows up to ensure completion so that planning, assessment, accreditation etc. are annual and ongoing and can be reported and used. Improve data quality.</p>	<p>Implementation of the strategic plan and use of the results on larger, long term goals of the institution.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Research delivery of reliable, accessible and meaningful data at the institutional and program review levels.</p>
<p>The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</p>	<p>See previous box related to quality data that is received by responsible parties in a timely manner.</p>	<p>Implementation of program review results plainly evident in long term goals of the institution.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for research, SLO coordinator, IPRC and planning to connect.</p>

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<p>The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements</p>	<p>Find meaningful opportunities for conversation that are pointed and designed to improve what we do here. Carve out times to dialogue about the how, in addition to the what.</p>	<p>Institution-wide dialogue about ARCC, new California scorecard, AACC metrics, CCCCCO metrics and the connection to student learning. The folding of SLO data at all levels into the data. Use of college plans and surveys for use at the program review level.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for the processes to take effect. Interaction with research office.</p>
<p>The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</p>	<p>Participate per direction of research office or others who are responsible. I strongly believe one office/person should establish and coordinate all of these efforts based on the CMP, master plan and efforts of SLOAC, BPC and IPRC to ensure that the efforts do indeed take place and that they are reported and used to inform decision making. This will help provide evidence and ensure the college does, indeed, use what it learns to inform decision making.</p>	<p>Recognized decision making at the college that shows the use of the evidence collected.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Human, financial and technology for better implementation, use and access.</p>
<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>Technology Plan is finished, but needs to go through approval process. The other two plans are the responsibility of Human Resources (strategic hiring plan) and VP Student Services (student equity plan).</p>	<p>Recognized decision making at the college that shows the use of the evidence collected.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Human, financial and technology for better implementation, use and access.</p>

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<p>The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</p>	<p>Participate per direction of research office or others who are responsible. I strongly believe one office/person should establish and coordinate all of these efforts based on the CMP, master plan and efforts of SLOAC, BPC and IPRC to ensure that the efforts do indeed take place and that they are reported and used to inform decision making. This will help provide evidence and ensure the college does, indeed, use what it learns to inform decision making.</p>	<p>Evidence of conversations and communications easily captured, positive discussions around the campus based on evidence.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Venues for discussion, methods to easily capture the work being done. Recognizing the difference between the pursuit of academic quality and the documentation of the effort</p>
<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>Technology Plan is finished, but needs to go through approval process. The other two plans are the responsibility of Human Resources (strategic hiring plan) and VP Student Services (student equity plan).</p>	<p>Meta-evaluation of the work being completed on a regularly-scheduled basis. Not just work being done, but a periodic evaluation whether the system itself is working.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Opportunities for self-reflective growth and meta-learning.</p>

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<p>The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</p>	<p>Substantially met. Time will season the processes.</p>	<p>program review is integrated with planning and budgeting per IPRC manual and planning to budget manual (BPC). Been through 3 cycles.</p>	<p>Ensure ongoing to meet planning rubrics and overall college planning agendas. Here also need to ensure data to complete IPRC, BPC etc. work is accurate and timely. The college has been woefully lacking in quality data and when constituents get data is mostly inaccurate creating lack of respect or belief in the data.</p>	<p>Same as described many times in these rubrics. A responsible office develop calendar of events/milestones etc. and responsible parties then follows up to ensure completion so that planning, assessment, accreditation etc. are annual and ongoing and can be reported and used. Improve data quality.</p>
<p>The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</p>	<p>Fully met</p>	<p>IPRC and budget to planning manuals describe process for incorporation of program review to all areas noted in this part of the rubric.</p>	<p>See previous box related to quality data that is received by responsible parties in a timely manner.</p>	<p>See previous box related to quality data that is received by responsible parties in a timely manner.</p>

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<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>Well in place. Processes need to mature.</p>	<p>CMP and Master Plan in place BUT technology plan and strategic hiring plans are not in place. Also and to my knowledge no student equity plan has been completed in some time. These are glaring issues that need to be addressed immediately if the college is to round out its planning and assessment cycles. Further such plans should be included in the planning and accreditation calendars and that I have suggested in actions here and in other rubric responses with one office responsible for ensuring all gets done in compliance with the rubrics and overall college planning agendas. Assessment results are published in TracDat (SLOs), Blackboard (Program Review, and the BPC Portal site (Budget and Planning including the linkages between SLOs, program review and planning to budget process).</p>	<p>Integrate technology plan, strategic hiring plan and student equity plan. Then follow actions to incorporate into overall college planning processes and agendas and calendars that includes meeting rubric towards SCQI for planning. The results of some of the evaluations and assessments prescribed by the Integrated Planning Manual that have already taken place have been communicated to constituencies, but not all. Also, evaluation of progress on Institutional Goals is underway, but not complete. BPC should review where we are on this, and make sure all results are conveyed to constituencies. Must create a calendar of events that includes milestones for reporting and how those reports are shared/used college wide to make decisions AND who is responsible for each of the events/milestones. Then one office must be responsible for ensuring all elements of the ACCJC rubric are met annually. Each year gaps must be identified and corrected immediately.</p>	<p>Technology Plan is finished, but needs to go through approval process. The other two plans are the responsibility of Human Resources (strategic hiring plan) and VP Student Services (student equity plan).</p>
<p>The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (document's data and analysis of achievement of its educational mission).</p>	<p>In place. As SLO efforts become proficient, the use of student learning assessment results will be a critical component in program, degree, certificate and institutional level analysis.</p>	<p>The Integrated Planning Manual identifies BPC as the "alarm clock." Agreed that appropriate data sets have been lacking.</p>	<p>The results of some of the evaluations and assessments prescribed by the Integrated Planning Manual that have already taken place have been communicated to constituencies, but not all. Also, evaluation of progress on Institutional Goals is underway, but not complete. BPC should review where we are on this, and make sure all results are conveyed to constituencies.</p>	<p>Give the processes and opportunity to implement the anticipated changes.</p>

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<p>The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</p>	<p>Well in place. Processes need to mature.</p>	<p>Assessment results are published in TracDat (SLOs), Blackboard (Program Review, and the BPC Portal site (Budget and Planning including the linkages between SLOs, program review and planning to budget process). We have planning documents that identify who is responsible for evaluation, assessment, etc.: –Strategic Plan –Integrated Budget and Planning Calendar, posted on BPC website: http://www.miracosta.edu/governance/budgetandplanning/downloads/IntegratedPlanningBudgetCalendar_FY2011-2012_BASapproved11-18-2011.pdf</p>	<p>Must create a calendar of events that includes milestones for reporting and how those reports are shared/used college wide to make decisions AND who is responsible for each of the events/milestones. Then one office must be responsible for ensuring all elements of the ACCJC rubric are met annually. Each year gaps must be identified and corrected immediately.</p>	<p>Find meaningful opportunities for conversation that are pointed and designed to improve what we do here. Carve out times to dialogue about the how, in addition to the what.</p>
<p>The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</p>	<p>Well in place, if not Fully met.</p>	<p>Comprehensive master plan and strategic plans are in place. The Integrated Planning Manual identifies BPC as the "alarm clock"—that is, BPC is in charge of keeping the calendar, and notifying responsible parties when it is time for them to carry out review, revision, evaluation, assessment, etc. These "alarms" are noted in the Integrated Budget and Planning Calendar.</p>	<p>Ensure ongoing assessment that informs future plans and create/offer evidence of what resulted from the assessment(s). Such information must be coordinated, shared, and implemented by all as defined by whoever is responsible for coordinating all college planning and accreditation efforts.</p>	<p>Participate per direction of research office or others who are responsible. I strongly believe one office/person should establish and coordinate all of these efforts based on the CMP, master plan and efforts of SLOAC, BPC and IPRC to ensure that the efforts do indeed take place and that they are reported and used to inform decision making. This will help provide evidence and ensure the college does, indeed, use what it learns to inform decision making.</p>

MiraCosta Planning Rubric Action Plan (SCQI)

Elements of Sustainable Continuous Quality Improvement	Action Items (Copied from from Self-Assessment)	How Will We Know if We Have Completed the Actions?	What is the Timeline for Completing These Actions?	Who Will Lead Our Efforts to Complete the Actions/ Take the Steps?	What Resources Do We Need?
<p>There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</p>	<p>Connection between the processes and measures of institutional effectiveness and quality. A better connection between the institutional-level metrics and the work that is being done at the college.</p>	<p>Institution-wide dialogue about ARCC, new California scorecard, AACCC metrics, CCCCO metrics and the connection to student learning. The folding of SLO data at all levels into the data. Use of college plans and surveys for use at the program review level.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for the processes to take effect. Interaction with research office.</p>

MiraCosta Planning Rubric Action Plan (SCoI)

Elements of Sustainable Continuous Quality Improvement	Action Items (Copied from from Self-Assessment)	How Will We Know if We Have Completed the Actions?	What is the Timeline for Completing These Actions?	Who Will Lead Our Efforts to Complete the Actions/ Take the Steps?	What Resources Do We Need?
<p>The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</p>	<p>Process simply needs to season. Mechanisms are in place. Institute an organizational plan for data dissemination and interest beyond the program review process (ie: Ed Data emails sent out by SD County).</p>	<p>Decisions based on Data will be more evident, gaps found and processes used to find problems</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for the processes to take effect. Succession processes and dialogue for transfer of information.</p>
<p>There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</p>	<p>Institute an organizational plan for data dissemination and interest beyond the program review process (ie: Ed Data emails sent out by SD County).</p>	<p>Evidence of conversations and communications easily captured, positive discussions around the campus based on evidence.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Venues for discussion, methods to easily capture the work being done. Recognizing the difference between the pursuit of academic quality and the documentation of the effort</p>
<p>There is ongoing review and adaptation of evaluation and planning processes.</p>	<p>Contribute, where asked and at the direction of the research office to complete required elements of planning and reporting as such. Strongly suggest an annual planning and implementation calendar that includes what needs to be done and by whom. Then the plan is reviewed regularly to ensure task completion is on time. This needs to be a top priority along with accreditation timelines etc. A LARGE OVERALL PLAN and structure must be in place to ensure all of the planning and accreditation activities are done regularly. This should be coordinated with the SLO and Program Review efforts to ensure the calendars match and all is getting done since each informs one another.</p>	<p>Meta-evaluation of the work being completed on a regularly-scheduled basis. Not just work being done, whether the system itself is working.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Opportunities for self-reflective growth and meta-learning.</p>

MiraCosta Planning Rubric Self-Assessment SQI					
Elements of Sustainable Continuous Quality Improvement	How is the College Doing? (Fully met, partially, or not at all?)	How Do You Know? (What evidence do we have to support our assessment?)	What do we need to do to improve? (What gaps do we need close?)	What actions or steps do you plan to take to close this gap (i.e., action items)?	
The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	In place, maturation of processes for recently completed plans.	College just completed a comprehensive master plan in December 2011 along with a strategic plan. Has not had time to complete an annual cycle of assessment etc.	We need to complete cycle under the new plan, as described in Integrated Planning Manual and Strategic Plan	Process simply needs to season. Mechanisms are in place.	
There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.	In place, maturation of processes for recently completed plans.	We lack a district wide data report that is shared every year, semester.	Train campus constituents on vocabulary, how to read data reports, sample questions to ask, etc...	Institute an organizational plan for data dissemination and interest beyond the program review process (ie. Ed Data emails sent out by SD County).	
There is ongoing review and adaptation of evaluation and planning processes.	In place, College has taken significant steps to create, integrate and align plans. Processes are in place to meta-evaluate. The processes need to mature.	College just completed CMP and strategic plan. No assessment cycle completed yet. Will know better after one year of implementation. Integrated Planning Manual and Calendar provide timeline, responsibility for each segment of review and evaluation. We should create a standing Accreditation governance committee to supervise accreditation activities, write the self-studies and responses, etc.	It is in place, however, needs coordination to ensure it gets done every year and informs all processes.	Contribute, where asked and at the direction of the research office to complete required elements of planning and reporting as such. Strongly suggest an annual planning and implementation calendar that includes what needs to be done and by whom. Then the plan is reviewed regularly to ensure task completion is on time. This needs to be a top priority along with accreditation timelines etc. A LARGE OVERALL PLAN and structure must in place to ensure all of the planning and accreditation activities are done regularly. This should be coordinated with the SLO and Program Review efforts to ensure the calendars match and all is getting done since each informs one another.	
There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.	In place, maturation of processes for recently completed plans.	College just completed CMP and strategic plan. No assessment cycle completed yet. Will know better after one year of implementation.	It is in place, however, needs coordination to ensure it gets done every year and informs all processes.	Connection between the processes and measures of institutional effectiveness and quality. A better connection between the institutional-level metrics and the work that is being done at the college.	

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<p>The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</p>	<p>Give the processes and opportunity to implement the anticipated changes.</p>	<p>Incorporation of SLO data and assessment data at the institutional level embedded fully in the program review process and being used.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for research, SLO coordinator, IPRC and planning to connect.</p>
<p>The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</p>	<p>Same as described many times in these rubrics. A responsible office develop calendar of events/milestones etc. and responsible parties then follows up to ensure completion so that planning, assessment, accreditation etc. are annual and ongoing and can be reported and used. Improve data quality.</p>	<p>Implementation of the strategic plan and use of the results on larger, long term goals of the institution.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Research delivery of reliable, accessible and meaningful data at the institutional and program review levels.</p>
<p>The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</p>	<p>See previous box related to quality data that is received by responsible parties in a timely manner.</p>	<p>Implementation of program review results plainly evident in long term goals of the institution.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Time for research, SLO coordinator, IPRC and planning to connect.</p>



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<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>Technology Plan is finished, but needs to go through approval process. The other two plans are the responsibility of Human Resources (strategic hiring plan) and VP Student Services (student equity plan).</p>	<p>Recognized decision making at the college that shows the use of the evidence collected.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Human, financial and technology for better implementation, use and access.</p>

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<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>Technology Plan is finished, but needs to go through approval process. The other two plans are the responsibility of Human Resources (strategic hiring plan) and VP Student Services (student equity plan).</p>	<p>Meta-evaluation of the work being completed on a regularly-scheduled basis. Not just work being done, but a periodic evaluation whether the system itself is working.</p>	<p>The timelines are already set in the manuals. MCC needs to revisit the rubrics for self-evaluation.</p>	<p>Planning Committee, Academic Senate, Dean of PRG, IPRC</p>	<p>Opportunities for self-reflective growth and meta-learning.</p>

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The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).	Substantially met. Time will season the processes.	program review is integrated with planning and budgeting per IPRC manual and planning to budget manual (BPC). Been through 3 cycles.	Ensure ongoing to meet planning rubrics and overall college planning agendas. Here also need to ensure data to complete IPRC, BPC etc. work is accurate and timely. The college has been woefully lacking in quality data and when constituents get data is mostly inaccurate creating lack of respect or belief in the data.	Same as described many times in these rubrics. A responsible office develop calendar of events/milestones etc. and responsible parties then follows up to ensure completion so that planning, assessment, accreditation etc. are annual and ongoing and can be reported and used. Improve data quality.
The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.	Fully met	IPRC and budget to planning manuals describe process for incorporation of program review to all areas noted in this part of the rubric.	See previous box related to quality data that is received by responsible parties in a timely manner.	See previous box related to quality data that is received by responsible parties in a timely manner.

MiraCosta SLO Rubric Action Plan Proficiency

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Comprehensive assessment reports exist and are completed and updated on a regular basis.	Provide a staff development training activity/retreat for department SLO leads and then follow this up with a college-wide activity.	evaluate PSLOs and begin assessment	March 2012 for evaluating PSLOs. May 2012 for beginning assessment of PSLOs.	SLO AC will lead this. But all department faculty will participate in the development & evaluation of assessments and implementation. SLO Leaders will enter data into TracDat.	reassigned time for SLO leads
Course student learning outcomes are aligned with degree student learning outcomes.	Provide professional development on an SLO feedback process to the student.	Each department will provide evidence that a discussion has taken place in which course outcome and program outcomes have been incorporated into the PSLO assessments.	Departments will review SLO AC analysis reports by the end of March 2012.	SLO leaders, all faculty	Mapping to the degrees and perhaps an analysis of student pathways to transfer, job out and exit since many students transfer without first pursuing a degree.
Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	incorporate learning experiences into courses that reflect each SLO. Develop and promote the SLO website as a resource for faculty and students to learn about SLOs	add formative assessments to courses to increase student awareness of the course slos. develop the slo website.	March 2012	faculty; SLO coordinator, staff support, web specialist	Requires more analysis and reflection. (may need more web support)

MiraCosta SLO Rubric Action Plan Proficiency

Elements of Proficiency	Action Items (Copied from Self-Assessment)	How Will We Know if We Have Completed the Actions?	What is the Timeline for Completing These Actions?	Who Will Lead Our Efforts to Complete the Actions/ Take the Steps?	What Resources Do We Need?
<p>Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</p>	<p>We need to be sure that assessments are in place for programs, certificates and degrees and strongly recommend that all programs, certificates and degrees be assessed this spring. We need to strongly recommend to the faculty that the courses which have been assessed only once be reassessed this spring and next fall. Student services is moving forward with a strategic plan to identify a division wide research agenda and how departments collect, report, and analyze data elements for SLO/SAO efficiency. Interdepartmental discussions will take place in February to discuss PSLO assessments and how to distinguish those assessments between CoAs and Degrees.</p>	<p>We will see the results in TracDat. Course SLOs may be refined and PSLO assessment data will be entered into TracDat.</p>	<p>Course SLO updates will be made by March. PSLO assessments will commence in spring of 2012 and complete in fall 2012.</p>	<p>SLO Leaders and Chairs from each department. All faculty will participate in discussion leading to new data entry in TracDat.</p>	<p>more flex time is needed during week days for all faculty to provide time to meet as departments and to have inter-departmental meetings to discuss PSLOs.</p>
<p>There is widespread institutional dialogue about the results of assessment and identification of gaps.</p>	<p>Assess the PSLOs and have another college-wide activity related to the PSLOs. Student services should agendize SLO/SAO dialogue and collaborations at every monthly meetings. Departments will review SLO AC Analysis reports directed towards PSLO assessments.</p>	<p>SLO website evidence. TracDat entries detailing the action plans that are instituted in attempt to improve student success when minimum achievement standards are not met.</p>	<p>March 2012</p>	<p>SLO Coordinator, Secretarial staff, VP Student Services</p>	<p>increased staff support</p>
<p>Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</p>	<p>Continue to educate the faculty on how to tie in the results of SLO assessment to Program Review. Disseminate how SLO/SAO decisions in program review impact funding requests. Institute speed SLOing in division retreats and monthly meetings. Institutional Program Review Committee will act on developing more opportunities to review and reflect upon the course SLO results and PSLO data which will lead to action plans and requests for resource allocation.</p>	<p>Institutional Program Review reflections leading to resource allocation</p>	<p>ongoing and in place. Program review resource allocation are made annually.</p>	<p>Departments, Deans, BPC</p>	<p>Human resources and time to complete the tasks</p>
<p>Appropriate resources continue to be allocated and fine-tuned.</p>	<p>more resources for lead? Continue to improve process for resource allocation through IPR, Deaneary, BPC functions.</p>	<p>Program review requests are validated and fulfilled.</p>	<p>ongoing and in place. Program review resource allocation are made annually.</p>	<p>SLO Coordinator, Deans</p>	<p>Perhaps line items in budget for SLO, linked to assessment results folded into program review.</p>

MiraCosta SLO Rubric Self-Assessment (Proficiency)

Elements of Proficiency	How is the College Doing? (Fully met, partially, or not at all?)	How Do You Know? (What evidence do we have to support our assessment?)	What do we need to do to improve? (What gaps do we need close?)	What actions or steps do you plan to take to close this gap (i.e., action items)?
Comprehensive assessment reports exist and are completed and updated on a regular basis.	Partially met: Reports are housed in our database "TracDat" for course SLO assessments and program SLOs. Course SLO reports demonstrate that authentic assessments are in place and discussion is taking place among faculty to improve student success by implementing curricular changes, providing opportunities for mentoring associate faculty, revising assessment prompts for greater clarity, and refining the actual SLOs to improve alignment with the goals of the courses as envisioned by the instructors. Data informs decisions on SLO revisions but does not drive them.	Data is stored in TracDat and available to faculty for reference, in planning improvements in curriculum, etc. Reflections, action plans and reassessment analyses demonstrate "closing the loop".	Fold into the efforts and method that makes the reports manageable, meaningful and measurable so that data can be converted to action. The structure in place is solid for the efforts, yet we need to see the data be compelling for student success and achievement.	Look at existing structure for access, use and satisfaction, compare with what the Comprehensive Assessment Reports presentation provides as examples from around the country.
Course student learning outcomes are aligned with degree student learning outcomes.	Partially met on course for proficiency Fall 2012	The Liberal Arts Degrees are fine. The SLO AC analyzed the program and certificate PLOs last week and found that the GE outcome ratings may need some work. Assessment documentation matrices and SLO AC analysis reports will demonstrate alignment.	We need to engage in dialogue departmentally and college-wide.	Provide a staff development training activity/retreat for department SLO leads and then follow this up with a college-wide activity.
Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	Partially met on course for proficiency Fall 2012.	Faculty list SLO in syllabus and share results with colleagues at department meetings and informally at SLO type meetings.	Intentionally review SLO in class and exhibit attainment to students upon passing a test or mastering an activity.	Provide professional development on an SLO feedback process to the student.

Miracosta SLO Rubric Self-Assessment (Proficiency)

Elements of Proficiency	How is the College Doing? (Fully met, partially, or not at all?)	How Do You Know? (What evidence do we have to support our assessment?)	What do we need to do to improve? (What gaps do we need close?)	What actions or steps do you plan to take to close this gap (i.e., action items)?
<p>Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</p>	<p>Course level: Fully met. Programs, certificates and degrees: Partially met. In student services, we complete our yearly cycle of SLO/SAO assessment. Fully met.</p>	<p>Course Assessments are embedded in curriculum. All courses have 3 or more SLOs written and vetted by respective departmental faculty. SLOs, assessment methods and assessments are reviewed by faculty and undergo revision, as deemed appropriate. Assessment documentation matrices (ADMs) are used to assist faculty in developing course and program SLOs. Course SLO and Program SLO data is housed in our database TracDat. The PSLOs are in place but most have not been assessed and many programs and certificates are not sure how they will be assessing. All student service programs have housed data results in TRACDAT.</p>	<p>We need to assess all programs, certificates and degrees. We need to identify the courses which have not been reassessed. Faculty should re-evaluate their SLO assessments and benchmarks more frequently. Student services needs to analyze assessments and identify more functional sources of data other than a student satisfaction survey.</p>	<p>We need to be sure that assessments are in place for all programs, certificates and degrees and strongly recommend that all programs, certificates and degrees be assessed this spring. We need to strongly recommend to the faculty that the courses which have been assessed only once be reassessed this spring and next fall. Student services is moving forward with a strategic plan to identify a division wide research agenda and how departments collect, report, and analyze data elements for SLO/SAO efficiency. Interdepartmental discussions will take place in February to discuss PSLO assessments and how to distinguish those assessments between CoAs and Degrees.</p>
<p>There is widespread institutional dialogue about the results of assessment and identification of gaps.</p>	<p>Partially met. This is on course for full proficiency for Fall 2012</p>	<p>Faculty have met at both the departmental level and the college-wide level to discuss results of course level SLOs. Since we just implemented the PSLOs, there has not been the opportunity for dialogue.</p>	<p>We need to assess all programs, certificates and degrees, and discuss the results, student services needs to incorporate SLO/SAO dialogues throughout the year at monthly division meetings</p>	<p>Assess the PSLOs and have another college-wide activity directly related to the PSLOs. Student services should organize SLO/SAO dialogue and collaborations at every monthly meetings. Departments will review SLO AC Analysis reports directed towards PSLO assessments.</p>
<p>Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</p>	<p>Partially met on course for full proficiency by Fall 2012</p>	<p>Last fall faculty were encouraged to include SLO results in Program Review and make plans as needed. Student services departments utilize SLO/SAO in program review. TracDat data/result reports demonstrate that discussion has taken place and decisions are being made to implement action plans that will enhance student success.</p>	<p>We need to expand on this process so that funding is partially tied to PSLO and course SLO results. I feel that faculty were not always sure how to meaningfully include SLO assessment results in Program Review. Also--does a program with all proficiency levels met get reduced funding for being successful? This question came up when we were writing the Program Review for math. How program review analysis is completed in student services utilizing SLO/SAO needs to be shared division wide. We must demonstrate that student satisfaction student services is assessing with student learning. We should involve/integrate Basic Skills courses into this process.</p>	<p>Continue to educate the faculty on how to tie in the results of SLO assessment to Program Review. Disseminate how SLO/SAO decisions in program review impact funding requests. Institute speed SLOing in division retreats and monthly meetings. Institutional Program Review Committee will act on developing more opportunities to review and reflect upon the course SLO results and PSLO data which will lead to action plans and requests for resource allocation.</p>
<p>Appropriate resources continue to be allocated and fine-tuned.</p>	<p>Resources allocated include 60% reassigned time for SLO coordinator, 15% reassigned time for SLO statistics assistant (both faculty), associate faculty member paid for service on SLOAC, Institutional Administrative Secretary partially devoted to working with the SLO coordinator. SLO committee members donate time to meet twice monthly, flex credit is available to full and part-time faculty members for participation in departmental discussion and assessment. Another resource is focused attention the college is paying to SLOs (WASC-a-palooza, SLO speeding flex events). The college has integrated planning process in which institutional program review reports from each department are evaluated and resource allocation requests are ranked by respective Deans, moved through the Budget and Planning Committee for final approval. Financial allocations are made from the general unrestricted fund and by resourceful redistribution of funds by the VPs of the various divisions.</p>	<p>We do not have a college-wide SLO lead with 100% reassigned time. The administrative outcome people and student services outcome people are working completely separately from the faculty PSLO and SLO people. How can we possibly fill gaps when we are working in silos?</p>	<p>We need to provide more reassigned time to the lead and more highly coordinate the different outcome areas.</p>	<p>Provide more resources for the lead.</p>