

H. Quality Focus Essay

During the process of completing the Institutional Self-Evaluation Report (ISER), the College identified two projects that address the following focus areas:

- Broaden and deepen the College's use of outcomes assessment results to improve student learning.
- Expand and sustain policies, practices, and structures for redesigning the student experience.

The two projects will be facilitated and monitored by the College Council, which includes leadership from all College constituencies and serves as the main body to evaluate all aspects of institutional effectiveness.

Project One: Outcomes Assessment

Project One: Strengthening the use of student learning outcomes assessment results.	
Desired Goals	Standards
<ol style="list-style-type: none"> 1. Strengthen the capacity to monitor assessments. 2. Strengthen the assessment of program student learning outcomes (PSLOs). 3. Broaden core competency assessment. 	<ul style="list-style-type: none"> • I.B.1 • I.B.2 • II.A.3

Implementation of Project One will be charged to the Outcomes Assessment Committee (OAC); however, other governance groups, committees, and College departments will be crucial to the project:

- Academic Senate
- Institutional Program Review Committee (IPRC)
- Budget and Planning Committee (BPC)
- Research, Planning, and Institutional Effectiveness (RPIE)
- Office of Instructional Services

Introduction and Rationale

MiraCosta College prides itself on its commitment to quality improvement and institutional effectiveness through the thoughtful analysis and reflection of data. Student learning outcome assessments serve as a critical source of data for the College's programs and services. As demonstrated by the 2020 Midterm Report, the College has taken great strides to improving its

assessment process. In the intervening years since the last self-evaluation, the College has accomplished the following:

- Implemented specific prompts in the program review process where departments are asked to review course student learning outcome (CSLO) and program student learning outcome (PSLO) assessment results and comment on how those results have been used to improve teaching and learning.
- Implemented Anthology (formerly Campus Labs) as the integrated software platform for outcomes and program review.
- Designed, directly assessed, and reported outcome results from the College's 13 core competencies, which measure the broad learning outcomes when completing transfer preparation, degree programs, and exposure to different support and enrichment programs and services.
- Created a new Tableau dashboard to report disaggregated core competency results.

Over the past year preparing for the ISER, the College has noted several areas for improvement. The first issue was the difficulty in answering the simple question, "How many courses have been assessed in the past six years?" The data capabilities (especially longitudinal trend data) of Anthology are virtually nonexistent, making it cumbersome and difficult for program chairs, deans, and OAC members to identify gaps and monitor progress. Further, the College did not have any formal processes in place

- to monitor the quality and SLO reflections in program review; or,
- to store and view CSLO assessment calendars to see if programs were "off-track" in their assessments.

In addition, because of its commitment to racial justice and student equity, the College must be able to disaggregate the CSLO data based on individual student characteristics to identify gaps in student learning, not just in student achievement.

Through professional learning workshops, needs assessment surveys about SLOs, and observations of PSLO reflections, the OAC has identified the need for more professional learning about direct and indirect assessments of PSLOs. In addition, PSLOs would be an excellent avenue for programs to connect with the learning and teaching pillar of the College's Guided Pathways work.

Lastly, the OAC would like to expand core competency assessment across all College programs. While the implementation of the direct assessment process for core competencies has been extremely successful in creating robust dialog and concrete improvement in teaching practices, it has reached only those faculty and programs that have volunteered to engage in the work. Therefore, the College will expand the direct assessment of core competencies (using the normed

VALUE rubric) to all programs District wide. In addition, the OAC will create an indirect assessment process by mapping CSLOs to core competencies.

Anticipated Impact on Student Learning and Achievement

In the professional development workshops focusing on SLO development, the OAC has emphasized the link between creating specific, measurable, achievable, relevant, and timebound (SMART) SLOs, noting these on syllabi and in the catalog, and the effect this can have on student learning. Faculty have been encouraged to clearly connect assignments to learning outcomes and to connect outcomes to student's academic and career goals. Workshops that focus on assessment have emphasized the design of transparent assessments to ensure they promote equity in the assessment process. Student involvement in—and knowledge of—this process can create a sense of belongingness and buy-in that promotes persistence and improvement in student learning.

Outcome Measures

Goal 1: Strengthen the capacity to monitor assessments.

1. Create data dashboards that will allow programs and the College community to monitor progress on SLO assessments.
2. Improve teaching and learning in the classroom as shown by quality SLO reflections and dialog in program review.
3. Establish the capability of individual student-level data analyses so the data can be disaggregated.

Goal 2: Strengthen the assessment of PSLOs.

1. Build capacity that allows each program to analyze CSLOs that support the overall program outcomes.
2. Ensure departmental evaluation of PSLOs will align with SMART development components.

Goal 3: Broaden the assessment of the Core Competencies.

1. Clearly align the core competencies with the liberal arts associate degrees that are based on the general education (GE) pattern.
2. Examine data of most common courses chosen within each GE category of the liberal arts degree.
3. Build the understanding that each course and program imparts skills (for career and transfer) to students in addition to learning discipline-specific knowledge.

Project Action Plan

The action steps outlined below include detailed information regarding the activities, timelines, and responsible parties associated with the action project.

At this time, potential resources needed to carry out the activities include the following:

- Additional release time and/or special assignments for faculty and staff;
- Additional stipends for associate faculty to attend trainings and workshops; and,
- Possible technology enhancements that will help move data to/from software systems.

Goal 1: Strengthen the capacity to monitor assessments.

Action Steps	Timeline	Responsible Parties
Develop dashboard to display CSLO assessment data.	Fall 2022	RPIE, OAC
Collect and store CSLO assessment calendars.	Fall 2022	OAC
Develop dashboard to display PSLO assessment data.	Spring 2023	RPIE, OAC
Engage constituents in the use of SLO dashboards.	AY 2022/23	RPIE, OAC
Improve SLO reflections in program review: <ul style="list-style-type: none"> • Improve prompts in program review with IPRC. • Hold workshops on best practices with IPRC. 	AY 2022/23	OAC, IPRC

<ul style="list-style-type: none"> Review SLO reflections every fall semester. 		
Investigate technology solutions to capture student-level CSLO assessments for disaggregation.	AY 2022/23	OAC, RPIE, IS

Goal 2: Strengthen the assessment of PSLOs.		
Action Steps	Timeline	Responsible Parties
Identify program courses that will be used to assess PSLOs.	Fall 2022	Program Chairs
Input required courses for programs in SLO software platform.	Fall 2022	RPIE, OAC
Train faculty on mapping CLSOs to PSLOs.	Spring 2023	OAC
Map all relevant CSLOs to PSLOs.	Spring 2023	Program Chairs
Develop and analyze PSLO mapping report.	Fall 2023	OAC
Develop PSLO assessment workshop(s): investigate portfolios and direct assessments in capstone courses; assist in relating assignments and/or courses to the PSLO.	AY 2022/23 through AY 2024/25	OAC

Goal 3: Broaden core competency assessment.		
Action Steps	Timeline	Responsible Parties
Confirm all courses are correctly mapped to the core competencies.	Fall 2022	OAC
Map all relevant CSLOs to core competencies.	Spring 2023	OAC

<ul style="list-style-type: none"> Continue training faculty on accurately mapping CSLOs to core competencies based on the artifacts used to assess the CSLO 		
Develop and analyze core competencies mapping report by GE area in Plan A	Fall 2023	OAC
<p>Expand direct assessment of core competencies to all relevant programs for the new assessment cycle</p> <ul style="list-style-type: none"> Use GE area in Plan A to recruit faculty to create CSLO to assess the core competencies Train faculty participants on the use of the core competencies normed rubric, using existing assignment artifacts that assess their CSLOs Ensure that commonly chosen courses within each GE category are included in each CC assessment cycle Faculty from GE areas representing assessment of specific core competencies will review the VALUE rubrics and calibrate as necessary Assess four of the core competencies Analyze assessments and create report 	<p>Spring 2023</p> <p>Fall 2023 Spring 2024- Spring 2025</p> <p>Fall 2024 Fall 2024 Spring 2025</p>	<p>OAC OAC OAC Program Chairs</p> <p>Program Chairs OAC</p>