

**SLO Assessment Action Plan
Fall 2015**

Items 1-8 are specifically recommended in the 8/12/15 letter from ACCJC. These are actionable items that will assist us in making progress prior to the submission of our 2016 Annual Report (due March 2016).

| # | Item | Actions Needed | Resources Needed | Timeline | Lead |
|---|---|----------------|------------------|----------|------|
| 1 | Prepare a list of courses, sorted by discipline or program | | | | |
| 2 | Using the list from Item 1, indicate which of the following categories each course falls into: <ul style="list-style-type: none"> • Prerequisite • Program entry • End-of-program • General Education | | | | |
| 3 | Prepare a list of programs for which 40% or more of the included courses are without ongoing assessment | | | | |
| 4 | Identify 2013-2014 enrollments for the programs identified in Item 3. | | | | |
| 5 | Consider and evaluate the degree to which programs in Item 3 participate in program review | | | | |
| 6 | Consider and evaluate how MPC has evaluated participation in ongoing assessment for the programs (or their disciplines) identified in Item 3 | | | | |
| 7 | Consider and evaluate the degree to which the level of ongoing assessment in programs identified in Item 3 has affected resource allocation | | | | |
| 8 | Consider and evaluate any other pertinent factors regarding MPC's evaluation of courses/programs without ongoing assessment of student learning outcomes that emerge as items 1-6 are addressed | | | | |

Items 9-23 are mentioned in the letter as potential issues that may stem from lack of learning outcomes assessment. These items should be specifically documented and addressed in the Self-Study.

| # | Item | Context | Actions Needed | Resources Needed | Timeline | Lead |
|----|---|--|----------------|------------------|----------|------|
| 9 | Demonstrate that MPC uses student learning results from across the institution to determine how well the college is meeting its mission. | ER19 I.A.2, I.A.3 I.B.5, I.B.9 I.C.3 | | | | |
| 10 | Demonstrate that data and analysis of student learning outcomes assessment are discussed/used in evaluation planning, and decision-making | ER19, I.B.9 | | | | |
| 11 | Demonstrate that instructional programs are being improved with the use of student learning outcomes assessment results | ER 9, 11 II.A.1, II.A.6 | | | | |
| 12 | Demonstrate that student support and library/learning support programs demonstrate support of student learning | ER15 II.C.1, II.C.3 | | | | |
| 13 | Demonstrate that institutional resources are sufficient, and are distributed and used to enhance student learning | ER8, 14-15, 17-19 I.B.6, I.B.9 III.A.7, III.A.9, III.A.10 III.B.3 III.C.1 III.D.1 | | | | |
| 14 | Demonstrate that resource allocation decisions and planned improvements are based upon the analysis of student learning results | ER19 I.B.9 | | | | |

**SLO Assessment Action Plan
Fall 2015**

| # | Item | Context | Actions Needed | Resources Needed | Timeline | Lead |
|----|--|---|----------------|------------------|----------|------|
| 15 | Demonstrate that governance bodies, the CEO, and Board of Trustees are focused on student learning at the institution, and are taking policy and leadership steps to improve student learning | IV.A.4 IV.B.3 IV.C.1, IV.C.8 | | | | |
| 16 | Demonstrate that course outlines of record are current, and that they include student learning outcomes | I.A.3 | | | | |
| 17 | Demonstrate that course syllabi contain SLOs consistent with those in the course outlines of record | I.A.3 | | | | |
| 18 | Demonstrate that course sequencing and scheduling decisions are made to enhance student learning | ER9 II.A.5, II.A.6, | | | | |
| 19 | Demonstrate that the Catalog and information posted on the college website provide accurate information about programs | ER 20 I.C.2 | | | | |
| 20 | Demonstrate that students and prospective students have appropriate information about courses and programs of study at the college | ER19, I.C.1, I.C.3 | | | | |
| 21 | Demonstrate that student learning assessment and activities are used effectively in the evaluations of those responsible for student learning | ER14 III.A.6 | | | | |
| 22 | Demonstrate that resource allocation processes result in the reallocation of ongoing funds to improve student learning results (i.e., resource allocation is not primarily a "roll-over" activity) | ER18 I.A.3 I.B.9 III.D.1, III.D.2, III.D.3 | | | | |
| 23 | Demonstrate that the institution's representations of its academic quality are supported by data from every program at the college | ER11 I.B.2, I.B.3, I.B.5 | | | | |