

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: March 7, 2013

Institution's Name: Mt. San Jacinto Community College District

Name and Title of Individual Completing Report: Rebecca Teague, Associate Dean, Institutional Effectiveness Planning and Grants/Accreditation Liaison Officer and Brandon Moore, Institutional Assessment Coordinator

Telephone Number and E-mail Address: 951-487-3072, rteague@msjc.edu , bmoore@msjc.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Roger Schultz

Signature: _____ (e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 586
- b. Number of college courses with defined Student Learning Outcomes: 586
Percentage of total: 100
- c. Number of college courses with ongoing assessment of learning outcomes: 170
Percentage of total: 29

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 52
- b. Number of college programs with defined Student Learning Outcomes: 52;
Percentage of total: 100
- c. Number of college programs with ongoing assessment of learning outcomes: 36;
Percentage of total: 67

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 18
- b. Number of student learning and support activities with defined Student Learning Outcomes: 18;
Percentage of total: 100
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 18; Percentage of total: 100

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 6
- b. Number of institutional learning outcomes with ongoing assessment: 6

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

All active courses offered in some regular rotation have defined student learning outcomes. Since the college is on a three-year program review cycle with all courses offered undergoing assessment at least once during that period it is expected that about 33% of all courses will assess in any given year. This cycle assures that 100% of courses offered will be assessed in a three-year period. As of fall 2012, 170 out of 586 courses offered (29%) assessed learning outcomes. This percentage is just shy of the college's 33% annual course learning outcome assessment target.

All programs, degrees, certificates, and employment concentrations have defined learning outcomes. The 36 programs participating in assessment at the program level represents 86% of the total FTES generated by the institution. Assessment is occurring with the highest FTES generating disciplines. The Assessment Coordinator is currently working with the deans of instruction and faculty within the World Languages, Sociology, and Physical Education programs to complete their assessment cycles because the addition of these three programs would not only increase the percentage of programs assessing student learning outcomes to 75%, but would substantially increase the FTES supported through assessment to 96%.

Institutional Learning Outcomes and General education learning outcomes (Core Competencies) are defined and currently being assessed utilizing both direct and indirect assessments through a Graduation Survey and the Critical thinking Assessment Test.

The non-academic divisions, Student Services and Administrative Services have fully participated in the student learning outcomes and assessment processes.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Institutional dialog about assessment results, identification of gaps and improvements in student learning are discussed and reported at various shared governance committees including Institutional Planning Committee, Assessment Council, Research Committee, Budget Committee, Academic Senate, and Institutional Program Review Committee. This dialog also takes place during one-on-one, departmental, and campus wide meetings (Convocation, Department Chair Academies, monthly faculty meetings, staff development days). Assessment results are also found within annual program assessments, comprehensive program reviews, Resource Allocation Proposal process, and eLumen database.

Recent dialog about assessment results have led to the following improvements: curriculum revisions in the Music program to address improvisation skills deficiency found in students' performance ensembles; revising learning outcomes in the Learning Center to address flaws in previous assessment measures that were unable to capture critical instructional components; adjustments with learning materials, modalities, formats and instructors to help improve student performance in the Business Program; and utilization of new and varied teaching modes in the Dance program to increase student success on group research projects.

Capturing evidence to document informal dialog has been problematic as this is typically, casually discussed during a meeting and acted upon without any formal record. The college is working through the Academic Senate to formalize a process so that information pertaining to actions related to program review, planning, student learning outcomes development and assessment, improvements in student learning, teaching and pedagogy discussed during faculty department meetings are captured.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Dialog about improvement of student learning occurs in the context of major planning processes including Educational Master Plan, Strategic Plan, and Program Review. Much of the dialogue takes place at the committee level and faculty-to-faculty.

Assessment results and practices are integrated in the college's three-year planning cycles with all programs undergoing a comprehensive program review every three years. This program review utilizes information and results gathered in the annual program assessment reports which are completed along with resource allocation requests and prioritizations. The assessment results are also included in discussions regarding schedule development, degree/certificate offerings, and staffing decisions.

The college links resource requests (Resource Allocation Proposals) to the program review/annual program assessment reports and institutional priorities and goals, ranking the requests using a rubric (Prioritization Allocation Rubric) and tracking the prioritized requests until funding decisions are made through the Institutional Planning Committee and the Budget Committee. Awardees of funds are required to submit a Utilization and Assessment Report at the end of each academic year documenting the use of funds and the measureable impact on improving student learning.

Assessment at the course levels is also on a three-year cycle, with each course offered being assessed at least once every three years, or twice every six years. This ensures that student learning outcome data is available and used for the comprehensive program review cycles and can be incorporated into each Strategic Plan iteration every three-years, which outlines institutional priorities and goals.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The college has continually shifted personnel and resources in order to assist faculty and staff in developing strategies for routine assessment of student learning outcomes and program refinement. In fall 2010 a full-time faculty member was given 100% reassign time to work as the Institutional Assessment Coordinator and was positioned within the newly formed Office of Institutional Planning and Effectiveness. This office is comprised of the assessment coordinator, researcher, research analyst, program review coordinator, associate dean of institutional planning, and ALO. The transition was completed in spring 2012 when the college transitioned to a full-time tenure track faculty Institutional Assessment Coordinator to strengthen and reinforce student learning outcomes and assessment as an institutional priority.

Assessment data is used within departments to determine necessary curriculum, pedagogical, course offering, and scheduling changes designed to improve student success related to transfer status and degree acquisition. To assist the departments in documenting and implementing changes the college appointed a full-time faculty member to serve as the Institutional Program Review Coordinator. Since fall 2011 this faculty member has been given 50% reassigned time and is also chair of the Institutional Program Review Committee.

The college's Strategic Plan has *Systematic Planning and Assessment* as one of its five institutional priorities complete with goals, objectives, and measurable outcomes. A Student Learning Outcomes and Assessment Lifecycle is in place and integrated with institutional program review, planning, resource allocation, and decision-making processes. All requests for funding are required to be linked to assessment data and institutional planning.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

Assessment of student learning outcomes is part of the annual program review cycle. All programs undergo a comprehensive program review every three years, with annual program assessment reports completed annually. Embedded within the program review process is student learning outcome assessment data and analysis, alignment of goals with assessment outcomes and institutional data, and identification of resource allocation requests.

The Annual Program Assessment reports, serve as the college's assessment reports documenting learning outcomes, results of the assessment cycles, alignment of learning outcomes, dialog about assessment results, and potential course improvements and/or changes the unit is considering as a result of the data analysis.

All divisions have participated in the annual program assessment process. Faculty have submitted annual program assessments for each program/department as well as all units within the Student Services division. Administrative Services has also completed annual program assessments.

The college adopted eLumen as its data management tool for tracking student learning outcomes and assessment. The college has worked to train faculty and staff to use the new system, incorporate the outcome data into annual program assessment reports and share data through the college's integrated planning and budget allocation process. Faculty enter student learning outcome data each semester into eLumen. In consultation with both full-time and associate faculty members, the departments review the data and faculty input, making recommendations for improving student learning which is then embedded within the Annual Program Assessment Reports.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The college utilizes eLumen as the data management software for all learning outcomes and assessment. Course learning outcomes are linked through eLumen to both program learning outcomes and the institutional learning outcomes (core competencies). These links allow data analysis to be performed on learning outcomes at all levels based on the assessments done at the course level. Additional assessments can be set up specifically at the program or institutional level as well in order to supplement the data gathered at the course level. Mapping in eLumen also works as curriculum mapping due to the table format which allows for quick analysis and recognition of gaps.

The assessment coordinator has met with various departments to assist with the set-up of the curriculum mapping and also works with Student Services and Administrative Units in aligning student learning outcomes with both program and institutional outcomes. A department that only offers a few courses not leading to a degree or certificate in the field have also developed department learning outcomes. This has enabled all departments to identify possible curriculum gaps within a specific discipline as well as within a program of study. Although students may not take every course offered by a department with no degree/certificate the learning outcomes established enable the department to be sure the outcomes of their courses align with the outcomes of their department as well as the programs that require their courses.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Learning outcomes are posted and accessible on the Office of Institutional Planning and Effectiveness website for faculty, staff, students, and the public. Institutional learning outcomes and program learning outcomes are also outlined in the college catalog which students can access both online and in hard-copy format. The Academic Senate has approved a new process to require that all course syllabi include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with the institution's officially approved course outline. Several departments have also utilized Blackboard to post information pertaining to student learning outcomes for easy access for students and faculty.

The college uses eLumen as its management tool for all learning outcomes and assessment results. Currently faculty and key administrators have access to the online system; however, the institution is planning to open access for students. Access to eLumen will create an opportunity for students to view learning outcomes for their specific course and enable them to view the results for all course assessments they have completed. Access will be available to students during 2013-2014.

The college will be embarking on an awareness campaign regarding learning outcomes and core competencies beginning fall 2013 that will include new signage highlighting outcomes throughout the campus, marketing outcomes in the class schedule and MSJC handbooks, engaging student government association members, publicizing in the student newspaper, and scheduling events around increasing students understanding of student learning outcome expectations at the course, program and institutional levels.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>The college is currently at the proficiency level of implementation as documented in the previous sections of this report. There are areas where the college is operating at the sustainable continuous quality improvement level as well. Student learning outcomes and assessment are ongoing, systematic and used for continuous improvement as demonstrated by the annual program assessments, program review cycle, and resource allocation process documented previously. Student learning is discussed and identified as the priority in shared governance committees and all activities within the college including the annual student success summits and Eagle days hosted at the institution. Learning outcomes and assessment data are critical components to the program review and annual program assessment processes as well.</p> <p>The evaluation and fine-tuning of organizational structures to support student learning is ongoing but opportunities exist for improvement in this area and the college is committed to continuously evaluating the structures and adjusting as necessary to improve support to student learning. Student learning improvement is a priority and there are plans to raise the level of awareness aimed at students, faculty, staff, and the community so all interested parties will clearly see how improved student learning has been integrated to all decisions made at and by the college. All of the processes in place for evaluating student learning outcomes are evaluated by the Institutional Planning Committee, Institutional Program Review Committee, and Assessment Council but this process has been done informally with plans to create formal documentation being made for the 2013-2014 academic year.</p>	

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric 1 Evidence

1. [Course Learning Outcome Inventory](#)
2. [Course Learning Outcome Inventory List](#)
3. [Course Learning Outcome Assessment Report](#)
4. [Institutional Assessment Report](#)
5. [Program Assessment Report](#)
6. [Critical Assessment Test \(CAT\) Faculty Email, November 6, 2012](#)
7. [Critical Assessment Test \(CAT\) Scoring, December 14, 2012](#)
8. [Mapping of Course Learning Outcomes to Institutional Learning Outcomes \(Sample\)](#)
9. [Mapping of Course Learning Outcomes to Program Learning Outcomes \(Sample\)](#)
10. [Critical Assessment Test \(CAT\) Scoring, January 2013](#)
11. [Instruction Department Learning Outcomes \(DLO\)](#)
12. [Academic Programs Student Learning Outcomes \(SLO\)](#)
13. [Student Services Learning Outcomes \(SLO\)](#)
14. [Program Learning Outcomes](#)
15. [MSJC Institutional Learning Outcomes Website](#)
16. [Mt. San Jacinto College Core Competencies \(Draft\)](#)
17. [Institutional Learning Outcome with CAT Test Outcomes](#)
18. [Graduation Survey 2010](#)
19. [Graduation Survey 2011](#)
20. [Curriculum Committee Email re: GELOs in Area F](#)
21. [Curricunet](#)
22. [eLumen Data Warehouse](#)
23. [eLumen Website](#)
24. [Sample eLumen Reports](#)
25. [Student Learning Outcome Development and Assessment Cycle](#)
26. [Closed Loop Model](#)
27. [Institutional Planning & Assessment Timeline](#)
28. [MSJC Planning and Accreditation Timeline 2011-2018](#)
29. [3-Year Course Learning Outcome Assessment Schedules – Academic Programs](#)
30. [3-Year Course Learning Outcome Assessment Schedules – CTE Programs](#)
31. [Two Year Course Offering Schedules – Academic Programs](#)
32. [Two Year Course Offering Schedules – CTE Programs](#)
33. [Student Learning Outcomes and Assessment Website](#)
34. [Institutional Assessment Council Website](#)
35. [Program Review Manual](#)
36. [Music – Annual Program Assessment Report](#)
37. [Dance – Annual Program Assessment Report](#)
38. [Business – Annual Program Assessment Report](#)

39. [Learning Center – Annual Program Assessment Report](#)
40. [Institutional Program Review](#)
41. [Assessment Activity Report by Term](#)

Proficiency Rubric 2 Evidence

1. [Teaching and Learning Academy Course Description Fall 2012](#)
2. [Teaching and Learning Academy Schedule, Fall 2012](#)
3. [Teaching and Learning Academy Schedule and Course Description Spring 2013](#)
4. [Convocation Agenda, August 17, 2012](#)
5. [Music – Annual Program Assessment Report](#)
6. [Dance – Annual Program Assessment Report](#)
7. [Business – Annual Program Assessment Report](#)
8. [Learning Center – Annual Program Assessment Report](#)
9. [Critical Assessment Test \(CAT\) Scoring, December 14, 2012](#)
10. [Critical Assessment Test \(CAT\) Scoring, January 2013](#)
11. [Department Chair Academy, Spring 2012](#)
12. [Department Chair Academy, January 2011](#)
13. [Department Chair Academy, December 2010](#)
14. [Department Chair Academy, March 2010](#)
15. [Management Leadership Team Agendas](#)
16. [Faculty Meetings](#)
17. [Institutional Assessment Council Website](#)
18. [Institutional Program Review Committee Website](#)
19. [Research Committee Website](#)
20. [Budget Committee Website](#)
21. [Institutional Planning Committee Website](#)
22. [Academic Senate Website](#)
23. [Administrative Unit Annual Program Assessment Report Website](#)
24. [Instruction Annual Program Assessment Report Website](#)
25. [Instruction – CTE Annual Program Assessment Report Website](#)
26. [Student Services Annual Program Assessment Report Website](#)
27. [Institutional Program Review](#)
28. [Instruction Program Review Website](#)
29. [Instruction – CTE Program Review Website](#)
30. [Student Services Program Review Website](#)
31. [Administrative Unit Program Review Website](#)
32. [Academic Senate San Jacinto Campus Site Council Agenda, March 4, 2013](#)

Proficiency Rubric 3 Evidence

1. [Institutional Planning Committee Website](#)
2. [Planning and Institutional Effectiveness Home Website – Program Review](#)
3. [Planning and Institutional Effectiveness Home Website – Learning Outcomes and Assessment](#)
4. [Institutional Effectiveness and Planning Website](#)
5. [Student Learning Outcome and Assessment Lifecycle](#)
6. [Institutional Planning & Assessment Timeline](#)
7. [MSJC Planning and Accreditation Timeline 2011-2018](#)
8. [Integrated Planning Schematic](#)
9. [Closed Loop Model](#)
10. [Educational Master Plan](#)
11. [Strategic Plan](#)
12. [Strategic Plan Website](#)
13. [Board of Trustees Agenda, January 31, 2013](#)
14. [Board of Trustees Strategic Plan Status Update Report \(Institutional Effectiveness\)](#)
15. [Student Learning Outcome Development and Assessment Cycle](#)
16. [Institutional Assessment Council Agenda, May 17, 2012](#)
17. [Institutional Assessment Council Minutes, May 17, 2012](#)
18. [Institutional Assessment Council Website](#)
19. [3-Year Course Learning Outcome Assessment Schedules – Academic Programs](#)
20. [3-Year Course Learning Outcome Assessment Schedules – CTE Programs](#)
21. [Two Year Course Offering Schedules – Academic Programs](#)
22. [Two Year Course Offering Schedules – CTE Programs](#)
23. [Student Learning Outcomes and Assessment Website](#)
24. [Institutional Program Review Manual](#)
25. [Administrative Unit Annual Program Assessment Report Website](#)
26. [Instruction Annual Program Assessment Report Website](#)
27. [Instruction – CTE Annual Program Assessment Report Website](#)
28. [Student Services Annual Program Assessment Report Website](#)
29. [Program Review](#)
30. [Instructional Unit Plans](#)
31. [Instruction Annual Program Assessment Report Template](#)
32. [Instruction Unit Annual Program Assessments – Academic](#)
33. [Instruction Unit Annual Program Assessments - CTE](#)
34. [Instruction \(CTE\) Addendum to Annual Program Assessment Reports](#)
35. [Instruction \(Nursing\) Addendum to annual Program Assessment Reports](#)
36. [Student Services Unit Program Review](#)
37. [Student Services Unit Annual Program Assessments](#)
38. [Student Services Annual Program Assessment Report Template](#)
39. [Administrative Unit Program Review](#)
40. [Administrative Unit Annual Program Assessments](#)
41. [Administrative Unit Annual Program Assessment Report Template](#)
42. [Administrative Unit Program Review Template](#)

43. [Student Services Unit Program Review Template](#)
44. [Instructional Services Program Review Template](#)
45. [Unit and Division Plan Website](#)
46. [Institutional Research Website](#)
47. [Performance Data Warehouse](#)
48. [Bus Survey \(Institutional Effectiveness, Planning, Program Review, SLO, RAP\)](#)
49. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
50. [2011-2012 RAP Utilization Report Form](#)
51. [2011-2012 RAP Process Presentation, October 17, 2011](#)
52. [2011-2012 Received RAP Proposal Utilization Reports](#)
53. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
54. [2012-2013 Budget Calendar with RAP & PAR](#)
55. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
56. [2012-2013 RAP PAR Process, Institutional Planning Committee Presentation, May 29, 2012](#)
57. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
58. [2013-2014 Budget Calendar with RAP & PAR](#)
59. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
60. [2013-2014 Resource Allocation Proposal \(RAP\)](#)
61. [RAP PAR Ad Hoc Committee Agenda, May 14, 2012](#)
62. [RAP PAR Ad Hoc Committee Agenda, May 3, 2012](#)
63. [Resource Allocation Process 2011 - 2012](#)
64. [Resource Allocation Process 2012 - 2013](#)
65. [2012-2013 RAP Requestor Notification Memo](#)

Proficiency Rubric 4 Evidence

1. [Strategic Plan Website](#)
2. [Strategic Plan](#)
3. [Institutional Assessment Coordinator Job Announcement](#)
4. [Program Review Faculty Coordinator Job Description](#)
5. [Student Learning Outcome and Assessment Lifecycle](#)
6. [Institutional Planning & Assessment Timeline](#)
7. [MSJC Planning and Accreditation Timeline 2011-2018](#)
8. [Integrated Planning Schematic](#)
9. [Closed Loop Model](#)
10. [Board of Trustees Strategic Plan Status Update Report \(Institutional Effectiveness\)](#)
11. [Resource Allocation Process Website](#)
12. [Office of Institutional Planning and Effectiveness Website](#)
13. [Assessment Council Website](#)
14. [Institutional Program Review Committee Website](#)
15. [2011-2012 Prioritization Allocation Rubric \(PAR\)](#)
16. [2011-2012 RAP Utilization Report Form](#)
17. [2011-2012 RAP Process Presentation, October 17, 2011](#)
18. [2011-2012 Received RAP Proposal Utilization Reports](#)
19. [2011-2012 Resource Allocation Proposal \(RAP\)](#)
20. [2012-2013 Prioritization Allocation Rubric \(PAR\)](#)
21. [2012-2013 RAP PAR Process, Institutional Planning Committee Presentation, May 29, 2012](#)
22. [2012-2013 Resource Allocation Proposal \(RAP\)](#)
23. [2013-2014 Prioritization Allocation Rubric \(PAR\)](#)
24. [2013-2014 Resource Allocation Proposal \(RAP\)](#)
25. [Resource Allocation Process 2011 - 2012](#)
26. [Resource Allocation Process 2012 - 2013](#)
27. [2012-2013 RAP Requestor Notification Memo](#)

Proficiency Rubric 5 Evidence

1. [Sample eLumen Reports](#)
2. [Course Learning Outcome Inventory](#)
3. [Course Learning Outcome Inventory List](#)
4. [Course Learning Outcome Assessment Report](#)
5. [Institutional Assessment Report](#)
6. [Program Assessment Report](#)
7. [Administrative Unit Annual Program Assessment Report Website](#)
8. [Instruction Annual Program Assessment Report Website](#)
9. [Instruction – CTE Annual Program Assessment Report Website](#)
10. [Student Services Annual Program Assessment Report Website](#)
11. [Instruction Annual Program Assessment Report Template](#)
12. [Instruction Unit Annual Program Assessments – Academic](#)
13. [Instruction Unit Annual Program Assessments - CTE](#)
14. [Instruction \(CTE\) Addendum to Annual Program Assessment Reports](#)
15. [Instruction \(Nursing\) Addendum to annual Program Assessment Reports](#)
16. [Student Services Unit Annual Program Assessments](#)
17. [Student Services Annual Program Assessment Report Template](#)
18. [Administrative Unit Annual Program Assessments](#)
19. [Administrative Unit Annual Program Assessment Report Template](#)
20. [Music – Annual Program Assessment Report](#)
21. [Dance – Annual Program Assessment Report](#)
22. [Business – Annual Program Assessment Report](#)
23. [Learning Center – Annual Program Assessment Report](#)
24. [Course Assessment Activity Report by Term](#)

Proficiency Rubric 6 Evidence

1. [Course Learning Outcome Inventory](#)
2. [Course Learning Outcome Inventory List](#)
3. [Course Learning Outcome Assessment Report](#)
4. [Instruction Department Learning Outcomes \(DLO\)](#)
5. [MSJC Institutional Learning Outcomes Website](#)
6. [Mapping of Course Learning Outcomes to Institutional Learning Outcomes \(Sample\)](#)
7. [Mapping of Course Learning Outcomes to Program Learning Outcomes \(Sample\)](#)
8. [Mapping of Course Learning Outcomes to Program Learning Outcomes Matrix](#)
9. [Sample eLumen Reports](#)
10. [Institutional Assessment Report](#)

Proficiency Rubric 7 Evidence

1. [Instruction Department Learning Outcomes \(DLO\)](#)
2. [Academic Programs Student Learning Outcomes \(SLO\)](#)
3. [Student Services Learning Outcomes \(SLO\)](#)
4. [Program Learning Outcomes](#)
5. [MSJC Institutional Learning Outcomes Website](#)
6. [Mt. San Jacinto College Core Competencies \(Draft\)](#)
7. [Student Learning Outcomes and Assessment Website](#)
8. [Syllabus Checklist](#)
9. [Executive Senate Agenda, November 22, 2011](#)
10. [Executive Senate Minutes, November 22, 2011](#)
11. [Course Syllabi Sample \(History\)](#)
12. [Course Syllabi Sample \(Math\)](#)
13. [Course Syllabi Sample \(English\)](#)
14. [Course Syllabi Sample \(Child Development and Education\)](#)
15. [Course Syllabi Sample \(Chemistry\)](#)
16. [College Catalog](#)
17. [2012-2013 Student Government Association Committee Representatives](#)
18. [2011- 2012 Faculty Handbook](#)
19. [Associate Faculty Handbook](#)
20. [Spring 2013 Associate Faculty Orientation Agenda](#)
21. [eLumen Data Warehouse](#)
22. [eLumen Website](#)

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