EXAMPLE RESPONSES

Responses to the individual questions will be combined into narrative form to create a single answer for the standard subsection; in this case Standard II.A.2.a.

II.A.2.a.
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

- What established policies and institutional processes guide the development and evaluation of courses and programs? What is the role of faculty?

Findings & Evidence:
Curriculum development handled through Curriculnet; processes are senate-approved (Evidence: MC Curriculum Handbook) and different processes exist for course and program development.

Courses are developed in accordance with Title 5 regulations and Education Code. New educational programs are given a preliminary review by the Academic Senate's Academic Directions subcommittee to ensure their "fit" for the college.

Courses and programs are evaluated on a regular cycle that is tied to Program Review (evidence: Program Review process summary document).

Faculty are involved at all stages of course and program development (Evidence: MC Curriculum Handbook page 10, 24, 31); Sample Curriculum Committee minutes). Faculty maintain control over the curriculum development process through the Curriculum Review Committee, which is a subcommittee of the Academic Senate (MCAS Constitution).

Conclusions:
This standard is met and no planning agenda item is needed.

- Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes?

Findings & Evidence:

Conclusions:
Standard II: Student Learning Programs and Services

- Are student learning outcomes established for each course and program? How is this “fit” evaluated?

Findings & Evidence:
Initial SLO development is done at the time a course or program is developed and is assessed by the curriculum committee (Evidence: MC Curriculum Handbook page 71; MC SLO guidelines; Sample CRC minutes of ____)..
The Curriculum Review Committee members have had training from the Institutional Researcher to assist them in evaluation of effective SLOs and assessments (evidence: CRC minutes of ____)..
Submission of SLO revisions is done through Curricunet and reported to the college via an SLO report form completed as part of program review documentation.
In Curricunet, SLO revisions are reviewed by the department chair and the Institutional researcher (Evidence: MC Curriculum Handbook, page xx)

Conclusions:
Establishment of SLOs is met; external evaluation of "fit" of SLOs is a new part of the process in Fall 2012.

- What processes exist to approve and administer courses and programs? Are the processes effective?

Findings & Evidence:
New and revised courses and programs are approved at numerous administrative levels, and are submitted to the Governing Board for final approval (Board Policy 4.3.2.c; MC Curriculum Handbook pp. 42-46)

Courses and programs are primarily administered by the faculty department chairs, supported by division chairs and deans working with the Office of Instruction (Evidence: Faculty Handbook page xx; ACE contract article xx)

Conclusions:
Process is clearly documented and allows for multiple levels of review, thus it is effective. No planning agendas needed.

- How are courses and programs evaluated? How often? What are the results of the evaluations?

Findings & Evidence:

Conclusions: