

Program Review and Outcomes Assessment Subcommittee - Minutes

San Diego Miramar College

Monday, April 15, 2024 • Zoom 811 9472 1500 Pw: SP2024 • 3:00 p.m. to 4:30 p.m.

Members: Present: Patti Manley (Co-Chair), Daniel Miramontez (Co-Chair), Julia McMenamini, Joel Palhegyi, Jon Alva (proxy by P. Manley), Mary Hart, and Catrina Gillus. **Absent:** Brett Bell, Michael Odu, Adrian Gonzales, Xi Zhang, Darren Hall, Johanna Lindgren, Matthew Jewett, and Saira Shah.

Vacancies: Co-Chair; Classified Professionals (2); Faculty BTCWI (1); Health Services Designee (1); Student (3).

- A. **Call to Order:** The meeting was called to order at 3:01 p.m.
- B. **Approval of Agenda and Minutes:** Agenda for April 15, 2024 was moved by M. Hart, seconded by J. McMenamini, no nays, discussions, no abstentions, motion carried. Minutes for April 1, 2024 was moved by J. McMenamini, seconded by J. Palhegyi, no nays, one abstention by M. Hart, motion carried.

C. **New Business:**

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| 1 | None. |

D. **Old Business:**

| # | Item |
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| 1 | <u>Program Review Outcomes Assessment Plan 2024-2027</u> . Plan was updated with new ACCJC accreditation information and standards. The progress of the current plan (which includes a solid foundation of quality program review) was validated during the college's accreditation process. There are eight goals that center around infusing DEI within the program review outcomes assessment process across the campus. Language was also cleaned up along with formatting. This is a working document and updates will be made accordingly. Moving forward, next steps will be to focus on data disaggregation. Motion to move the Program Review Outcomes Assessment Plan 2024-2027 to PIER Committee was made by M. Hart, seconded by J. Palhegyi, no nays or abstentions, motion carries. |
| 2 | <u>Program Review Guide 2024-2027</u> . Currently in draft mode with updates being made accordingly. Reminder was made that this is the process for program review, and not the step-by-step instructions for Nuventive. Added was the Administrative Services portion to this guide, which included forms and directions on how to complete their program review. As well, Instruction's comprehensive program review portion was added and annual review was updated. Instructional Deans will have their own narrative for their perspective schools which includes a SWOT analysis (built into Nuventive). Noted that this guide received commendable comments during accreditation. Once review, editing, and formatting is completed, will resend for final review prior to releasing. |
| 3 | <u>Comprehensive Program Review Training</u> . Training was continued for instructional programs. Comments from trainings provided was the ease of use, completing data analysis, SWOT, goals, and action plan – this is more fluid and intuitive given the new technology by Nuventive. Noted was the college's PREDD is being used significantly (built into data analysis section). Mentioned was that one of the accreditation core inquiries was regarding the college's program review process. With this quality program review process, core inquiry was satisfied during the site visit. |
| 4 | <u>PLO/SUO Updates</u> . No updates to SUOs. See Old Business Item 5 for continued conversation. |
| 5 | <u>Student Learning Outcomes Disaggregation Update</u> . From CREATE Professional Development, there will be pre-work needed ahead of time regarding SLO Disaggregation (conversation was brought back to PIER Committee) – how to rebuild SLO Disaggregation into the current Quality Program Review Process so it is not disconnected from one another. There were really good instructions on DEI in CREATE, but how does it qualitatively relate back to SLOs? With looking at student achievement data and how students are performing in the classroom (some student populations not doing well), how does this translate into quality SLOs? Suggested was to look at the connection between SLO disaggregation to program level. To have conversations not just about quality program review, but on what does quality program and assessment look like based on student achievement data. To use Program Learning Outcomes (PLOs) as a model for what quality SLO disaggregation could look like moving forward. Note was made that this is the first year that the college required programs to speak to their program learning outcomes (this is a 2-year process within a 3-year cycle). This will be the starting point to continue meaningful discussion. |
| 6 | <u>Review of Institutional Student Learning Outcomes (ISLOs) Update</u> . Brief overview as provided on flow of information with a funnel as an example: course outcomes (via SLOs) at the bottom of the funnel, the middle are PLOs, and on top are the ISLOs. You can look at this funnel as feeding information both ways (top to bottom, bottom to top). Currently, research has been done, which includes examining other colleges with their ISLOs, and on how to measure them. This |

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| will be the groundwork to build from with ISLOs, PLOs, and SLOs disaggregation. Conversation will continue on how this review will look like at the SLO and PLO levels, respectively. |
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- E. **Announcements:** None.
- F. **Adjourned:** Meeting was adjourned at 3:47 p.m.
- G. **Next Scheduled Meeting:** Monday, May 6, 2024.

San Diego Miramar College 2020 – 2027 Strategic Plan Goals

I: Pathways – Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success **II:** Engagement-Enhance the college experience by providing student-centered programs, curriculum, services, and activities that close achievement gaps, engage students, and remove barriers to their success **III:** Organizational Health-Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making **IV:** Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships **V:** Diversity, Equity, and Inclusion (DEI)-Build an environment that embraces diversity, equity, inclusion, Anti-Racism, and social justice for the benefit of the college community

** [ACCJC Accreditation Standards \(Adopted June 2014\)](#): Mission, Academic Quality and Instructional Effectiveness, and Integrity. II. Student Learning Programs and Support Services. III. Resources. IV. Leadership and Governance.