

2024-2027

MIRAMAR COLLEGE PROGRAM REVIEW & OUTCOMES ASSESSMENT GUIDE



Gain the knowledge
and skills needed
for quality Program
Review & Outcomes
Assessment

PROGRAM REVIEW & OUTCOMES ASSESSMENT SUBCOMMITTEE

Table of Contents

Section I: Program Review & Outcomes Assessment Overview.....	3
Program Review and Outcomes Assessment at Miramar College.....	3
Definition of Program Review.....	3
Program Review and Outcomes Assessment Roles.....	4
The Organization for Program Review at Miramar College.....	5
Program Review & Outcomes Assessment Cycle	7
Three Year Cycle Assessment Cycle	8
Section II Program Review	9
What is Program Review?	9
Program Review has three stages.....	9
Benefits of Program Review.....	9
Program Review SWOT Analysis	10
Program Review Components	10
Institutional Effectiveness/Student Success Framework.....	11
Program Mission Statement	11
Program Goals.....	11
Administrative Services Department Program Review	13
Administrative Services Director's Program Review	15
Instruction Annual Program Review Spring 2025 & 2026	17
Instruction Comprehensive Program Review Spring 2027	17
Instruction Support Annual Program Review	21
Instruction Dean's Program Review.....	24
Student Services Program Review	26
Student Service Areas Dean Program Review	28
Resource Requests (All Areas: Instruction, Student Services and Support Services)	30
Section III Outcomes and Outcomes Assessment.....	36
What is Outcomes Assessment?	36
Benefits of Outcomes Assessment	36
Outcomes Components.....	37
Outcomes Development and Assessment	37
Evaluating the Assessment Results.....	37
Evaluating the Process (Closing the Loop)	38
Outcome Assessment Findings and Program Review.....	38
Instruction Outcomes.....	39
Instruction Course/Student Learning Outcomes (SLOs)	39
Writing Student Learning Outcomes	39
Assessing Student Learning Outcomes	40
Program (Degrees and Certificates Learning Outcomes (PLO)	41
Writing Program Learning Outcomes	42
Assessing Program Learning Outcomes	42
Service Unit Outcomes.....	44

Student Service Unit Outcomes (SUOs)	44
Writing Student Services Unit Outcomes	44
Assessing Student Services Unit Outcomes	45
Section IV Appendix	47
Program Review Resources	47
Appendix A: 2024-2027 Program Review Calendar	47
Appendix B: CTE Information and Resources	50
Appendix C: CTE Information Resources	51
Appendix D: Blooms Taxonomy	52
Appendix E: Outcomes and Outcomes Assessment Resources.....	53
Appendix F: Outcomes Mapping Template	54
Appendix G: Program Learning Outcome Curriculum Mapping	55
Appendix H: Glossary of terms	56
Appendix I: FAQ (Frequently Asked Questions).....	57
Appendix J: Helpful Tips	57
Appendix K: Additional Information and Links	57

Section I: Program Review & Outcomes Assessment Overview

This guide is the result of collaborative efforts of Planning, Institutional Effectiveness, & Research (PIER) committee, Program Review & Outcomes Assessment (PROA) Subcommittee, administration, faculty and classified professionals across the campus. The emphasis of the Program Review and Outcomes Assessment Guide is on supporting faculty and classified professionals in the Program Review and Outcomes Assessment process. The information and resources provided in the guide are based on program review and outcomes assessment best practices.

As an ACCJC (Accrediting Commission for the Community and Junior colleges) accredited institution, San Diego Miramar College is committed in its efforts to collect and analyze assessment data. Miramar College assesses at the institutional level, Program, Course and Service & Support levels. The results of the assessments are used to inform the College, to aid in continuous improvement and to provide validation to internal and external constituencies on the achievement of the College's mission. The Dean for the Office of Institutional Effectiveness, the Program Review and Outcomes Assessment Facilitator, and the PROA Subcommittee function together to achieve these goals.

As an institution, Miramar College is committed to equity and student success and evaluating students' experiences both inside and outside the classroom. Program Review and Outcomes Assessment serve to impact continuous improvement of services, courses and programs, which help to inform the overall collegewide integrated planning framework.

Program Review and Outcomes Assessment at Miramar College

At Miramar College, the program review process is operationally overseen by the Office of Institutional Effectiveness and guided by the PIER Committee and its PROA Subcommittee. Pursuant to Title 5 of the Administrative Code of California, Program Review is one of the "10+1" areas.

In efforts to focus on a quality Program Review & Outcomes Assessment process, the Program Review and Outcomes Assessment subcommittee and the Program Review and Outcomes Facilitator provide campus wide support and training.

Definition of Program Review

Program Review is a comprehensive and systematic review of programs the outcomes of which connects the college's mission, strategic goals and directions, equity plan, collegewide priorities, the mission of each program, and institutional student learning outcomes. This collaborative approach is grounded in the framework of guided pathways and the six success factors which support student success, and the resources needed to be a student-ready college. (VPI Odu, 2022)

Program Review and Outcomes Assessment Roles

Faculty, Staff, and Administrators

Faculty, classified professionals, and administrators in Instruction, Instructional Services, Student Services, and Administrative Services are expected to engage in Program Review and Outcomes Assessment within their departments, programs areas, and units.

Students

Students are to be made aware of Instruction and Service Unit Program Goals. Students should also understand how these goals/outcomes will be evaluated.

Students are to be made aware of outcomes for courses. Students should also understand how they will be evaluated on these outcomes.

Role of Administration

Administrators from the college President, Vice Presidents, Deans, and Associate Deans provide guidance and support for the Program Review & Outcomes Assessment process and for any recommendations that may result from program analysis.

Program Review & Outcomes Assessment Subcommittee

The PROA subcommittee is a Participatory Governance subcommittee of the PIER (Planning, Institutional Effectiveness, and Research) Committee and is responsible for guiding and supporting the College's Program Review & Outcomes assessment efforts. The committee is co-chaired by the Dean for the Office of Institutional Effectiveness and the College Program Review & Outcomes Assessment Facilitator.

The PROA Subcommittee is responsible for maintaining the policies and processes that will guide the college through Program Review and the ongoing process of developing, implementing, assessing, and evaluating outcomes and assessments. The subcommittee promotes collegewide understanding and integration of Program Review & Outcomes Assessment and facilitates campus dialogue to enhance institutional effectiveness and fosters continuous improvement of the student experience.

In designing this process, the Program Review & Outcomes Assessment subcommittee's goal is to focus on improving Program Review and Outcomes Assessment in an effort to make Program Review and outcomes assessment valid, reliable, and meaningful.

For further governance information regarding PROA subcommittee, please refer to the San Diego Miramar College Governance Handbook.

https://sdmiramar.edu/sites/default/files/2021-08/College_Governance_Handbook.pdf

Program Review & Outcomes Assessment Facilitator

The Program Review & Outcomes Assessment Facilitator is a faculty member who provides guidance and coordination of Program Review in working with faculty, classified professionals, and administrators responsible for Program Review and Outcomes Assessment.

Leading Equity, Anti-racism, and Diversity (LEAD)

The LEAD office provides guidance, training and support collegewide. They are responsible for ensuring that the College's Diversity, Equity and Inclusion (DEI) efforts are effectively implemented and that a climate of respect, civility, anti-racism, and inclusion is infused in the Program Review and Outcomes Assessment processes.

Department Chairs and Program Leads

Department Chairs and Programs leads are directly responsible for Program Review and Outcomes assessment within their department or program. They are responsible for Program and Outcomes Assessment, facilitating discussions on the findings and assessment results, identifying next steps and entering data into the College's data management system.

The Organization for Program Review at Miramar College

The College's student-centered planning efforts promote student readiness, student learning, student equity and student success. <https://sdmiramar.edu/services/planning/framework>

The College's Student Success Framework for Long-term Integrated Planning aligns key institutional efforts—including Institutional Student Learning Outcomes, Program Learning Outcomes, Collegewide Priorities, the College Equity Plan, the Guided Pathways pillars, and the Six Success Factors for Success. These interconnected college initiatives are designed to support and advance the College's Strategic Goals and Directions.

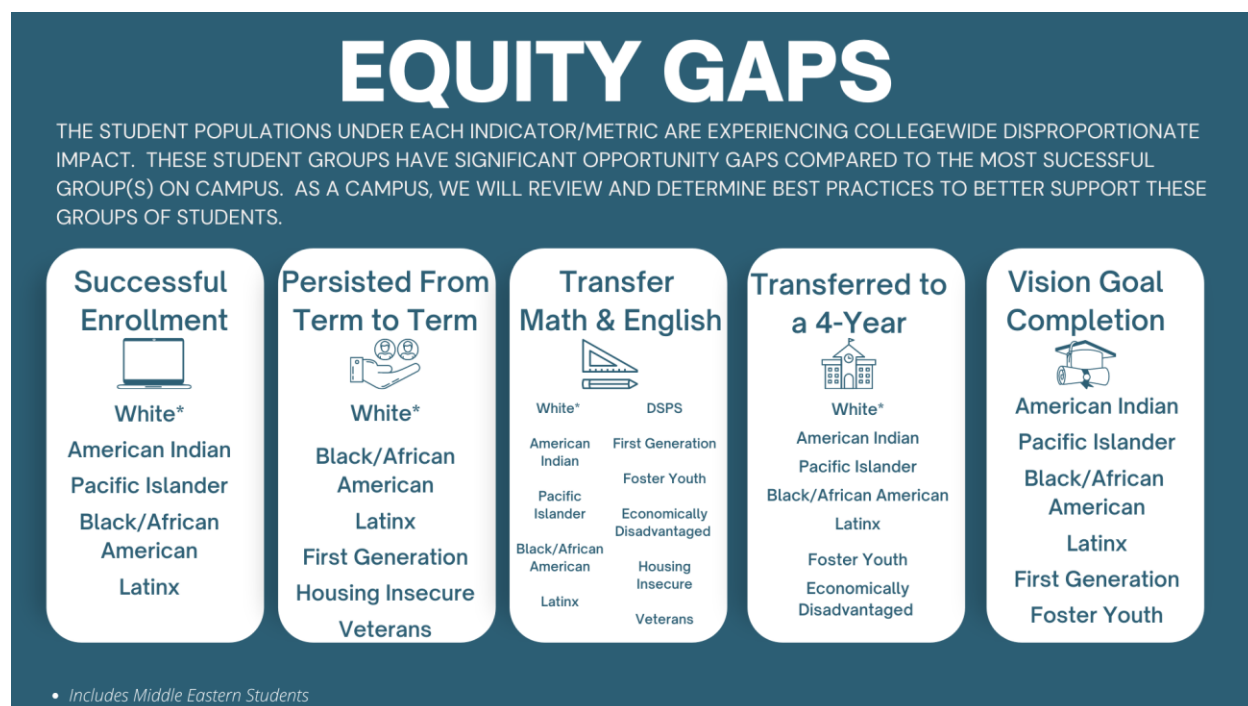
Miramar College 2020-2027 Strategic Goals and Directions

- **Pathways** - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.
- **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.
- **Organizational Health** - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.
- **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships.
- **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.

Miramar College's Equity Definition

Equity is the framework and practice in which historically marginalized and minoritized populations (based on race, economic class, gender identity, sexual orientation, ability, and/or disproportionately impacted) are provided the resources, opportunities, and education to achieve success – from access through completion. Equity addresses systemic inequalities through the implementation of evidence-based policies, programs, procedures, and legislation which inform strategic and intentional resource allocation, support structures, and opportunities in order to ameliorate the impacts from past and current inequalities.

Collegewide Equity Gaps Identified in Student Equity Plan



Program Review & Outcomes Assessment Cycle

Miramar College has a long-standing policy regarding program review and outcomes assessment. Miramar College has adopted a three-year cycle for both Program Review and Outcomes Assessment.

The policy requires that every program (instructional, student services, instructional support services and administrative services) complete a comprehensive program review every three years and an annual update. A Comprehensive Program Review and Annual updates offer an opportunity to reflect on a program's achievements, challenges, and ongoing resource needs.

Comprehensive Program Review provides essential information for the College's planning processes, such as revisions to long-term budgeting, as well as accreditation. The process is ever evolving to ensure that the program review process moves toward continuous improvement and complies with ACCJC, the accrediting body.

The Annual Program Review Update serves to detail the program's past year's activities, the program's planning for the next year, the status of staffing, courses offered, students served, changes to long term planning, and to submit resource requests (staffing, equipment, technology, facilities, etc.).

During the program review process, quantitative and qualitative data is reviewed to identify opportunities for addressing student equity, enhancing student learning and improving overall program success. The program review process includes the analysis of course, unit and program level assessment data. Assessment data is used to inform and as evidence for program improvement, planning and budget recommendations.

All course, program, support and service unit level outcomes (PLOs, SLOs, SUOs) are required to be assessed at least once during the three-year cycle. Outcome assessment data is used as evidence for course and program improvement. The assessment results are used to determine how effectively the course, program, support or service area/unit outcomes, and program outcomes were achieved.

Three Year Cycle Assessment Cycle

Miramar College follows a three-year assessment cycle. First Year of the Assessment Cycle, Second Year of the Assessment Cycle, Third and Final Year of the assessment Cycle.

	SLO	PLO	SUO (SS)	ISLO	Program Review
Year 1 - Fall	P	P	P		
Year 1 - Spring	IP	IP	IP	IP	PR(A)
Year 2 - Fall	IP	IP	IP		
Year 2 - Spring	IP	IP	IP	IP	PR(A)
Year 3 - Fall	FR	FR	FR		
Year 3 - Spring	C	C	C	R	PR(C)

P = Planning IP = In Progress FR= Final Review C= Complete R=Review

SLO = Student Learning Outcomes

SS = Student Service/Support Outcomes

AUO = Administrative Unit Outcome

PR(A) = Annual Program Review

PLO = Program Learning Outcome

SSPO= Student Service/Support Program Outcome

ISLO = Institutional Outcomes

PR(C) = Comprehensive 3-year Program Review

Section II Program Review

What is Program Review?

Program Review is the process of collecting information that will inform the College whether the programs, courses, services, activities, and experiences it offers are having the desired impact on students. In other words, is the College making a difference in the lives of the students it serves.

Program Review provides faculty and classified professionals the opportunity to reflect on accomplishments, challenges and overall effectiveness of the program. By analyzing quantitative and qualitative data, the College is able to assess program resources and program effectiveness. Program Review is used to inform each program by providing a vehicle to establish program goals and incorporate those goals into the College's planning and budgeting processes.

Instructional Program Reviews are the method which programs use to assess student enrollment trends, retention rates, completion rates, student equity, and course and program level learning outcomes. Program review is also used to document any recommendations related to program resources.

Non-Instructional Program Reviews are the method in which programs review student demographics, delivery of services, assess services area outcomes, and evaluate service area performance. The end result of program review is continuous program improvement supported by data.

Program Review has three stages

Continuous Assessment allows the College to:

- Define the most important result of an academic experience.
- Assess and evaluate
- Use the results to improve academic experience.

Benefits of Program Review

Continuous Assessment will allow the College to:

- Devote time to activities that have the most value.
- Decide how best to improve instruction, meet student needs, strengthen curricula, and create effective academic policies.
- Strengthen our ability to prepare graduates for transfer or to move into the workforce.
- Develop policies to allocate funding and/or resources more effectively.
- Provide faculty and staff with feedback they need to strengthen and grow their programs and improve courses.
- Demonstrate the value of a Miramar College education to the community and other stakeholders.
- Provide data to satisfy the requirements of accrediting and funding agencies.

Program Review SWOT Analysis

Strengths - What are the positives of program evaluation?

- The story of each program will be told
- Program strengths and weakness will become evident
- Benefits institution accreditation and program-specific accreditation
- Financial resources could be allocated according to program evaluation outcomes
- Involvement in the process will create a culture of investment for faculty
- Without program evaluation there is no real determination of the health of programs
- Accountability

Weaknesses - What are the negatives of program evaluation?

- Faculty may feel threatened that low performing programs will become evident
- Possible closing or restructuring of programs could equate to reassignment or loss of jobs
- It is not part of the organizational culture

Opportunities - Are there external factors that program evaluation could benefit?

- Involvement/investment by industry and business leaders in existing programs
- Input for future program needs
- Collaboration between community and faculty
- Strengthen relationship with K-12 partners

Threats - What external factors are preventing forward progress?

- Outside pressure to keep low enrollment programs
- Competing colleges
- Community perception
- Interest gap (community needs versus student interests)

(Source: Garner Webb University, Digital Commons, Summer 2020 Academic Program Performance: An Evaluation Model for Community Colleges, Lori H. Metcalf pg. 21). https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1010&context=education_projects

Program Review Components

A comprehensive program analysis will be completed at the beginning/end of each cycle with annual updates throughout the cycle. The Program Review is used to analyze institutional and program effectiveness, student achievement and student characteristics data, provide additional information from both internal and external sources, summarize outcomes assessment activities and improvements, discuss the impact of all factors on program success, and provide rationale for program goal development.

While completing the Program Review process, it is suggested that classified professionals and faculty spend some time becoming familiar with the Quality Program Review process for each Division in Nuventive and the tutorials available on the college's Nuventive webpage.

Institutional Effectiveness Strategic Goals and Directions

Within the Program Review, writers will discuss and assess how the Program aligns and supports the College's Strategic Goals and Directions.

Program Mission Statement

The Program's mission statement should clearly summarize the program content and goals. The Program's Mission statement should also reflect the current program structure, activities, consistency, strengths and aspirations. In addition, the Program's mission statement should align with the College's mission statement.

Program Goals

Program goals are developed at the beginning of each cycle by the Program's faculty and classified professionals.

Classified professionals and faculty develop and/or review Program Goals to ensure they are current and aligned as required. Keep in mind the College's Student Success Framework and the Institutional Effectiveness above as you are working on creating goals for the next 3-year cycle.

To accomplish the identified Program Goals, it is recommended that at least two goal action items should be developed and reviewed annually during the Program Review process. Ownership and due dates must be clearly assigned to ensure that work will be completed, and progress is made toward the Program Goals.

Program Goals for each cycle are developed and assessed for each Instructional, Student Services and Support Services Programs. Program Goals should be developed and assessed in collaboration with all Classified Professionals and Faculty within that Service Area or Instructional Program. Participants should construct and agree on the goals and action plans and timeline for completion.

- Program Goal Essential Requirements
 - Two to five Goals developed for each Service Area or Instructional Program
 - Consensus on the goals and annual action plans
 - Annual Goal and action items updates
 - Goal and action item comprehensive analysis completed at the end of the three-year cycle.
 - Progress made toward existing goals and actions should be considered when reviewing or creating new Goals and action plans.
 - Program Learning Outcome (PLOs), Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) assessment findings should be considered when reviewing or developing new Goals and action plans

Program Goal and Outcomes Mapping

Program Goals, Course Learning Outcomes, Program Learning Outcomes, Service Unit Outcomes are mapped as shown below. Mapping is completed within Nuventive under the respective Outcome or Program Review workspaces.

- Program Goals are mapped to Strategic Goals and Directions
- Course Student Learning Outcomes (SLOs) are mapped to Program Learning Outcomes (PLOs)
- Program Learning Outcomes (PLOs) are mapped to the Institutional Student Learning Outcomes (ISLOs)
- Service Unit Outcomes are mapped to Strategic Goals and Directions.

Administrative Services Department Program Review

The Administrative Services Program Review is completed annually during the three-year cycle and contains the following sections and questions.

SECTION I: PROGRAM REVIEW NARRATIVE ANALYSIS

In this section Departments will

1. Discuss any of the department's major developments, changes, improvements, department, and staff accomplishments or notable activities that occurred over the last year.
2. What improvements could be made to support your department's performance? What additional information or resources would you need to improve your department's overall performance?

SECTION II: SWOT ANALYSIS

In this section, departments will describe the department's strengths & successes, challenges & obstacles and opportunities.

1. Program Strengths and Success: What internal strengths does the department have that you can capitalize on for future success? Examples may include staff development and/or improved staff productivity. Please include quantitative data and sources in your qualitative narrative.
2. Challenges and Obstacles: What challenges does the department have that might hamper the department's ability to succeed? Examples may include lack of staffing and/or scheduling conflicts, lack of institutional support, lack of funding sources, and/or low client participation. Please, include quantitative data with sources in your qualitative narrative.
3. Program Opportunities: Identify and describe opportunities for future department successes. What external opportunities might the department take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and potential partnerships with external organizations such as high schools or industry partners. Examples may include new practices, emerging technologies, community partnerships and/or future budget sources. Please, include quantitative data with sources in your qualitative narrative.

SECTION III: COLLEGEWIDE STRATEGIC GOALS AND DIRECTIONS

In this section, your department will discuss and assess how the department aligns with and supports the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the department contributes to achieving these Strategic Goals.

SECTION V: GOALS AND ACTION ITEMS

In this section, Program's will discuss and assess the progress made toward existing program goals and actions steps.

1. Discuss your progress on Goals and Action Items. What happened to the previous program goals and action items? How did you determine your progress on previous goals and action items? How did any actions or inactions impact your department/program?
2. The current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Annual Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Review Narrative Analysis, Program Goals and Action Items and Resource Requests.

1. Date Completed
2. Program Review Completed by
3. Program Review Completed and Ready for Review (Yes/No)

Administrative Services Director's Program Review

The Administrative Services Director's overall area Program Review is completed annually during the three-year cycle. The Administrative Services Director's overall area program review contains the following sections and questions.

SECTION I: Narrative Analysis

In this section the Director will review and analyze each of their administrative service areas completed program reviews

1. During the previous assessment year each of the organizational unit Department's completed an annual program review. Did any overall trends emerge from these reviews? If so, what are they?
2. Reflect on the information and insights you gathered above. What improvements could be made to support each of the departments' overall performance? What additional information or resources would you need to improve each of the department's overall performance?

SECTION II: SWOT ANALYSIS

In this section, Administrative Services Directors will analyze their overall service areas strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

1. Overall Organization Unit Departments' Strengths: What internal strengths do the organizational unit departments have that you can capitalize on for future success? Consider what the departments do well.
2. Overall Organizational Unit Departments' Weaknesses: What internal weaknesses do the organizational unit departments have that might hamper their ability to succeed? Consider significant needs, barriers and limitations the departments might be experiencing.
3. Overall Organizational Unit Departments' Opportunities: What external opportunities might the organizational unit departments take advantage of? Consider trends in the industry, field, changes in university requirements or state regulations; shifts in student demographics or preferences; and potential partnerships with external organizations such as high schools or industry partners.
4. Overall Organizational Unit Departments' Threats: What external threats might hamper the organizational unit departments? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and challenges faced by similar departments at other institutions.

SECTION III: COLLEGEWIDE STRATEGIC GOALS AND DIRECTIONS

In this section, the Director will discuss and assess how the Administrative Service Area aligns with and supports the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the Administrative Service area and its departments contribute to achieving these Strategic Goals.

SECTION V: GOALS AND ACTION ITEMS

Administrative Service Area goals are developed at the beginning of each three-year cycle. In this section discuss and assess the progress made toward existing goals and actions steps.

1. Discuss the overall Administrative Service Area's progress on its Goals and Action Items. What happened to the previous goals and action items? How did you determine your progress on previous goals and action items? How did any actions or inactions impact the Administrative Service Area and its departments?
2. The Administrative Service Area's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Narrative Analysis, Program Goals and Action Items and Resource Requests.

1. Date Completed
2. Program Review Completed by
3. Program Review Completed and Ready for Review (Yes/No)

Instruction Annual Program Review

The Instruction Annual Program Review is completed in both Year 1 and Year 2 of the three-year cycle. The Annual program review includes the following sections and questions.

SECTION I: PROGRAM ANALYSIS NARRATIVE

Please discuss any of the program's past year's major developments, changes or improvements, program & faculty accomplishments or notable activities.

SECTION II: GOALS AND ACTION ITEMS

In this section Programs will discuss and assess the progress made toward existing program goals and actions steps.

3. Discuss the Program's progress on its Program Goals and Action Items. What happened to the previous program goals and action items? How did you determine the Program's progress on previous goals and action items? How did any actions or inactions impact your program?
4. The Program's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive.

SECTION III: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

4. Date Completed
5. Program Review Completed by
6. Program Review Completed and Ready for Review (Yes/No)

Instruction Comprehensive Program Review

The Instruction Comprehensive Program Review in Year 3 of each three-year cycle. The comprehensive program review contains the following sections and questions.

SECTION I: DATA ANALYSIS

This section requires an analysis of program data. Programs may access the Program Review Equity Data Dashboard (PREDD) directly at:

<https://app.powerbi.com/groups/me/apps/be647b06-5fe8-44f9-aea0-9640aba8f089/reports/f6e45ac2-bfda-4e00-9550-6dbdd9ca096a/ReportSection91a3944c23a37a3ce028?ctid=040c6031-3abb-4835-b30c-9d88955b4c69&experience=power-bi>

The link is also available in the Program's Program Review workspace in Nuventive.

1. Course Student Learning Outcomes (SLOs): During the three-year assessment cycle, course level student learning outcomes (SLOs) for courses related to the Program were analyzed by the Department or Program faculty. Discuss any trends that emerged from the analysis.
2. What changes could be made to the SLOs or the SLO assessment methods to obtain additional information or useful data from this process in the future?
3. Program Student Learning Outcomes (PLOs): During the three-year assessment cycle, program level outcomes (PLOs) were analyzed by the Department or Program faculty. Discuss any trends that emerged from the analysis.
4. What changes could be made to the PLOs or the PLO assessment methods to obtain additional information or useful data from this process in the future?
5. Analyze the Program's award completion data for each of its certificates and degrees. Discuss any trends that emerged from the analysis including any disproportionate impact for specific student subgroups. Summarize the overall findings below with any ideas for improving any disproportionate impact.
6. Analyze the success, retention, and persistence data for the program's courses. Discuss any trends that emerged from the analysis including any disproportionate impact for specific student subgroups. Summarize the overall findings below and steps for improving any disproportionate impact.
7. Analyze the productivity (# of sections, enrollment, fill rates, FTES, FTEF) for the program's courses. Consider any trends in student enrollment based on section modality and section type. Discuss any trends that emerged from the analysis including any disproportionate impact for specific student subgroups. Summarize the overall findings below with any ideas for improving any disproportionate impact.

Note: Please allow at least 30 days' notice for research requests involving additional data or data for individual instructors. Contact the Research Office as early as possible to ensure timely processing.

SECTION II: SWOT ANALYSIS

In this section, Programs will analyze the Program's strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

1. Program Strengths: What internal strengths does the Program have that you can capitalize on for future success? Consider what the program does well, what students, employers or transfer institutions like about the program, and what advantages the program has over those at other colleges.

2. Program Weaknesses: What internal weaknesses does the program have that might hamper the Program's ability to succeed? Consider significant needs, barriers and limitations the program is experiencing.
3. Program Opportunities: What external opportunities might the program take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and potential partnerships with external organizations such as high schools or industry partners.
4. Program Threats: What external threats might hamper the program? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and challenges faced by similar programs at other institutions.

SECTION III: COLLEGEWIDE STRATEGIC GOALS AND DIRECTIONS

In this section, Programs will discuss and assess how the program aligns with and supports the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the Program contributes to achieving these Strategic Goals.

SECTION IV: PROGRAM ANALYSIS NARRATIVE

In this section Programs will discuss additional information or activities not previously discussed.

1. Discuss any of the program's major developments, changes, improvements, program and faculty accomplishments, or notable activities (not previously discussed) that occurred over the last year or during this three-year cycle.
2. What improvements could be made to support the Program's performance? What additional information or resources would you need to improve the Program's overall performance?

SECTION V: GOALS AND ACTION ITEMS

Program Goals are developed at the beginning of each three-year cycle. In this section Program's will discuss and assess the progress made toward existing program goals and actions steps.

5. Discuss the Program's progress on its Program Goals and Action Items. What happened to the previous program goals and action items? How did you determine the Program's progress on previous goals and action items? How did any actions or inactions impact your program?
6. The Program's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

7. Date Completed
8. Program Review Completed by
9. Program Review Completed and Ready for Review (Yes/No)

Instruction Academic Services Annual Program Review

The Instructional Academic Services Annual Program Review is completed annually during the three-year cycle and contains the following sections and questions.

SECTION I: DEMOGRAPHICS FROM

Programs will select the correct category that best describes the clients they serve, from a pull-down menu for each question.

- Academic Year
- Clients Served (Select all that apply)
- How many clients were served in the previous academic year?
- Age (Select all that apply)
- Race/Ethnicity (Select all that apply)
- Student Course Load (Select all that apply)
- Gender Identity (Select all that apply)
- Military Affiliation (Select all that apply)
- Financial Aid Eligibility (Select all that apply)
- Citizenship Status (Select all that apply)
- Other: If the program uniquely serves another special population, which is not mentioned in the above categories. Briefly list them here. (Long text box)

SECTION II: SWOT ANALYSIS

In this section, Programs will analyze the Program's strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

1. Program Strengths and Success: What internal strengths does the Program have that you can capitalize on for future success? Consider what the program does well, what students, employers, or transfer institutions like about the program, and what advantages the program has over those at other colleges. Examples may include measurable student success outcomes (such as participation and/or enrollment in the program, transfer data, etc.), faculty development, and/or improved staff productivity. Please, include quantitative data with sources in your short qualitative narrative.
2. Challenges and Obstacles: What challenges does the program have that might hamper the Program's ability to succeed? Consider significant needs, barriers and limitations the program is experiencing. Examples may include lack of staffing and/or scheduling conflicts, lack of institutional support, lack of funding sources, and/or low client participation. Please, include quantitative data with sources in your short qualitative narrative.
3. Program Opportunities: What external opportunities might the program take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and

potential partnerships with external organizations such as high schools or industry partners. Examples may include new practices, emerging technologies, community partnerships and/or future budget sources. Please, include quantitative data with sources in your short qualitative narrative.

SECTION III: COLLEGEWIDE STRATEGIC GOALS AND DIRECTIONS

In this section, Programs will discuss and assess how the Program aligns with and supports the College's Strategic Goals and Directions.

2. Review the College's 2020-2027 Strategic Goals. Describe how the program contributes to achieving these Strategic Goals.

SECTION IV: PROGRAM ANALYSIS NARRATIVE

In this section Programs will discuss additional information or activities not previously discussed.

1. Discuss any of the program's major developments, changes, improvements, program, and faculty accomplishments or notable activities (not previously discussed) that occurred over the last year or during this three-year cycle.
2. What improvements could be made to support the Program's performance? What additional information or resources would you need to improve the Program's overall performance?

SECTION V: GOALS AND ACTION ITEMS

Program Goals are developed at the beginning of each three-year cycle. In this section, Program's will discuss and assess the progress made toward existing program goals and actions steps.

3. Discuss the Program's progress on its Program Goals and Action Items. What happened to the previous program goals and action items? How did you determine the Program's progress on previous goals and action items? How did any actions or inactions impact your program?
4. The Program's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

4. Date Completed
5. Program Review Completed by

6. Program Review Completed and Ready for Review (Yes/No)

Instruction Dean's Program Review

The Instruction School Dean's Program Review is completed annually during the three-year cycle. The school's program review contains the following sections and questions.

SECTION I: Narrative Analysis

In this section the Dean of the Instructional Programs will review and analyze each of the Schools Program's completed program reviews

3. During the current assessment year each of the School's Programs completed an annual or comprehensive program review. Did any overall trends emerge from these reviews? If so, what are they?
4. Reflect on the information and insights you gathered above. What improvements could be made to support each of the Programs' overall performance? What additional information or resources would you need to improve each of the Program's overall performance?

SECTION II: SWOT ANALYSIS

In this section, School Deans will analyze the school's overall strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

5. School Strengths: What internal strengths does the school have that you can capitalize on for future success? Consider what the school's programs do well, what students, employers or transfer institutions like about the school's programs, and what advantages the school's programs have over those at other colleges.
6. School Weaknesses: What internal weaknesses does the school have that might hamper the school's program's ability to succeed? Consider significant needs, barriers and limitations the school's programs are experiencing.
7. School Opportunities: What external opportunities might the school take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and potential partnerships with external organizations such as high schools or industry partners.
8. School Threats: What external threats might hamper the school's programs? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and challenges faced by similar programs at other institutions.

SECTION III: COLLEGEWIDE INITIATIVES

In this section, the Dean will discuss and assess how the school's program or departments align with and support the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the school and its programs contribute to achieving these Strategic Goals.

SECTION V: GOALS AND ACTION ITEMS

In this section discuss and assess the progress made toward existing school goals and actions steps.

1. Discuss the school's progress on its Goals and Action Items. What happened to the previous school goals and action items? How did you determine the school's progress on previous goals and action items? How did any actions or inactions impact your school?
2. The school's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive.

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

10. Date Completed
11. Program Review Completed by
12. Program Review Completed and Ready for Review (Yes/No)

Student Services Program Review

The Student Services Annual Program Review is completed annually during the three-year cycle and contains the following sections and questions.

SECTION I: DEMOGRAPHICS FROM

Programs will select the correct category that best describes the clients they serve, from a pull-down menu for each question.

- Academic Year
- Clients Served (Select all that apply)
- How many clients were served in the previous academic year?
- Age (Select all that apply)
- Race/Ethnicity (Select all that apply)
- Student Course Load (Select all that apply)
- Gender Identity (Select all that apply)
- Military Affiliation (Select all that apply)
- Financial Aid Eligibility (Select all that apply)
- Citizenship Status (Select all that apply)
- Other: If the program uniquely serves another special population, which is not mentioned in the above categories. Briefly list them here. (Long text box)

SECTION II: SWOT ANALYSIS

In this section, Programs will analyze the Program's strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

1. Program Strengths and Success: What internal strengths does the Program have that you can capitalize on for future success? Consider what the program does well, what students, employers, or transfer institutions like about the program, and what advantages the program has over those at other colleges. Examples may include measurable student success outcomes (such as participation and/or enrollment in the program, transfer data, etc.), faculty development, and/or improved staff productivity. Please, include quantitative data with sources in your short qualitative narrative.
2. Challenges and Obstacles: What challenges does the program have that might hamper the Program's ability to succeed? Consider significant needs, barriers and limitations the program is experiencing. Examples may include lack of staffing and/or scheduling conflicts, lack of institutional support, lack of funding sources, and/or low client participation. Please, include quantitative data with sources in your short qualitative narrative.
3. Program Opportunities: What external opportunities might the program take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and

potential partnerships with external organizations such as high schools or industry partners. Examples may include new practices, emerging technologies, community partnerships and/or future budget sources. Please, include quantitative data with sources in your short qualitative narrative.

SECTION III: COLLEGEWIDE STRATEGIC GOALS AND DIRECTIONS

In this section, Programs will discuss and assess how the Program aligns with and supports the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the program contributes to achieving these Strategic Goals.

SECTION IV: PROGRAM ANALYSIS NARRATIVE

In this section Programs will discuss additional information or activities not previously discussed.

1. Discuss any of the program's major developments, changes, improvements, program, and faculty accomplishments or notable activities (not previously discussed) that occurred over the last year or during this three-year cycle.
2. What improvements could be made to support the Program's performance? What additional information or resources would you need to improve the Program's overall performance?

SECTION V: GOALS AND ACTION ITEMS

Program Goals are developed at the beginning of each three-year cycle. In this section, Program's will discuss and assess the progress made toward existing program goals and actions steps.

5. Discuss the Program's progress on its Program Goals and Action Items. What happened to the previous program goals and action items? How did you determine the Program's progress on previous goals and action items? How did any actions or inactions impact your program?
6. The Program's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

7. Date Completed
8. Program Review Completed by
9. Program Review Completed and Ready for Review (Yes/No)

Deans provide feedback annually to each of the Departments' Program Review through the Dean's Review workspace in Nuventive.

Student Service Areas Dean Program Review

The Student Services Dean's overall service areas Program Review is completed annually during the three-year cycle and contains the following sections and questions.

SECTION I: Narrative Analysis

In this section the Student Services Dean will review and analyze each of their service areas completed program reviews

5. During the previous assessment year each of the service areas completed comprehensive program review. Did any overall trends emerge from these reviews? If so, what are they?
6. Reflect on the information and insights you gathered above. What improvements could be made to support each of the Service Areas overall performance? What additional information or resources would you need to improve each of the Service Area's overall performance?

SECTION II: SWOT ANALYSIS

In this section, Student Services Deans will analyze their overall service areas strengths, weaknesses, opportunities, and threats. Be sure to include any information or data from outside agencies including trends, industry advisory groups, professional associations, accrediting agencies, or CTE licensing requirements.

9. Overall Service Area Strengths: What internal strengths do the service areas have that you can capitalize on for future success? Consider what service areas do well.
10. Overall Service Area Weaknesses: What internal weaknesses does the overall service area have that might hamper their ability to succeed? Consider significant needs, barriers and limitations the departments might be experiencing.
11. Overall Service Area Opportunities: What external opportunities might the service areas take advantage of? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and potential partnerships with external organizations such as high schools or industry partners.
12. Overall Service area Threats: What external threats might hamper the service areas? Consider trends in the industry, field or subject area; changes in university requirements or state regulations; shifts in student demographics or preferences; and challenges faced by similar programs at other institutions.

SECTION III: STRATEGIC GOALS AND DIRECTIONS

In this section, the school will discuss and assess how the school's program aligns with and supports the College's Strategic Goals and Directions.

1. Review the College's 2020-2027 Strategic Goals. Describe how the overall service areas and its departments contribute to achieving these Strategic Goals.

SECTION V: GOALS AND ACTION ITEMS

Service Area Goals are developed at the beginning of each three-year cycle. In this section discuss and assess the progress made toward existing goals and actions steps.

1. Discuss the school's progress on its Goals and Action Items. What happened to the previous goals and action items? How did you determine your progress on previous goals and action items? How did any actions or inactions impact your service area and the departments?
2. The Service Area's current Goals and Action Items have been updated and/or new Goals and Action Items have been added to the Goals, Action Plans, and Updates section in Nuventive. (Yes/No)

SECTION VI: PROGRAM REVIEW STATUS

When you have completed the Comprehensive Program Review, submit the Program Review by completing the following information in Nuventive so the review and feedback process can begin. Do not submit the Program Review until you have completed all areas including Program Analysis, Program Goals and Action Items and Resource Requests.

13. Date Completed
14. Program Review Completed by
15. Program Review Completed and Ready for Review (Yes/No)

Resource Requests (All Areas: Instruction, Student Services and Support Services)

Programs will submit all Resource Requests annually in Nuventive. The Resource Request form can be found in the Program or Service Area's Program Review Workspace. The Resource Requests need to include a title, accurate description and supporting documentation, identified under one of the categories listed below and must align to a current Program Goal that has been aligned to one of the College's Strategic Goals. (Alignment: Resource Requests>Program Goal>Strategic Goal). For assistance with selecting the appropriate category, please consult with your dean or VP of the Division.

Resource Request Categories: *Some resource requests may require additional steps or information.*

- Department Discretionary Budget Increase. Please review the Discretionary Budget Increase specific instructions provided in the Appendix,
 - Requests for the staffing categories shown below must be submitted under the **Discretionary Budget Increase** category. *Reference the Discretionary Budget process in the Appendix.*
 - NANCE employees (2000 Classified Salaries)
 - Adjunct Classroom Hourly (1000 Faculty Salaries)
 - Adjunct Non-Classroom Hourly (1000 Faculty Salaries)
- Equipment -
 - Classroom
 - Lab
 - Office
- Facilities - *Reference the Facilities Requests processes in the Appendix*
 - Needs new facilities.
 - Major revisions/updates
 - Minor Revisions/Updates
- Library Collection Purchase Requests (*books, data bases, videos, periodicals*)
- Professional Development
- Staffing - *Reference the Classified Staffing & Faculty Hiring Committee processes in the Appendix.*
 - Contract Faculty
 - Classified Professionals Full time
- Subscriptions, Maintenance Contracts
- Technology - *Reference the Technology additional information & processes in the Appendix.*
 - AV Classroom
 - AV Lab
 - AV Office
 - Computer Classroom
 - Computer Office
- Other (Please confer with the appropriate Dean before selecting this category)

Technology Requests (Move to Appendix)

Audio Visual Requests

The Audiovisual Department serves the instructional media needs of the faculty and classified professionals at Miramar College.

Please note that the timeline for completing audiovisual technology integration requests depends on a wide variety of factors, including but not limited to the following: scope of work, existing budget, infrastructural requirements, supply chain and product availability, labor availability, District contractual requirements, worksite availability, etc. Certain technology related items must be purchased through specific suppliers.

The Audiovisual Department encourages users to submit any audiovisual technology integration requests as soon as possible, but not less than three months prior to the preferred deadline. Submitting requests three months prior to the expected deadline does not guarantee completion within a three-month time frame.

Email: avmira@sdccd.edu Phone: (619) 388-7317

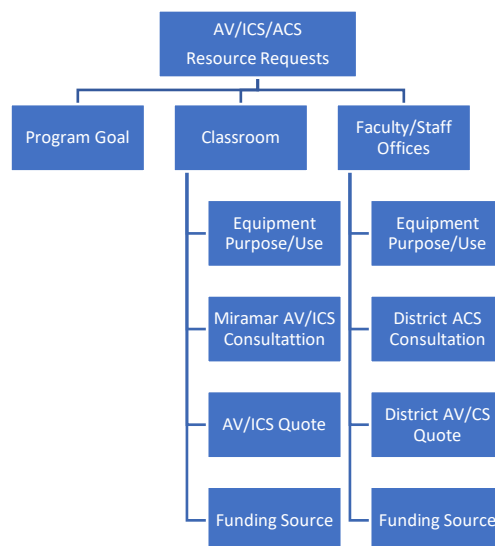
Audio Visual Requests Form:

Please complete the Google form for any operational needs that may require the purchase and/or integration of additional audiovisual.

- <https://docs.google.com/forms/d/e/1FAIpQLSdnjirwPbL3vUaCVODn9pfj8B5N7gaWkyg7ToONDsVWje0Jbw/viewform?vc=0&c=0&w=1&flr=0>

To understand the process and steps involved in completing audiovisual technology requests, please review the flow chart and the audiovisual resource process and steps as shown below.

Audiovisual (AV), Instructional Computing Support (ICS), and District Enterprise Resource Requests Flow Chart

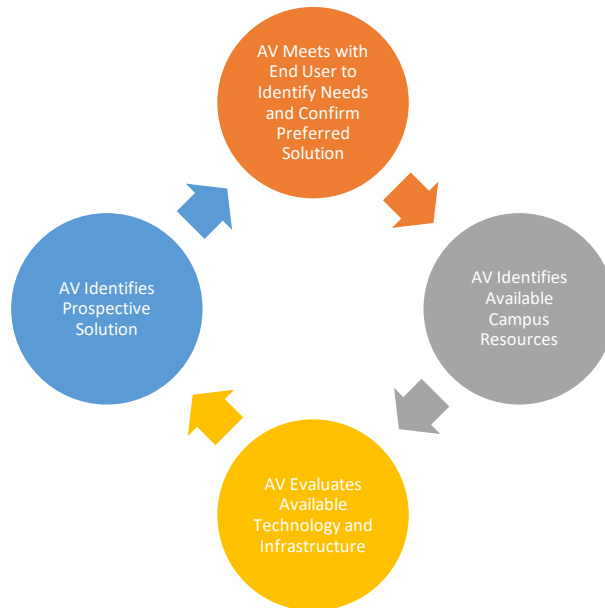


Integration Phases Diagram

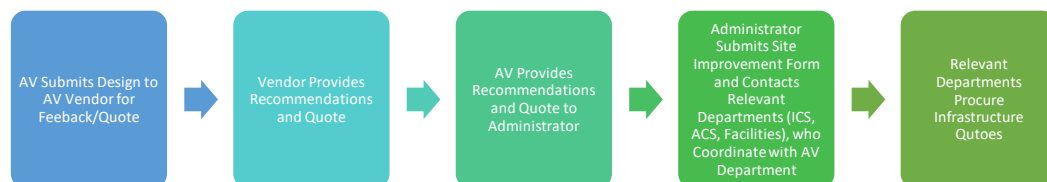
I. Initiation Phase



II. Design Phase



III. Planning Phase



IV. Procurement Phase



IT Computer Technology Requests (Move to appendix)

Instructional Computing Needs

Technology requests may include requests for new equipment (i.e., computer, laptop, networking equipment, printer, scanner, software licenses). The Instructional Computing Support (ICS) Department handles all instructional computing needs. If the technology is in a classroom, or a student is using a computer, please contact ICS. If the requested technology is in a Classified professional's or faculty office, please contact the District's ACS Office.

For all classroom or student use technology requests, please work directly with the ICS Department.

Email: miramar.ics@sdccd.edu Phone: (619) 388-7387

Please note that the timeline for completing computing requests depends on a wide variety of factors, including but not limited to the following: scope of work, existing budget, infrastructural requirements, supply chain and product availability, labor availability, District contractual requirements, worksite availability, etc. Certain technology related items must be purchased through specific suppliers.

Technology requests should discuss the following, as applicable:

- Does item affect safety, accreditation, certification and/or Other?
- Does this item require special installation? If yes, please provide further details.
- Does this item require additional staffing? If yes, please provide further details.

Software Requests should discuss the following, as applicable:

(For all software requests, please contact ICS for the District provided software list before submitting the request).

- Does item affect safety, accreditation, certification and/or Other?
- Location and what equipment the software needs to be installed.
- Is the license an individual user license, multi-user (limited # of users), or site license?
- Does the software require an annual license renewal?

The ICS Department encourages users to submit any ICS requests as soon as possible, but not less than three months prior to the preferred deadline. Submitting requests three months prior to the expected deadline does not guarantee completion within a three-month time frame.

Please refer to the College's Technology Plan https://sdmiramar.edu/sites/default/files/2021-09/sdmc_technology_plan_3.0_tech_committe_approved_04.27.21_0.pdf

Equipment Requests

Equipment requests include items with a cost greater than \$200. Examples of equipment requests may include x-ray machines, battle cages, etc. If the equipment requires additional resources (installation, removal of existing equipment, etc.) please provide those details in your request.

Equipment requests should also include the following:

- Does item affect safety, accreditation, certification and/or Other?
- Does this item require special installation? If yes, please provide further details.
- Does this item require additional staffing? If yes, please provide further details.

Supplies

Supply resource requests include items not currently budgeted by the program/department.

Library Collection Purchase Requests

Library purchase request includes books, databases, videos, periodicals.

Professional Development

Professional Development requests include requests for funds that are not currently budgeted by the program/department.

Subscriptions

Subscriptions and membership requests may include subscripts for resources, materials, or services. Subscription and membership requests can only be made for institutional subscriptions and memberships and must follow District guidelines. Individual subscriptions and memberships are not accepted.

Maintenance Contracts

Maintenance Contracts or other renewable contracts or licensing fees

Facilities Resource Requests

Facilities resource requests may include requests for minor repairs, facility improvements, or new facilities construction. Examples of facilities requests include program space needs, new flooring, or replacement of large equipment.

Staffing

All personnel requests (classified professionals full time/part time, instruction new contract faculty, NANCe, other) should be discussed in the Program Review Analysis section and added as a Resource Request in Nuventive. All personnel requests are processed through the Program, Department Supervisor/Chair, and Dean and follow the existing College hiring policies.

Classified Professionals

For classified professional positions, full time, hourly or other, contact the Program Chair/Department Supervisor and Dean for instructions and guidelines.

Faculty Hiring Process (Contract Faculty)

During the program review process, any requests for additional faculty must be addressed in the Program Review analysis and submitted as a Resource Request in Nuventive. In addition,

programs must complete the Instruction Contract Faculty Growth Position Hiring Proposal form available in the resources section and submit the completed form to the Contract Faculty Hiring Proposal (CFHP) Committee. To facilitate the process, it is recommended that proposals for faculty positions be prepared and reviewed by the Program Dean in the Spring semester, during the Program Review process. The completed and signed proposal must be submitted to the CFHPC Committee at the beginning of Fall semester.

For complete information on the Contract Faculty Hiring Proposal (CFHP) process, contact the CFHP Committee Chair.

Section III Outcomes and Outcomes Assessment

What is Outcomes Assessment?

Outcomes Assessment (OA) is the process of collecting information that will inform the College whether the programs, courses, services, activities, and experiences it offers are having the desired impact on students. In other words, is the College making a difference in the lives of the students it serves?

Outcome's assessment provides faculty and classified professionals the opportunity to reflect on overall course or service area effectiveness, by analyzing quantitative and qualitative data.

Instructional Outcomes

Instructional outcomes assessment is used to assess student learning. Outcomes should measure student process as they move through course or programs. Outcome assessment results are also used to document any recommendations related to degree/certification or course changes.

Program Learning Outcomes (PLO) Degrees and Certificates

- Program Learning outcomes for each cycle are developed and assessed by faculty within Instructional Programs.

Student Learning Outcomes (SLO)

- Student Learning outcomes for each cycle are developed and assessed for each course within a Program. SLOs should be developed and assessed in collaboration with all faculty (contract and adjunct) who are teaching the course.

Service Unit Outcomes (SUO)

Service Unit Outcomes for each cycle are developed and assessed for each service unit and program. SUO assessment is used to assess effectiveness of services and evaluate service area performance. SUOs should be developed and assessed in collaboration with all Service and Support Unit staff/classified professionals.

Outcomes Assessment has three stages:

1. Define the most important result of an academic experience (outcome)
2. Evaluate how well students achieved the outcome (assessment)
3. Use the results to improve the academic experience – action steps (closing the loop)

Benefits of Outcomes Assessment

Continuous Assessment will allow the College to:

- Devote time to activities that have the most value.
- Decide how best to improve instruction, meet student needs, strengthen curricula, and create effective academic policies.
- Strengthen our ability to prepare graduates for transfer or to move into the workforce.

- Develop policies to allocate funding and/or resources more effectively.
- Provide the faculty and staff with feedback they need to strengthen and grow their programs and improve courses.
- Demonstrate the value of a Miramar College education to the community and other stakeholders.
- Provide data to satisfy the requirements of accrediting and funding agencies.

Outcomes Components

It is recommended that all Student Learning Outcomes, Program Learning Outcomes, Student Service Area Outcomes, Instructional Support Area Outcomes and Administrative Unit Outcomes are developed and assessed as follows:

Outcomes Development and Assessment

- Instruction
 - Two to five Outcomes (SLOs) developed and assessed for each course.
 - Two to five Outcomes (PLOs) developed and assessed for each Program (Degrees and Certificates)
 - Faculty consensus on the outcome and the assessment method
 - All Instructional Program Learning Outcomes (PLOs) and Course outcomes (SLOs) are assessed at least once during the three-year cycle.
 - Data collected is analyzed and discussed among faculty and administrators at the end of the assessment period.
 - Results of the data analysis, discussion and action plans are entered into the College's data management system by the Chairs or Program Leads.
- Student Services and Instructional Support Services (SUOs)
 - Two to five Outcomes (SUOs) developed and assessed for each Instructional Support Area
 - Staff consensus on the outcome and the assessment method.
 - All Service Unit Outcomes (SUOs) are assessed at least once during the three-year cycle.
 - Data collected is analyzed and discussed among faculty/staff/administrators at the end of the assessment period.
 - Results of the data analysis, discussion and action plans are entered into the College's data management system by the Supervisor or Classified Professionals in that area.

Mapping

The Program Review & Outcomes Assessment Subcommittee recommends that all Student Learning Outcomes, Program Learning Outcomes, Service Unit Outcomes are mapped as shown below:

- Course Student Learning Outcomes (SLOs) are mapped to the Program Learning Outcomes (PLOs).
- Program Learning Outcomes are mapped to the Institutional Student Learning Outcomes (ISLOs) and the 2020-2027 Strategic Goals and Directions

- Program Level Goals are mapped to the College’s 2020-2027 Strategic Goals and Directions.

Evaluating the Assessment Results

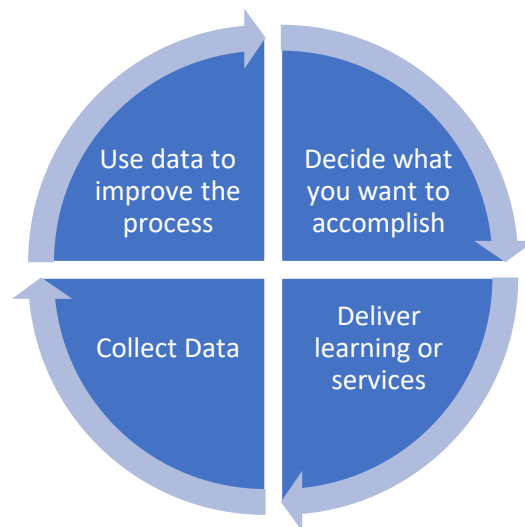
The assessment itself is only part of the process. The Assessment process and the results should lead to collaborative discussions of the data and how to effectively evaluate the results.

The assessment results should be used to determine how effectively the course, program, or service area outcomes were achieved. If the results are below expectations, there should be further discussions on the assessment process, the tools used to assess, and where improvements can be made. Assessment data should be collected from all sections and units.

Evaluating the Process (Closing the Loop)

Part of the assessment process is evaluating the assessment process itself. When closing the loop consider the following:

- Are the outcomes still appropriate?
- Are you collecting the “right” data? Is the data collected useful?
- Is the timeline for collecting data successful?
- Are you collecting data using the best method?
- Does the data provide appropriate information to sufficiently measure the intent of the outcome?
- Can you sufficiently/realistically determine to what degree or level the outcomes are being with the data collected?

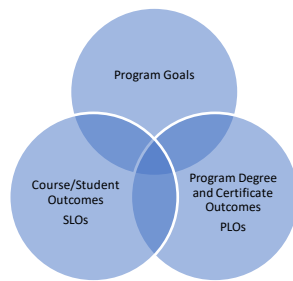


Outcome Assessment Findings and Program Review

Outcome assessment results (findings and data) are to be analyzed during each Program Review. Program review reports should address outcomes assessment data and any proposed changes or improvements to outcomes or the outcome assessment process.

Outcome assessment results (findings and data) are added to Nuventive in the Outcome Assessment Findings workspace.

Instruction Outcomes



Instruction Course/Student Learning Outcomes (SLOs)

Student Learning Outcomes for each cycle are developed and assessed for each course taught within a Program. SLOs should be developed and assessed in consultation with all faculty who are teaching the course.

Review of Student Learning Outcomes

At the beginning of each cycle, faculty should review course outcomes to ensure they are current, aligned with the Program Learning Outcomes, and make any changes as needed. Course outcomes should be revisited at the beginning of years two and three.

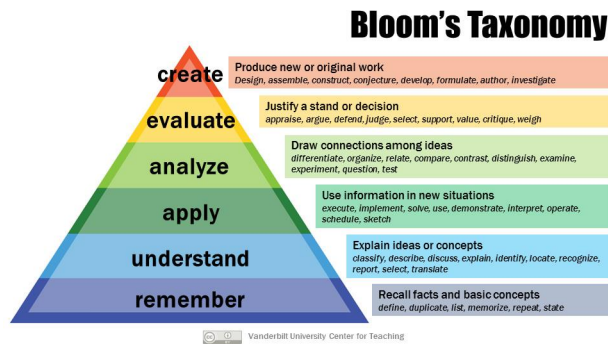
Writing Student Learning Outcomes

The development of Student Learning Outcomes is the responsibility of the discipline faculty. Contract faculty should construct and agree on the outcomes for the courses. Adjunct faculty should be included in the discussions, as they will be assessing the outcomes for their classes as well.

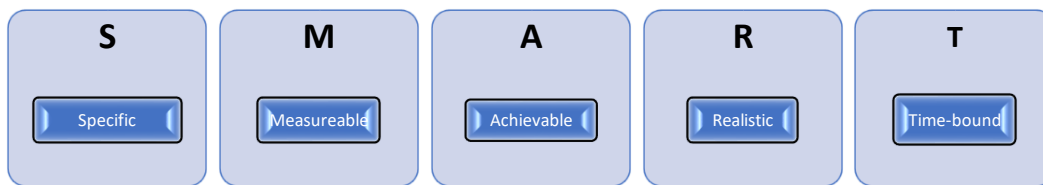
Outcomes should describe the knowledge, skills, or abilities that a student can demonstrate by the end of the course. Do not think about content, consider what the students should be able to DO with what they have learned. How will students be able to demonstrate this? What can they produce to show that they have learned to apply what they learned?

When creating outcomes faculty should use Bloom's Taxonomy action verbs.

- Action verbs result in overt behavior that can be observed and measured.
- Verbs that are unclear, and verbs that relate to unobservable or unmeasurable behaviors should be avoided (e.g., appreciate, understand, know, learn, become aware of, become familiar with).



A good outcome should be:



Assessing Student Learning Outcomes

Student Learning Outcomes (SLOs) need to be measurable using methods that provide quantitative and qualitative data. Faculty need to report how many students successfully achieved the measure (quantitative) and also prepare a narrative analysis of the assessment results (qualitative) to be included in the Program Review.

Methods of Assessments

Faculty teaching the courses should work together to develop an assessment plan including the assessment methods and timeline. The Program Review & Outcomes Assessment Subcommittee recommends using course embedded direct methods of assessment as much as possible. Faculty should identify course assessments as part of the course curriculum to determine which are valid for assessing learning outcomes.

Examples of direct assessments are:

1. Written Work
 - a. Demonstrates knowledge of important content on an exam on in paper
 - b. Shows analysis, application, synthesis, and evaluation capabilities
 - c. Displays writing skills
 - d. Produces reflections on what, how, when, and why they learned
2. Portfolios of Student Work
 - a. Are assessed systematically using a rubric
 - b. May be evaluated to determine student learning over time or may be composed of the student's best work.
 - c. Encourages student self-reflection
3. Visual or audio recordings of oral presentations or performance with self, peer, and/or instructor evaluations using a rubric

4. Capstone projects
5. Field or service-learning projects
6. Performance on in-class tests (or portion of an exam)
7. Presentations
 - a. Demonstrates acquired skills
 - b. Demonstrates ability to work collaboratively

Examples of Indirect Assessment

1. Surveys – Surveys can reveal students' attitudes and opinions about what they learned, which can help evaluate the course outcomes
2. Course Evaluations to collect specific information from students – entrance/exit tickets for example
3. Curriculum and syllabus analysis (Instructor self-analysis or faculty/student analysis)
4. External Reviewers – Colleague or industry professional

Evaluating the Assessment Results

Data for all course sections that were assessed that semester should be compiled for all sections and then reviewed by all faculty in the department. Questions that should be explored are:

- Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
- Do you see overall gaps in their instructional experience? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see problems with the sequencing of courses or issues with pre-requisites for the course?
- Do you see overall gaps in course modality? Course length?

Planned Changes and Action Plan

After the aggregated assessment data has been reviewed, faculty should meet to discuss the results and the planned changes.

What should be entered into the data management system?

Once the assessments have been collected and faculty have analyzed and evaluated the outcome assessment results, the information needs to be added into the data management system. The data for instruction should include the number of students in a course, number of students attempting the assessment, and number of students successfully completing the assessment. For support areas, the data should include the number and type of clients served, the number of clients receiving the skill or service being assessed, and the number of clients completing the assessment.

Share learning outcomes with students

Student learning outcomes should be identified in the course syllabus, and students should be aware of the expected learning outcomes for the course and how their performance on these will be assessed. If a rubric will be used to score the assessment, students should receive the rubric before they participate in the assessment. Post-assessment discussions with the students may help to clarify and to refine the assessment process as well as the resulting data.

Program (Degrees and Certificates Learning Outcomes (PLO)

Program Degree and Certificate Learning Outcomes for each cycle are developed and assessed by faculty within Instructional Programs. A Program is defined as a series of courses that lead to a degree or certificate. Program Outcomes represent the skills and disciplinary content students should master when graduating with a degree or certificate.

Do not confuse “Program Assessment” with “Program Review.” Program Assessment should:

- Allow faculty to map and to assess curriculum
- Facilitate discussions around student success
- Direct curriculum that will make the program efficient and effective

Program Learning Outcomes (PLOs) for each cycle are developed and assessed for awards within a Program. PLOs should be developed and assessed in consultation with all faculty who are teaching courses within the program award. Program outcomes should:

- Lead to improved student success by finding and removing obstacles
- Tied to the College’s planning process
- Contribute to the Curriculum Review process

Review of Program Learning Outcomes

At the beginning of each cycle, faculty should review Program Learning Outcomes to ensure they are current, aligned with the Program goals, and make any changes as needed. Program Learning Outcomes should be revisited at the beginning of years two and three.

Writing Program Learning Outcomes

The development of Program Learning Outcomes is the responsibility of the discipline faculty. Contract faculty should construct and agree on the Outcomes for the Programs.

Outcomes should describe the knowledge, skills, or abilities that a student can demonstrate by earning the program award (Degree or Certificate). Consider what the students expect to achieve by completing the program successfully:

- What will students who graduate from the program be able to do intellectually, physically, emotionally?
- What Skill Set should the graduates have acquired by the time they leave college?
- What knowledge, skills or attitudes distinguish the graduates of our program from other students on campus

Programs (degrees and certificates) should have two to five Program Learning Outcomes. When creating outcomes faculty should use Bloom's Taxonomy action verbs.

Assessing Program Learning Outcomes

Faculty need to report how many students successfully completed the Program (Award: Degree or Certificate) (quantitative) and also prepare a narrative analysis of the outcome assessment. (Qualitative data).

Methods of Assessments

Faculty teaching the courses within the Program should work together to develop an assessment plan including the assessment methods and timeline. Faculty should identify the assessment method that is valid for assessing Program Learning Outcomes.

Program Outcomes can be assessed in various ways, including:

- Use of curriculum maps and assessment of course outcomes for selected courses: After you have developed the learning outcomes for the program, use a curriculum map to see how the outcomes you have developed are met in each course in the program. A curriculum map is a matrix in which lists the learning outcome in the rows and the program courses in the columns to indicate which courses contribute to each learning outcome. A sample curriculum map is available in the resources section.
- Direct measures: Final papers or other graded projects, comprehensive exams, certification or licensure exams, capstone courses, portfolio evaluations, writing proficiency exams, and performance assessments locally developed pre- and post- tests.
- Indirect measures: Student surveys, focus group discussions, job placement data, exit interviews, alumni surveys, employer surveys, and university acceptance rates.

Evaluating the Assessment Results

Data should be compiled and reviewed by all faculty in the department. Questions that should be explored are:

- Do you see gaps in the skills or abilities of a student completing the program? If so, what is the cause?
- Do you see overall gaps in their experience? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see problems with the sequencing of courses or issues with pre-requisites for the course?

Planned Changes and Action Plan

After the assessment data has been reviewed, faculty should meet to discuss the results and the planned changes.

What should be entered into the data management system?

Once the assessments have been collected and faculty have analyzed and evaluated the outcome assessment results, the assessment results need to be added into the data management system.

Service Unit Outcomes

Student Service Unit Outcomes (SUOs)

Student Service Unit Outcomes (SUOs) are statements that identify a service area's client, service provided and the intended experience the student may expect. Student Services Unit Outcomes for each cycle are developed and assessed for each Student Services Unit. Student Service Unit Outcomes should be developed and assessed in consultation with all classified professionals, faculty, and administrators for all areas of Student Services. (i.e., Counseling, Admissions and Records, Transfer, and Financial Aid).

Review of Student Services Unit Outcomes

At the beginning of each cycle, classified professionals, faculty, and administrations for each Department/Unit should review the Student Services Unit Outcomes to ensure they are current, aligned with Student Services Division goals and Student Service Area Program Outcomes, and make any changes as needed. Student Service Unit Outcomes should be revisited at the beginning of years two and three.

Writing Student Services Unit Outcomes

The development of Student Services Unit Outcomes is the responsibility of the Student Services Division or Unit staff, faculty, and administrators. It should be a collaborative discussion, that begins with a discussion about how the individual area supports students and includes all employees who work in an area. There should be a collective agreement on the Outcomes for the Student Services Unit. For help writing unit outcomes, a Student Services Outcomes Worksheet is available in the appendix.

Student Service Unit Outcomes should be written using action language that what students should be able to DO with what they have learned in visiting the student service area.

- How will students demonstrate this?
- What can they produce to show that they have learned to apply their new knowledge?
Does the outcome represent specific knowledge/skills/abilities/attitudes students will acquire as a result of an experience in the department or office?
- Is the outcome measurable in a continuous and sustainable way?

The Student Service Unit Outcomes should connect to the Student Services Division and Program Mission statements and need to be measurable.

Student Service Unit Outcomes include student services and events that occur outside of the classroom. These areas are designed to complement the academic programs or service students in ways that support students' college experience beyond the classroom.

A good outcome should be:



Assessing Student Services Unit Outcomes

Outcomes need to be measurable using methods that provide quantitative and qualitative data. The measure should demonstrate (quantitative) and include a narrative analysis of the assessment results (qualitative).

Methods of Assessments

Classified professionals, faculty, and administrators should work together to develop an assessment plan including the assessment methods and timeline. The Program Review & Outcomes Assessment Subcommittee recommends direct assessment methods, when possible. However, it is recognized that in Student Services, indirect assessments are more likely to be utilized. Some Service Unit Outcomes may be better assessed using indirect measures as they can provide immediate feedback for the support received.

Examples of direct assessments are:

1. Random sampling to determine the efficiency of a form students fill out before or after receiving a service.
2. Sampling of returning students to determine success of a service or improvement of a process.
3. Sampling of first-time students or clients visiting your unit to determine the efficiency of instructions based on their ability to interpret and complete required forms.
4. Performance on a test to demonstrate a skill
5. Presentations - Demonstrates acquired skills

Examples of Indirect Assessment

1. Surveys – Surveys can reveal students' attitudes and opinions about what they learned, which can help evaluate your outcomes
2. Evaluations to collect specific information from students and clients – entrance/exit tickets for example
3. External Reviewers – colleague or industry professional

Evaluating the Assessment Results

Data for all Student Service Unit Outcomes that were assessed each semester should be compiled for all sections and then reviewed by all participants. Questions that should be explored are:

- Do you see gaps in the skills or abilities of a student or client receiving the service? If so, what is the cause?
- Do you see overall gaps in their experience? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?

Planned Changes and Action Plan

After the aggregated assessment data has been gathered, classified professionals, faculty, and administrators should meet to discuss the results. What are the planned changes after reviewing the assessment results and the discussion? The Action Plan should include the planned changes as well as the proposed participants, timeline and assessment plan to evaluate the planned changes.

What should be entered into the data management system?

Once the assessments results have been collected, analyzed, and evaluated, the information needs to be added into the data management system.

Share Student Service Unit Outcomes

By sharing clearly written Student Service Unit Outcomes, you are promising students and the community the level of support students can expect to achieve when they receive a service. A Student Service area should have two to four key service unit outcomes that answer the questions:

- What will students or clients who receive our service be able to do as a result of interacting with the service unit?
- What minimal skill set, or experience might a student or clients who receive service acquire?
- What knowledge, skills or abilities would distinguish a student who visited our Service Unit from any other office on the campus?

Section IV Appendix

Program Review Resources

Appendix A: 2024-2027 Program Review Calendar (Updated April 2025)

PROGRAM REVIEW THREE YEAR CALENDAR 2024-2027	
Fall 2024	
September 1, 2024	
Instruction Schools Deans' PR to VPI	
Student Services Deans' PR to VPSS	
All Divisions' RFF prioritized list to BRDS committee	
October 1, 2024	
Administrative Services VPA PR to President	
Instruction VPI PR to President	
Instructional Support PIER Dean PR to President	
Student Services VPSS PR to President	
Spring 2025	
April 15, 2025	
Instruction "Annual" Program Review to Dean (LA, MBEPS, BTCWI, PS)	
Academic Services "Annual" Program Review to VPI	
All Instruction Budget Requests (Equipment, Facilities, Staffing, Technology RFF) added to Nuventive & in the Program's Annual Program Review	
Summer 2025	
July 1, 2025	
Administrative Services Dept. PR to Directors	
Student Services Depts. PR to Dean	
All SS & IS budget requests (Equipment, Facilities, Staffing, Technology, RFF) added to Nuventive as Resource Request and in the Depts' Program Review	
Fall 2025	
August 1, 2025	
Academic Services Dean PR to VPI	
Admin Services Directors' PR to VPA	
Instruction Schools Deans' PR to VPI	
Student Services Deans' PR to VPSS	
All Divisions' RFF prioritized list to BRDS committee	

October 1, 2025
Administrative Services VPA PR to President
Instruction VPI PR to President
President's Office Areas PR To President
Student Services VPSS PR to President
Spring 2026
April 15, 2026
Instruction "Annual" Program Reviews to Dean (LA, MBEPS, BTCWI, PS)
Academic Services "Annual" Program Review to Dean
All Instruction Budget Requests (Equipment, Facilities, Staffing, Technology RFF) added to Nuventive & in the Program's Annual Program Review
Summer 2026
July 1, 2026
Administrative Services Depts. PR to Directors
Student Services Depts. PR to Dean
All SS & IS budget requests (Equipment, Facilities, Staffing, Technology, RFF) added to Nuventive as Resource Request and in the Depts' Program Review
Fall 2026
August 1, 2026
Academic Services Dean PR to VPI
Admin Services Directors' PR to VPA
Instruction Schools Deans' PR to VPI
Student Services Deans' PR to VPSS
All Divisions' RFF prioritized list to BRDS committee
October 1, 2026
Administrative Services VPA PR to President
Instruction VPI PR to President
President's Office Areas PR to President
Student Services VPSS PR to President
Spring 2027
April 15, 2027
Instruction "Comprehensive" Program Reviews to Dean (LA, MBEPS, BTCWI, PS)
Academic Services "Comprehensive" Program Review to Dean
All Instruction Budget Requests (Equipment, Facilities, Staffing, Technology RFF) added to Nuventive & in the Program's Annual Program Review

Summer 2027
July 1, 2027
Administrative Services Depts. PR to Directors
Student Services Depts. PR to Dean
All SS & IS budget requests (Equipment, Facilities, Staffing, Technology, RFF) added to Nuventive as Resource Request and in the Depts' Program Review
Fall 2027
August 1, 2027
Academic Services Dean PR to VPI
Admin Services Directors' PR to VPA
Instruction Schools Deans' PR to VPI
Student Services Deans PR to VPSS
All Divisions' RFF prioritized list to BRDS committee
October 1, 2027
Administrative Services VPA PR to President
Instruction VPI PR to President
Student Services VPSS PR to President

Appendix B: CTE Information and Resources

CTE Questions

CTE programs may include responses to the CTE supplemental questions below.

Use labor market data, advisory committee input/feedback and institutional and program level data to respond to the questions below:

1. How strong is the occupational demand for the program? In your response, describe any changes in demand over the past five years and discuss the occupational outlook for the next five years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.
2. How does the Program address its needs that are not met by similar programs in the region? In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.
3. What is the completion, success, and employment rates for students in the program? In your response, identify the standards set by the program and discuss any factors that may impact completion, success and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.
4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.
5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates? Use data from student surveys, employer surveys and other sources of employment feedback to support your response.
6. Is the advisor committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past three years to ensure employer needs are met by the program? Describe the status and impact of any advisory committee recommendations.
 - a) California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. Provide the following information:
 - Advisor committee membership list and credentials.
 - Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

Appendix C: CTE Information Resources

What is the living wage for SD county?

COE and various state agencies use the Family Needs Calculator to determine the living wage for specific counties. Currently, the tool indicates \$18.43 is the current living wage for San Diego County. You will frequently see references to the county's living wage within Labor Market Information (LMI) reports from the Centers of Excellence (COE). Let us know if you have any questions.

<https://insightccd.org/family-needs-calculator/>

Tool to view employment outcomes for CTE programs:

LaunchBoard

<https://www.calpassplus.org/LaunchBoard/SWP.aspx>

Centers of Excellence (COE) Labor Market Information (LMI) reports

<https://coeccc.net/>

View proposals for new programs and program modifications from CA community colleges:

<https://www.regionalcte.org/browse>

Career Education Guide from the Centers of Excellence (COE)

The Career Education Guide is intended to help colleges support students align their interests and values with careers in high-wage, in-demand industry sectors.

<https://coeccc.net/san-diego-imperial/2022/02/career-education-guide-2022/>

Resources developed by various SWP workgroups to support CTE faculty, counselors, and outreach staff

<https://myworkforceconnection.org/resources/>

CTE and Equity

<https://myworkforceconnection.org/resources/?params=#equity>

Work-Based Learning (WBL) resources

<https://myworkforceconnection.org/resources/?params=#work-based-learning>

Credit for Prior Learning (CPL) resources

<https://myworkforceconnection.org/resources/?params=#creditforpriorlearning>

K-14 Career Pathways

<https://myworkforceconnection.org/resources/?params=#k14career-pathways>

K-12 To Community College Program Finder

<https://myworkforceconnection.org/educator-resources/k-12-to-cc-program-finder/>

Middle School/High School Engagement resources

<https://myworkforceconnection.org/resources/?params=#ms-hs-engagement>

CTE Counselor resources

<https://myworkforceconnection.org/educator-resources/counselor-resources/>

Faculty Institute resources

<https://myworkforceconnection.org/educator-resources/faculty-institute/>

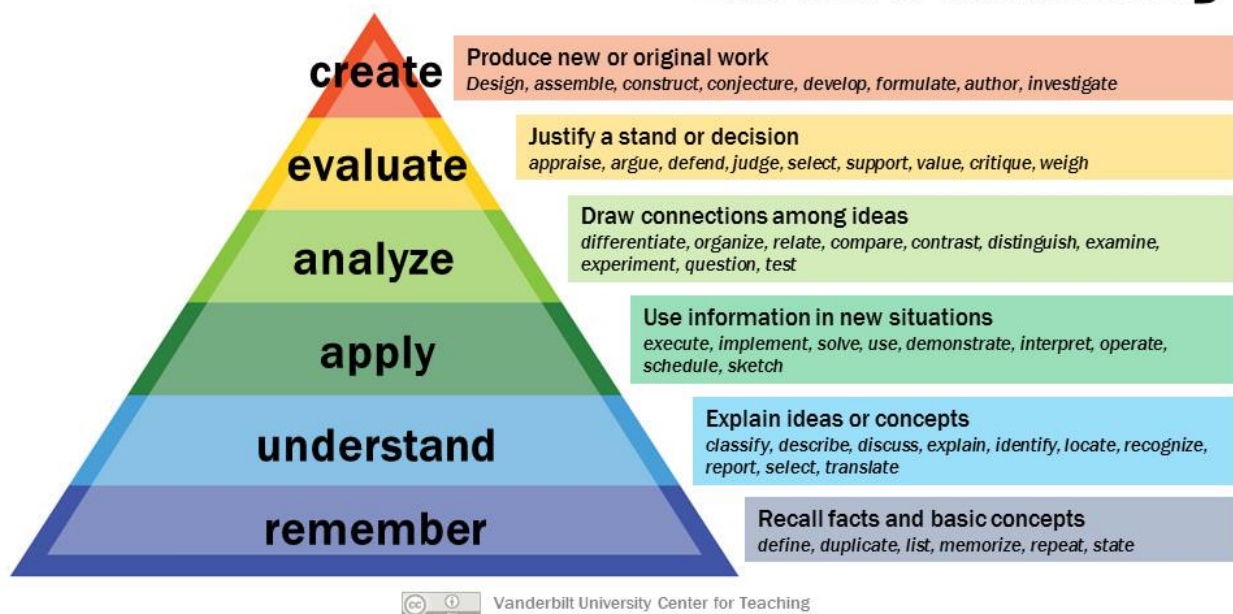
This page is a resource for participants of the Strong Workforce Faculty Institute - a professional learning opportunity for faculty in the San Diego and Imperial Counties Community Colleges.

The goals of the Faculty Institute are to:

- Foster strong collaboration and engagement among faculty, researchers, and deans
- Encourage self-reflection, inquiry, and research-based decision-making
- Inspire teaching and learning from a culturally inclusive perspective

Appendix D: Blooms Taxonomy

Bloom's Taxonomy



Appendix E: Outcomes and Outcomes Assessment Resources

Three Year Cycle Outcomes Assessment Schedule:

Three Year Cycle - Outcome Assessment Schedule Instruction, Instructional Support, and Student Services	
Year 1 - Fall <i>Outcomes</i> 1. Review and update outcome details and descriptions as needed. 2. Finalize (three semester) outcome assessment plan. <i>Example:</i> <i>Semester and Year -List Course names and numbers or Dept. Names and Unit Outcomes scheduled to be assessed.</i> <i>Semester and Year -Course names and numbers or Dept. Names and Unit Outcomes scheduled to be assessed.</i> <i>Semester and Year -Course names and numbers or Dept. Names and Unit Outcomes scheduled to be assessed.</i> 3. Select outcome assessment methods and set benchmarks for each outcome. *All outcomes need to be assessed 1x during the 3-year cycle.	Year 1 - Spring/Summer <i>Outcomes</i> 1. Assess “scheduled” outcomes (based on 3 semester plan). 2. Include outcome findings and data collected to date and any changes made as a result of the findings in the Program Review Annual Update.
Year 2 - Fall <i>Outcomes</i> 1. Continue to assess outcomes (based on 3 semester plan). 2. Update assessment plan as needed if any changes made to assessment schedule.	Year 2 - Spring/Summer <i>Outcomes</i> 1. Continue to assess outcomes (based on 3 semester plan). 2. Include outcome findings and data collected to date and any changes made as a result of the findings in the Program Review Annual Update.
Year 3 - Fall <i>Outcomes</i> 1. Evaluate all outcome findings collectively and collaborate on needed changes based on those collective findings. 2. Evaluate Outcomes for (Degrees and Certificates) including findings from courses as appropriate.	Year 3 - Spring/Summer <i>Outcomes</i> 1. Include outcome findings and data collected and any changes made as a result of the findings in the Comprehensive Program Review. 2. Develop draft outcome assessment plan for the next cycle.

Outcome Mapping									
	Mission	ISLOs	Strategic Goals	Collegewide Priorities	GP Pillars	Six Factors	Equity Plan	Program Goal	Program Learning Outcomes (PLOs) Degree and Certificates
Program Goals			X						
Program Learning Outcomes (PLOs) Degrees and Certificates		X	X						
Student Learning Outcomes (SLOs)									X
Service Unit Outcomes (SUOs)			X						

Appendix F: Outcomes Mapping Template

Appendix G: Program Learning Outcome Curriculum Mapping

Learning Outcome	Course Number <i>Use these codes under each course as appropriate: I=Introduce in course; R=Reinforce; E=Emphasize</i>				

Appendix H: Glossary of terms

Age/Age Group

Age of the student, calculated at the beginning of the given term.

Blooms Taxonomy

Blooms Taxonomy is a tiered system of classifying thinking into six cognitive levels of complexity.

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Class Load

Full time status is indicated for any students who are enrolled in 12+ units for the semester, as of the census date. Part time status is indicated for any students with less than 12 units.

Course fill rate

The number of seats taken by students in a course section is divided by the capacity of the sections.

Course Grade Distribution

The statistical distribution of all grades received for a given course. A typical table would include calendar year the course was taught, course abbreviation, instruction method (lecture, lab, distance education, etc.) number of weeks the course is held, grade counts, the total number of grades for the course and the success and retention rates for the course.

Headcount (students)

The number of individual students enrolled in at least one program course after census date. Individuals are counted only once (referred to as unduplicated headcount).

Program

The term *program* is used to refer to a discipline area such as History, or to a department or unit within Student Services or Administrative Services."

Persistence

Persistence means a student's ability and commitment to continue their college enrollment from one term (or year) to the next until they complete their educational goal, such as earning a degree, certificate, or successfully transferring.

In short:

- **Persistence = staying enrolled overtime.**
- **Completion = finishing the degree, certificate, or transfer.**

Retention Rate

The percentage of students who remain enrolled through the end of a course, out of all students who were enrolled at census date. The percentage of students who did not withdraw or drop.

Student Demographics (*gender, ethnicity, academic level, educational goal, etc.*)

Students reported demographic data from their admissions applications. This data does not get updated unless the student reapplies.

Success Rate

The percentage of students enrolled at first census who receive an A, B, C, or P as a final course grade. The Program success standard is calculated as the average program success rate over the last five years.

Appendix I: FAQ (Frequently Asked Questions)

Can the results of assessment be used to evaluate faculty performance on merit or tenure and promotion evaluations?

No, outcomes assessment results are not a component of faculty evaluation. Results from individual student work in courses will remain the purview of the Department with only the aggregate data from all courses assessed submitted to the data management system. Outcomes Assessment results serve solely to provide data about academic programs allowing faculty to review and improve as desired.

How does this affect Academic Freedom?

Nothing in the Outcomes Assessment process interferes with or violates the academic freedom of the instructor. Assessing outcomes is simply about faculty determining whether students are learning and then using the information to make changes where appropriate. Programs can choose to standardize the assessment method, however, nothing in the College process dictates in any way how faculty choose to deliver the course content or how they grade their students.

Appendix J: Helpful Tips

- Identify special data needs early to allow time to generate the data and provide it when it is needed by the team.
- Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).
- Adjunct faculty can make excellent contributions.
- Former and current team leaders can be helpful resources.
- Do not hesitate to ask questions and get clarifications.
- Be prepared for occasional miscommunications and “bumps in the road.”
- Start early and complete small chunks along the way.
- It works well to have team members who are willing to work as a team and figure things out together

Appendix K: Additional Information and Links

Advancing Assessment for Student Success, Amy Driscoll, Nelson Graff, Dan Shapiro and Swarup Wood, Stylus Publishing, Sterling Virginia, 2021

<https://styluspub.presswarehouse.com/browse/book/9781620368718/Advancing-Assessment-for-Student-Success>

ASCCC Discipline List

<https://www.asccc.org/disciplines-list>

Assessing Student Learning, Linda Suskie, John Wiley & Sons Publishing, 2009

<https://www.wiley.com/en-us/Assessing+Student+Learning:+A+Common+Sense+Guide,+3rd+Edition-p-9781119426936>

Blooms Taxonomy

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Miramar College Audio Visual Integration Request Information & Forms

- <https://sdmiramar.edu/services/av>
- <https://sdmiramar.edu/services/av/events>
- <https://docs.google.com/forms/d/e/1FAIpQLSdnjirwPbL3vUaCVODn9pfj8B5N7gaWkyg7ToONdsVWje0Jbw/viewform>
-

Miramar College Governance Handbook Information & PDF

- <https://sdmiramar.edu/governance/committees/college-governance-committee/academy>
- https://sdmiramar.edu/sites/default/files/2024-08/CGH_Fall_2024.pdf

Miramar College Planning

<https://sdmiramar.edu/services/planning/framework>

Miramar College Program Review Equity Data Dashboard

<https://app.powerbi.com/groups/me/apps/be647b06-5fe8-44f9-aea0-9640aba8f089/reports/f6e45ac2-bfda-4e00-9550-6dbdd9ca096a/ReportSection91a3944c23a37a3ce028?ctid=040c6031-3abb-4835-b30c-9d88955b4c69&experience=power-bi>

Miramar College Program Review general information regarding the program review process

<https://sdmiramar.edu/services/planning/program-review>

Miramar College Technology Plan

<https://sdmiramar.edu/services/tech-services>

National Institute for Learning Assessment (NILOA)

<https://www.learningoutcomesassessment.org/>

Program Review SWOT Analysis (Source: Garner Webb University, Digital Commons, Summer 2020 Academic Program Performance: An Evaluation Model for Community Colleges, Lori H. Metcalf pg. 21)

https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1010&context=education_projects

Figure 1 - Closing the Loop

