

Instructional Program Review and SLOAC Subcommittee

Co-Chairs: Paulette Hopkins and Julia McMenamin
Monday, August 21, 2017, 3:00p.m. – 4:30 p.m., Room N206

AGENDA

Voting Members: Paulette Hopkins (Co-Chair, Instructional Admin), Paulette Hopkins (Instructional Admin), Dan Willkie (Faculty/BTCWI), Patricia Manley (Faculty/LA), John Salinsky (Faculty/PS), Alex Sanchez (Faculty-at-Large, MBEPS), Laura Murphy (Faculty-at-Large/MBEPS); Julia McMenamin (Co-Chair and Faculty-at-Large/MBEPS)

Resource: Xi Zhang (Research and Planning Analyst); Margarita Sanchez (Administrative Secretary to the Vice President of Instruction)

Approved 8/21/2017

**Strategic Goals; **Accreditation Standards*

I. Call to Order

II. Approval of Agenda

III. Approval of Minutes

IV. Business

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| A. Split Program Review (PR) and Student Learning Outcomes Assessment (SLOAC)
Into two Committees | 1-3; I-II |
| B. Update on types of research data to be included in full
Program Review for the 2018-2021 Cycle (Zhang) | 1-3; II.A |
| C. District SLO Obligation Wish List (Committee) | 1-3; I-II |
| D. Review and discuss ISLO survey results (Murphy/Zhang) | 1-3; I-II |
| E. Transition of Program Review related Taskstream duties to the Committee | 1-3; II |
| F. Discuss and make changes to Taskstream for 2018-2021 Cycle (Murphy) | 1-3; II |
| G. Disaggregation | |
| 1. Review and discuss disaggregation Pilot Results (Murphy/Zhang) | 1-2; I-II.A |
| 2. Discuss and create plans for disaggregation Post-Pilot (Committee) | 1-2; I-II.A |
| 3. Discuss and create plans for disaggregation by instructional tutorial delivery
methods – distance education vs. on-campus (Committee)..... | 1-2; I-II.A |
| H. Open Office Hours from 4:00-4:30 for Faculty/Deans..... | 1-3; II |

V. Adjournment

Upcoming Dates for Faculty and Committee:

- September 15, 2017 (recommended) – Department chairs submit BRDS Spreadsheet and quotes to Deans
- September 15, 2017 –Due Date for Deans for School Program Review.
- October 5, 2017 – Due date for Deans to submit BRDS Spreadsheet to BRDS for consideration for funding
- February 5, 2018 – Research Office provides Data Packets for all department’s Program Reviews in Taskstream

- February 5, 2018 – Deadline to complete all Course and Program SLO Assessment Cycles (2015-2018)
- March 23, 2015 – Final Course SLO Action Plan Summaries provided for each department's Program Review in Taskstream
- April 20, 2015 – Due date for completed Program Review, including completed 2015-2018 Course and Program SLO Assessment

***San Diego Miramar College Fall 2013 – Spring 2019 Strategic Goals:**

1. Provide educational programs and services that are responsive to change and support student learning and success.
2. Deliver educational programs and services in formats and at locations that meet student needs.
3. Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.
4. Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.

****ACCJC Accreditation Standards (Adopted June 2014)**

I. Mission, Academic Quality and Instructional Effectiveness, and Integrity

- I.A Mission
- I.B Assuring Academic Quality and Institutional Effectiveness
- I.C Institutional Integrity

II. Student Learning Programs and Support Services

- II.A Instructional Programs
- II.B Library and Learning Support Services
- II.C Student Support Services

III. Resources

- III.A Human Resources
- III.B Physical Resources
- III.C Technology Resources
- III.D Financial Resources

IV. Leadership and Governance

- IV.A Decision-Making Roles and Processes
- IV.B Chief Executive Officer
- IV.C Governing Board
- IV.D Multi-College Districts or Systems.

Accreditation Team Preliminary Recommendations:

Recommendation #1: The College needs to engage administrative, instructional, and student services Divisions in program review to address how well program missions align with the college mission.

Recommendation #2: The College needs to analyze learning outcomes assessment results by the meaningful disaggregation of data by sub-populations of students, instructional tutorial delivery methods.

Recommendation #3: The College needs to develop a procedure for evaluating its program review process for student services, administrative services, and instructional services to ensure their effectiveness for supporting academic quality.

Recommendation #4: The College needs to identify and regularly assess learning outcomes for all courses.

SER Action Projects and Action Plans:

- A. QFE I: Action Plan 1. Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts (connects to Recommendation #1 above).
- B. QFE I: Action Plan 2. Provide more robust support to faculty and staff through the PR/SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment (aligns with Recommendation #4 above).
- C. QFE I: Action Plan 4. Investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement (aligns with Recommendation #2 above).
- D. QFE I: Action Plan 5. Improve communication strategy to efficiently share SLO assessment best practices, gaps identified through the assessment process, and successful strategies implemented to improve student learning (aligns with Recommendation #4 above).
- E. QFE I: Action Plan 6. Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement (aligns with IVB above).
- F. QFE I: Action Plan 7. Collaborate with the District to optimize the process for extracting learning outcomes statements and information from TaskStream and for the regular upload of SLO statements into CurricUNET.

- G. QFE II: Action Plan 5. Evaluate efficiency and consistency of the BRDS annual resource allocation process and identify strategies for improvement.
- H. QFE II: Action Plan 8. Develop the College's research capabilities to provide program and service area-specific data disaggregated by relevant subpopulations.