Instructional Program Review and SLOAC Subcommittee

Co-Chairs: Paulette Hopkins and Patricia Manley
Monday, March 2, 2020, 3:00 pm to 4:30 p.m., Room N-206

AGENDA

Voting Members: Patricia Manley (Co-Chair/LA), Paulette Hopkins (Co-Chair, Instructional Admin), Lou Ascione (Instructional Admin), Wai-Ling Rubic (Faculty/BTCWI), John Salinsky (Faculty/PS), Anne Gloag (Faculty/MBEPS), Julia McMenamin (Faculty-at-Large/MBEPS), *Vacant* (Faculty-at-Large/), Eli Jed Manalastas (Classified Staff, Instructional Division Representative)

Resource: Xi Zhang (Research and Planning Analyst); Wai-Ling Rubic (Outcomes and Assessment Coordinator)

*Strategic Goals; **Accreditation Standards*

I. **Call to Order**

II. **Approval of Agenda**

III. **Approval of Minutes:** November 18, 2019 & January 27, 2020

IV. **New Business**
   A. New Outcomes and Assessment Coordinator – Wai-Ling Rubic
   B. Program Review Training – March 16th in M-101
   C. Academic Affairs Meeting Update.. .... **1-3; I-III**
   D. College Governance Handbook Information .... **1-3; I-III**

V. **Ongoing Business**
   A. Updated Instructional Program Dashboard in Tableau (Zhang) .... **1-3; I-III**
   B. Canvas and SLOs (Manley) .... **1-3; I-III**
   C. SLO Disaggregation courses .... **1-3; I-II**
   D. Committee Recruitment (At Large Positions) (Manley).. **1-3; I-IV**

VI. **Adjournment**

Dates for Faculty:

*

Upcoming IPR/SLOAC Meetings:

*   ~~December 2, 3:00-4:30, N-201~~
*   ~~January 27, 11:00-12:30, N-206~~
*   March 2, 3:00-4:30, N-206
*   March 16, 3:00-4:30, M-101 (Program Review Training)
*   April 6, 3:00-4:30, N-206
*   April 20, 3:00-4:30, N-206
*   May 4, 3:00-4:30, N-206
*   May 18, 3:00-4:30, N-206

Point People:

*   BTCWI – Wai-Ling Rubic (wrubic@sdccd.edu)
*   MBEPS – Julia McMenamin (jcmenam@sdccd.edu)
*   LA - Patti Manley (pmanley@sdccd.edu)
*   Public Safety - John Salinsky (jsalinsk@sdccd.edu)

---

*San Diego Miramar College Fall 2013 – Spring 2020 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.

College Priorities:

Priority #1: To increase transfer volume and rate.
Priority #2: To increase the number of Associate Degrees and Certificates awarded.
Priority #3: To increase the success rate for CTE students.
Priority #4: To increase the number of course sections to reach the goal of 10,000 FTES.
Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.
Priority #6: To increase the number of outreach activities and programs.

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 dis-aggregation 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.