

| Action plan for Implementation of AP | Phase I: | Phase II: | Phase III: | Desired Outcomes | 2016-17 Status Update | Fall 2017 Status Update |
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| | Investigation and development of Action plans | Implementation of Action Plans | Evaluation and/or Modification to Ensure Sustainable Practices | | | |
| Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts. (L.B.1) | 2016-2017 Discuss efficiency of structures and potential modification of the current outcomes and assessment committees in the Planning and Institutional Effectiveness Committee (PIEC). | 2017-2018 Implement any recommended and approved changes to the committees charged with outcomes and assessment work. | 2018-2019 Use college governance committee assessment tool to evaluate effectiveness of outcomes and assessment committees. | Optimized outcomes and assessment committee structures in place and evaluation completed. | 1) To improve efficiency of processes, PIEC recommendation for CGC to create single outcomes assessment (O/A) committee (Evidence: PIEC Minutes 03.25.16) 2) CGC: Discussion of O/A Committee; recommendation to consult individual PR/SLOAC Committees for input (Evidence: CGC Minutes 10.11.16; CGC Minutes 5/10/16; Draft Outcomes and Assessment Committee Page) 3) Instructional PR/SLOAC: discussion on single O/A Committee and consolidation of Program Review; recommendation for Outcomes and Assessment Facilitator to get cross-campus input on committee structure and report back to PIEC (Evidence: IPR-SLOAC Minutes 10.31.16) 4) Discussions ongoing | 1) Item is on IPR- SLOAC agenda for further discussion (evidence: see all Fall 2017 agendas). 2) Instructional Support Services was contacted and recommended to form/join a committee to oversee the outcomes assessment (and program review) work in instructional support services, including AV, ILC, Library, Academic Support Center, ILC and PIO. Dean of PRIELT and Dean of LA said that they would not join committee but form a workgroup with supervisors from each area (evidence: email LWM 8/22/17; 9/18/17 meeting between SLO Facilitator and Dean of PRIELT). 3) IPR-SLOAC discussed and made recommendation to form a single Outcomes and Assessment Committee and a single Program Review committee. IPR-SLOAC Faculty Co-Chair has contacted other division/area PR/SLO reps for input. (evidence: IPR-SLOAC Minutes 10-02-17). 4) Other program review committees did not want to consolidate outcomes and assessment efforts into a single college-wide group, so this recommendation has stalled (evidence: IPR-SLOAC Minutes 10/30/17). |
| | Move PIEC recommendations through the governance system for discussion, further modification, and approval. | | | | | |
| 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. (L.B.2, II.A.3) | 2016-2017 Begin dialogue on how to review SLO/SUO assessment plans and develop rubrics, feedback mechanisms, and/or additional support materials for training purposes. | 2017-2018 Integrate SLO/SUO review function into the goals of outcomes and assessment committees. Develop timeline, train committee members, and perform pilot using review/feedback mechanism. | 2018-2019 Distribute survey to faculty/staff involve in the pilot to assess effectiveness of review/feedback mechanism. | Pilot review/feedback mechanism complete. Survey results collected, analyzed, and shared with appropriate constituencies for continuous improvement of the feedback mechanism. | 1) See above item on creation of an Outcomes and Assessment Committee for increase support to faculty and staff. 2) Spring 2017 workshops on improvement of Course and Program SLO Assessment Plans (Evidence: Making Outcomes Assessment Useful and Used Presentation) | 1) See above item on creation of an Outcomes and Assessment Committee for increased support to faculty and staff. 2) Outcomes and Assessment Facilitator met with Curriculum Committee and Curriculum Technical Review committee and developed plan for the monitoring of SLO statements through the curriculum process (evidence: emails with D. Short 8/24/17) 3) IR PR/SLOAC discussed options for review and improvement of SLO statements and assessment plans as part of the aforementioned curriculum review process (evidence: IR PR/SLOAC minutes 9/18/17) 4) Outcomes and Assessment Facilitator will contact faculty/deans of all new/activated/revised courses to ensure SLO content (evidence: files Curriculum Committee Changes 2017-2018) 5) IR PR/SLOAC set bi-weekly office hours for faculty support in SLO assessment and program review (evidence: IR PR/SLOAC emails/ minutes). 6) The SLO facilitator is receiving notification of new courses through the curriculum process; however, review and feedback on SLO statements is not currently happening and as such the process needs to be reviewed and/or changed (evidence: IR/PR SLOAC Minutes 10/30/17 and ongoing). |
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| Revise and update guides on development of SLO statements and assessment practices to include current advances in the field. Integrate information from resources such as the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U) (L.B.2) | 2016-2017 Revise and update all instructional guides for creating course and program student learning outcome assessment plans in Taskstream. | 2017-2018 Publish all updated guides. | N/A | Updated instructional guides and creation of instructional guides in non-instructional areas | 1) Creation of guide for Student Services Program Review and SLO assessment cycle guide (Evidence: Student Services Program Review SLO Guide) 2) Creation of guide for course assessment, integrating prompts to improve quality and effectiveness of SLO assessment (taken from Linda Suskie's ACCJC Presentation on "Making SLO Assessment Useful and Used") (Evidence: Checklist for CSLO Development) 3) Creation of checklist for input of outcomes into Taskstream (Evidence: Outcomes Checklist for Taskstream) | 1) Outcomes and Assessment Facilitator has contacted Student Services to assist in the management of all student services SLO activities (evidence: emails 8/22/17, 9/19/17) 2) Outcomes and Assessment Facilitator has contacted Administrative Services to assist in the management of all administrative services SLO activities (evidence: emails 8/22/17, 9/19/17) 3) Outcomes and Assessment Facilitator contacted Instructional Support Services and Communications to assist in the management of all instructional support services SLO activities (was contacted and recommended to form/join a committee to oversee the outcomes assessment (and program review) work in instructional support services, including AV, ILC, Library, Academic Support Center, ILC and PIO. The Instructional Support Services area concluded that there is no need for an official oversight committee but rather to operate on a workgroup basis as needed. 4) To achieve continuous quality improvement, the recommendation was made to PIEC by the VPA and Outcomes and Assessment Facilitator to remove the administrative services area from outcomes assessment, as they do not perform this type of assessment and are not required to per accreditation standards. At the 10/27/17 PIEC meeting, it was clarified that a recommendation was not needed based on the fact that administrative services was stating a mechanical change in Taskstream and no change on assessing administrative service outcomes at the program level (Evidence: PIEC Minutes 10/27/17). |
| | Develop guides for non-instructional areas (i.e. Student Services, Administrative Services, and Instructional Support). | | N/A | Updated instructional guides and creation of instructional guides in non-instructional areas (i.e. Student Services, Administrative Services, and Instructional Support). | | |
| Investigate potential strategies for additional | 2016-2017 | 2017-2018 | 2018-2019 | | | |

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| <p>Levels of SLO disaggregation to identify subgroups in need of improvement. (I.B.2, I.B.4, I.B.6)</p> | <p>Continue dialogue in outcomes and assessment committee(s) on value of different levels of SLO disaggregation for instruction. Identify subgroups for additional disaggregation pilot studies.</p> <p>Begin dialogue in the Distance Education (DE) Subcommittee on potential value of SLO disaggregation in courses offered face-to-face versus online modalities.</p> <p>Develop plan for pilot studies using Taskstream's Aqua software and/or other methods to perform disaggregated SLO analysis in identified subpopulations.</p> | <p>Perform pilot studies in identified subpopulations.</p> | <p>Collect assessment data from pilot studies on additional levels of SLO disaggregation.</p> <p>Present results to outcomes and assessment committee(s), PIEC, and DE Subcommittee to determine sustainability for future assessment cycles.</p> | <p>Pilot studies of SLO disaggregation complete.</p> <p>Results from assessment presented to College for review and future planning.</p> | <p>1) Review feasibility and limitations of SEP request to purchase AQUA from Taskstream for pilot disaggregation project (Evidence: SEP Fall 2015 Application) 2) After discussions on funding sources, College had opportunity to initiate disaggregation pilot using IEPI funding (support through the Academic Senate and Instructional PR/SLOAC Committee) (Evidence: IEPI Plan (including SLO Disaggregation)) 3) Development of IEPI SLO Disaggregation Team with faculty volunteers for disaggregation of course SLOs from each School, along with the O/A Facilitator, Academic Senate President and College Researcher (Evidence: IPR-SLOAC Minutes 01.23.17) 4) Develop plan and timeline for disaggregation pilot to be implemented in Spring 2017 (Evidence: IPR-SLOAC Minutes 02.06.17; IEPI Disaggregation Team Plan Meeting Notes 02.06.17) 5) Developed excel template for collection of SLO information by student (Evidence: SLO Disaggregation Template) 6) Performed preliminary pilot disaggregation using data obtained for MATH 38 from Fall 2016. Used following student characteristics for disaggregation: gender, ethnicity, age, and completion of educational plan (Evidence: MATH38 Disaggregation Report Presentation). 7) Discussed results of preliminary disaggregation with IEPI Disaggregation Team and IR PR/SLOAC Subcommittee. Conclusion to perform full pilot with the same characteristics and with the addition of veteran status, DSPS status and ESOL status, if possible (Evidence: IPR-SLOAC Draft Minutes 03.6.17)</p> | <p>1) Completed the IEPI pilot SLO disaggregation study. 2) Research and Planning Analysis provided disaggregated SLO data (evidence: file SLO Disaggregation Spring2017 Data). 3) Outcomes and Assessment Facilitator analyzed and prepared preliminary report that was shared at IR PR/SLOAC (evidence: IR PR/SLOAC minutes 9/21/17; Pilot SLO Disaggregation Report 9/20/17) 4) IEPI Disaggregation Team met to review report, gather feedback and make recommendations on 9/26/17. 5) Outcomes and Assessment Facilitator shared report and recommendations with the IPR-SLOAC subcommittee on 10/2/17. IPR-SLOAC subcommittee affirmed the pilot IEPI team recommendations and forwarded them to Academic Affairs. (evidence: IPR-SLOAC minutes 10-02-17). Recommendations: 1. DO NOT RECOMMEND continued disaggregation of SLOs on a student by student basis. 2. Recommend that the Office of PRIELT determine how to collect and begin collecting reliable Ed plan data to use for disaggregation of course success. 3. Recommend that SLO success and course success be disaggregated by course modality to better inform our strategic enrollment management plans in the increased offering of online courses. 4. Recommend that faculty be provided with SLO success and course success data for comparison to improve outcomes and assessment and align outcomes with successful course completion. 6) Outcomes and Assessment Facilitator to share recommendations and report with Academic Affairs on 10/19/17.7) Recommendation was approved by Academic Affairs and is moving to the Academic Senate on 12/05/17.</p> |
| <p>Improve communication strategy to effectively share SLO assessment best practices, gaps identified through the assessment process, and successful strategies implemented to improve student learning. (I.B.6)</p> | <p>2016-2017</p> <p>Redesign the Outcomes and Assessment webpage to provide a more interactive and holistic picture of outcomes assessment on campus. Use the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework as a template.</p> | <p>2017-2018</p> <p>Solicit and collect best practices in SLO assessment through campus-wide process, including but not limited to email solicitation, FLEX workshops, Committee competitions, public forums, etc.</p> <p>Collect department information on gaps identified through SLO assessment.</p> | <p>2018-2019</p> <p>Use updated webpage to showcase best practices from each instructional and non-instructional school, as well as gaps identified through the process.</p> | <p>Updated Outcomes and Assessment webpage, including a subpage on best practices and gaps identified.</p> | <p>1) Outcomes and Assessment Webpage has been fully redesigned (Evidence: http://www.sdmiramar.edu/institution/slo/) 2) O/A Facilitator to lead discussions on methods to solicit and collect best practices.</p> | |
| <p>Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement. (I.B.6, II.A.11)</p> | <p>2016-2017</p> <p>Revise ISLO Assessment Survey to include a direct measure of learning in the area of critical thinking.</p> <p>Implement revised ISLO Assessment Survey in spring 2017.</p> | <p>2017-2018</p> <p>Collect data and perform analysis in collaboration with Miramar College's Office of Planning, Research, and Institutional Effectiveness.</p> | <p>2018-2019</p> <p>Evaluate results of survey in comparison to previous ISLO survey data.</p> <p>Identify gaps in learning, if any, and determine future approach for including direct measures of learning.</p> | <p>ISLO Survey distributed, assessment data collected, and analysis performed.</p> | <p>1) ISLO Assessment Survey instrument was revised to focus on ISLO 2: Intellectual and Practical Skills, as well as the addition of two questions that provide direct measures of learning related to Critical Thinking. This was done as a result of the previous ISLO assessment and the campus-wide focus on critical thinking. (Evidence: ISLO Student Survey Spring 2017; IPR-SLOAC Minutes 01.23.17; IPR-SLOAC Minutes 02.06.17) 2) Random sample of courses identified, instructors notified and survey packets distributed. (Evidence: ISLO Survey Design and Notification) 3) Deadline for survey responses is March 24th.</p> | <p>1) ISLO Spring 2017 Survey 2017 is complete. Surveys were collected and the Research and Planning Analyst prepared the data. 2) Outcomes and Assessment Facilitator performed preliminary analysis of data and prepared Draft ISLO Assessment Summary Report (evidence: file ISLO Assessment Report 051117) 3) Item has been on the IR PR/SLOAC Agenda for Fall 2017s, but has not yet been addressed due to workload issues of the committee in completing all agenda items (evidence: IR PR/SLOAC agendas 8/14/17, 9/4/17, 9/18/17) 4) Report was shared and discussed at two IPR-SLOAC subcommittee meetings on 10/02/17 and 10/16/17. Item will be brought back to the next committee meeting for further discussion and to determine next steps.5) IR PR/SLOAC subcommittee recommended development of the next ISLO survey from Spring 2019 (evidence: IR PR/SLOAC Minutes 10/30/17).</p> |
| <p>Revise Strategic Plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission. (I.A.2)</p> | <p>2016-2017</p> <p>Showcase the updated Fall 2013-Spring 2020 Strategic Plan to College community.</p> | <p>2017-2018</p> <p>Begin dialogue in PIEC regarding effective strategies for integrating student learning/service unit outcomes assessment as indicators of student success.</p> | <p>2018-2019</p> <p>Start to revise the Strategic Plan to include outcomes assessment.</p> | <p>Next iteration of Strategic Plan includes outcomes assessment data as indicator of student success and achieving mission.</p> | <p>1) 2015-2016 Strategic Plan Assessment Scorecard (SPAS) was reviewed during the Spring 2016 Planning Summit (Evidence: 2016 Planning Summit Presentation (SPAS Review-College Priorities); Spring 2016 Planning Summit Agenda (SPAS Review-College Priorities)) .</p> | <p>During the 2017-18 academic year, PIEC is focusing on unit level planning. Starting spring 2018, PIEC will start dialogue on how to SLOs/SUOs play a role in planning at the unit level.</p> |

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| | Review 2015-2016 Strategic Plan Assessment Scorecard. | | | | 2) The analysis of SPAS resulted in the update of the the Fall 2013-Spring 2020 Strategic Plan which was showcased to the College via website update during Fall 2016 (Evidence: PIEC Minutes 09.23.16 (Strategic Plan Report Update)). | |
| <p>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. (II.A.3)</p> | <p>2016-2017</p> <p>Use District process to extract course SLO statements from Taskstream for spring 2017 update to CurricUNET.</p> | <p>2017-2018</p> <p>Evaluate efficiency of process and recommend changes, if any for improvement.</p> | <p>2018-2019</p> <p>Work with District to implement improvements to process.</p> | <p>Consistent and accurate update of course SLO statements to CurricUNET from Taskstream each semester.</p> | <p>1) Extraction of SLO statements from Taskstream and distribution to faculty to ensure accuracy (Evidence: Course SLO List for CurricUNET)</p> <p>2) SLOs for independent study and work study courses were discussed in Instructional PR/SLOAC. Recommendations forwarded to Academic Senate and accepted (Evidence: IPR - SLOAC Minutes 02.06.17; 270/277D course SLOs)</p> <p>3) Revisions and updates from faculty used to update list and send to District per their format for upload to</p> | <p>1) Outcomes and Assessment Facilitator contacted District to manage the Fall 2017 process for upload of statements to CurricUNET (evidence: Email to Shelly Hess 8/24/17) 2) Outcomes and Assessment Facilitator contacted District again to inquire on this topic (evidence: email to Shelly Hess 9/22/17) 3) Outcomes and Assessment Facilitator contacted District again to inquire on this topic (evidence: email to Shelly Hess 12/04/17)</p> |

| Action Plan for Implementation of AP | Phase I: Investigation and Development of Action Plans | Phase II: Implementation of Action Plans | Phase III: Evaluation and/or Modification to Foster Sustainable Practices | Desired Outcomes | 2016-17 Status Update | Fall 2017 Status Update |
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| <p>Perform a comprehensive evaluation of all planning processes/documents to ensure consistency in that decision-making in human resources, technology, scheduling, diversity, and annual resource allocation are being made in consideration of program review, are optimized for timely implementation, and are focused on student achievement and learning. (L.A.3, L.B.9, I.A.3)</p> | <p>2016-2017</p> <p>Perform mid-cycle review of Educational Master Plan (EMP) and Division Plans.</p> <p>Continue development of Strategic Enrollment Management Principles and Program Discontinuance plan.</p> | <p>2017-2018</p> <p>Develop plan and rubric for evaluation of planning processes/documents, including operational plans, master plans, Strategic Enrollment Management, Program Discontinuance, etc.</p> <p>Identify mechanism to seamlessly integrate institution-set standards and identified priorities with operational and division plans.</p> <p>Develop mechanism to evaluate consistency of integration of program review and SLO/SUO assessment into decision-making.</p> | <p>2018-2019</p> <p>Implement recommended changes noted on evaluation.</p> | <p>Streamline plans and resources to meet student need</p> | <p>1) The Educational Master Plan (EMP) has been reviewed which has resulted in an outline to date (Evidence: Educational Master Plan Update Proposed Outline-PIEC Approved 11.18.16; PIEC Minutes 02.10.17 (EMP Status Update)).</p> <p>2) The Division plan reviews are to follow the EMP given that they stem from it.</p> <p>3) Regarding Strategic Enrollment Management (SEM), the College just applied for and received its IEPI funds to move forward on implementing SEM principles (Evidence: IEPI Grant Agreement (Strategic Enrollment Management Update)).</p> <p>4) Regarding Program Discontinuance, Academic Senate Accreditation Taskforce was tasked with reviewing the Board Policy on program discontinuance and evaluated several program discontinuance models from across the state (Evidence: Academic Senate Minutes 2.21.17)</p> <p>5) A "Program Viability Review" plan was drafted and sent to the Dean's Council for input and feedback.</p> <p>6) Once revised, the plan will go to the Academic Affairs committee for cross-constituency vetting in spring 2017.</p> | <p>1) EMP update has been approved at CEC on 10/24/17</p> <p>2) Division plans are currently under review for updating.</p> <p>3) Discussion on subsequent development of plan and rubric is pending based on unit-level planning discussions (2017-18 focus of PIEC).</p> <p>College received a visit from IEPI-PRT team on 9/13/17 and received a process summary report.</p> <p>1) Dean's Council suggested small edit and approved Program Viability Review plan. 2) Academic Senate Taskforce representative (Murphy) will discuss plan with Academic Affairs on 10/19/17.</p> <p>The Program Review committees and PIEC should meet to determine a plan of action for this. First step is the evaluation of the program reviews via division levels (improvement recommendation #3)</p> |
| <p>Develop a process for the annual collection and analysis of action plans arising from all planning documents, to better inform the integrated planning process. (L.A.2, L.B.5)</p> | <p>2016-2017</p> <p>Develop mechanism for annual collection of action plans from planning documents.</p> | <p>2017-2018</p> <p>Implement mechanism and collect action plans. Perform alignment and analysis.</p> | <p>2018-2019</p> <p>Provide report on aligned action plans for college-wide consideration and use in the integrated planning framework.</p> | <p>Cyclical reports on action plans arising from planning documents college-wide.</p> | <p>To be determined.</p> | <p>To be determined.</p> |
| <p>Review and revise Educational Master Plan to ensure link to the Strategic Plan Goals and to consider action plans identified from all operational plans. (L.A.3)</p> | <p>2016-2017</p> <p>Perform mid-cycle review of Educational Master Plan (EMP) and Division Plans.</p> | <p>2017-2018</p> <p>Update the EMP based on mid-cycle review, if needed.</p> | <p>2018-2019</p> <p>Use collected action plans to inform the next iteration of the EMP.</p> | <p>Next iteration of Educational Master Plan to include action plans from other planning documents.</p> <p>Next iteration of Educational Master Plan to include action plans from other planning documents.</p> | <p>1) The Educational Master Plan (EMP) has been reviewed which has resulted in an outline (Evidence: Educational Master Plan Update Proposed Outline-PIEC Approved 11.18.16; PIEC Minutes 02.10.17 (EMP Status Update)).</p> <p>2) The Division plan reviews are to follow the EMP given that they stem from it</p> | <p>1) EMP update has been approved at CEC on 10/24/17</p> <p>2) Division plans are currently under review for updating.</p> <p>3) Next full review of EMP is scheduled for spring 2020.</p> |
| <p>Review and revise the Strategic Plan to incorporate elements of the Loss/Momentum Framework (LMF) phases and Institutional Student Learning Outcomes (ISLOs). (L.B.3)</p> | <p>2016-2017</p> <p>Showcase the updated Fall 2013-Spring 2020 Strategic Plan to College community. Review the 2015-2016 Strategic Plan Assessment Scorecard.</p> | <p>2017-2018</p> <p>Start dialogue in PIEC on how to incorporate elements of the LMF phases and ISLOs.</p> | <p>2018-2019</p> <p>Start to revise the Strategic Plan to include LMF phases and ISLOs.</p> | <p>Next iteration of Strategic Plan to include elements of LMF and ISLOs.</p> | <p>1) 2015-2016 Strategic Plan Assessment Scorecard (SPAS) was reviewed during the Spring 2016 Planning Summit (Evidence: 2016 Planning Summit Presentation (SPAS Review-College Priorities); Spring 2016 Planning Summit Agenda (SPAS Review College Priorities)).</p> <p>2) The analysis of SPAS resulted in the update of the the Fall 2013-Spring 2020 Strategic Plan which was showcased to the College via website update during Fall 2016 (Evidence: PIEC Minutes 09.23.16 (Strategic Plan Report Update)).</p> | <p>1) Strategic Plan has been update based on SPAS. 2) Dialogue on incorporating elements of LMF phases and ISLOs is pending based on unit-level planning discussions (2017-18 focus of PIEC). 3) The next full review of the College's Strategic Plan is scheduled for spring 2019.</p> |
| <p>Evaluate efficiency and consistency of the Budget and Resource Development Subcommittee (BRDS) annual resource allocation process and identify strategies for improvement. (L.B.4)</p> | <p>2016-2017</p> <p>Perform pilot using two methods of collecting annual resource request information from departments and services areas:</p> <ul style="list-style-type: none"> Request for Funding Form | <p>2017-2018</p> <p>Compare results from pilot study. Identify mechanisms to improve one or both methods.</p> | <p>2018-2019</p> <p>Implement improved method for collecting annual resource requests.</p> | <p>BRDS annual resource allocation process that minimizes duplication of efforts, increases consistency, and assists in the seamless transfer of information from departments/services areas to BRDS.</p> | <p>The IR PR/SLOAC and BRDS Subcommittees collaborated to create a program review template that would capture information necessary for BRDS resource allocation, as well as long-term funding requests such as faculty and staff (Evidence: IPR-SLOAC Minutes 03.07.16; BRDS Request for Funding Example-MBEPS School; BRDS Resources Request Spreadsheet-MBEPS School)</p> | <p>*BRDS piloted a new resource allocation process with the school of MBEPS in 2016-17</p> <p>*The pilot employed an excel download from TaskStream Program Review.</p> <p>*The pilot ran parallel to current RFF process.</p> <p>*The pilot was validated against current RFF process.</p> <p>*The document was modified based upon validation and</p> |

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| | <ul style="list-style-type: none"> Department Spreadsheet of all resource requests generated by Program Review in Taskstream. | | | | | <p>review.</p> <p>*In the 2017-18 resource allocation year all schools used new TaskStream download document.</p> <p>*In 2017-18, after second year of use, BRDS used an ordinal ranking system instead of the weighted ranking used in prior years.</p> <p>*In 2017-18 BRDS successfully allocated \$318,756 in resources.</p> <p>*BRDS has reviewed and approved the current status of this item.</p> <p>*THIS ACTION ITEM IS CURRENTLY AT PIEC FOR REVIEW.</p> |
| Update the fall Continuous GFU Discretionary Resource Allocation model documents to include a direct link to the College Strategic Plan Goals. (III.D.2, III.D.11) | 2016-2017 Update the request for funding form used in the GFU Discretionary Resource Allocation model document to include direct link to Strategic Plan Goals. | 2017-2018 Implement updated form for the fall resource allocation process. | 2018-2019 Evaluate process and use of updated form as evidence of resource allocation supporting College mission and Strategic Plan Goals. | Request for Continuous GFU Discretionary Resource Allocation form must provide link showing how resource will support Strategic Plan Goals. | <p>1) Continuous GFU Resource Allocation Request has been updated for:</p> <ul style="list-style-type: none"> - College President -Instruction -Student Services -Administrative Services <p>2) Update to document includes identification of College Strategic Goal</p> <p>3) All divisions were provided the updated document on March 7, 2017</p> <p>4) Documents are due back by March 24, 2017 for final prioritization by BRDS on April 7, 2017. (Evidence: VPI Discretionary Resource Allocation Form (BRDS); Email of Continuous GFU Discretionary Allocation Request (BRDS))</p> | <p>*Continuous GFU Resource Allocation documents reviewed by BRDS on 3/17/17.</p> <p>*The data element of STRATEGIC GOAL was added to the document.</p> <p>*This new data element was added to current elements: Current Budget, Budget Requested, Justification, Program Priority, Chair/Supervisor Priority, Division Priority, BRDS Priority</p> <p>*The 2016-17 Continuous GFU Discretionary Resource Allocation cycle was successful with the addition of the Strategic Plan Goal Data.</p> <p>*The new form, including Strategic Plan Goal, was fully implemented in the 2017-18 resource allocation cycle.</p> <p>*THIS ACTION ITEM IS COMPLETE</p> |
| Develop a BRDS information page to supplement the current website content, providing more detailed information on how various financial planning processes intersect to create the annual Miramar College Adopted Budget. (III.D.2) | 2016-2017 Propose updates to the current link on the Student Success Framework for Long Term Integrated Planning to provide a clearer representation of Fiscal Planning cycle to include summary of BRDS functions, Allocation of Continuous Resources, and Campus Adopted Budget Development. | 2017-2018 Implement changes to the landing page for Budget Resources Review on the Student Success Framework for Long-Term Integrated Planning. | 2018-2019 Evaluate effectiveness of additional communication related to cycle of Resource Allocation. | Website updated with information providing clear representation of BRDS functions; improved communication of BRDS functions. | <p>1) BRDS spring 2017 initial agenda has been developed with Co-chair to include:</p> <ul style="list-style-type: none"> *April 21 and May 5 – Update planning Page – Resource Allocation <p>2) Specific items planned for discussion:</p> <ul style="list-style-type: none"> Narrative to describe Budget Development Process Program Review Resource Requests Prioritization New Discretionary Resources Re-allocation of Existing Resources Tentative Budget Adopted Budget Miramar Adopted Budget <p>Direct link to:</p> <ul style="list-style-type: none"> New Discretionary Resources Final Prioritization Re-allocation of Existing Resources Miramar Adopted Budget Book <p>(Evidence: BRDS Co-chairs Agenda Development Email-Spring 2017)</p> | <p>*VP Bell met in SP17 with BRDS task force (Buser and Smith) to draft plan for new BRDS webpage.</p> <p>*Resource allocation process narrative items for webpage included; BAM, CAM, BRDS, RFF Guide, PIEC, Constituent Groups, CEC identified by BRDS in FA17.</p> <p>*Resource Allocation Cycle diagram was reviewed by BRDS FA17.</p> <p>BRDS identified action items for SP18 to include: finalize narrative, create draft webpage, PIEC, Constituent and CEC review of draft webpage.</p> <p>*TARGET COMPLETION JUNE 2018</p> |
| Develop the College's research capabilities to | 2016-2017 | 2017-2018 | 2018-2019 | | | |

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| <p>provide program- and service area-specific data disaggregated by relevant subpopulations. (I.B.9)</p> | <p>Identify types of data that are consistently requested by programs using the Research Request Form.</p> <p>Develop triennial process for programs to request program-specific information for Program Review.</p> | <p>Implement process and collect program-specific requests.</p> | <p>Provide program-specific data for Full Program Review.</p> | <p>Program Review data packets containing program-specific data disaggregated by relevant subpopulations, for faculty use in identifying strategies to mitigate performance gaps.</p> | <p>1) After the revised Research Request Form was implemented in Fall 2016, a total of 13 ad hoc research requests have been received. Among the received requests, 5 address BSI, 3 address SEP, 3 address SLOs, 1 address CTE Strong Workforce, 1 from Child Development, 2 from English, and 3 from Math. Some requests address more than one areas/programs/subjects. Some of the newly reoccurring projects such as the ISLO Survey, evaluation for SEP projects, and research to support the Strong Workforce Program have been added into the 2016-17 College-wide Research Agenda (Evidence: Ad-hoc Research Summary Report; 2016-17 College-wide Research Agenda).</p> | <p>IR is finalizing the program review data packets and pivot tables containing outcomes data on clusters of courses leading to awards. IR is making progress on learning building dashboards in Tableau and Excel as well. The highschool pipeline data have been disaggregated by their work with individual highschools. Collaborating with the ASC team, IR is designing and developing an annual collegewide tutoring report. The report intends to cover student achievement data and disaggregate the data by tutoring vs. non-tutoring, modality of tutoring (online, on campus, SI, etc.), subject (e.g., English and Math) and course level (e.g., transfer level, basic skills). (as of 10.26.2017).</p> |
| <p>Develop and implement the "College Governance Assessment Tool" to evaluate day-to-day operations and effectiveness of governance committees. (I.B.7, I.C.5, IV.A.1, IV.A.7)</p> | <p>2015-2016</p> <p>Develop "College Governance Assessment Tool." Use information from pilot assessment study to modify and improve tool.</p> | <p>2016-2017</p> <p>Implement "College Governance Assessment Tool" college-wide</p> <p>Collect data from assessment and perform analysis. Identify areas and strategies for improvement.</p> | <p>2017-2018</p> <p>Implement strategies for improvement, efficiency, and effectiveness.</p> | <p>College-wide evaluation of committee functions and effectiveness.</p> | <p>1) Governance assessment tool was piloted in Spring 2016 in CEC and CGC. 2) Tool was modified for use in the 16-17 year and workshops were given to assist committee chairs with its use. (Evidence: Goals for Assessment Workshop #1; Timelines for Committee Evals F'16; College Committee Chair Guide; College Governance Committee Chairs Meeting Announcement). 3) CGC collected preliminary data for volunteer committees who had available data for the 15-16 year (Evidence: Aggregate CGC Evaluation Template) 4) Ongoing discussions based on preliminary data have led to draft mapping of committee goals and accomplishments to accreditation substandards (Evidence: CGC Crosswalk Accreditation Example) 5) Spring 2017 CGC Workshop to address standardization for improvement of committee agendas and minutes, including alignment with strategic plan goals and accreditation standards (Evidence: Committee Workshop #2 Flyer)</p> | <p>1) 78% of committees completed and submitted the CGC Evaluation Tool. 2) CGC Chair compiled a summary of evaluations and reviewed with CGC (evidence: CGC minutes 8/22/17); 3) CGC is creating a CGC Evaluation Annual Report to share with the college, which will include summary data, analysis, and identification of areas and strategies for improvement, both in college governance structure/ process and in the tool itself (evidence: CGC minutes 9/12/17) 4) CGC is developing a workshop for all college governance committee members to be held during Spring 2018 Convocation (evidence: CGC minutes 9/12/17). 5) CGC has not been able to make progress on this work item on its agenda- plans for discussion have been delayed until 12/12/17. Unclear whether the workshop will take place during FLEX week or after.</p> |
| <p>Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements. (I.C.12, IV.B.4)</p> | <p>2017-2018</p> <p>Review consistent inclusion of Accreditation Standards as part of governance committee goals.</p> <p>Continue to align committees/groups with specific Accreditation Standards.</p> | <p>2018-2019</p> <p>Integrate Accreditation Standards into governance committee goals.</p> | <p>2019-2020</p> <p>Use College Governance Assessment Tool to evaluate whether Accreditation Standards are functionally integrated into governance committees.</p> | <p>Integration of Accreditation Standard language and requirements into governance committees.</p> | <p>See above</p> | <p>1) CGC will include this item in its review of the 2016-2017 CGC Evaluation Tool.</p> |