ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation.* Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

  a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**

  b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: 10/12/12

Institution's Name: San Diego Miramar College

Name and Title of Individual Completing Report:
Jerry L. Buckley, Ed.D., Vice President of Instruction / ALO

Telephone Number and E-mail Address:
619-388-7350
10440 Black Mountain Road
San Diego, CA 92126-2999

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Patricia Hsieh, Ed.D.   Signature:_____
                                                  (e-signature permitted)
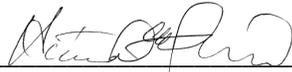
PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): **567 (Fall 2009 – Spring 2012); 362 (Current, Fall 2012)**
   b. Number of college courses with defined Student Learning Outcomes:
      551 (Fall 2009 – Spring 2012); 362 (Current, Fall 2012)
      Percentage of total: **97% (Fall 2009 – Spring 2012); 100% (Current, Fall 2012)**
   c. Number of college courses with ongoing assessment of learning outcomes:
      501 (Fall 2009 – Spring 2012); 347 (Current, Fall 2012)
      Percentage of total: **88% (Fall 2009 – Spring 2012); 96% (Current, Fall 2012)**

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): **27 Programs offering 147 degrees & Certificates**
   b. Number of college programs with defined Student Learning Outcomes: **27**
      Percentage of total: **100%**
   c. Number of college programs with ongoing assessment of learning outcomes: **27**
      Percentage of total: **100%**

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): **15 programs with 40 activities**
   b. Number of student learning and support activities with defined Student Learning Outcomes: **15**; Percentage of total: **100%**
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: **15**; Percentage of total: **100%**

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: **5**
   b. Number of institutional learning outcomes with ongoing assessment: **100%**

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Miramar has well developed student learning outcomes (SLOs) for all courses and programs. Assessment is conducted annually and results are centralized in an online database used to facilitate dialogue, evaluation, and improvement strategies. SLOs also are integrated into program review and planning.[1,2] An Educational Master Plan[3] utilizes program review, institutional data, and strategic community needs[4] to guide planning. Schools allocate resources to institutional priorities[5], informed by program review[6]. Departments assess effectiveness[7] annually, reporting activities, achievement, and institutional outcomes. The catalog[8] lists program expectations, while degree and certificate attainment are evaluated in the Fact Book[9], Scorecard[10], and program-level outcomes[11]. Results are discussed at retreats[12], Convocations[13], meetings[14] and guide priorities.

Miramar identified SLOs for its general education pattern in 2009 which were approved and published in the catalog.[15]

Effective application of institutional research and outcome assessment has enhanced Basic Skills[16]. Program review processes guide delivery of library[17] and audio-visual services[18], as well as tutoring[19] and learning support services.

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[1] 2011-2012 Instructional Program Review/SLOAC form
[2] 2010-2011 Student Services Program Review form
[3] 2011-2014 Educational Master Plan
[4] 2010-2011 Environmental Scan Update
[5] 2007-2013 Strategic Plan
[6] Integrated Planning Diagram
[7] 2012 Institutional Effectiveness Report
[8] 2011-2012 College Catalog
[9] 2011-2012 Miramar College Fact Book
[10] 2011-2012 Miramar College Scorecard
[11] 2011-2012 Instructional Program Review/SLOAC sample report
[12] 2012 College Planning Retreat agenda
[13] Fall 2008-2012 College Convocation agendas
[14] Department Meeting agendas
[15] 2010-2011 College Catalog
[16] Fall 2011 Basic Skills Briefing
[17] 2011-2012 Library Program Review Report
[18] 2011-2012 Audio-Visual Services Program Review Report
[19] 2011-2012 Tutoring Program Review Report

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

The use of annual program review and SLOAC data[20,21] is central in our planning processes and helps identify instructional needs and/or gaps in services, and develop interventions to address these gaps. Department plans[22] also analyze achievement indicators to assess progress each year. Beginning in 2011-2012, reports of prior year program planning activity achievements and strategic goal attainment informed an annual College progress report of institutional effectiveness[23] shared at retreats[24], convocations[25], and department meetings[26]. Assessment and analysis of outcomes is conducted annually to determine progress toward planned goals and objectives[27].

A summary of faculty dialogue and a description of the changes intended to improve student learning is recorded in SLOJet for course level improvements and in the Program Review report form for program level improvements. Examples include adding course content or supplementary materials, improving pedagogical consistency across multiple course sections, and adjusting the alignment of sequential courses in a program. Programs use prior year data provided by the District Office of Institutional Research and Planning[28], SLOAC data[29], and information provided by advisory committees or other external partners[30] to inform the identification of future goals intended to improve student learning, services and overall program success.

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[20] Instructional Program Review/SLOAC form
[21] Student Services Program Review form
[22] 2011-2014 Instructional Services Three Year Plan
[23] 2012 Institutional Effectiveness Report
[24] Fall 2012 College Planning Retreat agenda
[25] 2008-2012 Fall Convocation agendas
[26] Department Meeting agendas
[27] 2011-2014 Instructional Three Year Plan
[28] 2011-2012 Miramar College Fact Book
[29] Instructional Program Review/SLOAC form
[30] 2010-2011 External Scan Update

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Dialogue regarding student learning and achievement take place each semester in programs/departments through the Student Learning Outcomes Assessment Cycle (SLOAC)[31]. Faculty members are responsible for writing, assessing, and reevaluating course student learning outcomes (SLOs). The forum for discussing course and program SLOs is the department meeting[32]. The Instructional Program Review/SLOAC report form is structured to aid faculty in generating improvement strategies, identify and justify any additional resources such as staffing, equipment, or research needed to implement improvements. The form lists common elements intended to improve courses and programs, such as adding course content or supplementary materials, improving pedagogical consistency across multiple sections, or adjusting alignment of sequential courses in a program. A summary of dialogue and description of changes intended to improve student learning is recorded in SLOJet[33] for course improvements and in the Program Review report form for program improvements.[34,35] Reflective discussions of course and program SLO analysis occur during committee meetings, guiding development and modification of plans.[36] Dialogue regarding college-wide planning has taken place during Convocations[37] since 2008. This process has facilitated gathering input from adjunct faculty, full-time faculty, staff, and students. Starting Fall 2012, the College reintroduced planning retreats[38] to assess each year's planning achievements and outcomes. Attendance at the retreats is reflective of the campus community, including representation from faculty, staff, and administration.

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[31] Instructional Program Review/SLOAC form
[32] Department Meeting agendas
[33] SLOjet Improvements Summary example
[34] Instructional Program Review/SLOAC form
[35] Student Services Program Review form
[36] PIEC agendas
[37] 2008-2012 Fall Convocation agendas
[38] 2012 College Planning Retreat

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PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

Miramar is committed to SLO assessment and integration, as evidenced through support of a dedicated SLOAC Facilitator, institutional researcher, and SLOAC/Program Review committees. The SLOAC facilitator has conducted training for the college since 2006. Miramar also developed an in-house online reporting system (SLOJet) for the collection of college-wide SLOs. The college utilizes data-informed integrated planning.[39] The process begins with programs/departments/offices with production of a Program Review report.[40,41,42] Reports incorporate SLOs, achievements, and/or outcome data and guide planning recommendations, including faculty hiring, classified hiring, equipment procurement, and facilities design. Reports are assessed by Deans and Vice Presidents for common goals across divisions.[43,44,45] These goals and priorities[46] inform resource allocation recommendations made by committees such as the Budget and Resource Development Subcommittee (BRDS)[47]. Federal Perkins funds[48] are allocated by a committee that reviews qualifications and criteria. Programs also generate a Request for Funding Form (RFF)[49]. Annual budget forums[50,51] inform the college of anticipated revenues. Annual audits[52] validate appropriate use of resources. A portion of the Instructional Program Review/SLOAC form evaluates the prior year's achievement of program goals and objectives.

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[39] Integrated Planning Diagram
[40] Instructional Program Review/SLOAC Report form
[41] Student Services Program Review Report form
[42] Administrative Services Program Review Report form
[43] Instructional Services Three Year Plan
[44] Student Services Three Year Plan
[45] Administrative Services Three Year Plan
[46] 2012 Institutional Effectiveness Report
[47] BRDS agendas
[48] Perkins Local Planning Team meeting 3/30/12
[49] Request for Funding Form (RFF)
[50] 2011-2012 Budget Update – PowerPoint Presentation
[51] Budget Update – PowerPoint Presentation – 2/3/12
[52] 2011-2012 Financial Audit

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

Course SLOs are currently assessed each semester, and results reported using SLOJet. This system provides faculty a portal to record SLOs, assessments, rubrics, achievements, and evaluations. Student achievement data is imbedded in Program Review/SLOAC report forms[53,54] to assist faculty with evaluation of outcomes and mapped program outcomes.[55] Student services programs track 40 service indicators[56] and their impact on students.

Five Institutional Student Learning Outcomes (ISLOs) have been mapped to 614 courses and 40 Student Services outcomes, as reported in the annual Institutional Effectiveness report[57] at the Fall 2012 retreat.[58] ISLO assessment occurs during the Program Review process via mapping to ensure the college offers an appropriate mix of courses to achieve ISLOs in all program areas.

The Spring 2009 Employee Perception Survey[59] showed 73% of respondents agreed that the College facilitates an ongoing dialogue about improving student learning; 74% agreed that instructors use teaching methodologies that reflect the diverse needs of students; 71% agreed that their department/program/discipline has an effective faculty-driven process for assessing SLOs; and 58% agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated SLOs. The Academic Senate[60] and departments[61] conduct regular SLO briefings to discuss enhancing learning, led by the SLOAC facilitator.

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[53] Instructional Program Review/SLOAC Report form
[54] Student Services Program Review Report form
[55] 2011-2012 Sample Instructional Program Review Report
[56] 2011-2012 Sample Student Services Program Review Report
[57] 2012 Annual Institutional Effectiveness Report
[58] Fall 2012 College Planning Retreat agenda
[59] 2009 Employee Perception Survey
[60] Academic Senate meeting agenda – 10/18/11 – SLO Briefing
[61] Department Meeting agendas

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The College conducted a comprehensive evaluation of its program review process[62] during 2007-08. Improvements were implemented, including the re-definition of programs to align with degrees and certificates, and to mirror programs represented in the College catalog.[63] Following these refinements, program-level SLOs were developed for instructional programs and published in the 2009-10 catalog. The catalog lists SLOs students will achieve after completing each program, and includes one or more degrees or certificates leading to those outcomes. Each degree or certificate includes a set of required courses, and each course has a set of course-level SLOs developed, maintained, measured, and assessed by discipline faculty members.

Assessment results are used to generate strategies that drive improvements. Course-level improvement strategies are implemented at the departmental level by faculty who teach in the discipline. Course-level improvement strategies are linked to program outcomes via the Program Review process,[64,65] which links to institution-level outcomes via the Educational Master Planning cycle.[66] Five institutional student learning outcomes are mapped to 614 courses and 40 Student Services outcomes, as reported in the annual Institutional Effectiveness report[67] at the Fall 2012 retreat.[68] During 2011-12, all program-based degree and certificate course requirements were assessed by enrollment, course retention and course success to determine gaps and opportunities to improve student outcomes and educational goal achievement.[69]

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[62] 2008 Institutional Effectiveness Presentation
[63] 2009-2010 College Catalog
[64] Instructional Program Review/SLOAC Report form
[65] Student Services Program Review Report form
[66] 2011-2014 Educational Master Plan
[67] 2012 Annual Institutional Effectiveness Report
[68] Fall 2012 College Planning Retreat
[69] 2011-2012 Sample Program Review Report

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PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Instructors use course outlines of record and faculty-determined course SLOs as the foundation for development of section-specific syllabi,[70] which are then distributed to all students. Instructors also are required to submit syllabi to their school dean and department chair at the beginning of each semester. These syllabi are used to confirm consistency regarding course content, objectives, and SLOs established for the course[71] and serve as reference documents for internal and external audits. The District has modified Curricunet to also offer a College-specific model course syllabus[72] for new faculty. Furthermore, all program and institutional SLOs have been developed and published in the College catalog.

In a 2009 Student Satisfaction Survey[73], 80% of the students agreed that their instructors inform them about the types of skills or learning outcomes they are expected to master through their classroom activities and assignments (Q41). 79% percent of the students agreed that their instructors tell them how they will be assessed before beginning an assignment or test (Q42). 81% percent of the students agreed that their courses prepare them well for transfer to a four-year university (Q32) and 83% percent of the students agreed that they are satisfied with the overall quality of instruction (Q34). These responses indicate that students perceive their instructors as making clear the SLOs for the class, teaching them so as to effectively prepare them for transfer and providing them with a high quality of instruction.

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[70] Sample Syllabus
[71] MBEPS SLO Syllabus Audit
[72] Sample CurricuNet Model Course Syllabus
[73] 2009 Student Satisfaction Survey

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The College is committed to improvement of student learning as seen in the dedication of faculty and staff to facilitate, improve, and further simplify SLO processes each year.[74] The College community has taken time to meet and reflect on outcomes as part of integrated planning, as seen in retreats[75] and other sense-making opportunities involving outcome data.[76,77] Miramar has integrated its planning and budgeting[78,79] and implemented a SLO system that fits naturally into its college processes,[80,81] and enables programs to "close the loop" in identifying gaps in student learning. Improvements have already been documented in the Basic Skills population[82] using research methodology combined with assessment of student learning. The college now uses outcome data to identify areas needing improvement in other programs and services,[83] demonstrating that the College has reached "Proficiency" as identified in the ACCJC Rubric.

Miramar will continue streamlining and improving its processes.

For example:

- Creation of a SLO Steering Committee.
- Designation of discipline/department SLO Leads.
- Revision of the Program Review/SLOAC cycle to allow sufficient time between assessment, strategy implementation, and evaluation.
- Creation of dedicated workshops.
- Adoption of software to facilitate SLO reporting, alignment, and integration

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[74] SLOAC Facilitator Faculty Position
[75] Fall 2012 College Planning Retreat
[76] 2008-2012 Fall Convocation agendas
[77] Department Meeting agendas
[78] 2011-2014 Educational Master Plan
[79] BRDS minutes – 5/11/12 – New Resource Allocation Procedure
[80] Instructional Program Review/SLOAC Report form
[81] Student Services Program Review Report form
[82] Collaborative Inquiry: A Pathway to Student Success – Spring 2012 Convocation
[83] 2010-2011 Miramar English 049 Coordination Report

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

1   2011-2012 Instructional Program Review/SLOAC form
2   2010-2011 Student Services Program Review form
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5   2007-2013 Strategic Plan
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56 2011-2012 Sample Student Services Program Review Report
57 2012 Annual Institutional Effectiveness Report
58 Fall 2012 College Planning Retreat agenda
59 2009 Employee Perception Survey
60 Academic Senate meeting agenda – 10/18/11 – SLO Briefing
61 Department Meeting agendas
62 2008 Institutional Effectiveness Presentation
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