

Instructional Program Review and SLOAC Subcommittee

Co-Chairs: Paulette Hopkins and Patricia Manley
Monday, September 17, 2018, 3:00-4:30 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), Cheryl Vallejo (Faculty/MBEPS), Olga Fryszman (Faculty-at-Large/MBEPS), Julia McMenamin (Faculty-at-Large/MBEPS)

Resource: Xi Zhang (Research and Planning Analyst); Eli Jed Manalastas (Administrative Technician to the Vice President of Instruction); Naomi Grisham (Outcomes and Assessment Coordinator)

**Strategic Goals; **Accreditation Standards*

I. Call to Order

II. Approval of Agenda

III. Approval of Minutes

IV. New Business

- A. October 29, 2018 Meeting Date (Manley) 1-4; I-III
- B. Survey Program Review and SLO Process – ACCJC Recommendation #3 (Zhang) 1-3; I-II

V. Ongoing Business

- A. Review Committee Composition, Goals and Procedures Update (Manley/Hopkins) 1-3; II
- B. Implement Disaggregation Pilot Results – ACCJC Recommendation #2 (Manley/Hopkins) 1-3; I-II
- C. Instructions for faculty on how to assess courses and programs for Fall 2018 (Grisham/Manley) 1-3; I-II
 - 1. FLEX Events..... 1-3; II
 - 2. Course Learning Outcomes Assessment Sample Schedule – attachment (Manley) 1-3, I-III
- D. Create Instructions for Faculty on how to complete Program Review Update due April 19, 2019 (Manley) 1-3; I-II
 - 1. Status Report 2018-2019..... 1-3; II
 - 2. Action Plan 2019-2020 1-3; II

VI. Adjournment

Dates for Faculty:

- Fall 2018
 - BRDS (October)
 - Review, Revise (if needed) current Course SLOs
- Spring 2019
 - Review and Update Courses and Programs
 - Program Review Update – April 19 2019
 - Status Report for 2018-2019
 - Action Plan for 2019-2020

Upcoming IPR/SLOAC Meetings/Open Office Hours for Faculty:

- May 21, 3:15-4:30, M102
- Aug. 13, 10:30-12:00, M101
- ~~Aug. 20, 3:00-4:30, N206~~
- Sept. 17, 3:00-4:30, N206
- Oct. 1, 3:00-4:30, N206
- Oct. 15, 3:00-4:30, N206
- Oct. 29, 3:00-4:30, N206
- Nov. 5, 3:00-4:30, N206
- Dec. 3, 3:00-4:30, N206
- Jan. 14, 11:00-12:30, N206
- Feb. 4, 3:00-4:30, N206
- Mar. 4, 3:00-4:30, N206
- Mar. 18, 3:00-4:30, N206
- Apr. 1, 3:00-4:30, N206
- Apr. 15, 3:00-4:30, N206
- Apr. 29, 3:00-4:30, N206
- May 6, 3:00-4:30, N206

Point People:

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

***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.