

San Diego Miramar College

INSTRUCTIONAL PROGRAM REVIEW / PLANNING ANNUAL REPORT DUE OCTOBER 14TH

Program Name: The PLACe (Personal Learning Assistance Center)

Date Submitted:

Reviewed By:	Printed Name	Signature
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Date:	October 14, 2011	
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Chair:	N/A	
Date:		
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Date:		
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Date:		

This 2011-12 form and instructions approved by:
Instructional Program Review / SLOAC Subcommittee on 4/26/11

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SECTION I: PROGRAM ANALYSIS

Within your department, analyze the current status of your program and implications for the success of your students. Your analysis should include the following as appropriate:

- Data Analysis: Analyze your program using the quantitative program review data provided with this form. (Appendix H for assistance.)
- SLOAC: Review and discuss the results of your Student Learning Outcome Assessment Cycle (SLOAC) over the past year.
- Leading Questions: Dialogue about your program by using leading questions. (See Appendix A for more information.)
- External Feedback: Solicit information about your program from external sources of information such as your industry advisory group, accrediting agencies, professional associations, or other external organizations.

Program Description

Is the full program description in the current catalog/CurricUNET up-to-date, accurate, and relevant? If not, what revisions will be proposed?

The PLACe is an academic support service program, and thus is not included in the catalog, or in CurricUNET. However, the Mission of The PLACe, as stated on the Miramar College website is relevant, accurate and up-to-date.

The PLACe's mission is to provide quality and timely learning support services to all Miramar students by means of:

- exceptional individualized, group and computer assisted tutorials
- strong alliances with Miramar faculty and programs
- an environment that is inclusive, comprehensive, safe and that removes all barriers to learning
- opportunities for competent and motivated students to learn the benefits of helping others through peer tutoring.

Program Review Data Analysis

Please summarize your analysis of the data provided for your program. Discuss your program's retention and success rates, enrollment, and productivity. What were the most significant trends or other conclusions?

Data presented below are excerpted from the Miramar PLACe Supervised Tutoring Report, Spring 2011, Prepared by the SDCCD Office of Institutional Research and Planning, February 2010 & April 2011. The full report can be provided upon request.

It can be seen that tutoring increases percent success, retention, and persistence, for basic skills math, English, and ESOL students. In particular, the persistence rates are dramatic, with no less than 15% increase in all basic skills areas. Additionally, student success in basic skills English was dramatically increased (greater than 20%) with tutoring.

Data for Spring '08 through Fall '10

	ESOL	ESOL	English	English
	<i>With Tutoring</i>	<i>Without Tutoring</i>	<i>With Tutoring</i>	<i>Without Tutoring</i>
Success Rate	86%	79%	79%	58%
Retention Rate	96%	90%	94%	87%
Persistence Rate (F09-Sp10)	90%	75%	84%	69%

Data for Spring '08 through Fall '09

	Math	Math	English	English
	<i>With Tutoring</i>	<i>Without Tutoring</i>	<i>With Tutoring</i>	<i>Without Tutoring</i>
Success Rate	58%	50%	79%	58%
Retention Rate	86%	76%	94%	87%
Persistence Rate (F08-Sp09)	87%	72%	84%	69%

[If available, program review summary data will be entered here]

Course-Level Student Learning Outcomes Assessment Cycle (SLOAC)

Please summarize your program’s dialogue and participation in the SLOAC process, including how SLO assessment results were used to improve student learning.

N/A, since The PLACe offers no courses except the open entry/open exit 044 Supervised Tutoring courses. However, The PLACe Coordinator works closely with the faculty teaching Education 100 (Tutor Training) which falls under the School of Liberal Arts. Regular and consistent dialogue has been ongoing since 2010 and two assessment cycles will have been completed by the end of spring 2012.

Service Unit Outcomes

The PLACe offers tutorial services to students through one on one, supplemental instruction, and online tutoring. These services have the following service unit outcomes:

- **At least 70% of students served will rate one on one tutors positively on a tutor evaluation form.**
- **At least 70% of students served will rate supplemental instruction coaches at a 4 or higher on a 5 point rating scale.**
- **At least 70% of students served will rate online services at 4 or higher on a 5 point rating scale.**
- **At least 70% of students served will rate the overall PLACe services at a 4 or higher on a 5 point rating scale during the student satisfaction survey that is distributed annually to the entire campus.**
- **At least 70% of faculty served will rate the overall PLACe services at a 4 or higher on a 5 point rating scale during the employee satisfaction survey that is distributed annually to the entire campus.**

Institutional Student Learning Outcome (ISLO) Mapping

Please fill out the following table to map your program's program-level SLOs to San Diego Miramar College's five Institutional SLOs (ISLOs). Enter an "X" under each ISLO that is addressed by the corresponding program-level SLO. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Program-Level SLOs	Institutional SLOs (ISLOs)				
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
<i>[Program-level SLOs will be prepopulated here]</i>					
The retention rates for Basic Skills ESOL, English, and Math students obtaining tutorial services at The PLACe will be at least 10% higher than the corresponding retention rates for student who did not obtain tutorial services.					XXXXXXXX
The success rates for Basic Skills ESOL, English, and Math students obtaining tutorial services at The PLACe will be at least 10% higher than the corresponding retention rates for student who did not obtain tutorial services.					XXXXXXXX

Program-Level SLOs	Institutional SLOs (ISLOs)				
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
The persistence rates for Basic Skills ESOL, English, and Math students obtaining tutorial services at The PLACe will be at least 10% higher than the corresponding retention rates for student who did not obtain tutorial services.					XXXXXXXX

Please fill out the following table to map your program’s course-level SLOs to San Diego Miramar College’s five Institutional SLOs (ISLOs). Enter an “X” under each ISLO that is assessed by one or more SLOs in the corresponding course. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Course	Institutional SLOs (ISLOs)				
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
<i>[Courses will be prepopulated here]</i>					
N/A					

SECTION II: STRENGTHS AND WEAKNESSES

Using the information obtained in Section I, review your program in terms of its Strengths, Weaknesses, Opportunities, and Threats. (See Appendix B for more information.)

Strengths

Please summarize the strengths of your program.

The PLACe's strengths lie in the excellent service provided to students. Tutors are trained and faculty and staff are responsive and caring. The PLACe's operation is strengthened by the funding it receives for Online Tutoring and Supplemental Instruction through the Basic Skills Initiative (BSI). The PLACe's operation is also strengthened by close collaboration with Miramar college faculty in departments and disciplines whose students receive services at The PLACe.

Close collaboration with other BSI project leads through the Basic Skills Subcommittee of Academic Affairs has been a major strength, as well. In this venue, data, strengths, weaknesses, and ideas are vetted and shared in a spirit of collegial and constructive dialogue with the intended outcome of strengthening all projects.

Weaknesses

Please summarize the weaknesses of your program.

Weaknesses lie in the inability to meet student demand for tutoring in all subject areas due to decreased budgetary allocations and the state law that does not allow tutorial centers to collect apportionment for tutoring in non-Basic Skills courses.

Opportunities

What emerging opportunities can your program take advantage of?

A number of grant opportunities are available to provide tutorial services that could be tied to STEM, CTE, and online instruction. Additionally, there are opportunities to collaborate with our sister campuses, Continuing Education, local feeder high schools, and local universities in developing these grant proposals.

Threats

What obstacles or changing conditions are threatening the continued success of your program?

The Basic Skills Initiative funds all of the Supplemental Instruction and online tutoring portions of The PLACe's programs, as well as the assignment for the acting faculty coordinator and the online coordinator. These are funds that are slated to sunset by the end of 2012-13 academic year.

SECTION III: GOALS AND OBJECTIVES

Using the information obtained in Section I and II, identify future goals and objectives that support your strategies to improve student learning and the overall success of your program.

Goals are general guidelines that explain what you want to achieve. They are usually long-term and describe the general future vision for your program.

Objectives define the implementation steps to attain the identified goals. Unlike goals, objectives are usually specific, measurable, and have a defined completion date. They describe the "who, what, when, where, and how" of reaching the goals.

Your goals and objectives should:

- Capitalize on your program's strengths
- Minimize or compensate for your program's weaknesses
- Take advantage of emerging opportunities
- Avoid or mitigate threats

Previous Cycle Goals (2010-2011)

Please summarize the goals, plans, or visions for your program

N/A, as this portion of the report was not completed for The PLACe in 2010-11.

Previous Cycle Objectives (2010-2011)

Please report on the progress of the objectives identified in the previous program review cycle, citing appropriate evidence.

N/A, as this portion of the report was not completed for The PLACe in 2010-11.

Current Cycle Goals (2011-2012)

Please summarize the goals, plans, or visions for your program and indicate the specific campus-wide strategies that your goals align with, if applicable. (See Appendix G for more information.)

Goal 1: Focus the efforts of all PLACe tutorial services on student learning and student success through quality services that are responsive to change. (Campus-wide Strategies 1.2, 1.5, 1.6, 1.7)

Goal 2: Deliver tutorial services in formats and at sites that best meet student needs. (Campus-wide Strategies 2.1, 2.2, 2.5, 2.6)

Goal 3: Enhance The PLACe experience for students by providing facilities and activities that celebrate diversity and sustainable practices. (Campus-wide Strategies 3.1, 3.4, 3.5, 3.6)

Goal 4: Initiate and strengthen beneficial partnerships with tutorial service programs at sister campuses, Continuing Education, feed high schools, and local universities, and industry. (Campus-wide Strategies 4.1, 4.2)

Current Cycle Objectives (2011-2012)

Please list the objectives your program intends to accomplish in the next one to two academic years. Ensure the objectives are specific, measurable, and have a defined completion date.

Objective 1: Maintain at current high levels and/or improve student success rates for ESOL, and English/Math basic skills students who receive tutorial services, as reported in the annual PLACe Report.

Objective 2: Maintain at current high levels and/or improve student retention and persistence rates for ESOL, and English/Math basic skills students who receive tutorial services, as reported in the annual PLACe Report.

Objective 3: Continue to develop and implement at least one new online workshop for math and English each semester.

Objective 4: Increase the number of Honors contract students participating in Service Learning projects by 5% per semester.

Objective 5: If funding is available, increase the number of class sections supported by supplemental instruction and online tutoring by one section of math and one section of English per semester.

Objective 6: If funding is available, increase the number of tutors who are trained to deliver online tutoring support.

Objective 7: If funding is available, provide opportunities for The PLACe coordinator, online coordinator and faculty leads to attend training workshops related to online tutoring, tutorial grant-writing opportunities, supplemental instruction, and other state-of-the-art tutorial services.

Objective 8: Increase the number of class orientations and/or class visits by tutors and The PLACe staff by one orientation and one visit per semester.

Objective 9: Make the new PLACe facility one that is friendly and inviting to students from diverse backgrounds and one that supports sustainability by posting the campus diversity statement and by posting campus cultural awareness activities and sustainability programs and events.

Objective 10: Continue to maintain, update and improve The PLACe’s website and increase the number of “hits” by 5%.

Objective 11: If funding is available, prepare and/or purchase more signage and promotional materials to advertise workshops, online tutoring, open labs, etc.

Objective 12: Continue to work closely with the Dean and other faculty and staff in the School of Library and Technology to ensure a smooth transition into the new PLACe facility.

Objective 13: Apply for at least one grant to support The PLACe’s tutorial services; preferably the grant should involve partnerships with at least one of the following: sister campuses, Continuing Education, K-12, and/or local universities.

Objective 14: Develop a plan for outreach and make at least two contacts with local business or industry in which to encourage professionals to donate time or resources to The PLACe’s tutorial services (e.g. professionals who volunteer to tutor in their area of expertise, donation of printing for promotional materials, donation of training materials, etc.)

SECTION IV: NEEDS

In each of the following sections, please identify the resources or other support your program needs in order to implement your goals and objectives identified in section III. Please be specific and clearly indicate how these requests support your strategies to improve student learning and the overall success of your program. (See Appendix A for questions / factors to consider in drafting requests.)

(Formal requests for Technology and Equipment are made via this program review report with no other documentation needed. Other formal requests should be submitted to the appropriate committee with a copy of the relevant sections of this program review as justification.)

Scheduling

Are any scheduling modifications recommended?

When the budget outlook improves, an assessment should be done to determine if Friday and Saturday hours should be restored, and to what level.

An analysis of the tutoring grid should be completed each semester with regard to course offerings and availability of tutors to make sure that as many students as possible are being served during The PLACe's open hours.

Curriculum

Are any revisions necessary to the degrees, certificates, or courses offered through this program?

There are no degrees or certificates offered through The PLACe; however, the following suggestions apply to the collaborative effort between The PLACe and the School of Liberal Arts which houses the tutor training courses and the School of MBEPS, for which supplemental instruction is provided in math:

- **Education 100 – Complete two assessment cycles for SLO's (fall 2011 and spring 2012). Recommend adding a DE component.**
- **Recommend activating Education 150, Advanced Tutor Training (with DE component)**
- **Recommend writing curriculum for two new courses: Supplemental Instruction Coach Training, for credit; Online Tutor Training, for credit**
- **Recommend activating and offering Engl 12A series refresher courses with supplemental instruction or online tutoring component**
- **Recommend offering Math 15A series refresher courses with supplemental instruction or online tutoring component**

Faculty and Staff

Does your program need any additional faculty or staff members?

- **Funding needs to be restored for a 1.0 FTEF faculty director position**
- **Funding is needed for a minimum of 0.20 FTEF per semester (each) for faculty leads in ESOL, Reading, Writing, and Math**
- **Receptionist/Instructional Aide – permanent funding is needed for two 0.40 FTEF positions**

- In the near future, with the move to the new LLRC staffing recommendations need to be reviewed and prioritized for the following potential positions:

Position	PLACe
Associate Dean	1.00
Clerical Assistant	2.00
Faculty Co-Director	1.00
Instructional Assistant Learning Resources	2.00
Instructional Lab Tech Learning Resources	1.00
Instructional Support Supervisor	1.00
Media Clerk	0.50
Media Tech	0.50

Professional / Staff Development

Does your program need any additional training or professional development?

As stated above, in Objective 7, opportunities are needed for The PLACe coordinator, online coordinator and faculty leads to attend training workshops related to online tutoring, tutorial grant-writing opportunities, supplemental instruction, and other state-of-the-art tutorial services.

Additionally, confidentiality policies/procedures must be addressed. All staff members need to be trained on the confidentiality laws governing communications and records. They need to know: what is confidential information, proper procedures for obtaining, processing and recording the information and who are the proper authorities that may ask for the information, particularly when the safety of others is involved. Tutors need more information on confidentiality policies, as well.

Facilities

Does your program need any new or renovated facilities?

The PLACe will be a part of the new Library Learning Resource Center, to open in 2012. The facilities there should be adequate to meet the needs of the program for quite some time, thereafter.

Technology and Equipment

Does your program need any new or replacement technology or equipment? Complete Appendix F to submit a request for the current academic year.

Most of the needs (bulleted below) have been addressed by the FF&E for the new LLRC. However, any needs that have not been addressed by FF&E should be reviewed and any broken/outdated equipment in the current facility should be replaced.

- **Move all facilities, technology and equipment into compliance with relevant federal, state and local requirements to provide for access, health and safety.**
- **Replace staff multi-media computers in D-105. C**
- **Create multi-media training for students and other staff**
- **New laptops for online tutoring**
- **New high-end multi-media computer for Director to development print/media Publications**
- **Replace old printers in D-107 and D-105**
- **Replace all ESOL audio cassette tapes and tutor training VHS tapes with CD's or DVD's (captioned)**

Additional Budgetary Needs

Does your program have any additional budgetary needs (e.g. supplies) that are not included in the previous categories?

Increase supplies budget prior to moving into the new LLRC.

Student Support Services

Does your program have any additional student support needs?

Work with DSPS and High Tech Center to ensure that all services and programs are ADA compliant.

Work with Counseling and Basic Skills committee on establishing an "early alert" system that would include The PLACe.

Marketing

Does your program have any additional marketing needs?

As indicated in Objectives 10, 11 & 14, above, support is needed to help train faculty and staff to Continue to maintain, update and improve The PLACe's website.

Support is needed to prepare and/or purchase more signage and promotional materials to advertise workshops, online tutoring, open labs, etc. Work with facilities to take advantage of new digital signage options in welcome center, LLRC, and Cafeteria/Bookstore.

Support is needed to help develop a plan for outreach to local business or industry in order to encourage professionals to donate time or resources to The PLACe's tutorial services (e.g. professionals who volunteer to tutor in their area of expertise, donation of printing for promotional materials, donation of training materials, etc.)

Research

Does your program have any additional research needs not addressed in the program review summary data?

The PLACe receives an annual report from the Office of Institutional Research, and each of its programs that receive funds from the Basic Skills Initiative has research plans in effect. This data, along with the “in house” data collected in tutor and supplemental instruction coach evaluations, and the annual employee and student satisfaction surveys, is currently sufficient. However, it does take time to compile the “in house” data.

Assistance and support is needed to make this process more efficient, and to develop an online survey so that compiling data by hand is no longer necessary.

Additionally, another category is needed in The PLACe Report to determine the success, retention and persistence rates for non-Basic Skills students.

APPENDIX A: DISCUSSION QUESTIONS ABOUT THE PROGRAM

General

- What do the data indicate about how the program is meeting its Program / Student Learning Outcomes?
- What do the success rates in the various courses show?
- What improvement strategies are needed within the classes themselves?
- What improvement strategies or interventions are needed outside of the classes themselves?
- How does your program integrate diversity, sustainability, and globalization?

Enrollment and Scheduling

- What do the fill rates show?
- What enrollment trends have occurred in your program in the past 1-3 years?
- Have you created new components/classes?
- Have other programs/activities impacted your program?
- Have there been any significant changes in enrollment, retention, success rates, or demographics that impact your program?
- Are scheduling changes needed?
- Are more/less sections needed?

Curriculum

- Are all degrees and certificates designed to meet the current needs of students for transfer or employment?
- Do any courses, degrees, or certificates need to be revised?
- Have all courses been reviewed and updated in the last six years?
- Do any courses, degrees, or certificates need to be deactivated?
- Are any new courses, degrees, or certificates required?
- How are distance learning, technology -mediated instruction, or other innovative instructional technologies used in the program?

Faculty and Staff

- Does the program need additional full-time or part-time faculty?
- What is the FTEF distribution for contract and adjunct faculty?
- Is this a new or emerging program within the academic master plan?
- Are new faculty or staff needed to meet state, federal, or accreditation mandates?
- Are new faculty or staff needed to meet the needs of industry and/or the community?
- Are new faculty or staff needed to meet the transfer requirements of students?
- Is there a lack of qualified adjunct faculty in this area?
- Are new faculty or staff needed to accommodate increasing student demand
-

Professional / Staff Development

- Do the current available staff development activities adequately support the program?
- What new staff development activities would improve the program and student learning?
- Is any additional training or professional development needed for faculty and staff?

Facilities

- Have the facility needs changed?
- Are there adequate facilities to maintain program quality?
- Are there adequate facilities to meet projected program growth?
- Does the program require new or additional facilities construction, renovation, remodeling, or repairs?

Technology and Equipment

- Does the program have special technology needs?
- Does the current instructional technology meet the teaching/learning needs of students in the program?
- Are there adequate college-wide instructional technology resources to support the program?
- Does the program have special equipment needs?
- Is there equipment in need of repair that is outside of the program's current budget?

Additional Budgetary Needs

- Is the instructional supply budget adequate to meet the needs of the current program?
- Is the instructional supply budget adequate to meet planned program growth?

Student Support Services

- How does the program interact with Student Service areas?
- Are students in the program making good use of the available student services?
- Are the student services adequate to support the program?

Marketing

- How do you market your program?
- What is the target market for your program?
- What unique features make the program attractive to your target market?
- What can you or the Marketing Committee do to give more visibility to the program?

Research

- What information do you use to assess the effectiveness of your program?
- What additional information would help you make decisions about your program?
- What additional information would help you improve your program?
-

APPENDIX B: SWOT ANALYSIS

SWOT ANALYSIS



SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT Analysis is a method of evaluating the status of a program (or other organizational unit) both internally in terms of the program's Strengths and Weaknesses and externally in terms of the program's Opportunities and Threats. Some things to think about in these categories are:

Strengths

- What does your program do well?

- What do your students, employers, or transfer institutions see as your program's strengths?
- What advantages does your program have over those at other colleges?

Weaknesses

- What could your program improve?
- What are your program's needs?
- What should your program avoid?
- What limitations or barriers is your program experiencing?

Opportunities

- What are the good opportunities facing your program?
- What trends are happening in the field or subject area?
- What changes are happening in the industry or university majors your program feeds into?
- What changes are happening in student demographics served by your program?
- What grants or other funding opportunities exist?
- What potential industry, high school, or other external partnerships exist?

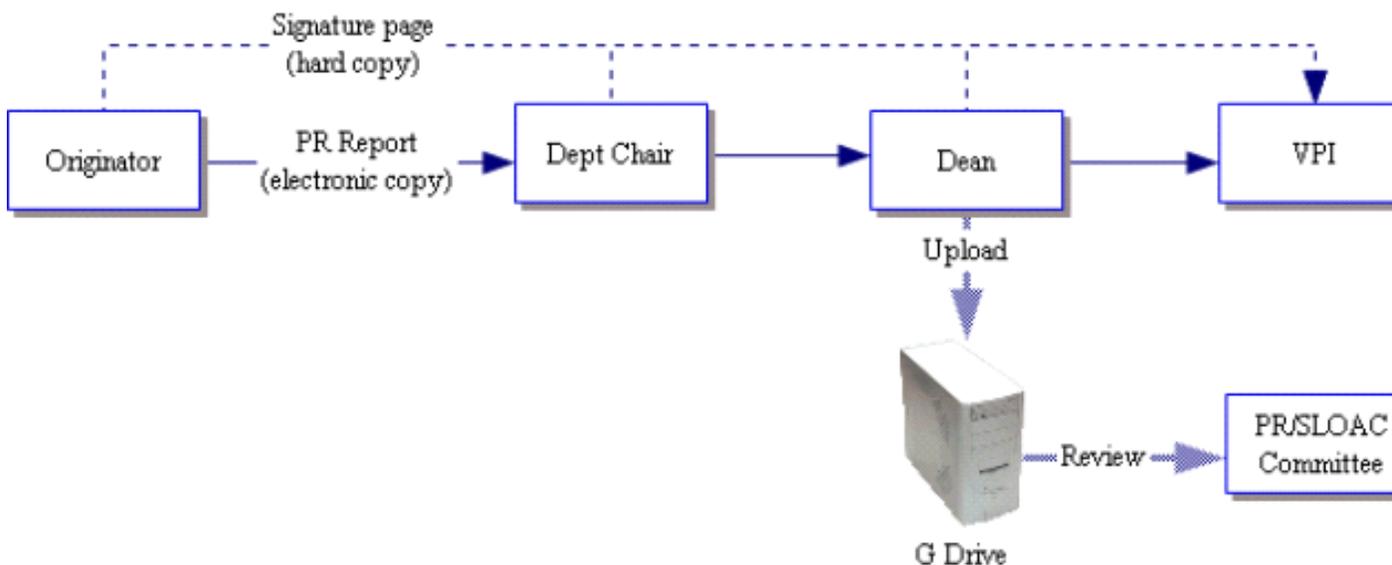
Threats

- What obstacles does your program face?
- What are similar programs at other colleges doing?
- Are changing external conditions threatening your program?

For more information on SWOT analysis, visit:

- <http://www.planonline.org/planning/strategic/swot.htm>
- <http://scholar.lib.vt.edu/ejournals/JVTE/v12n1/Balamuralikrishna.html>

APPENDIX C: SUBMISSION PROCESS & DUE DATES



Due Date	Task
10/14/11	Dept Chairs submit program review report to Dean via email
11/11/11	Deans upload program review reports to G Drive and notify VPI via email
11/14/11	Instructional Services Office prints program review cover pages and routes for signatures
11/18/11	Deans return signed program review cover pages to Instructional Services Office
11/30/11	VPI submits Instructional Services Plan (updated from program reviews) to Institutional Effectiveness committee and President's Cabinet.

APPENDIX D: LIST OF DEPARTMENTS, PROGRAMS, AWARDS, AND SUBJECT AREAS

Department	Program	Award	Subject Area
Dept of Administration of Justice	Administration of Justice	Advanced Traffic Accident Investigation – CA Contemporary Police Technologies – AS, CA Correctional Technologies – AS, CA Correctional Training for Deputy Sheriffs – CA Investigations Specialization – AS, CA Law Enforcement Specialization – AS, CA Law Enforcement Supervision – CA Law Enforcement Technologies – CA Technical Achievement for Field Training Officers - CA	ADJU HSEC
	Military Studies	Military Leadership – AS, CA	MILS
Dept of Aeronautical & Aviation	Aviation Maintenance Technology	Airframe – AS, CA Airframe & Powerplant – AS, CA Aviation General Studies – AS, CA Pilot Studies – AS, CA Powerplant – AS, CA	AVIM
	Aviation Operations	Aviation Operations Management – AS, CA Aviation Operations Professional Pilot – AS, CA	AVIA
Dept of Arts and Humanities	Art	Art/Visual Studies – AA Combined Drawing/Painting – AA Craft Skills – AA Graphics – AS, CA Studio Arts – AA	ARTF ARTG ARTD DFLM
	Humanities	Humanities Studies – AA	BLAS HUMA LIBS PERG PHIL
	Music	Music Studies – AA	MUSI

Department	Program	Awards	Subject Areas
Dept of Automotive & Diesel Technology	Automotive Technology	Automotive Brakes & Suspension – CA Automotive Electrical – CA Automotive Engine – CA Automotive Transmission – CA Automotive Technology – AS	AUTO MCLE
	Diesel Technology	Diesel Equipment Repair Technology – CA Engine Overhaul, Caterpillar – CA Engine Overhaul, Cummins – CA Engine Overhaul, Detroit Diesel – CA	DIES SDCS

		Engine Repair, Caterpillar – CA Engine Repair, Cummins – CA Engine Repair, Detroit Diesel – CA Heavy Duty Transportation Technology – AS, CA Heavy Equipment Technology – AS, CA San Diego City Civil Service Equipment Mechanic Apprenticeship – AS, CA San Diego Transit General Mechanic – AS, CA	
Dept of Business	Business Administration	Business Administration – AS, CA	ACCT BUSE ECON
	Business Management	Business Management – AS, CA Mortgage Brokerage and Banking – AS, CA	BANK MARK REAL WORK
	Computer Business Technology	Administrative Assistant – AS, CA Microcomputer Applications – AS, CA	CBTE
	Computer and Information Sciences	Computer and Information Science – AS, CA	CISC
	Paralegal	Paralegal – AS, CA	LEGL
Dept of Child Development	Child Development	Associate Teacher – CA Child Development – AS Human Development Studies – AA Master Teacher – CA Site Supervisor – AS Teacher – CA	CHIL CONF

Department	Program	Award	Subject Area
Dept of English, Communications, and World Languages	English	English – AA English/Literature Studies – AA	ENGL ESOL
	Communications Studies	Communications Studies for Transfer – AA	COMS JOUR SPEE
	World Language Studies	World Language Studies – AA	ARAB SPAN TAGA
Dept of Exercise Science, Health, and Nutrition	Exercise Science	Health and Physical Education Studies – AS Fitness Specialist – CA	DANC HEAL NUTR PHYE
Dept of Fire Technology and Emergency Medical Technician	Fire Protection Technology	Fire Prevention – AS, CA Fire Protection – AS, CA Fire Technology – AS, CA Open Water Lifeguard Professional – AS, CA	EMGM FIPT

Dept of Mathematics	Mathematics	Mathematics Studies – AA	MATH
Dept of Natural Sciences	Biology	Allied Health Track – AS Applied Biology Track – AS Biology Studies – AS	BIOL
	Chemistry	Chemistry Studies – AS	CHEM
	Medical Laboratory Technology	Medical Laboratory Technician Training – AS, CA	MLTT
	Physical Science	Earth Science Studies – AS Physics Studies – AS Pre-Engineering Studies – AS	ASTR GEOL PHYN PHYS
Dept of Social and Behavioral Sciences	Social and Behavioral Sciences	Psychology – AA Social and Behavioral Sciences – AA Sociology for Transfer – AA	ANTH DSPS EDUC FILI GEOG HIST POLI PSYC SOCO
Interdisciplinary Awards			
Elementary Education – AA Occupational/Technical Studies – AS Selected Studies – AA CSU General Education-Breadth – CA Intersegmental General Education Transfer (IGETC) – CA			

APPENDIX E: DEFINITIONS

Department: A department is an organizational unit comprised of faculty members. Each department is responsible for a unique set of programs.

Program: A “program” is a field of study that includes at least one award and at least one subject area. Programs are designated by “grey box” sections in the Degree Curricula and Certificate Programs chapter of the San Diego Miramar College Catalog with the exception of Interdisciplinary Studies which is a grey box section but is not a program.

Award: An award is a state-approved Associate in Arts degree, Associate in Science degree, or Certificate of Achievement as listed in the Miramar College Program Inventory maintained by the CCC Chancellor’s Office. Awards consist of a set of required or restricted elective courses.

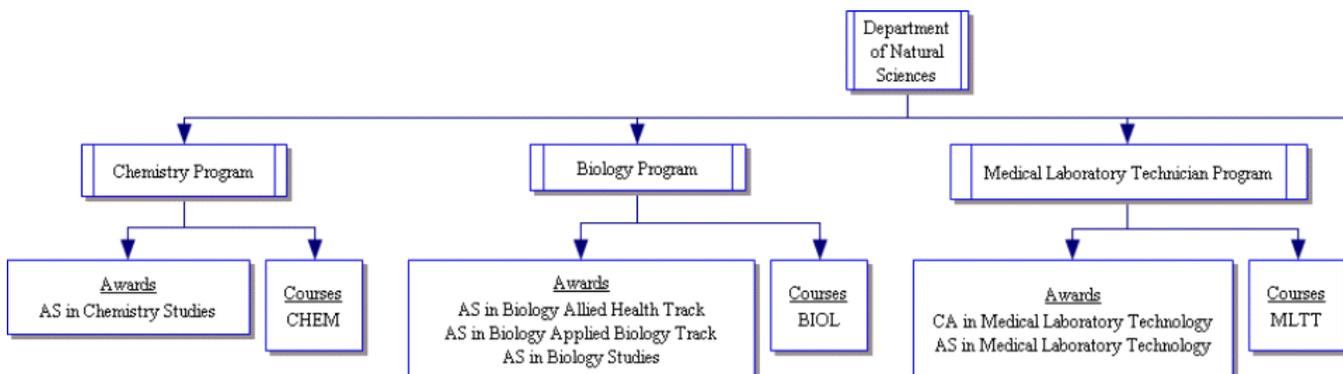
Note: This is the title 5 definition of a “program”

Subject Area: A subject area is a field of study that encompasses one or more courses. Each subject area has a unique four-letter designation (e.g. ENGL).

Course: A course is an organized pattern of learning described by a Course Outline of Record (COR) with a defined campus-specific set of Student Learning Outcomes (SLOs). Each course has a unique subject area and number designation (e.g. ENGL 101).

Section: A section is a specific instance in which a course is taught. Sections are associated with a specific term, instructor(s), student(s), and syllabus. Each section is required to be taught in accordance with the COR. Each section has a unique CRN designation.

Example curricular organization: Department of Natural Sciences



Institutional Student Learning Outcomes:

- Communication: Students communicate effectively through reading, writing, speaking, and listening
- Critical Thinking and Problem Solving: Students use appropriate creative thinking, decision making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.
- Global Environment: Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.

- Information Management: Students can effectively collect and analyze information and/or demonstrate technological literacy.
- Personal and Professional Abilities: Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Student Learning Outcomes Assessment Cycle (SLOAC): SLOAC consists of two related processes:

- The internal SLOAC process, which occurs in each department and is a faculty function
- The external reporting process, which occurs college-wide and is an administrative / clerical function

These processes are fully supported by the Academic Senate and other college organizational and participatory governance bodies.

The internal SLOAC process consists of five steps:

- Develop Student Learning Outcomes (SLOs) for each course. These should be as useful as possible for assessing and improving student learning.
- Establish reliable and valid SLO measurement methods.
- Assess the SLOs using the measurement methods. This should occur in every section of the course each semester.
- Analyze the results of the course assessments. This should be a collaborative effort among the faculty members who teach the course or subject area.
- Implement strategies to improve student learning. Strategies that require resources or other support from outside the department should be fully documented in the annual program review.

The external reporting process consists of three steps:

- Each spring semester, a report is generated for the Office of Instruction showing which courses have undergone the steps listed above and how many times the cycle has been completed. (This report does not include any information other than whether a step/cycle has been completed.)
- Those data are aggregated in order to track the college's overall progress in implementing the SLOAC cycle.
- The data are reported to ACCJC as required.
-

APPENDIX F: REQUEST FOR FUNDING

Originator, please review the “Request for Funding Submission Process” and the “Request for Funding Instructions” below before filling out your [RFF form](#) (control + click to follow link).

- Fill a separate form for each of the requested items.
- Save a copy of your completed RFF(s) under a new name, using the File menu “save as” (Shift+Ctrl+S) function. Name your copy using the following format:

SCHOOL (acronym)	DEPT (acronym)	YOUR INITIALS	RFF 1
TCWI	AVIM	XX	RFF1

or

LA	ENGL	ZZ	RFF1
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Name the file of your first requested items as: **TCWI AVIM XX RFF1** or **LA ENGL ZZ RFF1**.

- Print a copy for your records (OPTIONAL).
- To request additional items, press the “Reset button” and fill a new form. Repeat step 2 and **save a new copy** of your second filled request **under a new name** using the format with a second RFF number. For example, **TCWI AVIM XX RFF2** or **LA ENGL ZZ RFF2** for your second requested item.
- Print a copy for your records (OPTIONAL).
- Send your saved RFF(s) as an **Email attachment(s)** to your department’s chair. **Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.**

Department Chair, please

- **Open the Emailed attachment** received from the originator, **review** its content, **sign and date** the filled RFF form, and enter your department/discipline **priority** ranking of the requested item.
- **Save a copy** of the file with your changes **without changing the RFF file’s name**.
- Print a copy for your records (OPTIONAL).
- **Send** your chair- signed RFF(s) **as an Email** to your Dean along with your department’s or discipline’s Program Review Annual Report. **Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.**

Dean, please

- **Open** the attachment received from the chair, **review** its content, **sign and date** the chair-filled RFF(s) form(s), and enter your school’s **priority ranking** of the requested item.
- **Save a copy of the files** with your changes without changing the RFF file’s name.
- Print a copy for your records (OPTIONAL).

- Press the “**Submit Form**” button at the top right corner of the form. This will automatically send the completed RFF by Email to the BRDS chair.
- **Up-load** all the saved RFFs to your school’s “**Drop Box**” folder within the **BRDS folder** on the G-drive.

Request For Funding (RFF) Submission Process *(At a glance)*

Request for Funding Instructions

Notice: Be aware that if funds are available next year, they will most likely be IELM funds (available for instructional use: equipment, library material only). Should other sources of funding become available; the existing prioritized requests will be considered first.

The Budget and Resource Development Subcommittee does not carry over requests from year to year. If your request has been previously submitted and not funded, please resubmit it. If your request has multi-phases to it, please note this and state which phase you are currently seeking to fund. If you need any additional help in writing a Request for Funding please contact any member of the Budget and Resource Development Subcommittee.

Individual Request for Funding Preparation Instructions

For the Originator of a new Request for Funding

1. Item for which funding is being requested:

- State **briefly** what the item is.
- IELM funds can only be used to purchase equipment used for or in support of instruction. The funds cannot be used for salaries, supplies, or administrative equipment. Software licenses may be purchased on a one-time basis but periodic license renewals may not. If there is any question concerning the eligibility of your item please contact one of the BRDS members.

2. Will implementation or use of the item affect any of the following? (Check all that apply)

- Please indicate if the use of your item addresses campus safety, College accreditation, or Program Certification.

3. Will the item impact any of the following aspects? (Check all that apply)

**4. Which campus support department did you contact before submitting this form?
(Check all that apply)**

- All requests for technology-related items should be reviewed by the appropriate support department, i.e. Information Technology, Audio Visual, etc., before submission. This allows input from these organizations to ensure that the best and most cost-effective solution to your request is pursued.

5. Will the requested item require additional staffing?

- If funds for additional/new staffing will be needed, check “yes” and amplify your answer in the box provided.
- Please Note: Contractual hiring must be addressed in your Program Review/Program Review Annual Update and requested via the hiring process through C.E.C. and not Budget and Resource Development.

6. Will the item require special installation?

- If funds for special installation will be needed, check “yes” and amplify your answer in the box provided.
- Be advised that IELM funds cannot be used to fund certain installation requirements, such as extra power or water lines, etc. If you are unsure whether your installation is covered please contact one of the Budget and Resource Development Subcommittee members.

7. Please identify the source of additional funding for staffing and/or special installation and when such finding will be available.

- Be advised that budget constraints often limit funding to only those items that may be put into service during the current year. Funding from IELM cannot be provided for items requiring additional funds from outside sources where these sources of funding are not identified.

8. Will the item require continuous funding?

- If the activity will require more funds in the future, check “yes” and indicate the source of this funding.
- Continuous funding includes maintenance contracts or other renewable contracts or licensing fees. (Keep in mind that IELM cannot be used for continuous funding.)

Estimate of Total Costs Requested (excluding special installation and staffing costs)

- Other potential costs related to the activity (in addition to normal installation) could include warranties, special training and additional security.
- All costs related to the request must be identified.
- Enter costs for each category: Equipment and Supplies, Tax, and Shipping, and total cost, using a current quote from the vendor or supplier and keep evidence of that quote in your records. ***The BRDS expects to receive updated vendor quote in Spring 2011, ahead of its review and prioritization of submitted requests.***

Signatures:

- This Request for Funding must be signed by entering the name of the Originator, the Department Chair/Service Area Manager, and the School Dean/Administrator.
- Your signature certifies that:
 - Your program review documents an accurate description of the requested item, and, as applicable, clear reference to concerns regarding:
 - Safety
 - Certification/Re-certification of service areas and programs
 - The specified cost of your requested item reflects a current verifiable quote obtained from the vendor.
 - A prioritization process for Requests for Funding in your department, discipline, or service area was developed and is underway.
- Priority numbers are listed in the Priority Number Boxes for the Originator, Chair, and Dean. **Select** the appropriate **priority No.** with # 1 as the highest priority number.

Note: Priority numbers assigned by the originator may differ from those assigned by the Chair or Dean for the same requested item.

All Requests for Funding are approved for specific items and activities and for the requested dollar amount. No changes, substitutions or additions are allowed once approved.

APPENDIX G: GOALS AND STRATEGIES FROM STRATEGIC PLAN

[Updated goals and strategies will be entered here when approved]

APPENDIX H: WHO TO CONTACT FOR ASSISTANCE

For Help With	...Contact	...At
Program review data analysis	Daniel Miramontez	388-7865 or 388-6942 or dmiramon@sdccd.edu
Program review submission process	Duane Short	388-7812 or dshort@sdccd.edu
Student Learning Outcome	Buran Haidar	388-7412 or

Assessment Cycle (SLOAC)		bhaidar@sdccd.edu
Request for Funding form	Buran Haidar	388-7412 or bhaidar@sdccd.edu