

Executive Summary:

SD Miramar Operational Plan to Achieve SLO Proficiency and Sustainable Continuous Quality Improvement

Draft Prepared by Laura Murphy, SLOAC Facilitator

March 6, 2013

Actions and evidence for this plan were developed and collected by the PR/SLOAC Committees in Instruction and Student Service, SLOAC Facilitators, and managers/supervisors in Instructional Support and Administrative Services.

Operational Plan to Achieve Proficiency

To meet the ACCJC requirement of Proficiency in Student Learning Outcomes by Fall 2012, a total of 28 Action Items were identified that address the 7 ACCJC Rubric Statements for Proficiency (see Table III). The status of these actions is seen in the right-hand column of Table III. For purposes of assessing our own level of “proficiency” in this process, the status descriptor can be given a numerical value as follows: Completed/Ongoing- 5, In progress- 3, Need- 0¹. Based on this numerical assessment, our score in achieving our college’s stated goals to reach Proficiency is $119/140 = 85\%$. While there are still action items that are “In progress” or undergoing revision, we believe that this level of achievement is consistent with the status of **Proficiency by Fall 2012**.

Operational Plan to Achieve Sustainable Continuous Quality Improvement (“Sustainability”)

To meet the ACCJC requirement of Sustainable Continuous Quality Improvement, a total of 20 Action Items have been currently identified (see Table I). In addition, there is an area of need identified in Table II regarding alignment of courses with Degree/Program/GE SLOs that is still currently categorized as “Need”. However, as of Spring 2013, based on the numerical value assessment described above, our college has a score of $72/105 = 68\%$ for achieving Sustainable Continuous Quality Improvement. This score is consistent with the current status of our college in this process, and we expect the score to increase in the coming year. As Student Learning and Assessment is continuous and evolving, we will work to advance our objectives by fine-tuning our process and making consistent progress toward reaching our goal of Sustainability. To that end, we have set an institutional benchmark of a minimum of 70% of our stated goals in Table I by Fall 2013.

¹ **Completed**= Action completed; **Ongoing**= Action completed and recurs on a regular cycle; **In progress**= Action has been developed but gaps still exist in process; **Need**= Future action needed

SD Miramar Operational Plan to Achieve SLO Proficiency and Sustainable Continuous Quality Improvement

*Draft Report by Buran Haidar and Laura Murphy, SLOAC Facilitator
(February 12, 2013)*

The structure for this SLO Action Plan reflects the Rubric for Evaluating Institutional Effectiveness- Part III: Student Learning Outcomes established by the Accrediting Commission for Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) to assist institutions in self-evaluation. “Actions and evidence” were collected college-wide and used to address the various criteria established in each ACCJC Rubric Statement. “Status” reflects the current college progress on a given action item.

The tables provided in this report address the specific plans to achieve both Proficiency and Sustainable Continuous Quality Improvement (Sustainability) and include:

- I. A comprehensive table of proposed actions and evidence needed to achieve Sustainability in SLOs
- II. A summary table of immediate needs to demonstrate Proficiency in SLOs
- III. A comprehensive table of actions and evidence to achieve Proficiency in SLOs

I. Comprehensive table of proposed actions and evidence needed to achieve Sustainability in SLOs

Status Key: **Completed**= Action completed; **Ongoing**= Action completed and recurs on a regular cycle; **In progress**= Action has been developed but gaps still exist in process; **Need**= Future action needed

ACCJC Rubric Statement for Sustainability	Actions	Evidence	Status
<p>1: Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement</p>	<ul style="list-style-type: none"> a. Assessment cycles are ongoing at the instructional, program, student and support services, administrative and institutional levels b. SLOAC data is used for continuous quality improvement (“closing the loop”) through systemic placement in program reviews and integrated planning. c. Student Learning and Assessment Handbook and webpage available to support faculty and staff in assessment and dialogue process 	<ul style="list-style-type: none"> a. SLOAC and Program Review occurs on a minimum 3 year cycle for all areas b. SLOAC data integrated into program review and strategic planning; resource allocation decisions informed by SLOAC/Program Review c. Student Learning and Assessment Handbook and webpage 	<ul style="list-style-type: none"> a. In progress b. Ongoing c. Ongoing
<p>2: Dialogue about student learning is ongoing, pervasive and robust.</p>	<ul style="list-style-type: none"> a. Summaries and reports of student learning outcomes (SLOs) and assessment are distributed on a periodic basis to facilitate dialogue regarding student learning b. Dialogue about student learning at the instructional and program levels occurs regularly in departments, divisions and schools. 	<ul style="list-style-type: none"> a. Upgraded assessment software system with reporting and integration functionality generates reports on a regular basis b. Department, division and school meeting agendas; targeted FLEX workshops during convocation 	<ul style="list-style-type: none"> a. In progress b. In progress

	<p>c. Dialogue about Student Services Learning Outcomes (SSLOs), Instructional Support Unit Outcomes (SUOs), and Administrative Service Outcomes (ASOs) occurs in Student Services, Instructional Services and Administrative Services</p> <p>d. Dialogue about institutional SLOs occurs regularly on the college-wide level.</p> <p>e. Dialogue about student learning is pervasive, including adjunct faculty</p> <p>f. Annual program meetings to discuss program SLOs and success</p>	<p>c. Student Services Program Reviews, Instructional Support Services Program Reviews, and Administrative Services Program Review</p> <p>d. Planning retreat and convocation minutes and/or reports; targeted FLEX workshops during convocation</p> <p>e. SLO FLEX activities during adjunct orientation; Encouraged adjunct participation in department meeting SLO assessment and dialogue</p> <p>f. Individual program meetings developed by each school on an annual basis to discuss the program, program SLOs, and other program related issues</p>	<p>c. In progress</p> <p>d. In progress</p> <p>e. In progress</p> <p>f. In progress</p>
<p>3: Evaluation of student learning outcomes processes.</p>	<p>a. Instructional SLOAC/PR Committee, Student Services SLOAC/PR Committee and Administrative SLOAC/PR Committee evaluate process</p> <p>b. Departments, schools and divisions hold periodic meetings for self-reflection to assess the SLOAC process in their respective areas.</p> <p>c. Conclusions from committees and divisional/departmental self-reflection evaluations are used to guide changes in process.</p>	<p>a. Meeting minutes from Instructional SLOAC/PR, Student Services SLOAC/PR, and Administrative SLOAC/PR Committees</p> <p>b. Periodic meetings/ FLEX workshops established for self-reflection and data collected using a comprehensive assessment software program for evaluation purposes</p> <p>c. Periodic summaries of SLOAC process evaluation distributed to college for inclusion in SLO dialogue</p>	<p>a. Ongoing</p> <p>b. In progress</p> <p>c. In progress</p>

<p>4: Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</p>	<p>a. SLOAC Committee is comprised of appropriate representation from all SLO assessment areas</p> <p>b. Program Review Committees are integrated with minimal overlap to provide efficient support of student learning</p> <p>c. Faculty/Staff SLO leads are established for each department, division and/or school</p> <p>d. SLO integrated Program Reviews guides goals and objectives to fine-tune organizational structures to improve student learning</p>	<p>a. SLOAC Committee is established with representation from all areas</p> <p>b. Integrated Program Review committee is established with representation from all areas including instructional, student and support services and administration</p> <p>c. Faculty/Staff SLO leads are identified and work with the SLOAC Committee and Facilitator to provide support for SLOAC and student learning in their given area</p> <p>d. SLOs and Program Reviews are integrated into strategic planning</p>	<p>a. In progress</p> <p>b. In progress</p> <p>c. In progress</p> <p>d. Ongoing</p>
<p>5: Student learning improvement is a visible priority in all practices and structures across the college.</p>	<p>a. SLOAC and improvement is priority in program review and strategic planning</p> <p>b. SLOAC and learning improvement data is appropriately accessible to both internal and external constituents</p> <p>c. Students are aware of the priority the college places on improving student learning</p>	<p>a. SLOAC is integrated into Program Reviews and strategic planning campus-wide</p> <p>b. Comprehensive assessment software contains SLOAC data, student learning improvement data and reports, and updates are accessible by appropriate individuals at any given time</p> <p>c. SLOs are provided for students on syllabi, in catalogs and on websites; Student surveys are periodic and integrated into SLO dialogue</p>	<p>a. Ongoing</p> <p>b. In progress</p> <p>c. In progress</p>
<p>6: Learning outcomes are specifically linked to program reviews.</p>	<p>a. SLOs are directly integrated into Program Reviews using comprehensive assessment software for all departments, schools and divisions</p>	<p>a. Program reviews with integrated SLOAC data; comprehensive software system with ability to automatically integrate information and produce program reviews, reporting and planning documents</p>	<p>a. Ongoing</p>

II. Summary table of immediate needs to demonstrate Proficiency in SLOs

ACCJC Rubric Statement for Proficiency	Area of need	Suggested action	Proposed timeline for completion
1: SLOs and authentic assessments are in place for courses, programs, support services, certificates and degrees.	Need to develop authentic SLOs for currently offered courses	Revise the SLOAC and Program Review cycle from annual to 3 years to allow sufficient time for authentic assessment, dialogue, and implementation of improvement strategies	Spring 2013
2: There is wide-spread dialogue about assessment results and identification of gaps	Need to provide increased opportunity for all SLO/SUO/ASO dialogue on a department, school, division and college-wide scale	Develop FLEX activities to take place during convocation to enhance dialogue opportunities for learning/unit outcomes at all levels	Spring 2013
4: Appropriate resources continue to be allocated and fine-tuned	Need to improve integration of SLOs into processes that inform participatory governance resource allocation decisions	Simplify the integrated planning process, including streamlined program review forms and documentation. Generate annual reports/updates to guide resource allocation decisions.	Spring 2013
6: Course SLOs are aligned with degree SLOs	Courses need to be aligned with program/degree SLOs	Faculty workshop to align courses with program SLOs. Adoption of assessment software will help with this process.	Fall 2013
7: Students are aware of course and program SLOs and demonstrate awareness of goals and purposes of courses and programs in which they are enrolled	Course SLOs need to be included in syllabi for all courses	Joint effort of faculty, chairs, administrative assistants and deans to ensure inclusion of SLOs on all syllabi; workshops at adjunct orientation during convocation to	Spring 2013

		reach adjunct faculty group. Department chairs will hold responsibility for ensuring presence of SLOs in all new and revised courses.	
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III. Comprehensive table of actions and evidence to achieve Proficiency in SLOs by 2012

Status Key: **Completed**= Action completed; **Ongoing**= Action completed and recurs on a regular cycle; **In progress**= Action has been developed but gaps still exist in process; **Need**= Future action needed

ACCJC Rubric Statement for Proficiency	Action	Evidence	Status
<p>1. SLOs and authentic assessments are in place for courses, programs, support services, certificates and degrees.</p>	<p>a. Courses have developed authentic SLOs and are undergoing assessment on a regular cycle</p> <p>b. Program SLOs are in place and assessed on a regular cycle</p> <p>c. SSLOs, SUOs, and ASOs are in place and assessed on a regular cycle</p> <p>d. Institutional SLOs are in place and assessed on a regular cycle</p>	<p>a. Data collected in SLOjet; SLOJet query for Fall 2012: 100% courses with SLOs and 96% assessed</p> <p>b. Miramar College Catalog; Program SLOs are assessed using Student Achievement Outcomes (data from OIRP)</p> <p>c. Individual data files; Student Services and Instructional Support Services Program Reviews; Administrative Services Program Reviews</p> <p>d. Miramar College Catalog; Program Reviews; 2012 College Planning Retreat and Presidents Convocation</p>	<p>a. In progress</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. In progress</p>
<p>2. There is wide-spread dialogue about assessment results and identification of gaps</p>	<p>a. Course SLOs are assessed, discussed and gaps identified on a regular cycle. Results are presented and discussed at discipline, department and school meetings</p>	<p>a. SLOjet summary analyses; integrated Program Review data; SLOAC Facilitator reports presented to Academic Affairs and Academic Senate; Self-reflection summary reports on courses and program SLOs established in Spring 2012</p>	<p>a. In progress</p>

	<p>b. Program SLOs are assessed, discussed and gaps identified.</p> <p>c. SSLOs, SUOs and ASOs are assessed and discussed</p> <p>d. Institutional SLOs are assessed and discussed</p> <p>e. Real examples: Basic Skills SLO assessment Business</p>	<p>b. College Research Subcommittee and SLOAC Facilitator analyze Program SLOs. Summaries prepared and disseminated for school and department discussion</p> <p>c. Student Services SLOAC/ Program Review Committee meeting minutes; Student Services Program Review; Administrative Program Review</p> <p>d. President's Convocation and Planning Retreats.</p> <p>e. Basic skills activities and report</p>	<p>b. In progress</p> <p>c. Ongoing</p> <p>d. Ongoing</p> <p>e. Completed</p>
<p>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</p>	<p>a. Assessed courses are analyzed for gaps and improvement steps identified and implemented</p> <p>b. SLO assessment data is incorporated in Program Reviews and drives resource allocation and long-term strategic planning</p> <p>c. Refined and enhanced tutoring services based on assessment results</p> <p>d. Enhanced Basic Skills projects and individual department projects based on SLO assessment</p>	<p>a. Analysis of assessment, identification of gaps, and improvement strategies are entered in SLOJet</p> <p>b. Pilot learning assessment data report completed and distributed for two schools for inclusion in Program Reviews; continued refinement and production of all assessment data report</p> <p>c. The PLACe reports, Department peer-assisted tutoring in Program Review reports and others</p> <p>d. Basic Skills Committee meeting minutes</p>	<p>a. Ongoing</p> <p>b. In progress</p> <p>c. Ongoing</p> <p>d. Ongoing</p>

<p>4: Appropriate resources continue to be allocated and fine-tuned</p>	<p>a. SLOAC Facilitator role established and continued college support for training</p> <p>b. Program Reviews drive the College Annual Planning resource allocation and its integration into the long-term strategic planning</p> <p>c. Participatory governance resource allocation committee’s recommendations informed by integrated planning, including SLOACs and Program Review</p> <ul style="list-style-type: none"> - Fiscal Resource - Human resources - FTEF allocation and scheduling of offered courses, number of sections, mode of delivery and location and time of day. - Technology and equipment resources - Use of Facilities 	<p>a. SLOAC Facilitator position and training (i.e. conferences, meetings, etc.) is ongoing</p> <p>b. Integrated planning model and annual resource allocations; Instructional, Student Services, and Administrative Services Program Reviews</p> <p>c. Agendas & communications about deliberations and criteria for allocation of resources:</p> <ul style="list-style-type: none"> - BRDS, Perkins funds; Annual College Budget development; Discretionary fund allocations; auxiliary funds - Faculty Hiring Committee agendas & minutes; Published hiring criteria; classified and administrative hiring criteria - Academic Affairs agendas and minutes for FTEF allocation; department chair notes and emails - Technology committee agendas and minutes; Annual Review of Technology Plan - Facilities committee meeting minutes 	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. In progress</p>
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<p>5: Comprehensive assessment reports exist and are completed and updated on an annual basis</p>	<p>a. Course SLOAC reports in SLOjet and integrated into program reviews</p> <p>b. SLOAC Facilitator-generated course SLOAC reports provided to Department Chairs</p> <p>c. Assessment results provided for ACCJC Annual Reports</p> <p>d. SSLO and SUO assessments are updated for program review integration on an annual basis</p> <p>e. Administrative services assessments are updated for program review integration on an annual basis</p> <p>f. Institutional SLOAC reports are updated on an annual basis</p>	<p>a. Annual updates of SLOjet and generation of program reviews</p> <p>b. Annual SLOAC reports for program review integration</p> <p>c. Email records May 2011 and March 2012</p> <p>d. Student Services Program Review; Instructional Support Services Program Reviews</p> <p>e. Administrative Services Program Review</p> <p>f. Agendas for Planning Retreats and Presidents Convocation</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Ongoing</p> <p>e. Ongoing</p> <p>f. Ongoing</p>
<p>6: Course SLOs are aligned with degree SLOs</p>	<p>a. Alignment and mapping of course SLOs with institutional SLOs included in Program Review</p> <p>b. Courses aligned with program/degree SLOs</p>	<p>a. Instructional Program Reviews</p> <p>b. Evidence showing mapping and alignment of courses with programs/degrees</p>	<p>a. Completed</p> <p>b. Need</p>

<p>7: Students are aware of course and program SLOs and demonstrate awareness of goals and purposes of courses and programs in which they are enrolled</p>	<p>a. Course SLOs are included in syllabi for courses</p> <p>b. Program SLOs are published in Miramar College Catalog</p> <p>c. Pilots of student awareness of course SLOs have been developed and results distributed</p> <p>d. Analysis of District Student Satisfaction Survey “Personal Development” questions</p>	<p>a. Course syllabi distributed to students and kept in Dean’s offices contain authentic SLOs</p> <p>b. Miramar College Catalog</p> <p>c. PR/SLOAC Committee minutes</p> <p>d. Analysis of student responses to questions 63-67 on 2009 Student Survey; PR-SLOAC minutes Fall 2011; Continued analysis of 2012 Student Satisfaction survey questions</p>	<p>a. In progress</p> <p>b. Completed</p> <p>c. Ongoing</p> <p>d. In progress</p>
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