

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: 8/6/12 - DRAFT -

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): **561**
- b. Number of college courses with defined Student Learning Outcomes: **544**
Percentage of total: **97%**
- c. Number of college courses with ongoing assessment of learning outcomes: **469**
Percentage of total: **84%**

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 College's Instructional and Student Services program review integrate student learning outcomes into the annual planning and review process^{1,2} for 27 instructional programs, 561 active, offered courses, and 41 Student Services functions. An Educational Master Plan³ utilizes population data, business and industry forecasts, and emerging educational themes linking strategic needs⁴ of our community to college planning. Budget development, tied to the college's integrated planning process, allows schools and departments to allocate resources to institutional priorities⁵, informed by program review⁶. Departments contribute to annual assessment of institutional effectiveness⁷, reporting on planning activity outcomes, student achievement indicators, and five institutional learning outcomes. The College catalog⁸ defines program level and course level expectations for students, while student degree and certificate attainment are evaluated in the College's Fact Book⁹, Scorecard¹⁰, and program-level student achievement outcomes¹¹. These outcomes are discussed at College retreats¹², Convocations¹³, school and department meetings¹⁴ and drive the development of College planning priorities, and new learning activities. In 2009, Miramar identified SLOs for its general education pattern, in collaboration with the other district colleges. These SLOs were reviewed and approved by the Academic Senate and published in the College catalog¹⁵. The College's Research Subcommittee oversees measurement and analysis of program and institutional level student achievement data, as well as ad hoc research requests that have enabled Miramar to enhance its Basic Skills Program¹⁶, among other instructional activities. Instructional support services also undergo the program review process to enhance delivery of library¹⁷ and audio-visual services¹⁸, as well as tutoring¹⁹ and learning support services.

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

A central component of integrated planning at San Diego Miramar College is the use of annual program review and SLOAC data^{20,21} to identify instructional needs and/or gaps in services, and develop specific activities or interventions that align with the College mission, strategic goals and objectives. Division and department plans²² also analyze achievement indicators to assess progress each year. Beginning in 2011-2012, reports of prior year department and program planning activity achievements, and strategic goal attainment, has informed an annual College progress report assessing institutional effectiveness²³ shared at College planning retreats²⁴, convocations²⁵, school and department meetings²⁶. Achievement of strategic plan goals and strategies is measured through accomplishment of planned activities. The campus community is given flexibility in determining progress toward completing planned activities, as assessments may be designed using quantitative and/or qualitative methods, as appropriate. Department and program planning activities may represent projects conducted in a single year, or carried forward multiple years and modified as needed. Assessment and analysis of achievement and outcome measures is conducted annually both as an indication of progress toward local department planned goals and objectives, and the division's progress in meeting the College's strategic goals and objectives²⁷. Departments and programs use prior year data provided by the District Office of Institutional Research and Planning²⁸, SLOAC data provided by the SLOAC Facilitator²⁹, and information provided by Career and Technical Education advisory committees or other external partners³⁰ to inform the identification of future goals and objectives intended to improve student learning, College services and overall program success.

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

Discussions regarding student learning and achievement take place each semester, originating at the program/department level through the Student Learning Outcomes Assessment Cycle (SLOAC)³¹. Individual faculty members are responsible for writing, assessing, and reevaluating course student learning outcomes (SLOs). The forum for discussing course SLOs and program SLOs is the program/department meeting³². The annual Instructional Program Review/SLOAC report form is structured to aid program faculty in generating improvement strategies and to identify and justify any additional resources needed to implement improvements, such as staffing, equipment, or research. To this end, the form also contains a list of common changes intended to improve courses and programs. Examples include adding course content or supplementary materials, improving pedagogical consistency across multiple course sections, or adjusting the alignment of sequential courses in a program. A summary of faculty dialogue and a description of the changes intended to improve student learning is recorded in SLOJet³³ for course level improvements and in the Program Review report form for program level improvements^{34, 35}. The desired end-product of the SLO analysis is a set of one or more strategies designed to improve student learning. These may be implemented at the course or program levels. Reflective discussions are continued during campus committee meetings that guide development and modification of operational plans³⁶. Additionally, since fall 2008, dialogue about college-wide planning has taken place at the President's Convocations³⁷. Starting Fall 2012, the College reintroduced planning retreats³⁸ to assess each year's planning achievements and student outcomes, setting planning priorities for the following year.

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

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 College utilizes data informed college-wide integrated planning³⁹. The process begins at the program/department/office level with production of an annual Program Review report^{40, 41, 42}. Program Reviews incorporate student learning outcomes, achievement data, and/or service outcome data to help inform resource allocation decisions. Program reviews are assessed by Deans and Vice Presidents for common goals and objectives across programs, departments, schools, and divisions^{43, 44, 45}. These college-wide goals and objectives, and annual College priorities derived from institutional effectiveness reports⁴⁶ help inform departmental budgeting, and resource allocation recommendations made by campus committees such as the Budget and Resource Development Subcommittee (BRDS)⁴⁷, charged with recommending the allocation of discretionary funds to programs. Federal Perkins funds⁴⁸ are now allocated by a committee that reviews program qualifications and criteria used to rank funding requests. Planning decisions are based on justifications presented in annual Program Review reports. Programs that identify evidence-based needs generate a Request for Funding Form (RFF)⁴⁹ and these requests are placed on prioritized lists for consideration of College resources. Program Review reports, including student learning/service outcomes assessments are used to guide resource allocation recommendations, such as faculty hiring, classified hiring, equipment, and facilities needs. Requests for resources without proper justification, not present in a Program Review, are denied. Managers adjust financial resource allocation during budget development to address college priorities. The Vice President of Administrative Services provides annual budget forums^{50, 51} to inform faculty and staff of anticipated State and District revenues. Annual audits⁵² also are performed to validate appropriate use of College resources each year.

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

Assessment of student learning and service outcomes are part of the annual Program Review cycle^{53, 54} at San Diego Miramar College. Student achievement data is imbedded into Instructional Program Review/SLOAC report forms to assist faculty with assessment of course and program level outcomes and their impact on 147 degrees and certificates, administered by the 27 instructional programs⁵⁵. Student Services tracks assessment of 41 service indicators⁵⁶ and their impact on student outcomes, as well. Five institutional student learning outcomes have been mapped to 614 courses and 41 Student Services outcomes, as reported on in the annual Institutional Effectiveness report⁵⁷ at the Fall 2012 College planning retreat⁵⁸. A majority of employees at the College feel that SLOs are a central part of the teaching process. Results from the Spring 2009 Employee Perception Survey⁵⁹ showed that 73% of respondents agreed or strongly agreed that the College facilitates an ongoing dialogue about improving student learning and institutional processes; 74% agreed or strongly agreed that instructors use teaching methodologies that reflect the diverse needs of students; 71% agreed or strongly agreed that their department/program/discipline has an effective faculty-driven process for assessing SLOs; and 58% agreed or strongly agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated SLOs. The Academic Senate⁶⁰, schools and departments⁶¹ conduct regular SLO briefings to discuss progress with developing and enhancing learning outcome measures, lead by the faculty SLOAC facilitator.

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

By 2007-08, the College had developed program level SLOs for approximately 50% of its then-existing programs. During 2008-2009, the College conducted a comprehensive evaluation of its program review process⁶². Improvements were implemented, including the re-definition of many programs to better align them with degrees and certificates and to mirror how programs are listed and represented in the College catalog⁶³. Following these process refinements, program-level SLOs were developed for all instructional programs and published in the 2009-2010 College catalog. Each program area in the catalog lists SLOs that students will achieve after completing the program, and includes one or more degrees or certificates leading to those specified outcomes. Each degree or certificate includes a set of required courses, and each course has a set of course-level SLOs that are developed, maintained, measured, and assessed by discipline faculty members. Assessment results are used to generate strategies to drive student outcome improvements. Course-level improvement strategies are implemented at the departmental level by faculty members who teach in the discipline. Improvement strategies also are included as part of the annual program review^{64, 65}, which provides input into the Educational Master Planning cycle⁶⁶. Five institutional student learning outcomes have been mapped to 614 courses and 41 Student Services outcomes, as reported in the annual Institutional Effectiveness report⁶⁷ at the Fall 2012 College retreat⁶⁸. During 2011-2012, 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 achievement⁶⁹.

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

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 standard course outlines and associated SLOs for every class as the foundation for development of section-specific syllabi⁷⁰, 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 verify adherence to the course content, objectives, and SLOs established for the course⁷¹ and serve as reference documents in the case of student questions or complaints. CurricuNet has also been modified to offer a College-specific model course syllabus⁷² for all new faculty that contains standardized student learning outcomes for each course. In a 2009 Miramar College Student Satisfaction Survey⁷³, 80% of the students agreed or strongly 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 or strongly agreed that their instructors tell them how they will be assessed before beginning an assignment or test (Q42). 81% percent of the students agreed or strongly agreed that their courses prepare them well for transfer to a four-year university (Q32) and 83% percent of the students agreed or strongly 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.

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?
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>Sustainability in the use of student learning outcomes results from the San Diego Miramar College’s commitment of resources in faculty and staff to facilitate, improve, and further simplify (SLO) processes each year⁷⁴. The College community has taken time to meet and reflect on information gathered as part of the integrated planning process, as seen in College retreats⁷⁵, and other opportunities for sense-making of learning outcome data^{76, 77}, using institutional and course-level student learning information. Miramar has made significant improvements during the past three years to integrate its planning and budgeting processes^{78, 79}, and implement a student learning outcome system that fits naturally into its annual program review and planning processes^{80, 81}. Improved outcomes have already been documented in our Basic Skills student population⁸², using research methodology combined with assessment of student learning. The college now is applying this same approach using outcome data to identify areas of improvement in other programs and services⁸³.</p> <p>Areas needing greatest attention in the coming year (2012-2013) include improving 3% in the number of active, offered courses providing SLOs, and facilitating an additional assessment in all active, offered courses this coming Fall. Enhancements made to the Instructional Program Review / SLOAC reporting process during 2011-2012 will improve faculty participation, as the revised form offers imbedded SLO data at the course and program level for departments to analyze and discuss. Miramar College also needs to simplify and further institutionalize the use of SLO data, such as seen in the new 2012 Institutional Effectiveness report.</p>	

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

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