

2015-2018 Outcomes and Assessment Operational Plan

Goals (Based on Appendix A)	Action Plan	Link to Strategic Plan Goals (Appendix B)
1. Improve systemic assessment of SLOs and that it is used for continuous quality improvement.	<ul style="list-style-type: none"> - Work with PIEC to integrate Outcomes and Assessment Plan, ISLO/GE Assessment, and Divisional Assessment into Master Plans and Strategic Plan. - Continue efforts to consolidate Outcomes and Assessment and Program Review work under PIE - Secure resources (i.e. faculty, staff, and facilities) to provide permanent source/location for assistance with Taskstream and outcomes assessment - Create yearly schedule for outcomes assessment clinics, workshops, office hours - Continue to develop link between program review tool and planning (i.e. Strategic Plan mapping), to ensure that outcomes assessment in is being used to inform higher-level planning. - Work with non-instructional areas to enhance their outcomes assessment efforts and provide greater link to the college-wide efforts and student learning - Develop ISLO assessment tools and re-administer ISLO assessment to include student artifacts/ evidence of learning across the institution - Work with Academic Standards to develop plans for appropriate Interdisciplinary Program assessment - Develop mechanisms infrastructure to provide “quality control” and assistance with assessment plan development- focus on student learning - Pilot disaggregated assessment in targeted populations (courses, programs, and service areas) - Investigate tools for data collection that would allow for disaggregation of outcomes and assessment data 	I, II
2. Ensure that dialogue about student learning is ongoing, pervasive and robust	<ul style="list-style-type: none"> - Establish college-wide Outcomes and Assessment Committee with charge of performing analysis, providing reports and providing opportunity for dialogue on outcomes assessment and student learning. - Re-establish the SLO Liaisons Group - Establish consistent orientation session for all incoming full-time faculty and staff - Include outcome and assessment modules in “Faculty Mentoring Program” for full-time faculty - Establish consistent orientation session at each convocation for adjunct faculty - Use “Transparency Framework” (NILOA) to improve methods used to share and dialogue on student learning efforts on and off campus - Develop “Assessment Day” and workshops for college-wide dialogue on student learning and improvement strategies for outcomes assessment plan development 	I, II

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<p>3. Develop mechanism/process to evaluate student learning outcomes processes.</p>	<ul style="list-style-type: none"> - Establish college-wide Outcomes and Assessment Committee with charge of evaluation of learning outcomes assessment processes - Evaluate effectiveness of GE and ISLO outcomes assessment - Develop mechanisms and infrastructure to provide “quality control” and assistance with improvement of assessment processes 	<p><i>I, II</i></p>
<p>4. Evaluate and fine-tune organizational structures to support student learning.</p>	<ul style="list-style-type: none"> - (See above) <ul style="list-style-type: none"> o Work with PIEC to fully integrate outcomes and assessment into college-wide planning o Continue efforts to consolidate Outcomes and Assessment and Program Review work under PIE o Establish a college-wide Outcomes and Assessment group o Secure resources (i.e. faculty, staff, and facilities) to provide permanent source/location of assistance with Taskstream and outcomes assessment - Investigate possibility of integrating outcomes and assessment work with SSSP and SEP 	<p><i>I, II</i></p>
<p>5. Ensure that student learning improvement is a visible priority in all practices and structures across the college.</p>	<ul style="list-style-type: none"> - Redesign Outcomes and Assessment webpage to enhance ability to disseminate information and highlight student learning and use of assessment data for improvement (Use “Transparency Framework” (NILOA) as guide) - Develop annual “Outcomes and Assessment Report”, to ensure college-wide visibility for outcomes and assessment, the link to student learning improvement and the connection with other planning processes on campus. - Create “Assessment of the Year” awards to recognize faculty or departments that have implemented outcomes assessment and can show improvement in student learning - Update all resource material for Outcomes and Assessment - Research and develop new resource material for Outcomes and Assessment - Ensure that student service learning outcomes and student learning are an integral part of all student services plans (i.e. SSSP and SEP) - Investigate possibility using SSSP and SEP as framework to pilot disaggregated assessment for target populations 	<p><i>I, II, III</i></p>
<p>6. Ensure that learning outcomes are specifically linked to program reviews and are being used to guide decision-making</p>	<ul style="list-style-type: none"> - (See above) <ul style="list-style-type: none"> o Continue to develop link between program review tool and planning, to ensure that outcomes assessment in is being used to inform higher-level planning. o Provide link between program review and strategic plan to be used for development of new Strategic Plan and future assessment of plan - Prepare summary reports of outcomes assessment activities and links to student improvement and resource allocation - Improve mechanism that links outcomes assessment and resource allocation 	<p><i>I, II</i></p>

Appendix A: ACCJC Rubric for Evaluating Institutional Effectiveness (Part III: Student Learning Outcomes)

Proficiency

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed and updated on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Sustainable Continuous Quality Improvement

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Student learning improvement is a visible priority in all practices and structures across the college.
- Learning outcomes are specifically linked to program reviews

Appendix B: SD Miramar College Strategic Plan (Fall 2013- Spring 2019)

Strategic Goal I: Provide educational programs and services that are responsive to change and support student learning and success.

Strategies:

- I.1 Identify current and future student needs for transfer, degree, and certificate completion.
- I.2 Identify resources for appropriate programs and services to support student learning and success.
- I.3 Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.

Strategic Goal II: Deliver educational programs and services in formats and locations that meet student needs.

Strategies:

- II.1 Identify current and future student needs of formats and locations for educational programs and services.
- II.2 Identify emerging technology for delivering instruction and student services.
- II.3 Identify resources and implement steps to meet student needs in format and at locations.
- II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services.

Strategic Goal III: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.

Strategies:

- III.1 Identify curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.
- III.2 Identify resources and implement steps to support curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.

Strategic Goal IV: Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.

Strategies:

- IV.1 Identify current and prospective partnerships with educational institutions, business and industry and our community.
- IV.2 Identify resources and implement steps to continue with current and prospective partnerships with educational institutions, business and industry and our community.