

Program Reflections Form on Student Learning

Updated 8-20-12

Department/Group Name	Semester	Date
Academic Affairs	Fall 2012	8/23/12
Department/group members present		
Ruth Killens, He Seon Ihn, Leslie Procive, Maggie Caballero, Laura Mock, Dianne Conway, Kathryn Kress, Laura Franklin, Elsa Sandoval		
Write SLOs/GEOs/objectives from course outline of record that you discussed		
We focused on looking at the last set of reflections and assessing improvements and areas needing further attention.		
Summary of department/group discussion about student learning. When possible, provide references to specific SLOs and GEOs.		
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Results of the reflections dialog: Description of goals and/or action plans resulting from the analysis of student learning (budget dependent or non-budget dependent). When possible, note improvements that have taken place.		
<p>Results dialog reflecting on spring 2012 discussion:</p> <ul style="list-style-type: none"> • Facilities: Improvement in Ed Center temperatures has been reported with continued communication to Facilities to achieve a comfortable learning atmosphere. Work-tree established to Facilities for work orders. UOM position filled. • Staying in communication with the DOMs & DC's re: course syllabi: Plan as agenda item for a discussion at AAAG on this matter, with Ruth present, we will report at the next Reflection Day.) Creating report (now in progress) to facilitate checking the submission of course syllabi. October 25 report: We talked about this at the AA POW WOW of Oct 22 and Ruth has been so successful this semester with collecting the syllabi that we decided she did not need to come to AAAG. We will revisit this if need be next Spring semester. <ol style="list-style-type: none"> a. This has improved, Ruth emails the DOMs 6 weeks in advance with deadline date and she receives the syllabi in electronic format. Less follow-up with the divisions, with the exception of Creative Arts. b. Issue still with not having standardized course syllabi, still have to search documents to find the SLO. c. Course syllabi is included in the faculty handbook (and has been for many years), with Student Learning Outcomes listed as the third topic. • Centralized scheduling review: Michael to follow up with new scheduler and team and to report at next reflection session <ol style="list-style-type: none"> a. Not all DOMs are reviewing the report line-by-line. Have provided training, some DOMs provide report w/small margin of error. Others do not conduct a thorough proofing and submit with errors. Curriculum issue of faculty wanting to do their own thing and not conforming to curriculum standards b. Printed schedules have been made available. The challenge is that it is outdated, for 		

example the printed schedule is finalized in April, but not posted to the web until July.

- c. Improved standardization, fewer questions; printing of “no frills” schedule; steps to register more prominent on web page.
 - d. CurricUNET allows for the updating of course and program offerings that affect the end user, of which includes the updating of SLOs.
- MPC website needs to be updated – we do not believe this has happened. It still needs to be redeveloped. **One team reported ways have been found to keep some info current and user friendly. Plan: Follow up and report on AAs areas of improvement. Route through shared governance.**
 - Exam schedule at the Ed Center has conflicts with late afternoon classes – we do not know if this has been rectified. **This comment came from our Marina team in Spring 2012 and this Fall 2012, the group reported a better awareness of late afternoon conflicts; able to better anticipate and resolve. Continued collaboration between SS and AA needs to occur. Plan: Laura and her team to report if this needs to be further pursued (Spring 2013.)**
 - iLearn and Moodle are two platforms that students have questions about. iLearn is now MPC Online. We do not know if a cheat sheet/FAQ has been generated. If one was, was it updated to reflect the change from iLearn to MPC Online? **This comment came from AA experience at Marina, Spring 2012 and this Fall 2012, this group reported: If still needed, they will create a cheat sheet. Laura and her team to report at our next reflection day (Spring 2013).**
 - There is a need for organizational structure for the Office of Academic Affairs, so as to help the campus knows who does what in the office. **Leslie has requested information from the Deans, the various Administrative Assistants and Academic Affairs staff (each of you) about current organizational charts, existing directions, and existing systems and processes (e.g. processes for students with questions on various matters). With this information, we will look for consistency and start addressing the questions and comments below.**

Questions and comments that came from the staff include: If a student has an issue with an instructor and they need to speak to a dean because the Division Chair is not available, which dean does the student meet with? Which divisions report to Michael Gilmartin? Which divisions report to Laura Franklin? DOMs and Division Chairs (and other faculty/staff) need to know who to give paperwork to. Currently paperwork goes all over the place. There is no structure. An organizational chart would be very helpful for everyone.