San Diego Miramar College

Accreditation
Mid-Term Report
October 2013

San Diego Miramar College

2013 Midterm Report

Submitted by:

San Diego Miramar College
10440 Black Mountain Rd.
San Diego, CA 92126

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

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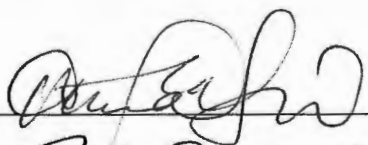
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Patricia Hsieh
San Diego Miramar College
10440 Black Mountain Road, San Diego, CA 92126
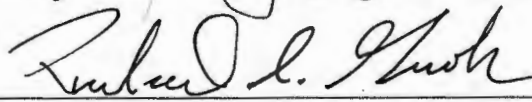
I certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Patricia Hsieh President, San Diego Miramar College	*[signature]*	8/27/13 Date
Mr. Rich Grosch President, Board of Trustees	*[signature]*	9/13/13 Date
Dr. Constance M. Carroll Chancellor, San Diego Community College District	*[signature]*	9/13/13 Date
Mr. Gerald Ramsey Acting Vice President, Instruction Accreditation Liaison Officer	*[signature]*	8/27/13 Date
Dr. Buran Haidar President, Academic Senate	*[signature]*	8/27/13 Date
Ms. Joyce Allen President, Classified Senate	*[signature]*	8/27/13 Date
Ms. Emalina Ledbetter President, Associated Student Council	*[signature]*	8/27/13 Date
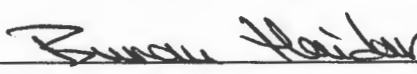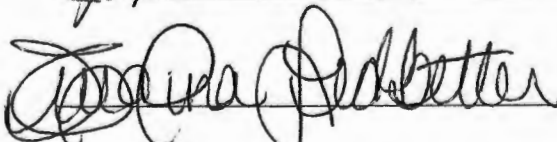
Statement on Report Preparation

San Diego Miramar College began preparation of its 2013 Midterm Report addressing progress from the 2010 accreditation team visit in August 2012 through discussions at its College Executive Committee (CEC) and Planning and Institutional Effectiveness Committee (PIEC), as well as by formation of writing teams, as described below (Appendix 1: Writing Team Membership). A timeline to completion was drafted on August 16, 2012, then reviewed and approved by the CEC to guide the College's progress in documenting responses to Commission recommendations, progress with College planning agendas, and collection of supporting documentation.

The development of the 2013 Midterm Report was led by the Accreditation Liaison Officer (ALO), and by the College President in collaboration with College constituency leaders, groups and committees in the College's participatory governance structure. For each recommendation, a team consisting of one administrator, one faculty member, one classified staff member, and in some cases one student was created on September 7, 2012. Training for writing teams was provided on October 5, 2012. These teams then reviewed each recommendation and/or planning agenda, developed and implemented a plan for resolution, analyzed the results, and identified additional plans to continue enhancement of the process, if needed. All College stakeholders were invited to participate in each team's discussions during regularly-scheduled meetings. In addition, all teams enlisted the assistance of College participatory governance committees to implement any remaining resolution plans and prepare the report.

Each writing team prepared and submitted a draft response on its recommendation and planning agendas by November 29, 2012, which was reviewed by the ALO and College President. These writing team reports were combined into a consolidated draft which was posted to the College's accreditation website on December 14, 2012 and along with activation of an interactive online feedback system to solicit input through March, 2013. Revised drafts were presented at college-wide forums on April 1 and 5, 2013. Additional feedback was collected through the review of governance committee review, the senates, and Associated Student Council, as well as through the College's accreditation interactive website through April 19, 2013. The final draft of the 2013 Accreditation Midterm Report was posted on April 26, 2013 for final review and feedback by constituent groups. The final 2013 Accreditation Midterm Report was adopted by all constituency groups by May 24, 2013. The College Executive Committee reviewed and accepted the report at its meeting on June 11, 2013. The report was submitted to the San Diego Community College District (SDCCD) Board of Trustees for review and was accepted by the Board at its September 12, 2013 meeting.

The following individuals also actively participated in writing or editing the report:

Midterm Report Oversight
Patricia Hsieh   President, San Diego Miramar College Administrator
Jerry Buckley   Vice President of Instruction; Accreditation Liaison Officer
Daphne Figueroa   Academic Senate President
Joyce Allen   Classified Senate President
Michael Shepard   2012-13 Associated Student Council President

Planning and Institutional Effectiveness Committee

Jerry Buckley	Vice President of Instruction; Planning & Institutional Effectiveness Committee Administrative Co-Chair
Buran Haidar	Planning & Institutional Effectiveness Committee Faculty Co-Chair
Joyce Allen	Classified Senate President
Lou Ascione	Dean of Liberal Arts
Brett Bell	Vice President of Administrative Services
Gene Choe	Diesel Technology Faculty
Gerald Ramsey	Vice President of Student Services
Mary Ann Guevarra	Student Services Program Review/SLOAC Subcommittee Co-Chair
Dan Gutowski	Hourglass Park Coordinator
Lawrence Hahn	Business Faculty
Daphne Figueroa	Acting Coordinator, The PLACe
Denise Kapitzke	Accounting Supervisor
Michael Lopez	Philosophy Faculty
Daniel Miramontez	Planning and Research Analyst; Research Subcommittee Chair
Dennis Sheean	Fire Technology Faculty
Duane Short	Instructional Program Review/SLOAC Subcommittee Co-Chair
Sandi Trevisan	College Information Officer

Research Subcommittee

Daniel Miramontez	Research Subcommittee Chair
Jerry Buckley	Vice President of Instruction
Gerald Ramsey	Vice President of Student Services
Naomi Grisham	Transfer Center Director
Lawrence Hahn	Business Faculty
Joseph Hankinson	Job Placement Officer
Susan Schwarz	Research Liaison to the District
Sandi Trevisan	College Information Officer
Julia Gordon	Math Faculty
Trinh Nguyen	Student Representative

College Governance Committee

Buran Haidar	College Governance Committee Faculty Chair Academic Senate Vice President
Lou Ascione	Dean of Liberal Arts
Joyce Allen	Classified Senate President
Bob Fritsch	Arts Faculty, Past Academic Senate President
Wheeler North	Aviation Faculty, Past Academic Senate President
Terrie Hubbard	Classified Staff, Classified Senate Vice President
Sara Agonafer	Classified Staff
Elizabeth Del Rio	Student Representative

2013 Midterm Report
Responses to Team Recommendations and the Commission Action Letter

2010 Recommendation 1: Culture of Evidence

The team recommends that the College increase its capacity to foster a culture of evidence to support not only the assessment of progress toward achieving its stated goals, but also its planning processes, resource allocation, and evaluation mechanisms as they relate to the improvement of institutional effectiveness. (I.B.3, I.B.4, I.B.5, I.B.7, III.C).

Executive Summary

After the 2010 Accrediting Commission on Community and Junior Colleges (ACCJC) site visit, San Diego Miramar College revised its integrated planning processes to integrate evidence from program review and other sources into the College's planning, resource allocation, and evaluation mechanisms. As a result, the 2011 ACCJC evaluation team determined that the College has demonstrated access to sufficient data and information for the purpose of planning and decision-making but recommended that "…at the next regularly-scheduled site visit, the evaluation team check the College's progress toward assessing the first full iteration of its completed planning cycle." While the next regularly-scheduled site visit will not occur until October 2016, the College is pleased to report that it has now successfully assessed its first cycle of integrated planning, culminating in a college-wide retreat on August 13, 2012. In addition, the College has significantly increased its capacity to foster a culture of evidence by focusing its efforts on building a culture of collaborative inquiry. These efforts include an assessment of the College's progress toward achieving its strategic goals as well as the use of collaborative inquiry to drive measurable improvements in student success in both instructional and student services programs. The College has also continued its integration of the Planning and Research Analyst and Research Subcommittee into college assessment, planning, resource allocation, and evaluation processes. At the November 1, 2012 accrediting commission's follow up visit, the visiting team concluded that "The College has fostered a culture of evidence, which is observable in the ongoing assessment of stated goals, resource allocation, evaluation mechanisms and overall integrated planning model. The team found abundant evidence of a thriving culture of "collaborative inquiry," which appears to be both associated with tangible gains in institutional effectiveness and sustainable over time."

Introduction

San Diego Miramar College has had an established planning process in place since 2007 that incorporates program review, planning, and resource allocation processes. During the 2010 ACCJC site visit, the team noted that "…while a planning cycle exists and program reviews have been completed, it is not clear how the results of these program reviews are evaluated, used for resource allocation, or integrated into overall College planning." The team also could not find "…evidence that demonstrates systematic, ongoing assessment of progress toward achieving stated goals occurs." Finally, the team urged the Planning and Institutional Effectiveness Committee (PIEC) to conduct an evaluation of the College's planning efforts.

In response to these recommendations, during the 2010-2011 academic year the College revised it's integrated planning processes to integrate evidence from program review and other sources into the College's planning, resource allocation, and evaluation mechanisms.[1] Following these changes, the 2011 evaluation team concluded that the College had made progress toward resolving this recommendation. Specifically, the team recognized San Diego Miramar College's efforts in building a research infrastructure and working collaboratively with the District Office of Institutional Research and Planning to support that research infrastructure. Moreover, the team confirmed that the College has demonstrated access to sufficient data and information for the purpose of planning and decision-making.

Because San Diego Miramar College could not have fully resolved this recommendation by the 2011 follow-up visit, the 2011 evaluation team recommended that "…at the next regularly-scheduled site visit, the evaluation team check the College's progress toward assessing the first full iteration of its completed planning cycle." Upon re-evaluation at the November1, 2012 follow up visit, the evaluation team concluded that"… Though the 2012 ACCJC follow up visit occurred prior to the College's next regularly scheduled visit, the College is to be commended for already having completed an assessment of the first full iteration of its integrated planning model. Specifically, the College not only developed an outcomes portion (Scorecard) of its Institutional Effectiveness report to assess its progress toward accomplishing its strategic goals, but also assessed the degree to which participatory governance committee functions and actions support strategic goals and strategies. Additionally, the College conducted a survey to assess its overall planning and evaluation mechanisms as they relate to ACCJC standards. Using the results of this survey as a launching point, the College organized an institutional effectiveness retreat where faculty, staff, and administrators assessed the first full cycle of the College's integrated planning model." The 2012 ACCJC follow up visit team concluded that "…the college has met the expectations of its 2010 Recommendation 1."

Resolution

San Diego Miramar College has continued to advance in broadly developing a culture of evidence and inquiry on campus to support the improvement of institutional effectiveness. Over the past several years the College succeeded in building a research infrastructure and working collaboratively with the District Office of Institutional Research and Planning (IRP) to support that research infrastructure. Moreover, Miramar has demonstrated that there is access to sufficient data and information for the purpose of planning and decision-making. The College has now moved forward in this process by fostering a "culture of collaborative inquiry." This term refers to the institution's capacity for supporting open, honest, and collaborative dialogue that focuses on strengthening the institution.[2] College practices in this area include the widespread sharing of information across participatory governance groups, developing opportunities for reflective discussions within and across those groups, and moving from the discussion of data into shared action. The College is engaged in building this culture of collaborative inquiry while simultaneously maintaining its existing culture of evidence.

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[1] 2010-2011 Instructional Program Review SLOAC form
[2] BRIC Technical Assistance Program Inquiry Guide, p. 18

One example of the College's progress in this area is its work to assess the College's Strategic Plan. PIEC worked collaboratively with both the Research Subcommittee (RSC; a subcommittee of PIEC) and the District Office of Institutional Research and Planning (IRP) to develop an outcomes portion of the larger Miramar College Institutional Effectiveness (IE) report that assessed Miramar College's Strategic Goals.[3] The Miramar Scorecard[4] (the outcomes portion of the IE report) shows 3 of the 5 strategic goals have been directly measured. As a follow-up to this endeavor, in fall 2012 the PIEC commissioned a workgroup with developing and formatting a scorecard of measurable outcomes for assessing the 2007-2013 Strategic Plan.[5] In March 2013, the Strategic Plan Assessment workgroup concluded their work and shared their findings[6] with the college during a spring retreat.

The effort to measure progress toward the achievement of the College's strategic goals was also collaboratively initiated by the PIEC and the College Governance Committee (CGC)[7] and resulted in a college-wide effort to map major participatory governance committee functions and agenda items to specific strategic goals and strategies.[8] This mapping informs the CGC's review of the college participatory governance structure and processes.[9] This review provides the College with additional mechanisms for tracking progress toward achieving its strategic goals as they relate to the participatory governance structure and processes (i.e.,Strategic Goal 5).

The College has also made progress in building its culture of collaborating inquiry at a more concrete level. One example can be seen in the college's efforts to increase student success among the Basic Skills population. Over the past four years the English department has allocated resources and made other changes intended to improve course completion rates in the Basic Skills pre-collegiate writing course. Specifically, after assessing course completion rates and Student Learning Outcomes (SLO) data, the faculty developed the "English 049 Coordination Project."[10] First implemented in fall 2009, this project implemented the following changes:

- **Planning process** - Initial and ongoing dialog and coordination between adjunct and full-time faculty have led to the following changes:

  - The course exit requirement has changed from a final, timed, in-class essay exam to a portfolio of student work.
  - Each instructor has been assigned to a cohort with a leader and 4-5 other instructors. Instructors in these cohorts collaborate throughout the semester to discuss items such as textbooks, assignments, writing prompts, and grading rubrics.
  - The English/ESOL Basic Skills Lab has been augmented to provide tutoring and other types of learning assistance to students in basic skills English classes. It is staffed by Instructional Assistants and professors.

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[3] 2010-2013 PIEC Strategic Plan Measurable Outcomes
[4] 2011-2012 Miramar College Scorecard
[5] PIEC minutes 9/28/2012
[6] 2007-2013 Strategic Plan Scorecard
[7] PIEC minutes 12/01/2010
[8] 2012 – Mapping Committee Accomplishments to Strategic Plan Goals
[9] CGC minutes 10/30/2012
[10] 2010-2011 Miramar English 049 Coordination Report

- **Resource Allocation**- Basic Skills Initiative funds have been allocated on an ongoing basis in support of implementing the planning efforts stated above. Furthermore, there are now collaborative discussions occurring between the English/ESOL Lab and The Personal Learning Assistance Center (PLACe) in efforts to coordinate training, supervision, and staffing of similar positions at the two facilities.

- **Evaluations Mechanisms**-The Miramar Planning and Research Analyst has worked with the English department to evaluate the effectiveness of their efforts.[11]

The following effects have been measured following these interventions:

  o Students who subsequently enroll in transfer level English show an 11% increase in success rates following the change in the course exit requirement (from 71% on average to 82%)
  o Students who received tutoring have higher success rates (84% on average) in their Basic Skills English courses compared to those who did not receive tutoring (59% on average)
  o Successful course completion rates of English 049 have steadily risen to about 76%, on average, between fall 2010 and spring 2012.[12;13;14]

As of the 2012-2013 academic year, the English 049 coordination project has extended its planning resources and evaluation processes to include English 043 coordination in efforts to better align basic skills curriculum and pedagogy in moving institutional effectiveness forward at San Diego Miramar College.[15] Similar evidence-informed collaborative discussions and interventions (or planned interventions) are taking place in the Mathematics department, the Extended Opportunity Programs and Services (EOPS) office, and in other College programs. [16;17;18]

At the spring 2012 Convocation the Planning and Research Analyst organized and facilitated a panel discussion about the College' efforts to build a culture of collaborative inquiry.[19] During this discussion, the panelists reviewed the culture of evidence research infrastructure in place at Miramar and highlighted collaborative inquiry best practices in English Basic Skills, Physical Science, and EOPS.[20] Furthermore, at the fall 2012 Convocation, the Research and Planning

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[11] 2011-2012 Miramar Basic Skills English/ESOL Lab Report
[12] 2012 Miramar College Basic Skills Report, p. 40 & 42
[13] Basic Skills Committee minutes 2/6/2012
[14] Fall 2011 Basic Skills Briefing
[15] 2010-2012 English 043 Report
[16] 2009-2010 EOPS End of Year Survey Report
[17] 2009-2010 EOPS Annual Report
[18] EOPS Drop-Out Survey
[19] Spring 2012 Convocation program
[20] PowerPoint Presentation - Collaborative Inquiry: A Pathway to Student Success - Panel Discussion at Spring 2012 Convocation

Analyst presented information to the college about student achievement data and how it can be used as a basis to engage in collaborative inquiry discussions that lead to student success.[21]

San Diego Miramar College has also taken several steps to institutionalize its progress in promoting a culture of evidence and collaborative inquiry on campus. For example, the Planning and Research Analyst has been integrated into the College's participatory governance and committee structure, and was elected chair of the RSC in November 2011.[22] In addition, the Planning and Research Analyst has been regularly attending the Instructional Program Review/SLOAC Subcommittee meetings to assist with incorporating program review and institutional level SLO data into the integrated planning process.[23;24] As another example, the RSC has shifted from focusing on establishing a research infrastructure to building a culture of collaborative inquiry on campus. The committee's work in this area includes recommending a revision to the committee's mission statement and membership; informing the College at large about research projects, processes, and procedures; and expanding the group of people actively using research information in collaborative decision-making.[25;26;27] As of spring 2013, the RSC's recommended revisions to its membership and mission statement have been approved through the participatory governance structure at Miramar College[28]

As part of the College's efforts to assess its planning and evaluation mechanisms, in spring 2012, PIEC conducted an institutional effectiveness survey to identify gaps between current planning processes at Miramar and ACCJC standards.[29] Results from the survey indicated that the most prevalent gap in Miramar's planning process was the lack of opportunities for reflective dialogue about achievement and outcomes data.[30]

Since then, San Diego Miramar College has worked to close this gap by utilizing venues such as convocations and college retreats to dialogue about achievement and outcome data. These efforts were effective, as reflected in the results of the 2013 institutional effectiveness survey.[31] Overall, results show high consensus (81% among respondents for the institution to maintain an ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes, focusing on student achievement and learning outcomes data.

2013 institutional effectiveness survey results were one of several performance indicators shared at the spring 2013 college-wide retreat, held on March 22, 2013 at the Scripps Ranch Library.[32] Also discussed in detail were student achievement data as reported in the 2013 San Diego Miramar College Fact Book,[33] such as enrollment trends, course completion rates, and student success rates, as well as educational goal attainment as indicated by certificate and degree

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[21] Fall 2012 PowerPoint Presentation – Student Achievement Data: A Pathway to Student Success
[22] RSC minutes 11/28/2011
[23] Instructional Program Review/SLOAC Subcommittee minutes 4/10/2012
[24] Instructional Program Review/SLOAC Subcommittee minutes 4/24/2012
[25] RSC minutes 12/12/2011
[26] PIEC minutes 3/23/2012
[27] CGC agenda 5/14/2012
[28] CEC minutes 4/9/2013
[29] 2012 PIEC Institutional Effectiveness Survey
[30] 2012 PIEC Institutional Effectiveness Survey results - Gap analysis
[31] 2013 PIEC Institutional Effectiveness Survey results
[32] Spring 2013 College Retreat program
[33] 2013 San Diego Miramar College Fact Book

completion, and student transfer metrics. Also discussed was a prototype of the 2007-2013 Strategic Plan Scorecard,[34] and accomplishment of defined actions linked to the PIEC-prioritized objectives for the 2010-2013 College Strategic Plan.[35] The retreat provided an opportunity for the college community to assess the importance of establishing performance outcomes for strategic plan initiatives and action plans. Another aspect of the planning retreat focused on student learning and service outcomes, and the relationship between course level, program level and institutional level outcomes as well as assessment.[36] Participants were asked to re-evaluate current institutional student learning outcomes for relevancy and currency to the College's mission, vision and values. Participants were also asked to review and re-evaluate the College's 2012-2014 planning priorities[37] finalized by the PIEC after the August 13, 2012 college retreat.   Evaluation of the spring 2013 college retreat indicate that participants were very satisfied with the organization and structure of the event, as well as the opportunity to have a cross-campus dialogue regarding planning-related information and outcomes. Continuous improvement predicts that as faculty and staff practice reporting their achievements each year, analysis and interpretation of planning activities will continue to be more meaningful each successive year.

The College has also utilized a comparison of student and employee satisfaction survey results from 2009 and 2012 to assess needs and correlate with integrated planning activities. [42,43] CEC requested[44] that President's Cabinet members and participatory governance leaders prepare action plans and cross references[45] to existing College planning processes to address all recommendations generated from the fall 2012 student and employee surveys. [46,47]

Analysis

As indicated by the 2011 evaluation team, San Diego Miramar College has effectively fostered a culture of evidence. Campus leaders use data from a variety of internal and external sources to make evidence-based decisions in the areas of planning, resource allocation, and evaluations. These efforts culminated in a data-informed collaborative assessment of the first full cycle of the College's integrated planning process. The integration of the Planning and Research Analyst into the College's participatory governance and committee structure (including his election as chair of the RSC) has also been an instrumental component of the College's progress in this area.

By maintaining a culture of evidence while simultaneously building a culture of collaborative inquiry, San Diego Miramar College continues to improve institutional effectiveness through planning, resource allocation, and evaluation. This point is best illustrated in the 2013

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[34] 2007-2013 Strategic Plan Scorecard
[35] 2010-2013 Strategic Plan Accomplishments
[36] PowerPoint Presentation – ISLOs – 3/22/2013
[37] 2012-2014 College Priorities
[42] Fall 2012 Student Satisfaction Survey results
[43] Fall 2012 Employee Satisfaction Survey results
[44] CEC agenda and minutes 3/12/2013
[45] CEC agenda and minutes 4/30/2013
[46] 2012 Student Satisfaction Survey Action Plan
[47] 2012 Employee Satisfaction Survey Action Plan

institutional effectiveness survey results[48] in which a majority (71%) of the respondents agreed "The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data."

Additional Plans

- The College will continue to integrate the planning and research function into the goals and procedures of participatory governance committees and into college-wide assessment, decision-making, and resource allocation processes such as program review, requests for funding, and enrollment management.

The 2012 evaluation team concluded that "…the College has met the expectations of its 2010 Recommendation 1."

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[48] 2013 Institutional Effectiveness Survey results

2010 Recommendation 2: Participatory Governance Structure

The team recommends that the college regularly review and adjust its participatory governance structure to assure clear and widely understood pathways for decision-making and planning (I.B, III.C,IV.A.1, IV.A.2.a, IV.A.3, IV.A.5).

Executive Summary

The College Executive Committee (CEC) is the designated San Diego Miramar College final body for aligning decision-making with the principles of collegial consultation, and effective participatory governance as codified in California Education Code and its Title 5 regulations, and as defined by the San Diego Community College District (SDCCD) in Board Policy 2510. The College Governance Committee (CGC) monitors, facilitates, and evaluates College governance processes and structure with its fifteen participatory governance committees and thirteen subcommittees. During fall 2012 and spring 2013, the CGC identified strengths and key challenges of the college's current governance process and implemented actions to address those areas needing improvement. Among the strengths identified was the continued participation of all governance committees and subcommittees in reviewing and revising their individual goals, membership, and procedures. All recent modifications forwarded and approved by the campus through the college participatory governance process were included in an updated College Governance Handbook in spring 2012.[49] A number of CGC actions were taken to address the challenges of establishing a common understanding of the college decision-making process and the dynamic nature of the governance structure based on the principles of participatory governance, roles and responsibilities of campus constituents, and the campus-wide responsibilities of committee chairs and committee members. Additionally, the college is currently evaluating the alignment of its governance committee structure with its recently revised college integrated planning process, for example the inclusion of strategic goals for each agenda item on meeting agendas.

Introduction

During the 2010 ACCJC site visit, the team noted that "[t]he college appears to be in the nascent stage of providing evidence to substantiate that the planning process leads to improvement of institutional effectiveness,[50]" and that "…[i]t is difficult to integrate plans because planning is subdivided among different functional groups.[51]" The team recommended that the College "…regularly evaluate its governance and decision-making structures to assure their effectiveness.[53]"

Resolution

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[49] College Governance Handbook
[50] 2010 Accreditation Team Evaluation Report, p. 8
[51] 2010 Accreditation Team Evaluation Report, p. 20
[53] 2010 Accreditation Team Evaluation Report, p. 41

The campus regularly reviews and updates the college's governance structure through discussion on governance topics in the College Executive Committee (CEC)[54] and recommendations made by the College Governance Committee (CGC) which results in ongoing updates to the College Governance Handbook.[55] Dialogue about an emerging need for adjustments of the governance committee structure to streamline the college decision-making processes was initiated early through coordination between the Planning and Institutional Effectiveness Committee (PIEC) and the CGC. In Fall 2010, the PIEC held the first of a series of meetings to evaluate the college's annual planning cycle and the college's governance and decision-making structures, including a joint meeting with CGC [56] prior to the formalization of the college's integrated planning process using the college Strategic Plan as the driver.[57] Common understanding and awareness of the roles and responsibilities of constituencies, committees and members serving on committees have been identified as challenges to our governance process in multiple discussions and campus-initiated surveys.[58, 59] The CGC developed a routing form in spring 2011 to streamline moving committee recommendations forward through the governance review process, culminating in acceptance of committee recommendations by the CEC. The Governance Committee Recommendation and Routing Form was presented to the campus community at the fall 2011 Convocation.[60] A training process for committee chairs and constituency leaders was developed by the CGC in spring 2012 to facilitate implementation of this new form, and its utilization began in fall 2012.

The CGC completed a survey of strengths and weaknesses, opportunities, and threats (SWOT) within San Diego Miramar College's governance structure and processes in spring 2012. The purpose of the review was to identify challenges and opportunities to increase the effectiveness of participatory governance at Miramar College. The CGC analysis[61] identified the need for better communication to improve understanding of the governance structure and processes and outlined the following five themes, including the need to:

1. Increase an understanding of the usefulness of some of the committees.
2. Educate members about their role and reporting responsibilities while serving on committees.
3. Improve the college governance structure.
4. Introduce and educate committee members about the new CGC Routing Form.
5. Improve the process for communicating final decisions made by the CEC.

Detailed analysis of written comments received from the spring 2012 CGC survey indicated that the greatest weaknesses were related to misconceptions about the principles of "Collegial Consultation" and participatory governance as defined in California's AB1725, Title 5 Regulation, and District Board Policy.[62,63]

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[54] CEC minutes 4/2/2013
[55] College Governance Handbook 4/2/2013
[56] PIEC minutes 12/10/2010
[57] 2007-2013 Strategic Plan
[58] 2012 Institutional Effectiveness Survey
[59] Spring 2012 CGC SWOT analysis
[60] Routing form - Committee member reporting relationship to constituency groups
[61] Spring 2012 CGC SWOT analysis
[62] CGC minutes 12/13/2012

The CGC identified its major goal for 2012-2013 as the implementation of effective campus-wide communication strategies using common terminology.[64] CGC members led an interactive presentation at the President's Convocation in early spring 2013 on "The 3P's of College Governance": principles, process, and practice of College Governance. The purpose of this activity was to address the identified challenges of awareness of roles and limits of responsibilities of members of all constituencies and to highlight existing processes and the practice of following those processes.[65,66]

In addition, specific activities led by CGC members took place in spring 2013 to further campus-wide awareness of the college governance principles, processes, and practice, and to train governance committee members on effective practices. The activities included: a)update and revision of the glossary of terms in the College Governance Handbook,[67] and b) reflective interactive workshops for training governance committee/subcommittee Chairs and Co-chairs as trainers of their committee members in effective participatory governance.[69] Participants in the workshops engaged in mapping their committee/subcommittee functions in elements of college governance,[70] including review of the duties of governance committee chairs and mapping role and responsibility pertaining to:

- Academic and Professional Matters, per Title 5 and SDCCD District Board Policy, and other participatory governance matters
- Development of college processes, operational procedures, and implementation
- ACCJC accreditation standards
- Reporting relationship to other governance committees

To enhance campus-wide awareness and understanding of college governance and decision-making, the CGC forwarded to the campus constituents a recommendation to institutionalize the participation of all constituencies in activities during the President's Spring Convocation.[71,72,73,] Additional discussion regarding a day dedicated for a college-wide convocation was held at the April 9, 2013 CEC meeting.[74]

An example of ongoing college efforts to align its governance with its integrated planning process is the inclusion of the College strategic goals for each agenda item on the governance committee meeting agendas.[75,76] Another example of its efforts to refine its governance structure and to potentially reduce the number of its standing committees is the recent recommendation of

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[63] CGC minutes 2/12/2013
[64] CGC minutes 12/13/2012
[65] Spring 2013 Convocation Program
[66] Spring 2013 Convocation Presentation: "The 3P's of College Governance"
[67] CGC minutes 2/12/2013
[69] CGC minutes 2/12/2013
[70] CGC April 2013 Governance Workshop worksheets
[71] CGC minutes 11/29/2012
[72] Academic Senate minutes 2/5/2013
[73] CEC minutes 4/9/2013
[74] CEC minutes 4/9/2013
[75] PIEC sample agenda with College strategic goals
[76] CEC sample agenda with College strategic goals

the CGC for "The formation of a campus-wide Program Review task force or work group to include the new SLO Facilitator with the new responsibilities to periodically meet in order to merge and better interface the program review processes of all areas and Divisions on our campus.[77,78]" The CGC recommendation was approved by the CEC[79] and it was later discussed and supported by the PIEC.[80] Chairs and Co-Chairs of the three Program Review Committees and the SLO facilitator are currently exploring how best to integrate college-wide Program Review and Student Learning Outcomes Assessment processes.

Analysis

The college decision-making process is guided by principles and a governance model that is regularly updated and published.[81] The governance model is established to implement the Miramar College mission and goals to further the educational goals of students. The college governance structure was designed to be dynamic and flexible to accommodate changing student and campus needs, as well as changing policies, laws and responsibilities defined at the District and State levels. The model facilitates decision-making and compliance with California Education Code and its Title 5 regulations and the San Diego Community College Board of Trustees Policy 2510 regarding "collegial consultation" with the Academic Senate about the eleven Academic and Professional Matters and "effective participation" of all college constituencies. The established model depends on the participatory commitment and communication of students, faculty, classified and administrative staff through their officially recognized constituent groups.

The college governance model currently has fifteen standing committees and thirteen subcommittees designed for transparent campus wide participation to serve non-overlapping campus needs. Per the American Federation of Teachers (AFT) collective bargaining agreement (CBA) all campus contract faculty members are obligated to participate in college and/or District governance. The participatory governance model at San Diego Miramar College ensures campus-wide participation and transparency of decision making:

1. Membership of all governance committees and subcommittees include representatives of all campus constituents: students, faculty, classified staff, and administrators.
2. All members are charged with consulting, polling, informing and representing their constituencies.
3. All committee and subcommittees meetings are open and public, pursuant to the Ralph M. Brown Act. For that purpose:
   a. Agenda items and any other writings are published, disseminated to the membership and to the public (during normal working hours) no less than 72 clock hours in advance of any regularly scheduled meeting. Every attempt is made to post these items in advance of the 72 clock hour mandate in order to make them accessible to the campus community during normal working hours.

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[77] CGC minutes 11/29/2012
[78] Academic Senate minutes 2/5/2013
[79] CEC minutes 4/9/2013
[80] PIEC minutes 4/12/2013
[81] College Governance Handbook

b. No action is taken on matters that are not on the posted agenda unless the provisions for late breaking or continued items or "emergency situations" are met.

The College Executive Committee is the campus final decision-making body. On the "Academic and Professional Matters", the right to vote is given only to the Academic Senate President and the College President with the Associated Student Council and Classified Senate representatives providing input. On non-"Academic and Professional All-Campus" matters, each of the four constituent groups has an equal input. The College Executive Committee will make every effort to reach full consensus on non-"Academic and Professional All-Campus" matters, but if this cannot be achieved then the College President will decide the issue.[82]

College initiatives since fall 2010 include the identification of College governance strengths such as college-wide participation in serving on governance committees and subcommittees and forwarding recommendations about specific areas for adoption by the CEC. Also among the strengths identified are regular updating of committee goals, membership and procedures for inclusion and dissemination through the College Governance Handbook. The most notable examples are changes that accompanied the development of the integrated planning process and the governance body charged with this task. In 2006, the initial efforts were led by an Institutional Effectiveness (IE) Task Force that turned into the IE Committee in 2009. In 2010, the planning component was added to the committee charge and it is currently the Planning and Institutional Effectiveness Committee (PIEC).

An analysis of CEC weekly meeting minutes back to 2007[83] revealed that the College Governance Handbook was reviewed and updated twice over a five year period. Also notable was the observation that CEC discussed recommendations and/or made changes to improve the participatory governance structure on five occasions. In addition, the minutes reflected two instances where efforts were made to improve communication on campus and with our District functions.

Historical research of governance committee reporting forms[84] filed back to 2007 indicate changes were made to thirteen of the fifteen participatory governance committees and one of the thirteen participatory governance subcommittees. In addition, there was one change made to a task force during this same timeframe of 2007-2012. These changes represent nine revisions of committee goals, fifteen changes to committee membership, and fourteen changes to committee procedures. Other changes included clarification of committee membership, goals and procedures to better communicate the committees' role in the decision-making process.

Academic Affairs and the College Governance Committee have had two significant changes since 2007. Also, the Planning and Institutional Effectiveness Committee and the Academic Standards subcommittee were each modified three times since 2007. For example, PIEC modified its steering committee membership in May 2009, changed the committee name, formerly Institutional Effectiveness, and its membership in October of 2010, while updated the committee's procedures in October 2011.

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[82] College Governance Handbook
[83] 2007-2012 CEC minutes
[84] 2007-2012 Governance Committee reporting forms

Identifying and taking action to address key challenges in the College's governance structure have included enhancing awareness and understanding of the principles, college processes, and good practices of participatory governance. Also identified were ongoing analysis by the CGC to evaluate the college governance committee structure in view of the recently revised college integrated planning process. The college has demonstrated its continued efforts to enhance a campus-wide understanding of the participatory governance structure and processes, and effective practices, as well for review and revision of the governance committee structure and processes to align with the college integrated planning process.

Additional Plans

- The College will continue to refine the governance structure of San Diego Miramar College by emphasizing integration with planning and resource allocation to facilitate efficient program review and improvement in overall institutional effectiveness.
- The College will continue to improve the communication and review of college-wide recommendations through the active participation and representative governance by all college constituencies.

2010 Recommendation 3: Evaluation Processes

The team recommends that the College improve and fully implement its evaluation processes for all employee groups by:

- *Creating a tracking system that clearly indicates the status and completion of evaluations, including those for adjunct faculty and classified staff, and*
- *Adding a student learning outcomes component in faculty evaluations. (III.A.1.b, III.A.1.c)*

Executive Summary

After the 2010 site visit, San Diego Miramar College developed and implemented two new evaluation tracking mechanisms that facilitate centralized tracking of all College employees by employee category. Following the 2011 site visit, the evaluation team concluded that this part of the 2010 recommendation had been met. After the 2010 site visit the college also initiated a modification to the faculty evaluation forms to add a student learning outcomes component. The 2011 evaluation team noted this link between student learning outcomes and faculty evaluation processes but also found the College had not addressed the broader issue of faculty use of student learning outcome data to improve student learning. Since that time, the college has fully implemented the use of its SLOJet accountability management software, which facilitates and tracks faculty participation in the SLOAC process. Faculty participation includes department-wide dialogue about SLOs; assessment of SLOs; development of strategies to improve student learning; and implementation and subsequent assessment of those strategies. Department Chairs and the SLOAC Facilitator can use SLOJet to verify full faculty participation in the SLOAC process as required by the faculty evaluation instrument. Additionally, administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet to determine the extent of faculty participation in the SLOAC process, both at the course and program level.

Introduction

During the 2010 accreditation site visit, the visiting team found that there was no overall system in place for the College to track evaluation completion rates for all employee groups. Moreover, the evaluation process for office and technical staff did not occur systematically across the College. In addition, the evaluation team noted "…the faculty evaluation process does not include participation in student learning outcomes as a component of the evaluation and there is no planning agenda that addresses this standard."

The American Federation of Teachers (AFT) Guild—San Diego Community College District (SDCCD) College Faculty Agreement establishes evaluation procedures for contract and adjunct faculty.[85] Similarly, the AFT-SDCCD Office Technical Agreement establishes evaluation procedures for classified staff members.[86] Management and Supervisory and Professional employees are evaluated under a system especially designed for them with similar evaluation tools.[87] At San Diego Miramar College, both contract and adjunct faculty evaluations are now

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[85] AFT-SDCCD Faculty Agreement
[86] AFT-SDCCD Office-Technical Agreement
[87] Management evaluation form

tracked and managed by the Faculty Evaluation Coordinator, while evaluations for non-faculty College employees[88] are tracked and managed by the Administrative Services Office.

After an assessment of the non-faculty evaluation process it became clear that a mechanism was needed to acknowledge the completion of evaluations that were not sent to the Business Office for record retention. Many department and schools choose to keep employee evaluations with the Supervisor. A process was developed, working collaboratively with Classified Senate Executive Senate to create an Evaluation Completion Certification. A process was developed, working collaboratively with Classified Senate Executive Senate to create an Evaluation Completion Certification. This certification is completed and signed by the evaluating Supervisor and includes the name of the employee, when the evaluation took place and where the evaluation document is stored. This certification is now forwarded to the Business Office to use as verification of completion of the evaluation. In addition to this important certification process, the evaluation process for faculty was evaluated and the assessment of student learning outcomes was strengthened.

During 2010-2011, the College developed and implemented two new evaluation tracking mechanisms that facilitate centralized tracking of all College employees by employee category. These, together with the existing contract and adjunct faculty evaluation tracking mechanism, cover every San Diego Miramar College employee. Evaluations were first tracked using the new system in 2011. Following the 2011 site visit, the evaluation team concluded that this part of the 2010 team's recommendation had been met by stating "…the team was able to confirm the existence of the systems and they accurately reflect the completion status of evaluations."

In addition, during the 2010-2011 academic year the College began implementing the provisions of a change to the College faculty collective bargaining agreement that modified the faculty evaluation forms to add a student learning outcomes component.[89;90] The 2011 evaluation team noted the link between student learning outcomes and faculty evaluation processes had now been created but also found the College had not addressed the broader issue of faculty use of student learning outcome data to improve student learning. "The 2012 team observed that the College now uses assessment of student learning outcomes as a vehicle for improvement. The College's SLOjet system enables tracking of student learning outcomes in such a manner that program review, assessment and faculty evaluation come together to foster an atmosphere of continuous improvement. The Faculty Appraisal Form in the collective bargaining agreement addresses the instructor's ability to assess his/her students' learning, even though the phrase "student learning outcomes" is not specifically used. The College's internal processes demonstrate that it is fully engaged in doing SLO assessment."

Resolution

Miramar College continues to use and refine the new evaluation tracking mechanisms. Specifically, since fall 2011 the Faculty Evaluation Coordinator has met with school administrative assistants, department chairs, the Dean's Council, the College Information

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[88] Office Technical Mutual Feedback Conference Form
[89] Contract Faculty Appraisal Form
[90] Adjunct Faculty Appraisal Form

Officer, the Vice Presidents, and the President to review adjunct faculty evaluation procedures and the use of the new evaluation tracking system.

In addition, Miramar College has fully implemented the change to the faculty evaluation forms and processes by requiring all faculty members to fully participate in the Student Learning Outcome Assessment Cycle (SLOAC) process as a component in faculty evaluations. This participation consists of the following major elements:

1. Collaborative development of SLOs at the course, program, and institution levels, including measurement methods
2. Assessment of SLOs in every course
3. Analysis of the SLO assessment cycle at the course and program levels
4. Implementation of course- or program-level improvements as a result of the SLO analysis.

Faculty participation in the SLOAC process is facilitated and tracked using the college's SLOJet accountability management software (described more fully below). Department Chairs and the SLOAC Facilitator can use SLOJet to verify full faculty participation in the SLOAC process as required by the faculty evaluation instrument. Additionally, administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet to determine the extent of faculty participation in the SLOAC process, both at the course and program level.

Faculty and others directly responsible for student progress toward achieving SLOs have engaged in significant dialogue and personal reflection regarding the creation of SLOs at the institution, program, and course levels since 2005.[91;92;93] Institution- and program-level SLOs have been published in the catalog since 2009 and are reviewed by program faculty annually as part of each program's annual program review process.[94;95]

Since 2006 the College has continually funded a contract faculty member to serve as SLOAC Facilitator as a 50% reassigned time assignment per semester, aiding faculty in the implementation of the SLOAC process. The SLOAC Facilitator meets individually with departments, programs, and service areas to assist as they progress through the SLOAC cycle.[96;97;98] The SLOAC Facilitator also regularly briefs the Academic Senate regarding progress in SLOAC[99;100] and serves as a key member of the Instructional Program Review/SLOAC Subcommittee, which is a participatory governance committee responsible for coordinating the instructional program review and SLOAC processes on campus. Along with the

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[91] School of Liberal Arts - 2011-2012 Department meeting agendas
[92] School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas
[93] School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas
[94] 2012-2013 Instructional Program Review / SLOAC Form
[95] 2010-2011 Student Services Program Review Form
[96] School of Liberal Arts - 2011-2012 Department meeting agendas - SLO Briefing
[97] School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas - SLO Briefing
[98] School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas - SLO Briefing
[99] Academic Senate meeting agenda 10/18/2011 - SLO Briefing
[100] SLO Briefing notes 10/18/2011

SLOAC Facilitator, the College has continually provided information technology and clerical support to facilitate SLOAC data entry and tracking requirements. In addition, the college's Planning and Research Analyst supports the SLOAC process by conducting recurring and ad-hoc research and by serving on the Instructional Program Review/SLOAC Subcommittee.

In fall 2009, the College implemented the use of SLOJet accountability management software, which was developed from open source software following wide faculty participation and active discussion throughout the college.[101;102;103] SLOJet facilitates the tracking of all components of the SLOAC process, including SLO identification; faculty participation; assessment cycle results; and strategies to improve student learning. All faculty members have access to SLOJet to conduct data entry for their course SLOs. In addition, department chairs have a dual administrative/faculty peer role, in that they track the participation of other departmental faculty as well as facilitate department-wide dialogue about SLOs, SLO assessment, and strategies to improve student learning.[104] Consequently, department chairs have additional access to SLOJet pages related to overall course-level SLO analysis and improvement strategies. SLOAC tracking and summary information is also included in the annual program review reports prepared by each instructional program.[105;106;107]

The specific process used to identify, assess, and use SLO data to improve student learning is described below:

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[101] SLOJet System data entry form - Figure 3

[102] SLOJet System analysis - Figure 4

[103] SLOJet System improvements summary - Figure 5

[104] College Governance Handbook – Instructional Program Review/SLOAC Subcommittee

[105] 2011-2012 PR/SLOAC Committee agendas

[106] 2011-2012 PR/SLOAC Committee minutes

[107] 2012 ACCJC Report - Evidence for Current Progress of SLOs

Figure 1: SLOJet data entry form example

Each semester, faculty members assess SLOs in each course and enter the results of the assessment in SLOJet. A special web-based form (Figure 1) has been created to facilitate entry of the assessment data into the system and consolidation of data across all sections of a particular course. This form is particularly helpful for adjunct instructors who may not be as familiar with SLOJet as full-time instructors.

After assessment data from all sections of the course have been entered, department faculty members perform an analysis of the results. This analysis is informed by the assessment data, but is expected to incorporate other forms of collaborative inquiry such as qualitative data, best practices, and case studies or examples. The analysis is also guided by a set of leading questions provided in the annual Program Review Report Form. These questions are designed to prompt meaningful collaborative dialogue among faculty about student learning and success. Naturally, the nature of the analyses vary depending on the faculty members teaching the course or working in the program, the nature of the SLOs being assessed, the student population being served, the

role of the program in the College's overall mission, and other factors. A summary of all SLO analyses are recorded in SLOJet for course level analyses (Figure 2) and in the Program Review Report Form for program level analyses.
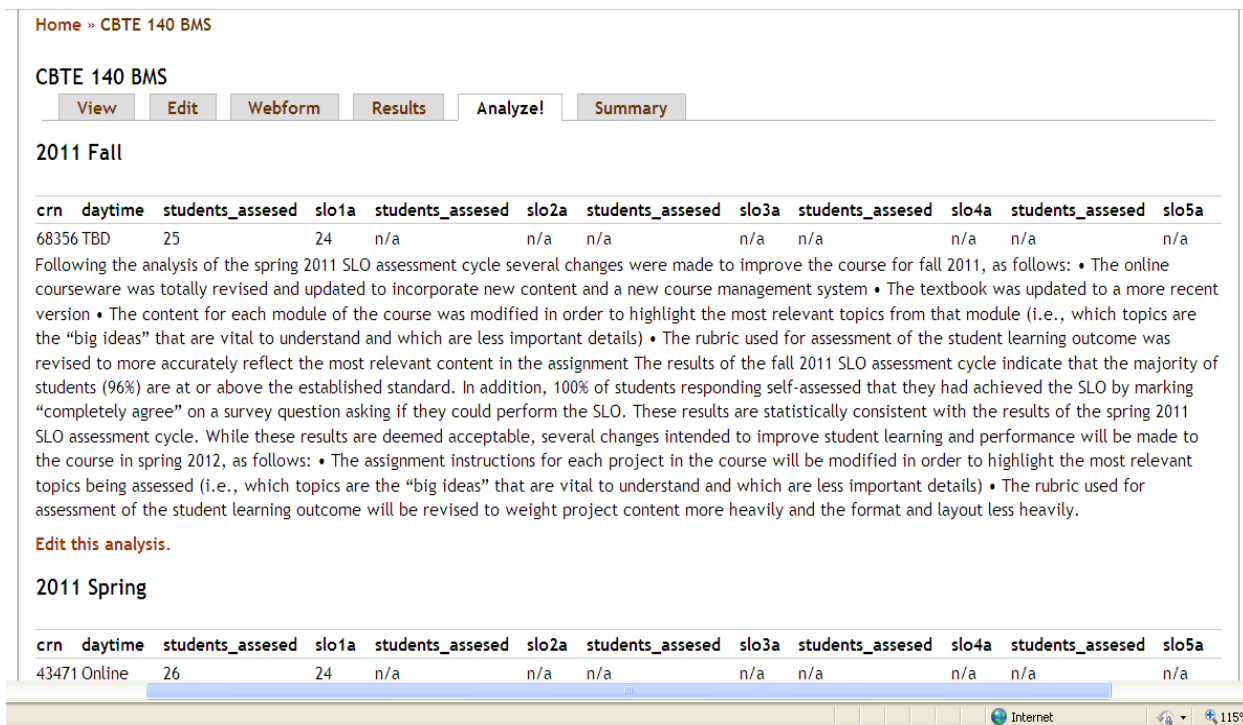
Figure 2: SLOJet analysis example

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. The annual Program Review Report Form is structured primarily to aid program faculty in generating improvement strategies and to identify and justify any additional resources needed to implement the improvements (staffing, equipment, research, etc.). To this end, the Program Review Report Form contains a list of common changes intended to improve a course or program. 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 SLOJet for course level improvements (Figure 3) and in the Program Review Report Form for program level improvements.

Figure 3: SLOJet improvements summary example

In addition to providing the structure and mechanism for faculty to participate in the full SLOAC process, SLOJet and the Program Review Report Form serve as one means to verify faculty participation in the SLOAC process as required by the faculty evaluation instrument.

Administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet and the information provided in the Program Review Report Form to determine the extent of faculty participation in the SLOAC process, both at the course and program level. In fact, this information is collected and aggregated annually to assess the College's overall progress in implementing the SLOAC process. As of the beginning of fall 2012, 100% of all offered courses had identified SLOs and 96% had been assessed.

Analysis

The new evaluation tracking mechanisms are fully implemented and are serving their purpose in facilitating the overall tracking of evaluations for all employee groups. For example, by the end of the 2012-2013 academic year, the Faculty Evaluation Coordinator used the tracking mechanism to determine that approximately 95% of adjunct faculty evaluations had been completed, and was also able to identify those evaluations that needed additional action in order to be finalized.

Miramar College has been aggressively implementing the SLOAC process throughout the College since 2005. Initially, each program progressed at a different rate in the development of SLOs and the implementation of the SLOAC process due to the nature of the discipline, the means of assessment used, the number and makeup of the faculty, and many other variables. At the same time, a parallel dialogue was taking place among faculty and administration about the role of SLOAC in faculty evaluations and workload. In fall 2009, the American Federation of Teachers local guild and the three Academic Senates in the District approved a Joint Statement regarding SLOs.[108] The statement addresses academic freedom, how assessment data will be used in evaluations and other areas of institutional effectiveness, and workload issues related to SLOs. The faculty evaluation form was also modified to incorporate student learning assessment.[109;110]

During 2011-2012, these two parallel processes at Miramar merged into one as the College simultaneously implemented the change to the faculty evaluation form and the use of SLOJet and the Program Review process to structure, track, and assess faculty participation in the SLOAC process at the course and program level. These tools guide faculty participation from the initial development of course or program level SLOs to the implementation of specific strategies designed to improve student learning.

In the 2012 Employee Feedback Survey, 80% of all respondents agreed or strongly agreed that their performance evaluations have been conducted according to their contract guidelines (Q53). In addition, several questions were asked regarding the SLOAC and assessment process on campus. The majority of employees believed that their department or program has an effective faculty-driven process for assessing SLOs (68% strongly agreed or agreed - Q24).[111]

Perhaps most importantly, the students themselves believe that the quality of student learning is paramount in their experience at Miramar. In the 2012 Miramar College Student Feedback Survey, 85% 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 (Q14). 80% percent of the students agreed or strongly agreed that their instructors tell them how they will be assessed before beginning an assignment or test (Q15). 81% percent of the students agreed or strongly agreed that their courses prepare them well for transfer to a four-year university (Q17). And 80% percent of the students agreed or strongly

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[108] Joint statement regarding Student Learning Outcomes
[109] Contract Faculty Appraisal Form
[110] Adjunct Faculty Appraisal Form
[111] 2012 Miramar College Employee Perception Survey

agreed that they are satisfied with the overall quality of instruction (Q19).[112] 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.

Additional Plans
- The College will explore integration of student outcome data into a new information management information that will include outcome processes and measures from Instruction, Student Services and Administrative Services.

The visiting team evaluation report from November 1, 2012 states that "…that the College has met the expectations of its 2010 Recommendation 3."

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[112] 2012 Miramar College Student Satisfaction Survey

2010 Recommendation 4: Administrative Turnover

The team recommends that the College take action to resolve the problem of excessive turnover in its administrative leadership. (III.A.2, IV.B.2, IV.B.2.a, IV.B.2.b, IV.B.2.c; Eligibility Requirement 5)

Executive Summary

San Diego Miramar College experienced significant turnover in its administrative leadership between 2006 and 2011. To address this issue, the College identified a set of seven different strategies to improve the processes for selection and retention of administrative personnel. 2012 Employee Satisfaction Survey data show that there has been a 4.6% improvement, from 2009 to 2012, in employee perceptions regarding the organization and effectiveness of the College and District administrations. As of spring 2013, the seven strategies were fully implemented to support stabilization of the College's administrative team.

Introduction

Between 2006 and 2011 the College experienced significant administrative turnover. The College always immediately filled vacant administrative positions with acting or interim personnel while a search for a permanent replacement was in progress. This practice, required by district policy,[113;114] provides for continuity of operations but also resulted in a large number of individuals cycling through administrative positions as vacancies were filled by acting then interim then permanent replacements during this period.

To address this recommendation, the College identified a set of seven strategies intended to improve the processes for selection and retention of the College's administrative personnel. The strategies were implemented in spring 2011.

The 2011 evaluation team concluded that the College and district had been responsive to the issue of excessive administrative turnover. However, the team also determined that insufficient time had elapsed since the 2010 visit to determine whether the problem had been resolved. Therefore, the team recommended that the College report on its progress again at the time of its regular three-year Midterm Report in 2013. The 2012 evaluation team observed that "In order to fully meet the Standards over time, the team recommends that the College continue to identify and address the issues that lead to excessive administrative turnover and address any institutional instability that can result from excessive turnover in its administrative leadership."

Resolution

Although administrative staffing was in flux throughout the last three years as positions were filled by acting and then interim personnel, since July 1, 2012 all administrative positions had been filled by permanent hires, including the Dean of Business, Technical Careers and Workforce Initiatives on July 1, 2011, the Vice President of Instruction on January 1, 2012, and the Vice President of Student Services on July 1, 2012. In addition, the College has fully

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[113] SDCCD Administrative Procedure 4200.9 - Temporary Promotions of Staff
[114] Management Handbook-Hiring Procedures for Administrative Positions

implemented each of the seven strategies since the 2011 visit. A summary of this progress is provided below:

1. Exit Interviews: As reported in the 2011 Follow-Up Report, the College determined that when appropriate and feasible, District Office of Human Resources will conduct exit interviews with administrators who resign from an administrative position at each College within the district, including those who transfer to a lateral position at another College within the San Diego Community College District (SDCCD). Discussion was held in spring of 2011 with the district Vice Chancellor of Human Resources regarding the development of an exit interview document. The Human Resources office developed and tested a master list of questions designed to accommodate the various types and ranks of position being vacated.[115] Although still a draft document at the District level, this list of questions is now available for use at the campus level whenever a position is vacated.

2. Search Process: As reported in the 2011 Follow-Up Report, the College determined that as a part of the search process for vice president-level administrators and above, the chair of the search committee and the President or Chancellor (whoever is most appropriate) will conduct site visits to the top candidate(s)' current site of employment.

By spring 2012, a search was conducted and successfully completed, for a permanent Vice President of Instruction (VPI) and a permanent Vice President of Student Services (VPSS).[116;117] The College President and the hiring committee chairperson were both involved in site visits to conduct candidate validation for each of these positions.

3. Selection Process: As reported in the 2011 Follow-Up Report[118], the College determined that when a search committee conducts a search for an administrator, prior to making the final selection, the committee chair will share committee members' views on the strengths of each candidate with the President. Furthermore, after conducting their final interviews, if the President and/or Chancellor determine that none of the candidates recommended by the committee will be chosen, then the President and/or Chancellor will meet with the committee to decide if it is appropriate to select a candidate who was not previously recommended by the committee or if the committee wishes to re-advertise the position.

The College implemented this action and incorporated this step starting with the selection process for the Vice President of Instruction position during fall 2011. Since the 2011 Follow-Up Report was written, there have been no occasions where the President did not accept the recommendations of the hiring committee. In an interview with the President on March 20, 2012, the President indicated that she has followed the practice outlined above in prior selections for faculty and will continue to do so in all future hires of administrators, as well.

4. Professional Development: As reported in the 2011 Follow-Up Report, the College determined that new administrators will receive consistent training and professional development

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[115] Draft - exit interview procedure
[116] SDCCD Board minutes 12/8/2011 - VPI Hire
[117] SDCCD Board minutes 4/2012 - VPSS Hire
[118] SDCCD Board minutes 08/25/2011

through programs such as the SDCCD Management Leadership Academy.[119] In addition, each new administrator will be assigned a mentor for the first year of their employment with the College/SDCCD.

The College began implementing this program in fall 2011 with the College President identifying a mentor for each newly hired manager.[120] During that semester, a new Dean for the School of Business, Technical Careers, and Workforce Initiatives (BTCWI) was hired. This Dean was assigned a mentor from another school on campus. For the first semester the new Dean and her mentor had weekly meetings of sixty to ninety minutes in duration. The mentor was also available for any questions on a regular basis. The new Dean reported that this process helped her to understand the campus culture and to learn about the campus practices for enrollment management, hiring, assignments, and program review. The mentor also helped the new Dean understand the unique relationship between Deans and Department Chairs. During the second semester, the new Dean and her mentor met less frequently, but the mentor remained in close contact and was readily available to answer questions.

From October 2011 until May 2012, the new Dean of BTCWI attended the Dean's Academy program offered through San Diego State University. The Dean reported this program was extremely worthwhile and has helped the new Dean learn about Education Code, Title V requirements, the use of data for enrollment management, and other information related to her position. In an interview on March 20, 2012, the new Dean stated that her experience at Miramar thus far has been positive and that the President, the Vice President of Instruction, and the other Deans had been actively communicating their support and promoting and encouraging the new Dean's success.

A permanent Vice President of Instruction (VPI) was hired after fall 2011. The Vice President of Administrative Services (VPA) was assigned as the formal mentor for the VPI. However, the VPI also actively sought advice and guidance from the VPI's at the two other SDCCD colleges and was informally mentored by the VPI at San Diego City College (who was a Dean at Miramar College before being promoted to her current position). For questions about campus processes, policies, or budget matters the VPI has consulted with the Miramar College VPA. For questions regarding specific duties of the VPI or instructional matters, he has consulted with the City College VPI.

In addition to seeking advice and support from his mentors, in an interview with the VPI on March 20, 2012, he stated that he has taken it upon himself to attend all available campus and SDCCD trainings, such as the Equal Employment Opportunity (EEO) training required in order to serve on a campus or district hiring committee. The new VPI reported that he believes mentoring is a very valuable process for all new hires and shared his excitement in working with administrators, classified staff, and faculty to expand the mentoring program at San Diego Miramar College. He also reported plans to develop mentoring programs for all new hires at the College. This aligns with his responsibilities to assist with Human Resources planning in his role as co-Chair of the Planning and Institutional Effectiveness Committee.

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[119] Management Leadership Academy web page
[120] Email regarding Assignment of Mentor

A permanent Vice President of Student Services (VPSS) was hired in spring 2012 and started his new assignment in summer 2012. The Interim VPSS was assigned as his mentor. During the month of June, the incoming VPSS began to attend President's Cabinet meetings. On July 1, 2012, the effective start date for the new VPSS, the Interim VPSS returned to her permanent administrative post at the District Office. She continued to serve as a mentor during the transitional months of service. This ensured that the new VPSS' transition included mentoring support and advice with a historical view, such as the operational culture of the institution and the varied styles of members of the management team. During this transition period, the former interim VPSS and the new permanent VPSS had face to face meetings every two weeks and weekly phone conferences.   Additionally, before assuming his post, the new VPSS served in a number of administrative posts at the District's City College campus (20+ years). For more than 5 years leading up to his appointment as the new Miramar College VPSS, he was mentored by the City College President. The City College President has agreed to continue his mentoring relationship and will serve as the VPSS' primary mentor. This mentoring relationship has been welcomed and approved by President Hsieh.

In addition to the mentoring program for new managers, the College President has incorporated feedback from new and existing members of the management team in planning agenda items for management meetings and in planning the agenda for the July 2012 Manager's Retreat.[121] Guests were invited to management meetings to provide information on budget issues, student learning outcomes assessment, and other issues. For example, the July Manager's Retreat included a teambuilding activity and information on faculty and staff evaluations.

5. Employee Satisfaction Survey: As reported in the 2011 Follow-Up Report, a review and evaluation of the employee satisfaction survey instrument was conducted with input and feedback of all College constituent groups. This input was then incorporated into the 2009 survey instrument administered again in spring 2012.[122]   The adapted employee satisfaction survey was then administered in spring 2012. An initial campus-wide briefing on the survey results was held on September 18, 2012, by the District Office of Institutional Research and Planning's manager, Dr. Cathy Hasson, assisted by campus-based researcher Dr. Daniel Miramontez[123]. Dr. Hasson and Dr. Miramontez presented an overview of key areas of the survey and compared 2012 data to the 2009 baseline data. After the overview, attendees broke into small groups and used guiding questions for an interactive group discussion to look at portions of the survey that related to their areas of interest or expertise, such as Student Support, Institutional Effectiveness, as well as College and District Administration. A group discussion followed which generated a list of recommendations[124] that was sent to the campus community and discussed at the College Executive Committee on October 8, 2012[125].

The Academic Senate President, Classified Senate President and the three Vice Presidents were tasked with meeting to conduct a more thorough analysis of the recommendations, including

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[121] Miramar Managers' Retreat agenda 7/6/2012
[122] 2012 Employee Perception Survey
[123] 2012 Employee Satisfaction Survey Briefing
[124] 2012 Employee Satisfaction Survey Recommendations
[125] CEC agenda & minutes 10/8/2012

action items, which were shared at CEC in early spring 2013[126]. A discussion among those personnel and the Classified Senate Vice President occurred after the CEC meeting on October 29, 2012. It was determined that the VPI would take the lead on having Dr. Hasson and Dr. Miramontez present the briefing information to other appropriate groups, including the CEC. For the presentation to CEC, the particular emphasis would be on the survey items that have an indirect relationship to 2010 Recommendation #4 on Administrative Turnover. The group also agreed that it was important to see the actual comments that were made so that both quantitative data and qualitative data are considered in the analysis.

A briefing was conducted at the College Executive Committee on December 3, 2012 where the employee satisfaction survey items that are indirectly related to impacting administrative turnover were discussed[127]. A comparison of these survey results indicate an improving trend (average = +4.6%) in employee satisfaction with college and district administration (Q75 through Q80) over a three year period (2009 to 2012). CEC requested that an action plan be created from recommendations generated by the December 2012 briefing, and commissioned President's Cabinet members and participatory governance leaders to report back initially on 3/12/2013,[128] and then again on 4/30/2013[129] with a list of actions that were cross-referenced to existing college plans and processes.

6. District-Wide Staffing Study: As reported in the 2011 Follow-Up Report, the College determined that the SDCCD Human Resources department would conduct a district-wide staffing study to assess the effects of the District's hiring freeze. This study was completed in spring 2012.[130] In June 2012 the college submitted the Classified Hiring Priority Recommendations to Chancellor's Cabinet. Each of the three divisions developed their individual prioritized lists and then all of the Vice Presidents met to create a comprehensive prioritized campus-wide list.

On November 26, 2012, the Vice Chancellor of Human Resources sent an update[131] on Classified Staffing Study:

"In 2011/12, Human Resources reviewed the current classified staffing structure and examined the affect the hiring freeze had on the distribution of classified positions. The study showed that the result of the hiring freeze was a 10.61% reduction in the number of classified positions. The study also showed that no campus or program had more than a 1% change in the number classified positions when compared to the ratio in place prior to the hiring freeze."

"The Board was presented with the results of the review on March 29, 2012. It was anticipated that some minor realignment of District classified positions might take place. However, after analyzing the types and levels of positions that were defunded and then examining the job classes and distribution of remaining positions, it was clear that transfers between units and

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[126] 2012 Employee Satisfaction Survey Action Items
[127] CEC agenda and minutes 12/4/2012
[128] CEC agenda and minutes 3/12/2013
[129] CEC agenda and minutes 4/30/2013
[130] SDCCD Board minutes 3/29/2012
[131] Email message from the Vice Chancellor of Human Resources 11/26/2012

campuses was not required. Data was given to each member of the Chancellor's Cabinet to help identify any need to reassign or move positions within their respective areas."

7. Reporting Procedures: As reported in the 2011 Follow-Up Report, the College determined that it would establish reporting procedures for representatives appointed by constituent groups to report back to their constituency leaders. The routing form[132] to be used for this purpose was developed in spring 2011 and presented to the campus community at the fall 2011 Convocation.[133] A process for training was developed by the CGC in spring 2012. Committee chairs and constituency leaders were trained and began to use the form during the fall 2012 semester. In addition, the CGC completed an analysis for key participatory governance committees, shared the preliminary results at a forum in spring 2012,[134] and compiled a report that was disseminated to the campus community in fall 2012.

The routing form is now a part of the College Governance Handbook and can be accessed on the college website. An example of the first item considered for routing through the governance process was a resolution on facilities concerns that came to the Academic Senate in fall 2012. The Senate recommended routing the resolution's information to the Facilities Committee for review.[135] The College Governance Committee also planned a portion of the spring 2013 convocation program to include a simulation of how the routing form is now used to communicate recommendations resulting from committee meetings. At that time, the campus community had the opportunity to assess how well the routing process works and make suggestions on how to improve and refine the process.[136,137]

Analysis

All College administrative positions are now fully staffed with permanent personnel. In addition, an analysis of each of the strategies to resolve this recommendation is listed below:

- **Exit Interviews**: This strategy was made ready for implementation at the campus level.
- **Search Process**: This strategy was fully implemented and has already been used.
- **Selection Process**: This strategy was fully implemented and has already been used.
- **Professional Development**: This strategy was fully implemented and has already been used.
- **Employee Satisfaction Survey**: The spring 2012 employee satisfaction survey was conducted and outcomes compared to the 2009 survey results. Survey results indicated an improving trend (average = 4.6%) in employee satisfaction with college and district administration (Q75 through Q80).
- **District-Wide Staffing Study**: This strategy was fully implemented. The College had access to the results of this study to inform decisions on staffing beginning spring 2013.
- **Reporting Procedures**: This strategy was implemented in spring 2013.

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[132] CGC Committee routing form
[133] Fall 2011 Convocation Program
[134] CGC SWOT Analysis Result
[135] CGC Committee routing form
[136] CGC minutes 10/30/2012
[137] CEC minutes 11/6/2012

San Diego Miramar College has resolved this recommendation by implementing the seven identified strategies. Further, the fall 2012 ACCJC site visit team found that "…this recommendation has been fully addressed and the standard has been met."

<u>Additional Plans</u>

None.

2010 District Recommendation 1: Selection and Evaluation of Presidents

The team recommends that the Board of Trustees develop a policy to address the selection and evaluation of college presidents (IV.B.1.j).

Executive Summary

District policies were developed in 2010 to address the selection and evaluation of college presidents following the Community College League of California (CCLC) model. These policies are now active and available for review on the San Diego Community College District's Human Resources web site, along with all other District policies and procedures.

Introduction

Board Policy (BP) 2436[138] and 2437[139] were approved on December 9, 2010. BP 2436 provides direction regarding hiring processes for college presidents and BP 2437 addresses methods by which college presidents are to be evaluated and when.

Resolution

BP 2436 states:

> The Board of Trustees shall direct the Chancellor to oversee the search process to fill the president position in the event of a vacancy. A search committee shall be formed which will include members of governance groups and, as determined, appropriate representatives from the community. The search committee shall make recommendations concerning all aspects of the search process and shall recommend final candidates to the Chancellor.
>
> The Chancellor will recommend at least two finalists for interview with the Board and Chancellor in closed session. The final selection will be announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

BP 2437 states:

> The Board shall direct the Chancellor to conduct an evaluation of President(s) in accordance with the scheduled sequence for evaluating management employees. Such evaluation shall comply with any requirements set forth in the contract of employment with the President as well as this policy.
>
> The Board shall ensure that the Chancellor utilizes an evaluation process developed jointly with the President. Evaluation Components shall include the following:
>
> - Goals and Objectives for the current year

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[138] SDCCD BP 2436
[139] SDCCD BP 2437

- Management Feedback Instrument – to include feedback from Classified Staff, Faculty, Supervisory, Management, outside agencies and others as designated by the Chancellor
- Management Evaluation Form
- Self-Evaluation
- Goals and Objectives for the following year

The criteria for evaluation shall be based on board policy, the President's job description, performance goals and objectives are developed in accordance with Board Policy 2430 – Delegation of Authority to the SDCCD Chancellor.

Analysis

The San Diego Community College District has fully met this recommendation by creation of BP 2436 and BP 2437.

Additional Plans

None.

2004 Recommendation 3: Library Materials

Acquire library materials and database at a level sufficient to support student learning. (Standard II.C.1)

Executive Summary

As of June 30, 2012, students had access to 29,869 books, 33,310 eBooks, and 9 subscription research databases containing 79 periodical titles. These numbers represent a significant increase over available library resources in 2009. Sixty eight percent of the students surveyed in fall 2012 indicated that they were satisfied or very satisfied with the library's collection. The campus library budget was also increased by an additional $100,000 in 2012-2013 due to the one-time allocation of furniture, fixture, and equipment (FF&E) funding for the new Library and Learning Resource Center (LLRC).

Introduction

In keeping with American Library Association standards,[140] in 2010, the ACCJC site visit team judged the current size of the Library/LRC collection as sufficient to meet student learning needs based on the size of San Diego Miramar College.[141]   However, the 2010 ACCJC site visit team noticed that a new, larger library under construction and that the college was preparing for significant student growth in the future. The ACCJC site visit team in its recommendation to the college noted that the library's "…limited budget will make it extremely difficult for the college to acquire a sufficient collection in the future." Additionally, the team "…encouraged the college to recognize that in addition to furniture, fixtures, and equipment (FF&E), it will also require a substantial commitment of ongoing funds dedicated to collection development in both circulating and reference book collections."

San Diego Miramar College is committed to continual funding of library materials and databases at a level sufficient to support student learning. To address this recommendation, the college performed an in-depth financial review of expenditures on library materials from all sources, including, but not limited to the Library's dedicated library book fund, analyzed the results of the review in light of student learning needs, and generated plans to fully develop circulating and reference book collections, periodicals, and database resources in the new facility.

The Library/LRC also holds various audiovisual resources. While the library does not have specifically designated funds in its regular operating budget to purchase videotapes/DVDs to support curriculum, it uses some funds provided to the SDICCCLRC consortium[142] to purchase videotapes/DVDs for the library's own audiovisual collection. Historically, the Library/LRC has been dependent on state funding via the Telecommunication and Technology Infrastructure Program (TTIP) to pay for its entire article and reference online databases and electronic books. Up until 2009-10, the State provided each California community College Library/LRC with $32,363 per year to cover the costs of online databases. However, due to California state budget cuts, TTIP funding from the state has been suspended since 2008. The campus has absorbed

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[140] American Library Association Standards for Libraries in Higher Education
[141] 2010 ACCJC Visiting Team evaluation report, p. 8
[142] 2012-2013 SDCCD adopted budget

these costs[143] to ensure no interruption of database service occurs for the College's students and will continue to do so until California's economic climate improves.

Resolution

Following the receipt of this recommendation, the college performed a detailed financial review of its overall expenditures on library materials from all funding sources over the past five years. The results of the review were then used to analyze the college's overall ongoing commitment to the development of circulating and reference book collections as well as periodicals and databases. A summary of the review follows:

San Diego Miramar College continues to support the School of Library and Technology (Library, ILC, Tutoring, AV, Instructional Computing Support) with the largest allocation of discretionary funding for any school. Discretionary funding is defined as resources allocated from the San Diego Community College District (SDCCD) that are not committed to contract salaries, benefits or special programs (e.g. police/fire academy and in-service courses). During the 2011-2012 fiscal year, San Diego Miramar College was allocated $631,639 in discretionary funding.[144] Among all the five Schools of the College, other offices, and activities, the School of Library and Technology received $205,112 (32.5%) of this amount. Within this budget the Library has allocated an ongoing line item of $26,300 (4.2% of total college discretionary funding) for library books (Table 1).

Table 1
San Diego Miramar College Discretionary Budget

2011-12 Miramar College Discretionary Budget

	Adjunct Classroom	Adjunct Non-Classroom	Classified Hourly Non-Classroom	Classified Hourly Classroom	Benefits	Supplies	Other Operating	Capital Outlay	Total	
Liberal Arts	0	0	0	4,000	400	17,500	600	0	22,500	3.56%
Business, Career & Workforce	0	0	0	6,500	650	20,125	2,350	600	30,225	4.79%
Math & Science	0	0	5,000	10,000	1,500	69,368	25,150	1,000	112,018	17.73%
Public Safety	0	0	0	30,000	3,000	7,623	300	0	40,923	6.48%
Library	0	31,752	7,559	51,560	9,086	22,940	18,015	2,900	143,812	22.77%
Data Bases	0	0	0	0	0	0	35,000	0	35,000	5.54%
Library Books	0	0	0	0	0	0	0	26,300	26,300	4.16%
Sub-Total Library	0	31,752	7,559	51,560	9,086	22,940	53,015	29,200	205,112	32.47% *
President	0	0	0	0	0	600	11,000	500	12,100	1.92%
PIO	0	0	0	0	0	5,500	14,445	1,000	20,945	3.32%
VPI	0	0	0	0	0	5,057	11,000	0	16,057	2.54%
VPS	0	0	0	0	0	11,282	9,225	1,250	21,757	3.44%
VPA	0	0	41,140		4,314	14,931	15,350	6,800	82,535	13.07%
Campus Wide										
Accreditation	0	0	0	0	0	500	0	0	500	0.08%
Shared Governance	0	0	0	0	0	0	100	0	100	0.02%
Contingency	0	0	0	0	0	6,184	0	6,183	12,367	1.96%
Memberships/Mileage	0	0	0	0	0	0	10,000	0	10,000	1.58%
Operations	0	0	0	0	0	3,000	0	0	3,000	0.47%
Graduation	0	0	0	0	0	8,000	22,000	0	30,000	4.75%
Class Schedules	0	0	0	0	0	11,500	0	0	11,500	1.82%
Sub-Total Campus Wide									67,467	10.68% *
Total	0	31,752	53,699	143,200	18,950	174,926	142,435	40,350	631,639	100.00%

*Note: Subtotal % displayed for information only and not included in the 100% total.

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[143] 2012-2013 San Diego Miramar College adopted budget
[144] 2011-2012 SDCCD Unrestricted General Fund Budget

The Library also purchases both law library books and periodicals from its discretionary allocation. Over the past five years, 2007-08 to 2011-12, San Diego Miramar College has expended, on average, $6,063 per year for law library books and $3,807 per year for periodicals.[145] These additional allocations bring the average annual discretionary funds available for library materials to $36,170, representing 17.6% of the School of Library and Technology's discretionary funding and 5.7% of the college's total discretionary funding.

In addition to funding received from the college's discretionary budget, the Library also received Instructional Equipment/Library Materials (IELM) funding through the college's program review and budget allocation process. Specifically, the Library was allocated a total of $34,494 for the purchase of library books during the period of 2007-08 to 2011-12.

Of note, IELM funds have not been allocated by the state for the last three fiscal years. However, the Library has continued to plan for the purchase of library books and the college's Budget and Resource Development Subcommittee (BRDS) has continued to approve funding for such purchases through a ranked prioritization process, should resources become available.[146] This process demonstrates the college's ongoing commitment to updating library print materials and is representative of the college-wide philosophy of planning and resource allocation even in times of budget limitations.

The College has spent an average of $54,649 per year on library print materials over the past five years, considering all potential funding sources, which totaled $273,247 from the period of 2007-08 to 2011-12 (Table 2). This average annual expenditure amount is more than double the minimum $20,000 originally cited in the 2010 Self-Study report. In fact, the increase in the Library print collection will dramatically impact the currency of print material available to students in the new Library and Learning Resources Center (LLRC).

Table 2
Total Five-Year Expenditures on Library Print Materials

	07-08	08-09	09-10	10-11	11-12	Total
Library Books	20,000	19,998	19,995	20,000	19,999	99,992
Law Library Books	6,949	4,879	5,918	6,269	6,297	30,313
Periodicals	4,042	3,675	3,478	3,445	4,396	19,036
IELM Funded Library Books	24,496	9,998	0	0	0	34,494
Title III Funded Library Books	8,997	0	0	0	0	8,997
Fine Funded Library Books	2,895	3,377	3,179	3,219	3,265	15,936
Basic Skills Funded Library Books	0	4,347	0	0	0	4,347
Perkins Funded Library Books	0	0	0	0	150	150
FF&E Funded Library Books	0	0	0	18,987	40,995	59,982
Total	67,379	46,274	32,570	51,920	75,104	273,247

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[145] Five year summary of Library books and periodicals expenditures
[146] BRDS minutes 12/02/2011

The Library also has a longstanding commitment to providing electronic resources to its students. Historically, the funding for these databases was allocated from Telecommunications and Technology Infrastructure Program (TTIP) funds. When categorical funding was greatly reduced or eliminated for many programs in 2009, San Diego Miramar College made the commitment to shift the ongoing purchase of databases to its college-wide discretionary budget.[147] On average, the college has expended $42,388 per year on databases, totaling over $211,942 for the period of 2007-08 to 2011-12 (Table 3).

Table 3
Five-Year Expenditures on Library Databases

	07-08	08-09	09-10	10-11	11-12	Total
Data Base TTIP	41,271	36,203	0	0	0	77,474
Data Base Discretionary	0	0	50,587	42,467	41,414	134,468
Total	41,271	36,203	50,587	42,467	41,414	211,942

Taking into consideration all available funding sources during the period of 2007-08 to 2011-12, San Diego Miramar College expended on average $97,038 per year on print and electronic resources for the Library (Table 4).

Table 4
Total Five-Year Expenditures on All Library Materials

	07-08	08-09	09-10	10-11	11-12	Total
Library Books	20,000	19,998	19,995	20,000	19,999	99,992
Law Library Books	6,949	4,879	5,918	6,269	6,297	30,313
Periodicals	4,042	3,675	3,478	3,445	4,396	19,036
IELM Funded Library Books	24,496	9,998	0	0	0	34,494
Title III Funded Library Books	8,997	0	0	0	0	8,997
Fine Funded Library Books	2,895	3,377	3,179	3,219	3,265	15,936
Basic Skills Funded Library Books	0	4,347	0	0	0	4,347
Perkins Funded Library Books	0	0	0	0	150	150
FF&E Funded Library Books	0	0	0	18,987	40,995	59,982
Data Base TTIP	41,271	36,203	0	0	0	77,474
Data Base Discretionary	0	0	50,587	42,467	41,414	134,468
Total	108,650	82,477	83,157	94,387	116,518	485,189

Analysis

1. **Library materials and databases are funded at a level sufficient to support student learning:** As stated above, San Diego Miramar College has expended an average of $97,038 per year on print and electronic resources for the Library. This figure is over four times greater than the fixed $20,000 amount cited in the 2010 Self-Study report.

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[147] 2009 Summary of Library database expenditures

2. **The College is fully committed to acquiring sufficient library materials:** Over 40% of the total expenditures on library materials over the past five years were paid for by college-wide discretionary funding approved via the college's resource allocation processes (as opposed to the designated Library budget).

3. **Opening of the new Library and Learning Resources Center (LLRC):** The library now occupies the entire second floor of a new 110,000 square foot Library and Learning Resources Center (LLRC) building and provides students, faculty and staff with both traditional and expanded services. As part of opening this new facility in Fall 2012, the college committed an additional $100,000 in FF&E funds to further develop the Library print collection. The new library also provides:

   - 30,000 square feet of space for students and service delivery
   - Shelving capacity to expand the library collection to 100,000 volumes
   - 8 group study rooms
   - 2 Library computer classrooms with 32 and 38 student capacities, respectively
   - Open seating for approximately 299 students at study tables throughout the Library
   - 84 public access computer stations
   - 97 study carrels

4. **Audiovisual Department updates in the new Learning Resources Center (LRC) :**

   - Increased square footage for the Audiovisual Department
   - 16 new student viewing stations & new delivery systems
   - 3 video editing suites
   - A new production studio
   - A new demonstration room with flat screen
   - A new storage room with lockable storage cabinets
   - A new equipment repair room
   - Videos/DVDs are now stored in the Audiovisual Department
   - New offices - Supervisor office and 2 additional ILT offices
   - A circulation desk

Additional Plans

None.

2004 Recommendation 4: Integrated Planning

The College uses its strategic plan to drive the development and full integration of the educational master plan with the technology, facilities, and human resources plans and related institutional processes. The human resources plan should be developed with special attention to providing sufficient administrative and staff members for projected institutional growth. (III.A.6, III.B.1, III.B.2, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b)

Executive Summary

Since 2004 San Diego Miramar College has gradually and continuously enhanced its integrated planning processes by updating its Strategic Plan; developing an Educational Master Plan and three Division Plans (Instruction, Student Services, and Administrative Services); and updating and/or authoring new Operational Plans. As requested by the Accrediting Commission, the College revised its Human Resources Plan in spring 2012 with the assistance of the District Office of Human Resources in order to address the College's faculty, classified staff, and administrative staffing needs. This plan projected the College's growth to the year 2025, matching the College's projected increase to 25,000 students with expanded College facilities.

In addition, the Planning & Institutional Effectiveness Committee (PIEC) evaluated its planning processes and placed emphasis on six areas to further improve integration of planning with resource allocation and address gaps identified by an institutional effectiveness gap analysis and survey conducted during March 2012. To enhance dissemination of institutional effectiveness information to the College community, including Student Learning Outcomes (SLO's) and service outcomes**,** a college-wide retreat was conducted on August 13, 2012 to discuss the results of an annual institutional effectiveness report. Utilizing group activities, reflective discussions of College outcomes were facilitated at the College convocation and at individual school and department meetings. During these discussions emphasis was placed on helping College constituencies link annual planning activities to long term strategic goals, prioritize new Program Review recommendations, and assess the impact of the prior year's allocation of resources on institutional effectiveness. A second college-wide retreat was held on March 22, 2013[148] which provided an opportunity to assess performance outcomes of the 2007-2013 Strategic Plan, as well as determine progress with the College's institutional effectiveness[149] since August 2012. Also, the Budget and Resource Development Subcommittee (BRDS) established new procedures that institutionalize minimum funding levels each year and help identify appropriate resources to address critical College planning priorities.

Introduction

San Diego Miramar College has had an established planning process in place since 2007 that incorporates Program Review, planning, and resource allocation processes.[150] The College's various written plans, however, were not integrated or aligned with the Strategic and Educational Master Plans. The 2010 evaluation team therefore recommended that the College focus on the integration of its planning processes. In response, the College realigned its planning focus using

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[148] College Retreat Program 3/22/2013
[149] 2013 Institutional Effectiveness Survey results
[150] 2007-2008 CWMP Outline - 2008-2009

the Strategic Plan[151] as the steering plan that aligned other planning processes, including the Educational Master Plan[152; 153; 154; 155] and all Operational Plans, such as the Technology[156], Facilities[157], and Human Resources Plans. Following these changes, the 2011 evaluation team concluded

> …[t]he college has made significant efforts to integrate its various planning processes with the strategic plan serving as the guiding document. While it is possible to say that this remains a 'work in progress' the team concludes that the college has integrated its plans.

The 2010 evaluation team also recommended that the College's Human Resources Plan "…assure that staffing meets the needs of institutional growth." The 2011 evaluation team found that the district had not updated its staffing plan since 2004 and therefore the second part of the recommendation pertaining to staffing for institutional growth had not been sufficiently addressed. The team concluded "…that the College and district must immediately address the need for an up-to-date staffing plan which addresses issues of staff attrition, growth of enrollments and the addition of new facilities at Miramar College." The 2012 evaluation team observed that "The College has integrated its various plans, and continues to assess, adjust and evaluate the effectiveness of its integrated planning model vis-a-vis indicators of institutional effectiveness. Moreover, the College has completed a short and long-term human resources plan that is integrated with its short and long term plans."

Resolution

Integrated Planning: Even though the 2011 visiting team concluded the College has integrated its plans, San Diego Miramar College has continued to refine and improve its integrated planning process. In spring 2011 the College established measurable outcomes for assessing attainment of College strategic goals and objectives[158]. The College, in collaboration with District Research and Planning, identified data sources and a mechanism for annual reporting of achievement outcomes. The PIEC also conducted a survey in March 2012 to identify gaps between current planning practices and ACCJC standards as identified in commission training materials.[159;160] Analysis of survey results then informed actions taken by the PIEC during spring 2012[161;162] Since fall 2010 the PIEC has placed emphasis on six areas:

1. Creating additional opportunities for reflective dialogue of achievement and outcome data, in keeping with the college's emphasis on building a culture of collaborative inquiry

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[151] SD Miramar College 2007-2013 Strategic Goals and Strategies
[152] 2011-2014 Educational Master Plan
[153] 2011-2014 Three Year Instructional Division Plan
[154] 2011-2014 Three Year Student Services Division Plan
[155] 2011-2014 Three Year Administrative Services Division Plan
[156] College Operational Plans - Technology Plan
[157] College Operational Plans - Facilities Master Plan
[158] Spring 2012 Strategic Plan Objectives
[159] PIEC Institutional Effectiveness survey
[160] PIEC Institutional Effectiveness survey results - Gap analysis
[161] PIEC Minutes 3/23/2012
[162] 2012 – Mapping Committee Accomplishments to Strategic Plan Goals

2. Determining the impact of current planning processes and activities on student learning
3. Assessing criteria used to inform decision making and resource allocation
4. Evaluating the effectiveness of the program review processes in each College division
5. Evaluating the alignment and effectiveness of the College's committee structure to support integrated planning processes in collaboration with the College Governance Committee (CGC), and
6. Evaluating budget planning methods.

Starting fall 2010, the College used the goals and strategies of the updated Strategic Plan to guide the development and integration of the Educational Master Plan with the Division Plans and Operational Plans. This action has significantly enhanced the College's integrated planning process.

The Integrated College Planning Process (Figure 4), which links short term and long term planning, places emphasis on the central role of the Strategic Plan as the driver for all College planning:
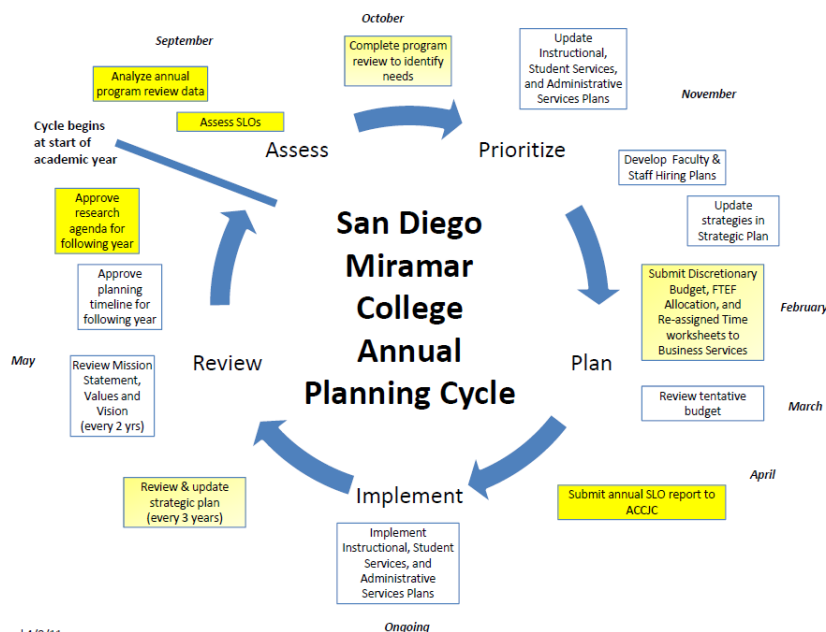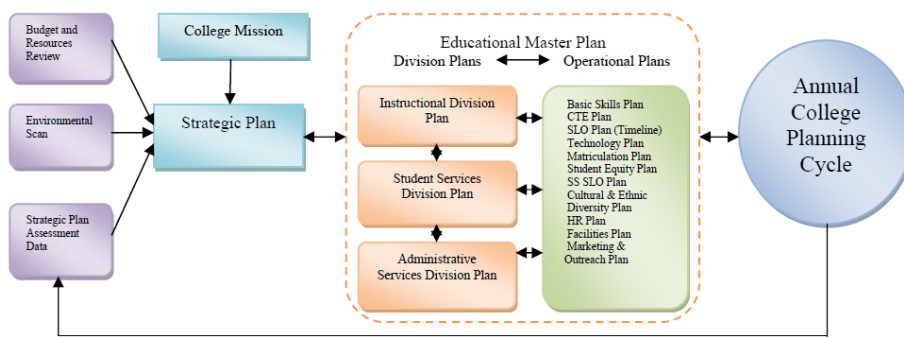
Figure 4: Integrated College Planning Process

Human Resource Planning: During spring 2012, San Diego Miramar College, in collaboration with the District Office of Human Resources, began working on an updated Human Resources Plan focusing on creating an up-to-date staffing plan which addresses issues of staff attrition, enrollment growth, and the addition of new facilities at the college[163]. A key step in the development of the District's budget is to ensure that financial commitments are matched against supporting resources. Resources such as the "Cost of Living Adjustment" (COLA) and "Growth" are categorized as continuing new resources, while the District's Lottery, Non-Resident Tuition, and Interest revenues are the primary sources of one-time-only new funds. Based on the District's Resource Allocation Formula (RAF)[164], the new continuing resources defined above are applied 85% to the employee units and 15% to other purposes. For one-time resources, the split is 80% to employee units and 20% to other purposes. Annual allocation of funds, based upon the RAF, therefore directly impacts the College's ability to implement its Human Resources Plan.

The District is required to grow its credit full-time faculty to meet its Full-Time Faculty Obligation Number (FON). As this is a cost directly related to growth, the district charges Growth funds for the number of regular full-time faculty required for compliance. The cost for each position is charged to the 85% units' share of RAF funds. The units' 85% of Growth funds cannot be used for new management positions. Instead, management positions are funded from the other 15% share of RAF funds. For classified staff positions, the RAF formula allows for a maximum number of new positions based on a growth rate percentage. The number of Full-Time Equivalent Students (FTES) and Full-Time Equivalent Faculty (FTEF) is multiplied by a vacancy rate cost and deducted from the unit's share of Growth funds.

During July 2012, meetings were conducted with District Office of Human Resources participation that reviewed and further analyzed staffing needs at San Diego Miramar College. In addition, an analysis of classified staffing patterns was presented at the SDCCD Governing Board meetings on March 29, 2012[165] and May 24, 2012[166]. This report assessed gaps in existing classified staffing due to budget reductions and reviewed the ethnic and cultural diversity of the College's employees compared to the surrounding community. These data were included in the 2012 San Diego Miramar College Human Resources Plan along with revisions to projections to determine appropriate staffing needed to serve 25,000 students by the year 2025.

In addition to the District projections of student enrollment, a local study was performed by the College in March 2012 using 2010 census data, local San Diego Association of Governments (SANDAG) data, and prior year College enrollment data to more accurately project future

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[163] 2012 San Diego Miramar College Human Resources Plan
[164] 2011-2014 SDCCD Resource Allocation Formula
[165] SDCCD Board meeting minutes 3/29/2012
[166] SDCCD Board meeting minutes 5/24/2012

enrollment[167]. This study estimated that the College will reach 10,000 FTES (FTES) by the year 2017-2018, but will only have a headcount of 19,000 students by the year 2025; less than previously projected by the District[168].

Using these reports and other sources of information including input from the District Office of Human Resources, the College revised its Human Resources Plan[169] and distributed it to the College community for review and comment. A final draft was posted to the College web site on August 2, 2012 for review and comment and adopted by all campus constituencies on August 28, 2012[170].

Analysis

History: Since 2004, San Diego Miramar College has made many improvements in its planning, budgeting, and resource allocation processes to better integrate these functions and emphasize the importance of student learning and achievement. The success of these improvements is reflected in increased student enrollment, retention, persistence, and success since 2007.[171;172] Overall attainment of degrees and certificates, as well as transfer to four-year institutions has risen through spring 2010.[173] Class fill rates are currently the highest in the San Diego Community College District (SDCCD),[174;175;176] indicating high operational efficiency at Miramar College, even with significant course section reductions resulting from decreased state revenues over the past three years.

The College began working in earnest to integrate program review and planning six years ago beginning with the formation of a group called the Primary Planners (consisting of the vice president of Instruction, vice president of Student Services, Academic Senate president, and Dean of Technical Careers and Workforce Initiatives).[177] Also at this time, the President identified program review and institutional planning as a top priority for the College and created the Institutional Effectiveness (IE) Task Force, charged with development of a formalized college-wide process for planning and institutional effectiveness.[178;179]

Beginning in 2006-2007 a Title III grant supported the further development of a program review process and in later years provided initial funding for a Student Learning Outcomes Assessment Cycle (SLOAC) Facilitator as a 50% reassigned time assignment per semester to enhance development and refinement of learning outcomes at the course, program and institutional level,

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[167] 2011-2014 San Diego Miramar College Educational Master Plan - Enrollment projection
[168] 2011-2014 San Diego Miramar College Educational Master - Appendix B, p. 41
[169] 2012 San Diego Miramar College Human Resources Plan
[170] CEC agenda 8/28/2012
[171] 2008 Fact Book: Miramar College
[172] 2011 Fact Book: Miramar College
[173] 2010-2011 SDCCD Transfer Report
[174] 2011 Fact Book: City College
[175] 2011 Fact Book: Mesa College
[176] 2011 Fact Book: Miramar College
[177] 2006 Institutional Effectiveness Retreat Recommendations
[178] 2007 IE Working Group Notes
[179] 2008 IE Presentation

in addition to providing faculty support and the design and delivery of student learning and service outcome workshops.

In fall 2006, the Instructional Program Review Subcommittee added the SLOAC function to its mission, in order to better integrate the evaluation of student learning into the program review, planning, and resource allocation processes.[180]

Starting in fall 2007 the College Institutional Effectiveness task force scheduled planning retreats to discuss improved integration of planning with resource allocation and the development of an annual planning calendar that included program review processes.[181] Criteria also were identified for governance groups to link institutional priorities with program development and improvement, as well as the allocation of resources. Emphasis at these retreats was also placed on developing methods to communicate planning decisions to the College community and assess institutional effectiveness.

During spring 2008 the College converted its Institutional Effectiveness task force to a participatory governance committee called the Institutional Effectiveness Committee (IEC) and reorganized its committee structure, renaming and assigning two of its College committees as subcommittees to the IEC: the Budget and Resource Development Subcommittee (BRDS) and the Research Subcommittee (RSC).[182] Major accomplishments in spring 2008 also included finalization of a College-Wide Master Plan process timeline and outline[183], establishment of an annual planning cycle[184] and determination of College and Division planning priorities.[185] Through 2010 the College expanded its planning process to refine the six-year Strategic Plan[186] linked to the College mission, vision, and values, along with an overall long range planning cycle that included 2004 Educational Master Plan projections[187] and regular assessment of progress in attaining strategic goal objectives. In keeping with the College's emphasis on planning, the IEC was renamed the Planning and Institutional Effectiveness Committee (PIEC). The College also completed a diagrammatic representation of both long range and annual integrated planning processes, as well as other planning communication tools.[188;189] Program review processes in the three divisions (Instruction, Student Services, and Administrative Services) were enhanced to include the evaluation of institutional research data, as well as learning and services outcome data.[190;191;192] The College's planning processes are now linked through program review to annual analysis of outcomes, identification of gaps in services, and the application of College resources to enhance student learning. This is accomplished by setting planning priorities that address program review findings and recommendations: Program recommendations are

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[180] 2007 Planning Improvements Recommendations
[181] 2007 Master Plan Recommendations
[182] College Governance Handbook, p.20
[183] 2009-2010 CWMP Timeline and Outline
[184] 2009-2010 Planning Work Flow Diagram
[185] 2009-2010 CWMP Priorities
[186] 2007-2013 Strategic Plan
[187] 2004 Educational Master Plan – Enrollment Projection
[188] Diagram of long range and annual integrated planning processes
[189] PIEC Standardized planning terminology document
[190] 2012-2013 Instructional Program Review / SLOAC form
[191] 2010-2011 Student Services Program Review form
[192] 2012-2013 Administrative Services Program Review form

prioritized based upon their linkage to strategic goals and strategies, as well as their correlation to institutional effectiveness data.

Discretionary funding streams have been identified and institutionalized through BRDS procedures[193; 194] that guarantee a minimum annual budget to address high priority College needs.[195;196] Examples of these funding streams include a College-based Civic Center fund, Instructional Equipment and Library Materials (IELM) funding from the State of California in the form of block grants, and scheduled maintenance block grants. In addition, Federal Carl D. Perkins funding for Career and Technical Education (CTE) programs is prioritized and distributed to qualifying programs using separate criteria provided by this government agency.[197] Program review recommendations are prioritized and evaluated for all possible funding sources, including state general fund and block grants. Miramar College is known within the SDCCD for its operational efficiency and careful application of funding to maximize available course sections and support services. This is evident by the number of students served above annual enrollment targets and the success of mission critical services to Basic Skills students, career and technical education programs, and degree/transfer students.

Planning: The San Diego Miramar College integrated planning process links short term and long term planning with a clear emphasis on the central role of the Strategic Plan as the driver of all College planning. The Strategic Plan includes strategic goals and strategies to guide the development and integration of the Educational Master Plan with Division and Operational Plans (Figure 5).

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[193] BRDS agenda 5/11/2012 - New Resource Allocation Procedure
[194] BRDS minutes 5/11/2012 - New Resource Allocation Procedure
[195] BRDS agenda 5/11/2012
[196] BRDS minutes 5/11/2012
[197] Perkins Local Planning Team meeting 3/30/2012
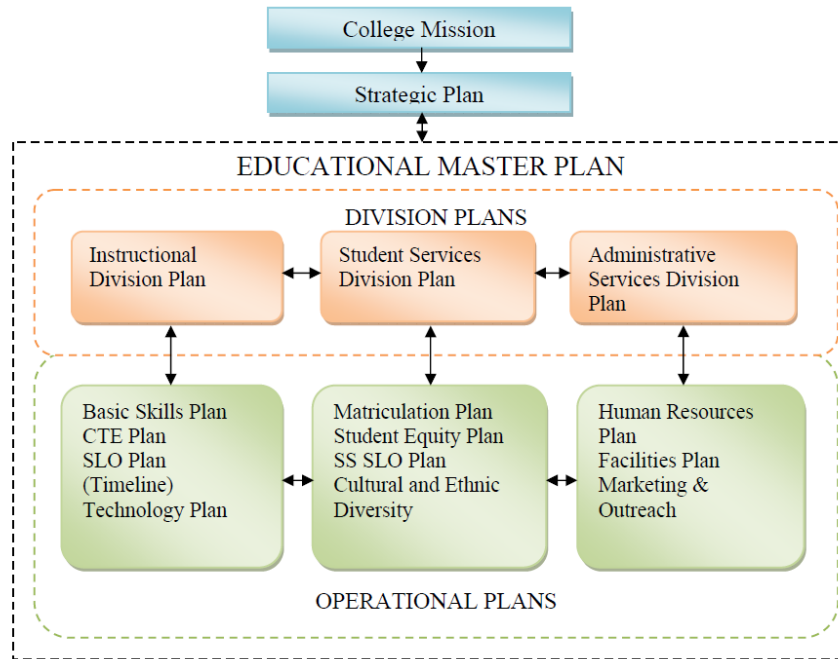
Figure 4: Alignment of college plans

Oversight of College planning processes occurs primarily through the College Executive Committee and the PIEC, in accordance with the College's participatory governance process.[198;199] An annual planning calendar is updated each April to guide the next year's planning cycle activities and deadlines.[200]

Instructional program faculty and staff within each department complete an annual Program Review/Planning Report using achievement and outcome data provided by District Office of Institutional Research and Planning as well as program-customized summaries of learning assessment data compiled by the SLOAC Facilitator (example included as Appendix 3). The report gathers general information about each program as well as more specific information about enrollment, scheduling, curriculum, faculty and staff, professional/staff development, facilities, technology, equipment, and budgetary needs, student support services, marketing, and research. Prompts are also provided to assist with analysis of the program's strengths, weaknesses, opportunities and threats. Program review information is used to plan new program activities, identify future needs, and to assess achievements from the previous year. Student Services and Administrative Services have parallel program review processes.

Each November, deans and supervisors summarize program review information to create annual updates of three-year Division Plans. Program review documents from each division also are reviewed by the Vice Presidents and forwarded to the PIEC to develop the Annual Institutional

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[198] College Governance Handbook, p. 20
[199] College Governance Handbook, pp. 10-11
[200] Sample Annual Planning Calendar

Effectiveness Report.[201] These data are also used to inform updates to, maintain the consistency of, and manage operational plans, such as the Facilities Plan and the tentative College budget. Starting in 2012-2013, Division Plans included a summary of prior year planning activity accomplishments, a report of division achievement metrics, and learning outcome measures. The updated Division Plans for instruction, student services, and administrative services are due on March 15 of each year.

San Diego Miramar College's enhanced integrated planning process consists of:

- Program and Service Review which occurs on an annual basis and is the primary mechanism for identifying goals and objectives at the program and department level that align with the College strategic goals. The program and department-level goals and objectives are updated or assessed and analyzed during the following years' Program and Service Review cycles.

- The College Annual Planning Cycle which provides a timeline for annual planning and assessment. This cycle is driven by the annual program and service review process for instructional programs, student services programs, and administrative services. The program and service review process identifies program and service area goals and objectives; evaluates and analyzes progress towards meeting goals and objectives, and specifies future steps and necessary resources.

- The Integrated Planning Cycle which provides a framework for long range planning for the College. The Strategic Plan Goals and Strategies ("Strategic Plan") drives the development and full integration of the Educational Master Plan with the Technology Plan, the Facilities Plan, and the Human Resources Plan and related institutional processes, including the College Annual Planning Cycle.

- A Strategic Plan developed and based primarily on the College mission, budget and resources review, an environmental scan, and an assessment mechanism comprised of feedback gathered over the period of time since the previous review and update. The current plan includes five goals, and each goal has several strategy statements that specify directions to follow to achieve the goal. The Strategic Plan is reviewed on a three year cycle and updated on a six year cycle.

- An Educational Master Plan, serving as the framework linking the Strategic Plan to the implementation plans in the three College divisions. The Educational Master Plan is comprised of planning themes which drive development of division plans for each of the College divisions: Instructional Services, Student Services, and Administrative Services. The Educational Master Plan is a 3-year plan that is reviewed and updated annually.

- Division Plans, which include a broad description of the division and its programs or services, goals, planning assumptions, staffing and facilities needs. The division plans are 3-year plans that are reviewed and updated annually.

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[201] 2011-2012 Annual Institutional Effectiveness Report

The San Diego Miramar College Educational Master Plan aligns instructional departments and programs, student services, and administrative services with the College's Strategic Plan goals through defined strategies. Each College division, with inputs of the departments/schools, creates a three-year plan that aligns local planning activities with Master plan themes; Strategic Plan goals and strategies; and all related operational plans, such as Facilities, Technology, and Human Resources. Prioritized activities identified in each division plan address core elements of the College Mission. The San Diego Miramar College integrated planning process focuses institutional resources on the quality of instruction, as well as the quality of educational programs and services for university transfer, general education, basic skills, and workforce preparation.

Division Plans represent three primary planning documents derived from the College's Educational Master Plan. The Educational Master Plan establishes themes that align development of division plans for Instruction, Student Services, and Administrative Services. These plans are closely coordinated and inform efficient delivery of programs and services. The division plans also utilize College achievement indicators to inform program planning. Achievement and outcome indicators are used to assess trends related to enrollment, completion, and operational efficiency. These data are then used as a foundation for instructional and student services planning as well as information for the budget development process.

Operational plans may be assigned to a specific division or a participatory governance committee, for those that have college-wide implications (e.g. the Facilities Master Plan,[202] Technology Plan,[203] and Human Resources Plan[204]). Other operational plans include the Cultural and Ethnic Diversity Plan,[205] Student Equity plan,[206] Marketing and Outreach Plan,[207] Basic Skills Plan,[208] Career and Technical Education (CTE) Plan[209], Instructional[210] and Student Services[211] SLO Plans, and the Matriculation Plan.[212] The timeline for operational plan review and update varies depending on the nature of the plan and on external reporting requirements.

The primary outcome of Educational Master Planning is to identify common planning themes that align strategic planning goals to annual operational plan activities. Strategic Plan goals and objectives identified by the College are addressed by departments and programs within Instruction, Student Services and Administrative Services through development of three year plans and annual implementation plans. During development of the three year plans, departments and programs also identify their strengths, weaknesses, opportunities, and threats (SWOT) to be used with annual planning and the program review process. This SWOT analysis functions as an "internal scan" to inform updates to the College's Strategic Plan, along with

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[202] College Operational Plans - Facilities Master Plan
[203] College Operational Plans - Technology Plan
[204] 2012 San Diego Miramar College Human Resources Plan
[205] College Operational plans - Cultural & Ethnic Diversity Plan
[206] College Operational Plans - Student Equity Plan
[207] College Operational Plans - Marketing & Outreach Plan
[208] College Operational Plans - Basic Skills
[209] College Operational Plans - CTE Plan
[210] College Operational plans - Instructional SLO Plan
[211] College Operational plans - Student Services SLO Plan
[212] College Operational plans - Matriculation Plan

environmental/external scan information, budget and resource information, and the College mission.

Assessment: A central component of integrated planning at San Diego Miramar College is the use of annual program review and SLOAC data 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 plans also utilize analysis of achievement indicators to assess progress each year. Beginning in 2011-2012, measurement of prior year department and program planning activity achievements and strategic goal attainment has, in part, informed the development of an annual progress report assessing institutional effectiveness.[213]

Departments and programs use prior year data provided by the District Office of Institutional Research and Planning, SLOAC data provided by the SLOAC Facilitator, and information provided by Career and Technical Education advisory committees or other external partners to inform the identification of future goals and objectives intended to improve student learning, College services and overall program success.

Achievement of strategic plan goals and objectives is measured, in part, through accomplishment of planned activities.[214] In addition, 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 objectives.[215] The College also developed a prototype of a scorecard in March 2013 to evaluate quantitative outcomes of the 2007-2013 Strategic Plan.[216]

The Instructional and Student Services Division plans also include an analysis of achievement indicators related to instructional programs offered by San Diego Miramar College. These common measures are used to assess trends related to enrollment, completion, and operational efficiency. In addition, data are used as a baseline for instructional and student services planning purposes and to inform the budget development process.

The Instructional and Student Services Divisions utilize a number of achievement indicators. These include annual Program Review Reports prepared by program faculty and staff, the College Fact Book, and Scorecard[217] prepared by the District Office of Institutional Research and Planning. These indicators assist in the evaluation of division activities and inform future planning. They, along with SLOs and service unit outcomes, gauge the effectiveness of each division in meeting the needs of student learning and goal attainment. An assessment and analysis of program review data is conducted each year using five year trended data. Each indicator is linked to one or more Strategic Plan goals and therefore helps departments and programs assess their contribution towards achieving those goals. The process relies heavily

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[213] 2011-2012 Instructional Program Review / SLOAC Form
[214] 2010-2013 Strategic Plan Accomplishments
[215] Updated Instructional Three-Year Plan
[216] 2007-2013 Strategic Plan Scorecard
[217] 2011-2012 Miramar College Scorecard

upon the achievement and SLO data included in the annual Program Review Reports which are discussed at the department, program, division and College levels.

Dialogue & Self-Reflection: Discussions regarding student learning and achievement outcomes take place regularly each semester. These are guided by the Program Review Reports, including the report sections pertaining to planning, budgeting and resource allocation[218]. These reflective discussions of student learning and outcomes are continued during department meetings, as well as campus committee meetings that guide development of operational plans. Additionally, since fall 2008, dialogue about the college-wide planning has taken place at the President's Convocations[219;220;221;222;223] and college-wide retreats.[224;225]

Assessments of institutional effectiveness are now shared at multiple venues. In fall 2012 the College held an annual college-wide retreat focusing on an initial draft institutional effectiveness report that apprised the College of progress in achievement of strategic goal outcomes, student achievement, and outcome trends.[226] College constituents utilized this opportunity to conduct sense-making of college-wide data and determine new directions and priorities for annual plans and resource allocation. This information was then taken to the fall 2012 College convocation and shared more broadly with College faculty and staff.

Another college-wide retreat was held in spring 2013 to re-affirm the planning priorities[227] identified after the fall 2012 retreat, and to review additional student achievement and outcome data.[228] In addition, outcomes of the 2007-2013 Strategic Plan were discussed using a newly developed prototype of an outcomes scorecard[229] and the accomplishment of prioritized Strategic Plan objectives and their defined planned actions.[230] The College's integrated planning processes were discussed and assessed by reviewing the results of the 2013 institutional effectiveness survey.[231] A discussion of institutional student learning outcomes was also facilitated by faculty, leading to a deeper understanding of the relationship between course, program and institutional outcomes by retreat participants. A survey assessment of the spring 2013 college retreat indicated that respondents felt that the activity was well organized and provided the opportunity for reflective discussion of planning outcomes, student achievement, and institutional effectiveness.[232] This view was expressed by a majority of retreat participants, representing a broad cross section of the college community.

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[218] 2011-2012 MBEPS School meetings agendas
[219] Fall 2008 Convocation program
[220] Fall 2009 Convocation program
[221] Fall 2010 Convocation program
[222] Fall 2011 Convocation program
[223] Fall 2012 Convocation program
[224] Fall 2012 College-wide retreat agenda
[225] Spring 2012 College-wide retreat agenda
[226] Fall 2012 College Retreat Agenda
[227] 2012-2014 College Planning Priorities
[228] 2013 San Diego Miramar College Fact Book
[229] 2007-2013 Strategic Plan Scorecard
[230] 2010-2013 Strategic Plan Accomplishments
[231] 2013 Institutional Effectiveness Survey results
[232] Spring 2013 College Retreat Evaluation

Review & Revision of the Planning Process: San Diego Miramar College now participates in a regular and systematic review of its institutional planning and budgeting processes, including an annual assessment of committee accomplishments[233;234;235;236;237] and budget workshops[238;239;240;241] that help the College community understand budget development and resource allocation strategies.[242;243] In keeping with the College's commitment to continual improvement, the College planning cycle and timeline, first developed in spring 2008, have been reviewed and updated annually by the PIEC while the Strategic Plan has been reviewed three times, with the latest update authored in spring 2013. Final outcomes from 2007-2013 Strategic Plan were evaluated in March 2013 through the use of a prototype of an outcome scorecard,[244] and the update on the accomplishment of prioritized Strategic Plan objectives and their defined planned actions.[245] Some of the findings of this evaluation process have contributed to revisions to the College's strategic goals, strategies and measurable performance outcomes in the 2014-2020 Strategic Plan, along with specific action plans.

As summarized earlier, in spring 2012 the PIEC conducted a survey of planning and institutional effectiveness utilizing questions drawn from the Accrediting Commission (ACCJC/WASC) training manual for accreditation visiting site team members. These questions were distributed to all committee members to rate the College's planning processes compared to ACCJC standards. Survey results were grouped into major themes and discussed at the PIEC. A list of process improvements was then developed for implementation during the remainder of spring and fall 2012. The survey was administered again in March 2013[246], with results showing that the majority of respondents agreed that all seven primary institutional effectiveness topics were being appropriately addressed. Three of these topics were rated at agree or strongly agree by 70% or more of the respondents. Eleven focus areas showed improvement over the previous year while six focus areas were identified for additional emphasis during the 2013-2014 planning cycle. This survey of institutional effectiveness practices will continue to be utilized each spring to reassess the College's integrated planning, budgeting, resource allocation and assessment processes.

Additional Plans

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[233] 2012 Committee accomplishments
[234] 2009-2012 PIEC Accomplishments
[235] 2011-2012 BRDS Accomplishments
[236] 2011-2012 RSC Accomplishments
[237] 2011-2012 CEC Accomplishments
[238] BRDS agenda 9/2/11 - Budget Forum
[239] BRDS agenda 9/16/11 - Budget Forum
[240] BRDS agenda 2/3/12 - Budget Forum
[241] BRDS agenda 4/27/12 - Budget Forum
[242] 2011-2012 Budget Update - PowerPoint Presentation
[243] Budget Update - PowerPoint Presentation - 2/3/2012
[244] 2007-2013 Strategic Plan Scorecard
[245] 2010-2013 Strategic Plan Accomplishments
[246] 2013 Institutional Effectiveness Survey Results

- As part of the built-in integrated planning process, the College will continue to refine and improve its planning processes through formal annual reviews of its integrated planning cycle and program review/SLOAC processes
- The College will formalize its strategic enrollment process, continually utilizing data to inform future changes to staffing, budgets and program management and schedule development.

The 2012 evaluation team concluded that "…the College and the district have met the expectations of its 2004 Recommendation 4.

2004 District Recommendation 4: Delineation of District Functions

The district should build upon its efforts to clearly delineate the functions of the district and colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges.

Executive Summary

The San Diego Community College District has created a process for review and revision of the functional mapping document that helps delineate college versus district functions. This document undergoes both an annual review, as well as updating on an as-needed basis as new functions emerge within the district and college administrative structures and services.

Introduction

The District now regularly undergoes a District-wide shared governance self-assessment to evaluate the effectiveness and quality of services as part of an evaluation of District and College responsibilities. This process enables updating of the "Delineation of Functions Map of District and College/Continuing Education Functional Organization."

Resolution

In 2010, San Diego Miramar College included in its Accreditation Self-Study Report a district document entitled "Delineation of Functions Map of District and College/Continuing Education Functional Organization" as evidence that the district had addressed the issues mentioned in the 2004 district recommendation. Upon reviewing this document in 2010, the accreditation visiting team assigned to San Diego Miramar College responded with the following comments:

> The team reviewed the district's functional map included in the self study. The team found that although the district has refined its delineation of function and governance structure since the last accreditation visit, it had not begun "regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges" until the preparation of the current self study was well underway. The team concluded that the district has partially met this recommendation because of the recent efforts to evaluate the effectiveness of the delineation of functions and the quality of services provided to the colleges.[247]

In response to this assessment by the 2010 accreditation visiting team to San Diego Miramar College, the following evidence is offered to support regular evaluation by the district regarding the effectiveness of the delineation and the quality of services provided to the colleges: First, the document entitled "Delineation of Functions Map of District and College/Continuing Education Functional Organization[248]" is continually updated as functions are added, refined, reorganized, or shifted. Second, information is routinely updated for currency in preparation of a

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[247] 2010 Accreditation Team Evaluation Report
[248] Delineation of Functions Map of District and College/Continuing Education Functional Organization

district organizational handbook. The San Diego Community College District publishes an annually revised "Administration & Governance Handbook[249]" which includes an updated delineation of District and College functions.

In addition, in 2010, the district created and conducted a District-wide Shared Governance Self-Assessment;[250] a process through which the district regularly evaluates its effectiveness and quality of services for all district functions, including ongoing assessment of its committee functions, and documents these results. More specifically, the aim of this process is to help "improve the alignment between Board Policy and the accreditation standards, as well as contribute to increasing opportunities for improved student learning and student success."

Analysis

This recommendation has been met, as evidenced by the ongoing review and updating processes described above.

Additional Plans

None.

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[249] 2012-2013 Administration & Governance Handbook
[250] 2010 District-wide Shared Governance Self-Assessment

Standard I: Institutional Mission and Effectiveness

I.B.7.

1. The College will continue its work to formalize the process and procedure for assessment of the effectiveness of college's planning cycle to improving instructional programs, student support services, and library and other learning support services with the proper feed of information from program review and SLO assessment data.

San Diego Miramar College has had an established planning process in place since 2007 that incorporates program review recommendations, student learning outcomes, planning, and resource allocation processes. During the 2010 ACCJC site visit, the team noted that "…while a planning cycle exists and program reviews have been completed, it is not clear how the results of these program reviews are evaluated, used for resource allocation, or integrated into overall College planning." The team also could not find "…evidence that demonstrates systematic, ongoing assessment of progress toward achieving stated goals occurs." Finally, the team urged the Planning and Institutional Effectiveness Committee (PIEC) to conduct an evaluation of the College's planning efforts.

In response to these recommendations, during the 2010-2011 academic year the College revised it's integrated planning processes to integrate evidence from program review and other sources into the College's planning, resource allocation, and evaluation mechanisms.[251] Following these changes, the 2011 evaluation team concluded that the College had made progress toward resolving this recommendation. Specifically, the team recognized San Diego Miramar College's efforts in building a research infrastructure and working collaboratively with the District Office of Institutional Research and Planning to support that research infrastructure. Moreover, the team confirmed that the College has demonstrated access to sufficient data and information for the purpose of planning and decision-making.

Integrated planning at San Diego Miramar College utilizes annual program review and SLOAC data 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[252]. Division plans[253, 254, 255] also utilize analysis of achievement indicators to assess progress each year. Beginning in 2011-2012, measurement of prior year department and program planning activity achievements and strategic goal attainment has, in part, informed the development of an annual progress report assessing institutional effectiveness.[256] Departments and programs use prior year data provided by the District Office of Institutional Research and Planning, SLOAC data provided by the SLOAC Facilitator, and information provided by Career and Technical

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[251] 2010-2011 Instructional Program Review SLOAC form
[252] 2011-2014 San Diego Miramar College educational master plan
[253] Three Year Instruction Division Plan (2011-2014)
[254] Three Year Student Services Division Plan (2011-2014)
[255] Three Year Administrative Services Division Plan (2011-2014)
[256] 2011-2012 Institutional Effectiveness Report

Education advisory committees or other external partners to inform the identification of future goals and objectives intended to improve student learning, College services and overall program success.

Achievement of strategic plan goals and objectives is measured partially through accomplishment of planned activities including the college-wide strategic plan defined objectives and actions. In addition, 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 objectives. The College also developed a prototype of a scorecard in March 2013 to evaluate quantitative outcomes of the 2007-2013 Strategic Plan.

The Instructional and Student Services Division plans also include an analysis of achievement indicators related to instructional programs offered by San Diego Miramar College. These common measures are used to assess trends related to enrollment, completion, and operational efficiency. In addition, data are used as a baseline for instructional and student services planning purposes and to inform the budget development process.

The effort to measure progress toward the achievement of the College's strategic goals was also collaboratively initiated by the PIEC and the College Governance Committee (CGC)[257] and resulted in a college-wide effort to map major participatory governance committee functions and agenda items to specific strategic goals and strategies.[258,259] The completed participatory committee functional mapping is currently among the key elements informing the CGC current view of the college participatory governance structure and processes[260] to provide the College with additional mechanisms for tracking progress toward achieving its strategic goals as they relate to the participatory governance structure and processes (i.e., Strategic Goal 5).

During spring 2012 the PIEC conducted a survey of planning and institutional effectiveness utilizing questions drawn from the Accrediting Commission (ACCJC/WASC) training manual for accreditation visiting site team members.[261] These questions were distributed to all committee members to rate the College's planning processes compared to ACCJC standards. Survey results[262] were grouped into major themes and discussed at the PIEC. A list of process improvements was then developed for implementation during the remainder of spring 2011 and fall 2012 from the gap analysis. This survey of institutional effectiveness was conducted again in March 2013[263], revealing eleven areas of improvement by comparison to the 2012 survey results, while identifying six areas that were referred for further consideration in the 2013-2014 planning cycle. This survey will be utilized each spring to reassess the College's integrated planning,

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[257] PIEC minutes 12/1/2012
[258] 2012- Mapping Committee Accomplishments to Strategic Plan Goals
[259] PIEC accomplishments
[260] CGC minutes 10/30/2012
[261] PIEC 2012 Institutional Effectiveness Survey
[262] PIEC Institutional Effectiveness Survey Results – Gap analysis
[263] 2013 Institutional Effectiveness Survey Results

budgeting, resource allocation and assessment processes and facilitate introduction of additional improvements

Standard II: Student Learning Programs and Services

II.A.1.c.

1. Fully implement SLOAC process and tracking system.

Since 2006 the College has continuously funded a contract faculty member to serve as SLOAC Facilitator[264] as a 50% reassigned time assignment per semester, aiding faculty in the implementation the SLOAC process. The SLOAC Facilitator meets individually with departments, programs, and service areas to assist as they progress through the SLOAC cycle. The SLOAC Facilitator also regularly briefs the Academic Senate regarding progress in SLOAC and serves as a key member of the Instructional Program Review/SLOAC Subcommittee, which is a participatory governance committee responsible for coordinating the instructional program review and SLOAC processes on campus. Along with the SLOAC Facilitator, the College has continually provided information technology and clerical support to facilitate SLOAC data entry and tracking requirements. In addition, the college's Planning and Research Analyst supports the SLOAC process by conducting recurring and ad-hoc research and by serving on the Program Review/SLOAC Subcommittee.

In fall 2010, the College implemented the use of SLOJet accountability management software,[265] which was developed from open source software following wide faculty participation and active discussion throughout the college. SLOJet facilitates the tracking of all components of the SLOAC process, including SLO identification; faculty participation; assessment cycle results; and strategies to improve student learning. All faculty members have access to SLOJet to conduct data entry for their course SLOs. In addition, department chairs have a dual administrative/faculty peer role, in that they track the participation of other departmental faculty as well as facilitate department-wide dialogue about SLOs, SLO assessment, and strategies to improve student learning. Consequently, department chairs have additional access to SLOJet pages related to overall course-level SLO analysis[266] and improvement strategies.[267] SLOAC tracking and summary information is also included in the annual program review reports prepared by each instructional program.

As referenced in the October 15, 2012 College Status Report on Student Learning Outcomes Implementation,[268] San Diego Miramar College has reached proficiency with regard to the Accrediting Commission's rubric on implementation of student learning outcomes (SLOs). Student learning and service unit outcomes have been created for all active and offered courses, instructional programs, student services programs, administrative services and at the institutional level. As of fall 2012, 100% of active and offered courses had defined student learning outcomes, while 97% had ongoing assessment. 27 instructional programs offering 147 degrees and certificates had defined outcomes and assessments, while 15 student services programs were

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[264] SLOAC Facilitator position description
[265] SLOJet System data entry form – Figure 1
[266] SLOJet System analysis – Figure 2
[267] SLOJet System improvements summary – Figure 3
[268] 2012 College Status Report on Student Learning Outcomes Implementation

actively assessing program and unit outcomes. Five institutional outcomes have been mapped through programs to specific course level outcomes, which are assessed each semester

II.B.2.c.

1. The College will continue the work on progress and ensure that all major initiatives, including SLOs, program review, and institutional effectiveness reach and/or maintain the sustainability level outlined in the accreditation rubrics.

A central component of integrated planning at San Diego Miramar College is the use of annual program review and SLOAC data 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 plans[269,270,271] also utilize analysis of achievement indicators to assess progress each year. Beginning in 2011-2012, measurement of prior year department and program planning activity achievements and strategic goal attainment has, in part, informed the development of an annual progress report assessing institutional effectiveness.[272]

Departments and programs use prior year data[273] provided by the District Office of Institutional Research and Planning, SLOAC data provided by the SLOAC Facilitator, and information provided by Career and Technical Education advisory committees or other external partners to inform the identification of future goals and objectives intended to improve student learning, College services and overall program success.

Achievement of strategic plan goals and objectives is measured partially through accomplishment of planned activities including the college-wide strategic plan defined objectives and actions. In addition, 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 objectives. The College also developed a prototype of a scorecard in March 2013 to evaluate quantitative outcomes of the 2007-2013 Strategic Plan.

Instructional and Student Services Division plans also include an analysis of achievement indicators related to programs offered by San Diego Miramar College. These common measures are used to assess trends related to enrollment, completion, and operational efficiency. In addition, data are used as a baseline for instructional and student services planning purposes and to inform the budget development process. The Instructional and Student Services Divisions utilize a number of achievement indicators, including annual Program Review Reports[274]

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[269] Three Year Instructional Division Plan (2011-2014)
[270] Three Year Student Services Division Plan (2011-2014)
[271] Three Year Administrative Services Plan (2011-2014)
[272] 2011-2012 Institutional Effectiveness Report
[273] 2012-2013 Instructional Program Review / SLOAC form
[274] 2011-2012 Sample Instructional Program Review Report

prepared by program faculty and staff, the College Fact Book,[275] and Scorecard[276] prepared by the District Office of Institutional Research and Planning. These indicators assist in the evaluation of division activities and inform future planning. They, along with SLOs and service unit outcomes, gauge the effectiveness of each division in meeting the needs of student learning and goal attainment. An assessment and analysis of program review data is conducted each year using five year trended data. Each indicator is linked to one or more Strategic Plan goals and therefore helps departments and programs assess their contribution towards achieving those goals.

Assessments of institutional effectiveness are now shared at multiple venues. In fall 2012 the College held an annual college-wide retreat[277] focusing on an initial draft institutional effectiveness report that apprised the College of progress in achievement of strategic goal outcomes, student achievement, and outcome trends. College constituents utilized this opportunity to conduct sense-making of college-wide data and determine new directions and priorities for annual plans and resource allocation.

Another college-wide retreat was held in spring 2013 to re-affirm the planning priorities[278] identified after the fall 2012 retreat, and to review additional student achievement and outcome data.[279] In addition, outcomes of the 2007-2013 Strategic Plan were discussed using a newly developed prototype of an outcomes scorecard,[280] and the accomplishment of prioritized Strategic Plan objectives and their defined planned actions.[281] The College's integrated planning processes were discussed and assessed by reviewing the results of the 2013 institutional effectiveness survey.[282] A discussion of institutional student learning outcomes was also facilitated by faculty, leading to a deeper understanding of the relationship between course, program and institutional outcomes by retreat participants. A survey assessment of the spring 2013 college retreat indicated that respondents felt that the activity was well organized and provided the opportunity for reflective discussion of planning outcomes, student achievement, and institutional effectiveness.[283] This view was expressed by a majority of retreat participants, representing a broad cross section of the college community.

II.B.3.e

1. The addition of online English as a Second Language (ESOL) testing will be investigated in conjunction with the College's sister campuses once the budget situation improves.

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[275] 2012 Fact Book – Miramar College
[276] 2011-2012 Miramar College Scorecard
[277] Fall 2012 College Retreat agenda
[278] 2012-2014 College Planning Priorities
[279] 2013 San Diego Miramar College Fact Book
[280] 2007-2013 Strategic Plan Scorecard
[281] 2010-2013 Strategic Plan Accomplishments
[282] 2013 Institutional Effectiveness Survey results
[283] Spring 2013 College Retreat Evaluation

ESOL instructors from all three colleges have discussed the possibility of creating a methodology to test ESOL students online. As of Fall 2012, there is consensus that significant practical problems exist to prevent this project from reaching completion, such as the current estimated implementation cost. Instructors also voiced concern regarding the value of developing online testing for ESOL students, potential problems with such a system, such as cheating, and potential benefits to be gained from such an investment, such as efficiency in meeting the needs of a large student population. Discussions regarding the development of an online testing system will be ongoing, however, as the state's budget continues to improve and the number of ESOL students continues to increase.

II.B.4.

1. The College will continue to enhance the integration of student learning outcomes/service unit outcomes into program review and planning processes.

Instructional program faculty and staff within each department complete an annual Program Review/Planning Report[284] using achievement and outcome data provided by District Office of Institutional Research and Planning as well as program-customized summaries of learning assessment data compiled by the SLOAC Facilitator. The report gathers general information about each program as well as more specific information about enrollment, scheduling, curriculum, faculty and staff, professional/staff development, facilities, technology, equipment, and budgetary needs, student support services, marketing, and research. Prompts are also provided to assist with analysis of the program's strengths, weaknesses, opportunities and threats. Program review information is used to plan new program activities, identify future needs, and to assess achievements from the previous year. Student Services[285] and Administrative Services[286] have parallel program review processes.

II.C.1.d.

1. The Audiovisual Department will develop a plan for a network monitoring system for all campus AV equipment.

Monitoring audiovisual equipment via a network software system first requires the creation of static IP addresses representing each media link device at San Diego Miramar College. The Audiovisual Department has been working with the IT and ICS departments to establish a list of individual static IP addresses for each media link device in each classroom. Establishing these IP addresses will enable the use of Extron Global Viewer Software[287] that provides capability for remote control and maintenance of AV equipment in classrooms. San Diego Miramar College currently has 41 smart classrooms that are capable of supporting this software system.

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[284] 2012-2013 Instructional Program Review / SLOAC form
[285] 2012-2013 Student Services Program Review form
[286] 2012-2013 Administrative Services Program Review form
[287] Extron Global Viewer Software description

The Audiovisual Department worked with District IT during Fall 2012 to establish static IP addresses for all smart campus classrooms as well as the areas in all of the new buildings that contain projection units. AV will download the Global Viewer Software in fall 2014 and will begin the process of connecting the projection units to the configuerator. This will enable the department to check remotely if maintenance is needed as well as programing the projection units to automatically turn on and off. This will save many staff hours and enable staff to perform proactive maintenance before problems arise.

II.C.1.e.

1. San Diego Miramar College will work with its sister campuses to evaluate other systems when the Pay-for-Print contract expires in 2011.

It was determined after discussion with the Miramar's two sister colleges and District Purchasing, that if a contract for pay-for-print services went out for bid and was awarded to a vendor other than currently utilized, that there was a possibility that the campuses would need to purchase all new equipment. However, purchasing new equipment is not currently feasible due to budget constraints. It was therefore decided to extend the existing contract, which will remain in force for one more year. If the state budget recovers to the extent that services like pay-for-print can be re-evaluated, then a bid process will be considered at that time.

Standard III: Resources

III.A.2.

1. When the state funding picture improves, it is imperative for the District to consider staffing needs at the College in order to support increased campus operations related to campus growth and construction.

Miramar College submitted a critical needs staffing list[288] to the District in June 2012. The campus will continue to re-evaluate the list and have the process in place to move forward with hiring when the state funding picture improves. The following critical needs contract positions were identified and approved by the President's Cabinet and Chancellors Cabinet and were filled in spring 2012 and fall 2012:

- ILT/Bio Technician – Request to fill approved October 2012
- ILT/Audiovisual – Request to fill approved September 2011

The Athletic Trainer position was a new position and was approved by the board on April 19, 2012.[289] A request to fill a replacement contract Math position was approved in November 2011. On April 17, 2013, a San Diego Miramar College Academic Senate Resolution was presented at the District Governance Council to request Board consideration of two proposals that would enhance the colleges' ability to hire replacement faculty during the 2013-2014 academic year.[290]

III.A.3.a.

1. San Diego Miramar College will actively participate in the development of district personnel and payroll services policies and procedures.

The Senior Office Manager in the Miramar College Business Office participates in ongoing communication with the District's Payroll Supervisor and Director, Employee Services, as well as the Payroll Technician and Payroll Assistant, to keep informed and updated, and provide input, regarding District personnel and payroll services policies and procedures. The Senior Office Manager and Vice President of Administrative Services have committed to meeting directly with the Payroll Supervisor and Payroll Technician approximately quarterly to further enhance communication.

III.A.6.

1. When the state budget picture improves, the College will recommend that the District evaluate the College's staffing needs in relation to enrollment growth and facility expansion.

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[288] 2011-2012 San Diego Miramar College Critical Hire List
[289] SDCCD Board minutes 4/19/2012
[290] DGC meeting agenda and minutes 4/17/2013

As a response to state budget deficits, the San Diego Community College District (SDCCD has established a hiring freeze for the past 4 years. Nonetheless, San Diego Miramar College and the District have continued to plan and evaluate staffing needs. Each year during the college's Program Review process a prioritized classified hiring list[291] and prioritized faculty hiring list[292] are created. These prioritized lists have benefited Miramar College greatly in that they have allowed Miramar to immediately respond to District's requests for critical hiring needs and to justify replacement of vacant positions.

In 2009-2010 there were 15 positions vacated and two were filled. In 2010-2011 there were 16 positions vacated and eight open positions filled. In 2011-12 there were 6 positions vacated and 7 open positions filled. To date, in 2012-2013 there has been one resignation and the College has filled three vacant positions. During the hiring freeze 38 positions were vacated, of those, 20 were approved to fill. Many of the positions approved were filled in subsequent fiscal years.

In addition to replacing vacant positions, Miramar's highest critical classified hiring need, Athletic Trainer was approved. This new position is an example of the effectiveness of San Diego Miramar College's planning process. The Athletic Trainer position was identified as number one priority on the 2011-2012 list, then the position request was reviewed by Chancellor's Cabinet, and approved by the Board of Trustees on 4/19/12. The hiring process for this position took place during the spring 2012 semester and which was filled in fall 2012.

It is also important to note that a vacant Miramar faculty position was approved to fill in 2011-2012 despite the hiring freeze. The vacant Math faculty position was identified by the department as critical because there were only three other contract faculty in this department, at that time. The recruitment for this position occurred during the 2011-2012 fiscal year and the contract position was filled for the Fall 2012 semester.

The District has worked closely with San Diego Miramar College to identify staffing needs in relation to enrollment growth and facility expansion. Due to the state's reduction in funded FTES to the District, there has been no planned enrollment growth at Miramar College. Rather, SDCCD and San Diego Miramar College have had to reduce sections since 2008 in order to mitigate unfunded FTES. Because of the self-imposed hiring freeze, Miramar College has experienced unbalanced vacancies in various departments due to promotion, transfer, retirement and resignation. In an effort to address this situation with classified staffing, SDCCD conducted a study of vacant positions and formulated a plan[293] to reallocate classified staff within the college. Additionally, in response to a growing facilities capacity across the District, at the October 18, 2012 Board meeting two new positions approved. These positions were:

> Two 1.0 FTE 12-month HVAC Mechanic positions
> One 1.0 FTE 12-month Alarm Maintenance Technician position

These three classified employees represent District positions that serve all buildings at all campuses.

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[291] 2012-2013 Classified Hiring Priority List
[292] 2012-2013 Faculty Hiring Priority List
[293] 2012-2013 SDCCD Classified Staffing Redistribution Plan

III.B.2.a.

1. The College will work with the district department to evaluate staffing needs to support the new facilities.

During spring 2012, San Diego Miramar College, in collaboration with the District Office of Human Resources, began working on an updated Human Resources Plan[294] focusing on an up-to-date staffing plan which addresses issues of staff attrition, enrollment growth, and the addition of new facilities at the college. A key step in the development of the District's budget is to ensure that financial commitments are matched against supporting resources. Cost of Living Adjustment (COLA) and Growth are categorized as continuing new resources, while the District's Lottery, Non-Resident Tuition, and Interest revenues are the primary sources of one-time-only new funds. Based on the District's Resource Allocation Formula (RAF), the new continuing resources defined above are applied 85% to the employee units and 15% to other purposes. For one-time resources, the split is 80% to employee units and 20% to other purposes.

The district is required to grow its credit full-time faculty to meet the state's Full-Time Faculty Obligation Number (FON). As this cost is directly related to growth, the district calculates growth funds for the number of regular full-time faculty required for state compliance. The cost for each position is charged to the 85% units' share of RAF funds. The units' 85% of Growth funds cannot be used for new management positions. Instead, management positions are funded from the other 15% share of RAF funds. For classified staff positions, the RAF formula allows for a maximum number of new positions based on a growth rate percentage. The number of Full-Time Equivalent Students (FTES) and Full-Time Equivalent Faculty (FTEF) is multiplied by a vacancy rate cost and deducted from the unit's share of Growth funds.

During July 2012, meetings were conducted with District Office of Human Resources participation that reviewed and further analyzed staffing needs at San Diego Miramar College. In addition, an analysis of classified staffing patterns was presented at the SDCCD Governing Board meetings[295, 296] on March 29, 2012 and May 24, 2012. This report assessed gaps in existing classified staffing due to budget reductions and reviewed the ethnic and cultural diversity of the College's employees compared to the surrounding community. These data were included in the 2012 San Diego Miramar College Human Resources Plan along with revisions to projections to determine appropriate staffing needed to serve 25,000 students by the year 2025.

III.C.1.c.

1. The College will add a line item to the campus budget for technology support.

Discretionary funding streams have been identified and institutionalized through BRDS procedures that guarantee a minimum annual budget to address high priority College needs,

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[294] 2012-2013 San Diego Miramar College Human Resources Plan
[295] SDCCD Board minutes 3/29/2012
[296] SDCCD Board minutes 5/24/2012

including technology support. Examples of these funding streams include a College-based Civic Center fund, Instructional Equipment and Library Materials (IELM) funding from the State of California in the form of block grants, and scheduled maintenance block grants. In addition, Federal Carl D. Perkins funding for Career and Technical Education (CTE) programs is prioritized and distributed to qualifying programs using separate criteria provided by this government agency. Program review recommendations are prioritized and evaluated for all possible funding sources, including state general fund and block grants.

III.D.1.d

1. The governance bodies of San Diego Miramar College will continue to improve upon the College- Wide Master Plan system developed through the IE Committee, utilizing the feedback mechanisms incorporated into the plan's cycle

San Diego Miramar College now participates in a regular and systematic review of its institutional planning and budgeting processes, including an annual assessment of committee accomplishments and budget forums that help the College community understand budget development and resource allocation strategies. In keeping with the College's commitment to continual improvement, the College planning cycle and timeline, first developed in spring 2008,[297] have been reviewed and updated annually by the PIEC while the Strategic Plan[298] has been reviewed twice, with the latest update authored in spring 2011.

As part of the built-in integrated planning process, the College will continue to refine and improve its planning processes through formal annual reviews of its integrated planning cycle and program review/SLOAC processes in 2012-2013.[299] The College also will formalize its strategic enrollment process, continually utilizing data to inform future changes to staffing, budgets and program management and schedule development during this period.

III.D.2.e.

1. The College will continue to investigate new funding sources.

The discussion of alternate funding sources has been guided by the strategies adopted in the midterm revision of the 2007-2013 Strategic Plan. Strategy 4.4 directing the college to "Establish a campus process to evaluate and respond to partnership proposals from business, industry and education."[300] Among the specific actions identified by the college was "complete a survey of existing and potential alternate sources of funding and develop criteria to guide consideration for future development of financial resources.[301] In spring 2013, discussions aimed at the development of a college-wide transparent process that would be aligned with the

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[297] College Planning Cycle diagram
[298] 2007-2013 San Diego Miramar College Strategic Plan
[299] Instructional Program Review/SLOAC Committee minutes 12/3/12
[300] 2007-2013 San Diego Miramar College Strategic Plan
[301] 2007-2013 San Diego Miramar College Strategic Plan

college's participatory governance process were initiated at the Budget and Resource Development Subcommittee and at the PIEC. [302, 303] Draft guidelines to accompany the current campus procedure for applying for grants are currently under development.[304,305] CEC discussions affirmed that the college will continue to follow existing procedure until such time as an alternative is developed.

During summer 2012, San Diego Miramar College's Deans' Council identified a list of funding priorities,[306] obtained from 2011-2012 program review reports. This list of funding priorities was shared with San Diego Community College District's Instructional Services & Planning Department to help guide identification of state, federal and private grants that match San Diego Miramar College's strategic goals and objectives. Additionally, the College reviewed and updated a procedure for grant review and submission[307] during fall 2012 which facilitated identification and vetting of new funding sources, including potential grants, contracts, and partnerships.

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[302] BRDS minutes 5/11/2012
[303] PIEC minutes 5/11/2012
[304] PIEC minutes 3/8/2013
[305] College grant approval procedure
[306] Summer 2012 Funding Priority List
[307] Funding Source Approval Procedure

Standard IV: Governance

IV.A.1.

1. Review the College Governance Handbook and structure to continue to make the governance process more effective and efficient. Priorities in this review should include streamlining the mechanism for moving recommendations through the committee structure to the constituent groups and the CEC.

All the college participatory governance committees continuously review the goals, membership, and procedures of individual committees to enhance the effectiveness and efficiency of the governance process. For example the updated 2012 College Governance Handbook includes campus-approved revisions to thirteen of the fifteen participatory governance committees and one of the sixteen participatory governance subcommittees. All these revisions occurred between spring 2010 and fall 2012.

To streamline moving governance committee recommendations to the constituent groups and to the CEC, the CGC developed a routing form in spring 2011. The routing form was presented to the campus community at the fall 2011 Convocation.[308] A training process for Committee chairs and constituency leaders in the use of this new form was developed by the CGC in spring 2012, and its utilization started in fall 2012. In spring 2013, the CGC held governance training workshops to train committee and subcommittee Chairs and Co-chairs, as trainers of committee members to further campus-wide awareness of the college governance principles, processes and other effective practices. An in interactive mapping of reporting relationships of committees was among the workshop activities.[309]

IV.A.2.a. & IV.A.5.

1. CGC should continue to work on streamlining the shared governance model to reduce the number of standing committees and should present recommendations to the campus constituent groups during the upcoming academic year, 2010-11.

In Fall 2010, a coordinated effort between the PIEC and the CGC took place through a joint committee meeting[310] which highlighted the importance of evaluating the college governance committee structure, pending the development of an integrated planning process beyond the annual cycle. Dialogue about the revision of the college governance committee structure was then initiated in spring 2013 by the CGC, to align the College's committee structure with the now fully developed integrated planning process and assessment cycle to simultaneously address the possibility of replacing two independent Program Review Learning and/or Service Outcome committees and one subcommittee into a single campus-wide Program/Service Review governance committee to address college-wide learning and service outcome matters. In spring 2013 CGC also forwarded a recommendation to the College for "The formation of a campus-

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[308] Routing form - Committee member reporting relationship to constituency groups
[309] Spring 2013 CGC Workshop Materials
[310] PIEC minutes 12/10/2010

wide Program Review task force or work group to include the new SLO Facilitator with the new responsibilities to periodically meet in order to align and better interface the program review processes in all Divisions of the College.[311;312] The CGC recommendation was approved by the CEC[313] as it was recently discussed by the PIEC.[314] Chairs and Co-Chairs of the three Program Review Committees and the SLO facilitator are currently exploring how best to integrate college-wide Program Review and Student Learning Outcomes Assessment processes.

The CGC will continue to evaluate the need for additional changes and/or reduction of committees based on its ongoing analysis of input received from college governance committees.

IV.A.2.b.

1. During the continued discussion on college governance restructuring, the CGC should review the possibility of merging the functions of the three divisional subcommittees that develop processes for program review and student learning or departmental or service outcomes.

The College Governance Committee recommended "The formation of a campus-wide Program Review task force or work group to include the SLO Facilitator with the new responsibilities to periodically meet in order to merge and better interface the program review processes of all areas and Divisions on our campus.[315]" The recommendation was approved by the college constituencies[316;317] and adopted by the campus.[318] The Planning and Institutional Effectiveness Committee (PIEC) also proposed that such a taskforce[231] would assess aligning the three College Divisions' program review processes during spring 2013. Associated with this alignment has been the analysis of information management software, such as TaskStream, which might be implemented at San Diego Miramar College to better accommodate the differing needs for data collection and analysis in the areas of program review and student learning and service outcomes. The purchase of an integrated data management system has been determined to be one possible mechanism to better align the three divisions program review processes by providing document and data mapping to program and institutional-level outcomes.

IV.B.2.d.

1. Continue to communicate with staff and faculty on the budget development process at the district and college levels, and what factors impact it. San Diego Miramar College should continue to seek additional revenues through grant and other developmental efforts.

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[311] CGC minutes 11/29/2012
[312] Academic Senate minutes 2/5/2013
[313] CEC minutes 4/9/2013
[314] PIEC minutes 4/12/2013
[315] CGC minutes 11/29/2012
[316] Academic Senate minutes 12/6/2012
[317] PIEC minutes 4/12/2013
[318] CEC minutes 4/9/2013

During spring and summer of 2012, the Vice President of Administrative Services for San Diego Miramar College and the Vice Chancellor of Business Services for the San Diego Community College District provided workshops[319] to increase budget transparency. The presentations were provided to the Budget and Resource Development Subcommittee (BRDS) and Deans' Council. During summer 2012, the College Vice Presidents were tasked by the President with reviewing an existing grant proposal form, and enhancing its function while developing a companion procedure[320] for faculty and staff to follow. Form #05-003[321] was revised to include a request for applicants to provide a detailed line-item budget. The form was also retitled as the "Funding Source Approval Form." A second simplified version of the form was created and titled "Funding Concept Approval Form" with the intention to encourage faculty and staff to propose ideas for grants, contracts, and partnerships that align with the College's strategic goals and objectives, as well as program review initiatives. These concepts are brought forward through Department Chairs and Supervisors to the Deans' Council for initial review and comment. If approved by the Deans' Council, the concept form is forwarded to the President's Cabinet for review and consideration. After Cabinet approval the concept originator then works with Business Services to draft a Funding Source Approval Form and detailed project budget, which are then sent, along with all other supporting documentation, to President's Cabinet for final review and approval. In spring 2013, discussions aimed at the development of a college-wide transparent process that would be aligned with the college's participatory governance process were initiated at the Budget and Resource Development Subcommittee and at the PIEC. [322, 323] Draft guidelines to accompany the current campus procedure for applying for grants are currently under development.[324,325] CEC discussions affirmed that the college will continue to follow existing procedure until such time as an alternative is developed.

IV.B.3.

1. District and college program review data will be used to streamline and improve processes. The College will engage in on-going dialog with faculty and staff to help employees understand and participate in district and college processes.

Program review processes in the three divisions (Instruction, Student Services, and Administrative Services) were enhanced to include the evaluation of institutional research data, as well as learning and services outcome data.[326;327;328] The College's planning processes are now linked through program review to annual analysis of outcomes, identification of gaps in services, and the application of College resources to enhance student learning. This is accomplished by setting planning priorities that address program review findings and

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[319] 2012 Budget Forum presentation
[320] Funding Source Approval Procedure
[321] San Diego Miramar College form 05-003
[322] BRDS minutes 5/11/2012
[323] PIEC minutes 5/11/2012
[324] PIEC minutes 3/8/2013
[325] College grant approval procedure
[326] 2012-2013 Instructional Program Review / SLOAC form
[327] 2010-2011 Student Services Program Review form
[328] 2012-2013 Administrative Services Program Review form

recommendations. Program recommendations are now prioritized based upon their linkage to strategic goals and strategies, as well as their correlation to institutional effectiveness data.

IV.B.3.b. & **IV.B.3.g**

1. The College will work with the District to help with the District's program review process and quality improvement of district services in support of the College's mission.

The District's program review process is informed by the three district campuses through the District Governance Committee.   Three representatives from Miramar College regularly attend the District Governance Committee: The College President, The Academic Senate President, and the Classified Senate President.   It is through these individuals that the campus as a whole is able to provide information and feedback to the District regarding district services and the District's support of the campus.

As stated in the 2013 annual report[329], San Diego Miramar College's 2011-2012 unduplicated headcount enrollment was 11,487 (table 5). This represented an 11.1 % decrease in unduplicated headcount from 2010-2011 (12,290 students), or 1,433 fewer students served. The 2011-2012

Table 5
College Enrollment and General Outcome Measures

Parameter	2012	2011	2010
Unduplicated Headcount Enrollment	11,487	12,920	12,490
Unduplicated Headcount Enrollment in Degree Applicable Credit Courses	10,908		
Unduplicated Headcount Enrollment in Fall Pre-Collegiate Credit Courses	1,851		
# Distance Education Courses	131	141	139
# Distance Education Programs	12		
Unduplicated Headcount Enrollment in Distance Education Courses	3,575	4,025	3,972
Unduplicated Headcount Enrollment in Correspondence Education Courses	0	0	0
Successful Course Completion Rate for Fall Semester	73%		
Successful Course Completion Rate Institutional Target	72%		
Student Retention from Fall 2011 to Fall 2012	49%		
Student Retention Institutional Target	45%		
# of Students Receiving Degrees 2011-2012	597		
# of Students Receiving Degrees Institutional Target	550		
Transfer Volume to 4-year Schools 2011-2012	518		
Transfer Volume to 4-year Schools Institutional Target	628		
# of Students Receiving Certificates 2011-2012	400		
# of Students Receiving Certificates Institutional Target	392		
# of Career & Technical Education Degrees and Certificates	88		
% of Career & Technical Education Certificates and Degrees having Competencies that meet Industry Standards*	94%		

*Note: As defined by the percentage of programs that have active industry advisory committees.

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[329] 2013 ACCJC Annual Report

unduplicated headcount enrollment in degree applicable college credit courses was 10,908 (95.0% of the 11,487 unduplicated students) versus 1,851 in pre-collegiate college credit courses (16.1% of the 11,487 students). 3,575 students (31.1% of the 11,487 students) enrolled in 131 distance education courses in 2011-2012, as part of 12 distance education programs. This unduplicated headcount enrollment in distance education courses was 11.1% lower than in 2010-2011, representing 450 fewer students. No correspondence courses were offered at San Diego Miramar College during 2011-2012.

Overall successful course completion at San Diego Miramar College was 73% in 2011-2012 (table 5), compared to an institutional target of 72%, drawn from an average of the five previous academic years. Retention of students from fall 2011to fall 2012 was 49%, compared to an institutional target of 45%, drawn from an average of the five previous academic years. It should be noted that due to state budget limitations impacting the size and scope off the college's schedule of classes over the past five years, students have anecdotally been observed to start programs at Miramar, then transfer to San Diego Mesa or San Diego City to complete their academic programs, resulting in low student persistence.

597 students received degrees during 2011-2012 (table 5) compared to an institutional target of 550 students, drawn from an average of the five previous academic years. 400 students received certificates in 2011-2012, including both certificates of achievement and performance, compared to an institutional target of 392 students, drawn from an average of the five previous academic years. 518 students transferred to four-year colleges and universities during 2011-2012, compared to an institutional target of 628 students, based upon an average of the five previous academic years. It should be noted that the volume of students transferring from San Diego Miramar College to other institutions is partially dependent upon the number of available seats at the receiving institutions.

88 career and technical education (CTE) programs offered courses at San Diego Miramar College during 2011-2012 (Table 5). 94% of these 88 programs utilized advisory committees to guarantee that their certificates and degrees had competencies that met industry standards. Only one program, Medical Laboratory Technician Training (MLTT), required that their graduates take a California state licensure examination (Table 6). 80% of students in the MLTT program

Table 6
2010-2011 Licensure Examination Pass Rates

Program Name	CIP Code	Examination Type	Pass rate
Medical Laboratory Technician Training (MLTT)	1504	California State Examination	80%

passed their licensure examination in 2010-2011. Data obtained from the Perkins IV Core Indicators of Performance by Vocational TOP Code report for San Diego Miramar College, used for 2012-2013 fiscal year planning, indicated that after assessing 19 of the 88 CTE programs (Table 7), the employment percentage rate for graduates of these career programs ranged from 20.0% (Aviation and Airport Management Services) to 91.2% (Administration of Justice). It should be noted that the Perkins Core Indicator report is not comprehensive and does not

currently offer employment data for all 88 CTE programs provided at San Diego Miramar College, nor does it provide accurate employment figures for all careers, for example, if students are employed in a related field not directly linked to a core indicator employment area (Aviation Maintenance).

Table 7
2010-2011 Job Placement Rates

CTE Programs	CIP CODE	Certificate or Degree	Employment Percentage Rate**
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	Both	66.7
ACCOUNTING	5203	Degree	75.0
BANKING AND FINANCE		Both	40.00
BUSINESS ADMINISTRATION	5202	Both	71.3
BUSINESS MANAGEMENT	5202	Both	79.0
REAL ESTATE	5215	Certificate	NA
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	Both	50.00
COMPUTER INFORMATION SYSTEMS	1101	Both	83.3
PHYSICAL EDUCATION	3105	Both	50.0
DIESEL TECHNOLOGY	4706	Both	80.0
AUTOMOTIVE TECHNOLOGY	4706	Both	52.9
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	Both	58.5
APPLIED DESIGN – FINE & APPLIED ARTS	5004	Both	NA
EMERGENCY MEDICAL SERVICES	5100	Certificate	NA
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	Both	62.7
PARALEGAL	2203	Both	79.4
ADMINISTRATION OF JUSTICE	4301	Both	91.2
FIRE TECHNOLOGY	4302	Both	88.5
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	Both	20.0

**Note: Data obtained from the Perkins IV Core Indicators of Performance by Vocational TOP Code report for Miramar College, 2012-2013 Fiscal Year Planning.

Summarizing student learning and services outcomes for 2011-2012 (Table 8), as seen in the October 15, 2012 College Status Report on Student Learning Outcomes Implementation[330], San Diego Miramar College's catalog contained 567 active and offered classes. Of these courses, 97% had defined student learning outcomes, while 88% had ongoing assessment of course-level learning outcomes. 27 instructional programs also had defined outcomes (100%), and all of these programs had ongoing assessment of their program-level outcomes. 15 student and learning support programs were documented as having defined learning outcomes (100%), all of

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[330] 2012 College Status Report on Student Learning Outcomes Implementation

which demonstrated ongoing assessment. San Diego Miramar College had 178 courses identified as part of its general education (GE) program in 2011-2012. All GE courses had learning outcomes mapped to GE student learning outcomes, and all courses had ongoing assessment. The college also identified 5 institutional student learning outcomes, each of which were mapped to course-level student learning outcomes with ongoing assessment.

Table 8
Student Learning Outcomes and Assessment

Parameter	2011-2012 values
Number of Courses	567
% of Courses with Defined Student Learning Outcomes	97%
% of Courses wit Ongoing Assessment of Learning Outcomes	88%
Number of College Programs	27
% of College Programs with Defined Learning Outcomes	100%
% of College Programs with Ongoing Assessment of Outcomes	100%
% of College Programs with Outcome Assessment Results Available to Students***	100%
# of Student and Learning Support Activities	15
% of Student and Learning Support Activities with Defined Learning Outcomes	100%
% of Student and Learning Support Activities with Ongoing Assessment of Outcomes	100%
# of Courses Identified as part of the General Education Program	178
# of GE Courses with Learning Outcomes mapped to GE SLOs	178
% of GE Courses with Ongoing Assessment	100%
# of Institutional Student Learning Outcomes	5
% of Institutional Student Learning Outcomes with Ongoing Assessment	100%

***Note: Data available to students at http://www.sdmiramar.edu/

Appendices
Appendix 1: Writing Team Membership

2010 Recommendation 1 – Culture of Evidence

George Beitey

Joseph Hankinson

Lawrence Hahn

Daniel Miramontez

2010 Recommendation 2 – Participatory Governance Structure

Paulette Hopkins

Dan Gutowski

Buran Haidar

2010 Recommendation 3 – Employee Evaluation

Brett Bell

Joyce Allen

Joan Thompson

2010 Recommendation 4 – Administrative Turnover

Susan Schwarz

Sam Shooshtary

Daphne Figueroa

Michael Shepard

2010 District Recommendation 1 – President Selection and Evaluation

Greg Newhouse

Terrie Hubbard

Peter Elias

2004 Recommendation 3 – Library Materials

Lynne Ornelas

Temmy Najimy

Mary Hart

2004 Recommendation 4 – Integrated Planning

Jerry Buckley

Katinea Todd

Buran Haidar

2004 District Recommendation 4 – Delineate District Functions

Lou Ascione

Elaine Vega

Mark Manasse

Appendix 2: List of Evidence

Text Reference	Description
1	2010-2011 Instructional Program Review SLOAC form
2	BRIC Technical Assistance Program Inquiry Guide, p. 18
3	2010-2013 PIEC Strategic Plan Measurable Outcomes
4	2011-2012 Miramar College Scorecard
5	PIEC minutes 9/28/2012
6	2007-2013 Strategic Plan Scorecard
7	PIEC minutes 12/01/2010
8	2012 – Mapping Committee Accomplishments to Strategic Plan Goals
9	CGC minutes 10/30/2012
10	2010-2011 Miramar English 049 Coordination Report
11	2011-2012 Miramar Basic Skills English/ESOL Lab Report
12	2012 Miramar College Basic Skills Report, p. 40 & 42
13	Basic Skills Committee minutes 2/6/2012
14	Fall 2011 Basic Skills Briefing
15	2010-2012 English 043 Report
16	2009-2010 EOPS End of Year Survey Report
17	2009-2010 EOPS Annual Report
18	EOPS Drop-Out Survey
19	Spring 2012 Convocation program
20	PowerPoint Presentation - Collaborative Inquiry: A Pathway to Student Success - Panel Discussion at Spring 2012 Convocation
21	Fall 2012 PowerPoint Presentation – Student Achievement Data: A Pathway to Student Success
22	RSC minutes 11/28/2011
23	Instructional Program Review/SLOAC Subcommittee minutes 4/10/2012
24	Instructional Program Review/SLOAC Subcommittee minutes 4/24/2012

Text Reference	Description
25	RSC minutes 12/12/2011
26	PIEC minutes 3/23/2012
27	CGC agenda 5/14/2012
28	CEC minutes 4/9/2013
29	2012 PIEC Institutional Effectiveness Survey
30	2012 PIEC Institutional Effectiveness Survey results - Gap analysis
31	2013 PIEC Institutional Effectiveness Survey results
32	Spring 2013 College Retreat program
33	2013 San Diego Miramar College Fact Book
34	2007-2013 Strategic Plan Scorecard
35	2010-2013 Strategic Plan Accomplishments
36	PowerPoint Presentation – ISLOs – 3/22/2013
37	2012-2014 College Priorities
38	Fall 2012 San Diego Miramar College Student Satisfaction Survey briefing
39	Fall 2012 San Diego Miramar College Employee Satisfaction Survey briefing
40	CEC agenda and minutes 3/12/2013
41	CEC agenda and minutes 4/30/2013
42	Fall 2012 San Diego Miramar College Student Satisfaction Survey Action Plan
43	Fall 2012 San Diego Miramar College Employee Satisfaction Survey Action Plan
44	2013 Institutional Effectiveness Survey results
45	2010-2013 Strategic Plan Accomplishments
46	PowerPoint Presentation – ISLOs – 3/22/2013
47	2012-2014 College Priorities
48	Fall 2012 Student Satisfaction Survey results
49	College Governance Handbook
50	2010 Accreditation Team Evaluation Report, p. 8

Text Reference	Description
51	2010 Accreditation Team Evaluation Report, p. 20
52	2010 Accreditation Team Evaluation Report, p. 41
53	College Governance Handbook
54	CEC minutes 4/2/2013
55	College Governance Handbook 4/2/2013
56	PIEC minutes 12/10/2010
57	2007-2013 San Diego Miramar College Strategic Plan
58	2012 Institutional Effectiveness Survey
59	Spring 2012 CGC SWOT analysis
60	Routing form - Committee member reporting relationship to constituency groups
61	Spring 2012 CGC SWOT analysis
62	CGC minutes 12/13/2012
63	CGC minutes 2/12/2013
64	CGC minutes 12/13/2012
65	Spring 2013 Convocation Program
66	Spring 2013 Convocation Presentation: "The 3P's of College Governance"
67	CGC minutes 2/12/2013
68	CGC minutes 2/12/2013
69	CGC April 2013 Governance Workshop worksheets
70	CGC minutes 11/29/2012
71	Academic Senate minutes 2/5/2013
72	CEC minutes 4/9/2013
73	CEC minutes 4/9/2013
74	CGC minutes 2/12/2013
75	PIEC sample agenda with College strategic goals
76	CEC sample agenda with College strategic goals

Text Reference	Description
77	CGC minutes 11/29/2012
78	Academic Senate minutes 2/5/2013
79	CEC minutes 4/9/2013
80	PIEC minutes 4/12/2013
81	College Governance Handbook
82	College Governance Handbook
83	2007-2012 CEC minutes
84	2007-2012 Governance Committee reporting forms
85	AFT-SDCCD Faculty Agreement
86	AFT-SDCCD Office-Technical Agreement
87	Management evaluation form
88	Office Technical Mutual Feedback Conference Form
89	Contract Faculty Appraisal Form
90	Adjunct Faculty Appraisal Form
91	School of Liberal Arts - 2011-2012 Department meeting agendas
92	School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas
93	School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas
94	2012-2013 Instructional Program Review / SLOAC Form
95	2010-2011 Student Services Program Review Form
96	School of Liberal Arts - 2011-2012 Department meeting agendas - SLO Briefing
97	School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas - SLO Briefing
98	School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas - SLO Briefing
99	Academic Senate meeting agenda 10/18/2011 - SLO Briefing
100	SLO Briefing notes 10/18/2011
101	SLOJet System data entry form - Figure 3
102	SLOJet System analysis - Figure 4

Text Reference	Description
103	SLOJet System improvements summary - Figure 5
104	College Governance Handbook – Instructional Program Review/SLOAC Subcommittee
105	2011-2012 PR/SLOAC Committee agendas
106	2011-2012 PR/SLOAC Committee minutes
107	2012 ACCJC Report - Evidence for Current Progress of SLOs
108	Joint statement regarding Student Learning Outcomes
109	Contract Faculty Appraisal Form
110	Adjunct Faculty Appraisal Form
111	2012 Miramar College Employee Perception Survey
112	2012 Miramar College Student Satisfaction Survey
113	SDCCD Administrative Procedure 4200.9 - Temporary Promotions of Staff
114	Management Handbook-Hiring Procedures for Administrative Positions
115	Draft - exit interview procedure
116	SDCCD Board minutes 12/8/2011 - VPI Hire
117	SDCCD Board minutes 4/2012 - VPSS Hire
118	SDCCD Board minutes 08/25/2011
119	Management Leadership Academy web page
120	Email regarding Assignment of Mentor
121	Miramar Managers' Retreat agenda 7/6/2012
122	2012 Employee Perception Survey
123	2012 Employee Satisfaction Survey Briefing
124	2012 Employee Satisfaction Survey Recommendations
125	CEC agenda & minutes 10/8/2012
126	2012 Employee Satisfaction Survey Action Items
127	CEC agenda and minutes 12/4/2012
128	CEC agenda and minutes 3/12/2013

Text Reference	Description
129	CEC agenda and minutes 4/30/2013
130	SDCCD Board minutes 3/29/2012
131	Email message from the Vice Chancellor of Human Resources 11/26/2012
132	CGC Committee routing form
133	Fall 2011 Convocation Program
134	CGC SWOT Analysis Result
135	CGC Committee routing form
136	CGC minutes 10/30/2012
137	CEC minutes 11/6/2012
138	SDCCD BP 2436
139	SDCCD BP 2437
140	American Library Association Standards for Libraries in Higher Education
141	2010 ACCJC Visiting Team evaluation report, p. 8
142	2012-2013 SDCCD adopted budget
143	2012-2013 San Diego Miramar College adopted budget
144	2011-2012 SDCCD Unrestricted General Fund Budget
145	Five year summary of Library books and periodicals expenditures
146	BRDS minutes 12/02/2011
147	2009 Summary of Library database expenditures
148	College Retreat Program 3/22/2013
149	2013 Institutional Effectiveness Survey results
150	2007-2008 CWMP Outline - 2008-2009
151	SD Miramar College 2007-2013 Strategic Goals and Strategies
152	2011-2014 San Diego Miramar College Educational Master Plan
153	2011-2014 Three Year Instructional Division Plan
154	2011-2014 Three Year Student Services Division Plan

Text Reference	Description
155	2011-2014 Three Year Administrative Services Division Plan
156	College Operational Plans - Technology Plan
157	College Operational Plans - Facilities Master Plan
158	Spring 2012 Strategic Plan Objectives
159	PIEC Institutional Effectiveness survey
160	PIEC Institutional Effectiveness survey results - Gap analysis
161	PIEC Minutes 3/23/2012
162	2012 – Mapping Committee Accomplishments to Strategic Plan Goals
163	2012 San Diego Miramar College Human Resources Plan
164	2011-2014 SDCCD Resource Allocation Formula
165	SDCCD Board meeting minutes 3/29/2012
166	SDCCD Board meeting minutes 5/24/2012
167	2011-2014 San Diego Miramar College Educational Master Plan - Enrollment Projection
168	2011-2014 San Diego Miramar College Educational Master Plan - Appendix B, p. 41
169	2012 San Diego Miramar College Human Resources Plan
170	CEC agenda 8/28/2012
171	2008 Fact Book: Miramar College
172	2011 Fact Book: Miramar College
173	2010-2011 SDCCD Transfer Report
174	2011 Fact Book: City College
175	2011 Fact Book: Mesa College
176	2011 Fact Book: Miramar College
177	2006 Institutional Effectiveness Retreat Recommendations
178	2007 IE Working Group Notes
179	2008 IE Presentation
180	2007 Planning Improvements Recommendations

Text Reference	Description
181	2007 Master Plan Recommendations
182	College Governance Handbook, p.20
183	2009-2010 CWMP Timeline and Outline
184	2009-2010 Planning Work Flow Diagram
185	2009-2010 CWMP Priorities
186	2007-2013 Strategic Plan
187	2004 Educational Master Plan – Enrollment Projection
188	Diagram of long range and annual integrated planning processes
189	PIEC Standardized planning terminology document
190	2012-2013 Instructional Program Review / SLOAC form
191	2010-2011 Student Services Program Review form
192	2012-2013 Administrative Services Program Review form
193	BRDS agenda 5/11/2012 - New Resource Allocation Procedure
194	BRDS minutes 5/11/2012 - New Resource Allocation Procedure
195	BRDS agenda 5/11/2012
196	BRDS minutes 5/11/2012
197	Perkins Local Planning Team meeting 3/30/2012
198	College Governance Handbook, p. 20
199	College Governance Handbook, pp. 10-11
200	Sample Annual Planning Calendar
201	2011-2012 Annual Institutional Effectiveness Report
202	College Operational Plans - Facilities Master Plan
203	College Operational Plans - Technology Plan
204	2012 San Diego Miramar College Human Resources Plan
205	College Operational plans - Cultural & Ethnic Diversity Plan
206	College Operational Plans - Student Equity Plan

Text Reference	Description
207	College Operational Plans - Marketing & Outreach Plan
208	College Operational Plans - Basic Skills
209	College Operational Plans - CTE Plan
210	College Operational plans - Instructional SLO Plan
211	College Operational plans - Student Services SLO Plan
212	College Operational plans - Matriculation Plan
213	2011-2012 Instructional Program Review / SLOAC Form
214	2010-2013 Strategic Plan Accomplishments
215	Updated Instructional Three-Year Plan
216	2007-2013 Strategic Plan Scorecard
217	2011-2012 Miramar College Scorecard
218	2011-2012 MBEPS School meetings agendas
219	Fall 2008 Convocation program
220	Fall 2009 Convocation program
221	Fall 2010 Convocation program
222	Fall 2011 Convocation program
223	Fall 2012 Convocation program
224	Fall 2012 College-wide retreat agenda
225	Spring 2012 College-wide retreat agenda
226	Fall 2012 College Retreat Agenda
227	2012-2014 College Planning Priorities
228	2013 San Diego Miramar College Fact Book
229	2007-2013 Strategic Plan Scorecard
230	2010-2013 Strategic Plan Accomplishments
231	2013 Institutional Effectiveness Survey results
232	Spring 2013 College Retreat Evaluation

Text Reference	Description
233	Committee accomplishments
234	2009-2012 PIEC Accomplishments
235	2011-2012 BRDS Accomplishments
236	2011-2012 RSC Accomplishments
237	2011-2012 CEC Accomplishments
238	BRDS agenda 9/2/11 - Budget Forum
239	BRDS agenda 9/16/11 - Budget Forum
240	BRDS agenda 2/3/12 - Budget Forum
241	BRDS agenda 4/27/12 - Budget Forum
242	2011-2012 Budget Update - PowerPoint Presentation
243	Budget Update - PowerPoint Presentation - 2/3/2012
244	2007-2013 Strategic Plan Scorecard
245	2010-2013 Strategic Plan Accomplishments
246	2013 Institutional Effectiveness Survey Results
247	2010 Accreditation Team Evaluation Report
248	Delineation of Functions Map of District and College/Continuing Education Functional Organization
249	2012-2013 Administration & Governance Handbook
250	2010 District-wide Shared Governance Self-Assessment
251	2010-2011 Instructional Program Review SLOAC form
252	2011-2014 San Diego Miramar College Educational Master Plan
253	Three Year Instruction Division Plan (2011-2014)
254	Three Year Student Services Division Plan (2011-2014)
255	Three Year Administrative Services Division Plan (2011-2014)
256	2011-2012 Institutional Effectiveness Report
257	PIEC minutes 12/1/2012
258	2012- Mapping Committee Accomplishments to Strategic Plan Goals

Text Reference	Description
259	PIEC accomplishments
260	CGC minutes 10/30/2012
261	PIEC 2012 Institutional Effectiveness Survey
262	PIEC Institutional Effectiveness Survey Results – Gap analysis
263	2013 Institutional Effectiveness Survey Results
264	SLOAC Facilitator position description
265	SLOJet System data entry form – Figure 1
266	SLOJet System analysis – Figure 2
267	SLOJet System improvements summary – Figure 3
268	2012 College Status Report on Student Learning Outcomes Implementation
269	Three Year Instructional Division Plan (2011-2014)
270	Three Year Student Services Division Plan (2011-2014)
271	Three Year Administrative Services Plan (2011-2014)
272	2011-2012 Institutional Effectiveness Report
273	2012-2013 Instructional Program Review / SLOAC form
274	2011-2012 Sample Instructional Program Review Report
275	2012 Fact Book – Miramar College
276	2011-2012 Miramar College Scorecard
277	Fall 2012 College Retreat agenda
278	2012-2014 College Planning Priorities
279	2013 San Diego Miramar College Fact Book
280	2007-2013 Strategic Plan Scorecard
281	2010-2013 Strategic Plan Accomplishments
282	2013 Institutional Effectiveness Survey results
283	Spring 2013 College Retreat Evaluation
284	2012-2013 Instructional Program Review / SLOAC form

Text Reference	Description
285	2012-2013 Student Services Program Review form
286	2012-2013 Administrative Services Program Review form
287	Extron Global Viewer Software description
288	2011-2012 San Diego Miramar College Critical Hire List
289	SDCCD Board minutes 4/19/2012
290	DGC meeting agenda and minutes 4/17/2013
291	2012-2013 Classified Hiring Priority List
292	2012-2013 Faculty Hiring Priority List
293	2012-2013 SDCCD Classified Staffing Redistribution Plan
294	2012-2013 San Diego Miramar College Human Resources Plan
295	SDCCD Board minutes 3/29/2012
296	SDCCD Board minutes 5/24/2012
297	College Planning Cycle diagram
298	2007-2013 San Diego Miramar College Strategic Plan
299	Instructional Program Review/SLOAC Committee minutes 12/3/12
300	2007-2013 San Diego Miramar College Strategic Plan
301	2007-2013 San Diego Miramar College Strategic Plan
302	BRDS minutes 5/11/2012
303	PIEC minutes 5/11/2012
304	PIEC minutes 3/8/2013
305	College grant approval procedure
306	Summer 2012 Funding Priority List
307	Funding Source Approval Procedure
308	Routing form - Committee member reporting relationship to constituency groups
309	Spring 2013 CGC Workshop Materials
310	PIEC minutes 12/10/2010

Text Reference	Description
311	CGC minutes 11/29/2012
312	Academic Senate minutes 2/5/2013
313	CEC minutes 4/9/2013
314	PIEC minutes 4/12/2013
315	CGC minutes 11/29/2012
316	Academic Senate minutes 12/6/2012
317	PIEC minutes 4/12/2013
318	CEC minutes 4/9/2013
319	2012 Budget Forum presentation
320	Funding Source Approval Procedure
321	San Diego Miramar College form 05-003
322	BRDS minutes 5/11/2012
323	PIEC minutes 5/11/2012
324	PIEC minutes 3/8/2013
325	College grant approval procedure
326	2012-2013 Instructional Program Review / SLOAC form
327	2010-2011 Student Services Program Review form
328	2012-2013 Administrative Services Program Review form
329	2013 ACCJC Annual Report
330	2012 College Status Report on Student Learning Outcomes Implementation

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