

SAN DIEGO MIRAMAR COLLEGE

**INSTITUTIONAL SELF-EVALUATION REPORT
IN SUPPORT OF
REAFFIRMATION OF ACCREDITATION
DRAFT 2**

Submitted by

San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

to

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

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A. Introduction

College History

San Diego Miramar College is one of three credit colleges of the San Diego Community College District (SDCCD). The district serves approximately 100,000 students annually at its three credit colleges and Continuing Education: San Diego City College, Mesa College, Miramar College, and seven campuses of San Diego College of Continuing Education. As a multi-college district, the planning process across all four colleges is shared, and the SDCCD's district office provides support to its four institutions on aligning districtwide priorities, services, operations and needs. Conversely, campus instruction and services at San Diego Miramar College and each of its sister institutions are conducted independently.

Founded in 1969, San Diego Miramar College (SDMC) is a comprehensive community college located in the Mira Mesa/Scripps Ranch area of San Diego. The College offers 166 degrees and certificates, in 40 programs and a full range of transfer pathways for students looking to attend UC, CSU and private universities. The mission of SDMC is as follows:

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

San Diego Miramar College values our diverse student body and are committed to student success. Miramar has over 29,000 students enrolled annually. Our students are registered for classes both full and part time, and are of all ages and backgrounds. To enrich student life, Miramar College has established five intercollegiate sports teams and hosts the Phi Theta Kappa International Honors Society. Miramar College students compete and earn scholarships, and have been recipients of the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship in recent years since 2013. Our Honors students have won recognition in the All-USA Community College Academic Team, which in turn has opened doors to additional scholarship opportunities offered by various renowned sponsors.

Additionally, partnerships with local industry and the City and County of San Diego help Miramar College prepare students for high demand and well-paying careers in the highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. Miramar College has been home to the Southern California Biotechnology Center, Advanced Transportation and Technology Center, and San Diego Regional Public Safety Institute. Since 1969, the college has provided training for nearly all law enforcement officers and firefighters within San Diego County. The Public Safety Institute also trains EMTs and offers the only open water lifeguard degree program in the world. The College is proud of its state-of-the-art facilities, including those for departments such as science; automotive; heavy duty advanced transportation; fitness/athletics/health; humanities/arts and business/math classroom facilities; fire science/EMT training; MTS transit; and a 100,000 square foot library/learning resources center and student union to meet the comprehensive instructional and student service needs of its student body. Each spring, Miramar College awards approximately 1,100 associate degrees and 400 certificates.

Since our last comprehensive self- evaluation and review, Miramar has engaged in several major events and developments focused on enhancing our college’s capacity toward improving the student experience; and strengthening our integrated planning efforts. The California Community College Chancellor’s Office Vision for Success which includes Guided Pathways, Student Equity and Achievement Program, and AB 705 Equitable Placement were introduced statewide in an effort to better center the student experience and move closer to our mission as a community college system. The College began our response to the Vision and Call to Action by first developing strategic goals that directly support our mission and serve as a guide for integrated college wide planning over a 7-year period among all divisions of the College- Administrative Services, Instructional Services, and Student Services. At the same time, we engaged in an intentional and thoughtful self- examination of our governance structures and internal systems with guidance from the CA Community Colleges Collegiality in Action Team; and by using the Guided Pathways framework as our compass, while implementing our strategic plan.

Student Enrollment Data

San Diego Miramar College offers accessible, diverse learning experiences that both reflects and meets the enrollment needs of our community as illustrated in the chart below.

(Note: Insert Student Enrollment Information chart from Facts on File 2020-21 Report (Page 18)

(Evidence:

https://www.sdccd.edu/docs/Research/Rsrch%20Reports/Facts%20on%20File/Facts%20on%20File%202020-2021_Final,%20v2.pdf)

Labor Market Data

At the start of our new accreditation cycle in 2017 and through spring 2020, San Diego Miramar College compiled and published an environmental scan report for San Diego County. The report shows the most current labor market data and trends for various industry sectors including the civilian labor market. At the time the data were collected, the top five forecasted San Diego job openings between 2016 to 2026, which require an associate degree or post-secondary training, were Bookkeepers, Accounting Clerks, Auditing Clerks; Nursing Assistants; Teacher Assistants; Medical Assistants; Heavy and Tractor-Trailer Truck Drivers. San Diego Miramar College offers coursework, degrees, and training in each of these. Other forecasted jobs in which Miramar offers coursework, degrees and training are Preschool teachers (except Special Education); Automotive Service Technicians and Mechanics; Firefighters; Paralegals and Legal Assistants; Web Developers; and Medical and Clinical Laboratory Technicians.

(Note: Insert page 13 of 2019-2023 environmental scan)

(Evidence: https://sdmiramar.edu/sites/default/files/2022-02/SDMC_Environmental_Scan_Fall_2019-Spring_2023.pdf)

Demographic Data

San Diego Miramar College serves a diverse student population reflective of our community and service area as illustrated in the demographic data chart below. The three largest groups comprise of White (32%), Latinx (30%), and Asian (14%); while the remaining percentage of students are distributed as follows: African American (5%), Filipino (7%), Multiple Ethnicities (8%), Pacific Islander (1%), Native American (< 1%), and 2% of students did not report a specific race or and ethnicity. At 50 % of the total unduplicated headcount, half of our students are between the ages of 18 to 24 years old. Students ages 25-29 comprise 15% of the College's students; ages 30-39 comprise 14%; 12% of students are under 18 years old; ages 40-49 comprise 6% of students; and 3% are students ages 50 and over. Three percent of Miramar's students receive Disabled Students Programs and Services (DSPS). The gender makeup of our students during the time the data was collected shows a slightly higher percentage of female students (51%) versus male students (49%) were enrolled.

(Note: Insert Student Enrollment Information chart from Facts on File 2020-21 Report (Page 17)

(Evidence:

https://www.sdccd.edu/docs/Research/Rsrch%20Reports/Facts%20on%20File/Facts%20on%20File%202020-2021_Final,%20v2.pdf)

Socio-economic Data

San Diego Miramar College's student body is comprised of diverse socio-economic backgrounds, including an average of about 545 students from 2019- 2021, who participated in the new San Diego Promise Program which focuses on reducing resource barriers for prospective and current students and increasing access to higher education; 5646 students who received Federal Financial Aid; and 24% who identify as first- generation students.

(Note: Insert Student Enrollment Information chart from Facts on File 2020-21 Report (Page 17)

(Evidence:

https://www.sdccd.edu/docs/Research/Rsrch%20Reports/Facts%20on%20File/Facts%20on%20File%202020-2021_Final,%20v2.pdf)

Sites

Off-Campus Sites

- MCASM 5305 Marine Corps Air Station Miramar
2258 Mitscher Way, San Diego, CA 92145
- SDPDP RANGE San Diego Police Dept. Pistol Range
4008 Federal Blvd., San Diego, CA 92102
- MFAF CLSRM Montgomery Field
3870 Kearny Villa Road, San Diego, CA 92123

High School Partnerships and Agreements

- Mira Mesa High School
10510 Reagan Road San Diego, CA 92126
- Canyon Hills High School
5156 Santo Road San Diego, CA 92124
- Scripps Ranch High School
10410 Treena Street San Diego, CA 92131
- University City High School
6949 Genesee Avenue San Diego, CA 92122

Specialized or Programmatic Accreditation

Program/Other	Outside Programmatic Accreditors	Other Special Certification
Automotive		<ul style="list-style-type: none"> • Toyota Certification • Honda Certification • National Automotive Technicians Education Foundation • National Automotive Service Excellence (ASE)
Administration of Justice	<ul style="list-style-type: none"> • California Commission on Peace Officer Standards and Training (POST) • California Standards and Training for Corrections (STC) 	
Aviation Maintenance	<ul style="list-style-type: none"> • Federal Aviation Administration (FAA) Part 147 	
Aviation Operations	<ul style="list-style-type: none"> • Federal Aviation Administration (FAA) Part 141 	
Business Administration	<ul style="list-style-type: none"> • Accreditation Council for Business Schools and Programs (ACBSP) 	
Child Development	<ul style="list-style-type: none"> • National Association for the Education of Young Children (NAEYC) 	
Diesel Technologies		<ul style="list-style-type: none"> • National Automotive Service Excellence (ASE)
Emergency Medical Technician	<ul style="list-style-type: none"> • American Heart Association • Emergency Medical Services - San Diego County, National Registry of Emergency Medical Technicians 	
Fire Protection Technology	<ul style="list-style-type: none"> • Cal Fire San Diego Unit • Fire and Emergency Services Higher Education (FESHE) • Federal Emergency Management Agency • International Fire Service Accreditation Congress (IFSAC) • National Professional Qualification Board (PROBOARD) 	
Liberal Arts	<ul style="list-style-type: none"> • Department of Defense (DOD) Voluntary Education Partnership 	
Medical Laboratory Technician Training	<ul style="list-style-type: none"> • CA Department of Public Health Laboratory Field Services • National Accrediting Agency for Clinical Laboratory Services (NAACLS) • Clinical Laboratory Sciences (NAACLS) 	
Paralegal	<ul style="list-style-type: none"> • American Bar Association (ABA) 	

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

B. Presentation of Student Achievement Data and Institution-Set Standards

San Diego Miramar College is committed to promoting institutional effectiveness based on using data and information from a variety of internal and external sources to make evidence-based decisions, fostering cultures of evidence, inquiry, and action. Since 2014/15, the College has developed the Strategic Plan Assessment Scorecard (SPAS) based on the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology. The BSC is a measurement and strategic management tool designed to translate the goals and strategies into specific, measurable benchmarks or institution-set standards. It helps define and measure institutional effectiveness, as well as enhances the existing planning efforts.

During 2020-2021, the College updated its mission statement review cycle and developed the 2020-2027 Strategic Plan to translate the College mission into 5 general goals and 14 strategic directions. The Planning, Institutional Effectiveness Committee & Research (PIERC) in collaboration with the Office of Planning, Research, and Institutional Effectiveness (PRIE) collected and analyzed the available data for the 53 measures. For each of the measures, the PIERC reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each KPI and how effectively the College has implemented the strategies moving towards achieving its goals.

The summary table below provides the six-year trend analysis (2015/16 – 2020/21) of institution-set standards (i.e. benchmarks) for measures identified in the Fall 2020 – Spring 2027 Strategic Plan, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement. For details on all of the measures, related indicators and goals, and benchmarking methodology, please see the 2022/2023-Strategic Plan Assessment Scorecard 2.0 (forthcoming).

KPI Scorecard 6-year Trend Analysis
Point of Comparison: Aspirational Benchmark

- Met/exceeded the benchmark
- Evaluate (<3% below the benchmark)
- Area for improvement (≥3% below the benchmark)

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
I.1.1	Social and Behavioral Sciences & Education	n/a	n/a	n/a	n/a	n/a	n/a
	Health, Wellness, & Public Safety	n/a	n/a	n/a	n/a	n/a	n/a
	Creative Arts, Languages, Communications	n/a	n/a	n/a	n/a	n/a	n/a
	Business & Entrepreneurship	n/a	n/a	n/a	n/a	n/a	n/a
	Advanced Transportation & Applied Technology	n/a	n/a	n/a	n/a	n/a	n/a
	Science, Technology, Engineering, & Math	n/a	n/a	n/a	n/a	n/a	n/a
I.1.2	Retention Rate	● 90%	● 90%	● 90%	● 90%	● 88%	● 90%
I.1.3	Persistence Rate (Fall to Spring)	● 58%	● 59%	● 58%	● 59%	● 55%	● 53%
I.1.4	Student Satisfaction with Pathways and Wrap Around Services	n/a	n/a	n/a	n/a	n/a	n/a
I.2.1	Successful Course Completion Rates	● 77%	● 77%	● 78%	● 79%	● 78%	● 78%
I.2.2a	Number of Degrees Awarded	● 756	● 812	● 1,059	● 1,144	● 951	● 1,159
I.2.2b	Number of Certificates Awarded	● 491	● 447	● 506	● 733	● 477	● 532
I.2.3	Number of Associate Degree for Transfer (ADT) Awarded	● 212	● 276	● 407	● 526	● 445	● 534
I.2.4	Transfer Volume	● 758	● 825	● 953	● 1,286	● 1,482	● 1,511
I.2.5	Awards (Career Education Students)	n/a	n/a	n/a	n/a	● 558	● 639
I.3.1	Number/Percentage of courses/program/units with ongoing assessment of learning outcomes within a 3-year cycle						
I.3.1a	Number/Percentage of courses with ongoing assessment of learning outcomes within a 3-year cycle	● 618/687(90%)			● 449/665(68%)		
I.3.1b	Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle	● 38/38(100%)			● 38/40(95%)		
I.3.1c	Service Unit Outcomes (SUOs)	n/a	n/a	n/a	n/a	n/a	n/a
II.1.1	Number of course sections offered via all modalities (distance Ed, day-time and evening classes, and off-campus locations)	Refer to PREDD for Data					
II.1.2	Number of support services by modality offered via distance Ed or off-campus locations	n/a	n/a	n/a	n/a	n/a	n/a
II.1.3	Number of professional development workshops and activities (pending FLEX data)	n/a	n/a	n/a	n/a	99	79
II.1.4	Number of participating faculty, classified staff, and administrator's participations (pending FLEX data)	n/a	n/a	n/a	n/a	879	371
II.2.1	Success and Retention Rates by DIs	Refer to PREDD for Data					
II.2.2	Student Equity Plan (SEP) Indicators (2022)	Refer to the 2022 SEP for Data					
III.1.1	Percentage of program reviews completed	● 90%			● 68%		
III.1.2	Percentage of program review reports reviewed applying the Rubric	n/a	n/a	n/a	n/a	n/a	● 30%
III.2.2	Program Review results specific to student learning and performance						
III.2.2a	Student Learning Outcomes (SLOs)	n/a	n/a	n/a	n/a	n/a	● 78%
III.2.2b	Program Learning Outcomes (PLOs)	n/a	n/a	n/a	n/a	n/a	52 out of 100
III.2.2c	Service Unit Outcomes (SUOs) (pending data from Student Services)	n/a	n/a	n/a	n/a	n/a	37 out of 60
III.2.3	Self-reported survey results related to Program Review performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.)						
III.2.3a	Success	n/a	n/a	n/a	n/a	n/a	● 84%
III.2.3b	Retention Rate	n/a	n/a	n/a	n/a	n/a	● 84%
III.2.3c	Persistence	n/a	n/a	n/a	n/a	n/a	● 77%
III.2.3d	Transfer Volume & Rate	n/a	n/a	n/a	n/a	n/a	● 90%
IV.1.1	Effectiveness of the Governance Structure						
IV.1.1a	Goal Alignment	n/a	n/a	n/a	n/a	n/a	n/a
IV.1.1b	Communication (within committee)	n/a	n/a	n/a	n/a	n/a	n/a
IV.1.1c	Information flow (within governance)	n/a	n/a	n/a	n/a	n/a	n/a
IV.1.1d	Time to decision making	n/a	n/a	n/a	n/a	n/a	n/a
IV.1.1e	Time from decision to action	n/a	n/a	n/a	n/a	n/a	n/a
IV.2.1	Effectiveness of the Student Equity Plan						
IV.2.1a	Goal Alignment	n/a	n/a	n/a	n/a	n/a	n/a
IV.3.4	Impact/effectiveness of the outreach activities/programs						
IV.3.4a	Number of participants (pending data from Student Services)	n/a	14,362	15,147	16,665	12,443	4,006
IV.3.5	Other impact of partnerships						
IV.3.5a	Percentage change of articulation agreements	● 41	● 41	● 41	● 41	● 41	● 41
V.1.1	Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices	n/a	n/a	n/a	n/a	n/a	n/a
V.2.1	Number of college-wide events and PD opportunities/FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism	n/a	n/a	n/a	n/a	n/a	n/a
V.2.2	Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities.	n/a	n/a	n/a	n/a	n/a	n/a
V.2.3	Satisfaction of the PD activities (pending FLEX data)	n/a	n/a	n/a	n/a	n/a	81%
V.3.1	Culturally responsive instructional pedagogy						
V.3.1a	Number of courses with culturally responsive texts, lessons, assignments, media, activities (See Culturally Responsive Curriculum Scorecard.)	n/a	n/a	n/a	n/a	n/a	n/a
V.3.1b	Number/percentage of programs and courses that have DEI-related learning outcomes	n/a	n/a	n/a	n/a	n/a	43%
V.3.2	Student-centered services						
V.3.2a	Number of programs/services that collect, disaggregate, and analyze student data	n/a	n/a	n/a	n/a	n/a	n/a
V.3.2b	Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.)	n/a	n/a	n/a	n/a	n/a	n/a
V.3.2c	Number of students who access basic needs resources	n/a	n/a	n/a	n/a	n/a	n/a
V.3.3	Recruitment, screening, and retention of employees						
V.3.3a	Number of faculty trained in culturally responsive instructional pedagogy	n/a	n/a	n/a	n/a	n/a	n/a
V.3.3b	Climate survey results related to the workplace (pre- and post-implementation of new DEI practices)	n/a	n/a	n/a	n/a	n/a	n/a

Note: n/a - Data are non-existent at the time this Scorecard was compiled.

This Scorecard was shared with the College through meetings, governance groups and Convocations. The PRIEC then analyzed the data, identified gaps in meeting institution-set standards, and determined the following priorities for institutional planning for the remainder of the Strategic Plan cycle:

- Priority #1: To review, plan and implement Guided Pathways across the college.
- Priority #2: To review, plan and implement DEI across the college.
- Priority #3: To evaluate and revise the implementation of the college's governance processes and structure.
- Priority #4: To increase degrees/certificates awarded across DI groups.
- Priority #5: To increase transfer volume across DI groups.
- Priority #6: To enhance the quality of program review across the college.

Disaggregated Student Achievement Data

In addition to the college-level benchmarks set in the SPAS 2.0, the College disaggregates student achievement data for use in planning and improvement. The institution-set standards for Awards Conferred, Success Rates and Retention rates were provided for program consideration. Since Fall 2018, the Office of Planning, Research, and Institutional Effectiveness (PRIE) has created the Program Review Equity Data Dashboard (**Evidence: PREDD snapshot**) to help advance data literacy, turn data into equity-focused actions through a collaborative inquiry process, and link unit/program level planning to college-wide strategic planning for stakeholders to take shared responsibilities of mitigating college-wide equity gaps.

The PREDD uses Tableau to visualize student headcount, enrollment, performance, productivity, and awards data and disaggregates the key metrics by multiple Disproportionate Impact (DI) populations that are tracked in the college's Student Equity Plan. Users can view and monitor program- and course-level inequities through single-year snapshots as well as multiple-year trend analysis by adopting the Percentage Point Gap benchmarking method.

As importantly, the PREDD also includes data coaching strategies (via embedded questions) that are intended to help users identify equity gaps, arrive at meaningful interpretations of the data, and incite cross-constituency discussions about supporting equitable student success through equity-focused budget planning and resource allocation.

Please note that the data presented below cover the period of the Covid-19 pandemic, which affect the 2019/20 and 2020/21 academic years, respectively. Therefore, please review results with caution.

The following information on student achievement was retrieved from the PREDD, where student achievement data were disaggregated by various demographic variables and other impact factors. For enrolled students, San Diego Miramar College annual headcount is disaggregated by student characteristics variables (e.g. gender, educational objectives, ethnicity, age, first generation status, DSPS, EOPS status, military status, residency, foster youth status, and economically disadvantaged status), delivery mode (e.g., day, evening, and online), section type (e.g. F2F and online). Data presented also summarizes student retention rates, successful course completion rates, and persistence rates. Successful course completion rates and retention rates were reported as measures of course completion, and were

disaggregated by age, gender, ethnicity, and course modality.

Finally, annual awards conferred, student program completion, transfer volume, and student job placement rates are reported in this section. The number of annual awards conferred is reported by award type, which includes Associate Degrees, Certificates- 60 or more units, Certificates- 30 to 59 units, and Certificates- 29 or fewer units. In addition, career and technical education (CTE) awards are provided too. Program completion data was determined by the number of each award type conferred for that program.

Terms and definitions of the data reported in this section are described as follows (Note: Consider referencing moving forward):

- **Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.
- **Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service classes are excluded.
- **Persistence Rate –Term and Annual:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, N, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, N, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.
- **Retention Rates:** The percentage of students who complete a course out of the total course enrollments. The retention rate is calculated by dividing the number of students who received any grade notation except W (withdrawal) by the total number of valid enrollments as of official census and then multiplying by 100.
- **Successful Course Completion Rates (i.e. Student Success Rate):** The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.
- **% Change:** The percentage change is calculated by taking the difference between two measured values of the first year and the last year, dividing by the first year value, and multiplying by 100.

Annual Headcount

The annual unduplicated headcount for San Diego Miramar College increased by 10% from 22,150 in 2015/16 to 24,327 in 2020/21. The average annual headcount was 25,399 during the six-year span, which peaked in 2017/18 at 28,598 students.

San Diego Miramar College Annual Headcount

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2021	Average 2015-2021
Headcount	22,150	26,201	28,598	27,067	24,052	24,327	10%	25,399

Source: Miramar College PREDD 201516-202021

Note. Percent change and average were based on counts.

Headcount by Term

Unduplicated headcount at San Diego Miramar College increased from 2015 to 2020 during the fall terms and summer sessions. The increase across summer sessions was significantly larger at 32% than the increase during fall, which was 8%. However, unduplicated headcount decrease by 3% from 2016 to 2021 during the spring terms. The same measure decreased by 9% from 2017 to 2021 during intersession.

San Diego Miramar College Overall Headcount by Term

	Summer 15	Summer 16	Summer 17	Summer 18	Summer 19	Summer 20	% Change Summer 15-20
Total	4,580	6,840	8,194	7,593	5,816	6,045	32%

	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	% Change Fall 15-20
Total	13,133	14,751	15,781	15,916	14,459	14,204	8%

	Spring 16	Spring 17	Spring 18	Spring 19	Spring 20	Spring 21	% Change Spring 16-21
Total	14,217	14,856	15,946	15,154	13,968	13,782	-3%

	Intersession 2016	Intersession 2017	Intersession 2018	Intersession 2019	Intersession 2020	Intersession 2021	% Change Intersession 2017-2021
Total	N/A	1,063	1,514	1,113	1,257	966	-9%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Headcount by Gender

From 2015/16 to 2020/21 female headcount increased by 27%, while male headcount decreased by 5%. The percentage of female students was lower than the percentage of male students until the 2020/21 academic year.

San Diego Miramar College Headcount by Gender

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Female	9,686	44%	11,492	44%	13,221	46%	12,895	48%	11,594	48%	12,322	51%	27%	47%	53%
Male	12,463	56%	14,709	56%	15,375	54%	14,171	52%	12,379	51%	11,889	49%	-5%	53%	47%
Non-Binary	--	--	--	--	--	--	--	--	14	0%	24	0%	--	0%	0%
Unknown	1	0%	--	--	2	0%	1	0%	65	0%	92	0%	9100%	0%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Headcount by Educational Objectives

Between 2015/16 and 2018/19, educational objectives were mostly unchanged. The percentage of students with unknown goals increased from virtually 0% to 43% by the 2019/20 academic year and remained high at 36% in the following year. Between those two years, educational goals remained about the same for all categories. Across all years, the most common objective was to earn a bachelor's degree after completing an associate's degree (24% in 2020/21).

San Diego Miramar College Headcount by Educational Objective

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	6-year Average 2015-2020
4 Yr College Student	1,872	8%	2,372	9%	2,663	9%	2,486	9%	488	2%	941	4%	-50%	7%
AA/AS w/out Transfer	1,388	6%	1,549	6%	1,664	6%	1,499	6%	2,159	9%	1,718	7%	24%	7%
BA/BS after Completing AA/AS	7,302	33%	8,628	33%	9,643	34%	8,898	33%	5,266	22%	5,804	24%	-21%	30%
BA/BS w/out Completing AA/AS	2,265	10%	2,816	11%	3,084	11%	2,934	11%	924	4%	1,379	6%	-39%	9%
Basic Skills Improvement	172	1%	188	1%	240	1%	191	1%	110	0%	138	1%	-20%	1%
Certificate/License Maintenance	696	3%	809	3%	845	3%	834	3%	136	1%	209	1%	-70%	2%
Current Job/Career Advancement	1,871	8%	2,245	9%	2,315	8%	2,027	7%	355	1%	461	2%	-75%	6%
Educational Development	407	2%	487	2%	531	2%	550	2%	283	1%	536	2%	32%	2%
HS Diploma/GED Certificate	74	0%	150	1%	216	1%	247	1%	80	0%	370	2%	400%	1%
New Career Preparation	2,609	12%	2,821	11%	3,075	11%	3,094	11%	592	2%	1,007	4%	-61%	9%
Non-Credit to Credit Transition	32	0%	44	0%	57	0%	52	0%	16	0%	23	0%	-28%	0%
Voc Cert/Degree w/out Transfer	2,927	13%	3,496	13%	3,622	13%	3,658	14%	2,978	12%	2,332	10%	-20%	12%
Undecided	22	0%	41	0%	3	0%	1	0%	10,227	43%	8,874	36%	40236%	13%
Unknown	513	2%	555	2%	640	2%	596	2%	438	2%	535	2%	4%	2%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%

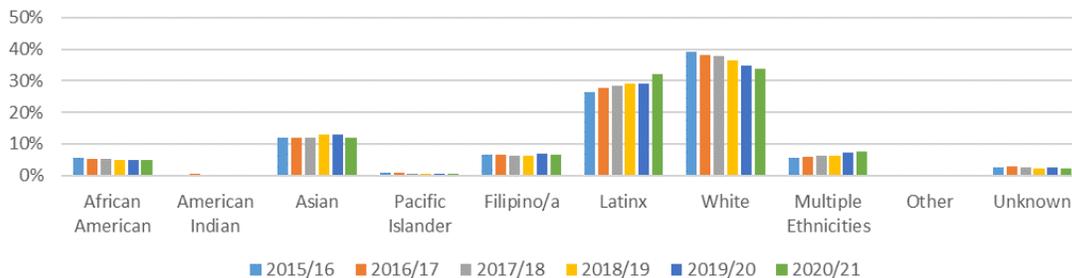
Source: Miramar College PREDD 201516-202021

Note. Percent change and average were based on counts

Headcount by Ethnicity

The largest percentage of students, on average, between the 2015/16 and the 2020/21 academic years were White, Latinx and Asian students. By 2020/21, the percentage of Latinx students increased to 32%, while the percentage of White students fell to 34%. The proportion of Asian, Pacific Islander and Filipino/a students remained about the same during the six-year span at 12%, 1% and 7% respectively. The percentage of Black students decreased slightly from 6% to 5%. The percentage of students who reported Multiple Ethnicities increased from 6% to 8%.

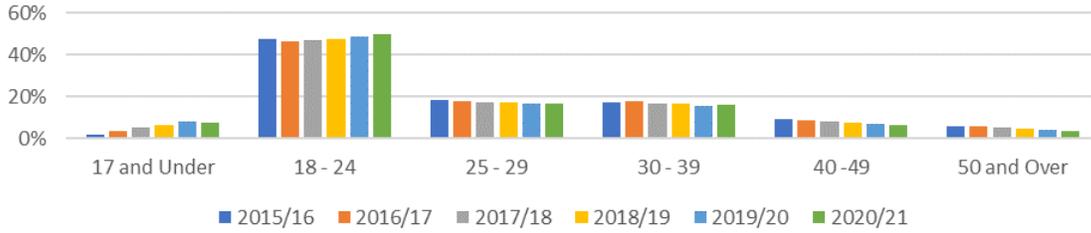
Percentage of San Diego Miramar College Students by Ethnicity



Headcount by Age

Students between ages 18 and 24 constituted almost half of the San Diego Miramar College student population from 2015/16 to 2020/21. The percentage of students who were 17 and under increased during the six-year span from 2% to 7%. The 25-29, 40-49, and 50 and over age groups experienced slight decreases in the proportion of student population.

Percentage of San Diego Miramar College Students by Age



Headcount by First Generation

Between 2015/16 and 2018/19, the proportion of students who were and were not first generation students remained constant at 24% and 76%, respectively. In the following academic year, the number of students with unknown classification increased to 13% of the student population and remained high at 12% in 2020/21.

San Diego Miramar College Retention Rates by First Generation

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
First Generation	5,347	24%	6,288	24%	6,831	24%	6,367	24%	5,838	23%	6,068	25%	13%	24%	28%
Not First Generation	16,789	76%	19,854	76%	21,721	76%	20,697	76%	15,847	63%	15,591	64%	-7%	72%	68%
Unknown	14	0%	59	0%	46	0%	3	0%	3,349	13%	2,859	12%	20321%	4%	4%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	25,034	100%	24,518	100%	11%	100%	100%

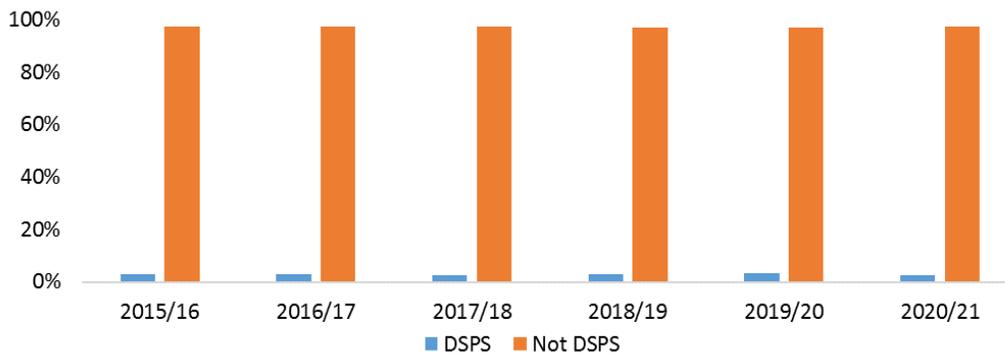
Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts

Percentage of Students by Disability Support Programs and Services (DSPS)

From 2015/16 to 2020/21, the percentage of students with DSPS status remained constant at 3%.

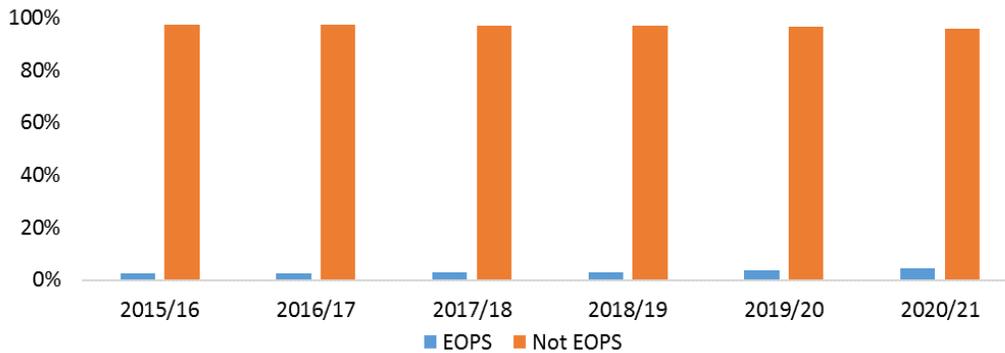
Percentage of San Diego Miramar College Students by DSPS Status



Percentage of Students by Extended Opportunity Programs and Services (EOPS)

The percentage of students with EOPS status slightly increased from 3% in 2015/16 to 4% in 2020/21.

Percentage of San Diego Miramar College Students by DSPS Status



Student Headcount by Military Status

The proportion of students by military status has remained about the same from 2015/16 to 2020/21. The proportions in 2020/21 were 13% and 87% for veteran/active duty and not veteran/active duty, respectively. During the six-year period, the number of veteran/active duty students increased by 16% and the number of non-veteran/active duty students increased by 9%.

Percentage of San Diego Miramar College Students by Military Status

	2015/16		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Veteran/Not Active Duty	2,724	12%	3,039	12%	3,168	11%	2,951	11%	2,928	12%	3,171	13%	16%	12%	11%
Not Veteran/Not Active Duty	19,426	88%	23,162	88%	25,430	89%	24,116	89%	21,124	88%	21,156	87%	9%	88%	89%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Headcount by Section Modality

The percentage of students who attended classes on campus decreased gradually from 73% in 2015/16 to 59% in 2019/20. That percentage dropped sharply to 21% in 2020/21. The percentage of students who attended classes online increased from 25% in 2015/16 to 68% in 2020/21.

San Diego Miramar College Headcount by Section Modality

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
On Campus (F2F)	16,091	73%	17,322	66%	17,769	62%	17,166	63%	14,090	59%	5,014	21%	-69%	57%	59%
Online	5,579	25%	7,489	29%	9,535	33%	9,540	35%	9,091	38%	16,506	68%	196%	38%	36%
Unknown	480	2%	1,390	5%	1,294	5%	361	1%	871	4%	2,807	12%	485%	5%	5%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Headcount by F2F Section Type

Of the students who attended face-to-face (F2F) courses, a large majority attended during the day. The percentage of daytime students increased from 74% to 84% between 2015/16 and 2020/21, while the percentage of evening students decreased from 26% to 16%. Most of the change took place between the last two academic years.

San Diego Miramar College Headcount by F2F Section Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Day	11,884	74%	13,098	75%	13,500	76%	13,440	78%	11,195	79%	4,204	84%	-65%	77%	45%
Day/Evening	59	0%	73	0%	69	0%	91	1%	--	--	--	--	--	0%	0%
Evening	4,207	26%	4,224	24%	4,269	24%	3,726	22%	2,895	21%	791	16%	-81%	23%	14%
Hybrid (<50% online)	--	--	--	--	--	--	--	--	--	--	19	0%	--	0%	0%
Unknown	--	--	--	--	--	--	--	--	--	--	--	--	--	--	41%
Total	16,150	100%	17,395	100%	17,838	100%	17,257	100%	14,090	100%	5,014	100%	-69%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Headcount by Online Section Type

Of the students who took any online classes, around 90% were fully online year to year. The number of students who were fully online increased from 4,926 to 8,583 between 2015/16 and 2019/20. This figured increased sharply in 2020/21 to 20,576 students.

San Diego Miramar College Headcount by Online Section Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Fully Online	4,926	87%	6,788	89%	8,798	91%	8,952	91%	8,583	91%	20,576	96%	318%	92%	38%
Hybrid (<50% Online)	108	2%	174	2%	184	2%	326	3%	332	4%	454	2%	320%	2%	1%
Partially Online (>=50%)	653	11%	700	9%	737	8%	588	6%	558	6%	395	2%	-40%	6%	3%
Unknown	--	--	--	--	--	--	--	--	--	--	--	--	--	--	58%
Total	5,687	100%	7,663	100%	9,719	100%	9,866	100%	9,473	100%	21,425	100%	277%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Headcount by Student Type

Between 2015/16 and 2020/21, the percentage of On-Campus/Online and Online Only students increased by 22% and 227%, respectively. The percentage of Day Only and Evening Only students decreased by 63% and 94%, respectively.

San Diego Miramar College Headcount by Student Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Day Only	9,868	45%	11,063	42%	11,208	39%	11,223	41%	9,040	38%	3,692	15%	-63%	37%	36%
Day/Evening	2,537	11%	2,247	9%	2,197	8%	1,959	7%	1,577	7%	142	1%	-94%	7%	7%
Evening Only	2,872	13%	2,915	11%	2,879	10%	2,482	9%	1,848	8%	620	3%	-78%	9%	10%
On-Campus/Online	1,781	8%	2,362	9%	2,993	10%	2,952	11%	3,284	14%	2,173	9%	22%	10%	13%
Online Only	4,866	22%	6,513	25%	8,294	29%	8,268	31%	7,715	32%	15,918	65%	227%	34%	31%
Unknown	226	1%	1,101	4%	1,027	4%	183	1%	588	2%	1,782	7%	688%	3%	3%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Headcount by Residency

The number of resident students increased by 3% from 2015/16 to 2020/21, while the number of non-resident students increased by 241%. This disproportion increase shifted the percentage of resident students from 97% to 91% and non-resident students from 3% to 9%.

San Diego Miramar College Headcount by Residency

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
International Student	69	0%	83	0%	115	0%	128	0%	88	0%	53	0%	-23%	0%	1%
Non-Resident	623	3%	611	2%	671	2%	736	3%	2,365	10%	2,124	9%	241%	5%	5%
Resident	21,458	97%	25,507	97%	27,812	97%	26,203	97%	21,491	89%	22,049	91%	3%	95%	94%
Unknown	--	--	--	--	--	--	--	--	108	0%	101	0%	--	0%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts

Student Headcount by Foster Youth Status

Between 2015/16 and 2020/21, the average percentage of foster youth and non-foster youth students was 1% and 99%, respectively. The number of foster youth students peaked at 445 in 2017/18 and declined to 95 students in 2019/20.

San Diego Miramar College Headcount by Foster Youth Status

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Foster Youth	333	2%	387	1%	445	2%	429	2%	95	0%	171	1%	-49%	1%	2%
Not Foster Youth	21,817	98%	25,814	99%	28,153	98%	26,638	98%	23,957	100%	24,156	99%	11%	99%	98%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts.

Student Headcount by Economically Disadvantaged Status

The number of students attending San Diego Miramar College who were economically disadvantaged decreased from 10,168 to 2,751 between 2015/16 and 2020/21. Accordingly, the proportion of students who were economically disadvantaged decreased from 46% to 11%.

San Diego Miramar College Headcount by Economically Disadvantaged Status

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Yes	10,168	46%	11,342	43%	12,108	42%	10,980	41%	5,320	22%	2,751	11%	-73%	35%	43%
No	11,982	54%	14,859	57%	16,490	58%	16,087	59%	18,706	78%	21,445	88%	79%	65%	56%
Unknown	--	--	--	--	--	--	--	--	26	0%	131	1%	--	0%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts.

Course Completion (Retention and Successful Course Completion Rates/ Student Success Rates)

Overall Student Success Rates

The San Diego Miramar College annual student success rate increased from 75% to 77% between 2015/16 and 2020/21, with a six-year average of 76%.

San Diego Miramar College Overall Student Success Rates

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Average	75%	76%	74%	77%	76%	77%	2%	76%	71%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts.

Student Success Rates by Gender

Between 2015/16 and 2020/21, the average female and male success rates were comparable at 76% and 77%, respectively. Both success rates reached 77% in the 2020/21 academic school year. The success rate for non-binary students was comparable in 2019/20 at 76%, but dropped to 64% in 2020/21.

San Diego Miramar College Success Rates by Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Female	76%	76%	74%	78%	76%	77%	1%	76%	72%
Male	75%	76%	77%	78%	77%	77%	2%	77%	70%
Non-Binary	--	--	--	--	76%	64%	--	70%	57%
Unknown	100%	--	67%	78%	83%	83%	-17%	83%	85%
Average	75%	76%	75%	78%	77%	77%	2%	76%	71%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts

Student Success Rates by Ethnicity

Between 2015/16 and 2020/21, White students (80%) and Asian students (83%) had the highest average success rates. The average success rate of African American students (66%) was lower than the average success rates of the general student populations at San Diego Miramar College (77%). Almost all of the reported ethnic groups showed increases in success rates during the six-year period, with Asian students increasing the most by 5.2 percentage points. American Indian and Unknown were the two ethnicity groups that experienced drops in student success rate by 3.3 and 3.7 percentage points, respectively.

San Diego Miramar College Student Success Rates by Ethnicity

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
African American	65%	65%	65%	68%	66%	67%	2.0%	66%	61%
American Indian	83%	78%	84%	78%	75%	79%	-3.3%	79%	73%
Asian	80%	82%	83%	83%	84%	85%	5.2%	83%	80%
Pacific Islander	74%	75%	76%	73%	74%	77%	3.6%	75%	68%
Filipino/a	75%	77%	79%	77%	76%	78%	3.0%	77%	74%
Latinx	69%	71%	71%	74%	73%	72%	2.3%	72%	65%
White	79%	79%	80%	81%	82%	81%	1.6%	80%	77%
Multiple Ethnicities	76%	74%	77%	76%	76%	76%	0.2%	76%	70%
Other	89%	87%	90%	90%	--	--	--	88%	78%
Unknown	81%	80%	77%	84%	78%	78%	-3.7%	80%	74%
Average	76%	76%	77%	78%	78%	77%	1.8%	77%	72%

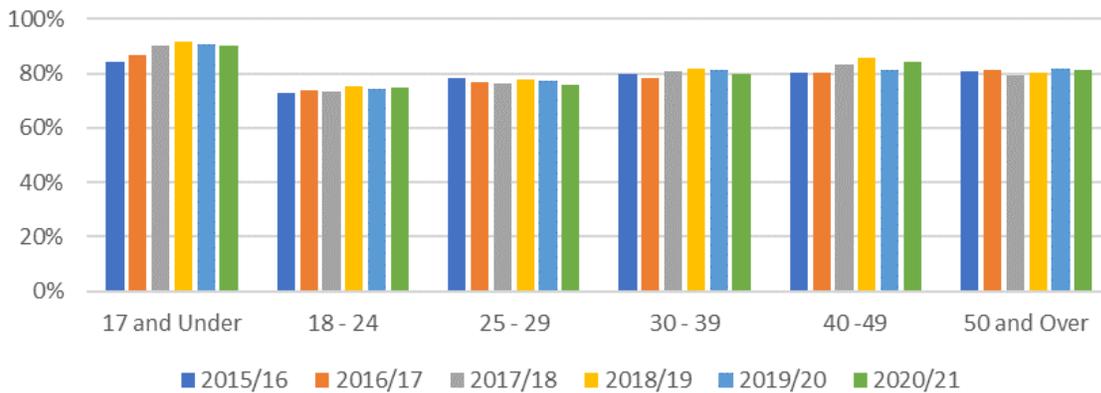
Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Success Rates by Age

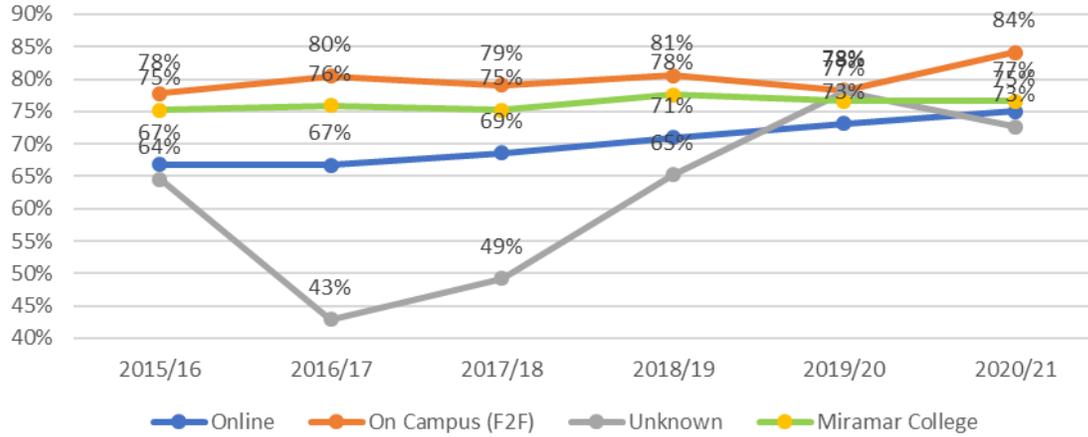
Students under age 18 had the highest average success rate at around 90%. For age groups 30-39, 40-49, and 50 and over, the average success rate was about 80%. Students in the 18-24 age group had the lowest average success rate at about 74%, followed by the 25-29 age group at about 77%.

San Diego Miramar College Student Success Rates by Age



Success Rates by Course Modality

Between 2015/16 and 2020/21, the success rates for online and on-campus students increased by 8 and 6 percentage points, respectively. In 2020/21 the success rate for on-campus students (84%) was 9 percentage points higher than online students (75%).



Overall Retention Rates

Between 2015/16 and 2020/21, the San Diego Miramar College retention rate remained steady at 90%, except with a temporary drop to 88% in the 2019/20 academic year.

San Diego Miramar College Retention Rates

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Average	90%	90%	90%	90%	88%	90%	0.4%	90%	87%

Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Retention Rates by Gender

Between 2015/16 and 2020/21, the average female and male retention rates were comparable at 89%, respectively. The retention rate for non-binary students was close in 2019/20 at 86%, but dropped to 80% in 2020/21.

San Diego Miramar College Retention Rates by Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Female	89%	89%	89%	89%	88%	89%	1%	89%	87%
Male	90%	90%	91%	91%	88%	91%	0%	90%	87%
Non-Binary	--	--	--	--	86%	80%	--	83%	86%
Unknown	100%	--	100%	100%	92%	93%	-7%	97%	99%
Average	93%	89%	93%	93%	89%	88%	-5%	91%	90%

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts

Retention Rates by Ethnicity

Between 2015/16 and 2020/21, American Indian, Asian, Filipino/a, and White students had average retention rates equal to or greater than 90%. African American students had the lowest average retention rate at 85%. The six-year average retention rate at San Diego Miramar College was 90%.

San Diego Miramar College Retention Rates by Ethnicity

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
African American	85%	85%	86%	86%	83%	85%	0.4%	85%	81%
American Indian	93%	92%	92%	88%	84%	90%	-2.9%	90%	86%
Asian	91%	91%	92%	92%	91%	93%	2.7%	92%	89%
Pacific Islander	89%	88%	90%	89%	86%	91%	1.3%	89%	84%
Filipino/a	89%	89%	91%	90%	89%	91%	2.3%	90%	87%
Latinx	88%	88%	88%	89%	86%	88%	0.0%	88%	83%
White	91%	91%	91%	91%	90%	91%	0.2%	91%	88%
Multiple Ethnicities	90%	89%	90%	89%	87%	89%	-1.0%	89%	85%
Other	97%	99%	97%	97%	--	--	--	98%	91%
Unknown	91%	93%	92%	93%	89%	89%	-2.0%	91%	88%
Average	90%	90%	90%	90%	88%	90%	0.4%	90%	86%

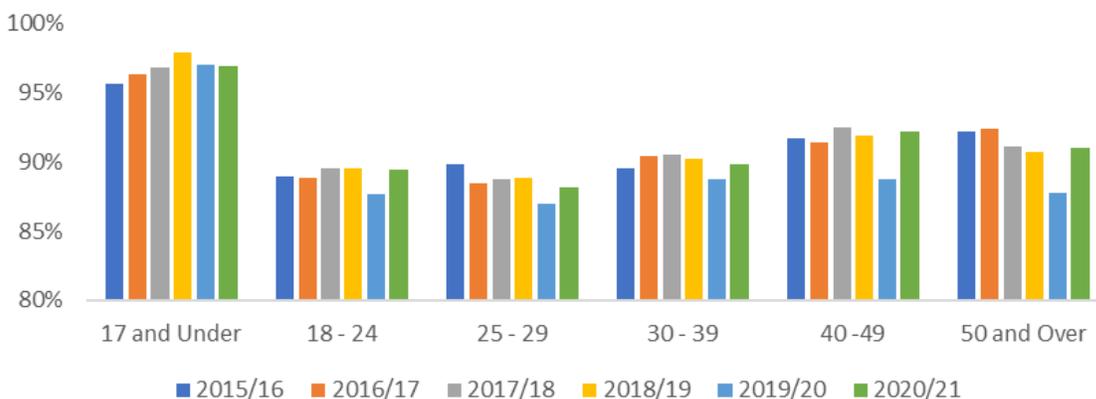
Source: Miramar College PREDD 201516-202021

Note. Percent change were based on counts.

Student Retention Rates by Age

During the six-year period, each age group experienced a drop in retention rates during the 2019/20 academic year. All age groups rebounded in the subsequent year, except for the 17 and under age group. However, the 17 and under group had the greatest retention rate across each year with an average of about 97%. The 40-49 and 50 and over age groups had the next closest six-year average retention rates at about 91%.

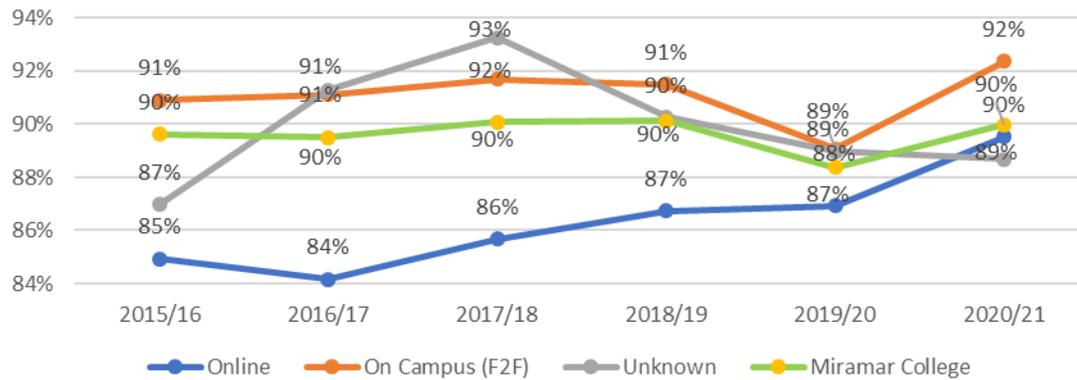
San Diego Miramar College Student Retention Rates by Age



Retention Rates by Course Modality

Between 2015/16 and 2020/21, online students experienced a noticeable increase in retention rates from 85% to 90%. The retention rate for on-campus students increased slightly from 91% to 92%.

San Diego Miramar College Retention Rates by Course Modality



Persistence

Overall Persistence Rate

The average term persistence rate for students at San Diego Miramar College was 57% among the fall 2015 to fall 2020 cohorts. The average annual persistence rate was 34%. The term persistence rate decreased from 58% in 2015 to 53% in 2020. During the same six-year span, the annual persistence rate also decreased from 37% to 29%.

San Diego Miramar College Overall Persistence Rates

Cohort	Fall Enrollment Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates	All Colleges Term Persistence	All Colleges Annual Persistence
Fall 2015	10,377	5,977	58%	3,830	37%	60%	37%
Fall 2016	11,404	6,710	59%	4,192	37%	60%	38%
Fall 2017	13,049	7,509	58%	4,421	34%	59%	35%
Fall 2018	13,038	7,682	59%	4,487	34%	59%	15%
Fall 2019	13,444	7,414	55%	4,273	32%	64%	42%
Fall 2020	12,998	6,841	53%	3,715	29%	66%	41%
Total/Average	74,310	42,133	57%	24,918	34%	61%	34%

Source: Miramar College Persistence Dashboard 2014-2020

District-Wide Persistence Dashboard 2014-2020

Note. Percent change were based on counts.

Annual Persistence Rate by Gender

On average, the annual persistence rate of female students (33%) was about the same as the rate for male students (34%) between the fall 2015 and the fall 2020 cohorts. Across these cohorts, the annual persistence rates for female and male students decreased by 11 and 6 percentage points, respectively. Between the 2019 and 2020 cohorts, the annual persistence rate for non-binary students was 32%.

San Diego Miramar College Annual Persistence Rates by Gender

Cohort	Females	Male	Non-Binary	Unknown
Fall 2015	39%	35%	--	--
Fall 2016	38%	35%	--	--
Fall 2017	34%	34%	--	--
Fall 2018	36%	33%	--	0%
Fall 2019	30%	34%	60%	31%
Fall 2020	28%	29%	21%	26%
Total	33%	34%	32%	28%

Source: Miramar College Persistence Dashboard 2014-2020

Note. Percent calculations were based on counts.

Annual Persistence Rates by Ethnicity

The ethnic groups with the highest average annual persistence rates between the fall 2015 and the fall 2020 cohorts were Filipino/a students (42%) and Asian students (40%). The annual persistence rate decreased for all groups between 2015 and 2020. The largest decreases were among Pacific Islander and White students (11 percentage points), followed by students reporting multiple ethnicities (10 percentage points), and further followed by African American and Asian students (9 percentage points).

San Diego Miramar College Annual Persistence Rates by Ethnicity

Cohort	African American	American Indian	Asian	Pacific Islander	Filipino/a	Latinx	White	Multiple Ethnicities	Other	Unknown
Fall 2015	32%	35%	43%	39%	44%	32%	36%	39%	18%	33%
Fall 2016	27%	27%	42%	32%	47%	33%	36%	38%	50%	30%
Fall 2017	26%	24%	39%	40%	46%	31%	32%	36%	0%	29%
Fall 2018	23%	49%	41%	40%	40%	31%	34%	38%	0%	31%
Fall 2019	28%	30%	39%	24%	41%	28%	29%	37%	--	27%
Fall 2020	23%	34%	34%	28%	37%	26%	27%	29%	--	27%
Total	26%	34%	40%	34%	42%	30%	32%	36%	25%	29%

Source: Miramar College Persistence Dashboard 2014-2020

Note. Percent calculations were based on counts.

Annual Persistence Rates by Age

Between the fall 2015 and the fall 2020 cohorts, the average annual persistence rate was the highest among students 17 and under (40%), followed by the 18-24 age group (38%). From 2015 to 2020, the annual persistence rate decreased for each age group, led by students 50 and over (15 percentage points), students 17 and under (13 percentage points), and the 40-49 age group (12 percentage points).

San Diego Miramar College Annual Persistence Rates by Age

Cohort	17 and Under	18 - 24	25 - 29	30 - 39	40 - 49	50 and Over
Fall 2015	51%	40%	28%	31%	32%	34%
Fall 2016	38%	42%	26%	27%	31%	36%
Fall 2017	34%	38%	26%	28%	29%	31%
Fall 2018	42%	38%	25%	27%	31%	32%
Fall 2019	43%	37%	23%	23%	19%	18%
Fall 2020	38%	31%	21%	23%	20%	19%
Total	40%	38%	25%	26%	26%	28%

Source: Miramar College Persistence Dashboard 2014-2020

Note: Percent calculations were based on counts.

Annual Awards Conferred

Overall Annual Awards Conferred

Between 2015/16 and 2020/21, the number of annual awards conferred at San Diego Miramar College increased by 35% from 1,247 to 1,681.

San Diego Miramar College Annual Awards Conferred

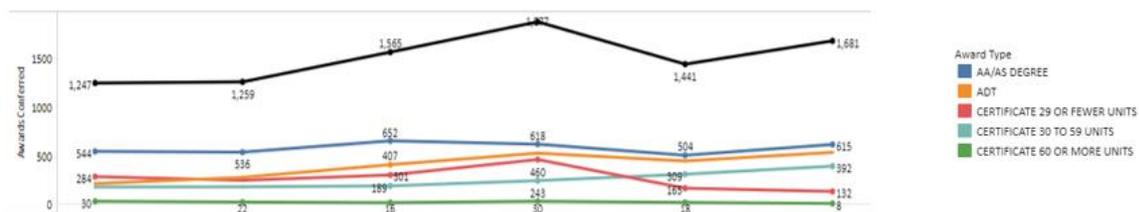
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 2015-2020	College Average 2015-2020	All Colleges Average 2015-2020
Average	1,247	1,259	1,565	1,877	1,441	1,681	35%	1,512	1,594

Source: Miramar College PREDD 201516-202021

Note: Percent change were based on counts

Annual Awards by Type

Between 2015/16 and 2020/21, all award types increased except for certificates 29 or fewer units and certificates 60 or more units.



Student Program Completion

The College also determined institution-set standards for awards conferred per program. The recommended benchmarks for each program represent an institution-set standard based on the six-year average plus a 0.5 Standard Deviation. This information was provided for each program to consider as part of the Program Review process. As there are different trends, impact factors, and comparison points for each program, the faculty discipline experts could address the recommended benchmarks and suggest modifications as needed. On average, Business, Social and Behavioral Sciences, and Administration of Justices received higher numbers of awards compared to the other programs between 2015/16 and 2020/2021.

Program	Subject	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Benchmark
Business	ACCOUNTANCY	18	13	23	16	19	25	21
	ADMINISTRATIVE ASSISTANT	0	0	0	4	7	6	4
	BUSINESS ADMINISTRATION	51	50	39	31	19	37	44
	BUSINESS ADMINISTRATION FOR TRANSFER	67	80	131	147	135	159	139
	BUSINESS MANAGEMENT	10	3	8	13	11	15	12
	BUSMGT MORTGAGE BROKERAGE/BANK	8	1	0	2	0	0	3
	CBT-ADMINISTRATIVE ASSISTANT	10	3	7	5	0	0	6
	CBT-MICROCOMPUTER APPL	3	0	0	0	0	0	1
	COMPUTER AND INFORMATION SCIENCES	10	3	6	5	5	12	9
	COMPUTER SCIENCE FOR TRANSFER	0	0	0	0	10	35	15
	ECONOMICS FOR TRANSFER	4	8	10	18	9	16	13
	FINANCIAL SERVICES	0	0	0	1	4	2	2
	LAW, PUBLIC POLICY AND SOCIETY FOR TRANSFER	0	0	0	0	4	3	2
	LEGAL ASSISTANT	0	1	0	0	0	0	0
	PARALEGAL	37	58	65	63	57	81	67
	Subtotal		218	220	289	305	280	391
Chemistry	CHEMISTRY STUDIES	29	35	28	52	29	27	38
	Subtotal	29	35	28	52	29	27	38
Child Development	ASSISTANT TEACHER	0	0	0	13	19	21	14
	CHILD DEVELOPMENT	20	22	22	24	21	18	22
	CHILD DEVELOPMENT ASSOCIATE TEACHER	31	23	33	25	10	14	27
	CHILD DEVELOPMENT MASTER TEACHER	4	7	6	6	3	3	6
	CHILD DEVELOPMENT SITE SUPERVISOR	0	1	0	7	2	7	4
	CHILD DEVELOPMENT TEACHER	24	13	29	18	5	6	21
	ELEMENTARY EDUCATION	1	0	0	0	0	0	0
	HUMAN DEVELOPMENT STUDIES	13	8	16	12	8	14	13
Subtotal		93	74	106	105	68	83	96
English and World Languages	ENGLISH FOR TRANSFER	3	8	8	6	9	13	9
	ENGLISH/LITERATURE STUDIES	7	6	11	7	8	4	8
	SPANISH FOR TRANSFER	0	1	0	2	2	0	1
	WORLD LANGUAGE STUDIES	0	1	1	1	2	1	1
Subtotal		10	16	20	16	21	18	19
Exercise Science, Health, & Nutrition	EXERCISE AND NUTRITIONAL SCIENCES	0	7	26	23	7	12	18
	FITNESS SPECIALIST	5	0	2	0	0	0	2
	HEALTH/PHYSICAL EDU STUDIES	12	6	2	1	0	0	6
	KINESIOLOGY FOR TRANSFER	7	8	12	8	5	7	9
	PERSONAL TRAINING	12	17	4	11	14	3	13
Subtotal		36	38	46	43	26	22	40
Fire Technology/Fire Academy/EMT	ENTRY LEVEL FIREFIGHTER	0	0	0	0	3	12	5
	FIPT - FIRE PROTECTION	5	2	4	4	0	0	4
	FIPT - OPEN WTR LIFEGUARD PROF	2	2	2	2	0	0	2
	FIPT COMPANY OFFICE CERT	0	0	1	1	0	0	1
	FIPT-FIRE OFFICR CERTIFICATION	6	7	0	0	0	0	4
	FIPT-FIRE PREVENTION	0	0	1	0	0	0	0
	FIRE PREVENTION	0	0	4	4	1	2	3
	FIRE PROTECTION TECHNOLOGY COMPANY OFFICER CERTIFICATION	0	0	0	0	2	2	1
	FIRE PROTECTION TECHNOLOGY FIRE PREVENTION	0	0	2	0	1	0	1
	FIRE TECHNOLOGY	81	66	54	53	37	13	62
	OPEN WATER LIFEGUARD	0	0	0	3	1	0	1
	Subtotal		94	77	68	67	45	29
Interdisciplinary Studies	CERT OF ACHIEVEMENT- CSU GEN ED	0	0	0	0	1	0	0
	CSU GENERAL EDUCATION - BREADTH	1	22	39	58	135	149	98
	INTERSEGMENTAL GENERAL EDUCATION TRANSFER	0	8	40	49	124	166	98
	OCCUPATIONAL/TECHNICAL STUDIES	1	1	0	0	0	0	1
	SELECTED STUDIES	0	0	0	1	0	0	0
	TRANSFER STUDIES CSU	1	3	0	0	0	0	1
Subtotal		3	34	79	108	260	315	196
Mathematics	MATHEMATICS FOR TRANSFER	6	7	10	14	10	11	11
	MATHEMATICS STUDIES	38	40	44	41	36	41	41
	Subtotal	44	47	54	55	46	52	52
Physical Sciences	EARTH SCIENCE STUDIES	1	0	1	3	1	3	2
	PHYSICS FOR TRANSFER	4	6	12	12	6	10	10
	PHYSICS STUDIES	5	1	0	1	0	0	2
	PRE-ENGINEERING STUDIES	9	13	23	28	31	32	27
Subtotal	19	20	36	44	38	45	39	
Social & Behavioral Science	ANTHROPOLOGY FOR TRANSFER	6	8	4	6	4	4	6
	BEHAVIORAL SCH-ALCOHOL & DRUG	0	0	0	1	0	0	0
	HISTORY FOR TRANSFER	8	7	12	22	13	15	16
	POLITICAL SCIENCE FOR TRANSFER	7	11	20	17	14	24	19
	PSYCHOLOGY	22	7	12	8	1	0	12
	PSYCHOLOGY FOR TRANSFER	0	17	30	69	52	56	50
	SOCIAL AND BEHAVIORAL SCIENCES	80	77	116	106	76	103	102
	SOCIOLOGY FOR TRANSFER	5	14	14	16	18	21	17
Subtotal	128	141	208	245	178	223	210	

Source: Miramar College PREDD 201516-202021

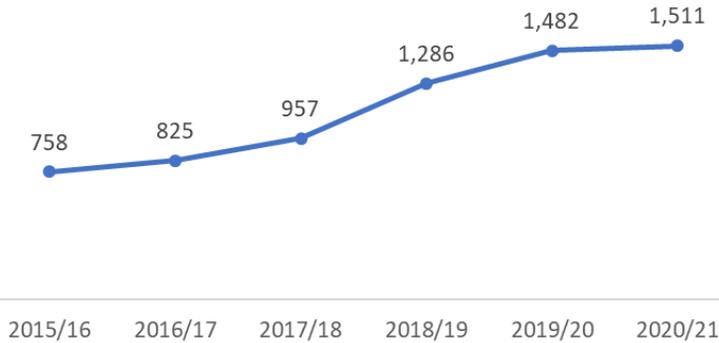
Annual Transfer Volume

Between 2015/16 and 2020/21, the annual transfer volume increased each year, from 758 to 1511.

San Diego Miramar College Annual Transfer Volume

Number of transfers	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Annual Transfer Volume	758	825	957	1,286	1,482	1,511

Source. Miramar College ACCJC Annual Report, 2021
- 2022, p.4



Student Job Placement Rates

During 2017-2018, Administration of Justice, Fire Technology, and Medical Laboratory Technology had relatively higher job placement rates compared to the other programs.

Student Job Placement Rates

San Diego Miramar College Program	TOP	Institution-Set Standard (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate	2020-21 Job Placement Rate
Accountancy	0502	68%	n/a %	n/a %	n/a %	n/a %
Administration of Justice	2105	68%	92%	n/a %	n/a %	n/a %
Automotive Technology	0948	68%	75%	n/a %	n/a %	n/a %
Aviation Maintenance	0950	68%	54%	n/a %	n/a %	n/a %
Aviation Operations	3020	68%	54%	n/a %	n/a %	n/a %
Banking and Finance (Financial Services)		68%	74%	n/a %	n/a %	n/a %
Biotechnology	0430	68%	56%	n/a %	n/a %	n/a %
Business Administration	0505	68%	n/a %	n/a %	n/a %	n/a %
Child Development	1305	68%	64%	n/a %	n/a %	n/a %
Diesel Technology	0947	68%	58%	n/a %	n/a %	n/a %
Exercise Sciences-Personal Training-Yoga	0835	68%	50%	n/a %	n/a %	n/a %
Fire Technology	2133	68%	90%	n/a %	n/a %	n/a %
Medical Laboratory Technology	1205	68%	77%	n/a %	n/a %	n/a %
Office Technology (Computer Business Technology)		68%	63%	n/a %	n/a %	n/a %
Business Management (Entrepreneurship)		68%	62%	n/a %	n/a %	n/a %
Paralegal	1402	68%	71%	n/a %	n/a %	n/a %

Source. Miramar College ACCJC Annual Report, 2021 - 2022, p.4

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

C. Organization of the Self-Evaluation Process 2024

To prepare for the 2024 Accreditation Self-Evaluation Process, the Accreditation Liaison Officer (ALO) and the College President, in consultation with participatory governance constituency leaders, prepared and disseminated the Accreditation Faculty Co-Chair Announcement in April 2021 (Evidence: 2021 Accreditation Faculty Co-Chair announcement). In May 2021, with consultation between the Academic Senate President and College President, a faculty member was appointed and announced to the College (Evidence: President's 2021 Email announcement to the college). This faculty member, along with the ALO, would comprise the Accreditation Steering Committee. The Steering Committee was primarily responsible for the following: (1) overseeing the work of the Standard Tri-Chair teams and communicating the progress of the 2024 Accreditation Process to the College; (2) reviewing the ACCJC Accreditation Standards and Policies to determine level of compliance of the College and (3) proposing accreditation-related measures and/or activities. In addition, the Steering Committee was responsible for developing the process and timeline for preparation of the Self-Evaluation Report.

Similar to previous accreditation processes, the College implemented a Standard Tri-chair Team structure to coordinate each Standard of the Self-Evaluation Report. Each tri-chair team consisted of one administrator, one faculty, and one classified professional member. Faculty were recommended by the Academic Senate, classified were recommended by the Classified Senate, and administrators were appointed by the President. The Academic Senate and the Classified Senates' recommendations were approved by the President. The tri-chair teams were formed at the beginning of fall 2021. In addition, students were invited to participate through the Associated Student Government.

On October 8, 2021 the College held an Accreditation ISER Training, facilitated by ACCJC's College Liaison in consultation with the Accreditation Steering Committee (Evidence: Accreditation ISER Training Slide Deck). The training included the following topics: 1) Understanding the ISER context, 2) How to engage in the self-evaluation process, 3) How to interpret the standards, and 4) Group engagement activity. Subsequently following this event, the Accreditation Steering Committee met with each respective tri-chair team to explain the organizational logistics on how they are set-up in Microsoft OneDrive, set expectations and timeline, and answered any questions or provided clarifications. The meeting set tri-chair responsibilities relative to the production of the ISER, review of relevant ACCJC publication (e.g., guides, writing template etc.), and provided guidance on how to organize the evidence and narrative responses to the Standards.

Once the tri-chair teams received the training, each team was responsible for gathering evidence and providing narratives based on the ACCJC ISER template and the prompts found in the Guide to Institutional Self-Evaluation Improvement and Peer-Review. The teams were organized to work asynchronously using Microsoft OneDrive. The tri-chair teams held regular online meetings and Co-chairs of the Steering Committee were invited to join these meetings as needed. In addition, the Steering Committee held periodic meetings with the tri-chairs teams to monitor progress on the Self-evaluation Report, to ensure adherence to the process timeline, and to ensure that drafts of each Standard were circulated to the College. In all, tri-chair teams were responsible for writing narratives to address the criteria in their respective Standard, for

identifying evidence used to support their narratives, and for documenting progress made on planning items.

In December 2021, Accreditation Steering Committee Teams from each of the three Colleges met with District Office personnel to organize and discuss information and concerns among the colleges and the District Offices regarding the ISER process. During this organizational meeting, a timeline, procedures for requesting evidence and information from the District, and delineation of responsibilities were fleshed-out. Thereafter, the Accreditation Steering Committee Teams presented regular reports and briefings to the Board of Trustees according to a District timeline.

On May 2, 2022, the Steering Committee distributed the first Self-Evaluation Draft Report to the College via email (Evidence: San Diego Miramar College Accreditation Institutional Self-Evaluation Report Draft 1 Email). Feedback was collected through a Survey Monkey link provided after each section of the report. Respondents were able to access the link and provide feedback on individual sections of the Standards. Following the release of draft one of the ISER, the College held Public Forum Round 1 (PFR 1) to provide an online venue for feedback from the college community at-large. During summer 2022, the Steering Committee incorporated feedback from both the public forum and circulation of draft 1 into the tri-chair team responses. Furthermore, District responses were received and incorporated into the narrative.

In fall 2022, the Steering Committee met with each respective tri-chair teams and notes were provided to them regarding areas of the Standards that contained missing content, incorrect information, and/or lacked evidence. This also allowed the tri-chair team members to ask question, get clarification, and receive guidance on next steps in the ISER process. On September 16, 2022, the College received a follow-up Accreditation training, facilitated by ACCJC's College Liaison in consultation with the Accreditation Steering Committee (Evidence: Accreditation ISER Training Slide Deck). The training included the following topics: 1) Good practices and tips for the ISER and 2) Overview on timeline and process of the comprehensive visit.

Following these meeting, a second draft of the Self-Evaluation Report was sent to the College on October 14, 2022 (Evidence: Email forthcoming). The same process for obtaining feedback from the Self-Evaluation Report Draft 1 was used for Draft 2. On November 3, 2022, the College held its second Public Forum Round 2 (PFR 2) to provide a venue for feedback from the college community at-large, and suggested edits were submitted to the Steering Committee for follow-up.

After PFR 2, the Steering Committee prepared a third draft of the Self-Evaluation report, which was sent to the College on February 16, 2023. The feedback again was provided to Accreditation Steering Committee for follow-up and inclusion in the final draft. The third draft report was circulated among the college constituency groups for final review and approval in February/March 2023. The College Council (CC) reviewed and approved the third draft on March XX, 2023. On April XX, 2023 the Steering Committee distributed a final draft of the Self-Evaluation report to the District for final vetting and approval. The San Diego Miramar College Self-Evaluation Report was presented to the Board of Trustees for acceptance on June XX, 2023.

Throughout the process, updates on progress were communicated to the College through email and were a standing agenda item at the CC, Academic Senate, Classified Senate, and Associated Student Council. In addition, the Accreditation Steering Committee regularly sent out communications and reminders regarding the accreditation timeline and planned tasks.

Accreditation Self-Evaluation Abbreviated Timeline

Spring 2021/Fall 2021

Events	Time
Accreditation Faculty Co-Chair Announcement is sent out	April 27, 2021
Accreditation Faculty Co-Chair Announcement closes	May 7, 2021
Appointment of Accreditation Faculty Co-Chair by College President	August 19, 2021
Appointment of Standards Tri-chair Teams	August/September 2021
Accreditation training by ACCJC	October 8, 2021
Colleges to provide feedback on accreditation surveys (Employees and Students)	October 2021
Accreditation Organizational Meetings	Nov/Dec 2021
Accreditation District Coordination Meeting	December 10, 2021
District IRP to Administer Accreditation Survey-Students	December 1-17, 2021
District IRP to Administer Accreditation Survey-Employees	Dec 14-Jan 21, 2022

Spring 2022

Events	Time
Standards Leads collect evidence for the self-evaluation report	January-May, 2022
Kick-off meeting with tri-chairs (re: structure/timeline) * Flex	February 4, 2022 (2pm)
Accreditation survey results are available	March, 2022
Incorporate accreditation survey results (if necessary) into standard narratives	April, 2022
Standard Tri-chairs turn in first round responses of self-evaluation report to Steering Committee for compilation	April 13, 2022
Accreditation Self-Evaluation Draft 1 distributed to College for feedback	April 29, 2022
Standard IV.D Meeting with Board Subcommittee	Early May, 2022
Public Forum Round 1 (PFR 1)	Week of May 9, 2022
Feedback from Public Forum Round 1 (PFR 1) due	May 27, 2022

Summer 2022

Events	Time
Incorporate changes and suggestions from (PFR 1) by Steering Committee	June/July 2022

Fall 2022

Events	Time
Standard Tri-chairs turn in second round responses of self-evaluation report to Steering Committee for compilation	(Noon) September 28, 2022
Accreditation Self-Evaluation Draft 2 distributed to College for feedback	October 14, 2022
Public Forum Round 2 (PRF 2)	Week of October 31, 2022
Feedback from Public Forum Round 2 (PFR 2) due	November 10, 2022
Incorporate changes and suggestion from (PFR 2) by Steering Committee	November/December 2022
Start cataloging evidence for Self-Evaluation report (Draft 3)	October/December 2022
Status Report to District Governance Council (DGC) and Chancellor Cabinet	December 7, 2022
Status Report to Board of Trustees	December 15, 2022

Spring 2023

Events	Time
Continue cataloging evidence for Self-Evaluation report (Draft 3)	January/February 2023
Draft 3 feedback due to Steering Committee	February 8, 2023 (noon)
Incorporate changes and suggestions from Draft 3 by Steering Committee into Final Draft	February 2023
Distribute Draft 3 (Full Content)	February 16, 2023
All Constituency Approval -Academic Senate (2/28/23 & 3/14/2023) -Classified Senate (2/28/23 & 3/14/2023) -Associate Students (2/24/23 & 3/10/2021)	February/March, 2023
Campus' Approval of Self-Evaluation report	April 4, 2023

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

D. Organizational Information (Org Charts/Functional Maps)



San Diego Community College District Accreditation Functional Map

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements

*For purposes of this map, the term College refers to City College, Mesa College, Miramar College, and College of Continuing Education.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

	College*	District
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

B. Assuring Academic Quality and Institutional Effectiveness

	College*	District
Academic Quality	P	S
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.	P	-
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
Institutional Effectiveness	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	SH	SH
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	-
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.		

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

<p>9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.</p>	SH	SH
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C. Institutional Integrity

	College*	District
<p>1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.</p>	P	S
<p>2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”</p>	SH	SH
<p>3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.</p>	P	-
<p>4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</p>	P	S
<p>5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</p>	SH	SH
<p>6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</p>	S	P
<p>7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear</p>	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.		
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

	College*	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-
4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	-
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	-
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-

B. Library and Learning Support Services

	College*	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

<p>3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	<p>P</p>	<p>-</p>
<p>4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.</p>	<p>P</p>	<p>-</p>

C. Student Support Services

	<p>College*</p>	<p>District</p>
<p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.</p>	<p>P</p>	<p>S</p>
<p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	<p>P</p>	<p>-</p>
<p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	<p>P</p>	<p>S</p>
<p>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	<p>P</p>	<p>-</p>

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	SH	SH
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

Standard III: Resources

A. Human Resources

	College*	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
7. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
8. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S
9. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S
10. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
11. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

12. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
13. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
14. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

B. Physical Resources

	College*	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

C. Technology Resources

	College*	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

D. Financial Resources

	College*	District
Planning	S	P
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.		
2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
Fiscal Responsibility and Stability		
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

<p>5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</p>	SH	SH
<p>6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</p>	SH	SH
<p>7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p>	-	P
<p>8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</p>	-	P
<p>9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</p>	-	P
<p>10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</p>	SH	SH
<p>Liabilities</p>		
<p>11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</p>	SH	SH
<p>12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</p>	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	-	P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
Contractual Agreements		
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

	College*	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement	SH	SH

B. Chief Executive Officer

	College*	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	-
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	-
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: a. establishing a collegial process that sets values, goals, and priorities; b. ensuring the college sets institutional performance standards for student achievement;	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

<p>c. ensuring the college sets institutional performance standards for student achievement;</p> <p>d. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</p> <p>e. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</p> <p>f. ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</p>		
<p>4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</p>	P	-
<p>5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</p>	P	-
<p>6. The CEO works and communicates effectively with the communities served by the institution.</p>	P	P

C. Governing Board

	College*	District
<p>1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.</p>	-	P
<p>2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</p>	-	P
<p>3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</p>	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	-	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	-	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P

D. Multi College Districts or Systems

	College*	District
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	-	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	-	P
4. The CEO of the district or system delegate's full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

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E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

San Diego Miramar College is authorized to operate as an educational institution and award degrees by the following:

- The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER-1](#)).
- The California State Chancellor's Office,
- The locally elected Board of Trustees of the San Diego Community College District.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

San Diego Miramar College is fully operational, with students actively pursuing the College's degree programs. The College served 24,327 students (unduplicated headcount in 2020/21). The average annual headcount (unduplicated) was 25,399 was between 2015/16 to 2020/21. Additionally, the number of annual awards conferred was 1,681 during the same period. This information is described in detail in the Student Achievement section of the ISER. The current schedule of classes is available online.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

San Diego Miramar College operationally defines an educational program using the definition provided in Title 5, 55000(g): Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

As discussed in the introduction section and Standard II.A. I, the College offers a total of 42 educational programs which lead to a total of 168 Associate Degrees and Certificates, including Associate Degrees for Transfer; Certificates of Achievement; and locally-approved Certificates of Performance. Specific requirements to attain a degree/certificate, including courses and length of study, are outlined in the College Catalog. Since our last comprehensive self-evaluation and review, Miramar has engaged in several major events and developments focused on enhancing our college's capacity toward improving the student experience to strengthen and facilitate their success in attaining their degree and goals. The California Community College Chancellor's Office Vision for Success which includes Guided Pathways,

Student Equity and Achievement Program, and AB 705 Equitable Placement were introduced statewide in an effort to better center the student experience, and facilitate more equitable learning outcomes and degree attainment.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

As discussed in Standards IV.B and IV.C, San Diego Miramar College’s chief executive officer is Dr. P. Wesley Lundburg. The District Board of Trustees appointed Dr. Lundburg to be the College President, with full responsibility for the College and authority to administer Board Policies. Neither the District Chancellor nor the College President may serve as the chair of the Board of Trustees.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As discussed in Standard IV.D. 2, annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There haven’t been any financial, internal control or compliance issues resulting in findings, recommendations, or exceptions in the last five annual audits conducted.

If any were to be identified, they would be reviewed and discussed during the Board’s public session prior to the Board accepting the audits as prepared by the certified public accountancy firm

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Response is forthcoming in Draft 3

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

Under the leadership of the San Diego Miramar College's PIER Committee (Planning, Institutional Effectiveness, and Research Committee), the mission is developed collaboratively with input from all constituencies. The College's Mission is in alignment with the **San Diego District's Board Policy BP1200-District Mission** and was last updated in **XXXX**. The College's institutional philosophy, purpose, vision, and institutional values are expressed in the President's message which may be found on Miramar's website and in the catalog.

Analysis and Evaluation

San Diego Miramar College's mission is grounded in student equity and success as evidenced by our mission statement and its supporting documentation and data (**Evidence: Presidents_Office_Webpage.pdf**). The College's student population is described in detail in the introduction section of the ISER. As the College continues to improve and develop its strategies for student equity and success, it remains steadfast in its commitment to honor each student and how they, individually, define their success. The College prides itself on walking side-by-side with each student such as hearing their voice, collaborating on participatory governance, and community building.

In keeping with the College's mission and strategic goal to "deliver educational programs and services in formats and at locations that meet student needs," immediately upon news of quarantine in response to the COVID-19 pandemic, the College converted courses to online formats, all while maintaining the integrity of instruction and availability of courses to its students. This effort allowed students to continue the pursuit of certificate and/or degree completion. Given the rapidly changing factors in the nation's social, health, financial and

environmental wellbeing, the College will continue to evaluate, realign and convert its structure and learning modalities to meet student instructional needs.

As the College looks to the future, it will continue to review its mission statement, making necessary revisions to align its statement based on the premise of continuous quality improvement. Maintaining outcome review, creating unique and engaging programs, expanding instructional modalities and continuing outreach to all community members will continue to be top priorities for the College.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College prides itself on consistently using data to evaluate its progress on meeting its mission and how effective it is in directing institutional priorities in meeting the educational needs of its students. This is accomplished via a variety of methods including the strategic planning and program review process. The use of robust data-driven processes provides a solid foundation for the College's Continuous Quality improvement efforts. Please reference both the student achievement and standard I.B.3 of the ISER regarding data used to illustrate how the College accomplishes its mission.

Analysis and Evaluation

The College determines how effectively it is accomplishing its mission through its student-centered integrated planning framework (Evidence: <https://sdmiramar.edu/services/planning/framework>). At the beginning of this framework is the seven-year strategic plan (Evidence: https://sdmiramar.edu/sites/default/files/2021-07/San_Diego_Miramar_College_Fall_2020-Spring_2027_Strategic_Plan.pdf), which explicitly states five strategic goals and directions that are meant to guide towards successfully meeting its Mission. Also included in this seven-year plan are specific indicators and measures which will inform the college as to whether it is achieving our stated mission. A plethora of data was used to assist in the creation of this strategic plan including the following:

- The Strategic Plan Assessment Scorecard
- Qualitative Data from events such as the Collegewide Planning Summit
- Quantitative College Data from surveys such as the San Diego Miramar College Graduate Survey
- Environmental Scans

In addition to this plan a variety of assessment and program review activities occur during the set three-year Assessment Cycle (Evidence: https://sdmiramar.edu/sites/default/files/2022-03/Miramar_Annual_Planning_Calendar-Cycle.pdf). At the beginning of this three-year cycle, all areas are required to map their Program Goals to the College's Strategic Goals and Directions (Evidence: https://sdmiramar.edu/sites/default/files/2022-02/2020_2027%20Strategic%20Goals%20%26%20Plans%20Alignment%20Report.pdf). The College sets its priorities and benchmarks through its strategic plan assessment scorecard (SPAS), described in detail in section I.B. 3. During this three-year cycle, each course, program

and service area is assessed to make sure that the College is ~~are~~ making programmatic changes which improve quality, and build the required knowledge and skill sets for students to successfully complete their program of study.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Throughout the college, Miramar College's mission statement takes a central role. The College's programs and services are aligned and operate with the intention of moving closer to fully achieving its mission. Key decisions made by the governing bodies align with the College's mission as well.

Analysis and Evaluation

The mission guides institutional decision making. Standards I.B. and IV A. describe the supporting structures and processes to articulate the mission which include College Council; Planning, Institutional Effectiveness, and Research (PIER) Committee; and Budget and Resource Development subcommittee (BRDS). The mission statement serves as the foundation for tying integrated planning efforts together. For example, the mission statement itself is either quoted in its entirety, as it is in the San Diego Miramar College Technology Plan (Evidence: SDMC Technology Plan 3.0.pdf), or serves as the overall lens through which critical documents are created such as the Strategic Plan (Evidence: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan.pdf). Furthermore, strategic goals are mapped to agenda items for governance groups. This helps guide decision-making, planning, and resource allocation (Evidence: Insert evidence samples: budget planning handbook, governance handbook, curriculum 5 criteria). This is also a priority at the College Council, Miramar's culminating decision-making body, where "Student Centered Integrated Planning" is often discussed (Evidence: College Council Final Minutes 020822.pdf).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College routinely reviews (Evidence: Planning Cycle Alignment Chart) and widely publishes its mission statement which is approved by the Board of Trustees. This mission statement is woven throughout a plethora of widely published materials and maintains a prominent focus on all of our web pages.

Analysis and Evaluation

The college updated our Mission Statement in Fall 2018 and it was adopted by the San Diego Community College District Board of Trustees in February 2019. In Fall 2021, the college included the Mission Statement in a 7-year review cycle to prelude the start of the strategic

planning process. San Diego Miramar College widely publishes the Mission Statement in various locations, including the **President’s home web page (Presidents_Office_Webpage.pdf)**, the **College Catalog (https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf)**, the **College’s annual report (<https://indd.adobe.com/view/efefd9a3-26d5-4c9e-9af2-084c467c52fe>)**, the **College’s Governance Handbook (https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf)**, and in a variety of planning documents, all of which are publicly accessible on the College’s website. The College reviews and reaffirms the mission statement annually in November (https://sdmiramar.edu/sites/default/files/2022-03/Miramar_Annual_Planning_Calendar-Cycle.pdf) and every three years, it reviews and revised along with the Values and Vision associated with this Mission Statement. The most recent review and revision occurred in Fall 2021 with input from all constituency groups (**evidence needed Minutes or other report(s) with details of the process the last time the mission was reviewed and updated;**).

Conclusions on Standard I.A: Mission

San Diego Miramar College’s Mission and Values articulates the broad educational purpose and its commitment to equitable student learning and achievement. The institution uses data to determine how effectively it is accomplishing this mission, and this data directs our institutional priorities in meeting the educational needs of students. Miramar College is clearly aligned with and driven by our mission as evidenced by the cultural climate that has been created and the many innovative programs and services we offer. It is apparent in the decision-making, planning, and resource allocation at all levels of our college.

San Diego Miramar College publishes the Mission Statement broadly in a wide range of documents all of which are publicly accessible on the College’s website. In addition to reviewing its alignment with the associated Values and Vision every three years, the College community also reviews and reaffirms the mission statement on an annual basis.

Improvement Plan(s)

Response in process (if applicable):

Evidence List

Please see the “Evidence Folder”

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

There is a plethora of evidence that demonstrates alignment with this standard. In particular, the annual planning summits provide a venue for collegewide dialogue to occur that produces qualitative data, which helps augment quantitative data based on the student equity and success. Modeling after the planning summits, the inaugural Equity Summit provided the time and space for the College to do a deeper dive into DEI efforts, under the guidance of the Leading Equity, Anti-Racism, and Diversity (LEAD) Office.

At a more granular level, the college's redesigned governance structure provides for local dialogue to occur within committees such as Guided Pathways and Planning, Institutional Effectiveness, and Research Committee (PIERC) (formerly known as the Planning and Institutional Effectiveness Committee). These two committees are representative examples of the type of dialogues that take place in meeting student learning and achievement across outcomes, equity, academic quality, and institutional effectiveness.

(Evidence: Planning Summits 2017 (student achievement via collegewide presentations), 2018 (student learning and achievement via 6 collegewide priorities), 2019 (student learning focus via soft-skills), 2021 (collegewide focus on equity)).

Analysis and Evaluation

As a direct response to the college's student-centered integrated planning framework, the Planning Summit 2017 established a three-year theme titled Miramar ACT^X: Action, Collaboration, and Transformation. This theme focused on taking the college through a three-year journey on taking action, building collaboration, and ultimately providing the basis for transforming the institution in meeting the needs of student learning and achievement.

Through a series of presentations, Planning Summit 2017 laid the groundwork for how practitioners took action by highlighting best practices from various departments across the student journey (from connection to completion) (Evidence: Planning Summit 2017 Presentation). Planning Summit 2018 provided college practitioners with the opportunity to build collaboration by working together on interventions in addressing the six collegewide priorities (Evidence: Planning Summit 2018 Presentation). Finally, Planning Summit 2019 allowed college practitioners to focus exclusively on student learning as it relates to the workforce in building students' soft-skill sets (Evidence: Planning Summit 2019 Presentation). The ACT^X theme helped set the stage for collegewide transformation.

The 2019-20 academic year was hard for Miramar College in that the global pandemic did not allow the college to engage in the annual planning summit in 2020. Coupled with the George Floyd event, DEI efforts were reignited across the nation, as well as the college. In July 2020,

a new college president took the helm and steered the College into a brave new space that focused on DEI. With the college theme of “Sharing the Space”, the College embarked on a deep dive into DEI efforts unlike it has ever seen before.

The College hosted a number of dialogues, called Circle of Change, which allowed faculty, classified professionals, administrators, and students to engage in authentic conversations about experiences related to DEI and racism (Evidence: Need to select representative evidence). These important dialogues set the stage for DEI efforts to be front and center at every major event for the college. Thus, the online Planning Summit 2021 featured an interactive student panel of varying diverse backgrounds, to share their experiences in engaging with the college, which helped shape action planning moving forward. In all, this event produced a qualitative data packet that focused on addressing equity in: 1) teaching and learning, 2) student services, 3) campus policies and procedures, and 4) lifting minoritized voices (Evidence: Qualitative Data Packet 2021).

With the growing need to infuse DEI into the fabric of the institution, the College deemed it necessary to give DEI efforts its own platform. Thus, under the leadership of the LEAD Office, the College developed and implemented the Equity Summit in fall 2021. This inaugural event was a major success as it took place over two-days and featured the District’s own Chancellor Emerita, Dr. Constance Carroll, in a lecture series named in her honor. Dr. Carroll lectured on “In Search of Equity: A Brief History in Higher Education” (Evidence: Need to select representative evidence). This monumental event was a new beginning for the college in starting to knit DEI efforts into the fabric of the institution using an intentional design.

In addition to the college’s intentional DEI work, the college has been systemically engaged in guided pathways efforts. In fall 2021, the college launched a new governance structure, which included the formation of the Guided Pathways Committee. The committee charge involves overseeing the guided pathways development and implementation at the college. Dialogue has occurred at both the college and committee levels. For instance, the Guided Pathways Committee often has dialogue based upon major focus areas as follows: 1) Onboarding, 2) Course, Sequencing, and 3) Mapper Project. Furthermore, Academic and Career Pathways Success Teams (ACPSTs) provide updates on the status of building and implementing practices across the focus areas (Evidence: GP Minutes 02.01.22). The Guided Pathways Committee provides a venue for collegial dialogue on academic quality in shaping the future of the college. Please reference Standard I.B.6 for details about the college’s Guided Pathways efforts.

The PIER Committee monitors the health of the college via its benchmarking process in setting collegewide priorities. Please reference Standard I.B.9 for details about the college’s integrated planning efforts. Within the new governance structure, a consolidated Program Review/Outcomes Assessment Subcommittee was created under PIERC. This subcommittee was responsible for shepherding a new consolidated program review process that was showcased at the 2022 Planning Summit Please reference Standard I.B.5 for details. As this event, the college engaged in dialogue about this new process and input was collected in shaping it into what it is today (Evidence: Planning Summit 2022 Presentation).

The structured dialogues outlined above are in line with our most recent strategic planning

cycle, which runs from fall 2020 to spring 2027. That is, five major goals chart the direction for the college as follows: 1) Pathways 2) Engagement 3) Organizational Health, 4) Relationship Cultivation, and 5) Diversity, Equity and Inclusion.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Service Unit Outcomes (SUOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs) are defined for each service unit, instructional program, and course respectively. All areas map their goals and outcomes to Miramar's Institutional Learning Outcomes (ILOs) as well as the College's strategic goals and plans (Evidence: Program Review Guide and Planning Framework and/or crosswalk). Program information and program-level learning outcomes are published annually in the college catalog and on the college website (Evidence: Link to catalog, sample page/page #, link to sample program webpage, brochures?). SLOs are published in the SDCCD CurricUNET course management system on the course outline of record (COR) course report for each course (Evidence: Link to CurricUNET and screenshot of CR). The SLO assessment analysis and results are published in the College's SLO data management and assessment system, Taskstream (Evidence: Screenshot of PR webpage). SUOs are also defined and may include ... ? (Are there other measures of effectiveness that we need to include here?) These are also published and maintained in Taskstream, and are assessed on a three-year cycle.

Analysis and Evaluation

The College has an integrated program review, outcomes assessment, planning, and resource allocation process, which prioritizes equity and is responsive to the College's mission, facilitates and improves institutional effectiveness, and assures academic quality. In fall 2021, the College implemented a revised college governance structure that was developed in collaboration with the California Community Colleges Collegiality in Action team (Evidence: College Governance Handbook). As a result of this work and in an effort to focus on quality assessment and increase opportunities to support personnel, a campus wide Program Review and Outcomes Assessment Subcommittee (PROA) was formed under Planning, Institutional Effectiveness, and Research Committee (PIERC). Additionally, a newly reconceived Program Review and Outcomes Assessment Facilitator position was added. PROA Subcommittee and the faculty facilitator immediately began their work on the 2021-2024 program review and outcomes assessment plan, which was fully approved by the College in spring 2022. The focus of the 2021-2024 plan is on supporting faculty and classified professionals in the quality assessment process (Evidence: 2021-2024 PROA Plan).

All instructional programs and courses offered at San Diego Miramar College are established using faculty defined PLOs, SLOs for courses, and the measures for assessment of each. Likewise, learning and student support services have established SUOs by which effectiveness is measured and equity is prioritized.

Learning outcomes assessments are the basis for the regular evaluation of all courses and programs. Upon conclusion of our last accreditation self-evaluation cycle in 2017, Miramar College updated our system for regular review and evaluation of PLOs (through our program

review process), SLOs, and SUOs, to a comprehensive three-year review cycle, which also includes an annual update. Therefore, programs assess how students achieved the individual outcomes with outcomes assessed at least once during the three-year cycle. This structure offers programs the opportunity to analyze the program holistically, report on program progress, assess opportunities, and set new three-year goals in alignment with the College's mission and strategic plan (Evidence: Program Review Outcomes Assessment Webpage; PROA Facilitator training for Student Services & Instructional Support Programs Fall 2021; add any evidence for 2018-2020?). The following example describes one way in which we have implemented the three-year process within the instruction unit.

In 2017-2018, the College engaged in the Institutional Effectiveness Partnership Initiative (IEPI) and formed a SLO disaggregation pilot. This helped inform and guide the college toward more meaningful strategies during the regular, ongoing dialogue to ensure institutional effectiveness and improved student outcomes, with an emphasis on equity and quality as the college approached our 2018-2021 program review cycle. As part of these efforts, the Program Review Equity Data Dashboard (PREDD) was designed to support the instructional program review process with program-level and course-level performance data infusing an equity lens comparing specific student performance data fields for disaggregation. Additionally, SLO training workshops focused on meaningful outcomes assessment were planned and offered collegewide to department chairs and other faculty for FLEX professional development activities both in-person and via Zoom during Spring 2020 due to the campus closure for the COVID-19 emergency. An illustration and example of connections among course assignments to course SLOs and program outcomes to institutional outcomes is below and was explained during the trainings (Evidence: Slide with Sample Alignment in Child Development (CHIL 101)).

Upon completion of the 2018-2021 comprehensive outcomes analysis and program review, the respective Instructional and Student Service divisions end of cycle program review summary reports were published to the division's public program review websites (Evidence: published reports on College website). More specific details pertaining to accomplishments, challenges, and resource needs are available in Taskstream.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The college regularly develops and assesses its strategic goals to determine how it's meeting the mission. Using the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology, The College has been able to identify a comprehensive set of key performance indicators (KPIs) that measure both how the college is meeting its mission and to aid in the development of institution-set standards for the KPIs. Specifically, the BSC is a measurement and strategic management tool designed to translate the mission statement and strategies into specific, measurable benchmarks. It has helped the College effectively define, measure, monitor and challenge itself; as well as enhances the existing student-centered planning framework for continuous improvement (Evidence: SPAS 2.0 forthcoming).

Analysis and Evaluation

With the end of the strategic planning cycle looming, during the 2020-2021 academic year, the college began a full analysis of its plans. That is, the College updated its Strategic Plan for fall 2020 through Spring 2027 (**Evidence: Strategic Plan**). The Strategic Plan includes five strategic goals and 14 strategic directions. Based on these, the Planning, Institutional Effectiveness, and Research Committee (PIERC) led the effort of establishing a comprehensive set of benchmarks for pinpointing where the College is as it is moving towards its achieving goals. PRIEC first identified 14 KPIs and 53 measures to calibrate the progress. Through the college, the Office of Planning, Research, and Institutional Effectiveness (PRIE) collected and analyzed the available data for the 53 measures. For each of the measures, the PIERC reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each KPI and how effectively the College has implemented the strategies moving towards achieving its goals.

The measures and benchmarks are compiled in the Strategic Plan Assessment Scorecard (**see SPAS 2.0 forthcoming**). The SPAS 2.0 provides a six-year longitudinal view (2015/16 – 2020/21) that helps the College to identify its college-wide priorities. For the KPIs that constantly fall below their floor benchmarks or have lacked data/measures for the years, PIERC recommended that they become the college-wide priorities that guide institutional planning. With a focus on delivering equitable education, it became apparent that this needed to be reflected within the college, including program review. With a revision of the program review and outcomes assessment process being implemented in the 2022/23 academic year, the College began to place an emphasis on better aligning program review to the planning process. The new quality program review process will require divisions, departments, and units to use the data and benchmarks to identify areas that either need to sustain its current success (floor benchmarks) or address improvement (aspirational benchmarks). At unit-level planning, personnel dialogue about how to address the improvement via a structured inquiry process, and adjust the goals and activities to form action plans, which are intended to initiate a new cycle of inquiry, data collection, and evaluation.

The Office of PRIE utilizes the benchmarks in the College's data tools, which is described in detail in the Student Achievement section. (**Note-Need to add statement about publishing the info**)

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The Guided Pathways Initiative has been instrumental in helping the college to identify loss/momentum points for the student population at Miramar. Beginning with the adoption of the Academic and Career Pathways (ACPs) to piloting the Student Success Teams and finally rolling out the ACP pilot. Each progression in the Guided Pathways framework implementation has seen a stronger connection to assessment and analysis of student achievement data (**Evidence: Interest Area Success Teams Inquiry and Action workbooks**). In addition, the

implementation has become both intentionally and purposefully focused on the assessment of disproportionately impacted populations and the associated actions shown to aid these students (Evidence: Academic and Career Pathway pilot objectives and goals). As the ACPs begin to strategically interact with students, the college has been able to identify a population that can be tracked to measure if the interventions increase persistence and completion rates (Evidence: surveys). In the ACPs pilot, the college strategically developed systems to intentionally connect with all new, first time enrolled college students. Building a canvas shell specific to each ACP, embedding critical information for new, first time enrolled students, and developing systems for how to best support these students has been at the forefront of every conversation. This ACP pilot also allowed the college to determine which courses most students took which helped with the development of a Professional Development program targeting faculty who teach these courses, herein called Light the Fire.

Analysis and Evaluation

While the campus was entrenched in assessment of disaggregated data, the Guided Pathways initiative formed a leadership team. Recruiting faculty to serve in the roles of coordinator and leads, the initial team consisted of two co-coordinators and three leads. Each lead was tasked with establishing a workgroup for their area, thereby expanding the network. Then, each workgroup was tasked with assessing and implementing strategies. Originally, it was determined that the Guided Pathways initiative would focus primarily on helping students to clarify the path and enter the path. Based on this, three projects identified: evaluate the current onboarding process, develop course sequences for every degree and certificate, and determine the Academic and Career Pathways (ACPs) for the campus. To best accomplish this, each task had a lead that was working to gather a team, evaluate what was being done, collect best practices, and begin to identify areas of improvement. Within the first year, the team was able to establish six ACPs, recognize the deficiencies students identified during the onboarding process, and begin to develop course sequences. As the project progressed, the structure of the team changed from co-coordinators to one coordinator. Still, Guided Pathways efforts made significant strides and continues to progress in clarifying the path and entering the path. Preparing to launch the ACPs in fall 2022, has pushed the team to ensure that: all course sequences are completed, and input into the program mapper, making them visible to all students; develop Academic and Career Pathways Success Teams (ACPST's) who would prepare the ACPs for the students; and identify areas to develop in the onboarding process which will aid students' successful integration in the ACPs. As the ACP's continue to develop their goals and outcomes (Evidence: Goals and Outcomes 2022/23), some commonalities exist in how they will support students. Each ACP has a canvas shell (Evidence: ACP Canvas shell) that will guide students through their educational experience at Miramar. In addition, a module has been added which will help students understand the purpose of and process for developing both an abbreviated and a comprehensive educational plan. Each ACP will also develop strategies on how to best communicate expectations, opportunities, and events that can help them achieve their goals. Finally, each ACP has been structured under an Instructional Dean thereby helping to institutionalize the role of the ACPs on the campus.

With the formation of the ACP's the district has been helping Miramar to establish a system to populate new students into the appropriate canvas shell (Evidence: district compilation of new students). The collection of students into the canvas shells will enable the research office to

administer surveys based on number of credits, gather essential information about our current students, track progress and identify when students stop out. This wealth of data will aid the college in the development of strategies and interventions to improve persistence rates. It has also afforded the college the opportunity to take a deep dive into the enrollment management practices. At a cursory review, it became apparent that a revision was needed to our Strategic Enrollment Management (SEM) plan. The college applied for and was awarded a grant which provided funds and training to aid in the development of a new SEM plan (Evidence: SEM grant award letter).

Once this pilot population was identified, the Guided Pathways team began to investigate ways to engage the college in student learning. An analysis was run to determine the top 3 courses all students took in each of the 7 ACPs (EVIDENCE- Light the Fire course analysis). Based on this list, faculty were invited to participate in a Light the Fire event. During the event, the faculty discussed best practices that engage students in these introductory courses and help them to feel connected, nurtured, and directed.

As a result of the discussions, a canvas shell was created to encourage the sharing of material, examples, and experiences (Evidence: Light the Fire Canvas Shell). Simultaneously, as the ACPs set their goals and outcomes, it became apparent that developing a piece inside of each ACP which encourages conversations on teaching and learning will be critical. Since one of the ACPST's had developed a website on their inquiry and action project (Evidence: Building Community in the Classroom website), it is proposed that each ACP use this as a starting point to begin the conversation.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Miramar College assesses accomplishment of the College's mission through the Program Review and Outcomes assessment processes. Miramar's Program Review process includes a comprehensive 3-year review along with annual updates. The Program Review process is fully outlined in the College's Program Review and Outcomes Assessment Guidebook and on the Program Review website. Following the College's Quality Program Review process, data and information from a variety of internal and external sources is considered in the process.

The College's Program Review and Outcome Assessment Guidebook outlines the respective processes including alignment with the College's mission. The guidebook was revised in Fall 2022 to support the College's goal of continuous quality improvement. Program Review instructions and expectations on how Program outcomes, student learning data and student achievement data are used to plan program improvements and improve student learning are outlined in the guidebook. In addition, Program Review templates, which outline the various components (College Mission; Collegewide Priorities; College 2020-2027 Strategic Goals & Plans; Guided Pathways, Equity Plan and Program Mission, Course & Program data), provide

the framework for a quality program review. In addition to these templates, a self-evaluation rubric addressing each of these areas is also integrated in the process.

As a component of the Program Review process, Miramar College disaggregates student achievement data, which is used to inform programs, during the Program Review cycle, and ultimately the College's Mission. Quantitative data is disaggregated by student demographic, course, mode of delivery, and award level information, and is analyzed with student characteristics for inclusion in Program Review. Achievement data is disaggregated by student demographics including ethnicity, age, veteran status, disability and more. Programs analyze the data to identify learning and achievement gaps in courses and programs. The data is readily available to Miramar College's faculty and staff through the online Program Review Equity Data Dashboard (PREDD).

Previously, the college conducted limited manual collection and analysis of disaggregated learning outcomes data due to the limited capabilities of its data management system Taskstream; however, in fall 2022, Miramar began the initial design phase and set up for its newly purchased Program Review and Outcomes Assessment data management system, Nuventive. Together, Nuventive and the College's Learning Management System (LMS) Canvas provide an easier means of collection and disaggregation of outcomes data by student demographic. Ongoing professional development opportunities are offered to train instructional faculty on the collection and disaggregation of student learning outcomes data using the College's LMS, Canvas.

Analysis and Evaluation

The Program Review process at Miramar College operates on a regular three-year cycle evaluation of programs and services using program, student learning and student achievement data. This process supports Program improvement, implementation of changes, modifications, and evaluation for continuous quality improvement.

All the divisions are aligned within a quality focused Program Review process. Program goals, Service Area goals, resource requests, and activities are mapped to the College's Strategic Plan Goals and the Collegewide priorities, which are themselves based on the College Mission Statement (see Standard I.B.3 for details). As such, both short-range and long-range needs for programs and services are captured in program review and channeled through higher-level plans to improve institutional effectiveness and academic quality. During the Program Review comprehensive and annual reports, previous goals and objectives, student achievement data and student learning data are analyzed.

In our efforts to improve the quality of Program Review, the college revised its Program Review process to focus on quality program review and collegewide planning and division alignment. The Quality Program Review process includes examination of Program Goal and Outcomes alignment with the college's Mission, Strategic Goals & Plans, Collegewide priorities, Equity Plan and Guided Pathways. Furthermore, the Quality Program Review process integrates with another process for Programs to identify and assess their resource needs including equipment, facilities, human resources/staffing and technology from a student ready, student-centered lens.

San Diego Miramar College publishes Division, School and Program level comprehensive Program Review reports to the College's Program Review website. These reports provide summaries of each program and service area program review for the public and internal/external constituencies as evidence as to how well the College is accomplishing college and program missions,

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The college has been diligent in its efforts to strengthen the assessment of data looking at performance gaps between the various subpopulations. The creation of the Program Review Equity Data Dashboard (PREDD) has been pivotal in allowing easy access to the data and simple analysis of this data. With the release of the PREDD, the college implemented the Data and Equity Coaching Communities (DECC) program, training faculty and staff on how to view, review, and analyze data by subpopulations (Evidence: # of faculty who have completed DECC). As the DECC program grew, faculty and staff were comfortable with the data accessible to them and under the direction of Guided Pathways, adopted Inquiry and Action teams for each Academic and Career Pathways (ACP's). Each ACP was asked to assess the data for the various subpopulations enrolled in their ACP and develop strategies and interventions to help these students achieve their academic and career goals (Evidence: Inquiry and Action forms for 5 of the 6 ACPs). As the teams continued their efforts, strategies and interventions have been piloted to see if these can help students persist and complete.

Analysis and Evaluation

As mentioned earlier in this section, in spring 2017 the College piloted a study disaggregating student learning outcomes data by student subpopulations. The pilot study used a sample course from each instructional school yielding a sample of four courses with 25 sections. Student Learning Outcomes (SLO) assessment data per student was collected for each section of the course. For each course, the number of students who completed the course with a grad of A, B, C, or P (Course Success Count) and the number of students who achieved a minimum standard for the SLO assessment (SLO Success Count) were both counted and disaggregated by Educational Plan Status, Course Modality, Ethnicity, and Age. The disaggregation helped identify apparent discrepancy between SLO success and Course success in some courses and determine disproportionate impact (Evidence: Disaggregation of Course SLOs: Pilot Study for IEPI PowerPoint, 2018). The College is planning to continue collecting and disaggregating SLO data to identify inequities in learning and their association with student achievement. (Note: need to put a timeline for this action).

Since Fall 2018, the Office of Planning, Research, and Institutional Effectiveness (PRIE) has created the Program Review Equity Data Dashboard (PREDD) to support the college's

integrated program review process which is directly tied to resource allocation and college-level planning. The PREDD is designed to be used in lieu of the paper Program Review Data Packets that PRIE used to distribute on an annual basis. While many of the same metrics are included in the PREDD as were previously provided in the Annual Program Review Data Packets (e.g., enrollment, course success, and course retention), the PREDD (1) adds productivity (e.g., sections, capacity, fill rate, FTES/FTEF ratio, etc.) and awards data, (2) provides user-friendly visualizations of general trends, such as change in headcount and enrollment over time, and (3) has a strong focus on drawing attention to potential equity gaps by disaggregating key metrics by student subpopulations (e.g., gender, ethnicity, age, military status, foster youth status, EOPS status, DSPS status, etc.). The College's Student Equity Plan also tracks the same Disproportionate Impact (DI) populations. Users can view and monitor program- and course-level inequities and identify their roles in mitigating the college-wide equity gaps.

The PREDD also intentionally includes data coaching strategies designed to help connect users to relevant resources. An introduction in PREDD called 'About the PREDD dash' intentionally reminds users to review the college's Student Equity Plan, integrated program review process, and strategic planning process and documents. It also connects users to quantitative research data and qualitative data packets, as well as other existing data resources. The 'About the PREDD dash' also includes policies for protecting data sensitivity, benchmarking methods, and protocols for requesting new research data.

PREDD also has a set of guiding questions for practitioners to use in guiding them through the use of the dashboard (Evidence: PREDD prompts and DECC handbook). The guiding questions are another format of data coaching which is intended to help users identify equity gaps, arrive at meaningful interpretations of the data, and incite cross-constituency discussions about supporting equitable student success through equity-focused budget planning and resource allocation. The guiding questions are designed to help advance data literacy, turn data into equity-focused actions through a collaborative inquiry process, and link unit/program level planning to college-wide strategic planning for stakeholders to take shared responsibilities on mitigating college-wide equity gaps.

In spring 2019, San Diego Miramar College completed the update to the Student Equity Plan for the California Community College Chancellor's Office (Evidence: 2022-25 Student Equity Plan). The Student Equity Plan outlined how the framework of Guided Pathways would aid in the connection of the student experience to a thorough analysis of disaggregated data of subpopulations of students. Simultaneously, the college gathered a team to participate in the Strong Workforce Faculty Institute program where faculty from around the region participated in a guided process where they were exposed to disaggregated data of disproportionately impacted (DI) populations of students and encouraged to assess strategies used in the classroom. The ultimate goal was to share strategies and interventions that could improve retention and completion rates for disproportionately impacted students. The College is also participating the Strong Workforce Faculty Institute 2.0 in spring 2022 (Evidence: # of faculty who participated in the Institute).

Modeling after the Strong Workforce Faculty Institute program, San Diego Miramar College

launched a homegrown program, Data and Equity Coaching Communities (DECC). The DECC program uses data coaching in a 5-week mentor-cohort structure. Participants in DECC are guided through a workbook which helps investigate disproportionately impacted populations. This program also places each participant in a small group, to allow them to discuss findings, explore differences and share potential strategies and interventions with their mentors. At the end of the 5-week program, faculty are asked to share their plans on strategies they will use to decrease the equity gaps they discovered in their classes. Since its inception in 2019, roughly 90 faculty have served as mentors and as participants (Evidence: DECC reporting). Modeling after the PREDD, the Office of PRIE developed Tableau data tools to support the Strong Workforce Faculty Institute and the DECC program, respectively. Faculty access their course- and section- level data and disaggregate student retention and success by a number of identifiers, including age, gender, ethnicity, Veteran status, on-campus vs. online course modalities, DSPS, etc.

The College also adopted this assessment of disaggregated data when the campus launched the ACPSTs as part of the Guided Pathways initiative. Using an inquiry and action model, faculty and classified professional joined student success teams based on Interest Area and expanded their investigation into the equity gaps that exist within their ACP. Each team was asked to move through a detailed workbook wherein they would conduct an analysis of the data, disaggregated by subpopulations of students, relating to the various disciplines within their ACP. The teams were then asked to develop and implement no more than 3 strategies that would aid in the reduction of equity gaps. Currently, 25 faculty members have actively been engaged in the analysis, discussion, and development of interventions. However, as Miramar College begins to launch the strategies, faculty participation will increase significantly. In fall 2021, the Science, Technology, Engineering, and Math (STEM) ACP launched a mentoring program for students. With over 24 students in attendance at 4 separate events, the program grew for spring 2022. During spring 2022, four workshops were scheduled and the number of mentors grew to 12. Each faculty member has agreed to participate at the workshops, meet with students, and develop resources to help in the retention of students enrolled in STEM majors (Evidence: STEM report 2021/22). In spring 2022, Creative Arts, Languages, and Communications (CALC) ACP launched a community of practice focused on building community in online classes. As classes moved online during the pandemic, the inquiry into the retention and success rates of the various subpopulations showed that students enrolled in CALC disciplines felt isolated in their online courses. Using one course (multiple sections of this course) as a pilot, the student success team developed strategies that significantly increased retention and completion rates (Evidence: Building Community Website). Currently, the CALC student success team is sharing these strategies and interventions, while also recollecting data with a mid-semester and end of the semester survey to measure the success of the interventions (Evidence: CALC report 2021/22). Developing a culture of inquiry has been strategically planned and well received throughout the college.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Response forthcoming

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The college utilizes a variety of venues to broadly communicate the results of all of its assessment and evaluation activities to college community members. Through the College's participatory governance structure, the College website, college-wide events (e.g., fall Convocation, annual Planning Summit, and annual Equity Summit), advisory boards (particularly for CTE programs), as well as college-wide presentations and publications. The College deliberately helps the campus community, internally and externally, develop a shared understanding of the institution's strengths and weaknesses, identify new institutional priorities, and assume important roles in improving institutional effectiveness.

Analysis and Evaluation

The College communicates the results of assessment and evaluation activities widely through participatory governance groups, including President's Cabinet, PIER (planning committee), Academic and Classified Senates, the Associated Student Government, and other committees and councils. Within these meetings, participants from across the campus partake in viewing and interpreting research data and information, having facilitated discussion within the committees, and developing action plans based upon the findings. These activities are usually guided by individuals who lead the assessment and evaluation process, such as collegewide program coordinators, program leads, the Dean of PRIELT, and the Research and Planning Analyst (Evidence: President Cabinet meeting minutes; PIER meeting minutes; Academic Senate meeting minutes; Classified Senate meeting minutes).

Starting fall 2021, the College implemented a new governance structure, which members of the committees broadly represent all divisions/units/constituent groups. The College encourages representatives to actively engage in forwarding information to constituents and carrying back to governance groups. For example, after the College adopted a new set of strategic goals and directions, the PIER Committee worked with the Research Office to develop a set of key performance indicators to measure progress towards accomplishing the goals, and recommended the KPIs to the College. Both the Academic and Classified Senates reviewed and provided feedback on the KPIs. The KPIs were later approved by the President's Cabinet as well as the Associated Student Government. The Research Office then led the data collection efforts of the KPIs and facilitated discussions within PIER to set floor and aspirational benchmarks. The benchmarks together with the collected data as well as the definitions of the KPIs were compiled in a document named Strategic Planning Assessment Scorecard (SPAS) 2.0, which was carried through participatory governance groups for further discussion and

feedback (Evidence: SPAS 2.0 forthcoming). In fall 2022, SPAS 2.0 was finalized and published on the College's Website. Based on the findings SPAS 2.0 presented, the PIER identified gaps in meeting the aspirational benchmarks and determined six collegewide priorities for institutional planning (Evidence: Six collegewide priorities).

The College website is used as another tool for communication. From the College's main webpage, under the "Faculty/Staff" tab and then the "Resources for Faculty & Staff" tab there's also the "Institutional Effectiveness" subheading, which includes results of assessment and evaluation activities in areas such as Accreditation self-study results and integrated planning processes and results (Evidence: College Website; Institutional Effectiveness Webpage). The Research Office has a robust web presence where aggregated data and research reports at discipline level, program level, college-level, as well as district-wide is published (Evidence: Research Webpage). For example, the Research website posts the Environmental Scan report, the Program Review Student Equity Data Dashboard (PREDD), the Academic Success Center (tutoring) report, the Transfer-level English and Math Outcomes and Persistence report, the Graduation Student Survey, Qualitative Data packets, and reports on awards and transfer (Evidence: Research Report Webpage). Many reports include a one-page summary of key findings for easy access, longitudinal comparison for trend analysis, as well as a theme analysis distilling trends observed from multiple research reports to major themes for the College to further investigate (Evidence: Qualitative Data Packet).

While the College website is a valuable tool for communication of documented evidence to students, faculty and the public at-large, college-wide events in fall and spring such as convocation events, annual planning summit, and annual equity summit are occasions that gather the largest audience to receive the results of assessment and evaluation activities. At the events, types of communication for eliciting feedback, facilitating discussion, and creating college-wide dialogues are intentionally designed and implemented. During the most recent planning summit in spring 2022, the College showcased a quality program review process and walked through a robust program review data dashboard with all the participants (Evidence: Program Review and Outcomes Assessment Handbook; PREDD; Qualitative Data Packet). In the evaluation form of the planning summit, many participants reported increased awareness of a quality program review process and finding the data tool very useful in assisting them to complete a quality program review. Later in fall 2022, during the Equity Summit, the Student Equity Data Dashboard was reviewed and the metrics were discussed. The proposed equity goals and action items in the Student Equity Plan were also vetted with a large audience including faculty, classified professionals, administrators and student representatives (Evidence: SEP; Qualitative Data Packet).

The aforementioned examples demonstrate that the College commits to using varied approaches to disseminating assessment and evaluation results to ensure that all College community members have a shared understanding of strengths and weaknesses college-wide and further identify new priorities based upon the results. Engaging constituencies in the communication in various formats allows opportunities for them to feel connected to and assume important roles in helping achieve the College's larger mission.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

The College's governance structure provides the means in how program review, planning, and resource allocation are integrated. In particular, The Planning, Institutional Effectives and Research (PIER) Committee is the main body that oversees all planning efforts at the college (Evidence: Governance Handbook page). The PIER Committee has two subcommittees, namely the Program Review and Outcomes Assessment Subcommittee (PROAS) and the Budget and Resource Development Subcommittee (BRDS). This type of governance structure allows for broad and sustainable participation among constituency groups in shaping how planning, program review, and resource allocation are integrated at the college (Evidence: examples from 2021/22 PIER minutes).

The College's Student Success Framework for Long-term Integrated Planning (Evidence: Framework) provides the mechanism by which the mission, strategic plan, educational master plan, and program review (please see I.B.5 for resource allocation) are aligned/integrated. In all, these are the main processes that provide context for addressing both short- and long-range needs for educational programs and services (through the Division plans) across human, physical, and technology resources (as outlined in the functional plans).

At a more nuanced level, the College's Annual Planning Calendar/Cycle (Evidence: 2022/23 Annual Planning Calendar Cycle) articulates detailed information regarding the integration of planning, program review, and resource allocation. In particular, the fall terms outlines exact dates when program review needs assessment generates resource requests for educational programs and services. The spring term is the fulfillment of those requests pending available resources from the district. For a full description on how program review intersects with college level planning and unit-level resource allocation, please see I.B.5.

Analysis and Evaluation

Need District narrative.

Through the College's governance structure and student-centered planning framework, the college is poised to accomplish its mission and improve institutional effectiveness and academic quality through its integrated planning efforts. In fall 2021, the college realigned its mission statement review to better align with both the strategic planning and program review respective cycles (Evidence: Mission Alignment Cycle CC Approval). This adjustment was made because the mission statement drives all planning at the college and a misalignment was starting to occur in the long-term. Instead of a 3-year review, the review will happen every seven years just prior to the start of any major strategic planning cycle. This realignment also included program review cycles as well. Please see Standard I.A.X for process details.

The last collegewide mission statement review of fall 2018 initiated the Fall 2020-Spring 2027 Strategic Planning Cycle. This strategic planning cycle resulted in the establishment of five collegewide goals: 1) Pathways, 2) Student Engagement, 3) Organizational Health, 4) Relationship Cultivation, and 5) Diversity, Equity, and Inclusion (DEI) (Evidence: Fall 2020-Spring 2027 Strategic Plan). This plan was widely vetted and approved across the college (Evidence: College Council 09/22/22 Minutes).

The next step in the strategic planning process was to measure the progress toward achieving the mission, through the five strategic goals/directions. During the 2021-22 academic year, the PIER Committee engaged in a comprehensive benchmarking process, which resulted in six collegewide priorities. This process was based on analyzing a plethora of quantitative data via structured inquiry qualitative dialogue. Please reference Standard I.B.3 for details about the process.

During the same academic year, the PIER Committee commissioned the Planning Summit workgroup to work on the development of a new Quality Program Review process (Evidence: Fall 2021 PIER Minutes). In March 2022, the Planning Summit workgroup displayed the new Quality Program Review process and received feedback on it (Evidence: PS 2022 Presentation and Worksheets). In Fall 2022, PIER Committee charged the PROA Subcommittee to vet the new Quality Program Review process through governance for approval. Please reference Standard I.B.5 for details.

The Quality Program Review process provides the opportunity for both instructional and non-instructional programs to put forth their needs assessment that results in resource requests. In revamping this process, the college focused on developing the quality of program review. This means for programs to intentionally focus on needs from the student perspective, particularly disproportionately impacted student populations. Similar to the student-centered planning framework, the college preferred unit-level planning to center on students' needs in driving programmatic needs through the Quality Program Review process.

The College's Student Success Framework for Long-term Planning articulates the way each component works together (Evidence: Framework). Starting with the mission statement, the strategic plan charts the direction of the College within a seven-year cycle. Simultaneously, the College engages in the quality program review process, which identifies resources and creates improvement plans in meeting student need. Two, three-year program review cycles, are aligned within one seven-year strategic planning cycle. Once the strategic planning process is complete, the college begins working on its Educational Master Plan, which shows the integration between college-level planning (i.e., strategic plan) and unit-level planning (i.e., quality program review process).

The mission statement, strategic plan, educational master plan, and quality program review process are all informed by valid data sources, which appear in the column of the framework called Data to Inform Decision-Making (evidence). This includes outcomes assessment data, budget data, SPAS 2.0 (see standard I.B.3), qualitative data, environmental scan, and data from the college, district, and state. In turn, the main plans along with the quality program review

process inform both division (e.g., Student Services Plan) and functional plans (e.g. Technology Plan) within the context of the student-success framework. The College’s Annual Planning Cycle provides nuanced information regarding when the mission, strategic plan, and educational master plan are reviewed and updated relative to the program review process (Evidence: 2022/23 Annual Planning Calendar/Cycle).

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

C. Institutional Integrity

1. **The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

(Evidence:

- SD Miramar Website <https://sdmiramar.edu/> SD Miramar College Catalog https://www.sdccd.edu/students/college-catalogs/ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor
- https://www.sdccd.edu/docs/StudentServices/schedules/SDCCD_Class_Schedule_Summer_2021.pdf
- Miramar Outcomes Assessment & Planning webpage <https://sdmiramar.edu/services/planning/outcomes>
- 2020-27 Strategic Plan https://sdmiramar.edu/sites/default/files/2021-07/San_Diego_Miramar_College_Fall_2020-Spring_2027_Strategic_Plan.pdf
- Strategic Plan Assessment Scorecard (Forthcoming)
- SD Miramar report to the community (Contact PIO)
- Class Schedule Webpage <https://www.sdccd.edu/students/class-search/search.html>
- SD Miramar Program Finder Webpage https://sdmiramar.edu/program-finder?search_api_fulltext=
- Student Services Webpage <https://sdmiramar.edu/services/student-services>
- Institutional Research Website <https://sdmiramar.edu/services/planning/research>
- SD Miramar Accreditation Webpage <https://sdmiramar.edu/accreditation>
- Outcomes Assessment Webpage <https://sdmiramar.edu/services/planning/students>
- District Student Services email examples – PDF)

Evidence summary forthcoming

Analysis and Evaluation

San Diego Miramar College provides clear and accurate information for students, personnel and the public with regard to mission, learning outcomes, educational programs, student support services, and accreditation status. The College uses multiple communication methods, including the College website, the College Catalog, course schedules, email, bulletin boards, printed materials (Evidence: college catalog; social media screenshots). The College also prepares both annual and ad-hoc reports regarding student learning, student achievement, and student success, including the Strategic Plan Assessment Scorecard (Evidence: strat plan assessment scorecard 2.0-forthcoming; ACCJC annual reports 2018-2021; report to the community). The College provides information to students, employees and the public in the following areas:

- College Mission: The College's Mission Statement is published in the College Catalog, on the College website homepage, as well as in other published materials (Evidence: screenshot mission on website, extract mission statement page from catalog, strategic

plan, annual report to community).

- Accreditation Status: Miramar’s ACCJC accreditation status and other specific programmatic accrediting agencies is published in the College Catalog and on the College Website. Information on program-specific accrediting agencies can also be found in the program description pages of the Catalog (Evidence: catalog; accreditation webpage).
- Student Learning/Service Unit/Administrative Unit Outcomes: Outcome statements, assessment plans and findings, and reports are kept current and accurate by individual faculty and staff, and by the Program Review Collegewide Outcomes and Assessment Facilitator. Information on learning outcomes and assessment plans at the various levels is communicated as follows:

Outcome Level	Source of Information			
	College Catalog	Outcomes and Assessment Webpage	Taskstream	Course Syllabus
Course		X	X	X
Instructional Program		X	X	
Service Unit/ Administrative Unit		X	X	
Institutional	X	X	X	

- Educational Programs and Courses: The College provides information on educational programs and associated courses via the Catalog, course schedule, the College website (Evidence: degree & cert pages from catalog, pages from schedule, screenshot webpage Academics & Programs dropdown menu). A new program finder webpage connects students to programs and pathways by highlighting careers, degrees and certificates and courses (Evidence: program finder webpage screenshots).
- Student Support Services: Information on student support services can be found on the College website, in the College Catalog, included the class schedule, and within Canvas (Evidence: SS main webpage, extract pages from catalog, schedule, screenshot of Canvas SS Hub). College and District Student Services also communicate important information about support services directly to students via email (Evidence: College and District email examples).
- Information is kept current by newsletters and other communication (add evidence) from the Public Information Officer, multiple avenues to provide information to students, employees and the public regarding its accreditation status, mission, learning outcomes, educational programs and student support services.

The SDCCD district office supports Miramar and all of its colleges by sharing information with the public in the following ways:

- Regular presentations and campus meetings – periodic meetings held at campus

locations to ensure students, faculty, and classified professionals can hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the college meetings held by the SDCCD Board of Trustees once a year at each of the District's four colleges (Evidence: IC1¹). In addition, the SDCCD Chancellor has a "Chancellor's Forum" meeting each fall at each of the four colleges (Evidence: IC1²). The forums are well promoted, and faculty and classified professionals are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations are provided electronically.

- Board Report – to keep students, faculty, classified professionals, and public members informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each board meeting (Evidence: IC1³). This is in addition to regularly publishing the Board agenda, notices of upcoming meetings, and other outreach.
- Safety Information – consistent with the Jeanne Clery Act and other requirements, the SDCCD regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled "Safe and Sound, A Guide to Safety and Security in the San Diego Community College District" that provides crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District (Evidence: IC1⁴). In addition, timely notice and community safety alerts are shared broadly as events dictate. SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions.
- Website Updates – a variety of updated information is maintained by the District Office via the SDCCD's website. This includes content provided by the District's primary divisions: Human Resources, Business and Finance, Student Services, Communications and Public Relations, Instruction Services, College Police, Facilities Planning and Operations, and the Chancellor's Office (Evidence: IC1⁵). In addition, the District is developing a web portal for students, faculty, and staff to use.
- Email: email updates are regularly provided by representatives of the District Office to encourage sharing information with the colleges. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information on Districtwide interest (Evidence: IC1⁶). Launched in August 2015, SDCCD NewsCenter includes an email summary of Districtwide news shared every other week.
- Social Media – the District manages a variety of social media platforms that – in addition to being used by public members – can be a highly effective method of sharing information with the District's students, faculty, and staff. These platforms include official District accounts on Facebook (Evidence: IC1⁷), YouTube (Evidence: IC1⁸), Twitter (Evidence: IC1⁹), LinkedIn (Evidence: IC1¹⁰), and Instagram (Evidence: IC1¹¹). In addition, District Office staff follow similar accounts managed by staff at the colleges and C.E. In this way, updated information is easily shared within the District.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The College provides a comprehensive catalog in both print and electronic formats.

(Evidence: Catalogs (I.C.2-1, I.C.2-2, I.C.2-3, I.C.2-4):

<https://www.sdccd.edu/students/college-catalogs/> 2021 – 2022 Catalog Production Timeline

(I.C.2-5): [https://www.sdccd.edu/docs/ISPT/instrsv/Timelines/2021-2022_Catalog-](https://www.sdccd.edu/docs/ISPT/instrsv/Timelines/2021-2022_Catalog-Production-Timeline.pdf)

Production-Timeline.pdf; Draft 2022 – 2023 Miramar Catalog Proof Emails (I.C.2-6; I.C.2-7);

CIC Catalog Taskforce (I.C.2-8):

<https://www.sdccd.edu/docs/ISPT/instrsv/Catalogs/CatalogTaskforce.pdf> ; Catalog Distance Education Statement (I.C.2-9A & B)

The catalog includes detailed information about the College's programs, locations, requirements, policies, and procedures as follows:

1. General Information	
• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC and with programmatic accreditors, if any	4
• Course, Program, and Degree Offerings	137
• Institutional Learning Outcomes for Programs and Degrees	12
• Academic Calendar and Program Length	9
• Academic Freedom Statement	5
• Available Student Financial Aid	77
• Available Learning Resources	83
• Names and Degrees of Administrators and Faculty	419
• Names of Governing Board Members	3
2. Requirements	
• Admissions	15
• Student Tuition, Fees, and Other Financial Obligations	28
• Degrees, Certificates, Graduation, and Transfer	92 106 107 109
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	32
• Nondiscrimination	63
• Acceptance and Transfer of Credits	39
• Transcripts	38
• Grievance and Complaint Procedures	67
• Sexual Harassment	64

• Refund of Fees	29
4. Locations of Publications Where Other Policies May Be Found	67

Distance Education:

The College provides accurate information to students, prospective students, personnel, and outside organizations in the college catalog and schedule of classes, the District Curriculum Services website, college departmental websites, and CurricUNET, the online curriculum management system and historical archive of courses, degrees, and certificates.

Specifically:

- The College's accreditation status is stated on the college website and catalog. Additionally, the accreditation status of each program that is awarded separate Accreditation is indicated on the program's website and the program pages of the college catalog. (Evidence: IC2¹)
- The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode; (Evidence: IC2², IC2³, IC2⁴)
- The college mission statement, learning outcomes, and accreditation status are included in the college catalog, which is available in hard copy as well as a free online version in downloadable portable document format (PDF); (Evidence: IC2⁵, IC2⁶, IC2⁷)
- All curriculum, including associate degrees, the baccalaureate degree, certificates, and courses, are listed and described in the college catalog and CurricUNET; (Evidence: IC2⁸)
- Institutional learning outcomes, general education learning outcomes, and program learning outcomes are listed in the college catalog [College Catalog]. Student learning outcomes are listed on the course syllabi, and the course report (C.R.), a component of the course outline of record, which is available to students and prospective students, and the public [CurricUNET]; and
- The college catalog includes the District's BP 4030, Academic Freedom. (Evidence: IC2⁹)

The College assures clarity, accuracy, and integrity of information provided in the college catalog. The Curriculum and Instructional Council College Catalog Taskforce, composed of faculty and District and college administrators, perform a systematic review of the production of the catalogs (CIC Catalog Taskforce) (Evidence: IC2¹⁰).

The catalog is revised and updated annually. The catalog is reviewed two times during the production process for accuracy of the college mission; policies and procedures; course, certificate, associate degree, and baccalaureate degree offerings; program learning outcomes; student financial aid information, available learning resources, the names of the members of the Board of Trustees; and names and degrees of college administrators and faculty. Appropriate college constituents are included in the review process. The District Curriculum Services office maintains the catalog review proof cover letter (Evidence: IC2¹¹) and sign-off sheets (Evidence: IC2¹²).

Analysis and Evaluation

The College provides a comprehensive catalog each academic year in both print and electronic formats. Printed copies are available in various student services and instructional departments, as well as for purchase in the San Diego Miramar College Bookstore. An electronic version is available on the college website (Evidence: I.C.2-1, I.C.2-2, I.C.2-3) and on the San Diego Community College District website as a PDF document (Evidence: I.C.2-4).

The catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Educational Services division, which is responsible for the overall production of the college catalogs (Evidence: I.C.2-5). Review and updates to the content for the academic awards and course sections of the catalog are coordinated by between the District Educational Services division and the College's Vice President of Instruction, who works with College faculty, staff, and administration ensure content precision, accuracy, and currency. (Evidence: I.C.2-6; I.C.2-7). There is no differentiation in the catalog information due to course modality. The College's catalog includes a statement informing students that courses may have some sections available to be taken in the distance education delivery mode. In addition, the student support services, admissions, registration, policies, and procedures sections of the catalog are reviewed, updated, and coordinated between the District Educational Services division and by the Vice President of Student Services. Changes to content that is consistent in the catalog for all three colleges of the District – City College, Mesa College, and Miramar College – is reviewed by the various subcommittees of the District Student Services Council (Financial Aid, Admissions and Records, Disability Support Programs and Services, Evaluators, etc.,) as well as the District Student Services Council.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College collects, analyzes, and publishes a variety of reports that document assessment of student learning and evaluate student achievement. Course, program, and institutional level are shared throughout individual programs as well as with departments, students, the College, District, and the greater San Diego community. Evidence of these data and reports may be found in the chart below.

Reference number	Name of file
I.C.3-1	President's Office: Mission, Vision, Annual Reports
I.C.3-2	Facts on File 2021-2022, v4 Final, pages 16-18
I.C.3-3	PREDD Sample from 2014_15 - 2018_19
I.C.3-4	(Section III reflects Student Success and Retention)
I.C.3-5	Spring 2021 Graduation Survey
I.C.3-6	PREDD Awards 201516-202021
I.C.3-7	Resources

I.C.3-8	Public Facing Links to Instructional Program Review for Each School
I.C.3-9	Evidence of Assessment Cycle – Summary Report by Participating Area (275 pages)
I.C.3-10	Evidence of Program Learning Outcomes Assessment Status at a Glance
I.C.3-11	Evidence of Instructional Course Outcomes 2018-2021
I.C.3-12	Miramar College Fact Books Evidence (2019)
I.C.3-13	Integrated Framework _ San Diego Miramar College
I.C.3-14	Miramar College Deemed A Great Return on Investment _ San Diego Miramar College
I.C.3.-15	List of Program Learning Outcomes 2018-2021

Analysis and Evaluation

Documentation of student learning and achievement and its relationship to academic quality is documented and transparently communicated to all constituency groups, the District, and the community. Institutional student learning outcomes are analyzed and interpreted through the College’s integrated program review and outcomes assessment process. The College uses a Strategic Plan Assessment Scorecard (SPAS) to assess progress in achieving the mission, as well as to communicate institution-set standards, collegewide performance regarding student achievement or gaps, so that clear institutional priorities could be used to guide planning. For example, the College hosts a Planning Summit each spring to inform, dialogue, and set short and long-term goals and plans toward improving the student experience. Outcomes from Summit are used to prioritize goals and planning for the upcoming year. The College and the District Office of Institutional Research and Planning (IRP), respectively, are responsible for collecting and communicating evaluations of student learning and student achievement in relation to academic quality Collegewide, Districtwide, and within the community.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The primary source document for disseminating information to students about instructional programs, degrees, and certificates is the college catalog available in both print and electronic format as described in Standard I.C.2 The catalog describes the certificate and degree in terms of their purpose, content and course requirements as well as expected program learning outcomes. (EVIDENCE CATALOG)

Analysis and Evaluation

In the college catalog, an alphabetical list of programs is provided in addition to the associated certificates and degrees (Evidence: Miramar Catalog 2022-2023 YEAR INCLUDE pages 137 - 143)The programs are described including information on types of degrees and certificates offered, general purpose, Program Learning Outcomes (PLOs), required courses, faculty

contacts, career options, and transfer information. Some programs include information regarding required licensures and/or certifications (Evidence I.C.4-2, Miramar Catalog program example);

The college website also displays all programs being offered. Each program webpage lists general descriptions as well as the PLOs and respective certificates and degrees (Evidence: I.C.4-2; Miramar Catalog program examples);

Furthermore, the College promotes the programs, degrees, and certificates via flyers and social media platforms such as YouTube, Instagram, and LinkedIn (Evidence I.C.4-3; I.C.4-4; I.C.4-5; I.C.4-6; I.C.4-7; I.C.4-8; I.C.4-9; I.C.4-10; I.C.4-11; I.C.4-12; I.C.4-13; Miramar Career Education YouTube homepage);

https://www.youtube.com/channel/UCpFSjLyq4pzIvZ1RffUo_oQ , Miramar Automotive Technology Program Instagram: https://www.instagram.com/sdmc_auto/?hl=en , Miramar College LinkedIn: <https://www.linkedin.com/school/san-diego-miramar-college/>).

PLOs are developed and maintained by discipline faculty for each program. The PLO statements can be found in the college catalog as well as the Taskstream platform (Evidence I.C.4-2 Miramar Catalog program example; I.C.4-14).

The College has demonstrated evidence showing that it describes its programs, certificates, and degrees in terms of their purpose, content, course requirements, and expected learning outcomes as shown in the college catalog and webpages. The program and award descriptions encompass unit totals, prerequisites, and specific admissions recommendations if applicable. The College also markets the various programs, degrees, and certificates to the public through flyers and social media posts.

Next steps: GP and ACP-Fall 2022 implementation summary and progress forthcoming

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

As part of a multi-college aligned district, Miramar College along with the entire district regularly reviews institutional policies, procedures, and publications collaboratively via the consultation and/or operational processes.

Policies and Procedures

The Chancellor and Vice Chancellors ensure that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations and District business processes per Board Policy (BP) 2410 and Administrative Policy (AP) 2410. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years. (Evidence: IC5¹; IC5²)

Changes to policies and procedures undergo a thorough review and consultation by the Districtwide councils, which include college faculty, staff, and students; college constituents; the Chancellor's Cabinet; and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice

Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

Under BP/AP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings before approval. Once approved, they are posted on the District's website.

The Chancellor approves changes to administrative procedures after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution.

To ensure integrity and compliance with state and federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures based upon changes to laws and regulations.

There are no differences between distance education and face-to-face policies and procedures.

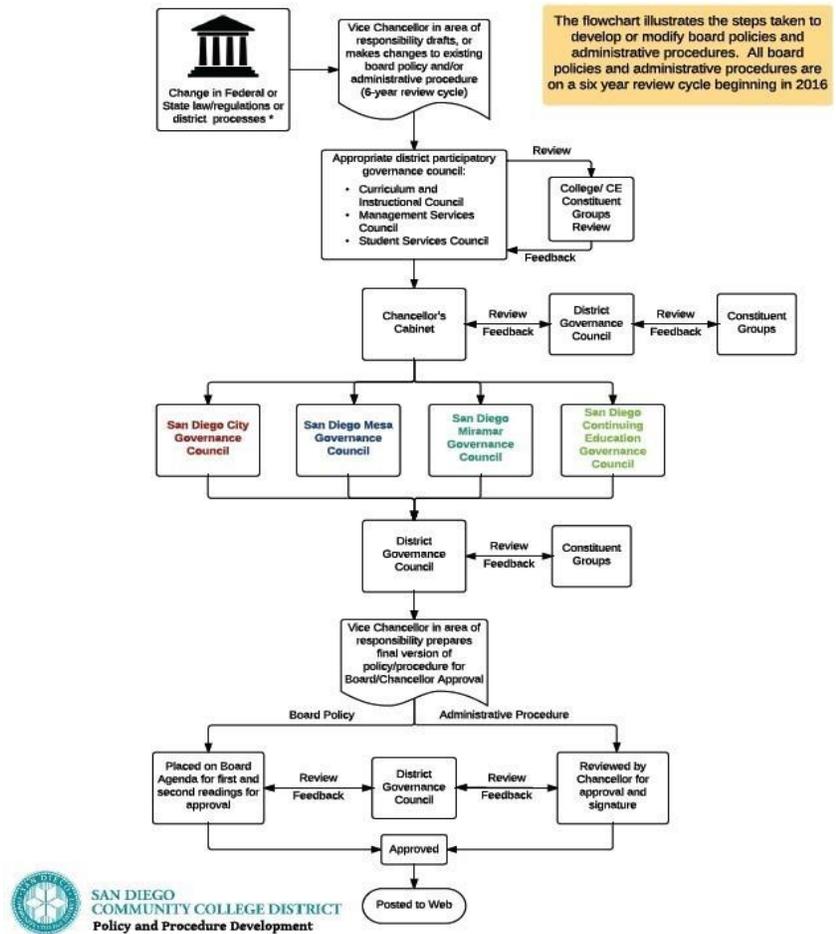
Publications

The San Diego Community College District has several publications that support and promote the District's mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community, including the Annual Report to the Community (Evidence: IC5³); the District Administration and Governance Handbook (Evidence: IC5⁴); Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District (Evidence: IC5⁵); Safe and Sound, the District's Annual Safety Report (Evidence: IC5⁶); the WE "With Excellence" (Evidence: IC5⁷) the District's news magazine; the Student Veterans Handbook (Evidence: IC5⁸); and the Financial Aid Bulletin (Evidence: IC5⁹). An electronic copy and one hard copy of all significant publications are available for each College.

Review and update to major District publications include consultation with various District departments, committees, councils, and the Chancellor's Cabinet as appropriate, to ensure their accuracy, currency, and integrity in representing the District's mission, programs, and services.

Analysis and Evaluation

San Diego Miramar College participates in this process through the governance system and representation on all districtwide councils including the District Governance Council as illustrated below (Evidence: I.C.5-4):



The above flowchart ensures that the College can provide accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. The District Board Policies and Administrative Procedures can be viewed on the District website and the college website (Evidence: I.C.5-5; I.C.5-6 ICS confirmed they can post on website).

Several college committees are charged with the regular review of collegewide processes, procedures, and plans, and recommendations are forwarded through the governance system for final adoption by the Academic Senate and College Council (Evidence: I.C.5-15). This ensures effective participation of all constituencies as well as wide-spread communication of changes to processes, procedures, and plans. A flowchart showing the hierarchy of these committees is shown below (Evidence: I.C.5-15 page 64 of College Governance Handbook):

College-wide Decision-Making Structure Chart

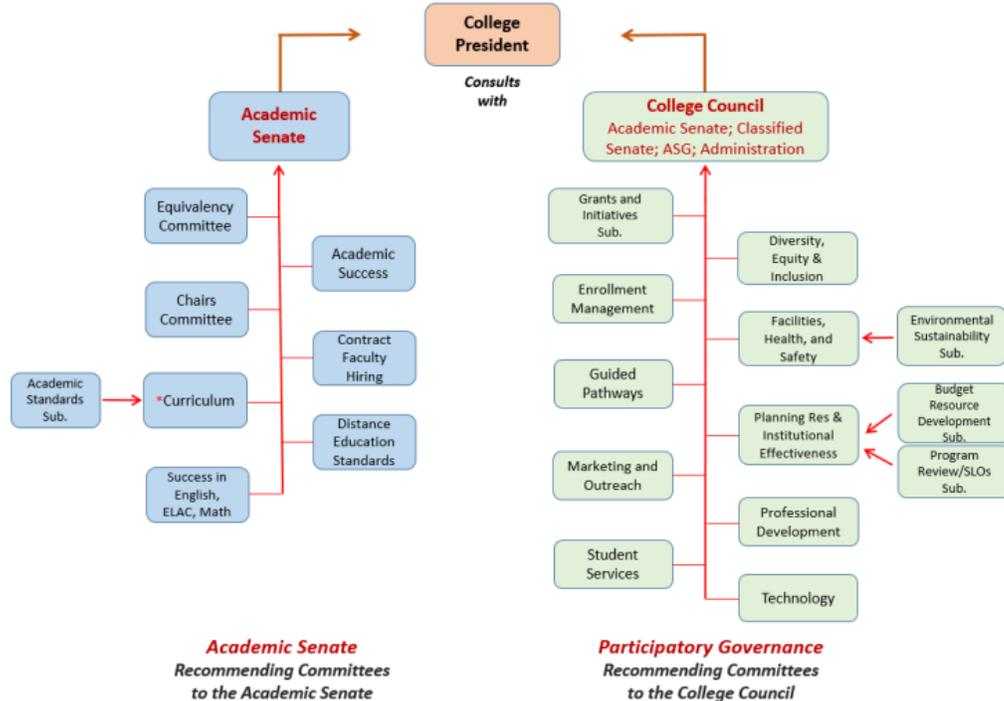


Figure 1. The chart above shows the organization of the College Governance Committees at San Diego Miramar College, and the reporting structure for each committee under the two categories of committees; Academic Senate and Participatory Governance. The reporting process and direction are shown by the arrows and lines, culminating in deliberative decisions made by the College President in consultation with both the Academic Senate and the College Council. There are also Operational Committees within the College (not shown here but listed in Appendix D). The role of operational committees is to implement the recommendations that have been approved by the College through the college governance committees seen here.

*Curriculum committee is a decision-making committee.

Examples of committees involved in consistent review are, including but not limited to, Academic Senate; Associated Student Government; Classified Senate; College Council; Committee on Committees; Curriculum Committee; Distance Education Standards Committee; Inclusion, Diversity, Equity, and Anti-Racism Committee; Planning, Institutional Effectiveness, and Research Committee; Program Review and Outcomes Assessment Subcommittee; Student Services Committee, etc.

All materials prepared for publication by the San Diego Miramar College are also reviewed for content and accuracy. Printed materials are managed by the Public Information Officer and ensure consistency of mission and message with one example being the College's Annual Report to the Community (**Evidence: I.C.5-16**). These processes ensure college compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. In addition, the college catalog is reviewed and updated annually, which includes review of information describing the college mission, academic calendar, admissions and registration, student services, academic requirements, transfer information, course and program descriptions, and certificate and degree information as described in Standard I.C.2 for details.

The College and District have established a system of participatory governance that ensures regular review of institutional policy, procedures, and publications. Students, faculty, classified staff, and administrative professionals play a significant role in this review process to ensure integrity and consistency of information presented. In addition, the College participates in the review of districtwide policies and procedures through the District Comprehensive Policy and Procedure Review Plan.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College communicates all information regarding the total cost of education through multiple avenues and in accordance with the Higher Education Act, including both the printed and web-based college catalog, class schedule, mySDCCD student portal, and various College and District webpages. Tuition is consistent for all courses regardless of program. This information is updated each semester.

The District and its Colleges fully comply with all state and federal laws and regulations pertaining to accounting fees and informs current and prospective students of the total cost of instruction.

Analysis and Evaluation

The San Diego Community College District uses multiple avenues to accurately inform all current and prospective students of the total cost of education, including all required fees and instructional materials. Board Policy (BP) 3300: Fees (Evidence: BP 3300) identifies San Diego Community College District student fees and specifies that all fee information be included in the college catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of BP 3300 contains the Student Fee Schedule (Evidence: BP 3300 attachment A) which includes a detailed listing and description of all mandatory and optional fees. BP 3301 provides district policy regarding nonresident tuition. (Evidence: BP 3301). Please note: All Board Policies and Administrative Policies are in the process of updating a 5000s coding system to align with the Community College League of California.

The College Catalog contains a list of all fees, including enrollment fees, health services fees, nonresident tuition, student representation fee and additional fees, in order to provide current and prospective students with a clear summary of the total cost of education (Evidence: catalog fees page PDF). The Student Accounting Office webpage provides information regarding cost of attendance (Evidence: Student Accounting webpage PDF). In addition, the Financial Aid Office website provides information for students regarding cost of attendance, types of financial aid available and instructions on how to apply for aid (Evidence: FA cost of attendance webpage PDF).

The online class schedule contains a listing and cost for all textbooks and other instructional materials required for each class (Evidence: screenshot of schedule with materials listed). This information can also be accessed through the student registration screens in mySDCCD student portal (Evidence: mySDCCD screenshot).

Finally, the total cost of education for Career Technical Certificate Programs is listed on the Gainful Employment webpage, which is available on the District webpage under the Consumer Information link, as well as on the college webpage (Evidence: updated Gainful Employment webpage PDF). The webpage is updated annually by the District Instructional Services Division in collaboration with the colleges

The Student Fee Schedule is reviewed by multiple stakeholders and updated each academic year with final approval by the Board of Trustees. (Evidence: IC6³)

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College assures institutional and academic integrity; and shares information about academic freedom and responsibility through its published policies, handbooks for faculty and staff, and through the union bargaining agreement.

Analysis and Evaluation

The SDCCD Board establishes clear policies pertaining to academic integrity, academic freedom and responsibility and as one of four College’s within the multi-college district, San Diego Miramar College adheres to the policies. California Education Code District Board Policy (BP) 4030: Academic Freedom describes how “free expression is essential to excellence in teaching, learning, critical inquiry and service to the community (Evidence BP 4030 Academic Freedom I.C.7-1). Miramar and the SDCCD’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students (Evidence BP 4030 Academic Freedom I.C.7-1). Specifically, the Board policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on Academic Freedom is reviewed every six years.

As described in San Diego Miramar College’s 2017-2018 Faculty and Staff Handbook the College supports freedom of expression as it “affords the faculty, staff and students the right to speak and write freely in accordance with the constitutional protections of free speech”. The District Board Policy clearly supports academic freedom and also describes how “faculty, staff and students have responsibilities which are based upon principles of fairness, integrity, confidentiality, safety, professionalism, and respect for others.” (Evidence: Faculty and Staff Handbook I.C.7-2) The Miramar Academic Senate’s Professional Code of Ethics also describes how “the obligation in maintaining academic freedom is to create a learning environment in the classroom which fosters the free exchange of ideas.” (Evidence: Professional Code of Ethics I.C.7-3)

Policies are published on the College and District website. Major policies affecting students can also be found in the College Catalog (Evidence: College Catalog; Communication with Dean of Student Affairs I.C.7-4,5). Course Outlines of Record (CORs) found in CurricUNET provide standards on the content of each course, in alignment with requirements. While the COR provides the content of each course, academic freedom in instruction of courses, regardless of delivery mode, is conducted in accordance with California Education Code Title 5, Section 5102312, and BP 4030 (I.C.7-1). In addition to these policies and regulations, The American Federation of Teachers (AFT) union and Collective Bargaining Agreement (CBA) provide guidance and recommendations. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students (Evidence: Faculty CBA 01-01-20-6-30-22 w signatures I.C.7-6). The Board Policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression (I.C.7-6). A transparent contract and adjunct faculty evaluation process further promotes academic freedom and individual responsibility, accountability and integrity that comes with such freedom (Evidence College Faculty Appraisal Forms; Adjunct Faculty Appraisal Forms - Final I.C.7-7, 8).

As there is no difference between distance education and face-to-face instruction, therefore the policy on Academic Freedom is implemented and comparably applied and monitored for distance education through the District Online & Distributed Learning department. In online courses, faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The San Diego Community College District has clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies and procedures align with all state and federal regulations. They are published in the college catalogs, Student Web Services, the one-stop online portal for students, and the college and District websites. (Evidence)

Analysis and Evaluation

Faculty are held to professional standards regarding course content and the way they express their views while honoring academic freedom as it is expressly and clearly supported by District (Evidence: BP 4030 Academic Freedom I.C.8-1). The College communicates this commitment in the *Mission Statement*, the College Governance Handbook, and the Faculty/Staff Handbook (Evidence: President's Office _ Mission_Vision_AnnualReports; College Governance Handbook June 2022; District Wide Faculty Staff Handbook I.C.8-2-4). In addition, the Academic Senate has adopted a Professional Code of Ethics, which references the

American Association of University Professors (AAUP) Statement on Professional Ethics (Evidence: Professional Code of Ethics I.C.8-5). Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, if controversial views are “addressed in a mutually respectful manner.” (Evidence: BP 4030 Academic Freedom I.C.8-1). Program Review process is used to ensure that classroom faculty follow the COR, which sets the standard discipline content, and that faculty are expressing views appropriately and treating students with respect. As part of the Program Review process, faculty engage in assessment of course student learning outcomes (SLOs). Faculty work collaboratively in this process at the course-and department-level to assess SLOs and dialogue about learning outcome improvement strategies. Assessment, analysis, and action planning related to learning outcomes in the classroom helps to ensure that content is taught in a similar fashion across the discipline (Evidence: 2018-2021 Program Learning Outcomes Assessment Status at a Glance I.C.8-6). The College also ensures that it is effectively meeting this expectation through the faculty evaluation process. Faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi/ and the COR (Evidence: College Faculty Appraisal Forms-Final; Adjunct Faculty Appraisal Forms-Final; COLLEGE FACULTY APPRAISAL GUIDE SDCCD (sections highlighted) I.C.8-7-10). Some departments also implement additional informal policies to control the standard (e.g., requiring a common textbook). Lastly, schools and departments convene regular meetings to allow for communication in distinguishing the difference between personal conviction and professionally accepted views in a particular discipline. The above policies, processes and practices apply to courses taught in distance education mode, as well as in traditional modes. The College’s academic freedom policy also appears in the College Catalog and is applicable regardless of location or method of instruction. In addition, procedures for authenticating student identity in DE/CE courses are set at the District for all four of its Colleges.

The Student Code of Conduct, which includes expectations for honest academic conduct, is posted in various locations on campus, including the classrooms. (Evidence: IC8¹)

- B.P. Policy 3100 – *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* (Evidence: IC8²)

This policy is under its first review stage and will become Board Policy 5050 under the new coding system. The policy enumerates the rights and responsibilities of all students, including the *Student Code of Conduct*. (Evidence: IC8¹) The *Student Code of Conduct* establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity, and overall responsibility. Under the *Student Code of Conduct*, students are subject to charges of misconduct concerning, but not limited to, the following acts:

- Academic misconduct or dishonesty
- Forgery, alteration, falsification, or misuse of campus/District documents, records, electronic devices, or identification
- All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, reporting

false information, or reporting a false emergency to officials acting in an official capacity.

- Administrative Procedure 5500, *Honest Academic Conduct* (Evidence: IC8³)

Per Board Policy 3100 (Evidence: IC8²), students are expected to be honest and ethical at all times in their pursuit of academic goals. AP 3100.3 ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification, and an administrative sanction via the disciplinary process outlined in AP 3100.2.

- Administrative Procedure 3100.2, *Student Disciplinary Procedures* (Evidence: IC8⁴)

Provides uniform standards to assure due process when a student is charged with violating the Student Code of Conduct, including charges of academic dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty distinguish between personal convictions and professionally accepted views within their disciplines. Expectations are outlined in the Faculty Appraisal Guide (Evidence: Faculty Appraisal Guide SDCCD – (see page 28) I.C.9-1), and this is assessed in faculty appraisals and student evaluations. Professional Development opportunities are available to support faculty.

Analysis and Evaluation

There is a clear expectation that faculty professionally accepted views and their personal ones. The faculty evaluation process includes student, peer, dean and reflective evaluations across multiple domains (Evidence: Faculty Appraisal Guide SDCCD – (see page 28) I.C.9-1).

Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, if controversial views are “addressed in a mutually respectful manner.” The faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi/ and the COR. Some departments also implement additional informal policies to control the standard. Faculty have an obligation to “exercise critical self-discipline and judgment in using, extending, and transmitting knowledge” (Evidence: Professional Code of Ethics (highlighted sections, pages 2, 5) I.C.9-2)

Faculty are made aware of this and are trained in various venues throughout the year through department meetings, Professional Development, faculty evaluations and student evaluations (Evidence: Professional Development Canvas Shell Modules FLEX Information Professional Development; Professional Development Main Page I.C.9-3-5). San Diego Miramar College will continue to monitor its efforts in this area to ensure compliance of faculty in the presentation of data and information in a fair and objective manner.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation

Not applicable to San Diego Miramar College.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation

Not applicable to San Diego Miramar College.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

San Diego Miramar College as part of the San Diego Community College District complies with all Eligibility Requirements, Accreditation Standards, Commission policies, and guidelines for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

San Diego Miramar College maintains Accreditation status with ACCJC, most recently achieving full seven-year accreditation (**Evidence: 2017 ACCJC action letter IC.12-2 ; 2017-18 ACCJC Certificate of Accreditation**). The College publishes Accreditation-related reports, previous self-studies, follow-up reports, distance education substantive change reports, mid-term reports, and communications from the Commission on the Accreditation webpage of the College website (**Evidence: accreditation webpage IC.12-1**).

The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When a college is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

San Diego Miramar College has demonstrated its deep commitment to compliance with ACCJC Standards and policies including Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure. The College submits all annual and midterm reports within required timelines, including the 2021 Midterm Report (Evidence: 2018_ACCJC_Annual_Report-Miramar_College-Final; 2019_ACCJC_Annual_Report-Miramar_College; 2020_Annual_Report_San_Diego_Miramar_College; ACCJC_2021_Annual_Report_Final-Submitted; San_Diego_Miramar_College_Accreditation_Mid-term_Report_Final IC.12- 4-8). Every six years, the College completes a rigorous Institutional Self-Evaluation Report as part of the reaccreditation process.

Analysis and Evaluation

BP 0005 – *Accreditation* articulates the Board of Trustees' commitment to adhering to all eligibility requirements and Accreditation Standards. (Evidence: IC12⁴)

The Board of Trustees also has several structures in place that demonstrate a commitment to comply with Eligibility Requirements and Accreditation Standards:

- The Board of Trustees has a subcommittee on Accreditation, Student Success, and Equity that reviews periodic reports on the colleges' accreditation progress. The subcommittee comprises two Board members who meet at least once a semester and the Vice Chancellor, Educational Services, who provides staff support to the subcommittee. The committee also receives regular reports on institutional effectiveness, including ongoing reports on student outcomes and Accreditation. (IC12²)
- The Board of Trustees receives periodic reports on Accreditation status at public meetings and Board of Trustees Retreats. (Evidence: Board Goals _ San Diego Community College District; Accreditation _ San Diego Community College District IC12⁹; IC12¹⁰)
 - The October 21, 2021 Board Retreat had an Accreditation Board Training item with Dr. Catherine Webb, Vice President from ACCJC.
 - On March 11, 2021, the Board reviewed and approved the spring 2021 midterm reports for all four colleges.
 - The Board received an annual update on Accreditation progress through 2020.
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards. Each goal references the ACCJC Accreditation Standard it addresses. (Evidence: IC12³)
- The District publishes information on Accreditation in its catalogs and on college and District websites. (Evidence: IC12⁴) Public notice of disclosure and the student complaint process is also posted online with links to file complaints. (Evidence: IC12⁵)
- The March 11, 2021, Board of Trustees meeting included an agenda item on Accreditation where the leadership team had the opportunity to discuss the status of meeting the Accreditation Standards and plan for the team visits. (Evidence: IC12¹⁴)
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include student demographics, student and employee diversity, enrollment, transfer, degrees conferred, Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes,

institution-set standards, anti-racism curriculum, Dreamer Centers, San Diego Promise program, textbook affordability, and distance education student success. Although board agendas do not include standing items, all these reports are posted on the District website and the District's Institutional Research website for ongoing access and reference. (IC12⁷; IC12⁸; IC12¹⁰; IC12¹²)

The Chancellor and Board of Trustees closely monitor the colleges' Accreditation and compliance with all requirements. When a college is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

San Diego Miramar College maintains honesty and integrity with external agencies and are fully compliant with the United States Department of Education regulations regarding all of its accrediting agencies and in accordance with ER 21 (Integrity in Relations with the Accrediting Commission) and District Board Policy and Procedure BP 0005/AP 0005.1: Accreditation, (BP/AP 0005: Accreditation IC13.1-2).

Analysis and Evaluation

The College has achieved program-level accreditation and certification with several accrediting boards and agencies. Recently granted 10-year national accreditation for business degree programs through a rigorous self-study and site visit by peer evaluators from the Accreditation Council for Business Schools and Programs (ACBSP), San Diego Miramar College is the first and only two-year business program in San Diego County to become nationally accredited by ACBSP (announcement about ACBSP; ACBSP webpage). The College has successfully maintained program-level accreditation and certification status with the following agencies (Evidence: Special Certs-Accred; Business Programs at Miramar College Achieve ACBSP Accreditation _ San Diego Miramar College; Business Programs at Miramar College Achieve ACBSP Accreditation _ San Diego Miramar College; San Diego Miramar College - Accreditation Council for Business Schools and Programs; Accreditation Information _ San Diego Miramar College List IC.13 4-7), which are also referenced in the introduction section of the ISER. The College has established and maintains a status of good standing by all programmatic accrediting and licensing organizations and agencies, and communicates this information clearly and accurately on the College website and in the College catalog. The College advocates and demonstrates honesty and integrity in communicating its accreditation status to all internal and external stakeholders.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation

Not applicable to San Diego Miramar College.

Conclusions on Standard I.C: Institutional Integrity

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

As discussed in the ISER Standard I.A., San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement. Additionally, the ISER Student Achievement section includes student achievement data. Each of the College's programs and their awards align to the mission and are appropriate to higher education. (Evidence: sample catalog pages, webpages and brochures with program descriptions).

Analysis and Evaluation

Instructional Programs and Mission

To ensure that instructional programs are consistent with the College mission and satisfy ER 9 (Educational Programs), the Curriculum Committee is the primary participatory governance committee responsible for reviews of all proposed instructional offerings, including distance education (DE) proposals. The Committee assures alignment with District Board Policies BP 5020: (Evidence: Curriculum Development and BP 5025: Philosophy and Criteria for Associate Degree and General Education and District Administrative Procedures and AP 5026: Philosophy and Criteria for Certificates (<https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205020.pdf>; <https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205025.pdf>)). The proposals are also assessed against the "five criteria" established by the California Community Colleges Chancellor's Office (CCCCO), which includes alignment of programs with the institutional mission and meeting student needs in areas of degree or certificate attainment, employment preparation, or transfer. In addition, the criteria include review of student learning

outcomes, course objectives, and other attributes of the course, which are necessary components for maintaining articulation of courses and demonstrating appropriateness of course in higher education. Members of the Curriculum Committee receive training in this process annually (Evidence: Curriculum Committee meeting minutes for annual training).

The Academic Standards Subcommittee is responsible for instructional and curricular issues related to collegewide academic or interdisciplinary program requirements (Evidence: PDF<https://sdmiramar.edu/governance/committees/academic-standards-subcommittee>). This includes but is not limited to review and oversight of interdisciplinary degrees and certificates, review and oversight of general education patterns, and district requirements. The Subcommittee also serves as the reviewing and recommending body for the Curriculum Committee and therefore the Academic Senate on issues related to the implementation of college and districtwide academic policy and procedure, evaluation of coursework from other institutions, and the application of credit from previous educational experience.

(Note: Forthcoming information about program viability process).

Program and Course Offerings

San Diego Miramar College offers 42 programs with 76 AA/AS/ADT degrees and 53 Certificates of Achievement in fields consistent with the College mission and for transfer, workforce training, and career advancement (Evidence: Screenshot https://sdmiramar.edu/program-finder?search_api_fulltext=). The College also offers 39 Certificates of Performance, which do not require CCCC approval but represent skill-building in fields consistent with the College's mission (Evidence: page 106 of https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf). Of these, XX degrees and YY certificates may be offered via distance education (DE) mode. Programs that can theoretically be completed by 50% or more of courses taken in DE format are separately reviewed and approved for DE delivery by ACCJC. In 2020, the College received emergency approval from the California Community Colleges Chancellor's Office (CCCCO) and ACCJC to offer the vast majority of courses in DE format due to the Covid-19 pandemic mandated campus closure. A complete course-offering list can be found in the 2021-2022 College Catalog (Evidence: https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf). All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, and DE courses are held to the same standards. Therefore, there is no distinction between DE and face-to face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via DE or face-to face instruction.

Since the College's implementation of the Guided Pathways framework in 2018, Academic and Career Pathways (ACPs) have recently been created to house each program and provide additional opportunities for community and students. Miramar's Guided Pathways are intentionally designed to ensure that students identify a path and subsequently stay on that path to completion. Course sequences for each degree and certificate have been created, reviewed, and finalized during the 2021-2022 academic year and are being inputted into the Program Mapper tool (Evidence: sample) for student use beginning Fall 2022.

Evaluating Program Success through the Program Review Process

In the Instructional Division, the College ensures that students are progressing to achieve their goals of transfer preparation, workforce training and/or career advancement by utilizing a cyclical Program Review process that aligns with District Administrative Procedure AP 5019: Instructional Program Review (Evidence: AP 5019). The Program Review and Outcomes Assessment Subcommittee (formerly the Instructional Program Review/ Student Learning Outcomes Assessment Cycle, or IPR/SLOAC) is responsible for overseeing development and revisions of the Program Review process, as well as the coordination of Program Review efforts (Evidence: screenshot or PDF <https://sdmiramar.edu/governance/committees/program-review-outcomes-assessment-subcommittee>).

The College currently uses a 3-year program review cycle (coinciding with the three-year SLO assessment cycle), which allows for different courses to be evaluated different semesters and for testing of various intervention strategies (Evidence: <https://sdmiramar.edu/services/planning/outcomes>). Furthermore, to align management of SLOs with program review processes, the Program Review template was developed in the Taskstream Accountability Management System (Evidence: Template from Taskstream) during the last accreditation cycle, and continues to be used now. As described in Standard I.B.5, the Program Review process now requires that instructional programs review disaggregated student achievement data (through the Program Review & Equity Data Dashboard (Evidence: PREDD), including attainment of degrees and certificates, as well as attainment of SLOs at the course and program level. Programs are required to map program goals to the College's Strategic Goals and Institutional Learning Outcomes, which are grounded in the College mission, and as such provide a direct link between instructional programs and collegewide planning through the mission. The recent focus has been on ensuring a quality program review process.

Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of student learning outcomes, and the results of these assessments are included in Program Review. The College as a whole also assesses students' perceptions and opinions about elements involved in online courses, such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning.

Program review has become far more intentional and fully integrated with SLO assessment at the College over the past accreditation period. The PROA Subcommittee has led efforts to help faculty understand and use available data in striving for increased equity through Flex workshops and Program Review Office Hours; and funding requests require justification through and the program review process.

Evaluating Program Success through Institution-Set Standards

At an institutional level, the College evaluates program success, including student progress and outcomes, through assessment of the College's Strategic Goals. As described in Standard I.B.3, the College has developed institution-set standards (i.e., benchmarks) for instructional programs as part of its strategic plan assessment process and in accordance with ER 11 (Student Learning and Achievement). The benchmarking process involves evaluation of

indicators and measures, including transfer rates, degrees/certificates awarded, completion rates, and CTE rates. These benchmarks are provided in the PREDD and Program Review documents in Taskstream to guide self-evaluation, as individual programs review student achievement and develop programmatic goals, improvement strategies, and resource requests (Evidence: screenshot or PDF- <https://sdmiramar.edu/services/planning/benchmark#:~:text=table%20of%20contents.-,The%20Awards%20Benchmark%20is%20the%20five%20year%20average%20of%20the,of%20this%20data%20is%202.7019>). These institution-set standards are also reported collegewide with the publication of the Strategic Plan Assessment Scorecard (Evidence: SPAS 2.0 forthcoming). This provides direction in developing Main Plans and Functional Plans, respectively, that address fulfillment of the College mission and ensures that appropriate changes and resource allocations are made to achieve them.

The College's instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the institution's mission; are appropriate to higher education; and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Program descriptions include expected student learning outcomes and list the applicable degrees and/or certificates that can be earned. The College has consistently evaluated and improved its robust program review process, which is fully integrated with course and program SLOs and student achievement analysis to serve as a foundation for program evaluation and improvement, regardless of location or means of delivery. As part of the program review process, the programs and College examine data on student achievement of degrees and certificates.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

- Planning Calendar
- Program Review
- PREDD
- Department Meetings?
- Distance Education Coordinator
- Curriculum Handbook (standards for curriculum development and approval process)
- California Community Colleges Program and Course Approval Handbook
- CurricUNET (all courses and programs outlines)
- Faculty Online Learning Community (FLOC)
- 6-year course review

- District-wide discipline meetings
- Survey results from Student Feedback Survey??
- OER implementation
- New system
- Faculty Institute – through the AD of SWF
- DECC - # of faculty who went through it and made action plans

The College ensures that the course content and methods of instruction meet the accepted academic and professional standards and expectations and adhere to District Board Policies (BP) and Administrative Procedures (AP) in BP 5020/ AP 5020 Curriculum Development and AP 5022: Course Approval (Evidence: PDF-
<https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205020.pdf>;
<https://www.sdccd.edu/docs/District/procedures/Instructional%20Services/AP%205020.pdf>).

Analysis and Evaluation

Review of Content and Methods of Instruction

As discussed previously in II.A.1, the Curriculum Committee plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against the “five criteria” established CCCCCO. These include alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. They also include alignment to student learning outcomes (SLOs) and other attributes of the course. Furthermore, the discipline faculty and the Curriculum Committee members comprised of students (when available), faculty representatives from various disciplines, Classified Professionals, Curriculum Chair, Vice President of Instruction, and Articulation Officer collaborate with respective counterparts at all three colleges within the District to review all courses at least once every six years.

Using CurricUNET, faculty are able to develop, revise, approve, and access course information in the Course Outline of Record (COR), which contains all elements required by the California Education Code, Title 5 including unit values, contact hours, requisites, catalog description, objectives, and content. This provides multiple levels of scrutiny, as all three colleges must agree on any changes. All faculty, including full time and adjunct, create course syllabi in reference to the COR, and the Department Chairs and Deans ensure that every course syllabus also includes the SLOs. In response to ACCJC requests, the District has worked with the colleges to list the SLOs for each College in the Course Curriculum Report (CR) of the COR [Evidence: example of a CR/COR]. Delivery modes for courses and programs are reviewed using distinct criteria and as a separate proposal by the discipline faculty, Department Chair, Dean, and Curriculum Committee at the college and district levels before approval (Evidence: https://www.sdccd.edu/docs/ISPT/instrsv/CurricUNET/User_Guide.pdf). When reviewing the proposal, the reviewers look at the appropriateness of the delivery mode for the curriculum and the student population. All courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. Courses offered via distance education (DE) mode follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A course will apply to a degree or certificate whether taken via distance education or face-to-face instruction.

Relevancy is determined for program awards during the development phase, and throughout the curriculum approval process by the Curriculum Committee and the CCCCO, which review all proposals for new programs awards. The program award approval process also follows District Board Policies and Procedures set forth in BP 5020/ AP 5020 Curriculum Development, BP 5025/AP 5025 Philosophy and Criteria for Associate Degree and General Education, and AP 5026: Philosophy and Criteria for Certificates (Evidence: <https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205020.pdf>; <https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205025.pdf>).

Program awards that can be completed by 50% or more of courses taken distance education are separately reviewed and approved for DE mode by ACCJC. San Diego Miramar College received approval in 2009 and 2016, and 2020 [Note: Emergency approval in 2020] to offer the DE mode of delivery. Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of SLOs, such that SLOs are measured in sections offered via DE as well as in sections offered face-to-face. Results of the outcomes assessment allows program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the College.

Career Technical Education (CTE) program awards must also be reviewed every two years and have external accrediting bodies and industry advisory committees that aid in validating relevancy and currency, and recommending necessary updates in accordance with the CCCCO's requirements. In addition to industry advisory committees, the following certifying entities advise on competency levels and SLOs for their related program:

- Accreditation Council for Business Schools and Programs (ACBSP)
- American Bar Association (ABA)
- Commission on Peace Officer Standards and Training (POST)
- Federal Aviation Administration (FAA)
- Automotive Service Excellence (ASE)
- State of California Department of Social Services Community Care Licensing
- State of California Child Development Division

Continuous Improvement

To address improvement of programs and services collegewide, faculty and staff engage in periodic Program Review. During this accreditation cycle, there has been significant emphasis on quality program review. This includes an assessment of SLOs/Service Unit Outcomes (SUOs) and student achievement in the course or program/ service area, and is the primary mechanism used to assure currency, improve teaching and learning strategies, and promote equity in student success. To ensure consistency, the Program Review process has been aligned for all instructional programs, as well as for Student Services and Instructional Support Services (Evidence: <https://sdmiramar.edu/services/planning/students>).

Changes/improvements in courses, programs, and/or service areas are captured in Miramar's integrated three-year program review cycle and are described in detail in section I.B.5. Taskstream software offers the College a platform that provides faculty, both full-time and part-time, with a means to communicate on student learning and achievement in both courses and programs. These changes/improvements are then used to inform higher level planning, as they are integrated into school program reviews, division plans, and ultimately the Educational

Master Plan (Evidence: <https://sdmiramar.edu/services/planning/framework>). Specifically, Program Review drives planning and budget by providing the evidence and justification for development of the Budget and Resource Development Subcommittee List for resource allocation of equipment and supplies (Evidence: screenshot <https://sdmiramar.edu/brds>), the Faculty Hiring Priority List, and the Classified Hiring Priority List.

This intentional approach in program review and analysis of SLOs and achievement data has led to identification and implementation of improvement strategies, in several schools including the following:

- The School of Liberal Arts
- The School of Public Safety
- The School of Mathematics, Biological, Exercise & Physical Sciences
- The School of Business, Technical Careers & Workforce Initiatives

Faculty may also incorporate a variety of techniques to address various student learning styles and evaluate these efforts to continuously improve instructional outcomes assessment and/or in their program review actions. Analysis and discussion of the relationship between these teaching methodologies and student success occur in many venues and in different formats, including

- Professional development and FLEX opportunities, including in-service training to learn about student learning needs and andragogical approaches (e.g., Faculty Online Learning Community [FLOC], Data & Equity Coaching Community [DECC], Campus Read, etc.)
- Analysis of student evaluations that investigate perceptions and opinions about instruction, including perceptions of delivery modes.
- Analysis of student evaluations that investigate perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication.
- Analysis of success and retention rates of online, hybrid, and on-campus courses (e.g., the PREDD) (<https://public.tableau.com/app/profile/miramar.research/viz/PREDD201516-202021/CoverPage>)
- Creation of Guided Pathways Academic and Career Pathways Success Teams (ACPSTs) to delve into research on equity gaps for students within specific interest areas and particular action plans for reducing these gaps

The College follows both district and institutional processes to ensure continuous improvement of instructional courses, programs, and services to promote student success. This level of review provides multiple opportunities for faculty and staff to ensure content, currency and quality, with input from multiple constituencies.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

- CurricuNet
- SLO/Program Review cycle
- Course Outlines of Records (student learning outcomes and assessment methods)
- Syllabi contains SLOs and reviewed during faculty evaluation process
- Process for regular review of syllabi
- ExportOutcomes (3) (sdmiramar.edu);
- PLO 2018_2021.xlsx (sdmiramar.edu)

Instructional SLOs are defined for all college courses and degrees/ certificates/ programs (PLOs) (Evidence: Export Outcomes (3) (sdmiramar.edu); PLO 2018_2021.xlsx (sdmiramar.edu); <https://sdmiramar.edu/services/planning/outcomes/slo>). Faculty, both full time and adjunct, are responsible for collaboratively developing the learning outcome statements and assessment plans, assessing student attainment of outcomes, dialoguing about the results, and implementing improvement strategies to increase student success. In addition, faculty use a variety of assessment methods to measure SLOs, including but not limited to objective examinations, writing assignments, applied skills demonstrations, and portfolios. Assessment occurs on a three-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success and is used to inform program review.

Analysis and Evaluation

Student Learning Outcomes and Assessment Plans

As faculty develop SLOs, they are aligned (i.e., mapped) to PLOs in Taskstream, and PSLOs are further aligned with the Institutional Learning Outcomes (ILOs), providing an integrated perspective on SLOs collegewide (Evidence: <https://sdmiramar.edu/sites/default/files/2022-02/ISLO%20Mapping%20Report.pdf>). The guidelines for SLO assessment in courses and programs are found in the following documents located on the Outcomes Assessment & Planning: Resources Webpage, as well as in Taskstream (Evidence: Instructional Guide for Course Assessment in Taskstream <https://sdmiramar.edu/services/planning/instruction>); Instructional Guide for Program Assessment in Taskstream; Guide to Writing SLOs for Programs (<https://sdmiramar.edu/services/planning/outcomes/slo>); Checklist for Developing Outcomes and Assessment Plans in Taskstream; Data about SLO assessment)

Outcome Statements in Syllabi and Course Outline of Record

San Diego Miramar College has Course Outlines of Record (COR) established in alignment with District Board Policies and Administrative Procedures *BP 5020/ AP 5020: Curriculum Development*. The CORs align within the District, but SLO statements are developed in collaborative discussions among the College's discipline faculty, to more directly reflect the needs of their student population. SLO statements are published for each respective college within the District on the Course Curriculum Report (CR), an extension of the COR. The SLOs are developed by faculty, recorded/ edited in Taskstream, and uploaded annually to the CR CurricUNET. In every class section, students receive a course syllabus including SLO statements [Evidence: [syllabus example](#)]. Faculty are required to submit their course syllabi within the first two weeks of the semester, and the Dean's Office is responsible for ensuring that all syllabi contained the approved SLOs.

A compilation of the outcome statements are also available on the College's Outcomes and Assessment Webpage [Evidence: List] and in Taskstream. PLOs are published in the College Catalog (Evidence: https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf).

The College has published SLOs that are assessed on a regular cycle at the course and degree/certificate (i.e., program) level. In addition, SLO statements are included on every syllabus and are attached to the approved COR on the CR. When surveyed, XX% of San Diego Miramar College's students agreed with the statement "my instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments." Similarly, XX% of students agreed with the statement "my instructors tell me how I will be assessed before I begin an assignment or test." [It was 86% for last report, which was a 7% improvement since 2009].

The College is committed to continually improving outcomes and assessment at all levels. During this accreditation cycle, there has been tremendous improvement in how SLOs are written and assessed, with a focus on conducting a quality program review and addressing equity in student success. The College uses outcomes assessment as a basis for improvement in our Program Review process, which fully integrates outcomes assessment with the traditional methods and metrics used to evaluate and improve the College's programs (see Standard I.B.5 [??]) for details). To that end, the College has implemented the following actions since 2018:

- Provide more robust support to faculty and staff through the PR/SLOAC Subcommittees and additional workshops for improved development, implementation, analysis, and use of SLO assessment.
- Work with District offices to optimize process for extracting SLO statements from Taskstream and for the regular upload of SLOs into CurricUNET, in order to capture changes that might occur due to improvement strategies.
- Revise Strategic Plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission.

Additionally, the Program Review Outcomes Assessment Subcommittee developed a step-by-step guide (Evidence: guide) for completing PR and regularly holds open office hours to assist with the process and ensure that any questions are answered. Numerous Flex professional development workshops (Evidence: schedule) have also been held about how to analyze equity data (PREDD) and how to complete PR.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

- Designation of pre-college courses in Catalog (Math, English, and ELAC)
- Corequisite model with English and Math "X" courses
- Academic Success Center support schedule (Math Lab, Supplemental Instruction)

- SEEM committee
- Placement method (multiple assessment)

Miramar College offers pre-collegiate level curriculum in English, Math, and English Language Acquisition (ELAC), as well as non-credit courses. These pre-collegiate courses are designated with a number less than 100 (Evidence: catalog explanation). In the catalog, English and Math courses that are not applicable to the associate degree are listed under Basic Skills Courses, but they are listed as stand-alone in ELAC. Each course description also states that it is not applicable to the associate degree. Pre-collegiate courses that are applicable to the associate degree are listed under Associate Degree Courses and they are identified under their descriptions. Course outlines also indicate when a course is non-degree applicable, associate degree applicable, or transferable.

Analysis and Evaluation

To support students engaged with pre-collegiate curriculum, instructional and counseling faculty provide guidance for education planning and direct students to available resources. The College's Academic Success Center also provides comprehensive on-ground and online tutoring and academic support services for students in pre-collegiate courses. The college's Catalog provides information for students on placement into pre-collegiate courses using multiple placement measures, a self-guided placement protocol developed by faculty to help students identify their own learning needs while clarifying distinctions between collegiate and pre-collegiate courses (Evidence: catalog page). Finally, disaggregated student achievement data is frequently analyzed at the Academic Success Committee to inform the distribution of tutoring resources and on the Success in English, English Language Acquisition (ELAC) and Math (SEEM) committee to determine the impact of pre-collegiate level courses on student success in response to California law AB 705 that became effective on January 1, 2018.

Most recently and as a result of the College's successful implementation of the multiple placement measures and AB 705, the college has responded to findings regarding student learning and achievement; and are on track to eliminate offering most of our pre-collegiate courses in Math and English at Miramar College. In the meantime, our catalog and course outlines continue to help students distinguish between pre-collegiate curriculum and collegiate curriculum. Further, we continue to support our pre-collegiate students through resources provided in the catalog and through counseling and learning assistance services.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

- Administrative Procedure (Graduation requirements for degrees and certificates)
- Alignment of degrees and programs with CSU and UC
- Policy on 60 semester credits minimum for degrees

- Unit standards for AA-T and AS-T in California regulations and Program and Course Approval Handbook (PCAH) created by CCCCCO
- Catalog information on CSUs General Education Breadth Requirements and UCs IGETC
- Catalog with number of units required to obtain a degree

All courses, including those offered through Distance Education, follow practices standard in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Although approved through an independent review, distance education courses undergo the same rigorous curriculum approval process as traditional courses. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that **policies and procedures for defining and classifying** a course as offered by distance education exist and align with **USDE definitions**. Furthermore, the department of Curriculum Services follows Title 5 regulations, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. To ensure consistency and academic rigor in courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Analysis and Evaluation

Determination and judgments about the quality of all courses, and distance education modality, under the course quality standards are made with full involvement of the Faculty per District policy and California regulations, title 5, section 55374. Faculty develop competency levels and measurable student learning outcomes for distance education as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. The College Curriculum Review committees separately approve distance education courses, and follow the same official course outline of record.

Faculty within the department determines whether the program is offered in DE mode. In addition, faculty from the three colleges participate in the Districtwide Curriculum and Instructional Council (CIC). Faculty within the subject discipline confers and decides which programs/courses to offer at a distance. Each proposed or existing course delivered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow the curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses. Still, they require additional documentation, including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections.

Units of credit, expected student contact hours, and total student work are identical for distance education and face-to-face courses. For purposes of federal financial aid eligibility, a "credit hour" shall not be less than: one hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], or [10 to 12 weeks for one quarter hour of credit], or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as

required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Except for a few courses offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The colleges prorate weekly hours for courses that meet for fewer than 16 weeks to ensure that a maximum of 54 hours of the total student work earns one unit of academic credit no matter the term length.

The college awards course credit, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. Every credit course and the academic program includes learning outcomes appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (SLOs) are recorded on the course report (CR), a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards (**Evidence: IIA5¹**).

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 2020 Curriculum Development **IIA5²**. The college formula is based on a minimum of a 16-week semester to a maximum of an 18-week semester, assuming that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. The tables below provide an example of the calculations for the minimum 48 hours = 1 unit of credit and calculations for the maximum of 54 hours = 1 unit of credit for both lecture and laboratory courses (**Evidence: IIA5³**).

A. 1 Unit of Lecture Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	16	32	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	36	54

B. 1 Unit of Laboratory Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	48	0	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
54	0	54

The relationship between hours and units follows the standards for credit hour calculations contained in the California Code of Regulations, Title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). The course credit calculation is rounded down to the nearest 0.5 unit increment or the nearest fractional unit award used by the College.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

- Programs from CTE course sequencing charts
- Programs from EMT course sequencing charts
- Enrollment report from VPI's office
- Course offering cycles
- Strategic Enrollment Management Committee information

Evidence summary is forthcoming

Analysis and Evaluation

Response forthcoming

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

- Spring 2022 class schedule showing diversity of methodologies
- Data and Equity Coaching Community (DECC)
- DE Addenda due to COVID
- FLOC
- Online faculty mentor
- Policy on requirement to teach online
- Training to teach online
- Data on online learning vs face-to-face learning

Thoughtful and data driven discussions regarding effective use of a variety of delivery modes, teaching methodologies, and learning support services occur in the College's Strategic Enrollment Management Committee, Program Review and Outcomes Assessment Subcommittee, and the Curriculum Committee to determine appropriate methods for Miramar's student population.

Analysis and Evaluation

Delivery Modes and Teaching Methodologies

Details on how courses are approved for distance education (DE) mode can be found in Standard II.A.5. One example that illustrates the College's understanding of student needs is

the course offerings at the Marine Corps Air Station (MCAS) Miramar. The College offers general education courses on the local MCAS base to accommodate military students' duty schedules and military commitments (Evidence: <https://www.sdccd.edu/students/class-search/search.html>). These students also benefit from courses offered in a non-traditional delivery mode, particularly while on deployment. Non-traditional delivery modes include fully online, partially online (i.e., more than 50 percent is offered online), hybrid (i.e., 50 percent or less offered online), and web-enhanced, on-campus courses. The College piloted its first hyflex course in Fall 2021 and plans to expand such offerings; this mode offers extreme flexibility for students, enabling them to come onto campus or access class online depending on their preference each day. Each mode of delivery utilizes Canvas, and the SDCCD Online Learning Pathways (SDOLP) staff supports all modes (Evidence: <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/index.aspx>). Technology support is provided to both faculty and students 24 hours a day, 7 days a week. SDOLP also provides training in the latest technologies used in distance education, as well as in instructional design (Evidence: <https://sdccdolvid.org/>).

The Distance Education Standards Committee is also charged with facilitation of DE discussions on campus (Evidence: <https://sdmiramar.edu/governance/committees/distance-education-standards-committee>). In this venue, faculty, staff and administrators discuss what teaching methodologies are commonly used in DE programs and the relationship between the selected teaching methodologies and student performance. The discussions resulted in a resolution from the DE Subcommittee to that all online instructors must first complete an Online Teaching Certification program, effective XXX. Faculty completing the certification program learn about state and federal laws and regulations for distance education. They also learn how to use the tools in the Learning Management System (Canvas) and how to design courses using best practices. The Academic Senate supported this recommendation, and Instructional Deans committed to assign only certified faculty to online classes beginning in spring 2017.

Regardless of mode of delivery or location, the College Curriculum Committee, through the faculty-led curriculum development process, determines which assessment methods should be available to measure student learning. Courses, including those offered in DE mode, are developed and approved to ensure that there are multiple assessment methods available to meet the needs and learning styles of its students. Faculty have the primary responsibility in the discussion of and regularly assess how teaching methodologies affect student performance. Faculty members use the program review process to capture this dialogue and learning via achievement and learning outcomes data in order to inform and prepare strategies for improving teaching and learning. The curriculum development process, discussions and outcomes assessment are described in Standards II.A.2 and II.A.5.

Professional development is taken seriously throughout the entire district, with activities aligning with the Vision for Success goals (Evidence: screenshot <https://www.sdccd.edu/about/departments-and-offices/human-resources/professional-development/sdccd-professional-learning-hub/index.aspx>). Many other professional development opportunities have also been created for Miramar faculty and staff, including the following (Evidence: https://sdmiramar.edu/sites/default/files/2022-02/pd_plan_2021-

24_0.pdf):

- Faculty Learning Online Community (FLOC)
- Data & Equity Coaching Community (DECC)
- Campus Read
- Indigenous Issues & Land Acknowledgement Community of Inquiry
- Strong Workforce Faculty Institute
- Ungrading Community of Inquiry (Spring 2022)
- Regular Flex workshops on andragogy

A professional development space has been created in Canvas, in which faculty can complete workshops and trainings to obtain multiple badges in areas such as “Teaching & Learning,” “Equity, Inclusion, and Anti-Racism,” “Student Engagement,” and more (Evidence: screenshot <https://sdccd.instructure.com/courses/2405714/pages/about-professional-development-academies>). Additionally, reassignment time has been established for three new roles to lead these efforts- the Professional Development Coordinator, the Online Teaching Mentor, and the Online Accessibility Mentor.

The College provides an extensive array of instructional and student learning support services to both traditional and DE students and faculty. The online services are designed to mirror the services provided on campus. Furthermore, the Student Equity and Achievement Plan (SEAP) provide funds dedicated to facilitating tutoring services for disproportionately impacted students (Evidence: https://sdmiramar.edu/sites/default/files/documents/2018-02/Integrated_Plan_2017-19_Executive_Summary.pdf; <https://sdmiramar.edu/sites/default/files/documents/2019-06/SEP%202019-22%20Executive%20Summary%20for%20web%206.18.19.pdf>). A variety of tutorial services are offered on-campus, online (both synchronous and asynchronous), inside the classroom, outside of the classroom, and in group and one-one-one settings (Evidence: <https://sdmiramar.edu/services/asc>). For details on these services, please refer to Standard II.B (Library and Learning Support Services). Additionally, the recent creation of the Leading Equity, Anti-Racism, and Diversity (LEAD) Office has dramatically increased efforts at the College to promote equity across all areas in which students are affected, including learning support services. The LEAD team has conducted an in-depth analysis of student demographics, with a focus on further narrowing and closing equity gaps for specific student subpopulations. Moreover, the Miramar Guided Pathways team has created ACPSTs, gathering instructional faculty, counseling faculty, and classified staff together in small teams to focus on students within particular interest areas. These teams identified equity gaps within their interest areas and then developed and piloted particular intervention strategies to close these equity gaps. The plan is then to institutionalize these strategies and apply them across interest areas to support students across the entire campus.

The College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students. Through the support of the former statewide California Community Colleges Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), Student Equity Plan (SEP), and the Basic Skills and Student Outcomes Transformational Program (BSSOT) (Note: need more history), the College was

able to engage in focused investigation of the relationship between teaching methodologies/ learning support services and the diverse student population, to maximize student success. This work has continued and advanced through the most recent Student Equity and Achievement Program (SEAP). The College will continue to investigate the relationship between teaching methodologies/ learning support services and the diverse student population, to maximize student success. Additionally, the continuation of mandatory online training certification for all online teachers and significant increase in professional development for online teaching, ensures instructor knowledge of state and federal laws for distance education, and best distance education practices, to support equity and success for all students. The numerous initiatives overseen by the Professional Development (PD) Coordinator and PD Committee, and the work of the newly-established Leading Equity, Anti-Racism, and Diversity (LEAD) Office also support teaching methodologies that promote equity.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College has documented procedures for validating the effectiveness of program examinations used by the certifying agency administering those exams, including prior learning (Evidence: BP/AP Credit for Prior Learning) and ensures that processes are in place to reduce test bias and enhance reliability (Evidence:).

Analysis and Evaluation

Miramar College does not require department-wide course and/or program examinations except in some disciplines where such examinations are part of external accreditation and certification. In those disciplines and programs, the maintenance of the exam and validation thereof are maintained by the certifying agency administering the exam. These include the Federal Aviation Administration, California Commission on Peace Officer Standards and Training, National Registry of Emergency Medical Technicians, and San Diego County Emergency Medical Services Authority. Regarding direct assessment of prior learning, the District has administrative procedures (Evidence: AP for CPL) for challenging prerequisites and/or corequisites, credit by examination, advance placement credit, credit for prior military experience, and multiple measures and high school transcripts as a result of AB 705 to reduce/eliminate placement tests bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Syllabi or other documents
COR/CR (SLOs) - Catalog (PLOs)

AP 3910.1
COR Total hours

Evidence summary is forthcoming

Analysis and Evaluation

Response forthcoming

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The San Diego Community College District has a centralized records and evaluations department responsible for evaluating transfer credits. The District records office reviews credits transferred into the District according to District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, and generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. All credits earned by students at the three colleges of the District – City, Mesa, and Miramar – are posted on a single District transcript to facilitate the mobility of students within the District and transfer institutions. (IIA10¹¹)

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and following all District and state guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with state guidelines, District policies, and business practices. One example is a recent change to AP 5235 *Credit for Prior Learning* (Evidence: IIA10¹) that was modified to expand the options and clarify the process for Credit for Prior Learning.

Policies and information are included in the college catalog and on Student Web Services, the online portal for students.

Analysis and Evaluation

Credits from Other Regionally Accredited Institutions

Credits from other regionally accredited institutions may be accepted for transfer credit after evaluation by District evaluators. The District will not accept the transfer credits from another institution if the evaluation by the District evaluators determines that the credits received from another accredited institution do not meet the equivalent standards and learning outcomes for a similar course taken at one of the colleges in the District.

Upper Division Coursework

The San Diego Community College District accepts all lower-division courses taken at U.S. regionally accredited colleges. All lower-division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper-division coursework. Petitions to use upper-division courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. The faculty must approve all petitions for exception in the discipline or an appropriate designee and/or college committee.

International Transfer Credit

Students who elect to submit transcripts from international colleges and universities must first submit their transcripts to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States is evaluated dependent upon course equivalency and learning outcomes on a course-by-course basis.

Credit for Prior Learning

Per Administrative Procedure, AP 5235 academic credit may be awarded for validated college-level skills and knowledge gained outside of a college classroom. Credit for prior learning may be earned for eligible faculty-approved courses for students who satisfactorily pass an authorized assessment. (Evidence: [IIA102](#))

Credit is available through the following:

- External standardized examination: Advanced Placement Examinations (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES)
- Credit by Examination
- Military Service/Training
- Evaluation of Industry Recognized Credentials
- Student-Created Portfolios

Academic Credit for AP, IB, CLEP, and DANTES/DSST

The tables in the college catalog indicate the score necessary, the credit allowed, and the area(s) satisfied for each of the examinations accepted for credit. Students may view a full copy of the policy by accessing the policies and procedures website. [IIA102](#)

High School and Noncredit Courses for College Credit (Credit by Examination)

Students who complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination. The most up-to-date listing of active agreements and student requirements is available online. ([IIA10XX](#))

Acceptance and Application of Military Credit

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in A Guide to the Evaluation of Educational Experiences in the Armed Services,

published by the American Council on Education (ACE). (IIA1013) Students must submit documentation of educational experiences during military service.

Military service credit may be granted upon verification of six (6) months of continuous active duty or completion of basic training for National Guard/Reservists. Four (4) units of credit may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) of those units may also be used to satisfy Area E of the CSU General Education Breadth pattern.

Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide and faculty approval. (IIA103; IIA104; IIA105)

Articulation Agreements

The colleges have numerous articulation agreements with local institutions and higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. The Articulation Officer develops articulation agreements at each College in consultation with the faculty.

The College uses ASSIST as the official repository of articulation information for California's public colleges and universities. (IIA1010)

Articulated Non-Credit Continuing Education Courses

Students who successfully complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination. (Evidence: IIA1012)

Distance Education

District policy BP 4020 and procedure AP 4020 Program and Curriculum Development address the process for awarding credit for distance education programs.

Credit for Prior Learning

Course credit for prior learning is consistent for all courses regardless of location or mode of delivery. District policy and procedures allow for academic credit for the following types of nontraditional education: credit by examination, credit available through military experiences, credit available for standardized testing programs, and credit available for courses completed through the American Council on Education (ACE)/The National College Credit Recommendation Service (National CCRS).

Online students go through the same assessment process as on-campus students. First-time online students are encouraged to take the Online Student Orientation at:

<http://www.sdccdonline.net/students/training>.

The college catalog, District policy BP 3900, and AP 3900.1 through 3900.5 provide specific guidelines for the evaluation of credits from other institutions, international transcripts, military

credits, credit by examination, and advanced placement [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.1 Credit by Examination](#); [AP 3900.3 Credit Available through Military Experiences](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#); [AP 3900.5 Credit Available for Courses Completed Through American Council on Education \(ACE\)/The National College Credit Recommendation Service \(National CCRS\)](#)].

Evaluating credits from other regionally accredited institutions starts with submitting an official transcript, in an official sealed envelope, to the District Student Services office. After District Student Services validate the transcript, each course is evaluated for its transferability. The San Diego Community College District colleges **will not** accept the transfer credits from another institution if the evaluation by the District and college evaluators determines that the credits received from another accredited institution do not meet the equivalent standards for a similar course taken at an SDCCD college [[College Catalog](#)]. An approved agency must evaluate international transcripts.

Students may earn credit for skills or knowledge not obtained by formal educational experience or prior course work with content determined equivalent to District courses. Such credit is available through the following:

- Advanced Placement Examinations (AP)
- College-Level Examination Program (CLEP)
- Defense Activity for Nontraditional Education Support (DANTES)
- International Baccalaureate (IB)

District policy and procedures and the college catalog outline the process for students to earn credit through standardized testing programs [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#), and [College Catalogs](#)]. Specifically, to obtain credit, students must request the evaluation of tests and meet the following criteria:

- All official transcripts must be on file.
- Official copies of test scores must be submitted.
- Students must be currently enrolled.

The college catalog includes tables indicating the score necessary, the credit allowed, and the area(s) satisfied for each examination accepted for credit [[College Catalogs](#)].

District procedure and the college catalog outline the limitations on credit by standardized examination in the catalog and District procedures [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#), and [College Catalogs](#)]. These limitations include:

- AP and CLEP examinations may partially be used to clear the American Institutions requirement partially. Detailed charts outlining the acceptance of nontraditional education are included in the college catalog.
- The AP exam can meet the English composition requirement.
- Credit will not be granted for equivalent courses completed.
- Grades are not assigned, nor is the credit used in calculating grade point average.
- Credit granted by SDCCD does not necessarily transfer to other institutions. The receiving College or university determines the transferability of credit.
- Credit awarded through nontraditional education may not be used for grade alleviation.

- A maximum of 30 cumulative units may be granted for acceptable scores on any combination of AP, CLEP, DANTES, or IB.
- Duplicate credit will not be awarded for nontraditional education sources and completed coursework.

Students may earn credit by examination, including high school courses for college credit (credit by examination) in compliance with SDCCD policies and California Code of Regulations, Title 5, sections 55050 and 55052. Students must meet the criteria listed in the college catalog and District policy and procedure [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.1 Credit by Examination](#); and [College Catalogs](#)].

Credit by examination forms is available in the college evaluations office. Students may also earn advanced placement credits towards AA/AS, Intersegmental General Education Transfer Curriculum (IGETC), and CSU general education with scores of 3 or higher. The college catalog clearly outlines advanced placement procedures and awarding of credit.

The catalog and transfer/articulation websites are important resources for students regarding articulation and transfer [[College Catalogs](#)]. The college articulation officer maintains and works with faculty to coordinate articulation agreements with four-year and independent institutions. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors. To ensure quality education, the Articulation Officer ensures the coursework, including coursework done via distance education at the College, will be comparable and accepted by baccalaureate-conferring institutions. The catalog provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites [[College Catalog](#), [ASSIST](#), and [C-ID](#)]. ASSIST is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. Likewise, SDCCD colleges submit individual courses to C-ID for articulation with established course descriptors. C-ID is an online statewide numbering system that identifies comparable courses at different community colleges. The Articulation Officer sends courses to C-ID for approval to ensure courses are equivalent and comparable to CSU courses. Students are encouraged to meet with a counselor for up-to-date information regarding the current transfer of credit and articulation agreements.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

- ISLO Document https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf
- COR and SLO <http://www.curricunet.com/SDCCD/search/course/>
- Catalog and learning outcomes https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-

2022_catalog.pdf

- PR report <https://sdmiramar.edu/services/planning/instruction>
<https://sdmiramar.edu/services/planning/outcomes/evidence>
- Institutional evaluation or planning document PREDD
<https://public.tableau.com/app/profile/miramar.research/viz/PREDD201516-202021/CoverPage>; <https://sdmiramar.edu/sites/default/files/2022-02/Spring%202021%20Graduation%20Survey%20Report.pdf>)

The College maintains institution-level student learning outcomes (ILOs) in the categories of Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; Integrative and Applied Learning. These are the top level ISLOs. There are subsets under each one which cover the ones listed in the criteria: communication competency (2.1), information competency (2.5), quantitative competency (2.4), analytic inquiry skills, ethical reasoning (3.3), the ability to engage diverse perspectives (3.1, 3.2) (Evidence: ISLO mapping & assessment - <https://sdmiramar.edu/services/planning/outcomes/evidence>)

Miramar College assesses at the Institutional level (ILOs), Program Level (PLOs), Course and Service unit level. (SLOs/SUOs). Instructional programs, courses, student services and instructional support services have clearly defined SLOs and/or SUOs.

These outcomes are used for instruction and services to assess courses, programs, and service units. Program level outcomes (PLOs), course and unit outcomes (SLOs/SUOs) are assessed during each three-year cycle. All areas are required to map goals and outcomes to Miramar's Institutional Learning Outcomes (ILOs) as well as the College's Strategic Goals & Plans. (Evidence: Program Review Guide). All Programs and courses offered at Miramar College have established outcomes (PLOs/SLOs). (Evidence: <https://sdmiramar.edu/sites/default/files/2022-02/Spring%202021%20Graduation%20Survey%20Report.pdf>)

San Diego Miramar College publishes Division, School and Program level comprehensive Program Review reports to the College's Program Review website (Note: Ensure that this is reflected on the website). These reports provide summaries of each program and service area program review for the public and internal/ external constituencies as evidence as to how well the College is accomplishing college and program missions. PLOs and SLOs are defined for each instructional program and course respectively. Program information and program-level learning outcomes are published in the College catalog. SLOs are published in the Course Outline of Record (COR) for each course and the College's data management system, namely Taskstream. All SLOs and SUOs are maintained in the data management system and assessed on a three-year cycle. CORs and SLOs are available to the public through the College's curriculum management software, CurricUNET. (Evidence: https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf ; <http://www.curricunet.com/SDCCD/search/course/>)

Analysis and Evaluation

The College's Mission, Institutional Student Learning Outcomes (ILOs), Program Learning

Outcomes (PLOs), and course Student Learning Outcomes (SLOs) are integrated to facilitate student competency toward communication, information, quantitative reasoning, analytic inquiry, ethical reasoning, diverse perspectives, and other areas specific to individual programs. Faculty develop and review course SLOs and PLOs. Each SLO is mapped to a PLO, which is mapped to the collegewide ILOs. This process helps ensure that learning content in academic programs encompasses the breadth of learning outcomes specific to competency, inquiry, reasoning, and engagement appropriate to the program level. (Evidence: Program Review Guide, Outcomes Guide, Taskstream – data management system templates)

Miramar College uses a three-year cycle for both its Program Review process and the assessment of Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) at the course, program and service unit level. An annual update is built into the process to ensure that assessment is ongoing. Additionally, the Research Office reviews all ILOs data collected through the annual graduation surveys. Discussion and analysis of the data culminates in the ILO Report, which is used as a one of the planning tools to inform and drive program improvement via program review. (Evidence: <https://sdmiramar.edu/sites/default/files/2022-02/Spring%202021%20Graduation%20Survey%20Report.pdf> <https://sdmiramar.edu/sites/default/files/2022-02/San%20Diego%20Miramar%20College%20Graduation%20Survey%202018%20-%202021%20.pdf>). This report is published on Miramar’s website and available to the College community.

The College updates and enhances its program review plan prior to the close of the three-year cycle. A Program Review and Outcomes Assessment Plan with a focus on quality was developed in Fall 2021 and approved in Spring 2022. The focus of the 2021-2024 plan is on supporting faculty and staff in the quality assessment process. (Evidence: 2021-2024 PROA Plan)

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

The College awards the Associate in Arts Degree, the Associate in Science Degree, and the Certificate of Achievement to students who complete specific major preparation, district graduation requirements, general education, and other requirements as specified in the College Catalog (Evidence: [Page | 117](https://www.sdccd.edu/docs/StudentServices/catalogs/2021-</p></div><div data-bbox=)

[2022/Miramar_2021-2022_catalog.pdf](#)). San Diego Miramar College ensures alignment with ER 12 (General Education) by following District Board Policies and Procedures regarding general education requirements for degrees (Evidence: P 5025/ AP 5025: Philosophy and Criteria for Associate Degree and General Education (<https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205025.pdf>)).

District policy and procedure describes how general education is based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas:

- Critical thinking, writing, and oral communication
- Understanding and the ability to use quantitative analysis
- Awareness of the arts and humanities
- Understanding of physical, social, and behavioral sciences as they affect one's interaction with the diverse local and global communities.

As mandated by California Code of Regulations, Title 5, Section 55063, the California Community Colleges general education requirements consists of 18 semester units within the following four areas: Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality. California Code of Regulations, Title 5, Section 55806 defines each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four. The College provides the option for students to complete one of four different general education (GE) options, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the District's GE core and competencies specified above. GE advising sheets are provided and updated each academic year for use by Miramar's academic counselors during educational planning sessions with students in which they discuss and map all required courses for a degree. These GE options are listed below:

- The SDCCD General Education Pattern and district graduation requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
- The California State University General Education (CSU GE) Breadth Pattern
- The Intersegmental General Education Transfer Curriculum (IGETC) Pattern
- The SDCCD General Education Pattern (only available for some transfer-specific majors) (Evidence: <https://sdmiramar.edu/sites/default/files/documents/2020-07/Fillable%20Associate%20Degree%2020-21.pdf>)

The specific breadth and categories of knowledge in each GE area are determined by the requirements of the particular GE pattern being followed:

- For Associate Degree GE, the breadth is prescribed by California Code of Regulations Title 5, Section 55063 (Evidence: screenshot <https://govt.westlaw.com/calregs/Document/I0A0D2703ECD14733B411676D23F9752F?transitionType=Default&contextData=%28sc.Default%29>)
- For the CSU GE pattern, the breadth is prescribed by CSU Executive Order 1100 (Evidence: screenshot <https://calstate.policystat.com/policy/8919100/latest/>)
- For the IGETC pattern, the breadth is prescribed by the IGETC Standards document (Evidence: https://icas-ca.org/wp-content/uploads/2021/06/FINAL_IGETC_STANDARDS-2.2_1June2021.pdf)

The College adheres to all changes in GE patterns, such as the recent addition of an Ethnic Studies requirement and college-level math and English courses.

Discipline faculty propose courses in their own discipline as appropriate for inclusion in general education, based upon student learning outcomes and competencies appropriate to the degree level. The College Curriculum Review Committee, which includes faculty with expertise in GE requirements, reviews and approves proposed additions in alignment with District Policy and Procedure (Evidence: *BP 5020/ AP 5020: Curriculum Development*). Some GE courses are also offered in distance education mode, but all courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. GE courses offered via distance education follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A GE course will apply to a degree whether it is taken via distance education or face-to-face instruction.

General Education course proposals are also reviewed by faculty at the other colleges within SDCCD, by District Educational Services, and by the District Curriculum Instructional Council (CIC). GE courses are aligned for all three Colleges within the District. Therefore, discipline faculty, Department Chairs, School Deans, the three Articulation Officers, and the Vice Presidents of Instruction also review courses proposed for general education at each campus. This review consists of comparing the content, student objectives, and student learning outcomes in the course to the standards and criteria established for various GE categories. Upon review by the three campuses, CIC reviews and approves all GE courses to ensure they meet specific requirements as outlined in District Board Policy (Evidence: *BP 5025: Philosophy and Criteria for Associate Degrees and General Education*). CIC approval of GE is a separate curricular action conducted two per year. Final approval rests with the District's Board of Trustees as per District Board Policy (Evidence: *BP 5020 and Administrative Procedure AP 5022: Course Approval* - <https://www.sdccd.edu/docs/District/policies/Instructional%20Services/BP%205020.pdf>).

GE proposals are reviewed and approved as a separate curricular action twice per year at CIC and comply with ER12 (General Education). San Diego Miramar College's general education patterns determine the intellectual inquiry and breadth of knowledge expected of all graduates. For example, the Natural Sciences GE requirement includes instruction to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of relationships between science and other human activities. The Humanities GE requirement includes instruction encouraging an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another and an understanding of ethical behavior as it applies to the human condition. Each of these requirements serves both to promote separate kinds of various ways and breadth of intellectual inquiry and to expose students to different types of diverse areas of knowledge.

As described in Standard II.A.11, the College has determined that SLOs for general education are the same as those for the institution, culminating in a single set of Institutional SLOs (ILOs). The ILOs include statements on students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad

comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (Evidence: screenshot <https://sdmiramar.edu/services/planning/outcomes/evidence>). College constituency groups, culminating with the College Council, reviewed and approved the ILOs, and they are published in the College Catalog (Evidence: pages 12-13 of https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf).

The College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees stated in the College Catalog. The College, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, as described in the ILOs.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Response forthcoming

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Response forthcoming

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

District Administrative Procedure *AP 5019: Instructional Program Review*

District Administrative Procedure *AP 5020: Curriculum Development*

District Administrative Procedure *AP 5021: Instructional Program Discontinuance*

San Diego Miramar College Viability Review of Instructional Programs

San Diego Miramar College Catalog: Petition for Graduation and Catalog Rights

The College has a clearly defined policy to review programs. Per the policy of the Board of Trustees and through mutual agreement with the Academic Senates, program discontinuance procedures shall be established by the colleges and Continuing Education guidelines that include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community. (Evidence: [IIA15¹](#), [IIA15²](#))

A program is marked for discontinuance when it no longer satisfies the College's Mission, Strategic Plan and Educational Master Plan; the needs of its students; and the requirements of the community it serves.. In alignment with District Administrative Procedures (Evidence: [AP 5021: Instructional Program Discontinuance](#)), Miramar College follows its approved Viability Review of Instructional Programs process (Evidence: [Viability Review procedure](#)), which includes the following steps:

- Steps to monitor the impact on other areas including articulation, transfer agreements, student notification, transition and assistance in program completion;
- A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community;
- A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternate means;
- A plan that ensures an open and transparent participatory governance process in generating any recommendation to the Board of Trustees regarding program discontinuance; and
- An agreement with the District for retraining and placement of faculty impacted by program discontinuance per collective bargaining agreement with AFT.

Analysis and Evaluation

Instructional faculty, counseling faculty, and administrators from both Instructional and Student Services work collaboratively to ensure students are advised appropriately on how to complete educational requirements when programs are eliminated or when program requirements are significantly changed.

San Diego Miramar College department faculty regularly review courses, and awards, and programs to determine if modifications are necessary in order to continue to meet the program's goals and learning outcomes. This review occurs in alignment with the District Administrative Procedure (Evidence: [AP 5019: Instructional Program Review](#)) and as part of the College's Program Review process, but departments may also revise programs at other times if needed. Programs are modified through the addition or removal of course requirements. All such changes must be approved by the College Curriculum Committee, the

District Curriculum Instructional Council, and the District Board of Trustees, in alignment with Administrative Procedure (Evidence: AP 5020: Curriculum Development). Program modifications take effect in fall semesters when the new academic year's college catalog is published. Minor changes to programs are reported to the California Community College Chancellor's Office (CCCCO) as an information item. Major changes to programs must be approved by the CCCCCO prior to implementation. Substantive changes, as defined by ACCJC, must also be submitted as a Substantive Change Proposal for approval. Course instructors, counselors, and the college catalog are used to notify students of program changes. Students may establish catalog rights to the college catalog in effect at the time they began their studies at any California Community College (CCC), California State University (CSU), or University of California (UC), or the San Diego Miramar College Catalog in effect at the time of graduation. In addition, students who have been in continuous enrollment may petition a counselor to graduate under another catalog in effect while continuously enrolled, based upon changes to program requirements (Evidence: Catalog page on Petition for Graduation and Catalog Rights). College counselors assist students in modifying their education plans to address program or award changes. Students may also petition to graduate with different requirements when courses required for a student's intended program or award are no longer offered. Student catalog rights and the petition process extend to programs that have been eliminated. Therefore, a student may receive a degree or certificate in a program that was discontinued in the past and no longer appears in the College Catalog. However, if a student breaks continuous enrollment, they are no longer eligible to follow the original catalog and must complete the requirements of the revised or new program or award.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

- Movement to meaningful program review college-wide
- Integration of Administrative Services, Instructional Services, and Student Services
- Student Learning Outcomes; ILO's

Response forthcoming

Conclusions on Standard II.A: Instructional Programs

Response is forthcoming

Improvement Plan(s)

Response is forthcoming (If applicable)

Evidence List

Response is forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

San Diego Miramar College provides a comprehensive approach to Library and Learning Support Services in alignment with the college mission by creating access to services for all students to successfully achieve their career and educational goals. The Library offers sufficient print and electronic resources to support the campus community both in person and online. In addition, Miramar College offers a range of learning support services through the Academic Success Center (ASC), Math Lab, and Independent Learning Center (ILC). These centers offer the campus community a multitude of programs and services to support students in their educational journey both on campus and online.

Analysis and Evaluation

San Diego Miramar College provides its students, faculty and staff with a state-of-the-art library and a variety of student learning facilities and learning support services as identified in district Board Policy *BP 5040: Library and Learning Support Services* (Evidence: [II.B.1-1](#) [II.B.1-2](#)). Miramar's college catalog offers details about the library and other learning support services (Evidence: page 87, https://www.sdccd.edu/docs/StudentServices/catalogs/2021-2022/Miramar_2021-2022_catalog.pdf). Library and learning support service needs guide the continued development of services and resources therein. In alignment with ER 17 (Information and Learning Resources), the facilities and services are consistent with the size of the institution, the characteristics of the student population, and the mission of the College, and many are conveniently housed in the College's Library and Learning Resource Center (LLRC) building.

The College provides all students with an on-campus library and online library services to support students enrolled in face-to-face classes as well as those in distance education classes (Evidence: [II.B.1-3](#)). The Miramar College Library facility is 42,600 square feet with a seating capacity for 1,265 students and 88 computer workstations. There are also two library classrooms where 71 students can participate in Bibliographic Instruction (BI) orientations. Each classroom is outfitted with computers at each student workstation and utilizes LanSchool 7.7 classroom management software for instruction. Miramar's students also have web-based access to all library and learning support services. The College Library subscribes to Alexander Street, CQ Researcher, Credo Reference, CountryWatch, EBSCOhost, Gale eBooks, HeinOnline Academic, Infobase, JoVE, JSTOR, Oxford Reference, ProQuest, Psychiatry Online, Reference Shelf, Sage Reference, SIRS Knowledge Source.

The Miramar College ASC, IILC, and the Math Lab offer a variety of learning support services including tutoring, academic and student success workshops, study spaces, meeting space, computer stations, and resources/manipulatives (anatomy models, textbooks, study guides, calculators). The ASC and ILC are co-located in the LLRC building. These joint departments house eight study suites, a conference room, training room, program space, independent and group study spaces, and 135 computer stations. The Math Lab is located on the second floor of the Math Building and is conveniently located next to classrooms where Math is taught on campus and next to Math faculty offices. Students access the ASC, ILC, and Math Lab for one-on-one, embedded tutoring review sessions, group and independent study, and workshops. Tutoring services are offered both in-person and online, asynchronously and synchronously. Tutors are available to support students on a drop-in and appointment basis. Tutors are also embedded in several courses including math, English, English Language Acquisition (ELAC), and Career Technical Education (CTE) courses. The open study areas in the ASC, ILC, and Math Lab are equipped with tables and chairs that seat 4-6 students. Each study suite can accommodate 2-6 students comfortably and is equipped with tables, chairs, a dry erase board, and markers. The computers are imaged to include the standard Microsoft Office suite and have internet access. The Centers are also equipped with Pay-for-Print services and an Add Value machine for students to print out papers for their courses. Information on how to access academic support services is available on the ASC webpage, and on the Student Support Hub on the Miramar College Canvas page. Information is also made available to students through various social media including Facebook, Instagram, and Twitter.

Web-based learning support services are available through the Academic Success Center Zoom Hub and the Writing and English Language Lab (WELL) online tutoring services. The ASC contracts with StarCA, and NetTutor to supplement tutoring services available to students online. The Academic Success Center created several videos on how to access learning support services including; how to access the Tutoring Page on the Canvas Student Support Hub, how to utilize the paper drop-off feature, and how to access NetTutor and StarCA. The ASC staff also host several workshops during flex week at the beginning of each semester and throughout the year to provide information on all programs and services offered by the center.

Additionally, the Instruction Librarian created videos and curated an additional 13 videos that walk students through the research process and the resources available at Miramar College. The Librarian has created and maintained 64 LibGuides (Evidence) for specific courses and tasks. LibGuides is a Content Management System that librarians create for instructors and their classes to aid in content delivery and can be found on the college Library's webpage under "Research Guides." These research guides typically include embedded videos, links to print books & eBooks, subscription databases that are topically related to the subject; and citation tutorials. The Instruction librarian checks LibGuides for ADA compliance using the WAVE Web Accessibility Evaluation Tool. (Evidence: II.B.1-4). These Research Guides and Videos are embedded in many Canvas courses. In addition to the Library webpage, the Library is building a Library Support Hub inside Canvas in conjunction with the Guided Pathways team. Departments under Library and Learning Support Services regularly assess the effectiveness of programs, services, and resources, in supporting the learning needs of students through the extensive Program Review process. Please refer to standard I.B.5 regarding the program review process.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

San Diego Miramar College uses the annual program review process to identify, maintain, and select educational equipment and materials to support student learning and enhance the achievement of the college mission. In addition to the program review process for the college, which includes involvement through governance committee recommendations, the college also relies on the expertise of faculty, including librarians and faculty tutoring coordinators, to determine, select, and maintain education equipment, materials, technology, and programs to support academic success.

Analysis and Evaluation

Librarians coordinate the purchase and maintenance of library materials with the current instructional offerings using syllabi provided by instructional faculty and researching the collection to ensure there are sufficient materials available for students to successfully complete the course. Faculty are encouraged to meet with the librarians and discuss the print and electronic resources that their students will be using during the semester. Furthermore, librarians create a collection development plan for the library resources and submit it to the instructional faculty to solicit input regarding the proposed expenditures for each area of resources requested (**Evidence: II.B.2-1**). This process provides an opportunity to identify gaps or imbalances in the library resources and/or materials.

The library collections are made available to students with remote access by the authentication of their student status. Their CSID number, along with their password, provides access to the online library catalog, eBooks, and research databases. Nearly 50% of the library's book collection is available online in full text as well (**Evidence: II.B.2-3**).

Maintaining the currency of the book collection, both electronic and print, is a vital task performed by the librarians on a continuous basis. The librarians collaborate with classroom faculty during this process to determine depth of content and quality of resources required to supplement their course materials. The library database evaluation process begins by meeting with database vendors, demonstrations and trial periods.

The Academic Success Center team coordinates the selection and maintenance of equipment and materials of the ASC, ILC, and Math Lab in order to provide robust programs to support student learning. The Faculty Tutoring Coordinator regularly meets with faculty during department and committee meetings to determine the academic support needs for their respective areas. Furthermore, the Faculty Tutoring Coordinator solicits feedback every semester regarding the quality of programs and services offered by the ASC.

The inventory and effectiveness of library and learning support equipment and materials, is done using the Instructional Support Services Program Review Process (**Evidence: II.B.2-2**). Usage statistics provided through LibGuides, the eBook collection, online databases, and the

On-Demand library services indicate how often they are accessed during the course of the academic year (Evidence: II.B.2-4;II.B.2-5;II.B.2-6).

Equipment and material needs are identified through the Instructional Support Services Program Review process, which includes the Miramar Library (Evidence: II.B.2-2 ; Academic Success Committee minutes and Minutes of meetings of library and/or learning support personnel and/or faculty), Academic Success Center (ASC), , the Audiovisual Department, and the Instructional Computing Support Department. and the Miramar Library (II.B.2-2). All goals and resource needs identified in Program Review are linked to the College's Strategic Plan Goals, which are based on the college mission, thus ensuring achievement of the mission through evaluation of these services.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Every year the Miramar Library engages in an evaluation of services and a needs analysis through the Program Review process (Evidence: II.B.3-1). Library faculty also carry out ongoing evaluations of the library collections, taking into account usage statistics, course offerings, course assignments, publishing output, and input from students and faculty. The annual Program Review process allows the library to identify its needs based on data from the previous year. Specifically, the library has identified and measured four service unit outcomes (SUO) in meeting student learning needs. These SUOs are analyzed, and key action items are developed in order to measure progress on the effectiveness of library services rendered (Evidence: II.B.3-2).

Once the assessment from the previous year is conducted, it serves as the basis for the Program Review Report. The library uses the Program Review process to identify departmental goals and reports major changes that have occurred within the past year. The department goals are then detailed out with identified resources needed in the upcoming year that will allow the library to better serve students (Evidence: II.B.3-3). Based on 2020-21 Program Review, one of the library's goals is to increase database, books, and supply budgets for student learning. The library also utilizes an evaluation survey that provides feedback from the faculty, staff, and administrators as to the effectiveness of the Library and learning support services on student learning, Student input through the library point-of-service surveys provides direct feedback about the library's resources and whether or not their needs are met (Evidence: II.B.3-4). Learning support services through the ASC, ILC, and Math Lab are included in the Program Review Process. Through this process, the services analyze data in order to assess their success in achieving goals connected to unit outcomes, student success and retention, and alignment with statewide initiatives, and the College mission and vision, strategic goals, and priorities. In alignment with college equity goals, and in response to national conversations around diversity,

equity, and inclusion, the Academic Success Center introduced a revamped Tutor Training centered on culturally responsive tutoring strategies. Additionally, as the College implements Guided Pathways and introduces Academic and Career Pathways Success Teams, the ASC utilizes data to develop action plans for providing learning resource services to meet student and program needs.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

The Miramar College Library participates in a consortium to offer LibChat, an online reference service to students 24 hours a day, every day. This consortium also allows the College to offer LibGuides and LibAnswers. LibGuides is where the library creates research and how-to guides for specific courses.

The Academic Success Center (ASC) participates in a consortium to offer StarCA, an online tutoring platform available to students outside the hours of operation for the center. The consortium allows students to access tutors employed at California Community Colleges. These tutors typically provide support in subject areas not currently staffed by tutors at Miramar College. Students also have access to tutors outside the typical hours of operation for the ASC. The ASC collects and reviews data on student use regularly to assess effectiveness regarding student success.

In addition, the (ASC) is contracted with NetTutor, an online tutoring platform available to students outside the hours of operation for the center. The consortium allows students to access tutors who provide support in subject areas not currently staffed by tutors at Miramar College. The ASC collects and reviews data on student use regularly to assess effectiveness regarding student success.

The Miramar Library maintains an interlibrary loan agreement with the libraries at the two other Colleges within the San Diego Community College District: San Diego Mesa College and San Diego City College. The library also makes use of several external collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These relationships are described below:

San Diego/Imperial Counties Community College Learning Resources

Cooperative (SDICCCLRC). This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint

Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing (**Evidence: II.B.4-1**).

Community College League (CCL). The Miramar Library is a participating member in CCL, which is a statewide organization of all community college libraries and whose subcommittee evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost and SIRS Knowledge Source (**Evidence: II.B.4-2**).

The College enjoys many benefits from the cooperative relationships above. SDICCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. For example, the consortium media library is a resource for the faculty, but most faculty have come to prefer locally-owned media. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. The College takes responsibility for and assures the security, maintenance and reliability of services provided directly. All services provided directly by San Diego Miramar College are evaluated through the Program Review process.

Conclusions on Standard II.B: Library and Learning Support Services

As evidenced above, San Diego Miramar College meets this standard. The college provides a comprehensive approach to Library and Learning Support Services through robust programs and services to support the success of the diverse needs of our students both through in-person and online services. Faculty and Classified educators utilize the Program Review process and other assessment tools to continually evaluate all learning support services and use these evaluations as the basis for improvement to meet the needs of the student and campus community. While the College meets this Standard, it is committed to continual improvement.

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

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C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The District provides support to the College's regular evaluation of the quality of their support services through discussions at District Student Services Council (Evidence: [IC1](#)), and regular workgroup meetings with the following departments:

- Admissions and Records
- Counseling
- Extended Opportunities Programs and Services (EOPS)
- CalWORKs
- Financial Aid
- Veteran Services

The District provides support and assistance to help students succeed in online education courses by directing them to the District's "Online Learning Pathways" website whenever enrolled in an online class (Evidence: [IC1](#)). The Online Learning Pathways provides support and ongoing services to students before and after they register and faculty to support student success in the online environment. The colleges' program review processes also monitor and track student success in online programs.

Analysis and Evaluation

Response forthcoming

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Response forthcoming

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The District supports the colleges' efforts to assure equitable access to all its students through its website, student information system, and other interactive online technologies. For example, admissions and registration processes are completed online using CCCApply and Campus Solutions (Evidence: [IIC3¹](#); [IIC3²](#)). Students can view the class schedule online at any time (Evidence: [IIC3³](#)) on the District website and Campus Solutions. Most of the following services are accessible online through mySDCCD:

- Viewing Financial Aid
- Paying for Classes
- Registering for Classes
- Viewing and Ordering Official and Unofficial Transcripts
- Applying for Graduation

Placement Assistant and ELAC GO are self-guided placement tools accessible online (Evidence: [IIC3⁴](#); [IIC3⁵](#)). These systems can be used both in-person and online and do not require physical access to campus.

Forms for most campus services are available through our online service desk JIRA (Evidence: [IIC3⁶](#)). Students can complete and submit documents online and obtain other support services online through the mySDCCD Support Desk ([IIC3⁷](#)). The District provides colleges with training and support in using these online systems through the mySDCCD Info Hub (Evidence: [IIC3⁸](#)).

Additionally, San Diego Miramar College students have access to comprehensive academic and student support services such as the College Catalog, Schedule of classes, and Student Support Services via on the ground sites, and online through the College website, social media accounts, etc. To further support students in utilizing technology, San Diego Miramar College has created online tutorials and videos to assist students in using this technology, as well as an online chat feature where students and ask questions and receive answers. (Evidence: [II.C.3.1](#); [II.C.3.2](#); [II.C.3.3](#); [II.C.3.4](#); [II.C.3.5](#))

(Note: Additional evidence needed to determine how we address the gaps so that we can allocate resources/funding as appropriate (Evidence: Surveys, Program Reviews, Budgets/Budget or spending guidelines)

Equity in technology access (Evidence: [II.C.3.11 Online Matriculation Apply, Create Student Portal, Orientation, Meet w/a Counselor, Financial Aid, Enroll](#))

Phone and Zoom Counseling (Evidence: [II.C.3.12 waiting for link/document from gen. Counseling](#))

Financial Aid TV (Evidence: [II.C.3.13](#))

Analysis and Evaluation

San Diego Miramar College **has established protocols (Note: need to expand)** offers a wide array of student support services both in-person and remotely, in order to ensure that regardless of service location, or delivery method, the needs of students are met. The college offers diverse services including counseling, online student engagement through clubs, and organizations, as well as access to appeals, petitions, policies and procedures through our Admissions and Financial Aid offices. The San Diego Miramar College Counseling Department in conjunction with the Transfer Center, offer a variety of workshops to support students through creating and understanding a comprehensive educational plan, the transfer process, and academic probation (**Evidence: II.C.3.6; II.C.3.7; II.C.3.8**). Our Disabled Student Support Program and Services (DSPS) and Extended Opportunity Program and Services (EOPS) offer additional student support that assist in matriculation, registration and the creation of educational plans (**Evidence: II.C.3.9; II.C.3.10**) Prior to the pandemic, our Outreach Office, in conjunction with the San Diego Miramar College Counseling Department, provided in-person matriculation and registration workshops. Currently, this support is delivered remotely. (**Evidence: II.C.3.5**)

(Note: Miramar assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.) Funding from various sources (general, categorical, miscellaneous grants, etc.) is utilized to address equity gaps in services. As an example, during the pandemic and through the present San Diego Miramar College addressed inequity in technology access by providing laptop rentals, and opportunities for low, or no cost internet access, as well as additional financial assistance to those who qualified.

- 4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Athletic and co-curricular programs at San Diego Miramar College provide unique opportunities for student engagement, enrich learning, and contribute to the overall development and campus participation of Miramar College students. These engagement opportunities allow students to acquire new skills, while also enhancing those, which they already possess. San Diego Miramar College offers the following athletic and co-curricular opportunities;

Program	Campus, Cultural and Social Contribution
Intercollegiate Athletics: 5 official programs	San Diego Miramar College a wide array of competitive and recreational sports for student-athletes; (Evidence: II.C.4.1; II.C.4.2 (p. 74);

	<p>II.C.4.3) <i>Mission Statement for Athletics</i> <i>Coaching Approach or monitoring athletic progress</i></p>
Office of Student Life	<p>Provides a variety of services, activities, and learning opportunities designed to engage students in the college experience. Mission is to promote the success of students, enrich the quality of campus life, and support classroom instruction; (Evidence: II.C.4.4; II.C.4.5))</p>
Associated Student Government (ASG)	<p>Offers students the opportunity to participate in student government, develop leadership skills, civic engagement such as voter registration drives and coordinate special events. ASG representatives reflect the diversity of the student body and are allowed to recommend policies and procedures. Officers of the ASG are elected at large by the general student body; (Evidence: II.C.4.6; II.C.4.7))</p>
Student Clubs and Organizations	<p>Student Clubs are an integral part of student life at San Diego Miramar College. Student organizations provide opportunities to make friends, pursue special interests, and gain leadership skills; (Evidence: II.C.4.8; II.C.4.9))</p>
<p>Basic Needs: Food Security Programs; San Diego Miramar College Jet Fuel Pantry, The Really Really Free Farmers Market, Retail Rescue at the Jet Fuel Pantry, CalFresh</p> <p>Homeless Resources</p>	<p>San Diego Miramar College has been very active in addressing the food insecurity issues of its students. Over the past year, the Office of Student Affairs along with the student group REACT, has led the way in developing programs that directly provide nutritious meals to students as well as assisting students in identifying resources to nutritious food. Resources to support these endeavors are made possible by a grant from the California Community College Chancellor's Office, Feeding San Diego, San Diego Food Bank and donations from the Miramar College Community; (Evidence: II.C.4.10; II.C.4.11 Homelessness Resources: II.C.4.12))</p>
<p>Student Employment (Note: # of job placement)</p>	<p>San Diego Miramar College's mission is to assist students in developing career goals by exploring their values, skills, personality traits and interests in an inclusive and supportive environment. We prepare students to make informed decisions about their futures by providing career-related counseling, comprehensive resources and specialized programs. The Career Center is dedicated to serve diverse populations by offering an array of career-</p>

	<p>development activities that inspire and support each student’s lifelong career journey. Students also receive assistance in Job Placement Services; (Evidence: II.C.4.13) San Diego Miramar College also participates in the Federal Work Study Program, by allowing students to earn part of their financial aid award by working in an assigned job, either on-or-off campus; (Evidence: II.C.4.14)</p>
<p>Music</p>	<p>Provide students with the basic skills for engineering, recording, mixing and producing music for various music and audio industry recording fields. The program also provides students with skills in basic musicianship, theory, ear training and music business. The academic program in Music Studies provides students with basic musical skills required in the discipline in preparation for transfer to a four-year institution; (Evidence: II.C.4.15)</p>

(Note: Miramar evaluates the quality and effectiveness of its co-curricular programs on a regular basis. The College has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs.)

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

San Diego Miramar College realizes the critical role that counseling plays in supporting student success. The college provides counseling services to a diverse population, including services that are targeted to support disproportionately impacted populations. The Counseling Department has XX fulltime faculty members, and XX part-time faculty members. Counselors offer career and major exploration, transfer and degree guidance, transcript evaluations, course placement assistance, and educational planning. Additionally, matriculation and registration workshops are held both in-person and via Zoom. Counselors teach personal growth courses, which cover content such as college success and lifelong learning, career and life planning, and life skills and stress. Miramar College has structures in place to verify that all pertinent information on academic requirements are accurate and disseminated in a timely manner. All counselors attend bi-weekly meetings to share information, best practices, and to clarify questions or concerns and have additional meetings to stay abreast of changes within their

specific programs. Counselors work with Department Chairs, District Articulation Offices and Evaluators, and various institutions to ensure transfer and articulation agreements are current and accurate. This collaboration ensures that educational plans and program mappers provided to students are accurate.

Counselors have ample opportunities for professional growth and development through in-person and online courses, campus committees, membership in professional organizations, and institutional learning opportunities (Evidence: ?). The Department of Counseling also used internal evaluations and reviews in order to ensure that counselors were providing students with information in an equitable and accurate way. These include an annual evaluation of programs and services, student satisfaction surveys (Evidence: Prog Review?), and the faculty tenure evaluation process in which all faculty, pertinent to their contract stipulations, are evaluated appropriately by colleagues and students (Evidence:?).

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

San Diego Miramar College adheres to admission policies consistent with both the District's and its own mission. The District has also established policies for admissions and enrollment (Evidence: II.C.6.1; II.C.6.2; II.C.6.3]. In addition to the published board policies, this information is also available in the college catalog both as a hard copy and electronically (Evidence: II.C.6.4). Additional information is also available on the Admissions & Records website, as well as Outreach (Evidence: II.C.6.5; II.C.6.6; II.C.6.7). San Diego Miramar College is also in the process of publishing clear pathway/program roadmaps for degree, transfer and certificate completion (Evidence: roadmap from GP)

Analysis and Evaluation

Admissions policies comply with state regulations and are published in the college catalog and on college and District websites. (Evidence: IIC⁶, IIC⁶², IIC⁶³, IIC⁶⁴) In accordance with Board Policy 5010, admission is open to all persons who possess a high school diploma or California High School Proficiency exam certificate, or high school equivalency certificate (Evidence: IIC⁶⁵). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are provisionally admitted. The College adheres to Districtwide policies and procedures specific to the admission of special categories of students:

Special Admission High School Students

The District admits concurrently enrolled high school students as special part-time students per District policy and state law as follows:

Students must have completed the 10th grade.

- High school students must satisfy course prerequisites and eligibility requirements.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.

- Students are given college credit for all courses. Grades will be part of the student's permanent college record.
- Concurrently enrolled high school students whose college grade point average falls below 2.0 or who do not complete 60% of all units attempted will not be permitted to re-enroll without approval from a college counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal. (Evidence: [IIC6⁶](#))

F-1 Visa Students

The College accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the college catalog. Admission is granted based upon the following criteria: before acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL score, demonstrated financial independence, health clearance, and program of study. (Evidence: [IIC6⁷](#), [IIC6⁸](#), [IIC6⁹](#)).

(Note: The College has governing board approved admission policies that are consistent with its mission (evidence:) Additionally, the policies specify the qualifications of students appropriate for its programs.)

In addition to providing program information in the catalog, campus websites, and meetings with counselors, San Diego Miramar College is incorporating a Guided Pathways (GP) framework into its approach in supporting students. Guided Pathways provides students with a set of clear course-taking patterns aimed at promoting better enrollment decisions and preparing students for future success. Guided Pathways also integrates support services in ways that make it more efficient and effective for students to obtain the help that they need as they progress to completion (Evidence: [II.C.6.8](#)). Programs and majors have also been broken up into ACPs, where similar programs of studies are linked together and then students are able to learn more about the programs as well as access program roadmaps, which provide guidance on course sequencing (Evidence: [II.C.6.9](#); [II.C.6.10](#)). Counselors team with instructional faculty in devising the best pathways for students, as well as ensuring that there is sufficient support for students along these pathways. Access to clear pathways lessens confusion and allows for a more successful completion of a student's educational journey.

Furthermore, fully matriculated students can access their Academic Requirements, via our Campus Solutions (PeopleSoft student database system). This is an online platform that tracks a student's academic progress via a degree audit system, so a student can track degree progress in real time (Evidence: [II.C.6.11](#)). In addition to the above referenced tools, students may always make an appointment to speak with a counselor.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

With the implementation of California Assembly Bill AB 705, which required colleges to maximize the probability that students will complete their math and English requirements in their first year (Note: Need to clarify), the College is no longer using an instrument for placement. To comply with AB 705, the San Diego Community College District colleges have adopted the guided and self-placement methods in compliance with Title 5 Section 55522 and Chancellor's Office AB 705 guided and self-placement rules (Evidence: IIC7¹).

Students are assigned their math and English placement based upon their high school performance responses on CCCApply. If students did not answer the high school questions or have graduated from high school more than ten years ago, students are directed to an online Placement Assistant tool, which aligns with CCCApply and state guidelines. Using the same questions and placement logic as CCCApply, students are assigned an English and math course placement upon completing Placement Assistant.

Students who have graduated from a U.S. high school within the past 10 years will receive the placement levels based upon high school performance information that is provided on the application from admission (Evidence: Assessment via College Application from catalog). The college application (CCCApply) will identify English and math courses that students can enroll in using prior high school history. Students will report cumulative, unweighted high school GPA, courses completed and grades received in English and math courses (Evidence: II.C.7-1).

Additionally, students who have graduated from a U.S high school more than 10 years ago, completed the GED or HiSet exam are eligible for Placement Assistant. The Placement Assistant will identify courses that students can enroll in using prior academic history. Students will report cumulative, unweighted high school GPA, courses completed and grades received in English and math courses. Based on the information reported, students will receive an English and math placement milestone. Students who graduated from a foreign high school should contact the Assessment Center for guidance (Evidence: II.C.7-1; Assessment via Placement Assistant from catalog). (Note: Timeline of periodic evaluations of assessment or placement instruments to ensure continued consistency and effectiveness;

- A&R Program Review (for evaluation of Admissions process)
- Counseling Program Review
- Equitable placement and completion: English and Math validation of practices and improvement plans
- Transfer-level English & math outcomes and persistence analysis (published in Spring 2020)

Distance Education:

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for distance education courses.

Analysis and Evaluation

San Diego Miramar College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate and is at least age 18, without requiring Scholastic Aptitude Tests. As an open-access institution of higher learning, the College's admissions policies and practices are consistent with the College Mission Statement, the California Education Code, Title 5 regulations, and the statewide mission for the California Community Colleges. These policies are printed in the College Catalog and posted on the College Website (Evidence: II.C.7-1; II.C.7-2). High school students at the junior or senior level requesting concurrent enrollment may also apply for admission to San Diego Miramar College as "special part-time" students with the permission of and documentation from a parent/guardian and a high school principal (Evidence: II.C.7-2; II.C.7-3). Effective beginning in?, students receive placement recommendations for math and English based on multiple measures, including previous academic history (courses taken and academic performance) and counselor recommendation.

A Placement Assistant tool is also available and is intended for students who have not been placed for in English and math yet (Evidence: II.C.7-4) upon completion of the application process. The online placement assistant tool asks the same questions as those on CCCApply (Evidence: IIC7³). The Placement Assistant tool asks the following questions:

1. Did you graduate from high school in the United States?
2. High School Graduation Year
3. High School Cumulative GPA
4. Select the last Math class you passed with a C- or better
5. Select the last English class you passed with a C- or better

In addition, if a student indicates on CCCApply that they are not comfortable speaking and writing in English, they are directed to ELAC Go (Evidence: IIC7²), where they will go through a guided self-placement to determine the appropriate level of English or English Language Acquisition (ELAC) class.

The tool offers students a new way to be placed into English and mathematics courses based on self-reported data and is designed to be inclusive for all students no matter the educational history or time from the last completed course. This means that it will be open to those who have not received a diploma and have GED scores, HiSET scores, CHSPE (Note: expand acronyms) scores or even completed schooling in a foreign country.

(Note: Miramar has established processes to evaluate the effectiveness of practices and tools of admissions and placement. The College uses evaluations of placement processes are used to ensure their consistency and effectiveness.)

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The District's procedures for classifying, retaining, releasing, and destroying student records fully comply with state and federal law. All permanent records are securely maintained, backed up nightly, and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Students must provide a written request to access their records to a third party, following federal and state law. Staff is granted access based on a "need to know" basis with the approval of the appropriate manager. All employees must acknowledge the confidentiality of student records when receiving access to the student records database annually. Training on the confidentiality of student records is provided periodically by the Vice-Chancellor of Student Services, who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for releasing student records in all publications and on the District and college websites.

Analysis and Evaluation

Miramar College, as part of the SDCCD, complies with all state and federal laws and District policy regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a *secured database, including nightly backups and off-site storage*. The District's Student Records policy (Evidence: [IIC8¹](#)) identifies the various classifications of student records and the process for disposition and destruction according to state regulations. Information about the release of student records is published in college catalogs, websites, and District Student Website (Evidence: [IIC8²](#), [IIC8³](#), [IIC8⁴](#), [IIC8⁵](#)).

Secure Storage

Pre-July 2018

The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. Student records were permanently maintained by Ellucian's ISIS (Student System) Cobol application and secured IBM's DB2 database, which supported full-page and row security. The DB2 database was backed up multiple times during the day and critical steps in nightly batch processing updates. The daily backups also included all copies of flat files, program libraries, VSAM files (Student Aid Module), archives, and transaction logs. The entire mainframe volumes, including complete operating system files, were backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations.

The ISIS Student System was also integrated with a records Imaging System provided by ImageSource, which maintains critical document images indexed by the corresponding student identification number or the course reference number. These images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and

attendance forms, and various Student Aid Management forms (Financial Aid related). The ImageSource system is on an imaging application server used to scan, save or search for electronic images and a backend Microsoft SQL Server that stores and serves up the images to the application server. The imaging system servers are backed up every night on high-speed LT06 tape drives. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault, similar to the ISIS tape backups. These backups would allow the District IT staff to perform a complete server (or full image system) restore for either server should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

Secure Storage

Post-July 2018

The PeopleSoft Campus Solutions application permanently maintains student records, supported with full-page and row-level security and its secure Oracle database. The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The Oracle database is backed up multiple times during the day and critical steps in nightly batch processing updates. The daily backups also included all copies of flat files, program libraries, Financial Aid data, archives, and transaction logs. The data within PeopleSoft, including full operating system files, are backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations.

The PeopleSoft Campus Solutions application is integrated with a records Imaging System provided by ImageSource. It maintains critical document images indexed by the corresponding student identification number or the course reference number. These images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and attendance forms, and various Student Aid Management forms (Financial Aid related). The ImageSource system is on an imaging application server used to scan, save or search for the electronic images and a backend Microsoft SQL Server that stores and serves up the images to the application server. The imaging system servers are backed up every night on high-speed LT06 tape drives. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault, like the PeopleSoft Campus Solutions tape backups. These backups would allow the District IT staff to perform a complete server (or entire image system) restore for either server should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

Confidentiality

Student record information is contained in a centralized student information system accessible

to users, with approved access throughout the District. Users are granted access based on role and responsibilities and must have the approval of their supervisor. The Vice Chancellor of Educational Services maintains requests for user access per District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information other than data that would otherwise be classified as directory information.

Pre-July 2018 - User and department passwords are changed annually. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (IIC84; IIC85). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis.

The Vice-Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and at the leadership development academies offered by Human Resources.

Post-July 2018 - user passwords conform to a \geq 10-character complex password requiring at least 3 of the following: one uppercase letter, one lower case letter, one number, and/or one unique character. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (Evidence: IIC8⁶). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis. The Vice-Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and at the leadership development academies offered by Human Resources.

Single Sign-On and Multi-Factor Authentication

Login with complex credentials through the PeopleSoft portal, Interaction Hub (IH) also allows properly provisioned faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation.

SDCCD will leverage Multi-Factor Authentication before the end of 2022 for all faculty, staff, and students.

Release of Student Records

The release of student records is strictly monitored and enforced per BP 3001 Student Records (Evidence: IIC8⁷) and AP 3001.1 Student Records, Release, Correction, and Challenge (Evidence: IIC8¹). Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information.

Student Records Classification and Destruction

The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the *Student Records Classification, Retention, Disposal Manual* (Evidence: IIC8⁸) in consultation with the colleges that contain a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically, and a backup is stored in an off-site location as described previously. In some cases, the College maintains paper records on campus.

Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information. Release of student records is strictly monitored and enforced in accordance with Board Policy BP 3001 Student Records, and AP 3001.1 Student Records, Release, Correction and Challenge (Evidence: II.C.8-16; II.C.8-17) Policies about access to student records are included in the college catalogs, websites and on Student Web Services, the student portal (Evidence: II.C.8-2; II.C.8-3; II.C.8-4; II.C.8-5).

Conclusions on Standard II.C: Student Support Services

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

The College and district **assure the integrity and quality of its programs and services by employing qualified personnel through appropriate education, training, and experience. As defined in *Administrative Procedure 4001.1: Personnel Administration*, all positions are created by the Board, and the Board makes all appointments.** ([IIIA1-1-AP4001.1.pdf](#))

The following sources of evidence are explained in detail in the analysis and evaluation section that follows: job announcements for staff, faculty, and administrative positions, including minimum qualifications; job descriptions, including duties, responsibilities, required skills and knowledge, and minimum qualifications; policies related to hiring (*AP 4200.1: Employment of College Faculty*, *AP 4200.2: Employment of Instructional Staff – Adjunct*, *BP 7230: Classified Employees*); recruitment and hiring procedures (*Board Policy BP 7120: Recruitment and Hiring*; Screening tools) used during the hiring process; equivalency policies and procedures (*AP 7211: Equivalency Determination Procedure*); and procedures for equivalency review of transcripts from non-U.S. institutions through the National Association of Credential Evaluation Services (NACES).

Analysis and Evaluation

San Diego Miramar College advertises for personnel with expertise and experience in the specific position and/or discipline, including distance education (DE) as a desirable qualification when it is applicable to the position being advertised. If a desired qualification is a person with DE experience, the hiring committee would be made up of at least one member with experience/expertise in the area of DE. All new hires are processed through District Human Resources to confirm and clear minimum qualification to ensure District Policies and Procedures are being followed.

Minimum qualifications for faculty positions are established by the State Chancellor’s Office, relying primarily on the Academic Senate for the California Community Colleges, and

reaffirmed through Board Policy ([IIIA1-2-BP-7120.pdf](#)) including those job descriptions for faculty teaching within baccalaureate degree programs or positions teaching within distance education and Continuing Education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following Administrative Procedure ([IIIA1-3-AP-4200.1.pdf](#)). These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees to include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and *AP 7211: Equivalency Determination Procedure* ([IIIA1-4-AP-7211.pdf](#)), as developed by the Academic Senates, as a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under *AP 7211*, the governing Board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certification, needed in order to meet specific programmatic needs.

There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency.

In the case of adjunct faculty, hiring is done by the college per *AP 4200.2: Employment of Instructional Staff – Adjunct* ([IIIA1-5-AP-4200.2.pdf](#)). The District accepts applications via the Human Resources (HR) website and compiles a file for use by the college deans and chairs who screen the applications for program or service area needs and minimum qualifications. Once the hiring department makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment.

Classified positions are defined in *BP 7230: Classified Employees* ([IIIA1-6-BP-7230.pdf](#)). Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on: requirements identified by the hiring manager; requirements contained in bargaining agreements; review of work to be performed; and review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications, and equal employment opportunity principles, along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications

are submitted to the District's Employment Office and then reviewed by a College Screening Committee. Qualified candidates are forwarded for a second interview by the college president who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees.

All job announcements and the employment website include the minimum qualifications as well as information related to requests for equivalency. Each recruitment process follows a comprehensive approach by providing access to our online job postings via the Internet. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population. Additionally, advertisements are placed in listings that focus on employment in higher education, and niche advertising is used for highly-specialized and hard-to-fill disciplines. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees and the potential of relocation reimbursement for selected candidates. These practices are in place in order to attract the most qualified candidates for all positions within the District.

The hiring processes outlined above demonstrate that the institution uses integrity and planning in employing qualified administrators, faculty and staff. While processes are in place, employee perceptions according to the 2021 SDCCD Accreditation Survey-Employees regarding whether criteria for hiring employees are clearly stated and procedures for hiring employees are strictly followed have fallen slightly over the past six years (1% and 5%, respectively). As a result of revisions made to the college governance structure, procedures for appointing hiring committee members were updated to more transparently align with district processes. Now, the Committee on Committees coordinates which faculty members are assigned to faculty search committees and recommends them to the college president. The department chair initiates the process by asking the chair of the Committee on Committees to solicit faculty members across the college who are interested in serving on a faculty search committee for that department. The chair of the Committee on Committees collects names of interested faculty members for 10 business days and then sends the list to the department chair. The department chair and the dean from the instructional area select committee members from that list and a list of self-identified DEI/Equity faculty members on file with the President's Office. Inclusion of a DEI/Equity faculty member ensures that the faculty search committee will be comprised of someone who will look at the hiring process with a diversity, equity, and inclusion lens. This current process has been followed for faculty search committees that have been formed since the summer of 2022.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Faculty are hired according to their expertise within their fields and other criteria set out by the hiring committees. There is no difference between distance education and face-to-face criteria.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1 *Employment of College Faculty*, AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*, and AP 4200.2 *Employment of Instructional Staff - Adjunct*. The District strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure, and any measures that enable the faculty member to be a life-long learner, and well prepared to serve the academic needs of our student population. ([IIIA1-3-AP-4200.1.pdf](#), [IIIA2-1-AP-4200.5.pdf](#), [IIIA1-5-AP-4200.2.pdf](#)).

Analysis and Evaluation

The College assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted or adjunct, and who are qualified through appropriate education, training and experience. As defined in *BP 7120: Recruiting and Hiring* ([IIIA1-2-BP-7120.pdf](#)), all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless of classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook ([IIIA2-2-Min-Quals-CCC-2021.pdf](#)) and adopted by the Board of Governors and San Diego Community College District Board of Trustees. Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or Bachelor's degree or equivalent foreign degree.

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the Academic Senates developed *AP 7211: Equivalency Determination Procedure* ([IIIA1-4-AP-7211.pdf](#)), whereby an applicant who requests a review for equivalency must provide conclusive evidence that they have qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Sub-committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file.

Once a faculty position is approved for hiring, a faculty search committee is formed, which determines the hiring criteria and faculty qualifications, including professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Development and review of curriculum are listed as major responsibilities in a position announcement and are often used as a subject for an application screening question. Faculty are important members of the faculty search committees, as they review the applications and are an integral part of the interview process. The committee reviews the applications based on the established hiring criteria, and only those ranking highest during the screening process are invited to interview with the faculty search committee. The top candidates are invited back for a second interview. This interview includes the hiring manager, the College President, and the respective Vice President. The College determines that the faculty selected for a position has the subject matter expertise and requisite skills based on evidence that the candidate presents on their application and during the interview process, as well as through transcripts and references. The College relies on a two-pronged process to verify the qualifications of the applicants and newly hired personnel: the District validates the

transcripts and the College validates the references. For equivalency, evaluation of non-U.S. Degrees is required, and the candidate provides this evaluation at their expense. Most faculty interviews also require a sample teaching demonstration, which allows the faculty search committee to assess the candidate's knowledge of subject matter and teaching skills. The faculty search committee then scores the effectiveness of the teaching via criteria on a ratings sheet.

The District has several policies in effect to ensure qualified faculty are hired. Faculty search committees have clearly stated criteria for hiring and the procedures for employment are strictly followed. When hired, faculty may also be assigned to distance education courses at the discretion of their department chairs. Faculty who are assigned to teach at a distance are encouraged to complete the Online Faculty Certification Program. ([IIIA2-3-Online-Cert-Webpage.pdf](#), [IIIA2-4-Online-Cert-Survey-Results.pdf](#))

In fact, seventy-eight percent of students that were surveyed are satisfied with the overall quality of instruction at Miramar College ([IIIA2-5-Accreditation-Students-Feedback-Miramar-Report-v2.pdf](#)).

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training and experience for academic and classified positions. As defined in Board Policy *BP 7120: Recruiting and Hiring* ([IIIA1-2-BP-7120.pdf](#)), all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. *BP 7250: Educational Administrators* ([IIIA3-1-BP-7250.pdf](#)) specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. *BP 7260: Classified Supervisors and Managers* ([IIIA3-2-BP-7260.pdf](#)) specifically addresses the employment process for classified supervisors and managers.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings at <https://www.sdccdjobs.com/>. In addition, for each position, the District routinely utilizes a broad advertising campaign that targets diverse populations. Advertisements are placed in listings that focus on employment in higher education, and niche advertising is used for highly-specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees and the potential of relocation reimbursement for selected candidates. These practices are in place in order to attract the most qualified candidates for administrative positions within SDCCD.

Analysis and Evaluation

The College ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. An employee search committee utilizes established qualifications and criteria for each position. By using minimum qualifications established by the search committee, only qualified applicants should be screened to move on to the interview process. This stage in the process will further identify those who are qualified and eligible for final selection.

If an individual has a foreign degree, a consistent process exists whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Additionally, the process of annual performance evaluations and careful review of renewal of employment contracts is held in high regard with the goal of sustaining institutional effectiveness and academic quality. This process of evaluations and contracts is outlined on pages 3 and 54 in the Management Employees Handbook ([IIIA3-3-Management-Employees-Handbook-2020.pdf](#)). Like faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The College and District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects that would directly benefit the College's and District's mission. These leaves are detailed in the Handbook.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The District has Board Policies and Administrative Procedures designed to evaluate foreign degrees for equivalency. As defined in *BP 7120: Recruitment and Hiring* ([IIIA1-2-BP-7120.pdf](#)), all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Employment Services in the District HR Department will initially screen to verify and document that all applicants for contract and adjunct positions possess minimum qualifications. Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position. If Employment Services has determined that an applicant does not meet minimum qualifications and if that applicant has requested a review for equivalency at the time of application, then the applicant's request for equivalency will be forwarded to and reviewed by the Equivalency Subcommittee of the Screening Committee. Once the Committee determines that the applicant meets equivalency, the application shall be included in the balance of the selection process.

Analysis and Evaluation

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by the District to ensure compliance is the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs. If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 Equivalency Determination Procedure are a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211 Equivalency Determination Procedure, the governing Board relies on the “advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.”

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College and District assure the effectiveness of its human resources through formal evaluation. Evaluations are determined by District policies and procedures, the Human Resources Instruction Manual, the various collective bargaining agreements for faculty and classified professionals, and the Meet and Confer Handbooks for administrators. Performance evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement.

Faculty evaluations are conducted per the guidelines and timelines listed in the AFT Guild (Local 1931) Faculty Bargaining Unit agreement on pages 115-139 ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#)). Supervisors are evaluated based upon guidelines set forth in the Supervisory and Professional Administrators Association Handbook on pages 56-57 ([IIIA5-2-SPAA-Handbook-2020-2023.pdf](#)). Managers are evaluated based upon guidelines set forth in the Management Employees Handbook on page 54 ([IIIA3-3-Management-Employees-Handbook-2020.pdf](#)). Classified employees in Office Technical, Food Service and Maintenance and Operations positions are evaluated based upon guidelines set forth in Article

XVI of the AFT Guild, Local 1931 American Federation of Teachers bargaining agreement on pages 81-83 ([IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)).

Analysis and Evaluation

The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as faculty are codified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#)) and implemented as part of the evaluation process. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency, and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians; the different forms can be found in Appendix II of the bargaining agreement ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#)). When areas of concern are identified during an evaluation, evaluation committee members clearly communicate changes that need to be made before the next evaluation cycle. For tenure-track faculty members, if the instructor fails to address these areas one year later, the evaluation committee either provides another improvement plan or recommends that the faculty member separate from the District (depending on which evaluation year is being conducted). This process has been applied recently at the college.

Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement ([IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)). Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form in Appendix C of the bargaining agreement. ([IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)), which encompasses both a self-appraisal and supervisor/manager appraisal.

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook ([IIIA5-2-SPAA-Handbook-2020-2023.pdf](#)) utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form, Appendix C) ([IIIA5-2-SPAA-Handbook-2020-2023.pdf](#)) and adhering to stated timelines.

Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook ([IIIA3-3-Management-Employees-Handbook-2020.pdf](#)). The process utilizes an external firm to disseminate and collect survey results based on twenty-three statements listed on the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with his/her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and time frames in the Management Employees Handbook.

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to in areas needing improvement.

- ~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~**

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

- 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

Evidence of Meeting the Standard

District Board Policy BP 7210: Academic Employees ([IIIA7-1-BP-7210.pdf](#)) requires compliance with its goals under the California Code of Regulations (CCR) Title 5, Section 51025 ([IIIA7-2-CCR-Title5-Sec51025.pdf](#)) regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75% of total faculty workload hours taught by full-time faculty.

Analysis and Evaluation

Human Resources provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report which is then reported to the state ([IIIA7-3-CCC-FON-Report-2021.pdf](#)). The California Code of Regulations (CCR) Title 5, Section 51025 ([IIIA7-2-CCR-Title5-Sec51025.pdf](#)) requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.

However, the FON is calculated as a District, which allows colleges with a higher number of full-time faculty members to compensate for colleges with a lower number of full-time faculty members. The Academic Senate has held numerous discussions on this topic and have approached the District and the Board of Trustees about adequate staffing levels at the College. While the District has begun to address this issue by allocating a larger percentage of new faculty positions to Miramar College, many feel that the allocation should be greater. Additionally, a mandated position in Counseling has not been filled.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

The institution fully meets its commitment to ensuring all adjunct faculty members are given every opportunity to excel in their role and to support our students by providing orientation, oversight, evaluation, and professional development. Additionally, Miramar College provides adjunct faculty with numerous opportunities to participate in the life and strategic planning of the institution. ([Article XV, Section 15.1.14 in IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#) and [IIIA8-1-BP-7160.pdf](#)).

Analysis and Evaluation

In alignment with Board Policy *BP 7160: Professional Development* ([IIIA8-1-BP-7160.pdf](#)), the College is committed to providing adjunct faculty with the skills and knowledge required to perform competently and hosts orientation meetings for adjunct faculty during flex week each semester ([IIIA8-2-Agenda-Adjunct-Faculty-Welcome-F22.pdf](#)). Additionally, each school and department coordinate meetings with adjunct faculty to provide support during the semester. These meetings provide adjunct faculty with critical information all faculty need to perform their jobs effectively and to support students. Additionally, adjunct faculty are invited and encouraged to attend college convocation, flex workshops, school-wide meetings, equity and planning summits, and department meetings. Flex credit or a form of compensation is awarded to faculty who participate in these events. Additionally, faculty are encouraged to apply for institutional funds available from the Professional Development Committee (PDC) ([IIIA8-3-2022-Professional-Development-Request-Form.pdf](#)). The goal of the PDC is to develop and promote a professional development program, which supports the educational mission of the College to include activities that enhance and improve the college atmosphere and cultivate a positive culture on campus; oversee the disbursement of professional development funds for faculty, classified professionals, and administrators. Part-time faculty can apply for up to \$1,000 per academic year to support their professional development goals.

Oversight, evaluation, and professional development are also provided to adjunct faculty as outlined in the AFT collective bargaining agreement, Article XV Evaluation of Faculty, Section 15.1.14 ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#)). Adjunct faculty are encouraged to participate in convocation, shared governance, commencement, college-wide summits (e.g., Guided Pathways and Equity), and take an active role in advancing the mission and strategic goals of the College.

All adjunct faculty are regularly evaluated by tenured or tenure-track faculty with an appraisal tool as outlined in the AFT collective bargaining agreement. The supervising manager is responsible for overseeing adjunct evaluations. The manager will assign contract faculty within a specific department to perform the evaluation, which includes class visits. As outlined in the CBA, evaluations will be conducted by a peer evaluator who is a subject matter expert in the appropriate discipline area, as defined in Articles 15.1.7.4 and 15.1.7.5. Contract faculty members who perform more than three evaluations per academic year are provided additional compensation to complete the evaluation process.

During the pandemic, evaluations of adjunct faculty members were suspended for one or more semesters in some departments. As operations have slowly returned to some version of normal, these departments have been performing more evaluations per semester to make up for those

lost semesters. Due to low enrollment numbers, some adjunct faculty members who would be evaluated have not returned, but they will be evaluated if/when they accept a teaching offer in the future.

Due to the pandemic and Hybrid/HyFlex options, participation in professional development has significantly improved for new and returning adjunct faculty. An increase in FLEX professional development opportunities for all faculty, contract and adjunct, has been critical for driving the improvement. School and department meetings are well attended, and the number of adjunct faculty actively participating in activities involving more complex facets of faculty duties and obligations has increased. Information regarding Student Learning Outcomes, Program Review and Accreditation is disseminated to all adjunct faculty through email, adjunct orientation, convocation, flex activities and department meetings. This information is provided with the expectation that they would be evaluated in the future regarding their knowledge and participation in these critical areas of faculty involvement.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The College has policies and practices to determine the appropriate number and qualifications for support personnel. Management regularly reviews current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to ensure staffing levels are sufficient to meet the evolving needs from throughout the District (**IIIA9-1-Evidence: Program Review – waiting to receive one from another department**). If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

In some areas, administrative staff has been lacking. For example, areas which formerly had two full-time administrative assistants and one part-time administrative assistant were whittled down to only one full-time administrative assistant with a part-time administrative assistant with frequent turnover. As would be expected, turnaround times on paperwork and work quality suffered because the assistant was overwhelmed. During the Fall 2022 request cycle, the major stakeholders in this area unanimously agreed that this was the top human resource need in this area.

Analysis and Evaluation

The District supports the colleges by assuring the integrity and quality of its academic programs and support services by employing enough staff members at the campuses and administrative offices who meet the qualifications for non-academic positions. The District recognizes that providing high-quality instruction and non-instructional support for students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of prospective and current students, educational (e.g., SDUSD) and community partners, and the general public. At each campus and administrative office division, administrators regularly review current staff

vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees to ensure staffing levels are sufficient to meet the evolving needs throughout the District. Needs are identified and documented via the annual program review process. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, to balance the service needs and workload for the programs.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Evidence of Meeting the Standard

With the focus on the institution’s Mission Statement and Strategic Plan Goals, the number of qualified administrators who represent their respective areas ensures the institution is well positioned to provide effective leadership and continuity. Program Review (IIIA-10-1-Evidence: Need someone from AS or SS to pull relevant part of a Program Review) is used to determine recommended staffing numbers. Funding and ultimately Board approval determines staffing numbers. The procedure for succession planning when managers or administrators leave the College includes regular review of current administrative staffing levels by the executive leadership within the Chancellor’s Cabinet.

The College’s administrators consist of the College President, three Vice Presidents, seven Deans, and three associate deans. The management team meets weekly as a President’s Cabinet and deans meet regularly during Deans’ Council. The management team meets regularly to discuss pressing issues affecting the overall effectiveness of the institution. The Vice Presidents oversee three critical areas of the College: Instruction, Student Services and Administrative Services. Each school within the College is represented by a dean. These deans oversee each of their school’s respective programs and service areas. There are also two Student Services deans who represent Student Affairs, Matriculation, and Student Development. Two associate deans oversee Equity and Outreach. (IIIA-10-2-Evidence: Need to ask some office for rosters of managers and administrators in leadership positions)

Analysis and Evaluation

Response is forthcoming

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

San Diego Miramar College’s website is linked to the San Diego Community College District website which it makes publicly available, online, all personnel policies and procedures (IIIA11-1-District-Webpage-of-BPs-APs.pdf). Notices are provided to employees regarding how to access personnel policies and procedures through the District Office of Human Resources and through the integrated district and College participatory governance process. The policies and procedures are readily available to students, staff and members of the public.

Policies and procedures had previously been available in print format in the President's Office and via the District intranet. However, to increase access to the students, staff and members of the public, policies and procedures were moved to open Internet access in summer 2009 via the District's website. In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

Additionally, the District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has *Board Policy 3410: Nondiscrimination* ([IIIA11-2-BP-3410.pdf](#)) and *Administrative Procedure 3410: Nondiscrimination* ([IIIA11-3-AP-3410.pdf](#)) that require equity in its employment and personnel matters.

Analysis and Evaluation

District Board Policies and Procedures are published on the District Website. San Diego Miramar College ensures that it administers its personnel policies consistently by following District Policies and Procedures. Oversight and adherence to these Policies and Procedures is the responsibility of the College's management team and the College's Business Office.

The San Diego Community College District systematically establishes, publishes, and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process ([IIIA11-4-District-Participatory-Governance.pdf](#)). Specifically, draft policies are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and classified professional representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation. Final approval of policies is made via action by the Board of Trustees. In addition to *Board Policy 3410: Nondiscrimination* ([IIIA11-2-BP-3410.pdf](#)) and *Administrative Procedure 3410: Nondiscrimination* ([IIIA11-3-AP-3410.pdf](#)), the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has *Board Policy 3430: Prohibition of Harassment* ([IIIA11-5-BP3430.pdf](#)) and *Administrative Procedure 3435: Discrimination and Harassment Investigations* ([IIIA11-6-AP-3435.pdf](#)) in a place that allows faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks. ([Chapter XV in IIIA3-3-Management-Employees-Handbook-2020.pdf](#); [Article XIV in IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#); [Chapter XVII in IIIA5-2-SPAA-Handbook-2020-2023.pdf](#); [Article XXI in IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)).

The policies and procedures are readily available to students, employees, and members of the public via the District's website. In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and

Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has Board Policy *BP 3410: Nondiscrimination* and Administrative Procedure *AP 3410: Nondiscrimination* ([IIIA11-2-BP-3410.pdf](#) ; [IIIA11-3-AP-3410.pdf](#)) that require equity in its employment and personnel matters. Additionally, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has *BP 3430: Prohibition of Harassment* and *AP 3435: Discrimination and Harassment Investigations* ([IIIA11-5-BP3430.pdf](#) ; [IIIA11-6-AP-3435.pdf](#)) in place that allow for faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks ([Chapter XV in IIIA3-3-Management-Employees-Handbook-2020.pdf](#); [Article XIV in IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#); [Chapter XVII in IIIA5-2-SPAA-Handbook-2020-2023.pdf](#); [Article XXI in IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)).

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

San Diego Miramar College and the San Diego Community College District have personnel policies that support diversity and equity, or other formal statements of the institution's commitment to diversity and/or equity ([IIIA12-1-Miramar-LEAD-Webpage.png](#)). The LEAD (Leading Equity Anti-Racism and Diversity) Office drives the College's efforts in this area by supporting programs that celebrate equity, diversity, and inclusion. The current draft of the College's 2022-2025 Student Equity Plan identifies that disproportionately-impacted representation in faculty, classified, and administrators as a barrier to equity ([IIIA12-2-Draft-2022-2025-Student-Equity-Plan.pdf](#)) and is working to tie that to the College's Strategic Goal #5, Direction 3.3 that looks at the recruitment, screening, and retention of employees from an equity-minded perspective. Additionally, when a hiring committee is formed the department chair and the dean from the instructional area selects at least one committee member from a list of self-identified DEI/Equity faculty members on file with the President's Office. Inclusion of a DEI/Equity faculty member ensures that the faculty search committee will be comprised of someone who will look at the hiring process with a diversity, equity, and inclusion lens. Examples of programming and services to support the College's diverse community include FLEX workshops and the District's Employee Assistance Program ([IIIA12-3-S23-FLEX-Schedule.pdf](#) - Need to pull full FLEX schedule at beginning of Spring 2023; [IIIA12-4-EAP-Services-Overview.pdf](#)).

Analysis and Evaluation

Along with the District Legal Services/Equal Employment Opportunity (EEO) & Diversity Office and in alignment with *BP 3420: Equal Employment Opportunity* ([IIIA12-5-BP-](#)

3420.pdf), San Diego Miramar College is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students.

The San Diego Community College District and the College create and maintain appropriate programs, practices and services that support its diverse personnel. The District offers extensive professional development opportunities, programs, and training through the Employment and Professional Development Department in Human Resources.

Human Resources offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online professional development training, and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence.

The District provides incentives for personnel to take classes and further their education through reimbursement for tuition for completed course work and advancement on the salary schedule based on units completed for those eligible as stipulated in collective bargaining agreements for faculty and staff (pages 39-45 in IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf; pages 78-79 in IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf). In addition, the College offers programs, workshops and staff development through Instructional Improvement (FLEX) events and college specific offerings (IIIA12-3-S23-FLEX-Schedule.pdf).

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). Services are confidential and available 7 days a week, 24 hours a day and include support, assistance and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety, and stress (IIIA12-4-EAP-Services-Overview.pdf).

The college has an active governance committee, IDEA (Inclusion, Diversity, Equity and Anti-Racism Committee), which includes diverse membership from all constituency groups. The committee is committed to promoting understanding, engagement, and appreciation throughout the College and District for all aspects of diversity, equity, and inclusion. The IDEA committee meets twice per month and members report to each constituency group. The committee supports our diverse personnel by providing a variety of educational and cultural events on campus.

The District and the College regularly assess their records in employment equity and diversity consistent with their missions. The college regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The SDCCD Facts on File (IIIA12-6-SDCCD-Facts-on-File-2021-2022_FINAL,v4.pdf) annually details this information for each college in the district. In addition, the Chancellor's Cabinet reviews the statistical diversity data for all of the colleges and the District Office. This information is presented annually to the governing Board (IIIA12-7-Evidence: Need to find this report).

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO & Diversity Training for screening committees at each of the colleges and the District Office. Per the District's EEO Plan, this training is mandatory for all persons who participate in screening committees. The training provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias ([IIIA12-8-EEO-Training-Slides.pdf](#)).

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

San Diego Miramar College follows district policy and procedure for ethics violations. Formal reporting and tracking of all complaints are handled confidentially by the institution's Site Compliance Officer (SCO) and overseen by the District EEO office. This ensures thorough and objective investigations are completed in a timely manner. Additionally, in September 2015, the District established a Title IX Coordinator and a Title IX Investigator. These positions are supported by Title IX training to include the role of Board of Trustees in processes; understanding institutional liability; and requirements to prevent and end discrimination and harassment based on gender supporting professional ethics for all personnel.

Analysis and Evaluation

The San Diego Community College District has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted Board Policy *BP 2710: Conflict of Interest*, Administrative Procedure *AP 2710: Conflict of Interest*, and Administrative Procedure *AP 2712: Conflict of Interest Code* ([IIIA13-1-BP-2710.pdf](#); [IIIA13-2-AP-2710.pdf](#); [IIIA13-3-AP-2712.pdf](#)). These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted *BP 7150: Civility and Mutual Respect* ([IIIA13-4-BP-7150.pdf](#)), which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild College Faculty Agreement, Appendix 1 ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#)), includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, *BP 2715: Code of Ethics/Standard of Practice* ([IIIA13-5-BP-2715.pdf](#)). The Vice Chancellor, Human Resources, has drafted a general formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the participatory governance review and approval process ([IIIA13-6-Evidence: Need to find this](#)).

Professional ethics are also integrated into the District's hiring processes. All members of the screening committee must be EEO certified and have taken EEO training within the past three years (checked by screening committee chairs and verified by District Human Resources). Additionally, an EEO Representative must be requested and subsequently appointed to all

screening committees. The EEO Representative is responsible for ensuring that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards ([IIIA13-7-EEO-Rep-Request.pdf](#)).

The College follows the District's written policies for professional ethics. The Site Compliance Officer is trained by the District and adheres to the same high standards that the District follows. Complaints of harassment, ethical lapses, and EEO violations are promptly responded to with contact of all parties and a thorough investigation. Oversight for this position is provided by the District's EEO office.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College and District offer many opportunities for professional development. The College has a dedicated Canvas page that houses information about professional development opportunities. These opportunities include self-paced "academies" which allow personnel to learn about specific topics (in areas such as teaching and learning; equity, inclusion, and anti-racism; and student engagement, among others) as well as courses and events available from other organizations. ([IIIA14-1-PD-Canvas-Shell-Academies.pdf](#); [IIIA14-2-PD-Canvas-Shell-Opportunities.pdf](#)). Travel requests for participation in a professional development opportunity are reviewed by the Professional Development Committee to ensure that the activity is in line with the College's Mission and/or Strategic Goals and that beneficial outcomes and deliverables have been identified ([IIIA14-3-PD-Request-Form-2022.pdf](#)). Overall results of survey instruments for professional development indicate employee satisfaction with the opportunities for professional development and employees feel they stay current in their fields of expertise ([IIIA14-4-Accreditation-Employees-Feedback-Miramar-Report-\(04.05.22\).pdf](#)).

Analysis and Evaluation

The College offers and supports an array of professional development programs, in alignment with its mission and Board Policy *BP 7160: Professional Development* ([IIIA8-1-BP-7160.pdf](#)). Some of these professional development opportunities are offered through either the District or the College. For instance, leadership academies, new faculty mentor programs, faculty sabbatical programs, and Instructional Improvement (e.g., FLEX) opportunities are all examples of professional development opportunities ([IIIA12-3-S23-FLEX-Schedule.pdf](#)). The college's FLEX Coordinator sends emails announcing FLEX opportunities. The College identifies the teaching and learning needs of its faculty and other personnel through an array of avenues such as collaborations between the Academic Senate, Classified Senate and District's Professional Development department. Additionally, the Professional Development Coordinator provides recommendations for activities and facilitates a variety of online and in-person events for the college community. FLEX activities focused on teaching and learning needs are held periodically, and additional information including ideas for FLEX credit and instructional improvement activities can be found on the College's FLEX Webpage. Adjuncts

are also informed of FLEX opportunities and obligations during adjunct orientation each semester and on the website ([IIIA14-5-FLEX-Webpage-Guidelines.pdf](#)).

The College's Professional Development Coordinator and the FLEX Coordinator identify professional development needs of its faculty and other personnel through ([Note: Need to confirm program review and surveys](#)); and therefore ensuring they provide workshops and activities to address identified professional development needs of College employees. Program review and survey tools also allow the College to engage in meaningful evaluation of professional development activities, including the impact of teaching and learning and any necessary improvements. Finally, the Budget and Resource Development Subcommittee (BRDS) established a Professional Development fund for supervisors and campuswide professional development activities ([IIIA14-6-Evidence: Need to ask for proof of this from BRDS](#)).

As an example of a specific type of activity, the San Diego Community College District Online Learning Pathways (SDOLP) offers workshops in online pedagogy and technology. In addition, the SDOLP works with campuses to develop campus-based workshops and holds an annual summit for faculty training. SDOLP surveys faculty at the end of each workshop and summit to determine the professional development needs of its personnel involved in DE/CE SDOLP sends out periodic email surveys.

In addition to training sponsored by the District and Chancellors Office (e.g., Vision Resource Center), staff are offered a tuition reimbursement program as well as educational incentive for completing higher education courses. **Faculty are offered a Professional Development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional Development may also be sought by Faculty members through Travel and Conference addressed in Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Adjunct Faculty is outlined in Section 18.6 of the AFT Guild Faculty Agreement. Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.**

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

In accordance with California Education Code (§87031), California Labor Code (§1198.5), ([IIIA15-1-EdCode-87031.pdf](#); [IIIA15-2-CALaborCode-1198.5.pdf](#)), every employee has a right to inspect his/her personnel records in accordance with Article XX, Article IV, and Chapter II of the bargaining agreements for faculty, supervisors/administrators, and classified staff respectively ([IIIA5-1-SDCCD-Faculty-CBA-through-06-30-22.pdf](#); [IIIA5-2-SPAA-Handbook-2020-2023.pdf](#); [IIIA5-3-AFT-Guild-Local-1931-Classified-Staff.pdf](#)). In addition, employees have a right to be notified of and to review and comment on information, which is added to their permanent personnel file. Official personnel records are kept secured and confidential at District Human Resources. With the exception of Faculty, Administrator,

Supervisor and Classified evaluation files, there are no official records kept at the campus. There is strong evidence that all records are kept secure by the District and the College at all times as described in the analysis section below.

Analysis and Evaluation

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and with those with a need access to such information. The personnel file room is open to Human Resources/ Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the workweek and remains locked during all other times.

Faculty evaluations are maintained on campus and are kept secure. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level. All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary, in the proper administration of the District's affairs or supervision of the employee. Employees must initiate an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each of the District's Classification Collective Bargaining Agreements. Procedures exist in the District Human Resources Desk Manual (IIIA15-3-Evidence: Need to ask District HR for this) that provide direction for inspection of the file by those administrative employees with a need to inspect and for employees to access their personnel file.

At the College, Classroom and Non-classroom Faculty Evaluation Files are kept in the Vice President of Instruction's (VPI) Office. Access to evaluation files is controlled by VPI staff. Access to non-tenured faculty evaluation materials is limited to the Faculty Evaluations Coordinator, evaluation committee members, Tenure Promotion Review Committee members, the appropriate Vice President, and the College President. Access to tenured faculty evaluation materials is limited to the Faculty Evaluation Coordinator, evaluation committee members, appropriate Vice President, and College President.

Administrator evaluations are kept on file in the Business Office. Supervisor and Classified evaluations, if not kept on file in the Business Office, are filed locally in the office of their direct supervisor/manager. A notification of the completion of these evaluations is completed and submitted to the Business Office.

Conclusions on Standard III.A: Human Resources

With the exceptions of IIIA.7, IIIA.9, and IIIA.10, Miramar College meets this standard. As described above, the College employs faculty members and administrators who hold degrees from accredited institutions and possess the requisite knowledge skills for their positions. Classified staff also have the requisite skills for their duties. Regular evaluations of all personnel are performed to ensure that high standards are met throughout the college. Adjunct faculty members are evaluated after being initially hired and efforts to integrate them into the institution occur at the department, school, and college levels. To improve individuals and the College as a whole, professional development opportunities are offered. Miramar College supports diversity and equity, follows established personnel policies, and adheres to a code of professional ethics. Lastly, all personnel records are kept confidentially in secure locations.

Improvement Plan(s)

Staffing levels for faculty, classified professionals, and administrators had been identified as being inadequate within the College previously, and this self-evaluation of the College's human resources brought these issues into sharper focus. Coming out of the pandemic, the College must determine if it is size appropriate and take steps to either acquire the additional human resources necessary or strategically offer services based on the number of staff it currently employs. Specifically, improvement plans are identified for IIIA.7, IIIA.9, and IIIA.10:

IIIA.7: Continue to work with the District to ensure funding for adequate faculty staffing levels or strategically allocate resources to support instructional programs that are size appropriate.

IIIA.9: Continue to work with the District to ensure funding for adequate classified professional staffing levels or strategically allocate resources to support campus operations that are size appropriate.

IIIA.10: Continue to work with the District to ensure funding for adequate administrative staffing levels or strategically allocate resources to support campus organizational divisions.

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The San Diego Community College District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities to include distance education. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Through the below activities both fiscal resources and the allocation of campus police resources are leveraged in the most effective way possible.

Analysis and Evaluation

Management Services Council. This Council serves as the forum where Districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements. (IIB11; IIB12) – MSC Minutes 2015 – 2023

Facility master plans- At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization. Additionally, the plan looks at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program the new facilities master plan will be tied to each campus' Educational Master Plan. (IIB13; IIB14; IIB15) – Facilities Master Plan for City, Mesa, and Miramar Colleges

Bond capital improvement program - This program allocated \$1.5 billion to build and renovate facilities to support the educational mission. This money, coupled with the facilities master plan, allows the District to ensure that the facilities it builds are in compliance with all codes and regulations. In an effort to maintain transparency and keep our constituents informed, the rainbow report is provided as a quick reference document. The rainbow report is posted on the bond webpage and allows anyone who is interested in the progress of our bond projects to see our current status. Additionally, the District utilizes an Americans with Disabilities Act Transition Plan created for the District to identify deficiencies that need to be addressed to ensure access to our campuses. (IIB13; IIB14; IIB15, IIB16; IIB111) – Rainbow Report, American Disabilities Act Plan

Districtwide security plan and annual safety report – These identify measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing

both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate information and make decisions that will facilitate the best allocation of resources. (IIB17, IIB18) – Safety and Security Master Plan

District safety website - In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the District Safety Coordinator. (IIB19) – Comprehensive Safety Plan

Automated work order process - Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues. (IIB110) – Facilities Priority of Work Matrix

Annual inspection process - This process was implemented this year for our offsite facilities, and provides a documented site visit to our active offsite locations. (IIB112) – Off-campus Site Visitation Record

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The San Diego Community College District is constantly assessing the physical resources necessary to accomplish its educational mission. This includes support for all modalities including distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support the District's services and programs to achieve its educational mission. The bond program has delayed the need for a comprehensive replacement plan because the bond provided new equipment throughout the District. As this equipment ages, the District is in the process of formalizing a more sustainable equipment replacement strategy. This is accomplished in many ways.

Analysis and Evaluation

As discussed in section B.1. the SDCCD uses various plans and procedures to assure effective use and continued quality of its physical resources. In addition, the district has the following plans and programs to ensure its physical resources achieve its mission, and support its programs and services; and that of its each of its colleges.

State scheduled maintenance program- This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required. (IIB28; IIB214) – Action Plan and Self-Assessment Program Review, IELM Equipment Plan

Operations and maintenance outlook- This document is updated annually, and projects future operational cost based on assigned parameters that ensure the District is getting the best value for the resources it allocates. The District uses the Association of Physical Plant Administrators (APPA) metrics and standard when evaluating programs. This is most evident in the analysis of custodial manning levels. Additionally, an annual survey is sent out to the community college population which allows direct feedback on the effectiveness of maintenance efforts and operations. (IIB29; IIB215; IIB216) – Custodial Staffing per square foot per custodian

District Equipment Replacement Plan- This plan is in its early stages and the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process. (IIB214; IIB217)

Access to distance education classes is provided through computer labs, libraries, and WIFI access for personal devices at each campus. Students accessing computers follow the same maintenance and processes as outlined above. The institution contracts with Instructure (Canvas), a learning management system, for distance education. In 2016, Canvas was selected as the state's LMS by the state Common Course Management System selection committee comprised of faculty, management, and staff. SDCCD adopted Canvas as the new platform in February 2016. The contract with Canvas includes cloud hosting whereby Canvas has its own servers that will load balance server demand dependent on student usage. Canvas also schedules security maintenance adhering to ISO 27001. Evidence SDCCD, through the IT department, securely uploads instructional student and course information to Canvas every four hours. In this way, systems are regularly updated and maintained to help ensure students' privacy and quality of services.

The process for selecting Canvas included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and SDCCD Online Learning Pathways periodically review the performance of Canvas during its monthly meetings. (Evidence: IIB2¹⁸ IIB2¹⁹ IIB2²⁰)

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The San Diego Community College District is a complex organization in a very dynamic environment. To ensure accomplishment of its educational mission, the District uses data driven tools to provide critical information to decision makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities to include distance education and all levels of courses taught. This is accomplished in many ways.

Analysis and Evaluation

Details for this standard are outlined in sections III.B.1 and III.B.2, respectively, which speak to the Management Services Council, automated work order process, state scheduled maintenance program, and the operations and maintenance outlook.

Additionally, the district conducts a District Services Survey that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess its effectiveness at accomplishing its service mission and provide a metric to base resource allocation. (IIB36)

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The facilities master plan, when coupled with the individual campus Educational Master Plans, provides a framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related costs so an informed decision can be made. The Board of Trustees, through its Sustainability Policy promotes this type of sustainable activity. In principle we have looked at the following:

$\text{Purchase Cost} + \text{Maintenance Cost} + \text{Hidden Cost} = \text{Actual Cost}$

Some of the hidden costs are listed below:

- Acquisition costs: the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something
- Upgrade/Enhancement/Refurbishing costs
- Reconfiguration costs
- Set up/Deployment costs: the costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services
- Operating costs: for example, human (operator) labor, or energy/fuel costs
- Change management costs: costs of user orientation, user training, and workflow/process change design and implementation
- Infrastructure support costs: costs brought by the acquisition for heating/cooling, lighting, or IT support

- Environmental impact costs: costs of waste disposal/clean up, pollution control, or the costs of environmental impact compliance reporting
- Insurance costs
- Security costs
- Physical security: security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services
- Electronic security: security software applications or systems, offsite data backup, disaster recovery services, etc.
- Financing costs: loan interest and loan origination fees
- Disposal/Decommission costs
- Depreciation expense tax savings (a negative cost)

Analysis and Evaluation

Long term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in many ways. Details for this standard are outlined in sections III.B.1, III.B.2, and III.B.3, respectively, which speak to the Management Services Council, automated work order process, state scheduled maintenance program, and the operations and maintenance outlook.

Additionally, online students are surveyed every other year (annually prior to 2014). See surveys at: <http://research.sdccd.edu/Research-Reports/surveys.cfm>

Conclusions on Standard III.B: Physical Resources

Response forthcoming

Improvement Plan(s)

Response forthcoming if applicable

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

San Diego Miramar College is part of a multi-college District, which allows for the consolidation of various services. As a result, Technology Services are provided both at a local, campus level as well as at a District level (Evidence: Technology plans, technology program review, technology inventories). Many Enterprise services such as email, student records, distance education, purchasing/accounting, etc. are provided at a District level. Other services such as Audio-Visual and instructional computing are handled at a local, on-campus level. District services operate under the umbrella of the District Information Technology (IT) Director, and local technology services operate under the College's School of Planning, Research, Institutional Effectiveness, Library and Technology (PRIELT). The two departments are broadly categorized as "Instructional Computing" and "Administrative Computing".

Additional district narrative response is forthcoming

Analysis and Evaluation

Planning begins with the annual Program Review process, where departments identify upcoming technology needs. There are provisions for reliability, disaster recovery, privacy, and security, when considering the College's technology needs. Provisions for disaster recovery/security are discussed in section III.C.3.

The College ensures technology needs are being met through both governance and operational processes. Needs are assessed across campus during the annual Program Review process, where each instructional or service department identifies needs. This information is vetted through the Budget & Resource Development Subcommittee (BRDS), which recommends the allocation of various funds based upon the Program Review process. The Instructional Computing Support Supervisor is a defined member of the BRDS committee to ensure technology needs can be assessed with a comprehensive viewpoint. Additionally, BRDS vets all technology requests from Program Review through the campus Technology Committee for review. To ensure better integration with District IT, the College's technology committee has defined a position for the District IT director (or designee).

These departmental needs are consolidated and prioritized for each school/operational area. The requests are sent to BRDS, followed by the Technology committee for further review & prioritization. Generally, the technology committee does not reprioritize most requests. However, it looks for areas that can be handled with existing equipment/services, consolidates requests to avoid making many small purchases, and ensures standards are being adhered to where possible. This updated prioritization is then formally proposed as a recommendation to the BRDS committee. Both the Audio-Visual and Instructional Computing Support departments provide input into the prioritization. A recent campus technology survey indicated that 56% of respondents were comfortable with the campus technology, 21% were neutral, and 23% had a negative response. (Note: Upon return to campus after 2 years of closure due to the Covid-19 pandemic, the College is assessing sufficiency of the technology infrastructure to

maintain and sustain traditional teaching and learning and DE offerings.)

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

As a multi-college District, there are two processes for this planning. The first is a campus process, which focuses on instructional technology needs, and the second is a District-wide process that plans for global and enterprise technologies, such as PeopleSoft and email systems.

At the campus/instructional level, existing technology such as classroom/lab computers and projection systems are regularly maintained as part of planned allocations (EVIDENCE: BRDS Minutes) from xxxxx (PPIS) funding. New or specialized technology needs are planned for via the campus-wide Program Review process. Resource requests are then funneled to the appropriate technology department (Evidence: AVICS MAY2022 Request spreadsheet), who can work with the requestors to ensure standards are met, reduce duplication, and provide input on prioritization of requests to the BRDS Committee (Evidence: BRDS minutes 2022-10-27)(EVIDENCE: Tech Plan 3.0, Page 5). The campus is currently planning to expend a significant amount of PPIS funding to update existing computer infrastructure (Evidence: 2022-2023 Replacement-Computers and Laptops (Autosaved).xlsx) as well as AV installations (Evidence: forthcoming).

Analysis and Evaluation

The College Technology Plan includes a rubric to guide the technology needs prioritization (Note: documentation of technology replacement, repair, or upgrade cycle). The annual process for adding/updating technology is Program Review as discussed in III.C.1. Additionally, each department determines their upcoming technology resource needs to be included in their Program Review (Evidence: ASC example).

The College has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained that provides maximum reliability for students, staff, and faculty. Campus infrastructure (Wi-Fi, cabling, Internet) is provided and maintained by the District, and San Diego Miramar College enjoys a direct connection with the District Data Center located on campus, and thus has an excellent Internet connection via redundant 10 Gigabit links.

The College's ability to plan for multi-year technology projects is limited due to the fluctuation of available funding in a given fiscal year. All funds used for campus technology must generally be expended in that year, and there is no guarantee that funding will continue to be available for larger projects.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The District IT department is primarily responsible for technology security, as all enterprise systems reside at the District level. College level IT does not maintain student records, email servers, PeopleSoft, etc. However, the campus website is hosted by the college.

(Note: The College ensures technological support including replacement, repair or upgrade cycle to students, faculty, and staff across all locations by implementing help request protocols and offering services through onsite campus IT technicians and a centralized district Help Desk).

Analysis and Evaluation

(Note: The College allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment in collaboration with the district and campus technology committee, and in its annual technology plan through the program review process)

The College ensures reliability and security of its systems through multiple means. Antivirus software (Avast, ESET or Defender) is installed on all systems, and all instructional computers also employ DeepFreeze, which ensures systems are always rebooted in a clean state. Production servers are all virtualized and regularly backed up via Veeam and additionally, critical files are backed up separately, such as the Pay-4-Print and website databases. Administratively, faculty and staff utilize a network drive share to store work and important files, which is backed up by District IT. All enterprise services provided by the District are backed up regularly and copies are kept off-line and off-site as well. This includes email, student records, financials, etc. Internet connectivity to the District is provided by redundant 10 Gigabit links, and all servers are protected by the District firewall. Physical security is maintained by separately-keyed telecom rooms and coded access to the data-center which is also staffed twenty-four hours per day. Expensive equipment such as projection systems are physically secured as well.

The campus website is backed up daily, as both a full virtual machine backup (via Veeam) and as a set of file backups of the website database and file-system. Further, the website utilizes standard open-source tools such as Composer and Git, which allow a complete server rebuild to be nearly fully automated.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides training on the use of campus technology staff primarily through the Audio-Visual and Instructional Computing Support departments. (Evidence: Training logs and schedules for faculty, staff, students; PD agendas; Training evaluations; manuals or online instructions)

Analysis and Evaluation

(Note: The College allocates resources for information technology training for faculty, students, and staff.). Faculty and staff are required to go through a training session prior to

being given access to use the instructional podiums. This training, provided by the Audio Visual department, ensures the end-user knows how to properly use the standard equipment in classrooms. Instructional Computing Support/Web Services provides individual training to content authors who publish content for the College website. Self-help videos on the Web Services department page are also available, along with a style guide, FAQ and other information. Individual assistance is also available for various issues as needed from all technology departments (AV/ICS/Web). A recent technology needs survey (2021) indicated that most (56%) respondents preferred short, focused topic videos over in-person (42%) training.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process as evidenced in BP 5020 and AP 5105. In accordance with AP 5105, the Vice Chancellor of Educational Services, or designee in collegial consultation via the District Governance Council, utilizes one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. Guidelines for good practice are included in the Online Faculty Certification Program and SDCCD Online Learning Pathway's Distance Education Handbook. In addition, the district office of Online Learning offers the following references:

- Student Netiquette- <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/students/netiquette.aspx>
- FERPA Compliance- https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/ferpa_merged_canvas_sections.aspx
- Camera Recommendations- https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/recording_options.aspx
- [Board Policy 5500](#) - Student Rights, Responsibilities, Campus Safety and Administrative Due Process.
- [Board Policy 3434](#) - Interim Procedure for Responding to Harassment Based on Sex Under Title IX
- [Board Policy 3410](#) – Nondiscrimination.
- [Board Policy 3430](#) - Prohibition of Harassment.
- [Disability Rights, Responsibilities, and Academic Accommodations.](#)

Analysis and Evaluation **Response forthcoming**

Conclusions on Standard III.C: Technology Resources

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

D. Financial Resources

Response forthcoming for Standard III.D - Awaiting shared narrative response from district.

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Liabilities

- 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.D: Fiscal Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.D.]

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Participatory governance committee members from all constituencies work continuously on assessing and improving college processes and policies. Innovating for improving student learning and addressing equity goals signifies the college's commitment to its vision and mission. The College offers a diverse array of collaborative college-wide practices, programs and services including the following:

(Evidence

IV.A.1.1 WE Excellence Newsletter, p. 7

IV.A.1.2 Phi Theta Kappa International Honor Society Five Star Award, pdf of Certificate

IV.A.1.3 REC Lab website: <https://sdmiramar.edu/programs/entrepreneurship/rec>

IV.A.1.4 Professional Development Mission Statement, webpage:

<https://sdmiramar.edu/services/pdc/staffdev>

IV.A.1.5 Diversity Event Flyer

IV.A.1.6 Campus Book Read Announcement

IV.A.1.7 LEAD Equity Institute flyer

IV.A.1.8 Faculty Flex Offerings Advertisement

IV.A.1.9 San Diego Miramar College Governance Handbook, "Participatory Governance Processes and Roles," pp. 8-14

IV.A.1.10 San Diego Miramar College Governance Handbook, "College-wide Decision-Making Structure Chart," p. 63

IV.A.1.11 San Diego Miramar College Governance Handbook, "Appendixes," pp. 64-75

IV.A.1.12 College Executive Committee Minutes, 5/25/21

IV.A.1.13 College Council Minutes, 9/14/21

IV.A.1.14 College Council Minutes, 2/22/22

IV.A.1.15 Academic Senate Minutes, 12/7/21
IV.A.1.16 Academic Senate Minutes, 2/15/22
IV.A.1.17 Academic Senate Minutes, 3/15/22
IV.A.1.18 Budget and Resource Development Subcommittee, 3/9/22
IV.A.1.19 Student Services Minutes, 2/2/22
IV.A.1.20 Guided Pathways Steering Committee, 9/7/21

[Evidence summary forthcoming](#)

Analysis and Evaluation

The College has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. In particular, the College Governance Handbook provides a detailed structure and process for faculty, students, classified professionals, and administrators to participate in collegial decision making and policy recommendations for improving college programs and services ([Evidence: IV.A.1.9](#)). Based on guiding principles for spurring inclusive, collegewide decision-making, the handbook specifies participatory governance committee processes and roles, a governance structure flow chart, and a detailed appendix containing rules, templates and resources ([Evidence: IV.A. 10, IV.A.11](#)). College committee minutes show dialogue and decision-making to support student learning and improve institutional effectiveness ([Evidence: IV.A.1.12, IV.A.1.13, IV.A.1.14, IV.A.1.15, IV.A.1.16, IV.A.1.17, IV.A.1.18, IV.A.1.19, IV.A.1.20](#)).

As participants in numerous professional organizations and associations, San Diego Miramar College faculty, classified professionals and administrators garner many distinctions and awards ([Evidence: V.A.1.1, IV.A.1.2](#)). Such recognition is borne out of a shared institutional commitment to excellence and a spirit of innovation ([Evidence: IV.A.1.3](#)). Embracing continuous learning and improvement, college employees devote many hours to professional development endeavors to improve instruction, services and job performance ([Evidence: IV. A.1.4](#)). As participants in equity institutes, webinar trainings, and various professional learning conferences, college faculty, classified professionals and administrators learn and implement novel approaches driving college-wide innovation ([Evidence: IV.A.1.5, IV.A.1.6, IV.A.1.7, IV.A.1.8](#)). These efforts have had direct impact on institutional effectiveness, resulting in greater student achievement, learning, and success.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The San Diego Community College District has a long-standing commitment to administrator, faculty, classified professionals, and student participation in decision-making processes. Board Policy 2510 and Administrative Procedure 2510 *Participation in Local Decision-Making* ensures that faculty, classified professionals, and students have the right to participate in

District governance effectively. (Evidence: IVA2¹; IVA2²) The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further, BP/AP 2510 allows students to participate effectively in District governance. It affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the **United Student Council**, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also allows classified professionals to participate in the formulation of matters significantly affecting classified professionals by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all colleges.

Analysis and Evaluation

Board Policy 0210 *Academic Senate* authorizes the formation of academic senates within the District, ensuring the opportunity for meaningful participation by faculty in decision-making processes. (Evidence: IVA2³)

BP 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, classified professionals, and student participation in governance and decision making. Included in the policy is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and a student representative from Continuing Education shall be invited to attend regular meetings of the Board.* (Evidence: IVA2⁴)

The membership of the District Governance Council, the primary Districtwide governance body, demonstrates the District's commitment to faculty, classified professionals, administrator, and student participation in decision-making. The Council comprises the chairs of all of the District Governance Councils, the college and Continuing Education presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees, and representatives of the labor organizations. (Evidence: IVA2⁷; IVA2⁸; IVA2⁹) The District Governance Council meets once or twice a month, depending on the Board of Trustees' meeting schedule, to review the Board of Trustees' meeting agenda and address District operational matters, including changes to policies and procedures; Council and task force reports; state budget updates; and significant changes to business processes. The Council also periodically appoints special task forces to address a specific topic. Examples of Task Forces include Task Force on Textbook Affordability and the Threat Assessment Task Force. (Evidence: IVA2⁵)

The overall composition of the other District governance councils and committees also demonstrates the vital role faculty, classified professionals, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council are described in the District Administration and Governance Handbook, which is communicated throughout the District. The Handbook defines the role of each District Governance Council and committee's role and the constituency representation for each. The Handbook is available electronically on the District website and in print format. (Evidence: IVA2⁶)

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The San Diego Community College District has centralized policies and procedures that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

Development and review of policies and procedures are collegial efforts involving various governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on classified professionals' recommendations with input from various constituencies in the development and review process. The Board agenda includes a standing item titled *Call for Academic Senates' Agenda items for Discussion* intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board. (Evidence: IVA3¹)

Analysis and Evaluation

Administrators and faculty, have a substantive and clearly defined role in District and College governance, policies, planning. This is accomplished through policies BP 2510 and BP 2310. <http://studentservices.sdccd.edu/docs/accreditation/evidence/IVC13-3 Board Subcommittee Agendas.pdf><http://studentservices.sdccd.edu/docs/accreditation/evidence/CCP-7 Drug Alcohol Abuse Prev Prog DAAPP.pdf><http://studentservices.sdccd.edu/docs/accreditation/evidence/CCP-8 Title IX & Campus SaVE Act.pdf> Regarding budget and fiscal matters, the District is primarily responsible for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to Districtwide budget planning and development is the *Budget Planning and Development Council*. (Evidence: IVA3²) The College, in turn, has its local College Governance Handbook and procedures which describes the roles for each constituency group in governance, including planning and budget development.

The District Administration and Governance Handbook guide the organization and delegation

of function of the various departments and District governance structures. The Handbook clearly illustrates the District's commitment to participatory governance. It includes a comprehensive delineation of District and college operations function, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees. (Evidence: IVA3⁶)

Participatory Governance Councils and Committees – as part of the College's and District's commitment to participatory governance, a variety of College and Districtwide councils and committees meet regularly. In addition to contributing to governance, these groups provide an essential venue for sharing information and updates. The meetings are open to anyone from the College and District to attend. Summaries are prepared following each meeting (Evidence: Agendas and Reports).

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Evidence summary forthcoming

Analysis and Evaluation

Response forthcoming

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The San Diego Community College District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog, and consideration of relevant perspectives in decision-making throughout the District.

Chancellor's Cabinet – the SDCCD Chancellor's Cabinet meets weekly. The group consists of campus presidents, District vice chancellors, the director of communication, and other staff. The agenda for these meetings varies but generally includes various items of Districtwide importance and interest. Members of the Chancellor's Cabinet are expected to share relevant information within their respective organizations. Conversely, important items of Districtwide interest are expected to be shared with other members of the Chancellor's Cabinet. Staff prepares an agenda in advance and a summary following each meeting. A "Cabinet Update" is prepared monthly during the academic year. This report is shared with the colleges and CE electronically and via print copies BROKEN LINKS (Evidence: Agendas and Reports).

Miramar College's committee structure allows for these types of reports and other district wide

and College critical matters to be shared and/or vetted through the College's constituency groups. This allows for full participation from all through the College's clearly delineated processes and timelines, including collaboration on the College's decision-making and planning efforts. Policies and procedures are developed through a participatory governance structure that includes administrators, classified professionals, faculty, and students.

(Evidence

IV.A.5.1 College Governance Handbook, 2021, pp. 9-17

IV.A.5.2 San Diego Miramar College Annual Planning Calendar/Cycle– 2021-2022

IV.A.5.3 College Governance Handbook, 2021, Committee List, pp. 18-42

IV.A.5.4 Budget Resource and Development Subcommittee Minutes, April 16, 2021

IV.A.5.5 Miramar Distance Education Committee Minutes April 23, 2020 IV.A.5.6 Facilities Committee Minutes, April 08, 2021

IV.A.5.7 Curriculum Committee Minutes, March 17, 2021 IV.A.5.8 Curriculum Technical Review Subcommittee Minutes, February 10, 2021

IV.A.5.9 Academic Senate Minutes, 3/1/22

IV.A.5.10 Technology Committee Minutes, 2/23/21

IV.A.5.11 College Governance Handbook, Reporting Structure, p.64)

Evidence Summary is Forthcoming

Analysis and Evaluation

The Chancellor's expectation for timely action on institutional plans, policies, and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting.

(Evidence: [IVA5¹](#)) Each action item includes a timeline and specific follow-up items. Another example is the annual Chancellor's Cabinet retreat, where the agenda consists of the goals and accomplishments of the Cabinet members and the planning agenda for the year. [BROKEN LINK \(IVA5²\)](#)

Board Policy 2510 *Participation in Local Decision-Making* clarifies the Board of Trustees' commitment to collegial governance. It ensures faculty, students, and classified professionals have the right to participate effectively in District governance. (Evidence: [IVA5³](#))

Board Policy 0210 *Academic Senate* ensures faculty have meaningful participation in the formation of policies and procedures on academic and professional matters. The policy formalizes the input process and the responsibilities and recognition of the Academic Senate. (Evidence: [IVA5⁴](#))

BP 2510 also maintains rights and responsibilities of the Academic Senate which are not specified in statute or regulations, including the right to appear before the Board as evidenced by a standing agenda item on the Board meeting agenda. (Evidence: [IVA5⁵](#)) In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action on a matter significantly affecting students until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI of the AFT Guild Faculty Contract contains a commitment to faculty

participation in committees based upon their expertise. The contract specifies that: *Tenure/tenure track faculty shall attend all District meetings, functions, and activities that require the presence of the faculty members during their regularly scheduled on-campus work week.* ((Evidence: [IVA57](#))

BP and AP 2510 specify the faculty's role in planning for educational programs and services, including all curricular and educational matters. BP and AP 2510 also affirm the Board of Trustees' commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District Governance Handbook, which is widely published each academic year. The handbook describes the role and responsibilities of the various governance councils and committees and District administrative divisions and departments. The handbook is designed to effectively communicate the District's system of institutional governance, commitment to participation by all constituents, and the organizational structure to the District community. [BROKEN LINK \(IVA56\)](#)

San Diego Miramar College develops institutional plans and policies via a governance structure built upon engagement from all constituency groups. The College Governance Handbook delineates roles and decision-making processes for college-wide participation ([Evidence IV.A.5.1](#)). The San Diego Miramar College Annual Planning Calendar/Cycle provides the College with target dates, action items and responsible parties for decision-making and collegewide planning ([Evidence IV.A.5.2](#)).

Participatory governance committee work at Miramar College is centered on collaboration and inclusion of diverse stakeholder perspectives ([Evidence IV.A.5.3, IV.A.5.4, IV.A.5.5, IV.A.5.6, IV.A.5.7](#)). College committee minutes reflect input from diverse perspectives and stakeholders as well as attention to timeliness in addressing curricular issues, college policies and institutional plans ([Evidence IV.A.5.8, IV.A.5.9, IV.A.5.10](#)).

The College's recommending committees report either to the College Council or the Academic Senate. Recommending participatory governance committees report to the College Council. The College President consults with both the Academic Senate and the College Council, comprised of representatives from all three constituencies and students- students, faculty, classified professionals, and administrators. The Academic Senate President, Classified Senate President, and College President serves on the College Council ([Evidence IV.A.5.11](#)).

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The Chancellor is committed to effective and timely communication on all critical matters. The Chancellor and Board of Trustees use many communication vehicles to document and communicate decisions and important information that impact the organization. The District

Vice Chancellors and College Presidents are expected to communicate on important matters to various constituencies broadly. Communication includes emails, newsletters, and various ongoing updates. BROKEN LINK (IVA6¹⁷; IVA6¹⁸; IVA6¹⁹) These communiqué are distributed broadly to both the internal and external community electronically and in print format.

All decision-making processes (Evidence: ? ___) and any minutes from decision-making groups and other types of communication such as reports that demonstrate when decisions are made and/or when resulting actions are completed (Evidence: ? ___) for the College and District are documented and accessible on both websites, respectively. When appropriate, timely communication regarding any actions may also be sent campus wide via email.

Analysis and Evaluation

The district offers various ways of communication and dialogue to its stakeholders

- **Board of Trustees Reports** – provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization and to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District. (IVA6¹)
- **Chancellor’s Cabinet Updates** – provides a monthly report summarizing the significant discussion and decisions of the Chancellor’s Cabinet. The Chancellor’s Cabinet is comprised of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Communications and Public Relations, and the Executive Assistant to the Chancellor. The Chancellor’s Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission effectively. BROKEN LINK (IVA6²)
- **Chancellor’s Open Forums** – The Chancellor, holds an open forum at each college and Continuing Education campus and the District Office each year. The purpose of the Chancellor’s open forum is to present the District’s annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management, and students. BROKEN LINK (IVA6³; IVA6⁴; IVA6⁵; IVA6⁶; IVA6⁷; IVA6⁸)
- **Chancellor’s Messages on Major Areas of Interest** – The Chancellor sends periodic updates to the District community and various community members on significant areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates, and Facilities Updates. The Chancellor’s Messages are available electronically on the District website and in printed format. BROKEN LINK (IVA6⁹; IVA6¹⁰; IVA6¹¹; IVA6¹²; IVA6¹³; IVA6¹⁴)
- **The WE (With Excellence)** – A semesterly report showcasing significant programs, events, and accomplishments of students, faculty, and staff throughout the District. The report is widely distributed throughout the community and is available in print and electronic copy on the District website. (Evidence: IVA6¹⁵)
- **NewsCenter** – NewsCenter is the District’s online news outlet that reports on various events, activities, and significant accomplishments. NewsCenter aims to ensure that the District community is apprised of the many exemplary ways the District accomplishes its mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events throughout the District. (Evidence: IVA6¹⁶)

The District's Policies and Procedures, and the College's processes are documented on the College and District Websites (Evidence: Board Polices and APs). Decisions are documented through participatory governance committee agendas and minutes, which are also communicated online and in compliance with the Brown Act (Evidence: College Committees). The College President, Academic Senate President, Classified Senate President and Associated Student Government President meet bi-weekly and all attend various campus and district meetings to provide input and recommendations and collect and distribute feedback (Evidence: District Handbook; College Handbook).

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The District currently has nine Districtwide participatory governance councils and committees divided into two tiers as illustrated below. *Tier one* consists of six governance councils with broad oversight and each chaired by one of the District Vice Chancellors. *Tier two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 *Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook*. BROKEN LINK ([IVA7](#); [IVA7](#))

Similarly, Miramar College has a delineated college governance structure which is evaluated College wide to assure integrity and effectiveness of the college's student centered priorities (Evidence: CGH Handbook)

Insert illustration here.

Analysis and Evaluation

The District Governance Councils conduct a formal self-assessment of how each contributes to the overall effectiveness of Districtwide governance. The comprehensive evaluation of the Districtwide participatory governance councils and committees is on a six-year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to members of the respective District Governance Councils and committees by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the Districtwide participatory councils, and committees make within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory

Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to Districtwide governance and improve their operations accordingly. The summary reports are published online on the District's Institutional Research website. BROKEN LINK ([IVA7³](#))

Based on the assessment results, the DGC and the individual councils improve communications, processes, and membership. For example, the assessment process and survey instrument were refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to reflect its role better. The Student Services Council met periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website and communicated in meeting minutes and on department websites. BROKEN LINK ([IVA7⁴](#); [IVA7¹⁰](#))

Below is the annual timeline of the process for the comprehensive assessment of the governance structures.

- Fall – Refine the Evaluation Rubric

Working with the Director of Institutional Research and Planning (IRP), the District Governance Council reviews and refines the evaluation rubric for all committees and councils that comprise the Districtwide participatory governance structure. BROKEN LINK ([IVA7⁶](#)) The evaluation rubric is based on context and behavioral anchors extracted from Board Policy 2510, Accreditation Standard, and the functions and responsibilities of the nine Districtwide participatory governance committees and councils.

- February – Administer the Self-Assessment
Each of the Districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey based on the evaluation rubric.
- April – Report Outcomes and Begin Action Planning
Each of the Districtwide participatory governance committees and councils discuss their assessment results and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in council/committee operations changes. Significant changes are included in the Administration and Governance Handbook for the following academic year. (Evidence: [IVA7¹](#); [IVA7¹⁰](#))

In addition to the formal self-assessment, the councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. Ongoing, formative assessment is also important to ensure continuous quality improvement and facilitate an effective governance structure. (Evidence: [IVA7⁷](#); [IVA7⁸](#))

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. Although the intent of the self-assessment was to be on an annual cycle, due to administrative changes, the timeline has varied by Division. In 2015-2016 the leadership team committed to resuming the annual self-assessment cycle and added an employee perception survey of the services of the District

Administrative Divisions that was distributed to all employees in the District. The results show an overall high level of satisfaction with the District services. The survey results were incorporated into the various Divisional Action Plans and Self-Assessments. The comprehensive results are posted on the Division web pages. (Evidence: IVA7⁹; IVA7⁵)

From Summer 2018 through Spring 2020, San Diego Miramar College engaged in a process called Collegiality in Action (Evidence: Minutes). Through this process, the College participated in collaborative campus wide discussions to examine our College Governance Handbook (CGH) and participatory governance structure, and rebuild it. During fall 2020, the new CGH was vetted through the constituencies and participatory governance process and, it was approved by the College in April 2021. In fall 2021, College Council created the Process for Requesting Changes to the CGH, corresponding form, and established a timeline (Evidence: Process/Timeline; Form). The new handbook is set to be evaluated annually (Evidence: College Handbook).

The College implemented a new governance handbook in fall 2021. The College is in the process of fully meeting all components of this Standard. It has identified the following next action steps toward completing an evaluation of the new structure (Evidence: Minutes from a governance body [College Council?] when effectiveness of governance structures and processes were discussed):

- Action Step 1: Conduct first annual evaluation of new governance handbook and use results to implement improvements. (Evidence: Governance Evaluation Form)
- Action Step 2: Create participatory governance training modules.
- Action Step 3: Create guidebook or manual to compliment handbook by outlaying specific processes and responsible parties and include documentation of the regular cycle of evaluation for the College's revised governance structure.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

As the CEO of the institution, the President is responsible for all areas of college operations and the effectiveness of those operations (Evidence: BP 2437 that outlines CEO responsibilities; CEO job description; Job announcements for CEO). A formalized structure is in place to facilitate College priorities and implementation with the College's mission at the apex. The College mission and additional priorities are facilitated and reviewed through the College Council, constituencies, and governance committees. The President appropriately monitors the well-being of the college through formal review of operations conducted during one-on-one meetings with the Vice Presidents and Dean of PRIELT and through both Executive Cabinet and President's Cabinet meetings. The President also gauges the effectiveness of the institution through regular review of program review reports, systematic and regular data collection provided through the Institutional Research and Institutional Effectiveness offices. The planning, organizing, and budgeting procedures conducted at the college are appropriately delegated with close oversight by the President through regular review of delegated activities and, when appropriate, or actively lead by the President. The processes for recruitment and for the development of personnel are appropriate and consistent with standard practices at community colleges. The assessment of institutional effectiveness is delegated and led by the Dean of PRIELT under the guidance and direction of the President, with close strategic planning conducted through close collaboration between the President, the Dean of PRIELT, and the Vice presidents; this practice is consistent with the practice among community colleges. In addition to these formal internal structures, regular communication about institutional values, goals, institution-set standards, and other relevant information to internal and external stakeholders are shared via the College's Annual Report to the Community (Evidence: 2020-21 Annual Report).

Analysis and Evaluation

The President (CEO) oversees all aspects of the institution and ensures that a high level of quality service and instruction is maintained. This is accomplished through an effective organizational structure of divisions and departments, with authority over the divisions and departments delegated to Vice Presidents, Deans, and managers (EVIDENCE: org charts). Regular meetings between levels of management ensures regular review and oversight of operations; the President meets with Vice Presidents, the Dean of PRIELT, and the PIO weekly; meetings with the LEAD (DEI) Office Associate Dean occur bi-weekly to ensure DEI is infused throughout the institution (EVIDENCE: sample of President's monthly calendar). The President ensures effective leadership in planning and organizing through the weekly one-on-one meetings with the VPs, Dean of PRIELT, and Associate Dean overseeing the LEAD Office as well as through weekly Executive Cabinet meetings (EVIDENCE: Exec Cab minutes). The President works closely with the Vice President for Administrative Services on

budgeting (EVIDENCE: Sample agendas from Pres/VPA meetings). The selection of personnel for faculty and management positions is assured with direct involvement by the President during finalist interviews and the hiring process (EVIDENCE: Samples of scheduled finalist interviews; outline of hiring process). Personnel development increasingly has become a discussion at Executive Cabinet meetings, with attention to collegewide professional development of faculty and classified professionals, but also the development of VPs, Deans, and managers (EVIDENCE: Sample PC and Exec Cab minutes). The assessment of institutional effectiveness is a major topic at all meetings between the President and the Dean of PRIELT (EVIDENCE: Copies of materials discussed in 1:1 w/ Pres/Dean PRIELT) and at Executive Cabinet and President's Cabinet meetings, with a focus on appropriate documentation and alignment of program review and the college mission (EVIDENCE: minutes from PC).

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President delegates authority and responsibility for the college's divisions to 3 Vice Presidents and the Dean of PRIELT, with management levels under each division; the President ensures that appropriate delegation of duties follow down the chain-of-command as a means of assuring that the institution functions optimally (EVIDENCE: org charts for college, divisions).

Analysis and Evaluation

Response forthcoming The President (CEO) has conducted a review of the organizational structure of the college and is currently engaged with the Executive Cabinet in developing re-organization plans for each division (EVIDENCE: Exec Cab agenda/minutes), beginning with the Student Services division, to be followed by the Administrative Services and the PRIELT (Planning, Research, Institutional Effectiveness, Library, and Technology) divisions, and then the Academic Services division. The Student Services re-organization proposal is under review by the district Chancellor's Cabinet as of summer 2022 (EVIDENCE: Chancellor Cab minutes). Staffing shortages to support all divisions is of high concern, resulting from a combination of a now-ended district-wide hiring freeze and budget constraints. The President continues to advocate for the college at the district level, as Miramar College fell behind staffing needs to support significant enrollment growth during the hiring freeze. These efforts are the result of close attention to the college mission and how each division supports students and learning, in an environment of full "wrap-around" service to students.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**

- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The College President has established collegial processes that set the college's values, goals, and priorities toward moving the College even closer to its mission. He ensures the college sets institutional performance standards for student achievement and has delegated this authority to the PRIE Dean. Under his guidance, Miramar's efforts to ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions continues, and is evident in our strategic planning process.

Analysis and Evaluation

Miramar's CEO is the College President and began tenure in Fall 2020, during year one of the global pandemic stay at home order. A wonderful addition and kind leader that our campus needed, the College President has established, collegial processes that set the college's values, goals, and priorities toward moving the College even closer to its mission. Additionally, the President resides as co-chair of College Council, where the Mission Statement Review Alignment Cycle was reviewed and approved (**Evidence: college_council_final_minutes_020822.pdf**).

The College President's process is evident in developing the goals for our strategic plan (**evidence: Final CEC Minutes 10-27-20.pdf; San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan.pdf**). The Planning, Institutional Effectiveness, and Research Committee (PIERC) benchmarked the KPIs associated with the strategic goals, which resulted in collegewide priorities (**Evidence: SPAS 2.0-forthcoming—still in draft form**). The College President ensures the college sets institutional performance standards for student achievement and has delegated this authority to the PRIE Dean,. Before the current College President's tenure, Miramar College was well on its way to ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions. This has continued under the College President's oversight and is evident in our strategic planning process (**Evidence: pp. 2-4 in San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan.pdf**). Included in the plan is an environmental scan that speaks to the concerns in depth. The College President ensures that educational planning at Miramar is integrated with resource planning and allocation to support student achievement and learning as is demonstrated in our strategic plan (**Evidence: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan.pdf, p. 15**). Under the College President's leadership, Miramar College engages in a systematic review of Requests for Funding, or RFFs every Fall through the Budget & Resource Development Subcommittee (BRDS) (**Evidence: brds-m210922final_3.pdf**). Additionally, the College President has established procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution, which is discussed in detail in Standard I.B.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The College President, takes a lead role in the accreditation process and in creating a culture of commitment to continuous quality improvement. The College President's role in accreditation is robust and is outlined in a number of board policies as well as in the job description (Evidence: BP 2430.pdf; BP 2437.pdf; COLLEGE PRESIDENT, MIRAMAR JD.pdf).

Analysis and Evaluation

As part of the College's institutional self-evaluation process, an Accreditation Steering Committee (ASC) was established with co-chairs who work with the college constituencies to identify tri-chair teams that will lead the self-evaluation work for each accreditation standard. The co-chairs for this process are the Dean for the School of Planning, Research & Institutional Effectiveness (PRIE), Library & Technology and Accreditation Liaison Officer and a faculty member (Evidence: Tri Chair Membership Needs Fall 2021.pdf; Tri Chair Service Request Email 090221.pdf). The College President provided consultation on the tri-chair structure by working with the ALO to appoint managers to teams; and by communicating with constituency leaders about the process during the College Council meetings in Fall 2021 (Evidence: college_council_final_minutes_091421.pdf; college_council_final_minutes_083121.pdf). The College President also ensures that the entire campus community understands the importance of accreditation and their roles in the process to advance student equity and success (Evidence: Miramar College Accreditation Survey 011422.pdf; Accreditation Email CEO.pdf; college_council_final_minutes_020822.pdf; College Council Final Draft Minutes 092821.pdf; college_council_final_minutes_083121.pdf). Accreditation is a standing agenda item, in which the College President collaborates with the ALO to provide a regular report to the Council.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board of Trustees policies are regularly reviewed at Chancellor's Cabinet as they go through a regularly scheduled review process, and are discussed by the Chancellor's Cabinet prior to going to the Board of Trustees for approval (EVIDENCE: Chancellor's Cabinet meeting minutes). The college President forwards the policies to the Executive Cabinet for review and for distribution as appropriate, with discussion at Executive Cabinet when emphasis or review of the policy is needed. State and Federal statutes and regulations are forwarded to the Executive Cabinet and any other members of President's Cabinet who are deemed as having compliance responsibility for the particular statute or regulation. When deemed appropriate, they are reviewed at President's Cabinet. The President reviews policies and laws with the appropriate Vice President for the area affected during one-on-one meetings to ensure

compliance and to review alignment with the college's mission, including effective allocation of resources to assure compliance.

Analysis and Evaluation

This is an area the President recognizes needs immediate attention in the area of documenting the distribution, review, discussion, and planning associated with Board of Trustees policies, and with Federal and State statutes and regulations. While the practice of disseminating and reviewing policies, statutes, and regulations occurs as described above, there has thus been little documentation, particularly in the President's one-on-one meetings, where no minutes are kept and agendas are sporadic. The President will implement the use of formal agendas being set for one-on-one meetings with the Vice Presidents and the Dean of PRIELT. Planning, if appropriate and needed, will be implemented at the Executive Cabinet level and at President's Cabinet where broader pertinent and review and discussion is warranted by the nature of the policy, statute, or regulation.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College President maintains regular communications with the campus as well as the District through a variety of ways. The communications discuss campus wide initiatives such as "Guided Pathways", convey relevant important information such FTES challenges & campus policies, as well as address important current global and national news and events impacting our communities.

Analysis and Evaluation

The President represents our campus at District-level meetings, such as District Governance Council (DGC), Budget Development, etc. and disseminates pertinent priorities and updates to the College regularly (e.g. convocation, attendance at meetings, start of semester. Emails) The district and College's response to important recent events such as the pandemic lockdown, race consciousness and antiracism, and war in Ukraine, etc. are also communicated and discussed in these venues.

Additionally, the President maintains regular meetings with campus constituent leadership, in the form of regular management meetings (EVIDENCE: President's Cabinet Calendar), governance meetings (EVIDENCE: College Council Calendar), and regular meetings with constituency leadership in the form of both informal one-on-one meetings with Academic, Classified (and Student?) leadership as well as joint meetings.

Conclusions on Standard IV.B: Chief Executive Officer (Tri-chair team to discuss)

Response forthcoming

Notes:

- College President has established collegial processes that set the college's values, goals, and priorities toward moving the College even closer to its mission. He ensures the college sets institutional performance standards for student achievement and has delegated this authority to the PRIE Dean. Under his guidance, Miramar's efforts to ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions continues, and is evident in our strategic planning process. (from "Evidence of Meeting the Standard" above)
- The College President, takes a lead role in the accreditation process and in creating a culture of commitment to continuous quality improvement through a combination of collaboration and delegation. (from "Evidence of Meeting the Standard" above)

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

C. Governing Board

[Note: Suggested length for Standard IV.C is 10 pages.]

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The San Diego Community College District has a stable, deeply committed, locally elected governing board that has authority over and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services, as well as financial stability of the institution.

The SDCCD is governed by a five-member locally elected board and one student member in accordance with the California Education Code. The Board of Trustees is well known for its stability and a strong commitment to students and the community, which contribute significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in District-only elections, and the two top candidates in each Trustee District run city-wide in a general election. The Associated Students presidents, elected by the students at each college, collectively share the role of Student Trustees. They rotate as the “sitting Trustee” representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees also collectively prepare for matters before the Board that affect students through the United Student Council comprised of student leaders from each college and Continuing Education, which is the designated District governance council for students.

The quality of programs and integrity of institutional actions and effectiveness is a top priority of the Board, as demonstrated through the District mission statement, Board policies, and actions. The Board of Trustees consistently monitors outcomes and exercises oversight over the academic quality and effectiveness of student learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness. The Board’s subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight.

Analysis and Evaluation

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services, including regular reports at Board meetings on various student outcomes and accountability measures such as enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters, and reports on various academic programs and services. (Evidence: [IVC1⁶](#)) The agenda items for the Board retreats also reflect the Board’s commitment to academic quality.

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual goals that reflect a focus on the quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards as well as the District's Strategic Planning Goals. (Evidence: [IVCI⁵](#))

Several Board policies and procedures require sound fiscal and budget management practices, which help to ensure the financial stability of the District. The Board's subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services, to review in detail the annual proposed, tentative and final adopted budgets prior to either of them being finalized and submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller, and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District. (Evidence: [IVCI⁷](#), [IVCI⁸](#), [IVCI⁹](#), [IVCI¹⁰](#), [IVCI¹¹](#), [IVCI¹²](#), [IVCI¹³](#), [IVCI¹⁴](#), [IVCI¹⁵](#), [IVCI¹⁶](#), [IVCI¹⁷](#), [IVCI¹⁸](#), [IVCI¹⁹](#), [IVCI²⁰](#), [IVCI²¹](#), [IVCI²²](#), [IVCI²³](#))

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is comprised of five Board members who are committed to the mission of the District and the communities it serves. The Board members are collegial and highly regarded in the community. The Board members have varied backgrounds and perspectives, which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in Board Policy 2715, *Code of Ethics/Standards of Practice*. Specifically, the policy states that: *Board members recognize that legal and effective functioning is by the Board as a whole*. Further, the policy states that: *When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the Board or as a private citizen*. BP 2715 also establishes an expectation of Board members for high ethical conduct and addresses managing conflicts of interest and handling special interest groups. (Evidence: [IVC2¹](#); [IVC2²](#))

Analysis and Evaluation

BP 2715 establishes an expectation that the Board supports its policies and procedures. For example, the policy states: *Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational opportunities to all members of the community while ensuring fiscal stability, institutional integrity, and operational efficiency*.

The Board of Trustees meetings are conducted in a manner that ensures Board members can engage in a thorough discussion before taking decisive action on an item before the Board.

Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed in accordance with BP 2410 as well as AP 2410 (Evidence: IVC2⁸; IVC2⁹) so that they are current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current.

The District governing board is highly stable and effective. Board members act collectively in support of decisions. In addition, Board members are active statewide and nationally, which contributes to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and the integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board follows Title 5 of the California Code of Regulations; the California Education Code; and Board Policy 2431 - *Chancellor Selection*, Board Policy 2432 – *Chancellor Succession* in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250 – *Educational Administrators* in the selection of college presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor and Board Policy 2437 pertaining to the evaluation of presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college Presidents, the Executive Vice Chancellor, Vice Chancellors, and members of the Chancellor’s Cabinet).

Analysis and Evaluation

The Board of Trustees has authority over and the responsibility for the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of the Chancellor Cabinet, including college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of the Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of

District governance groups and appropriate representatives from the community. The search committee reviews application materials, conduct initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session, and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

The last Chancellor search occurred in 2021 and resulted in the selection of the current sitting Chancellor, who has provided stability, leadership, and guidance to the San Diego Community College District. Board Policy 2431 and Board Policy 2432 were adopted on 12/14/06 and would be adhered to for any future vacancies in the Chancellor classification. (Evidence: IVC3⁸)

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Through its legislative advocates in Sacramento and in Washington, DC, the Board engages in advocacy efforts on behalf of the District in particular and community colleges in general.

Analysis and Evaluation

The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the San Diego Community College District. (Evidence: IVC4¹) The Board also has a Student Trustee, elected by students for a one-year term. The Associated Students Presidents, elected by the students at each college, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions. (Evidence: IVC4²) Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and college operations is facilitated through open session comments at Board meetings and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse, and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting when individual agenda items are under consideration and through direct correspondence with the Board. (Evidence: IVC4³) Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at

the three colleges and Continuing Education campuses, in addition to the regularly scheduled meetings at the District Office. This practice helps broaden Board members' perspectives on issues affecting individual colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members, and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on community attitudes, opportunities and needs; and advise the Board on whether the programs are meeting the needs of the citizenry. (Evidence: IVC4⁴)

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. (Evidence: IVC4⁵) In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complied with an ethics policy applicable to its members. This policy provides guidance on areas such as managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority, and handling administrative matters. (Evidence: IVC4⁶) The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest. (Evidence: IVC4⁷)

The Board engages in advocacy efforts on behalf of the District in particular and community colleges in general through its legislative advocacy in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves, and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission, and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees is dedicated to the quality, integrity and continuous improvement of student learning programs and services. The Board demonstrates this commitment in the following ways.

The Board has multiple approved policies that reference support for student learning programs and services, including *BP 2200: Board Duties & Responsibilities*, *BP 3050: Student Success*

& Support Programs & Student Equity, and BP: 1200 District Mission (Evidence:).

The Board's 2021-2022 Goals (Evidence:) also illustrate the Board's ongoing dedication to quality and integrity of student programs and services. Some specific examples include the Board's commitment "to monitor the impact of the coronavirus (COVID-19) pandemic on student success and equity" (Goal #2) and "ensure the availability of adequate classes and services to meet student needs" (Goal #4). The Board goals also highlight a focus on the services and the resources that are required to support student learning, as in Goal #5, "Ensure the ongoing fiscal stability of the District", and Goal #6, "Support the expansion of full-time faculty to serve students at all District colleges".

The Board keeps informed about institution-set standards and results by receiving regular reports during Board meetings. These reports cover various programs and student outcomes from the campuses. Examples include reports on Districtwide Grants Activity, Distance Education Student Success, Open Educational Resources and Reducing Textbook Costs for Students, and Leadership Development Academy Participation Analysis.

The Board of Trustees assumes ultimate responsibility for legal matters, and the financial integrity and stability of the District. This is specifically stated in *BP 2200: Board Duties & Responsibilities (Evidence:)*. In terms of legal matters, the Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters. Pursuant to *BP 2315: Closed Sessions (Evidence:)*, the Board also regularly receives advice of counsel in closed session, so that the Board may take appropriate action on all legal matters

In terms of Financial Integrity and Stability, the Board has the following approved policies in place: *BP 6300: Fiscal Management* and *BP 6250: Budget Management (Evidence:)*. The Board receives regular updates from the Chancellor on statewide & legislative issues, including budgetary and fiscal policies that directly impact the District. [Evidence: from District re: cash reserves, audits, budget development, and other fiscal responsibilities]

Analysis and Evaluation

The Board of Trustees of the San Diego Community College District is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Board's annual goals, policies and procedures. Board actions and policies consistently reflect the Board's commitment to ensuring resources are provided to support student learning, programs and services.

(Evidence: Board Goals Webpage ;BP 2200 Board Duties & Responsibilities; BP 3050 Student Success & Support Programs & Student Equity; BP 1200 District Mission;Agenda Item – 2021.09.09 Report on Districtwide Grants Activity During Fiscal Year 2020-2021 ;Agenda Item – 2021.07.22 Report on Distance Education Student Success; Agenda Item – 2021.04.08 Report on Open Educational Resources and Reducing Textbook Costs for Students ;Agenda Item - 2021.01.28 Leadership Development Academy Participation Analysis;

Minutes of 2022.01.27 Board Meeting - Report on Communications/Statewide & Legislative Issues; BP 2325 Closed Sessions; BP 6300 Fiscal Management; BP 6250 Budget Management

The Board of Trustees establishes policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, Chancellor's Cabinet, and the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity, and improvement are demonstrated in a number of ways:

- The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes, including Degrees and Certificates awarded, Transfer, Student Demographic Trends, Enrollment Trends, Noncredit to Credit Transition, and Honors Program Outcomes. (Evidence: [IVC5¹](#))
- The Board of Trustees' annual goals references the respective Accreditation Standards, as well as the District's Strategic Planning Goals. (Evidence: [IVC5²](#); [IVC5¹⁵](#))

The following Board of Trustees 2021-2022 goals illustrated the Board's commitment to quality and ongoing improvement:

- Support the District's efforts to promote social justice and racial equity and the success of students of color who have historically been disadvantaged through the support and refinement of existing programs and through the creation of new programs (ACCJC Accreditation Standards IV.C.4-5, IV.C.7)
- Continue to monitor the impact of the coronavirus (COVID-19) pandemic on student success and equity (ACCJC Accreditation Standards IV.C.1, IV.C.5)
- Provide support and direction for the new Chancellor to ensure his successful transition into this position (ACCJC Accreditation Standards IV.C.3)
- Ensure the availability of adequate classes and services to meet student needs (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Support the expansion of full-time faculty to serve students at all District colleges (ACCJC Accreditation Standards IV.C.4)
- Continue to provide leadership and support for the San Diego Promise Initiative (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Continue to support the expansion of Open Educational Resources (OER) to reduce escalating textbook costs for students in the San Diego Community College District (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Ensure that the District maintains a strong Leadership Development program and Succession Plan (ACCJC Accreditation Standard IV.C.1; IV.C.4-5; IV.C.8)
- Provide leadership and support to ensure continuing progress in student success measures and in equity in student outcomes (ACCJC Accreditation Standard IV.C.1; IV.C.4-5; IV.C.8)
- Ensure Community Connectivity (ACCJC Accreditation Standard IV.C.4.)
- Increase interaction with local and regional businesses and agencies to promote the District's impact on economic development (ACCJC Accreditation Standard IV.C.1; IV.C.4-5)
- Continue joint planning with the San Diego Unified School District and conduct an annual joint Board meeting to monitor the joint Goals (ACCJC Accreditation Standard IV.C.1; IV.C.4-5, IV.C.8)

- Review key accreditation standards and practices for good governance and use them as part of the Board’s annual self-evaluation process (ACCJC Accreditation Standards IV.C.1-13)

The District’s Strategic Goals (Evidence: IVC5³) demonstrate the Board’s strong focus on quality programs, student support services, and institutional effectiveness as follows:

- Provide all students, especially those with the greatest needs, with access to a full suite of support services, including but not limited to student housing solutions, mental health counseling, food and nutrition, financial literacy, and other basic needs.
- Provide resources and support to help all students meet the academic standards established for all educational programs while ensuring that all students are on track to succeed in achieving their educational goals.
- Build alternative educational program delivery models to reach adult learners through flexible, short-term programs, enabling students to obtain high-demand, high-wage jobs.
- Develop and implement a student enrollment management plan that maximizes the Student-Centered Funding Formula (SCFF) by offering pathways for serving both traditional and nontraditional student populations.
- Diversify the District’s ongoing operating revenue stream by pursuing other revenue generation strategies in addition to state and local public funding, such as by expanding the District’s contract and fee-based program offerings.
- Examine all District processes through the lens of equity and environmental justice with the aim of reducing any disproportionate negative impacts on underserved communities.

A number of Board Policies reflect a commitment to quality of programs and services, financial integrity, and institutional effectiveness.

- BP 2200 *Board Duties and Responsibilities* illustrates the Board’s ongoing focus on quality. The policy states the *Board’s commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District, including establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; monitoring institutional performance and educational quality; assure fiscal health and stability.* (Evidence: IVC5⁴)
- The Board’s mission statement is contained in BP 1200 *District Mission: The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.* In addition, the District’s statement on shared values – shared vision states: *...teaching and learning are our highest priority as we move forward in the 21st century.* (Evidence: IVC5⁵)
- BP 3050 *Student Success and Support Program; and Student Equity* articulates the Board’s commitment to educational opportunity and academic success. (Evidence: IVC5⁶)
- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding the Associate Degree and general education courses. (Evidence: IVC5⁷)
- BP 5020 *Curriculum Development* establishes standards for course and program approval. (Evidence: IVC5⁸)

- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation. (Evidence: [IVC5⁹](#))

Legal Matters

- The Board has ultimate responsibility for legal matters, and BP 2200 *Board Duties and Responsibilities* sets forth the Board’s responsibility for the establishment of policies that define the institutional mission and set prudent, ethical, and legal standards for college operations. (Evidence: [IVC5⁹](#))
- The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to BP 2315 *Closed Sessions*, the Board also regularly receives the advice of counsel on pending and anticipated litigation in closed session so that the Board may take appropriate action on all legal matters. (Evidence: [IVC5¹³](#))

Financial Integrity and Stability

- The Board’s standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District, including the annual independently prepared external audits, the District’s tentative and adopted annual budgets, and compliance with state and federal regulations.
- The Board also reviews in detail any long-term obligations as a result of collective bargaining and “meet and confer” agreements with employee units prior to approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations, including funding of retiree future health benefits, vacation accruals, insurance deductibles, and the significant increases all Districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations.
- BP 6300 *Fiscal Management* assures sound fiscal management, including adequate internal controls, accurate, timely, and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined. (Evidence: [IVC5¹⁰](#))
- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications. (Evidence: [IVC5¹⁴](#))

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies, and Board goals, in addition to the Board meeting schedule, agenda, minutes, and reports.

Board Policies pertaining to the size, District’s responsibilities, structure, and operating procedures are published on the District’s webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

Analysis and Evaluation

The Board of Trustees' policies pertaining to Board composition, responsibilities, and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, and Board goals, along with the Board meeting schedule, agenda, minutes, and reports.

The following Board policies address membership, responsibilities, and operating procedures:

- BP 2010 *Board Membership* describes the Board membership in accordance with the California Education Code Sections 72023, 72103, 72104. (Evidence: IVC6¹)
- BP 2015 *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board. (Evidence: IVC6²)
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections. (Evidence: IVC6³)
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board. (Evidence: IVC6⁴)
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy on the Board. (Evidence: IVC6⁵)
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees, including representing the public interest, establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, hiring and evaluating the CEO, delegating power and authority to the chief executive to effectively lead the District, assuring fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District. (Evidence: IVC6⁶)
- BP 2210 *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor as Secretary of the Board of Trustees. (Evidence: IVC6⁷)
- BP 2220 *Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees. (Evidence: IVC6⁸)
- BP 2310 *Regular Meetings of the Board* provides for the structure and operation of Board meetings. (Evidence: IVC6⁹)
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establish the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings. (Evidence: IVC6¹⁰; IVC6¹¹)

In addition, a number of Board Policies address the specific conduct of the Board meetings, including:

BP 2330 Quorum and Votes; BP 2340 Agendas; BP 2345 Public Participation at Board Meetings; BP 2350 Speakers; BP 2355 Decorum; BP 2360 Minutes;

BP 2365 Recording; BP 2710 Conflict of Interest; BP 2715 Code of Ethics/Standards of Practice; BP 2716 Political Activity; BP 2717 Board of Trustees Personal Use of Public Resources; BP 2720 Communications among Board Members; BP 2725 Board

Member Compensation; BP 2730 Board Member Health Benefits; BP 2735 Board Member Travel; BP 2740 Board Education; BP 2745 Board Self-Evaluation (Evidence: IVC6¹²; IVC6¹³; IVC6¹⁴; IVC6¹⁵; IVC6¹⁶; IVC6¹⁷; IVC6¹⁸; IVC6¹⁹; IVC6²⁰; IVC6²¹; IVC6²²; IVC6²³; IVC6²⁴; IVC6²⁵; IVC6²⁶; IVC6²⁷; IVC6²⁸)

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

- a. Policies & Procedures Review Flowchart
- b. BP 2410 Board Policies & Administrative Procedures
 - i. AP 2410 Board Policies & Administrative Procedures
- c. 2021-2022 Schedule of Board Meetings
- d. 2021-2022 Board Goals
- e. Agenda Item – 2021.07.22 Revision of Student Services Board Policies
- f. Agenda Item – 2021.02.11 Revision of Board Policies

As new Board members, Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide an understanding of the Board's Policies and Administrative Procedures pertaining to Board operations. Board Policies are regularly reviewed and updated in accordance with BP 2410 and AP 2410 and based upon changes to state and federal law. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure their accuracy.

Analysis and Evaluation

The Governing Board has a system for evaluating and revising its policies on a regular basis. Board Policies are regularly reviewed and updated in accordance with *BP/AP 2410* (evidence: *for accuracy and currency* based upon changes in state or federal law or organizational needs. The review process includes broad input from all of the governance groups throughout the district including the District Governance Council, the District's primary participatory governance body.

The San Diego Community College District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are

scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations, and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting. (Evidence: IVC7⁴; IVC7⁵) The conduct of the meetings, meeting minutes, and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed session meetings, as well as special and emergency meetings, are conducted in accordance with Board Policies (BP 2310 – BP 2365). Board Policies are established and revised in accordance with Board Policy 2410 and Administrative Procedure 2410. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four colleges. These meetings provide the colleges an opportunity to showcase their programs and interact directly with the Board. (Evidence: IVC7⁶; IVC7⁷)

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or organizational needs in accordance with Board Policy 2410, and Administrative Policy 2410. The review process includes broad input from all of the governance groups throughout the organization, including the District Governance Council, the District's primary participatory governance body. (Evidence: IVC7¹)

The District is a member of the Community College League of California Policy and Procedures services. Through this membership, the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate. (Evidence: IVC7²; IVC7³)

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board has a long-standing deep commitment to student equity and success. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievement including transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, student success planning, student support

services including outcomes indicators, diversity, assessment and placement data, the , Honors Program outcomes and Learning Communities. The Board also reviews curriculum after review and approval by the faculty, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness. (Evidence: Agenda Item 2021.10.07 - RFP, Strategic Plan; 2021-2022 Board Goals; Agenda Item 2021.02.11 - Miramar College Campus Meeting)

The Board's Annual Goals also reflect a commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Goal sixteen states:

- Review key accreditation standards and practices for good governance and use them as part of the Board's annual self-evaluation process.

The Board's goals reference the relevant Accreditation Standards, as well as the District's Strategic goals. (Evidence: IVC8⁶) The Board of Trustees' annual goals serves as the foundation of the Board's Annual Self-Evaluation. (Evidence: IVC8¹⁶)

Analysis and Evaluation

The Board is fully engaged in discussions about student outcomes, and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes and ongoing collaboration with the Board of its feeder high school district.

The Board of Trustees establishes clear expectations for student equity and success and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

An important component to the Board's commitment on student success, the Board Subcommittee on Student Success and Accreditation periodically invites the Chancellor and College presidents to meet to dialog on a specific area of interest, such as enrollment management and accreditation. (Evidence: IVC8⁷) The Board Subcommittee members make periodic reports at public Board meetings on information discussed at the subcommittee meetings to keep the full Board informed about student achievement and institutional effectiveness. (Evidence: IVC8⁸)

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate

with the Board of Education of the San Diego Unified School District, which is the governing body for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs and support services between the two Districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the Districts' progress in accomplishing the prior year's goals. Examples of joint goals that focus on key indicators of student learning and achievement include assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; and partnership programs between the colleges and feeder high schools in the Districts. (Evidence: IVC8⁹; IVC8¹⁰; IVC8¹¹; IVC8¹²; IVC8¹³; IVC8¹⁴; IVC8¹⁵; IVC8¹⁷; IVC8¹⁸)

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is an expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education. The Districts collaboration has resulted in many accomplishments, including:

- The visual representation of the partnership and committee commitments ([District Resource Page](#))
- Pathway alignment ([Pathway Alignment – Internal Planning Tool](#))
- Improved early college credit reporting and data integration - our use of data on access and outcomes to inform interventions and improve collaborative planning for student success.
- Comprehensive CCAP report (link to report) and process mapping
- Strengthened collaboration on outreach and parent engagement (link to event flyers, videos)

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices act, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for and conduct during Board meetings.

Analysis and Evaluation

The Chancellor, in consultation with the president of the Board, facilitates semi-annual Board retreats and schedules regular educational presentations to the Board throughout the year.

Board members participate in both mandated training such as Ethics Training required under AB1234 and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees, where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role and responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance. (Evidence: IVC9¹; IVC9²; IVC9³; IVC9⁴; IVC9⁵; IVC9⁶)

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation (evidence) is published and adopted at an open meeting of the Board of Trustees and is available as part of the published agenda.

Analysis and Evaluation

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans, and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increase their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. (Evidence: IVC10¹; IVC10²; IVC10³; IVC10⁴; IVC10⁵; IVC10⁶; IVC10⁷)

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest among Board members.

Analysis and Evaluation

The Board of Trustees has both a code of ethics and a conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, *Code of Ethics/Standards of Practice*, documents the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing special interest groups, (5) using appropriate channels of communication and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter. (Evidence: [IVC11¹](#))

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include BP 2710 Conflict of Interest (Evidence: [IVC11²](#)), BP 2716 Political Activity (Evidence: [IVC11³](#)), BP 2717 Personal Use of Public Resources (Evidence: [IVC11⁴](#)), and BP 2720 Communication Among Board Members (Evidence: [IVC11⁵](#)).

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, *Statement of Economic Interest*) each year that ensures there are no conflicts of interest with Board members. Annual completion of these forms is conducted under the leadership of the Risk Management Office, and completed forms are maintained on file for public inspection. (Evidence: [IVC11⁶](#)) The Board members have no employment, family ownership, or other personal financial interest in the District.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

Analysis and Evaluation

The Board of Trustees delegates full authority to the Chancellor, who, in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in the development of District policy and strategies while respecting the delegation of authority to the Chancellor and presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations. (Evidence: [IVC12¹](#))

The Chancellor and the Executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. (Evidence: [IVC12²](#); [IVC12³](#))

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees' annual goals include the relevant Accreditation Standard, as well as District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by the establishment of a Board Subcommittee on Student Success and Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board informs itself through individual meetings with constituents at open campus sessions where the Board invites the campus community to provide comments and feedback. Feedback from a yearly online survey conducted by the Board is reviewed and discussed by the Board Subcommittee on the Board Self-Evaluation. Based on feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The Board of Trustees is actively engaged in the accreditation process, including evaluation of the Board's role and function in accreditation. The Board's Subcommittee on Student Success

and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about eligibility requirements, Accreditation Standards, Commission policies, and accreditation processes to ensure that Board policies support excellence. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the Accreditation Standards.

Analysis and Evaluation

The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard as well as District Strategic Goals. The Governing Board also receives regular updates on accreditation, including eligibility requirements, Accreditation Standards for both the colleges and Continuing Education, Commission policies, accreditation processes, and progress reports on the institutions' Self-Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board Subcommittee on Student Success and Accreditation, which is comprised of two Board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public Board meetings.

Another indication of the Board's commitment to its role in accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on accreditation throughout the accreditation cycle, including periodically inviting the presidents and the Chancellor to dialog on the Standards and institutional effectiveness. (Evidence: IVC13³) Further, the Board Subcommittee reviews and discusses the colleges' and Continuing Education Self-Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self-Evaluation Reports are also reviewed by the full Board in advance of submission to the Commission. (Evidence: IVC13⁴)

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee on the Board Self-Evaluation, comprised of two board members. The subcommittee compares the results with the previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation, as well as the Board's goals, are discussed at a public meeting of the Board and posted on the Board's webpage.

(Evidence: IVC13⁵; IVC13⁶; IVC13⁷) Based upon the feedback, the Board develops plans for improvement and acts upon them. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation.

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings include a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow for the academic senate to address any matter before the Board. (Evidence: IVC13⁹) The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times/year). Through these open campus sessions, the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor for follow-up. The Chancellor follows up with the individual and shares the response with Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters. (Evidence: IVC13¹⁰) The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees. (Evidence: IVC13⁹)

Conclusions on Standard IV.C: Governing Board

Response is forthcoming

Improvement Plan(s)

Response is forthcoming (If applicable)

Evidence List

Response is forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. Through careful planning and weekly meetings along with an annual retreat (Evidence: Works with College Presidents to set district goals; annual retreat – summer (use agenda)) with his Executive Cabinet which is comprised of the College Presidents; district Vice Chancellors; district Director of Communications and Public Relations; and Executive Assistant to the Chancellor, the Chancellor ensures the effective operation of the District and its institutions. Working with his Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization (Evidence: Governance handbook – Delineation of Function Map (starts on page 9))

Analysis and Evaluation

SDCCD welcomed a new Chancellor in 2021. He has considerable teaching and leadership experience and has taught consistently for the past 23 years. Additionally, he served as an administrator for 16 years and as CEO for 11 years. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the district and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with the Executive Cabinet to plan and establish priorities and expectations for the year. (IVD11) In addition, he shares his annual goals, which serve as the broad planning framework for the year.

The Chancellor's annual goals consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2021-2022 goals included: strengthening the financial health of the District to support student success; establishing solid relationships with SDCCDs leadership team, and building the trust and confidence of SDCCD employees, students, and members of the community; facilitate the development of a comprehensive strategic plan for the District to support student success; Collectively form and implement protocols to strengthen public health and safety to support student success; and engage in various public service and professional development opportunities to strengthen connection to various institutions throughout the region, state, and nation. Each year, the Chancellor's evaluation conducted by the Board includes an assessment of the Chancellor's major goals and objectives. The Chancellor's 2021-2022 goals reflect the same commitment to institutional excellence and effective operations of the institutions. (Evidence: IVD1²)

The Chancellor has established clearly defined roles and responsibilities of the District Administrative departments through the District's *Delineation of Function Map*, which is

published in the District's Administration and Governance Handbook. (Evidence: IVD1¹¹) The map is reviewed and updated annually, reflecting changes in the roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups. (Evidence: IVD1¹²)

The Chancellor regularly schedules district wide forums on each campus and at the district office to establish and communicate expectations of educational excellence. (Evidence: Campus Connections through Forums, Convocations, Office hours, timely communications (agenda, presentations, schedules, announcements/emails, cabinet updates). The date, time, and location of the forums are widely communicated throughout the colleges and District community. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget and District budget priorities, among other items. The forums are attended by hundreds of faculty, classified professionals, and students each year. (Evidence: IVD1³; IVD1⁴; IVD1⁵; IVD1⁶; IVD1⁷; IVD1⁸; IVD1⁹). The Chancellor establishes expectations of excellence in his Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget, and various major planning items such as the new Baccalaureate Degree Pilot. (Evidence: IVD1¹⁰) The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization. Employees are informed about local and statewide matters that affect the District including the state budget and student enrollment, strategic planning, summer session, emergency planning/communication, commitment to civil discourse, and commencement.

Additionally, each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update, which reports on Districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format. (Evidence: IVD1¹⁰)

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Delineation of Functions (in governance handbook reference above)

Shared out districtwide

Available on accreditation website/district website

Outlines role of the college presidents and relationship to Chancellor

Operationalized collaboration

Regular weekly cabinet meetings for two feedback, use agendas of meetings and monthly updates distributed districtwide

Accreditation functional map

https://sdmiramar.edu/evidence/ST4/IV.D/2/SDCCD_Accred_Functional_Map.pdf

District surveys (satisfaction, Covid, environmental scan)

From 2016

https://sdmiramar.edu/evidence/ST4/IV.D/2/DistrictOff_Employee_SurveyRes_Spring2016.pdf

Chancellor monthly office hours

Evidence summary forthcoming

Analysis and Evaluation

- Clearly defined in BP's
- Chancellor Cabinet meets weekly to discuss all major operational areas, with opportunities for introduction of new items and to revisit standing items:
 - Instruction and Student Services, now integrated into Educational Services
 - Board Agenda
 - Finance and Operations
 - Human Resources and Collective Bargaining
 - Facilities and Police
 - National, State, Regional, and Community Issues (e.g. COVID safety)
 - Personnel and Legal
 - Roundtable

As discussed in micro standard IV.D.1, the Chancellor has established clearly defined roles and responsibilities of the District Administrative departments in operational responsibilities; institutional evaluation and planning; and resource and allocation of resources through the District's Board Policies and Procedures (Evidence:). The *Delineation of Function Map*, is published in the District's Administration and Governance Handbook. (Evidence: IVD1¹¹) The map is reviewed and updated annually, reflecting changes in the roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups. (Evidence: IVD1¹²)

Various communication mechanisms via the Chancellor are used to establish and communicate expectations of educational excellence. Please refer to micro standard IV.D.1 which discusses these in detail.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District's BP [6200](#): Budget Preparation, BP [6250](#): Budget Management and BP [6300](#): Fiscal Management require that the budget preparation as well as, the budget and fiscal management of the District are in accordance with Title 5 and the California Community College Budget and Accounting Manual required of all 72 community college districts in the state. The previously referenced policies establish how resources are allocated and reallocated at the District in accordance with the State of California's enacted annual budget, which funds all 72 districts based upon a funding formula. This provides base and FTES apportionment funding for each district. While state funding of the 72 districts is not based upon a true cost of education formula, the adequacy of the funding is tied to each district's targeted annual funded FTES. The District funds the colleges and Continuing Education based upon each entities proportional share of the district's state targeted annual funded FTES. It is important to note that the California Community College System has shifted to a new Student Centered Funding Formula (SCFF) in 2018-19 that requires a major paradigm shift from the previous apportionment funding model (SB 361 Equalization) used to now include more focus on non-basic aid/community supported districts. Therefore, the colleges and Continuing Education are adequately funded to support effective operations and sustainability as determined by the state. BP 6300 also requires adequate internal controls to exist and BP 6250, in accordance with Title 5, regulates budget and expenditure limitations and policy.

Analysis and Evaluation

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of the colleges, Continuing Education, and the District. Board Policies and associated Administrative Procedures, which mostly relate to the allocation of resources and the effective control of expenditures, are the following:

BP 6100 and AP 6100.1: *Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor. (Evidence: IVD3¹; IVD3²)

BP 6200: *Budget Preparation* and
AP 6200.3 *Campus Budget Model*
AP 6200.4 *Revenue and Expense Projections* (Evidence: IVD3⁴; IVD3⁵; IVD3⁶)

BP 6250: *Budget Management* and
AP 6250.2 *Budget Transfers* (Evidence: IVD3⁷; IVD3⁸)

BP 6300: *Fiscal Management* and

AP 6300.1 through AP 6300.12, which address various fiscal-related items.

(Evidence: IVD3⁹; IVD3¹⁰; IVD3¹¹; IVD3¹²; IVD3¹³; IVD3¹⁴; IVD3¹⁵; IVD3¹⁶; IVD3¹⁷; IVD3¹⁸; IVD3¹⁹; IVD3²⁰; IVD3²¹)

Each of the previously stated Board Policies and Administrative Procedures clearly defines the roles, responsibilities, and allocation process related to resources and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state, and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state-funded FTES increased by system-wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the development of the District's annual budget and to provide effective control of expenditures. (Evidence: IVD3³) The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

The colleges, Continuing Education, Districtwide support service operations (e.g., Campus Police, IT, facility maintenance, and operations), and the District Offices are then responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Board Policy BP 0010: Governance – District Administrative Organization (Evidence: stipulates the College President is responsible for the total program assigned. Authority of the College Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. College Presidents are expected to strictly adhere to all District Policies and the Chancellor expects that all communication between the College and the District be thorough and regular. (Evidence: Board Policy 0010, delegates college operations responsibility to President; outlines role of President and Chancellor; https://sdmiramar.edu/evidence/ST4/IV.D/4/BP_0010.pdf)

Analysis and Evaluation

College presidents are the accountable CEO for their college's performance as designated by the Chancellor, the Board, and the communities they serve.

District policy clearly specifies the roles and responsibilities of the Chancellor and presidents.

According to policy which states, “The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the presidents is delegated to them by the Chancellor, who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community, and the students to work together toward the best program which they can conceive.” (Evidence: [IVD4¹](#); [IVD4²](#); [IVD4³](#))

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
District is amending its narrative for this micro-standard.

Evidence of Meeting the Standard

District Integrated Planning Framework:

Includes Chancellor’s Cabinet, BOT, and the interactive strategic plan with the colleges Overarching planning committee, Districtwide Strategic Planning Committee (SPC), each year this group reviews the strategic plan objectives and publishes an annual update (Evidence: <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/strategic-planning-committee/index.aspx>)

<https://www.sdccd.edu/docs/ISPT/stratplan/images/SDCCD-Integrated-Planning-Process.jpg>

Districtwide Strategic Plan, <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/strategic-planning-committee/DistrictwideStrategicPlan.aspx>)

College Integration:

Integrated Planning Framework, <https://sdmiramar.edu/services/planning/framework>

Employee survey, sent by VC of Human Resources

College Charrettes sessions, <https://www.sdccd.edu/about/strategic-plan.aspx>

Employee feedback survey? Others?

<https://sdmiramar.edu/services/planning/research/survey-reports>

Input collected from the public also,

- <https://www.sdccd.edu/about/departments-and-offices/communications-and-public-relations/newscenter/articles/2022/strategic-plan-public-input-meeting.aspx>
- <https://www.sdccd.edu/about/departments-and-offices/communications-and-public-relations/newscenter/articles/2022/strategic-plan-input-sought.aspx>

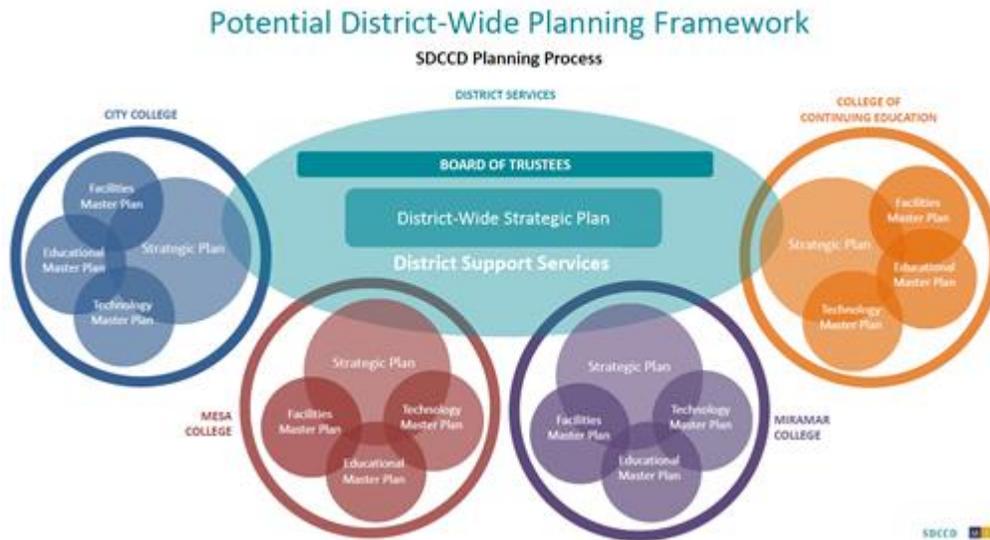
Awaiting district evidence summary.

Analysis and Evaluation

The SDCCD engages in integrated planning for every component of operations and is committed to fostering ongoing alignment between the Colleges and all accreditation standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor’s Cabinet, and the District Governance Council’s practices. (Evidence: [IB9¹](#))

The SDCCD’s framework model outlines its integrated strategic planning process, including the participation of stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement.

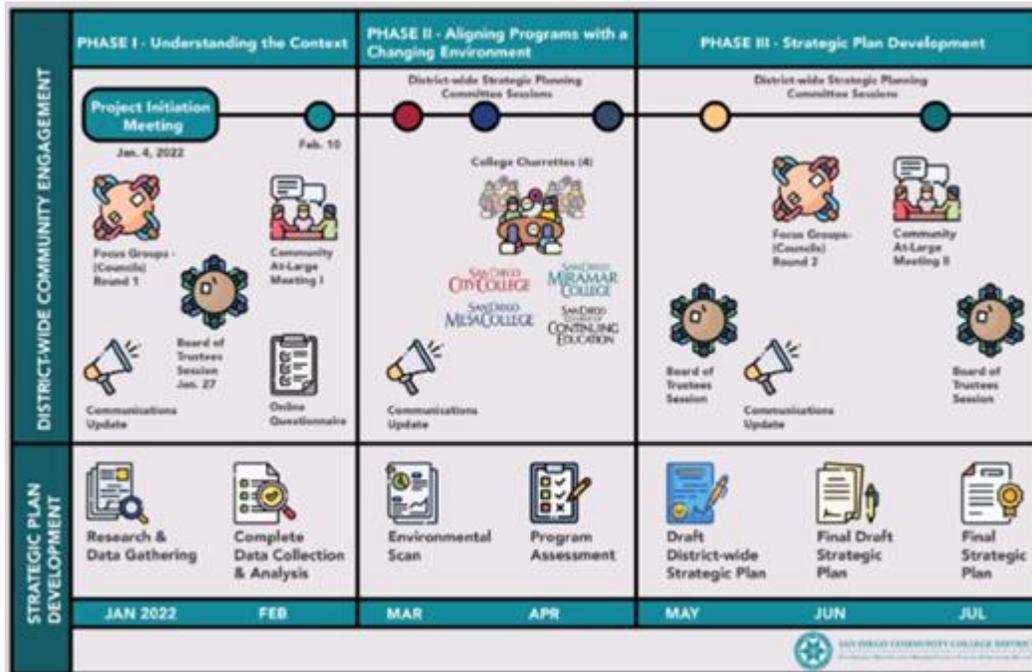
Figure 1. Potential District-Wide Planning Framework



The Districtwide Strategic Planning Framework Model addresses short-range and long-range needs in the development of the eight-year Strategic Plan. This integrated approach builds upon the Facilities Master Plan, Educational Master Plan, Technology Master Plan, and Strategic Plans for each institution. As outlined in Figure 2, Strategic Plan Development Timeline, the Strategic Planning process involves Research & Data Gathering, Data Collection & Analysis, Environmental Scan, Program Assessment, and multiple drafts refined by feedback received by all constituents. This integrated approach allows for a thorough review and intentional alignment of the Board of Trustees goals, District priorities, and consideration of District, College, and Continuing Education plans by the Chancellor’s Cabinet, which results in the articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and classified professionals, is refining broad themes in goals, objectives, and measures for the eight-year period. The Districtwide Strategic Planning Committee will continue the practice of coordinating a review of the strategic plan objectives and publishing an Annual Update.

(Evidence: IB9²)

Figure 2. Strategic Plan Development Timeline



The SDCCD’s Strategic Planning process demonstrates a framework for integrated planning, resource allocation, and evaluation of short-range and long-range objectives.

Strategic Plan Development and Evaluation

The Districtwide Strategic Plan was developed on a four-year cycle in previous years. Under the leadership of the new Chancellor, SDCCD has embarked on a district-wide, integrated Strategic Planning process that will usher SDCCD and its institutions into 2030 with an 8-year Strategic Plan. The District is fully invested in this new approach and has contracted a skilled consulting agency with a multitude of experience in working with institutions of higher education and community colleges specifically. . The comprehensive Strategic Planning process engages faculty, classified professionals , administrators, and community members of San Diego City, Mesa, Miramar, and College of Continuing Education.

The comprehensive Strategic Plan comprises three phases (Figure 1).

Phase I: Understanding the Context

The first phase is devoted to identifying key trends and issues impacting the District that the strategic plan should focus on over the next six years. To identify and clarify these issues, the consultants conducted an extensive series of focus group meetings with committee members and other stakeholders, facilitated a community at large meeting to engage the larger community, and launched an online survey to which over 7,000 students and nearly 800 employees responded. Concurrently, the consultants has been compiling and analyzing quantitative data on both internal and external conditions in collaboration with the Strategic Planning Committee and the Office of Institutional Effectiveness (e.g., community and student demographics) to further inform the planning effort.

Phase II: Aligning Programs with a Changing Environment

During the second phase, findings from phase I outreach and research were used to develop a preliminary set of goals. These goals, along with related phase I findings – issue, challenges, and opportunities – were then presented to a cross-section of the District community during a series of five planning forums/ charrettes (one for each of the District’s four colleges and for the District Offices). This structure, as well as that of the preceding outreach in phase I, ensured that the perspectives of the colleges, as well as those of District staff, informed the development of the Strategic Plan. During each of the charrettes, participants were charged with the task of brainstorming potential strategies and actions for pro-actively addressing key strategic issues.

Phase III: Developing the Strategic Plan

In the third phase of the project, the Strategic Planning Committee, District staff, and consultants will work collaboratively to consolidate results from the first two phases to develop the Districtwide Strategic Plan. As a first step, the priority strategies proposed by charrette participants will be refined into a Working Draft of the Strategic Plan. The Working Draft will then be vetted with a broad set of campus groups for feedback and commentary, including many of the same committee members and other constituent groups that provided their initial input during phase one. The consultant will then use feedback from these groups to develop the Draft Strategic Plan.

The Strategic Planning Committee is core to this process and ensures the needs and priorities of each college are well represented in every aspect of planning. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. Meetings are held regularly with representatives from across the District (Evidence: IB9³). During the annual planning cycles within a four-year strategic plan period, the District Strategic Planning Committee (SPC) met once a semester during the two semesters of the academic year. When the strategic plan was under development, the committee met more frequently to analyze and align the plans developed in the Colleges and Continuing Education into themes resulting in an overarching set of goals and objectives that reflect a Districtwide plan.

To facilitate ongoing continuous improvement, the SPC coordinates the District’s annual cycle of a) assessing and learning from the year’s implementation activities; b) acting to refine objectives for the next year; c) identifying resource needs and allocating resources to the objectives; and d) implementing activities designed to meet planning objectives by collecting results of annual planning efforts from members of the committee into an Annual Update. Annual Updates are developed, reviewed, published, and distributed by the SPC (Evidence: IB9⁴). Data used for the updates include research reports, college and Continuing Education annual reports, District annual reports, and college worksheets provided by the SPC. Internal and external environmental analyses are reviewed by the SPC to further inform the Annual Update and in the strategic plan development process [Strategic Planning Matrix, Annual Summary Worksheet, District Annual Report, College Annual Report].

The District Strategic Planning Development Timeline is an alignment tool that brings together the divisions, colleges, and campuses in a planning effort to develop the new plan and

corresponding future reports. This approach is furthering the district's efforts to align the multiple plans each College may have (e.g., Student Support and Success Plan, Student Equity Plan, and Educational Master Plan), which may overlap the time period for the Districtwide Strategic plan; the Districtwide planning cycle ensures an integrated system of planning and alignment across the District, Colleges, and Continuing Education. Districtwide integrated planning is thereby accomplished across all divisions, colleges, and Continuing Education through a systematic approach designed for the establishment of Districtwide goals, objectives, measurements, assessment, and improvement.

Strategic Planning Committee

The District Strategic Planning Committee will serve as the districtwide vehicle for initiation and coordinating districtwide strategic planning in order to ensure good communication and effective oversight of planning processes, as well as an effective, complementary balance in planning activities between the District as a whole and the colleges.

The District Strategic Planning Committee is a standing committee composed of individuals who will function as a knowledgeable, collegial planning group that will support and review the outcomes of the institutional planning processes of the colleges; will review the needs of the San Diego community and region in relationship to districtwide planning; and will recommend planning outcomes that should be related to annual budgets, both at the institutional and districtwide levels. The District Strategic Planning Committee will report to the District Governance Council and the Chancellor's Cabinet.

Specifically, the committee will:

1. Develop a coordinated timeline for institutional planning processes throughout the District;
2. Review the planning outcomes of the colleges/Continuing Education planning processes so that common elements, themes, and needs can be identified, reviewed, and addressed;
3. Conduct periodic environmental scans and community needs assessments so that evidence of community/regional needs can be identified, reviewed, and addressed as ongoing components of planning;
4. Review and make available information from external groups and agencies that relate to planning opportunities within the District colleges;
5. Conduct research and analyze the need for new or revised programs, delivery methods, and services within the District;
6. Sponsor forums or workshops to discuss planning options in conjunction with other organizations, e.g., the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees;
7. Develop and disseminate short-term and long-term planning strategies; and
8. Provide recommendations and reports to the District Governance Council and Chancellor's Cabinet for further consideration by the Districtwide Budget Development Council and the Board of Trustees.

[Evidence: Administration & Governance Handbook 2021-22, pps.36-37].

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

- Chancellor’s Cabinet
- Shared governance and participatory governance committees and meetings,
District: <https://www.sdccd.edu/docs/District/employee/AdminGovHandbook.pdf>
College: https://sdmiramar.edu/sites/default/files/2021-08/College_Governance_Handbook.pdf
- Monthly Board meetings and updates
- Miramar College Board presentations
- Zoom, Email, Social media, Campus Solutions Web portal
- Chancellor forums each semester
- College Executive Committee (CEC)

The district and the colleges have an established communication protocol to ensure effective operations of the colleges are timely, accurate and complete through regular participatory governance meetings, which have well balanced representation from the College and district (Evidence: Forthcoming). The structure ensures the colleges are well informed about district issues, governing board actions and interests that have an impact on operations, educational quality, stability or the ability to provide high quality education. Additionally, Miramar’s newly implemented participatory governance handbook for the college ensures appropriate discussion and vetting as necessary.

Analysis and Evaluation

The San Diego Community College District values strong communication between the District Office and its colleges/Continuing Education. To be effective, communication must be two-way. The District Office employs a variety of methods to ensure strong two-way communication exists, allowing for information to be shared easily. These methods include:

- Chancellor’s Cabinet – the SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus presidents, District vice chancellors, the director of communication, and other staff. The agenda for these meetings varies but generally includes a variety of items of Districtwide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations, and, conversely, important items of Districtwide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepares an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and CE electronically and via print copies (Evidence: Agendas and Reports).
- Participatory Governance Councils and Committees – as part of the District’s commitment to participatory governance, a variety of Districtwide councils and committees meet regularly. In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting (Evidence: Agendas and Reports).

- Regular presentations and campus meetings – meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four-campus meetings held by the SDCCD Board of Trustees once a year at each of the District's three colleges and Continuing Education (Evidence). In addition, the SDCCD Chancellor holds a “Chancellor’s Forum” meeting each fall at each of the three colleges and Continuing Education (Evidence: IVD6⁴). The forums are well promoted, and faculty and staff are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations made are provided online (Evidence).
- Board Report – to keep students, faculty, staff, and members of the public informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each board meeting (Evidence: IVD6⁶). This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.
- Safety Information – consistent with the Jeanne Clery Act and other requirements, the SDCCD regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled “Safe and Sound, A Guide to Safety and Security in the San Diego Community College District” that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District (Evidence: IVD6⁷). In addition, timely notice and community safety alerts are shared widely as events dictate. SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions (Evidence).
- Website Updates – a variety of updated information is maintained by the District Office via the SDCCD’s website. This includes content provided by each of the District’s primary divisions: Human Resources, Business and Finance, Student Services, Communications and Public Relations, Instruction Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office. In addition, the District is developing a web portal for use by students, faculty, and staff. (Evidence)
- Email: e-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information on Districtwide interests (Evidence: IVD7¹⁰). Launched in August 2015, SDCCD NewsCenter includes an email summary of Districtwide news shared every other week.
- Social Media – the District manages a variety of social media platforms that – in addition to being used by members of the public – can be a highly effective method of sharing information with the District’s students, faculty, and staff. These platforms include official District accounts on Facebook (Evidence: IVD7¹¹), YouTube (Evidence: IVD¹²),

Twitter (Evidence: IVD7¹³), LinkedIn (Evidence: IVD7¹⁴), and Instagram (IVD7¹⁵). In addition, District Office staff follow similar accounts managed by staff at the colleges and CE. In this way, updated information is easily shared within the District.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

Chancellor's Cabinet (Evidence: weekly meetings, planning, flow of communication)

District Governance Council (Evidence: regular meetings, planning, flow of communication)

Self-Assessment surveys

The Chancellor relies on several assessments of the effectiveness of roles and responsibilities, District governance, and District operations to ensure their integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the District divisions and governance councils, and committees. All of the District governance councils and committees undergo a self-assessment process, the results of which are shared with the groups through facilitated discussions and posted on the District institutional research website. The results of these assessments are used to make improvements in operations, membership, and responsibilities. The District divisions also undergo annual action planning and self-assessments of the effectiveness of their respective services in support of the mission of the colleges and the District. To further enhance this self-assessment, from 2015-2016, the District leadership included a survey of all District employees to ascertain the effectiveness of the various services in supporting the colleges as a component of their annual self-assessments.

In addition, a systematic process was developed for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. (Evidence: IVD5¹²) The process includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District's mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors, and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

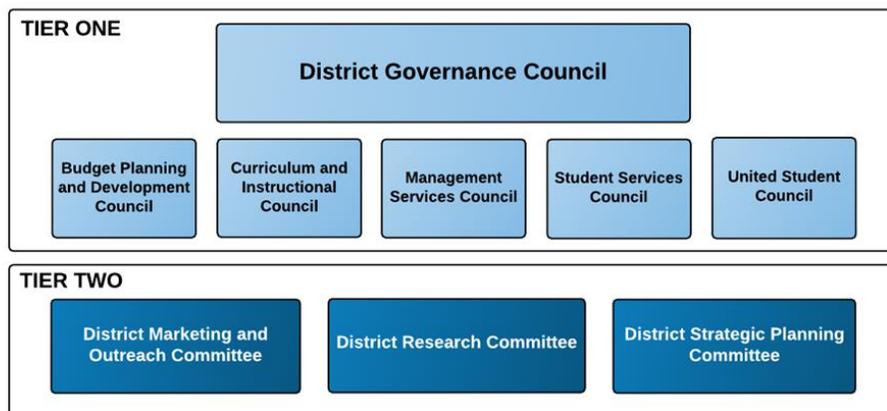
Analysis and Evaluation

The Chancellor relies on both summative and formative assessments of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting

goals for student achievement and learning. The Chancellor relies on input from his Executive Cabinet and meets weekly to address operational matters, governance, and decision-making. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor’s Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board of Trustees Items; Development and Entrepreneurship; Health and Safety; Finance and Operations; Human Resources, Collective Bargaining, and Legal; Facilities and Police; Communications, Marketing, and Legislation; Conferences, Events, and Information; Roundtable. Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, assessment of business processes, operational challenges, and policy matters. After each meeting, the Chancellor’s staff produces a list of meeting action items and expected completion dates. (Evidence: IVD7¹; IVD7²)

The Chancellor also has established an expectation that the leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities, as well as offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects that the Executive team provides regular updates on important matters, as well as any concerns that may be surfacing. (Evidence: IVD7³; IVD7⁴; IVD7⁵; IVD7⁶; IVD7⁷)

Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

The San Diego Community College District currently has eight Districtwide participatory governance councils and committees that are divided into two tiers as previously discussed in standard IV.A.7.

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the Board policy on governance and the Accreditation Standards and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing

process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director, Office of Institutional Effectiveness and Research, working with the District Governance Council, the District’s primary participatory governance body.

The evaluation of these Districtwide participatory governance councils and committees is on a five-year cycle. The first formal evaluation was in Spring 2010, with a subsequent evaluation in 2015-2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the Districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and responsibilities and make improvements accordingly. The summary reports are posted on the Institutional Research webpage. (Evidence: (IVD7¹⁰))

Figure 1. District Office—Division/ Department Planning and Assessment Cycle



The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, establish department and division goals along with key activities for achieving these goals and determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous

year(s), as demonstrated in Figure 1. (Evidence: IVD7¹²)

From 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The *District Offices Employee Feedback* survey is administered in Spring to all employees in the District, Continuing Education, the District Offices, and the District Service Center. The purpose of the survey is to assess employees' satisfaction and perception of the services provided by the various departments at the District Office. (Evidence: IVD7¹¹) The information will be used to help inform the department's self-assessments and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In 2016 a systematic process was developed for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. (Evidence: IVD5¹²) The process includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District's mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors, and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

Conclusions on Standard IV.D: Multi-College Districts or Systems

Response forthcoming

Improvement Plan(s)

Response forthcoming (If applicable)

Evidence List

Response forthcoming

To provide Feedback on this section, capturing information, accuracy, evidence, and missing content, please click the following link:

Accreditation ISER Draft #2
Feedback Survey