



SAN DIEGO MIRAMAR COLLEGE

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Date: February 8, 2024

To: Dr. Tawny Dotson, Chair
Dr. Lisa Aguilera Lawrenson, Vice Chair
Ms. Virginia "Gini" May, ACCJC Staff Liaison

From: Dr. P. Wesley Lundburg, President, San Diego Miramar College

CC: Dr. Daniel Miramontez, Accreditation Liaison Officer

Re: College Update on Core Inquiries

San Diego Miramar College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

Core Inquiry 1: The team would like to see an update on the new program review process and further understand how the College assesses learning outcomes for all instructional programs and student and learning support services.

Standards or Policies: I.B.2, I.B.4

Topics of discussion during interviews:

- a. Assessment of outcomes for instructional programs: methods and sample assessments for several programs.
- b. Assessment of outcomes for student services: progress to date.
- c. Assessment of outcomes for learning support services: progress to date.
- d. How the results of outcomes assessments are used.
- e. An update on the process(es) currently being used for Student Services outcomes assessment.
- f. An update on the plans for implementing the process(es) in the guidebook.
- g. How is the College using the SPAS 2.0 scorecard?

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 1.
(300 words max.)

The College has begun using Nuventive, its new learning outcomes management system. The tool links collegewide priorities as identified through the Strategic Plan Assessment Scorecard (SPAS) 2.0 to program level information ([Nuventive College Level to Unit Level Mapping-January 2024](#)) and is expected to effectively facilitate Program Learning Outcomes (PLO) assessment. Currently, PLO assessment is underway and is being used by faculty in the following ways ([Program Learning Outcomes Assessment Report-January 2024](#)):

1. Faculty are inferring PLOs from student learning outcomes (SLOs) assessment; and/or
2. Faculty are asking specific questions about PLOs.

Additional support for instructional faculty on use of the system and guidance on PLO assessment was made available through two open workshops delivered by the College's Program Review/Outcomes Assessment Facilitator. Ongoing status reports are provided for each of the instructional schools ([Public Safety PLO Status Report-January 2024](#); [Business-Technical Careers-Workforce Initiatives PLO Status Report-January 2024](#); [Mathematics-Biological-Exercise-Physical Sciences PLO Status Report-January 2024](#); [Liberal Arts PLO Status Report-January 2024](#)).

Student Services and Instructional Support Services processes have been fully integrated in Nuventive ([Nuventive Service Unit Outcomes Assessment Report-January 2024](#)). The guidebook for assessing service unit outcomes (SUO) for student services and learning support services is being updated ([Program Review and Outcomes Assessment Guidebook-Updated January 2024](#)). Both Student Services and Instructional Support Services received training during December 2023. Within Student Services division, action plans have been written for two areas - EOPS and Student Health Services. EOPS will use the results to increase and improve the ways in which they communicate with students to ensure students are progressing and learning. Student Health Services will use the results to streamline student health record reviews to ensure all students are receiving necessary immunizations and follow up services. These two areas will serve as examples for the remaining Student Services departments ([Nuventive EOPS SUO Assessment Report-January 2024](#); [Nuventive Student Health SUO Assessment Report-January 2024](#)).

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.
(documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. **Nuventive College Level to Unit Level Mapping-January 2024.pdf**
2. **Program Learning Outcomes Assessment Report - January 2024.pdf**
3. **Public Safety PLO Status Report - January 2024.pdf**

4. **Business-Technical Careers-Workforce Initiatives PLO Status Report - January 2024.pdf**
5. **Mathematics Biological exercise-Physical Sciences PLO Status Report - January 2024.pdf**
6. **Liberal Arts PLO Status Report - January 2024.pdf**
7. **Nuventive Service Unit Outcomes Assessment Report - January 2024.pdf**
8. **Program Review and Outcomes Assessment Guidebook - Updated January 2024.pdf**
9. **Nuventive EOPS SUO Assessment Report - January 2024.pdf**
10. **Nuventive Student Health SUO Assessment Report - January 2024.pdf**

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)

Core Inquiry 2: The team would like to see an update on the College’s progress on the disaggregation and analysis of learning outcomes for subpopulations of students. The team would also like to learn more about how these results are used for improvement and how they inform resource allocations.

Standards or Policies: I.B.6

Topics of discussion during interviews:

- a. Timeline, plan, and progress regarding outcomes assessment data collection.
- b. Processes for the disaggregation and analysis of learning outcomes (subpopulations, modality, or programs).
- c. Processes for how results will be used for improvement and resource allocation decisions.

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections that have occurred pertaining to Core Inquiry 2.

(300 words max.)

The College’s Program Review Outcomes Assessment (PROA) Subcommittee has been engaged in deep discussion about its approach and analysis of student learning outcomes (SLO) disaggregation ([Program Review Outcomes Assessment Subcommittee Minutes 11/6/23](#); [Program Review Outcomes Assessment Subcommittee Minutes 12/4/23-Draft](#)). Moving forward, SLO disaggregation will be a main focal point in the forthcoming College’s 2024-2027 PROA Functional Plan.

An upcoming professional development event called CREATE (Culturally Responsive Educators Academy and Training for Equity) will actualize SLO disaggregation during

curriculum development ([2023 Equity Summit Presentation](#)). The program will be held over two semesters and will include two cohorts of faculty ([CREATE Recruitment Email](#)). Part one will be focused on helping participants to fully understand how student outcomes are impacted by course-level racially disaggregated data ([CREATE Participation Confirmation Email](#)). Participants will outline a project aimed at developing/refining SLOs for the course in the following semester and have support from PROA Facilitator ([CREATE Canvas Welcome Page Screenshot](#); [CREATE Canvas Session Page Screenshot](#)). Canvas will be integrated with Nuventive for SLO disaggregation, longitudinal tracking, and progress reviews. During part two, participants will develop culturally responsive assessments and assessment plans for the new/revised SLOs, including redesign of their courses. Finally, the Office of Institutional Effectiveness will compile and disaggregate the data at the conclusion of the CREATE program.

These efforts and results of the SLO disaggregation are expected to be used for improvements and inform resource allocation decisions. Discussions will occur within the College's existing governance structure, beginning with the two subcommittees of the Planning, Institutional Effectiveness, and Research Committee (PIERC) - the PROA Subcommittee and the Budget and Resource Development Subcommittee (BRDS) ([Planning, Institutional Effectiveness, and Research Committee Governance Handbook Page](#)). Resource requests submitted in Nuventive are documented, reviewed, prioritized, and allocated for many functions. These are collected for staffing, facilities, discretionary budget, and one-time equipment/supplies by BRDS, as one data source within Nuventive for implementation based upon available funds. Requests for funding are an outcome of program review planning, and aligned with college goals/priorities. Final recommendations resulting from the governance process through PIERC will move forward to propose adoption or constituency vetting through the College Council.

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 2.
(documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. **Program Review Outcomes Assessment Subcommittee Minutes 11/06/23.pdf**
2. **Program Review Outcomes Assessment Subcommittee Minutes 12/04/23-Draft.pdf**
3. **2023 Equity Summit Presentation.pdf**
4. **CREATE Recruitment Email.pdf**
5. **CREATE Participation Confirmation Email.pdf**
6. **CREATE Canvas Welcome Page Screenshot.pdf**
7. **CREATE Canvas Session Page Screenshot.pdf**
8. **Planning-Institutional Effectiveness-Research Committee Governance Handbook Page.pdf**

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

District Core Inquiry 1: The college teams would like to better understand how the district 1) regularly evaluates district systems, college roles, and decision-making processes, 2) communicates these results widely, and 3) uses these results as the basis for improvements.

Standards or Policies: IV.D.7

Topics of discussion during interviews:

- a. Process for communication for decision-making and evaluation of governance from the District to the Colleges.
- b. Impact of the new hire for Vice Chancellor of Institutional Innovation & Effectiveness
- c. Connection between colleges' Administrative & Governance Handbook and the District self-evaluation of District committees in Tier 1 and Tier 2.

The San Diego Community College District (SDCCD) employs a participatory governance model to ensure transparent and systematic communication of decisions and information to and from the Chancellor and college constituents ([Administrative Governance Handbook 2022-2023](#)). Central to this model is the District Governance Council (DGC), chaired by the Chancellor. The DGC, with representatives from each college and constituent group, advises the Chancellor on policy development and decision-making, and is a central conduit of communication to the colleges ([SDCCD Policy and Procedure Development](#)).

Key processes include information and recommendations flowing through committees and councils, illustrated in the Board and administrative policy decision-making process ([SDCCD Policy and Procedure Development](#)) and Chapter Six updates ([Chapter 6 Board Policies and Procedures](#)). Recommendations passed through the Budget Planning and Development Council, Chancellor's Cabinet, DGC, and then to the Board of Trustees, ensuring review and communication at each step. Another example is BP/AP 7800, first taken through the districtwide Management Services Committee ([BP/AP 7800 Approval Process](#)), the tentative budget ([Tentative Budget FY 2023-2024](#)), and hiring an outside auditor ([Outsource Internal Auditing Approval](#)).

The apprenticeship funding decision-making model demonstrates a thorough decision making process ([Apprenticeship Funding Collaboration Process](#)). Similarly, the 2023-2024 District Budget adoption followed a path from Tier I committee to the Chancellor's Cabinet, to DGC, and Board of Trustees ([District Budget Adoption 2023-2024](#)). Another example is the RAVE emergency system ([RAVE Approval Process](#)), class modality definitions ([Class Modality Definitions](#)), and decision from Tier II Marketing and Outreach Committee ([Marketing and Outreach Committee Decision Approval Process](#)). Chancellor districtwide email

communications ([SDCCD Communications and Public Relations Communication Process](#)) and forums occur regularly ([Chancellor's Forum 2023-2024](#)).

The governance process review begins with a survey of all governance committee members. SDCCD began this process in October 2023 ([Participatory Governance Survey and Timeline](#)). The data will inform SDCCD's IEPI application for supporting a District Participatory Governance and Process Review.

The District is committed to providing resources to conduct a systematized district divisional review ([Departmental Process Plan and Timeline](#)) further informed by a districtwide customer service survey ([Customer Needs Survey DRAFT](#)). There are also Climate surveys for employees and students ([Climate Surveys](#)). The current data and draft documents will be used to facilitate planning meetings with the district divisional leads.

Evidence: Provide the list of evidentiary documents that will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 3. (documents should be separate pdf files, accessible via hyperlinks and uploaded to ACCJC's cloud service)

1. **Administrative Governance Handbook 2022-2023.pdf**
2. **SDCCD Policy and Procedure Development.pdf**
3. **Chapter 6 Board Policies and Procedures.pdf**
4. **BP_AP 7800 Approval Process.pdf**
5. **Tentative Budget FY 2023-2024.pdf**
6. **Outsource Internal Auditing Approval.pdf**
7. **Apprenticeship Funding Collaboration Process.pdf**
8. **District Budget Adoption 2023-2024.pdf**
9. **RAVE Approval Process.pdf**
10. **Class Modality Definitions.pdf**
11. **Marketing and Outreach Committee Decision Approval Process.pdf**
12. **SDCCD Communications and Public Relations Communications Process.pdf**
13. **Chancellors Forum 2023-2024.pdf**
14. **Participatory Governance Survey and Timeline.pdf**
15. **Departmental Process Plan and Timeline.pdf**
16. **Customer Needs Survey DRAFT.pdf**
17. **Climate Surveys.pdf**

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)