PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to San Diego Miramar College on February 29 – March 1, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Tawny M. Dotson
Team Chair

Table of Contents

Contents

San Diego Miramar College
Peer Review Team Roster
TEAM ISER REVIEW

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Vice President
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San Diego Miramar College
Peer Review Team Roster
FOCUSED SITE VISIT

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*If applicable, note persons who served on the district review team with an asterisk.

Summary of Focused Site Visit

INSTITUTION: San Diego Miramar College

DATES OF VISIT: February 29 – March 1, 2024

TEAM CHAIR: Dr. Tawny M. Dotson

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2023, the team conducted a Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to San Diego Miramar College February 29 through March 1, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on January 17, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 30 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1: In order to increase effectiveness, the team recommends the College implement and institutionalize its plan for collection, analysis, and disaggregation of learning outcome data for student subpopulations to assist with identifying performance gaps; implement strategies, which may include investment of resources, to mitigate the gaps; and evaluate the efficacy of those strategies. (I.B.2, I.B.6)

Recommendation 2: In order to increase effectiveness, the team recommends the College continue to work with the District to strengthen regular assessment of governance systems and broad communication of the results throughout the College. (IV.D.7)

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

San Diego Miramar College (Miramar) is one of three credit colleges of the San Diego Community College District (SDCCD). The college serves more than 21,000 of the district's 100,000 students annually. As a multi-college district, SDCCD, provides services to all of the colleges in planning, aligning district wide priorities, services, operations, and needs. Each college independently conducts campus instruction and services.

Miramar was established in 1969 and is a comprehensive community college serving 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.

Of Miramar's more than 21,000 students enrolled annually, a majority are working full or part time and a majority of enrollments are online (2021). Nearly half of their students are ages 18-24, 52% are male, and their three largest race/ethnicity groups are White (33%), Latinx (31%), and Asian (13%).

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 also a strong supporter of the local military population. They partner directly with Marine Corps Air Station Miramar offering courses on base to support service members, their families, and Veterans/retirees.

The Peer Review Team recognizes that the College has put a great deal of effort into driving equitable outcomes for students with a focus on accelerating learning and change. The team was impressed by the level of student involvement in the entire process. During meetings, the Team learned more about how students are becoming actively involved in shaping the College through tools like resolutions and new student programs. The Team was also impressed with the College's demonstration of collaboration where the entire College comes together to work toward its goals. College members are open and willing to self-reflect and to learn.

Eligibility Requirements

1. Authority

The team confirmed that the College has the required authority to operate as a public two-year community college in California. The College, founded in 1969, is accredited through the Accrediting Commission of Community and Junior Colleges (ACCJC), an accrediting commission recognized by the Federal Department of Education. The College is authorized to operate by the state of California, the California Community College Board of Governors, and the San Diego Community College District Board of Trustees.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the College is providing educational programs and services leading to associate degrees, and certificates for 24,327 students during the 2020-2021 school year. The number of program awards conferred this year was 1,618. The College publishes its current class schedule of course sections available for enrollment on the website for community use.

The College meets the Eligibility Requirement.

3. Degrees

The College offers courses in 40 educational programs that lead to 166 associate degrees and certificates. The team confirmed that all associate degrees require at least 60 units to complete, including an appropriate general education requirement and concentration within a major area of emphasis.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the District Chancellor serves as the Chief Executive Officer for the San Diego Community College District and the College President serves as the Chief Executive Officer of the College. Both the Chancellor and College President are appointed by the District Board of Trustees and vested with the appropriate authority to make decisions on behalf of the District and College. The current College President, Dr. P. Wesley Lundburg, was appointed by the Board of Trustees in May 2020. Neither the District Chancellor, nor the College President are eligible to serve on the Board of Trustees or as the Board President for the San Diego Community College District.

The College meets this Eligibility Requirement.

5. Financial Accountability

The team reviewed evidence that supports the institution uses a qualified external auditor to conduct audits of all financial records. The audit includes an assessment of compliance with Title IV federal requirements. All audits are certified and the explanation of findings are documented. All findings are rectified appropriately. The San Diego Community College District Board of Trustees receives and reviews the reports.

The College meets the Eligibility requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
N/A	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
N/A	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one): No third-party comments were received.

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.

X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

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	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates

	near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Miramar College demonstrates commitment to student learning, achievement, and outcomes through its mission. The mission statement is widely publicized and available at the College from a variety of sources. Data informed discussions are used to assess the College's effectiveness in meeting its mission through dialogue with relevant constituents. In addition, the mission is the fundamental driver of institutional processes like strategic planning, program review, outcomes assessment, and resource allocation. The mission is reviewed on a regular basis and approved by the San Diego Community College District Board of Trustees.

Findings and Evidence:

The Miramar College Mission Statement clearly indicates that the College's broad educational purpose is to "prepare students to succeed by providing quality instruction and services". In addition, the mission supports the intended student population through degree and certificate pathways leading to "transfer, workforce training, and/or career advancement." Lastly, the mission directly supports student learning and achievement by creating "an environment that supports and promotes success, diversity with innovative programs and partnerships to facilitate student completion". (I.A.1)

The team reviewed evidence that supports Miramar College's use of data to assess its effectiveness in accomplishing its mission and how the mission directs institutional priorities in meeting the educational needs of students. The Student Success Framework for Long-Term Integrated Planning demonstrates the College's mission directing priorities and resources to students. The framework integrates student focused guided pathways elements, strategic planning, long-term planning, shorter term operational plans, and the program review – resource allocation process. The current strategic plan is grounded in the College mission and serves to drive the goals and activities included in the plan. The strategic plan also includes metrics that are regularly assessed to determine progress towards these goals in advancing the College mission. (I.A.2)

College programs and services are directly aligned to its mission through program review, outcomes assessment, and strategic planning activities. Major college processes are grounded in the mission of the College such as strategic planning, program review, outcomes assessment, and college plans like the Technology Plan. In addition, the mission is mapped to agenda items on standing College governance committees like College Council, Planning, Institutional Effectiveness, and Research (PIER) Committee, and Budget and Resource Development Subcommittee (BRDS). (I.A.3)

Evidence included in the ISER demonstrates that the College Mission is published widely, periodically reviewed/updated, and approved by the District Board of Trustees. The mission, vision, and values

statements were last reviewed in the fall of 2018. Subsequently, the Board approved the updated mission statement in February 2019. The mission is publicly available and published in many places across the institution. The mission can be found on the College President's web page, catalog, annual report, governance handbook, and multiple planning documents. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College assures academic quality and institutional effectiveness through collegial dialog about student learning and achievement. The College relies on analyzing student achievement data to set institutional priorities. The program review process, as described in the college's most recently revised guidebook, ensures a broad-based and systematic evaluation and planning process.

Findings and Evidence:

The College demonstrates a sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement as evident by the annual planning summits and the Guided Pathways Steering and Planning, Institutional Effectiveness, and Research Committees, respectively. This dialog informs the College's strategic plan and drives institutional priorities (I.B.1).

Learning outcomes are defined and listed in the College Catalog (for programs) and course outline of record in the CurricUNET course management system (for courses). Service Unit Outcomes are defined and listed in each Program Review document. The assessment of course student learning outcomes is supported by the "2018-2021 Instructional Course Action Plan Summary" document. During the focused site visit, the College provided evidence of program learning outcomes assessments for instructional programs (Math and Business) and shared examples of assessments and program reviews for support services (EOPS and Health Center). The College acknowledged that the process is new for student support services, and that many programs are still figuring out methods and measurements for assessment. The College also provided a report that demonstrated each program's participation and progress in the current assessment cycle. The review team strongly encourages the College continue to increase participation on program assessments for instructional programs, and to document the methods of assessment; the analysis of the results; the use of the results in programmatic changes and resource allocations; and the evaluation of the effectiveness of those strategies. For student support services, the review team strongly encourages the College build on the momentum started with the early adopters of Service Unit Outcomes assessment by experimenting with different measurements for each

defined program outcome, using these results to continuously improve outcomes, and to evaluate their effectiveness (I.B.2).

The institution-set standards (ISS) for the College's KPIs can be found in the Strategic Plan Assessment Scorecard. The establishment of the ISS was led by the Planning, Institutional Effectiveness, and Research Committee to support the strategic goals and directions of the college as specified in the college's strategic plan. Areas where the College fell short of the ISS consistently were recommended to become college-wide priorities to guide institutional planning. The College also identified the revision of the program review process as a mechanism to make improvements at the unit level (I.B.3).

The use of assessment data to improve student learning and student achievement is most visibly seen in the faculty Student Success Teams as part of the college's Guided Pathways Initiative. This had led to changes to the student onboarding process; the implementation of Program Mapper to aid in program completion; and faculty professional development events that focus on student engagement in introductory courses for each academic pathway. At the focused site visit, the College demonstrated its tool and process for linking program review and resource allocation requests to institutional priorities (I.B.4).

The recently revised Program Review and Outcomes Assessment Guidebook demonstrates that the College has established and uses program review processes to support programmatic improvement, implementation of modifications, and evaluation of changes using data on student learning and student achievement. The program review process includes goals and data to inform how well the college is achieving its mission. Achievement data is disaggregated by student demographics and are readily available through the Program Review Equity Data Dashboard. The use of data is central to both planning at the program level and the institutional level (I.B.5).

The College disaggregates and analyzes student achievement data for various student subpopulations (e.g., gender, ethnicity, age, military status, foster youth status, etc.) as demonstrated in the Program Review Equity Data Dashboard. This data dashboard is central to the program review process and is directly tied to resource allocation and institutional planning, as the conclusions drawn are used in the program's narrative and resource requests in the program review document. The outcomes assessment process is documented in the Program Review and Outcomes Assessment Guidebook as part of the program review process. The College's last data disaggregation of student learning outcomes was in 2017 for a small select group of courses as part of a pilot study. The College acknowledged that data collection at the student level has been challenging. The College notes that it plans to collect and disaggregate student learning outcomes data at the student level in the 2024-2027 cycle. During the focused site visit, the College shared that it is in early stages of institutionalizing the disaggregation of learning outcomes results, and that the Nuventive assessment platform and the Canvas learning management system will allow for a more systematic method for data collection that will allow for data disaggregation. The College also shared that their planned professional development program (CREATE: Culturally Responsive Educators Academy and Training for Equity) will explore actualizing learning outcomes disaggregation and how to refine learning outcomes for individual courses (I.B.6).

Formal review of district-wide policies is outlined in Administrative Procedure 2410. Board policies and

administrative procedures cover instructional programs, student and learning support services, resource management, and governance processes. A comprehensive review of all policies occurs every six years. The College noted program review as the mechanism for evaluating instructional programs and student and learning support services. However, it is not clear what processes are in place to evaluate the program review process itself. It is also not clear how the College evaluates practices in resource management. The College recently evaluated the governance structure in fall 2022 using a survey and will refine the structure and practices based on the results (I.B.7).

Institutional evaluation reports such as the Strategic Planning Assessment Scorecard are shared broadly at various meetings on campus (e.g., Academic Senate, President's Cabinet, PIER, etc.). Such reports are published on the college's website so that anyone can access. More specific evaluation reports are also posted on the college's website, such as Academic Success Center report, Graduation Student Survey, etc. (I.B.8).

Comprehensive institutional planning is overseen by the Planning, Institutional Effectiveness, and Research Committee, with subcommittees overseeing program review and outcomes assessment, and resource allocation. Members are drawn from across the campus. This structure, in conjunction with the College's Annual Planning Calendar/Cycle, ensures institutional planning happens on a regular basis, includes college-wide participation, and follows consistent processes. The College's Student Success Framework for Long-term Integrated Planning document describes how planning integrates program review, resource allocation, and strategic and operational plans (I.B.9).

Conclusions:

The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College implement and institutionalize its plan for collection, analysis, and disaggregation of learning outcome data for student subpopulations to assist with identifying performance gaps; implement strategies, which may include investment of resources, to mitigate the gaps; and evaluate the efficacy of those strategies. (I.B.2, I.B.6)

I.C. Institutional Integrity

General Observations:

Processes are in place to ensure accurate information is communicated to prospective and current students. The college widely disseminates assessment data, fees and costs, and other relevant information in a variety of publications to all levels of the college and to the public. The college regularly reviews these processes.

Findings and Evidence:

Regular review of catalog information to ensure information provided to students is current and accurate is evident by Board Policy 5401 and the Catalog Production Timeline. Student learning outcomes for courses and programs can be found in the College Catalog and on the college's website. Accreditation status and documents are publicly available on the college's website (I.C.1)

The College provides a print and online catalog, which are easily accessible by all. Information relevant to students that are required by ACCJC is present in the 2021-2022 catalog (I.C.2).

Documented assessment of student learning and evaluation of student achievements in the form of program review documents, the Strategic Plan Assessment Scorecard, annual planning summits, and various reports are readily accessible on the college's website, where both internal and external stakeholders can access them (I.C.3).

The College clearly describes its certificates and degrees in its catalog, including program learning outcomes. Program descriptions include course sequence, units, and prerequisites (I.C.4).

The process for reviewing institutional policies and procedures is summarized in the Policy and Procedure Development document. Comprehensive review of the policies occurs every six years. The structures and processes for review include broad consultation with various participatory governance groups at the college (I.C.5).

The College Catalog and college website informs current and prospective students regarding the total cost of education. The cost of instructional materials such as textbooks are viewable in the schedule of classes (I.C.6).

Board Policy 4030 covers academic freedom. Board policies are reviewed every six years. Board policies are accessible online (I.C.7).

Board Policy 5500 (Student Code of Conduct) promotes honesty, responsibility, and academic integrity; the policy also describes faculty responsibility in these areas. These topics are clearly communicated to students in the College Catalog. The college's learning management system, Canvas, provides authenticating procedures for distance education courses (I.C.8).

Faculty are expected to distinguish between personal conviction and professionally accepted views in a discipline. These expectations are included in the Faculty Appraisal Guide (I.C.9).

Standards I.C.10 and I.C.11 do not apply to the College.

The College publishes all accreditation-related documents on the accreditation page of the college website. Details around the upcoming comprehensive peer review visit are disclosed at the public board of trustees meeting (I.C.12).

The College's communications with external agencies are clear and accurate, such as those required by the US Department of Education (I.C.13).

Standard I.C.14 does not apply to the College.

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College aligns its instructional programs with its mission, ensuring they meet the standards of quality and rigor expected in higher education. It evaluates the quality of its education using established higher education assessment methods, shares these assessment findings with the public, and utilizes them to enhance both the educational quality and overall effectiveness of the institution. Furthermore, the college incorporates a comprehensive general education curriculum into all of its degree programs, aiming to provide a broad spectrum of knowledge and stimulate intellectual exploration.

Findings and Evidence:

The team found that San Diego Miramar College is dedicated to readying students for success through the delivery of high-quality education and support services in an inclusive and equitable environment. They achieve this by offering innovative instructional programs and fostering partnerships that facilitate student achievement in areas such as degree/certificate attainment, transfer, workforce training, and career advancement. Furthermore, the Student Achievement section provides valuable data on student accomplishments. All the College's programs and awards are aligned with its mission and are well-suited for higher education. (II.A.1)

The College guarantees that course materials and teaching techniques align with established academic and professional norms and with District Board Policies (BP) and Administrative Procedures (AP) as outlined in BP 5020/AP 5020, Curriculum Development, and AP 5022, Course Approval. The team verified that the College employs both district and institutional procedures to ensure ongoing enhancement of courses, programs, and services aimed at fostering student achievement and promoting equity in student success. Faculty participate in program review to evaluate SLOs and student achievement in their academic areas, and regularly evaluate and discuss a variety of teaching strategies in relation to student success via professional development activities and analysis of student evaluations and outcome data. This comprehensive assessment process is used as a tool to ensure the relevance, currency, and excellence of the content, as well as to improve teaching and learning strategies. (II.A.2)

The team found in reviewing the evidence that the College has fully developed processes for establishing and assessing student learning outcomes (SLOs) for all courses and degrees/certificates/programs (PLOs). The evidence shows the College's efforts to ensure course outlines of record include learning outcomes developed by discipline faculty and with oversight from appropriate committees. Both full-time and adjunct faculty share responsibility for collectively crafting

the statements outlining learning outcomes and assessment plans, evaluating student achievement of these outcomes, engaging in discussions about the outcomes, and executing strategies to enhance student success. Additionally, faculty employ a range of assessment methods to gauge SLOs, which may encompass, among other things, objective examinations, writing assignments, applied skills demonstrations, and portfolios. This assessment process operates on a three-year schedule, with a strong emphasis on devising and implementing strategies to improve student success, and it is utilized to inform the program review process. (II.A.3)

The College provides curriculum designed for pre-collegiate levels in English, Math, and English Language Acquisition (ELAC), along with non-credit courses. These pre-collegiate courses are categorized with course numbers lower than 100 and are clearly designated in the course catalog and course outlines. In the course catalog, English and Math courses that do not count toward the completion of an associate degree are categorized under Basic Skills Courses, but they are presented as independent courses in the ELAC section. The team verified that each pre-collegiate course description explicitly states that it does not contribute to the fulfillment of an associate degree. Pre-collegiate courses that do count towards the associate degree are categorized under Associate Degree Courses, and their descriptions clearly indicate this status. Course outlines specify whether a course is non-degree applicable, associate degree applicable, or transferable. The College uses multiple measures and follows AB 705 regarding student placement in pre-collegiate courses. (II.A.4)

The team confirmed that the College's degree programs adhere to standard practices in higher education, encompassing aspects like breadth, duration, depth, rigor, and the synthesis of learning. Oversight of these programs falls within faculty purview, governed by curriculum review processes. All associate degrees require a minimum of 60 semester credits for successful completion. In addition to undergoing an independent review, distance education courses go through the same curriculum approval process as traditional courses. District Educational Services ensures that policies and procedures for defining and categorizing courses offered via distance education align with U.S. Department of Education (USDE) definitions, adhere to appropriate California Code of Regulations and Title 5 Regulations to ensure consistency and academic rigor in the courses offered. All distance education courses are built upon the same course outlines of record as their in-person counterparts, guaranteeing uniformity and scholarly standards. (II.A.5)

The College uses multiple data sources to create course schedules that allow students to complete their degree or certificate programs in a timely manner, aligning with the established norms in higher education. It has maintained a strong emphasis on optimizing course scheduling since the previous comprehensive self-assessment period. The team found that the College has incorporated discussions and strategies around course scheduling into the Guided Pathways framework. Programs each have a Program Map that clearly outlines the necessary courses and timeline to completion. (II.A.6)

The College engages in informed and data-driven deliberations within the Enrollment Management Committee, Program Review and Outcomes Assessment Subcommittee, and the Curriculum Committee. These discussions aim to ascertain the suitable utilization of diverse delivery modes, teaching approaches, and learning support services tailored to the needs of the College's student body. The team verified that multiple data points are regularly examined to ensure delivery modes and teaching methodologies translate to student performance, particularly for disproportionately impacted populations. The College has comprehensive, required training and certification for faculty teaching online courses and provides numerous tools and supports through Canvas. The team particularly noted that the College has developed commendable Hyflex and non-traditional course delivery methods to meet the needs of its military students at Marine Corps Air Station Miramar so that they can continue to participate in courses even when deployed. (II.A.7)

The team confirmed that the College has established procedures for verifying the efficiency of program examinations conducted by the certifying agency that administers these tests, including assessments of prior learning. Additionally, the College has implemented administrative policies regarding fair assessment of credit for prior learning to minimize test bias and boost reliability. (II.A.8)

The College awards academic credit based on generally accepted practices for degree-granting institutions of higher education and in accordance with appropriate standards, California and Title 5 regulations, and District board policies and administrative procedures. The team verified that grading systems are clearly described in the college catalog. Additionally, credit is evaluated based on student performance and achievement, which includes attainment of course SLOs and/or program SLOs. (II.A.9)

The team confirmed that the District has clearly defined transfer-of-credit policies and procedures that are available in the catalog and through student online portals on the College's website. The District operates a centralized Records and Evaluations department within the District Educational Services Division to assess transfer credits. The District Student Services Records office examines transferred credits in accordance with District policies and procedures, the anticipation of equivalent learning outcomes, generally accepted practices in higher education, and in consultation with faculty experts in respective disciplines. The acceptance of transfer credits also aligns with the general education patterns of CSU and IGETC. To enhance student mobility within the District and when transferring to other institutions, all credits earned by students at the three credit Colleges are consolidated onto a single District transcript. (II.A.10)

The team verified that the College maintains institution-level student learning outcomes (ISLOs) in broad categories with narrower subsets under each which cover those listed in the criteria: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. Instructional programs, courses, student services, and instructional support services have clearly defined

course and program-level learning outcomes which are mapped to the ISLOs and are used to assess courses, programs, and service units. The College publishes an ISLO report that draws data from its three-year program review cycle, learning assessment at the course, program, and service unit levels, and annual graduation surveys. (II.A.11)

The College confers degrees and certificates to students who fulfill specific major requirements, district graduation criteria, and general education (GE) prerequisites as outlined in the College catalog. To ensure compliance with ER 12 (General Education), the District has Board Policies and Administrative Procedures related to general education prerequisites for degrees. The team found that the College requires a component of GE in all degree programs that includes student learning outcomes and competencies that contribute to the breadth of knowledge expected of all graduates, including preparation for participation in civil society, skills for lifelong learning, and knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Faculty propose courses in their own discipline as appropriate for inclusion in general education and the College has a process for reviewing GE course proposals through relevant committees, faculty, department chairs, deans and personnel across all three colleges in the District. (II.A.12)

All degree programs at the College focus on one specific field of study or are part of an established interdisciplinary core. Faculty are responsible for initiating and constructing degree programs and ensuring that they meet the applicable requirements for transfer or career technical education. Additionally, they identify specialized courses within these areas of inquiry or interdisciplinary cores at the appropriate degree level within the field of study. The team confirmed that all programs are comprised of courses with learning outcomes and competencies appropriate to their purpose, whether transfer to baccalaureate level or skills needed in a particular career. (II.A.13)

The team confirmed that the College ensures that graduates completing career and technical education (CTE) degrees and certificates demonstrate technical and professional skills and competencies that meet workforce standards including preparation for external licensure and certification. As a part of this process, the College utilizes two external resources for information on standards and competencies, specifically industry advisory committees and program specific accreditation bodies as described in District Board Policy and Administrative Procedure 5102 *Career and Technical Education Programs*. Additionally, as part of the College's regular curriculum approval process, all new CTE awards are submitted to the California Region 10 Community Colleges Workforce Development Council for review and endorsement. (II.A.14)

The District and College have a clearly defined policy to review programs that no longer meet the College's mission or the educational plans or needs of its students. Per Board policy and through mutual agreement with the Academic Senate, program discontinuance procedures are established to include a detailed plan and recommended timeline for phasing out a program with the least impact on students,

faculty, staff, and the community. The team verified that students are notified about significant program changes or elimination in a timely manner, via the College catalog, website, counselors, and faculty. (II.A.15)

The team verified that the College regularly evaluates and improves the quality and currency of all instructional programs by conducting college-wide meaningful and integrated program review. The College's annual program review and three-year continuous improvement cycle is well documented in numerous areas of the ISER. The development, assessment, and improvement of course and program-level student learning outcomes, as well as institutional learning outcomes, occurs regularly and systematically. The team particularly lauds the College's Program Review and Outcome Assessment Guidebook which effectively ties everything to the program review process, thus strengthening the College in serving students and fulfilling its mission. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

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 students both in person and online. Library and learning support services faculty utilize the College's program review process and other assessment tools, and collaboration with teaching faculty, to regularly evaluate learning support services and uses the results of such evaluations as the basis for improvement to meet the needs of students and the campus community.

Findings and Evidence:

The team confirmed that San Diego Miramar College provides a comprehensive approach to library and learning support services in alignment with the College's mission. The library provides sufficient print and electronic resources to support the campus community both in person and online. The College offers a range of learning support services through the Academic Success Center (ASC), Math Lab, and Independent Learning Center (ILC). The library and these centers offer the campus community a multitude of programs and services, including instructional workshops and videos, research guides, and embedded tutors, to support students in their educational journey both on campus and online. (II.B.1)

The team found that the College relies on the expertise of faculty, including librarians and faculty tutoring coordinators, in determining, selecting, and maintaining educational equipment, materials, technology, and programs to foster academic success. The College uses its planning processes, program review, and faculty and governance committee recommendations to inform identification, maintenance, and selection of educational equipment and materials that aid in student learning and align with the College mission. (II.B.2)

The team examined evidence that the College evaluates its library and learning support services as a function of the annual program review process. Departments use the process to review their services and develop program goals to support the attainment of student learning outcomes. The library and learning support centers analyze data regularly, including usage statistics and student satisfaction surveys, to determine areas of strength and to identify opportunities for improvement. For example, the team noted that the ASC revamped its Tutor Training program to focus on culturally responsive tutoring strategies in response to the College's equity goals and national conversations around DEI. (II.B.3)

The College collaborates with multiple entities to complement and supplement library and learning support services. It documents all contractual agreements utilizing established College and District processes. Upon its review of the evidence, the team found that the College takes responsibility for and assures the security, maintenance, and reliability of services provided and regularly evaluates services through program review, data analysis, and traditional satisfaction surveys to ensure their effectiveness. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

San Diego Miramar College provides an array of student support services that are aligned with its mission and supports student academic needs, basic needs, and student success. Services are continually evaluated to determine if they are appropriate based on modality, meeting the needs of special populations, and contributing to a student's academic, social, and cultural development. Services are provided in person, online and through various other means. The College has admissions and placement policies/procedures in place that increase student access to the college, identify appropriate qualifications for programs, protect students' privacy, and ensure records are stored and destroyed in an appropriate manner.

Findings and Evidence:

The College offers comprehensive student support services to support its mission. The quality of these services is regularly evaluated through student survey data, quantitative data, and the program review process. The College utilizes student learning outcomes to assess and demonstrate if services support student learning. The College provides both online and in-person 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.

Of note are the college's robust services for basic needs. For example, services supporting students facing food insecurity, including its Jet Fuel Pantry, The Really Really Free Farmers Market, and the Retail Rescue at the Jet Fuel Pantry, which demonstrates the effectiveness of partnerships the College has built with local retailers and food security programs. (II.C.1)

San Diego Miramar College identifies and provides appropriate student support services and programs. Student participation and success is monitored through its formal program review process for all Student Services departments. The College uses assessment data to continuously improve its support programs and services for students and their learning. (II.C.2)

San Diego Miramar College offers a wide array of student support services both in-person and remotely to ensure that regardless of service location, or delivery method, the needs of students are being met. Equitable access is provided to all students through its website, student information system, and other interactive online technologies.

The College provides access to appropriate and comprehensive services to students regardless of service or delivery method. Most services can be accessed online, and some programs only offer online services. 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 the Admissions and Financial Aid offices. The College ensures that students have equitable access and receive reliable service through student surveys and program review. (II.C.3)

Athletic and co-curricular programs at San Diego Miramar College provide unique opportunities for student engagement that both enrich learning and contribute to overall student development.

The College offers co-curricular and athletics programs to contribute to the cultural and social experience for students. Students can participate in Intercollegiate Athletics (Soccer, Volleyball, Water Polo, and Basketball), Associated Student Government (ASG), as well as student clubs and organizations. The College evaluates the quality and effectiveness of its co-curricular programs on a regular basis. (II.C.4)

Counseling and academic advising services are provided to students to support their development and success. Counseling services are offered through the General Counseling unit, Career Center, Transfer Center, Mental Health Office, and through various programs for targeted populations including: EOPS, Disabled Students Programs & Services, CARE, CalWORKs, NextUP (Foster Youth), Veterans, Dreamers, Promise, and Formerly Incarcerated students.

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. The Department of Counseling also uses an annual evaluation of programs and services, student satisfaction surveys, and the faculty tenure evaluation process in which all faculty, pertinent to their contract stipulations, are evaluated appropriately by colleagues and students. (II.C.5)

The College has board approved admissions policies that are consistent with its mission. The policies specify student qualifications appropriate to the programs. Students receive clear information on pathways to achieve their educational goals in the catalog and on the website. The information is accurate, specific to programs, and appropriate for the student population.

San Diego Miramar Community College policies are consistent with the District's admissions policies. College policies are consistent with its mission and specify the qualifications for various programs. These policies align with the regulations outlined in California Code of Regulations, Title 5, San Diego Miramar College and District policies. In addition to the published board policies, this information is also available in the college catalog, both as a hard copy and electronically. (II.C.6)

The Admissions and Records Office uses program review to regularly evaluate their admissions practices. With the implementation of California Assembly Bill AB 705, which required colleges to maximize the probability that students will complete college level math and English requirements in their first year, the College is no longer using an instrument for placement. To comply with AB 705, the colleges within the District have adopted the guided and self-placement methods in compliance with California Code of Regulations. The College has implemented a three-year program review cycle occurring in the fall semester to evaluate the effectiveness of practices of Admissions and Records, Counseling, and other Student Services Programs. There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for distance education courses.

The College meets the Federal standard and is in the process of addressing recommendations from the California Community College Chancellor's Office on activities of improvement. (II.C.7)

The College has a board approved process to maintain student records permanently, securely, and confidentially. The process identifies which student records are permanent and the storage expectations

for those 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 PeopleSoft Campus Solutions application permanently maintains student records, supported by full-page and row-level security, and its secure Oracle database. For all other types of records, the Student Records Classification, Retention, Destruction Manual indicates length of time for storage, how to securely store the records, and the process for disposal of records. The College publishes policies for the release of student records in the catalog and on the website. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College effectively uses human resources to advance its mission. The change of the Human Resources division title to People, Culture, and Technology Services (PCTS) Division suggests a people-focused diversity mindset in hiring practices, as well as intentionality towards selecting candidates and screening committees who bring a diverse set of perspectives and qualifications. Efforts have been made to align hiring practices to District practices, though the College has identified the need for additional full-time faculty and classified professionals that the District's current process of allocating positions has not met (III.A.7., III.A.9.). Evaluation processes are well documented for each category of personnel. The College has policies and processes to ensure employees are qualified. In terms of diversity and equity in hiring, the college acknowledges that "challenges persist in disciplines where systemic discrimination in employment has limited opportunities for individuals from communities of color, women and non-binary individuals, LGBTQIA+ communities, individuals with disabilities, and others." Planned revisions to application and screening procedures are stated as tools for improving employment diversity and equity.

Findings and Evidence:

Board Policies (BP) 7120, 7230, and 4100; Administrative Procedures (AP) 4200.1 and 4200.2; the Management Employees Handbook; and the SDCCD HR Employment Office website demonstrate that the College has developed appropriate hiring criteria. The SDCCD Employment Opportunities website

and the SDCCD HR Employment Office website demonstrate that the College advertises positions in appropriate venues. (III.A.1)

BP 7120; APs 4200.1, 4200.2, and 7211; and the SDCCD HR Employment Office website demonstrate processes to verify qualifications of applicants and newly hired personnel. APs 4001.1, 4200.1, 4200.2, and 7211 ensure position requirements are clearly delineated and qualifications are matched to programmatic needs and the College mission. APs 4001.1, 4200.1, and 4200.2; and EEO Training on SDCCD HR Employment Office website ensure hiring procedures are consistently followed. AP 4200.1, the 2021-2022 Instructional Improvement Handbook, FLEX obligations, and Online Faculty Certification Program consistently verify that faculty have appropriate subject knowledge. BP 7120 and AP 4200.1 ensure selection of qualified faculty. Faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. (III.A.2)

BPs 7120 and 7250, and the Management Employees Handbook ensure qualifications of administrators and other employees. The College has qualification verification processes, and those processes are followed. (III.A.3)

BP 7120, AP 7211, and the Foreign Degree Evaluation Form on SDCCD HR Employment Office website demonstrate appropriate assessment of academic degrees, and that checks are conducted on non-U.S. equivalencies. (III.A.4)

Article XV and Appendix II of the AFT Faculty Collective Bargaining Agreement, Article XVI and Performance Appraisal Report Form of the AFT Guild Local 1931 American Federation of Teachers, AFL-CIO Classified Staff Bargaining Unit Agreement, Chapter XVIII of the Supervisory and Professional Administrators Association Handbook, and Chapter XVII and Appendix 4-A of the Management Employee Handbook document processes to ensure evaluations lead to performance improvements. Evaluation criteria measure personnel performance. (III.A.5)

As written in the ISER, "…the FON is calculated as a District, it allows the Colleges across the District with a higher number of full-time faculty members to compensate for Colleges with a lower number of full-time faculty members. The College's 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 San Diego Miramar College, many feel that the allocation should be greater. Additionally, a mandated position in Counseling has been left unfilled for four years and is only now being filled." The College's improvement plan for III.A.7. is to 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. (III.A.7)

BP 7160, FLEX Week Adjunct Faculty Welcome and Orientation, FLEX credit for participation in college activities, and up to $1000 per year for adjunct faculty professional development demonstrate adjunct participation in professional development and College activities. (III.A.8)

Program Review is the practice through which the College determines the appropriate number of support and other personnel. As written in the ISER, ""In some areas, administrative staff has been lacking." The College's improvement plan for III.A.9. is to 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. (III.A.9)

The policies and practices to determine the appropriate number, qualifications, and organization of administrators are regular review of administrative positions by executive leadership within the Chancellor's cabinet and final Board approval. Succession planning includes regular review of administrative staffing levels. (III.A.10)

PCTS Division; BPs 3410, 3420, 3430; APs 3410 and 3435; grievance procedures in collective bargaining agreements; Leading Equity Anti Racism and Diversity (LEAD) Office; 2022-2025 Student Equity Plan; IDEA (Inclusion, Diversity, Equity and Anti-Racism) Committee support and promote diversity and fair treatment of employees. (III.A.11)

BP 3420, Leading Equity Anti Racism and Diversity (LEAD) Office, 2022-2025 Student Equity Plan, and the IDEA (Inclusion, Diversity, Equity and Anti-Racism) Committee create and maintain a diverse environment. (III.A.12)

Ethical behavior is upheld through BPs 2715, 7150, and 7800; AP 7800; the AFT Faculty Contract Appendix I; and EEO certification and representatives in hiring. (III.A.13)

Professional development is planned for and provided through BP 7160, the Professional Development Canvas page, Travel and Professional Development funding aligned with mission and strategic goals, FLEX requirements, the Leadership Academy Mentoring Program, Cornerstone, the SDCCD Online Learning Pathways, and the Vision Resource Center. (III.A.14)

Personnel records are maintained securely in the Payroll Office under the stewardship of the Director of Employee Services, and employees may access their personnel records in accordance with law and bargaining agreements. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College shows efforts to improve governance structures and processes through combining their Safety Committee and Facility Committee into a new committee, Facilities, Health, and Safety Committee, which reviews college wide facility improvements, and health and safety items.

Findings and Evidence:

The College demonstrates efforts to efficiently manage physical resources by governance restructuring that resulted in a new Facilities, Health, and Safety Committee, which integrates review of facility improvements and health and safety items. There are appropriate processes in place for employees to report safety and facilities issues (e.g., Megamation system) so that they may be addressed. The District's 2019-2020 Annual Security Report is a strong contribution toward overall safety. (III.B.1)

The College has processes for planning, acquisition, maintenance, upgrade, and replacement of its physical resources. The College notes that a bond measure funded most new equipment, but that a District Equipment Replacement Plan is currently being developed as equipment purchased with bond monies ages. The narrative is comprehensive as to planning and funding sources. (III.B.2)

The Facilities, Health, and Safety Committee is charged with guiding facilities planning, including review and recommendations regarding renovations and improvements. Equipment planning is allocated through the Budget and Resource Development Subcommittee. The College appears to have comprehensive planning processes in place. (III.B.3)

The College appears to have comprehensive long-range planning that includes sustainability goals and total cost of ownership. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Miramar College and the SDCCD District Office are working collaboratively to provide and maintain effective technology resources in the form of facilities, hardware, and software to support the College's programs and services. The District provides critical centralized infrastructure support to all colleges in the district. The District and Miramar College plan for regular updates and replacement of technology in support of the College mission and ultimately instructional and support services. Professional development and support are provided to staff, faculty, and administrators in order to use the technology effectively.

Findings and Evidence:

Miramar College developed and follows the Technology Plan 3.0, which maps to the mission and strategic goals. The college instructional computer support department is focused on providing technical support for all campus computers, website and acts as a liaison between District IT and the College. Each area of the college completes a program review to identify upcoming technology needs and the college Budget & Resource Development Subcommittee recommends allocation of funds based upon the needs identified and prioritized. Miramar supports the instructional technology needs of the College, and the District provides networked infrastructure support. Districtwide centralized support

was highlighted and narrative addressed services, hardware, and software as regularly evaluated, upgraded, and maintained. District technology replacement plan to evaluate all technology equipment at regular five year intervals. The college notes an improvement plan to ensure the technology requests process will provide status updates through the process to the originator of the request to ensure more transparence to the process. The team encourages the College to strengthen communication of resource requests and their status. In addition, the team urges the College to strengthen participation in the Districtwide Technology Planning Process to improve the College's ability in planning for multi-year technology projects. (III.C.1, III.C.2)

The team found that Miramar College continuously plans, updates, and replaces technology to support its mission, operations, programs, and services. Collaboration between Miramar and the District on technology issues occurs at the college level within the Information Technology Committee. In addition, the District is lead on acquisition of software and also coordinates a student satisfaction survey. College input is also sought by the District to assist in the distribution of technology resources via the Distance Education Steering Committee and the Educational Services Software Workgroup.   The college notes an improvement plan to strengthen collaboration between the College and the District in the area of planning for multi-year technology projects. The improvement plan calls for increased integration to support training, IT resource requests, resources allocation and outcomes. (III.C.2)

Reliable access, safety and network security are established by clear delineation of College/District responsibility. District primary responsible for technology security at the enterprise system level. College websites, labs and classroom maintained and updated by Miramar. Access, safety and security are ensured through standards established for desktop and laptop systems, centralized network connectivity and identify management systems. The District's IT department is primarily responsible for technology security and the College has responsibility for ensuring its labs and classrooms are maintained, and instructional systems are deployed. Evidence is provided through district and college plans, technology infrastructure reports, and computer replacement plans. (III.C.3)

Miramar College provides technology support to faculty, staff, students, and administrator as well as regular training through professional development opportunities. District IT in coordination with human resource committee subscribes to the State Chancellor's Vision Resource Center for self-paced, professional development services. In addition, the Online Learning Pathways provides training to faculty and staff focused on CANVAS and online pedagogy. The Audiovisual and Instructional Computing Support provide support and training in the use of audio, visual, and multimedia technology. (III.C.4)

District policies and regulations detail standards for instructional and administrative computer usage, information and communication technology accessibility, and distance education. Board Policy (BP) and Administrative Procedures (AP) outlines the appropriate use of technology. BP/AP 3720 are the primary policy and procedures which the College relies upon for Computer and Network Use applicable to all students, faculty, staff and all other uses of College information resources. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Financial resources are overseen, supported, and directed by the District to ensure the college has sufficient resources to sustain its instructional and student services.

Findings and Evidence:

The College receives its allocation based upon the Campus Allocation Model (CAM) and the District Budget Allocation Model, which distributes the General Fund Unrestricted and some Restricted funds to develop each College's budget based upon its planning and resource allocation processes. The actual amount allocated is based upon FTES and FTEF targets established each year as part of the budget planning and development process at the District. (III.D.1)

The team reviewed Miramar College's process of institutional planning and resource allocation. The Districtwide Budget Planning and Development Council comprised of leadership from administration, classified, faculty and students reviews and makes recommendations on districtwide budget and planning issues. Each college of SDCCD receives a Campus Allocation Model (CAM) which outlines resources for the academic/fiscal year (Fall, Intersession, Spring) and sets the targets for Full Time Equivalent Students. In addition, the CAM outlines the instructional support needed – faculty, adjunct and the resources, which are set aside and provided to each programmatic area, and resources to support the public safety academies.

New requests for resources are linked to the college's strategic goals and program priorities. To facilitate information sharing select members of the Miramar College Budget Resource Development Subcommittee membership overlaps with the District Budget Council. Financial information is disseminated throughout the participatory governance programs; and detailed information is shared across the district via the Adopted Budget and for Miramar College via the General Fund Unrestricted Budget Development item. While allocation details are supplied for the college, it would also be helpful to reinforce the linkage to intuitional planning during the budget development and reallocation process. (III.D.2)

The team reviewed Board Policy related to budget management and budget preparation. In addition, the team reviewed the Adopted Budget and the Campus Allocation Model. Specific to Miramar College the team reviewed the minutes of the Budget Resource Development Subcommittee and Request for Funding documents. There are opportunities to improve the linkages and explanation of the college participatory governance process by utilizing a flowchart to highlight the relationship between "Planning, Research, and Institutional Effectiveness" and the Budget Resource Development Subcommittee. (III.D.3)

The District Budget Planning and Development Council meets regularly and updates district and college leadership regarding restricted and unrestricted State and Federal funding and deadlines for expenditure. In addition, the District BPDC reviews and makes recommendation to the Board concerning Board Policy. The college uses an FTES target budget model. This budget model allows for flexibility in the assessment of financial resource available as information is regularly shared concerning actual and projected FTES. (III.D.4)

Internal control structures are in place through the use of enterprise resource planning software, Board Policies and Administrative Procedure, and through the annual audit process. These structures ensure Miramar College has appropriate control mechanisms to ensure financial integrity. The College also disseminates dependable and timely information for sound financial decision making (III.D.5)

The team found that financial documents, including the adopted budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning as evidenced by clean audits. The District undergoes annual independent financial audits that indicate regulatory compliance and that financial statements are accurate and credible. (III.D.6)

The team reviewed the 2022 audit and verified that the SDCCD financial statements had no audit findings. In addition, independent audits were conducted for each of their bond measures and concluded that expenditures were made for authorized purposes. Audit reports are presented annually at an open Board meeting and posted on SDCCD's website to ensure transparency and accountability. (III.D.7)

Financial and internal control systems are evaluated and assessed for validity and effectiveness as evidenced by independent financial and compliance audits. Deficiencies in internal controls rarely resulted in material weakness or significant deficiencies being identified and are used to improve processes when needed. (III.D.8)

The college has sufficient cash flows and reserves to maintain stability, and has been able to enact strategies for risk management.   Board Policy 6200 Budget Preparation was adopted in January 2023 and requires the District's unrestricted general fund reserve to be at least 16.7% - which equates to two months.   The reserve is sufficient to provide for working capital, appropriate cash flow and resilience in the event of state and local funding uncertainties and future emergencies. The reserve amount is above the State required minimum of 5%. The College has sufficient cash flow and maintains a reserve that can be used to meet financial emergencies and unforeseen occurrences. (III.D.9)

The College practices effective oversight of contracts, finances, management of financial aid and grants. Administrative Procedure for grants and contracts operate at the program level at the college and centrally at the District and outline process for grants, contract and other special funding. The District practices effective oversight of auxiliary organizations/foundations and institutional investments and assets. SDCCD warehouse and central receiving maintains inventory records for all assets of the district. The District and all SDCCD college foundations operate under a memorandum of understanding which tasks the District with responsibility to engage an independent accounting firm to perform the annual audit. In May 2021, the District adopted the San Diego County Treasurer's Pooled Money Fund Investment Policy as the SDCCD Investment Policy since District funds are deposited into the fund managed by the County. (III.D.10)

The College identifies, plans, and allocates resources for payment of liabilities and future obligations as evidenced by the district/college budget process, required reporting and audit of resources. Information in the ISER indicates how the institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The external financial audit reports includes short-term and long-term financial commitments including bond repayment, compensated absences, pension and other post-

employment benefits liabilities. The District recently increased its unrestricted general fund reserve requirement to two months. The college and district maintain sufficient reserves to provide financial stability and cover future obligations. (III.D.11)

SDCCD plans and allocates resources for the payment of liabilities and obligations, including Other Post-Employment Benefits (OPEB). SDCCD maintains roughly $6.9 million in an irrevocable trust maintained by the Community College League of CA (CA Retiree Health Benefits Program Joint Power Agency) which represents a funded percentage of 17%.
(III.D.12)

The District has not incurred any local debt against general fund revenues. The only locally incurred debt are Proposition 39 General Obligation Bonds – Proposition S (approved in 2002) and Proposition N (approved in 2006). This bond debt is administered by the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers.
(III.D.13)

SDCCD and Miramar ensure all funds are used with integrity in a manner consistent with the intended purpose of the funding source. Board Policy and Administrative Procedures have been adopted to ensure effective oversight. External audits for the College and District Foundations and the bond funds are performed annually. (III.D.14)

Miramar College monitors and manages student loan default rates and the information is listed under the student consumer information portion of the College and District web site; however data for 2020, 2021 and 2022 is not listed. The Miramar student loan default rates on the College and District web site are well below the Federal maximum allowable rate of 30%. (III.D.15)

The College maintains the integrity of the institution and the quality of its programs, services, and operations by ensuring contractual agreements with external entities are consistent with its mission and goals and governed by institutional policies. SDCCD Board Polices establish the criteria for when a contract is enforceable and who may contractually execute a contract. (IIID.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

San Diego Miramar College demonstrates a commitment to participatory governance through collegial collaboration by the College community. College leadership encourages collaboration and participation to improve student learning and meet equity goals.

Findings and Evidence:
It is evident the College provides opportunities for the campus community to engage in collegial decision making and to make recommendations for policies related to improving the College. These processes are outlined in the governance handbook. Evidence of the College's participative processes are evident in their College Governance Handbook and the minutes of the College Executive Committee Meeting minutes. (IV.A.1)

The District establishes policy and procedure for decision-making processes, including participation of administrators, faculty, staff, and students. BP 2510 and AP 2510 ensures the right of faculty, staff, and students to participate in District governance. (IV.A.2)

The College Governance Handbook describes the role of administrators and faculty in institutional governance, ensuring a voice in policies, planning, and budget. The District has established policies and procedures that clearly delineate the roles of faculty, staff, and administrators in governance. Board agendas show a standing item "Call for Academic Senates' Agenda item for Discussion" which illustrates Academic Senate presidents can identify items on the agenda they wish to bring forward. The District's Budget and Planning Development Council is a Districtwide participatory governance group that reviews and makes recommendations related to the budget. (IV.A.3)

The College has established policies and procedures on curriculum and program approval. Final review and approval of curriculum occurs at the District Curriculum Committee and Instructional Council (CIC) where all three Colleges and Continuing Education are members. (IV.A.4)

The team reviewed the key documents that define decision-making roles among college constituencies, including The College Governance Handbook. The San Diego Miramar College Annual Planning Calendar/Cycle provides needed information (target dates, action items, etc) for stakeholders. The College clearly defines decision-making roles in its documents. (IV.A.5)

The processes for decision-making and the resulting decisions are documented in committee meeting minutes. When appropriate, actions are also communicated campus wide by email. The team examined various campus publications including Board of Trustees Reports, Chancellor's Messages on Major Areas of Interest, The WE (With Excellence), and NewsCenter to verify the College is meeting the

expectations of this standard. The College utilizes email and other communiques to communicate governance decisions. (IV.A.6)

The College revised and adopted the current College Governance Handbook in April 2021. In the fall of 2021, the College Council created the Process for Requesting Changes to the handbook, including a change request form. This structure allows for annual changes to the College's governance and decision-making policies, procedures, and processes. The first annual evaluation of the handbook occurred in fall 2022 via a survey. There are plans to create training modules to educate the campus on these processes. Additionally, the District Office of Institutional Effectiveness and Research (OEIR) is working on a Climate Survey that will provide insight into decisions and how they are made. Though, no evidence was provided to support this plan. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The President serves as the Chief Executive Officer of the College. As such, the President has the responsibility for the operations and effectiveness of the College. The President delegates authority to the appropriate administrators to accomplish the operations necessary to achieve the mission. Policies and procedures are established to guide institutional improvement.

Findings and Evidence:

The College President is the chief executive officer and is responsible for leadership of the College and all operations. The President will undergo evaluation by the Chancellor as stated in Board Policy 2437. In addition, the President conducts a formal review of operations. The President meets with the Vice Presidents, Deans, and Managers regularly to ensure a high quality of service and instruction is maintained. (IV.B.1)

The College maintains a clear structure that is organized and consistent with the purpose and mission of the College. The College President delegates authority appropriately to administrators consistent with their responsibilities and to ensure the organization is functioning optimally. The College will undergo an organizational restructuring and the report identifies that staffing shortages remain an area of high concern. (IV.B.2)

The College engages in a systematic review of Requests for Funding (RFF) every fall through the Budget and Resource Development Subcommittee (BRDS). The College's Planning, Institutional Effectiveness, and Research Committee (PIERC) benchmarked the KPIs associated with the strategic goals. This created college wide priorities. The President has established procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. (IV.B.3)

The President directs and manages the processes necessary to ensure and support the continuation of the College's accreditation as outlined in the accreditation matrix. The Dean of Planning, Institutional Effectiveness, and Research has the responsibility as the Accreditation Liaison Officer. The Executive Planning group has been established to plan for the integration of college efforts. (IV.B.4)

The CEO is responsible for assuring the implementation of statutes, regulations, and governing board policies occurs. These are reviewed at Chancellor's Cabinet and are then forwarded to the Executive Cabinet for review. The President communicates with responsible administrators in one-on-one meetings, though no minutes are kept and agendas as not consistently distributed. (IV.B.5)

The President maintains regular meetings with campus constituent leadership in meetings with stakeholders. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The District has a five-member Board of Trustees elected at-large by the citizens of the District, and one non-voting student trustee (one student trustee from each college; they rotate as the sitting trustee). The five trustees are elected to four-year terms. Through established policies and procedures aligned with the District's mission, the Board has the ultimate authority for educational quality, legal matters, and financial integrity. The Chancellor reports directly to the Board and the Board has delegated authority to implement and administer board policies to the chancellor.

Findings and Evidence:
The District's Board policies outline the scope of the Board's duties and responsibilities. The duties and responsibilities of the Board, which include the Board's role in monitoring fiscal health, institutional performance, integrity, and educational quality, are outlined in policy (IV.C.1)

The governing board speaks with one voice, and once they reach a decision all members support that decision. *Board Policy 2715- Code of Ethics/Standards of Practice*, affirms the notion that the Board acts as a whole and that authority rests only with the Board and not with individual Board members. (IV.C.2)

Board Policy 2431 and Board Policy 2432 and related administrative procedures provide guidance in the selection of the chancellor. The Board will conduct an evaluation of the Chancellor annually. (IV.C.3)

Board Policy 2200 stipulates that the Board represents the public interest in the district. The composition of the board reflects public interest in the institution as members are elected by local voters. Board Policy 2710 describes the board's policy on conflict of interest for its members. The Trustee Advisory Council facilitates communication among citizens, Board members, and educators and to advocate for the community. (IV.C.4)

Board Policy 2200 defines the Board's role and responsibilities for establishing policies that are consistent with the District's mission, ensuring educational quality, integrity, and continuous improvement. The Board has established a subcommittee on accreditation that monitors student outcomes and educational quality. (IV.C.5)

Board policies and administrative procedures are published on the District's website under "Board Rules" and can also be found on the District's Board Docs website. The District has policies and procedures in place specifying the Board's size (*Board Policy 2010 – Board Membership* and *Board Policy 2015 – Members*), duties and responsibilities (*Board Policy 2200 – Board Duties and Responsibilities*), structure (*Board Policy 2210 – Officers*), operation of Board meetings (*Board Policy 2310 – Regular Meetings)*. (IV.C.6)

The Board acts in a manner consistent with its policies as indicated by a review of Board minutes. Board Policies and Administrative Procedures are reviewed every six years. (IV.C.7)

The District keeps the Board of Trustees informed of student academic performance through regular reports at its public meetings. The Board also collaborates with the Board of Education of the San Diego Unified School District to review outcomes for first-time high school students transitioning to District colleges. (IV.C.8)

Board Members undergo a clear process of orienting Board members (Brown Act, District Operations, Ethics, Fair Political Practices, etc.). (IV.C.9)

The Board adheres to its self-evaluation policies. The Board's annual self-evaluation is published and adopted at an open Board of Trustees meeting. (IV.C.10)

The Board has adopted both a code of ethics (*Board Policy – Code of Ethics/Standards of Practice)* policy, which assures that individual board members follow expected behavior guidelines. (IV.C.11)

Board Policy 2430 details how the Board delegates responsibility and authority to the chancellor to administer board policies. The Board has a policy for evaluating the chancellor, which assures that the Board is holding the chancellor accountable for the operation of the District and the administration of Board Policies. (IV.C.12)

The Board received regular updates on accreditation standards and progress on the institutions' self-evaluation processes. Midterm reports are shared in public Board of Trustees meetings.(IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The San Diego Community College District is a four-college district. The Board delegates authority to the chancellor to administer board policies and oversee overall operations. The chancellor delegates

appropriate authority to the College presidents to administer and operate each college. The Chancellor communicates at each college by way of a Chancellor's Forum.

Findings and Evidence:

As part of the evidence, the District provided a Delineation of Function Map that describes the functional duties of the District departments and the Colleges. NewsCenter document showed forum dates and times at each campus.

Several Board policies and procedures address budget preparation, fiscal management, and asset management. *Board Policy 6200 - Budget Preparation, Board Policy 6300 – Fiscal Management*, and *AP6480.1 Grant and Contract Administration* are a few of the referenced policies and procedures. (IV.D.1)

The Delineation of Function maps makes it clear that Presidents are responsible for the operation of their respective institutions. The Chancellor's Cabinet includes a Policy and/or significant item for discussion so that meaningful dialog can occur on an issue. Resources are allocated through a budget allocation model. (IV.D.2)

The district maintains a clearly defined Budget Allocation Model (BAM), acknowledges and accommodates the varying needs of the Colleges; ensures that each college receives sufficient resources to operate and sustain the Colleges and district. (IV.D.3)

Board Policy 0010 – Governance – District Administrative Organization addresses delegation of authority to the College presidents. According to the policy, college presidents have full responsibility for the implementation of district and local policies. The College presidents are expected to communicate regularly and thoroughly with the chancellor. (IV.D.4)

The District-Wide Integrated Planning Framework Model shows how planning processes occur district-wide. The 8-year strategic plans is created through a clear process that includes charettes to gather input. (IV.D.5)

The district communicates through various means, including Chancellor's Cabinet, Vice Chancellor Meetings, email updates, Board Reports, social media, and Chancellor forums. (IV.D.6)

The ISER states that the Chancellor expects the Colleges to communicate governance and decision-making elements, but it is not clear how the Chancellor ensures this process. The evaluation cycle for decision-making was disrupted and occurred for the first time this year. The team was unable to see evidence of regular assessment of the decision-making process due to the disruption and limited communication of the results was demonstrated. As outlined in recommendation 2, the College is encouraged to work with the District to ensure both regular assessment and the use of the results to improve. We also recommend the College establish a plan to improve the communication of results broadly as is outlined in the standard. (IV.D.7)

Conclusions:

The College meets the Standard.

Recommendation 2: In order to increase effectiveness, the team recommends the College continue to work with the District to strengthen regular assessment of governance systems and broad communication of the results throughout Miramar. (IV.D.7)

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The Team reviewed the QFE identified in the College's ISER. The College identified two projects all centered on Guided Pathways (GP) to improve the student experience and enhance student achievement: Project #1: Jets Jump Orientation Program; and Project #2: Light the Fire Faculty Professional Development.

Overview

These projects will complement one another and are intended to improve student learning and student achievement to provide a streamlined onboarding process and a class schedule that is both logical and systematic. The Jets Jump Start Orientation Program will also align Miramar's orientation with the District's other colleges.

#1 Jets Jump Start Orientation Program

The Jets Jump Start Orientation Program project will align Miramar College's onboarding process with other colleges in the District. All new students will be placed into an Academic and Career Pathways (ACP) canvas shell. They will receive campus communication that is targeted and critical for this student population. This approach is designed to increase student engagement and connection to college services.

#2 Light the Fire Faculty Professional Development

Closely connected to project #1, the Light the Fire Professional Development program will help increase student retention and completion as well as decrease student time to completion. Faculty will teach the introductory Light the Fire courses to help students explore the connection between major and career and understand the pathway to completion. The primary objective is to improve student retention and persistence through training of faculty in Light the Fire approach. This program is also connected to the college's Strategic Enrollment Management plan; the SEM is focused on offering courses based on student need. The course offerings will be logical and systematic, thus making pathways clearer for students. Program mapper will be presented to students in the Light the Fire courses to help students prepare for their education planning counseling appointments.

The two QFEs support the College's goal to implement guided pathways at Miramar. The projects will work together to enhance student learning and student achievement. Just in time communications, increased engagement, career goal exploration, and reducing time to

completion will work together to provide improved service to all new incoming students. The new governance structure at Miramar includes a Guided Pathways Committee. As a result of the dialogue that has occurred within that new structure, these projects were identified as a way to address lost momentum points for students.

CORE INQUIRIES

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

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on Oct. 18, 2023

Dr. Tawny M. Dotson
Team Chair

Contents

San Diego Miramar College

Peer Review Team Roster

Team ISER Review
Oct. 18, 2023

Dr. Tawny M. Dotson, Team Chair Yuba College President	Dr. Lisa Aguilera Lawrenson, Vice Chair San Joaquin Delta College Superintendent/President
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Ms. Theresa Tena Cosumnes River College Vice President of Administrative Services	Mr. Michael Tuitasi Santa Monica College Vice President of Student Affairs
ACCJC STAFF LIAISON	
Dr. Catherine Webb Vice President ACCJC	

Summary of Team ISER Review

INSTITUTION: San Diego Miramar College

DATE OF TEAM ISER REVIEW: Oct. 18, 2023

TEAM CHAIR: Dr. Tawny M. Dotson

A 10-member accreditation peer review team conducted Team ISER Review of San Diego Miramar College on Oct. 18, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community, including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on Aug. 1, 2023 and held a pre-review meeting with the college CEO on Sept. 18, 2023. The entire peer review team received team training provided by staff from ACCJC on Aug. 30, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the College meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in Spring 2024 (Feb. 26 – March 1, 2024).

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues that might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

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

Description:
The team reviewed the evidence provided in the ISER, and notes that:
- the College developed a comprehensive Program Review and Outcomes Assessment Guidebook that is foundational to the program review process;
- learning outcomes are defined and listed in the College Catalog (for programs) and course outline of record (for courses);
- assessment of course learning outcomes is supported by the "2018-2021 Instructional Course Action Plan Summary" document;
- measurements for Service Unit Outcomes for student services are identified for each outcome in the individual program review reports;
- a significant amount of training on outcomes assessment has occurred in Student Services;
- a number of areas in the Strategic Plan Assessment Scorecard 2.0 had missing data or entries identified as areas for improvement (red);
- results of assessment analysis of learning support services are not yet available

The team would like to see the College's progress on outcome assessments. In particular, the team would like to learn how program outcomes are assessed and used, and an update on assessments for student and learning support services.

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?

Request for Additional Information/Evidence:
  a. Examples of outcomes assessment for several instructional programs.
  b. Assessment results for several student service programs.
  c. Assessment results for several learning support programs.
  d. An update on how more programs and services are completing outcomes assessment.

Request for Observations/Interviews:
  a. Outcome assessment coordinators

  b. Program Review coordinators

  c. Faculty involved in outcomes assessment for their department / discipline

  d. Department chairs / deans overseeing student services and learning support services

  e. Institutional effectiveness / data staff

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

Description:
The team reviewed the evidence provided in the ISER and observed that the College disaggregates and analyzes student achievement data for various subpopulations as demonstrated in the Program Review Equity Data Dashboard. The College indicated that a pilot to disaggregate learning outcomes was completed in 2017, but that data collection at the student level was challenging. In 2023, the College acquired Nuventive as its outcome assessment platform to assist with this.

The team would like to learn more about the college's plan and progress in collecting outcomes data at the student level and learn of early successes around the use of results for improvement and resource allocation decisions.

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.

Request for Additional Information/Evidence:
    a. Documentation around the progress of implementation.
    b. Early successes for how results are used for early adopters.

Request for Observations/Interviews:
    a. Staff that supports the implementation (IT, IR, Outcome Assessment Coordinators, Program Review Coordinators).
    b. Staff and faculty using the outcome assessment results.

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

Description:
    a. The Peer Review teams included a review of BP 2510 Participation in Local Decision-Making and the Administrative and Governance Handbook 2021 –2022, as provided in the ISER.
    b. The Peer Review teams need expansion on the ISER narratives and evidence to understand how decisions and shared governance evaluation are documented and communicated to the district and throughout the colleges. The ISER states that the Chancellor expects the Colleges to communicate governance and decision-making elements, but it is unclear how the Chancellor ensures this process.
    c. Based on what the teams read, the teams are not yet clear about the processes to evaluate district systems, college roles, and decision-making processes and how this is communicated to constituency groups.

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.

Request for Additional Information/Evidence:

a. Agendas and minutes of Tier 1 and Tier 2 meetings/committees where Chancellor shares decision-making points with College Presidents and expectation for communication throughout the colleges.
b. Flow Chart of district and college communication process for decision-making, if available
c. Self-evaluation of District shared governance process, timeline, & communication, including a plan for evaluation if regular evaluation is not occurring at this time, due to COVID.
d. Updated formalized assessment method (or plan of progress) to be provided by the District VC of Institutional Innovation & Effectiveness as it pertains to college governance and evaluation – including district program review.
e. The ISERs reference that the District Office of Institutional Effectiveness and Research is working on a Climate Survey that will provide insight into decisions and how they are made, if available.

Request for Observations/Interviews:
a. Chancellor
b. Vice Chancellor of Institutional Innovation & Effectiveness
c. Chancellor's Cabinet