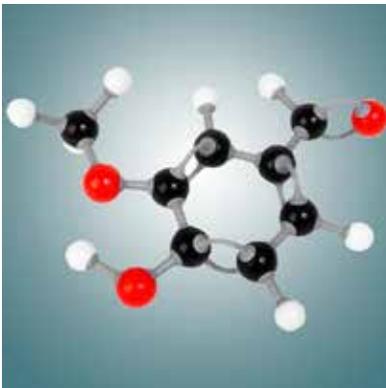
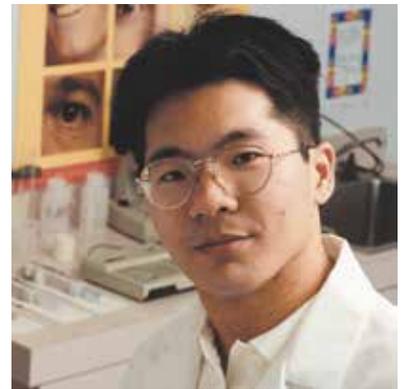


SAN DIEGO *Miramamar* COLLEGE

INSTITUTIONAL  
**SELF STUDY**  
IN SUPPORT OF REAFFIRMATION OF  
**ACCREDITATION**  
JUNE 2004



SAN DIEGO MIRAMAR COLLEGE

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INSTITUTIONAL  
**SELF STUDY**  
IN SUPPORT OF REAFFIRMATION OF  
**ACCREDITATION**

---

JUNE 2004

*Submitted by*

SAN DIEGO *Miramar* COLLEGE

10440 BLACK MOUNTAIN ROAD  
SAN DIEGO, CALIFORNIA 92126  
858 536-7800 / 619 388-7800

*to*

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



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# CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

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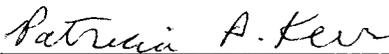
Date: June, 2004

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

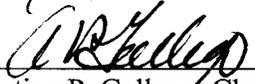
FROM: San Diego Miramar College  
10440 Black Mountain Road  
San Diego, CA 92126

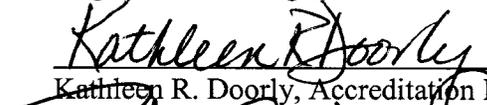
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

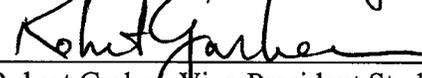
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

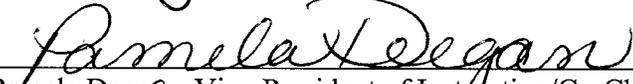
Signed   
Patricia A. Keir, President

  
Marty Block, President/Board of Trustees

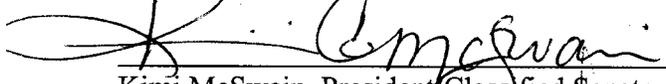
  
Augustine P. Gallego, Chancellor

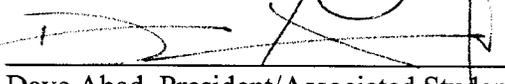
  
Kathleen R. Doorly, Accreditation Liaison Officer/Chair, Self Study Report

  
Robert Garber, Vice-President Student Services/Co-Chair, Self Study Report

  
Pamela Deegan, Vice-President of Instruction/Co-Chair, Self Study Report

  
Wheeler North, President/Academic Senate

  
Kimi McSwain, President Classified Senate

  
Dave Abad, President/Associated Student Council

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# INTRODUCTION

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## *History and Description*

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San Diego Miramar College is located on 120 acres in the Mira Mesa/Scripps Ranch area of San Diego County and is one of three colleges in the San Diego Community College District. The college was founded in 1969 and has an average enrollment of 11,000 students.

Initially, Miramar College offered vocational training courses in the area of law enforcement and fire science technology. Since that time, the college has expanded the curriculum, offering a full range of vocational and academic programs that lead to the associate degree, certificate of achievement, or completion of the first two years of a bachelor's degree. Miramar College is the site of the San Diego County Regional Law Enforcement Training Center as well as the regional site for the FAA-certified aviation maintenance technology program. Other vocational training programs offered include the following: administration of justice, accounting, automotive technology, biotechnology, business, computer and informational sciences, child development, diesel technology, digital media, fire protection technology, legal assistant, and office information systems. The academic course offerings include the following: anthropology, biology, chemistry, English, fine arts, foreign language, humanities, journalism, liberal arts, mathematics, physical education, physical sciences, psychology, selected studies, social studies, sociology, and speech communications.

Miramar College has developed several successful partnerships with the community and industry. Hourglass Field Community Park, a 32-acre athletic complex, is a joint project of the college, the City of San Diego, and Pardee Construction. This park serves the recreational needs of the community and provides athletic fields and a three-pool aquatics center for the college's physical education program. Strong partnership agreements have been developed with Caterpillar Foundation and Hawthorne Machinery (diesel technology, alternative fuels), Toyota

Motor Sales, Daimler-Chrysler, Honda, and Nissan (automotive technology). These partnerships have provided tremendous support to the instructional programs in the form of equipment donation and student scholarships/employment. With regard to academic support, Miramar College is one of 13 community colleges nationwide to offer multimedia interactive computer stations that utilize more than 6,000 instructional software programs in the instructional areas of English, mathematics, English as a second language, and job-related skills through the PLACe learning laboratory and tutorial center.

Buildings and construction projects that have been completed since the 1998 accreditation visit include Science/Technology Building, Advanced Transportation Technology Center, District Services and Technology Center, and the Ned Baumer Miramar College Aquatic Center (phase two of Hourglass Field Athletic Center). Six temporary bungalows have been added to the campus since 1998 to accommodate enrollment growth and new programs.

Miramar College entered into an agreement with San Diego State University (SDSU) to establish the SDSU Higher Education Center on the Miramar College campus, which enables SDSU students who live in the north San Diego city area an opportunity to take some upper division classes closer to home. Two of the temporary bungalows are shared by Miramar College and SDSU. SDSU students are served by the Miramar College library and college student services. A Faculty Resource Center and administrative offices are contained within two others, and two of the temporary buildings are used as general-purpose classrooms. The Miramar College cafeteria has undergone a major remodel in recent months. Beginning fall 2004, the new Miramar Café will offer an expanded menu, free Internet service, and areas to study and relax.

Anticipated new construction to start within the next few years includes projects funded by Proposition "S," a \$685 million construction bond, approved by San Diego city voters in November 2003. A "Prop S Committee" of community, college, and district representatives has been charged with determining the order of projects to be built on the Miramar College campus. The first three Miramar College projects funded by Prop S include a new master plan, a learning resource center, and a field house (phase three of Hourglass Field Athletic Center).

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## DEMOGRAPHICS

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## *Population and Service Area Characteristics*

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Miramar College is located in the northern region of San Diego City. Its service area encompasses the following communities: Scripps Ranch, Mira Mesa, Tierrasanta, MCAS Miramar, and University City. With a policy of free-flow enrollment and regional vocational programs, Miramar College students come from throughout San Diego County, with 20% residing in communities along the I-15 corridor, north of the college's service area (i.e., Poway, Rancho Penasquitos, Carmel Mountain, and Rancho Bernardo). According to the June 2003 *SANDAG Cities/County Forecasts*, the population of the college's immediate service area in 2000 was 150,000; by 2030, the population is expected to reach 190,000, which is a 28.5% increase (Doc. #I.1). Communities located along the I-15 corridor are expected to grow in the next 25 years by 35% with an increase of 112,612 residents; the community of West Rancho Bernardo, which is located only 10 miles from the college's service area, is projected to grow by 171% with an increase of 30,600 residents (Doc. #I.2).

According to the SANDAG forecasts, employment figures for 2000 show that the largest number of jobs in the college's service area communities were in service, followed by manufacturing and retail trade (Docs. #I.1 and I.2). Projecting for the year 2030, the following employment areas will show the highest growth: health care products and services; business/financial services; tourism and entertainment; manufacturing (defense, and electronics); telecommunications; software; and recreational goods and apparel. By the year 2015, retail trade is expected to overtake manufacturing as the second largest employer in the service area. It is projected that the largest rate of employment growth from 2000 to 2015 will be observed in the occupations related to transportation, communications and utilities, construction, and retail trade and services (Docs. #I.1 and I.2).

Gender breakdown of the college's service area is

48.8% female and 51.2% male (Doc. #I.1). Fifty-five percent of the college's immediate service area population is Caucasian with the largest minority group being Asian (28%). The largest age group in the service area is between 25-49 years old with a median annual household income for the entire service area being \$67,541. More than 30% of residents at least 25 years old have at least a bachelor's degree education. The median age is 32. Approximately 40% of the adult residents are employed as professionals, executive administrators, or managers. Most employment positions are found in manufacturing, retail trade, finance, insurance, real estate, and other professional services.

The *SANDAG Census 2000 Profile* (Doc. #I.3) states that more than 23,547 students were attending public schools in the college's immediate service area at that time, an increase of 12% in the past six years. From 1990 to 2000, the middle-school level demonstrated the largest growth in enrollment, averaging about 26% per year.

### **STUDENT ENROLLMENT AND PROFILE**

Between fall 1998 and 2003, the college's enrollment has fluctuated between 8,000 and 12,000 students, with a spring 2003 semester enrollment high of more than 12,000 students. From all projections, the college enrollment should be increasing steadily in the future.

The most popular educational objective of students attending Miramar College is to receive an associate degree and transfer to another institution to obtain further educational/career training (43%). The second highest objective has been listed as "undecided" in career goals, probably because the largest student population at Miramar College is very young (47% of Miramar College students are under 24 years old, a 59% increase in the younger age cohort in the last five years). The third most popular reason for attending Miramar is to receive updated job skills training (21%).

The top enrollment disciplines are transfer studies, liberal arts, fire protection technology, business administration, administration of justice, aviation maintenance technology, and biological sciences.

The ethnic diversity of the students attending Miramar College is just slightly different than the diversity of the service area population. Miramar College students are 44.4% Caucasian as compared to the service area

population of 55 percent. The second largest ethnic group of students attending Miramar is Asian/Pacific Islander (14.1%), a percentage which does reflect the service area population. The third largest ethnic group of students is Hispanic (12.5%), followed by Filipino (11.4%). Of Miramar College students, 97% are California residents, 3% are non-resident, out-of-state, and/or international students.

Diversity projections in the college's service area are explosive. By the year 2030, the Asian/Pacific Islander population is expected to increase by more than 2,169% (9,000), followed by American Indian population and Hispanic population increases. Consistently, between 50-60% of the students attending Miramar College are males. The high number of male attendees may be reflective of the vocational programs offered at Miramar that have traditionally been male-dominated occupations, especially public safety programs.

A majority of the students attending Miramar College are continuing students (66%, fall 2003). The average units attempted per semester is 6.5; the average units earned is 5.2, reflective of a large part-time student population (86%). More than one-third of the student population earns a median income of more than \$33,000.

### **FACULTY AND STAFF DIVERSITY**

The total number of college employees reported in the *SDCCD Fact Book 2003* (Doc. #I.4) is 525, which includes classified staff, administration, and faculty. Currently, the college employs 92 certificated full-time staff members and 92 classified staff members. An additional 32 classified staff members are assigned to Miramar College from district functional areas, such as the Bookstore, College Police, Food Services, and Facilities/Operations. The college employs 172 certificated adjunct/hourly staff. More than 250 adjunct staff are employed in the Police and Fire Academies (numbers vary considerably based on demand for services from public-safety partners).

The breakdown of gender is varied among employee groups of the college. Classified staff and administrative members are predominately female (67%), while the faculty and the large number of police and fire academy adjunct faculty are predominately male (67%).

White or Caucasian is the largest ethnic group among

contract classified staff, administration, and faculty (67.6%). Regarding ethnic groups, the second largest ethnic group is Hispanic (10.5%), followed by Asian/Pacific Islander (6.8%).

### **OFF-CAMPUS SITES AND DISTANCE LEARNING**

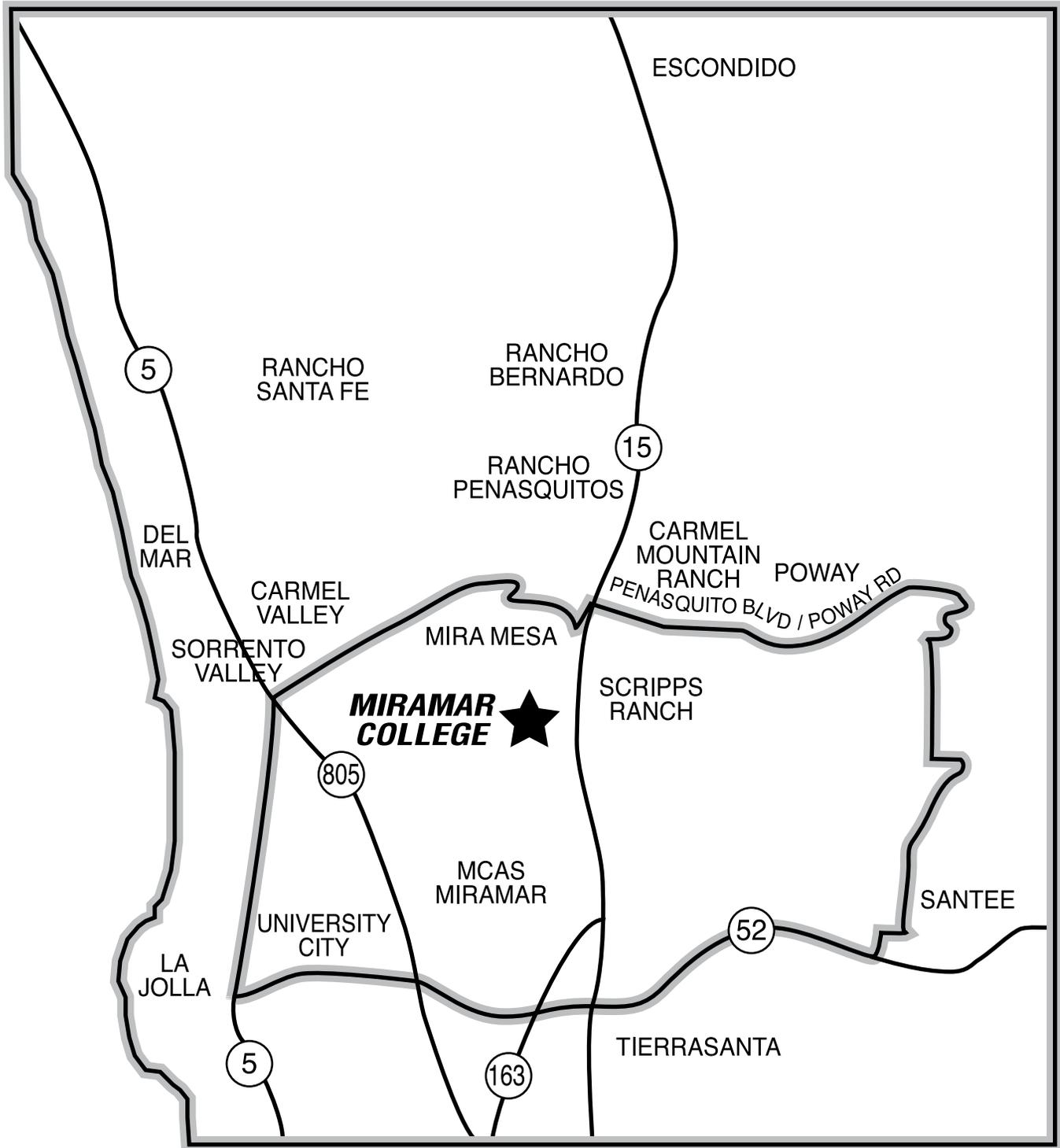
Miramar College offers programs at three off-site training centers. The Fire Protection Technology Program is located at the Naval Training Center, adjacent to the San Diego Fire Department Training Facility in downtown San Diego. The Biotechnology Program is offered at Scripps Ranch High School, but that program will move to the campus in fall 2004 to new science/technology facilities. The Automotive Technology Program was transferred from San Diego City College to Miramar College in 1994 and was located on the Mira Mesa High School campus until summer 2004, when new automotive technology center facilities were completed on the college campus. A day program for high school automotive students will continue to be offered by the college at Mira Mesa High School. Within the next few years, it is anticipated that the San Diego Regional Law Enforcement Training Center will relocate to the Naval Training Center, adjacent to the Fire Protection Technology Building.

A district-wide distance education program (SDCCD Online), spearheaded by the Miramar College president and developed by interested faculty district-wide, is physically located in one of the temporary facilities on campus. Enrollment in SDCCD Online has grown from its inception in fall 2002 to more than 10,000 students per semester.

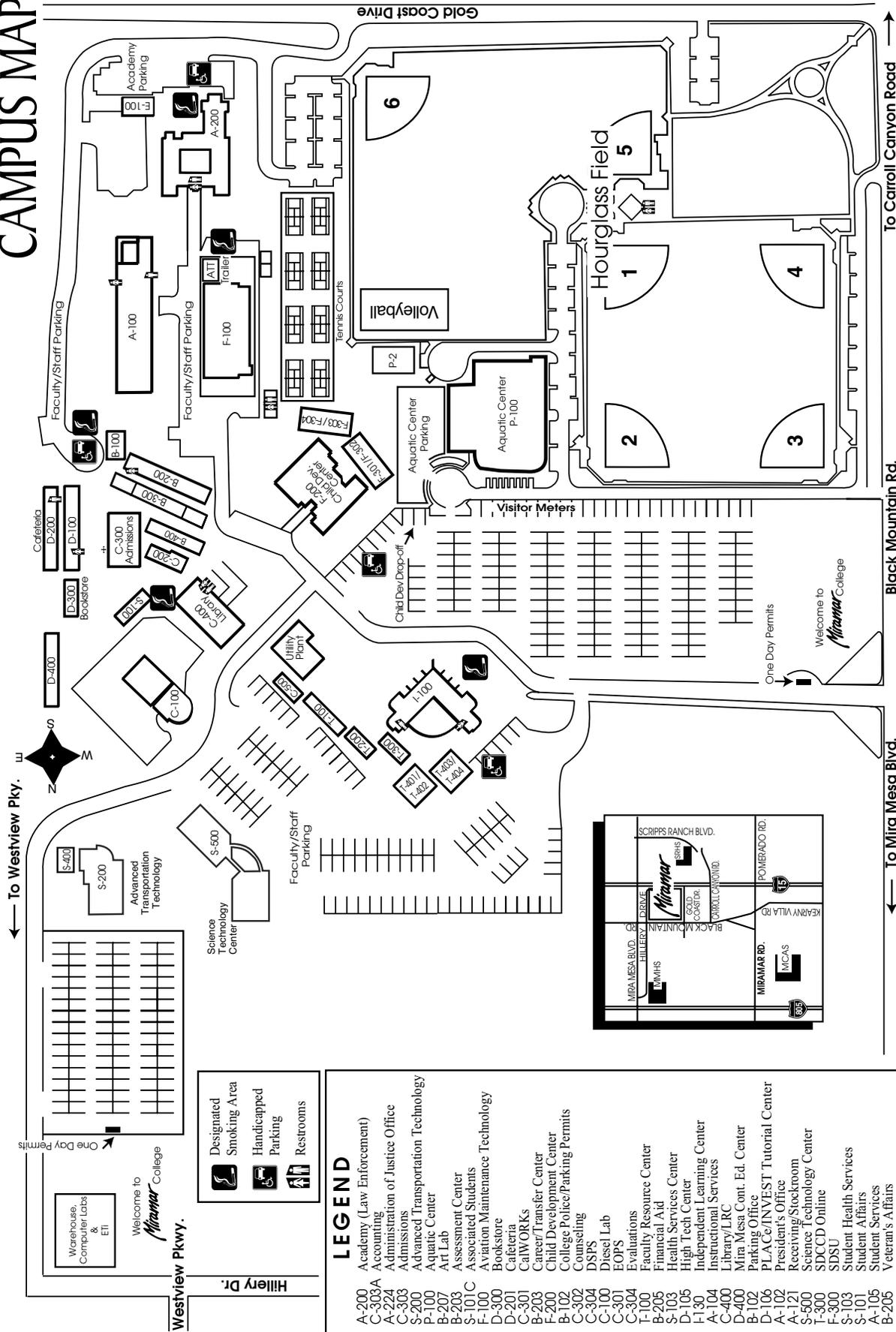
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# SERVICE AREA MAP

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# CAMPUS MAP



← To Westview Pkwy.

← To Mira Mesa Blvd.

→ To Carroll Canyon Road

Warehouse, Computer Labs & EIT

Welcome to **Miramar College**

Westview Pkwy.

- Designated Smoking Area
- Handicapped Parking
- Restrooms

LEGEND	
A-200	Academy (Law Enforcement)
C-303A	Accounting
A-224	Administration of Justice Office
C-303	Admissions
S-200	Advanced Transportation Technology
P-100	Aquatic Center
B-207	Art Lab
B-203	Assessment Center
S-101C	Associated Students
F-100	Aviation Maintenance Technology
D-300	Bookstore
D-201	Cafeteria
C-301	CAIWORKS
B-203	Career Transfer Center
F-200	Child Development Center
B-102	College Police/Parking Permits
C-302	Counseling
C-304	DSPS
C-100	Diesel Lab
C-301	EOPS
C-304	Evaluations
F-100	Faculty Resource Center
B-205	Financial Aid
S-103	Health Services Center
D-105	High Tech Center
I-130	Independent Learning Center
A-104	Instructional Services
C-400	Library/LRC
D-400	Mira Mesa Com. Ed. Center
B-102	Parking Office
D-106	PLACE/INVEST Tutorial Center
A-102	President's Office
A-121	Receiving/Stockroom
S-500	Science Technology Center
I-300	SIDCCD Online
F-300	SDSU
S-103	Student Health Services
S-101	Student Affairs
A-105	Student Services
B-205	Veteran's Affairs

**Miramar College • 858-536-7800 • 619-388-7800**  
 10440 Black Mountain Road, San Diego, CA 92126

**DIRECTIONS**  
 Conveniently located west of I-15 in Mira Mesa. From downtown San Diego, take Hwy 163 north (becomes I-15); exit Carroll Canyon Road west; turn right on Black Mountain Road. • From Orange County, take I-5 south to 805; exit Mira Mesa Blvd. east; right on Black Mountain Rd. From Imperial County, take I-8 west to I-15 north (then follow above directions) • From Riverside County, take I-15 south (then follow directions above)

**Fire Technology Training Center at Camp Nimitz, Naval Training Center (NTC) 4347 North Harbor Drive**  
 From I-8 west: Exit Rosecrans. Proceed west to Nimitz Blvd., turn left. Continue to North Harbor Dr., turn left. Make a turn on North Harbor Dr. at Airport Terminal #2 entrance. Watch for signs to Camp Nimitz, right turn. • From I-5 south: Exit Sassafras St./Airport turn right on Laurel St. Stay right and merge onto North Harbor Dr. Watch for signs to Camp Nimitz, right turn. • From I-5 north: Exit Hawthorn St./Airport to North Harbor Dr., right turn. Watch for signs to Camp Nimitz (right lane).

**Automotive Technology Center at Mira Mesa High School**  
 Room 415, 10510 Reagan Road, off Mira Mesa Blvd.

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# RESPONSES TO TEAM RECOMMENDATIONS FROM THE 1998 ACCREDITATION VISIT

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## MAJOR RECOMMENDATIONS

### **Recommendation 1:**

**The team recommends that the College catalog, schedule of classes, and other publications available to the public be reviewed with respect to the inclusion of information of importance and benefit to students, for consistency, for accuracy of information being disseminated, and with the intent to make the publications more student- and user-friendly. (Standard 2.1; 2.5)**

### **RESPONSE:**

From the time of the 1998 Accreditation site visit, Miramar College has been working closely with the San Diego Community College District to integrate changes that will improve the College catalog and schedule of classes. There has been much advancement to both the college catalog and schedule of classes. The most significant changes that affect the accuracy of these publications were the completion of several district projects. These projects include CurricUNET, an online application that is a single source for accurate, up-to-date course descriptions/outlines used for the printed catalog, on-line catalog, and printed and on-line course schedules. College catalog and class schedule are available online and updated in “real time,” providing an accurate source of information.

The College has also redesigned our catalog to

include a “Transfer Guide” to local and selected state universities enabling students to plan a transfer program.

Miramar has also improved its class schedule format by reducing a multiple column page with single column listing for much easier readability. This new design was introduced to the district by Miramar and adopted as the district format. Recommendations to make an even more user-friendly schedule are solicited from the college each semester.

The tabloid class schedule mailer that was created to get information out to the public earlier than the printed schedules were available is no longer necessary. Due to improved development procedures, class schedules are now available several weeks earlier than before and the schedule is available online even before that. Because of increased online applications and registration activity, demand for printed schedules has been reduced and we are printing less campus quantities.

The business-card size CD that included the college catalog has been redesigned to be a “portal” to the college website and directs viewers to the online catalog for the most up-to-date catalog information. It is distributed regularly to high school students, counselors, and other potential students as a primary marketing tool.

The three-year review process for college publication review continues. Program brochures for most programs are complete and student services brochures are now available for DSPS, EOPS, Student Activities, The PLACe Tutorial Center, ILC (Independent Learning Lab), and Health Services.

Due to fiscal constraints, the **Miramar On the Move** newsletter has not been published as planned; however, it is written and included regularly as a “wrap” of the class schedule during the fall and spring semesters to take advantage of an existing publication, without additional cost.

Miramar College’s website is providing students new and innovative techniques to access information and services. One innovation is being planned and implemented by our new Title III grant. The grant received funds to develop an online student education plan. Upon completion, students will be able to build an educational plan online by mapping the courses required to complete a major. Financial Aid has sponsored another innovative improvement to the

college web site by developing an online application for a Board of Governors Grant (BOGG). These and more innovative improvements to the college website are just starting to take hold. Ideas and suggestions for additional services are constantly being submitted to help students' access information and services.

The Miramar College Web Site Committee members are key technology professionals from across the college. The faculty, classified employees, and administrators participating on this committee are responsible for the day to day maintenance and the future design and development of the college website.

SDCCD has developed a Student Web Services page that has added several new web services for students. Online access to an Application to apply to the college, the ability to register for classes through Reg-E, and inquiries about academic history and grades through E-Grades are currently utilized by the majority of students. Communication with students has changed significantly since the last Accreditation. Students receive emails or automated phone messages that transmit important registration and college information. The district webmaster is continually seeking to improve access to essential district functions.

### **Recommendation 2:**

**The team recommends that the College identify expected learning outcomes for its degree and certificated programs to ensure that students who complete these programs demonstrate achievement of identified learning competencies. (Standard 4B.2; B.3)**

#### **RESPONSE:**

In 2000-2001, Miramar College's 21<sup>st</sup> Century Learning Outcomes team, after much work, identified five learning outcomes. These student learning outcomes (communication, critical thinking, global awareness, information management, and personal and professional development) were presented to the college and adopted as the institution's core learning outcomes. The student learning outcomes are assessed at three levels. If a student achieves to level 1, they have obtain general knowledge, if a student achieved to level 2, they have obtained general knowledge developed and exhibited in structured settings, and at level 3, a student will acquire knowledge developed

in class and applied to unfamiliar settings. As each course is updated, student learning outcomes and assessment information is integrated into the curriculum, syllabus, and assessment process.

The college Curriculum Committee in coordination with the Vice President of Instruction, the school deans, and the academic department chairs reviewed the college catalog and identified student learning outcomes for each program offered at the College. These outcomes are highlighted at the introduction of each program in the college catalog and are imbedded into program brochures, fliers, pamphlets, and all other types of printed publications.

The Curriculum Instructional Council and the District Instructional Services adopted a course outline format, which requires the expected student learning outcomes be stated in the course outline. Faculty throughout the district are systematically reviewing all programs and course offerings in order to rewrite them in the updated course outline format, deactivate courses not necessary or write new courses to complete programs. Identifying the course's student learning outcomes is a critical component for each outline and must be included for the curriculum to be approved by the district CIC.

### **Recommendation 3:**

**The team recommends that the College provide a consistent program of student leadership development opportunities for co-curricular activities, and expand the student collegiate experience to include club activities and athletic programs, if appropriate. (Standard 5.8)**

#### **RESPONSE:**

Since the last accreditation, the College created and filled a key leadership position, the Dean of Student Affairs. This position was essential in developing a leadership program that would promote student participation in student government, campus activities, clubs, and organizations. Since the hiring of the Dean of Student Affairs, campus life at Miramar College has significantly improved. Certified student clubs have increased from eight to seventeen and student activities are scheduled throughout the semesters. The Associated Students are active and collaboratively organizing student club festivals, "Evening with the Experts" series, and monthly Diversity Rocks

activities. These events have brought the campus community together, including students, staff, faculty, and administrator's involvement. The Associated Student President participates along with the other AS Presidents in the district as the District Student Trustee. This has been effective in developing student leadership skills and community involvement.

Since the midterm report, Miramar College has work hard at developing a competitive athletic program. In the spring of 2000, a men's and women's intercollegiate water polo team was created and began competing in the fall of 2000. The college is interested in expanding the athletics program to include other sports and is conducting student research and available funding sources.

#### **Recommendation 4:**

**The team recommends that the College, in cooperation with the District, develop a process for the recruitment and hiring of faculty positions, which establishes timelines, meets affirmative action requirements, and improves the ability of the College to attract well-qualified candidates and to fill positions in a timely manner. Standard 7A.2; A.3; D.1)**

#### **RESPONSE:**

Miramar College has worked in coordination with the district in determining how and where to recruit and hire qualified faculty. Miramar adheres to the SDCCD Personnel Policy and Procedures Manual, which ensures that every aspect of the hiring process is fair, timely and does not discriminate against applicants applying for positions. Hiring committees are composed of faculty discipline experts, administrators, an affirmative action officer, and other appropriate individuals. All parts of the process are highly structured and strictly confidential.

#### **Recommendation 5:**

**The team recommends that the College and the District work cooperatively to identify and provide resources to employ additional faculty and support staff to serve Miramar's growing enrollment. (Standard 7A.1)**

#### **RESPONSE:**

During the past two years, the state of California has been in a severe budget crisis. With the threat of huge funding reductions, the district implemented a hiring freeze and offered attractive retirement incentives to shrink the workforce and therefore minimize the impact of reduced funding. This has severely impacted Miramar College by further reducing the number of faculty and support staff that serves its continually growing student enrollment.

In March 2004, the district eased the hiring freeze and has permitted the hiring of a small number of instructional and counseling faculty. New hiring begins in the spring of 2004 with the college hopeful that the new positions will be in place by fall 2004. The college and the district are continuing to address this 1998 recommendation to identify a reasonable course of action that will bring about a more balanced number of employees to support students.

#### **Recommendation 6:**

**The team recommends that the parties involved in shared governance reaffirm their commitment to successfully implementing the shared governance process, which the college has developed.**

The college's share governance constituent groups have been committed to the success of its shared governance process. The Shared Governance Committee reviewed and revised the college's Shared Governance Handbook through a shared governance process. The spring 2000 handbook was completed and approved by the Academic Senate and College administration. A second review, with revisions, was completed and adopted in 2003 and copies of this newly revised handbook were distributed early in fall 2003. The implementation of our shared governance process has been very successful throughout the college.

## INDIVIDUAL STANDARDS

### STANDARD ONE: INSTITUTIONAL MISSION

#### **Recommendation:**

1. The team recommends that the College review its Mission Statement and work with the District to align its mission to address college priorities and to address the College's growth potential.

#### RESPONSE:

Since the last accreditation, the Miramar College Mission Statement has been reviewed, reworked and periodically revised through a shared governance process to reflect the college's priorities and goals. Our mission must be defined by the mission of the San Diego Community College District, which identifies the San Diego community as the intended student population served by Miramar, Mesa, City colleges and CET centers. The SDCCD mission pledges accessible, high quality learning. Miramar College has further defined its mission based on shared values and vision. In 1997, the college created a strategic plan that linked important goals and activities to shared governance committees – Visioning 2000: A Strategic Action Plan.

The resulting mission statement (2001) clearly states its overarching educational purpose is to “prepare students to succeed in a world of dynamic change” and cites “excellence in teaching, learning, innovation and partnerships” as central to the goals of the college. During the first annual review of the Strategic Plan (June 2002), suggestions for updates and change to the mission statement were solicited of the campus community and the mission statement was reworded to place “teaching and learning” first and to add “in a setting that celebrates diversity” to reflect the communities we serve and the college's commitment to diversity.

## STANDARD TWO: INSTITUTIONAL INTEGRITY

#### **Recommendation:**

1. The team recommends that Miramar College work with the San Diego Community College District to review and revise its publication deadlines so that the catalog and other publications more accurately reflect the changes occurring on the campus and provide consistent and timely information to the public. (2.1; 2.5)

#### RESPONSE:

Since the last Evaluation, the college and district has resolved issues surrounding printing deadlines for college catalogs, schedule of classes and other time-sensitive publications. The effects of printing delays on both students and counseling was dramatically reduce by have the catalog and schedule of classes available online several weeks before these documents would be available in print format. As a result of being able to access the catalog and the schedule of classes online has resolved the problem of timely publications.

The online catalog and schedule of classes has also improved accuracy, an error can easily and quickly corrected. CurricUNET, the software program that serves as the ‘warehouse’ for all course outlines, has also played a important role in improving the accuracy of curriculum information placed in the catalog.

#### **Recommendation:**

2. The team recommends that the Miramar College catalog, schedule of classes, and other publications available to the public be reviewed with respect to the inclusion of information of importance and benefit to students, for consistency and accuracy of information being disseminated, and with the intent to make the publications more user-friendly. (2.1; 2.5)

#### RESPONSE:

This recommendation was addressed in Major Recommendation # 1.

## STANDARD 3: INSTITUTIONAL EFFECTIVENESS

### **Recommendation:**

None

## STANDARD 4: EDUCATIONAL PROGRAMS

### **Recommendations**

1. **The team recommends that the College identify expected learning outcomes for its degree and certificated programs to ensure that students who complete these programs demonstrate achievement of identified competencies. (B.2; B.3)**

### RESPONSE:

This recommendation was addressed in Major Recommendation # 2.

### **Recommendation:**

2. **The team recommends that the College analyze the issues impacting course offerings and enrollment management and develop a plan, with specific timelines, to ensure that students are able to meet their educational goals. (4A.2; A.3; B.1; D.1; D.2)**

### RESPONSE:

The response to this recommendation was begun shortly after the last Evaluation in 1998 and has continued through 2004. A great deal of work has been put into developing an Enrollment Management Plan. A key component of the plan was to identify selected partially complete programs and offer courses that permit students to attend Miramar until they have completed their major or educational goal. The Vice President of Instruction facilitates the plan in coordination with Academic Affairs and the Academic Senate in determining which programs have a higher priority to offer classes that will complete a program of study at Miramar.

Another part of our enrollment management plan was the implementation of a new course-scheduling format. The result of changing our old block schedule

for a more traditional schedule has been very successful; enrollment in classes increased and the college has been able to offer more sections in areas of greatest student need.

The college has addressed other enrollment management issues such as the recruitment and retention of students, weekend classes, the development of short-term classes, and courses offered through distance education. The college has struggled with the large number of students desiring distance education courses by increasing the number offered each semester. Miramar College has also developed an associate degree through distance education. The college has continually focused its attention on how to effectively address and manage these topics as it relates to student enrollment.

## STANDARD 5: STUDENT SUPPORT AND DEVELOPMENT

### **Recommendation:**

1. **As was recommended by the 1992 team, this team recommends that the College provide a consistent program of student leadership development opportunities for co-curricular activities and athletic programs, if appropriate. (5.8)**

### RESPONSE:

This recommendation was addressed in Major Recommendation # 3.

## STANDARD 6: INFORMATION AND LEARNING RESOURCES

### **Recommendation:**

None

## STANDARD 7: FACULTY & STAFF

### **Recommendation:**

1. **The team recommends that the College, in cooperation with the District, develop a process for the recruitment and hiring**

**of faculty positions, which establishes timelines, meets affirmative action requirements, and improves the ability of the College to attract well-qualified candidates and to fill positions in a timely manner. (7A.2; A.3; D.1)**

**RESPONSE:**

This recommendation was addressed in Major Recommendation #4.

**Recommendation:**

- 2. The team recommends that the College and the District work cooperatively to identify and provide resources to employ additional faculty and support staff to serve the Miramar’s growing population. (7A.1)**

**RESPONSE:**

This recommendation was addressed in Major Recommendation #5.

**STANDARD 8: PHYSICAL RESOURCES**

**Recommendation**

- 1. The team recommends that the College and District address the facilities needs, based on an educational master plan of the College, including an examination of the current space utilization and capacity-to-load standards. (8.5)**

**RESPONSE:**

Since the Midterm Report, Miramar College and the district have coordinated in updating the educational master plan of the college and began several new buildings to begin addressing the college’s lack of facilities. New physical resources on campus began with an addition constructed to the existing Diesel Technology Building. Two other buildings, slated to be open in fall 2004, are the Science/Technology Lab and General Classrooms and Advanced Auto Technology Center.

In 2002, Proposition S was passed by the local voters. This proposition provides the SDCCD with

over eight million dollars to fund the construction of essential buildings throughout the district. Miramar is scheduled to begin planning and building a Library Learning Resource Center, Cafeteria/Bookstore, Field House and Student Services Center. The committee set up to plan the campus master plan and new buildings are composed of members from the Academic Senate, Classified Senate, and Administration. These buildings will take several years to complete, but the campus is very thrilled about finally building out the college to accommodate the recent and expected growth.

**STANDARD 9: FINANCIAL RESOURCES**

**Recommendation:**

- 1. The team recommends that the College develop opportunities to assist staff in understanding the relationship between growth, productivity, and FTES to changes in resources available to the College. (4A.4; 9A.5)**

**RESPONSE:**

The college administration recognizes the value of having the college constituents understand the district and college budget allocation formula. It is important that the campus community be aware of how college resources can fluctuate through the rise and fall of student enrollment. Special forums and presentations have been held to impart this understanding to the college through events like “Chat with Pat”, the Academic Affairs Academy workshops, College Executive Council, meetings of the Academic and Classified Senate, Associated Students Council, and the Budget and Planning Committee. These events have proved to be very helpful in spreading a basic understanding of how the college receives a budget.

## STANDARD 10: GOVERNANCE AND ADMINISTRATION

### **Recommendation:**

1. **The team recommends that parties involved in shared governance reaffirm their commitment to successfully implementing the shared governance process, which the College has developed. (Standard 10B.5, B.6, B.7)**

### **RESPONSE:**

This recommendation was addressed in Major Recommendation #6.

### **Recommendation:**

2. **The team recommends that Board policies be reviewed and updated and include provisions for self-evaluation, as well as delineation of roles. (Standard 10A.3, A.5)**

The Board of Trustees regularly reviews, revises, and approves Policy 1000 every January, as prescribe by the governing bylaws. All other policies are reviewed and revised by means of a district shared governance committee, to align them with changing regulations. When the review and revisions are completed, the revised policy is presented to the Board for approval.

In 2003, a written delineation of roles was formally established. The written report, which describes the hierarchy of responsibilities, has been placed in the 2004 Self Study Report.

# STUDENT ACHIEVEMENT DATA

D. Miramar College, in coordination with the SDCCD Institutional Research and Planning department, has thoroughly researched student achievement data for many years. The following charts illustrate student achievement trends in course completion, transfer rates, number of degrees and certificates awarded, job placement, licensure, persistence rates, retention rates,

graduation rates, basic skills completion, and success after transfer for the past 10 years. (These charts can be accessed on the district web site at <http://www.sdccd.net/research/>.)

The Institutional Research and Planning department has collected and compiled data on successful course

## Successful Course Completion Rate by Enrollment Status <sup>1</sup>

Enrollment Status	Fall Semesters									
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Continuing	75.5%	77.4%	76.1%	75.8%	71.8%	71.5%	72.5%	74.2%	73.0%	72.4%
Returning Transfer	87.0%	87.2%	81.7%	83.8%	73.7%	80.8%	74.6%	81.8%	81.9%	81.3%
Returning	80.5%	80.2%	76.4%	78.8%	74.2%	79.2%	75.1%	76.5%	73.0%	79.0%
First-time Freshmen	68.3%	73.0%	63.4%	64.4%	63.0%	61.2%	60.6%	62.5%	63.4%	63.8%
First-time Transfer	77.9%	80.9%	78.5%	75.9%	75.4%	73.9%	69.5%	75.2%	71.0%	73.7%
Current High School <sup>2,3</sup>	NA	NA	65.9%	70.4%	66.7%	55.9%	60.0%	60.8%	71.5%	67.5%
Unknown	79.2%	89.2%	82.9%	92.1%	77.8%	79.6%	65.4%	83.0%	75.0%	82.5%
Total Rate	75.3%	77.9%	75.0%	75.4%	71.6%	71.8%	71.1%	73.4%	72.0%	72.6%

(Source: IRP web site <http://www.sdccd.net/research/studentoutcomes/02SuccessfulCourseTrends-Miramar.pdf>)

<sup>1</sup> Course enrollment data includes duplicated counts of students, e.g., a student enrolled in 5 courses represents 5 enrollments.

<sup>2</sup> NA - Current high school students not included in database.

<sup>3</sup> Not included as a separate plot in the above chart.

completion rates from 1992 through 2001 (*Trends: Student Outcomes*, Doc. # I.5). The enrollment status of students tracked are continuing, returning transfer, returning, first-time freshmen, first-time transfer, current high school, and unknown with a total rate for each year. The data indicates that transfer students and

returning students are more successful at completing courses than current high school students and first-time freshmen. Their success may be attributed to goals being defined in transfer requirements or to returning with a greater understanding of their educational goals and direction.

## Transfers to CSU and UC<sup>1</sup>

Receiving Institution	Academic Year									
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
CSU <sup>2</sup>	155	236	256	279	267	292	333	139	149	164
UC	38	41	37	45	42	21	27	30	45	46
Total	193	277	293	324	309	313	360	169	194	210

(Source: SDCCD Fact Book 2002)

<sup>1</sup> Data are from the California Post-Secondary Education Commission (CPEC). See chapter 2 notes (c) on page 2.1.

<sup>2</sup> California State University San Marcos (CSUSM), one of the CSU campuses, had been incorrectly reporting transfer data from the SDCCD colleges. Since 1995, CSUSM reported nearly all transfers from SDCCD as coming from Miramar. As a result, transfer students from City and Mesa were under-reported and those from Miramar were over-reported. This discrepancy was corrected beginning with the 2000-01 academic year, which shows a significant increase in the number of transfer students for City and Mesa and a significant decrease for Miramar.

The chart above records the Miramar College transfer rates to CSU and UC (*SDCCD Fact Book 2002*, Doc. # I.6); however, this chart is misleading. It appears that in 2000-01 Miramar experienced a significant decline in students transferring to both the CSU and UC. In reality, 2000-01 is when the correct transfer rates are recorded. CSU San Marcos was responsible for

incorrectly reporting the number of transfer students from SDCCD colleges. All students transferring to CSU San Marcos from City, Mesa, and Miramar were credited to Miramar for the years 1993-94 to 1999-00. This error significantly inflated Miramar's transfer rate until it was discovered and corrected in 2000-01. The data for 2000-01 through 2002-03 is correct and

## Degrees and Certificates Awarded

Awards	Academic Year								
	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01
Associate Degrees <sup>1</sup>	220	267	292	338	335	307	346	452	480
Certificates <sup>2</sup>	85	96	162	169	279	241	281	374	455
Total	305	363	454	507	614	548	627	826	935

(Source: IRP web site [http://www.sdccd.net/research/student\\_outcomes/07\\_Degree\\_Trends-Miramar.pdf](http://www.sdccd.net/research/student_outcomes/07_Degree_Trends-Miramar.pdf))

<sup>1</sup> Includes Associate in Arts and Associate in Science degrees.

<sup>2</sup> Includes Certificates of Achievement (30 or more units) and Certificates of Completion (less than 18 units). These two types of certificates were combined since MIS did not distinguish between the two until October 2000.

indicates that Miramar has shown a steady increase in transferring students to the universities.

Degrees and certificates granted to Miramar College students over the 10-year period indicate a dramatic increase in the number of associate degree and certificates awarded (*Trends: Student Outcomes*,

Doc.# I.5). This increase may be due in part to the increase in certificates created in the mid to late 1990s. Dramatic increases in associate degrees awarded may also be attributed to steady growth in student enrollment throughout the last several years; in addition, college counselors have worked tirelessly with students in identifying educational objectives and

## First-time Freshmen Term-to-Term Persistence Rate by Educational Objective<sup>1</sup>

Objective	Fall Semesters									
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Transfer	67.0%	78.7%	75.1%	74.3%	71.4%	69.3%	73.8%	65.3%	69.0%	66.9%
AA Degree/Certificate	58.7%	60.4%	63.1%	66.7%	52.2%	67.5%	61.0%	62.0%	48.5%	55.7%
Other	51.5%	51.8%	47.1%	48.9%	49.7%	42.6%	40.6%	45.0%	42.7%	44.2%
Unknown <sup>2</sup>	46.9%	65.7%	68.0%	66.7%	68.8%	50.0%	58.3%	52.6%	63.6%	70.8%
Undecided	65.2%	52.8%	64.1%	60.3%	61.8%	55.7%	59.8%	54.5%	59.6%	56.5%
Total Rate	59.5%	63.0%	63.5%	62.7%	61.2%	58.3%	60.2%	57.2%	58.7%	58.5%

(Source: IRP web site [http://www.sdccd.net/research/student\\_outcomes/06\\_Persistence\\_Trends-Miramar.pdf](http://www.sdccd.net/research/student_outcomes/06_Persistence_Trends-Miramar.pdf))

<sup>1</sup> Data is based on fall-to-spring persistence.

<sup>2</sup> Not included as a separate plot in the above chart.

developing plans that assisted students in completing their educational goals in a timely manner.

Over a 10-year period, Miramar College was consistent in terms of its persistence rates among

students. Nearly 59% of students persisted from fall to spring 2001, compared to about 60% in 1992 (*Trends: Student Outcomes*, Doc. # I.5). That rate was higher for students with an educational objective to transfer, with about 67% persisting in both 1992 and 2001.

## Term Retention Rate by Enrollment Status

Enrollment Status	Fall Semesters									
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Continuing	83.3%	88.4%	85.2%	74.9%	82.9%	86.3%	85.8%	85.3%	84.5%	86.4%
Returning Transfer	88.0%	88.7%	88.0%	83.8%	89.6%	86.8%	91.5%	87.3%	87.4%	84.4%
Returning	82.1%	82.6%	82.4%	81.6%	90.5%	88.2%	86.1%	84.6%	89.5%	84.6%
First-time Freshmen	84.5%	83.9%	80.3%	81.9%	80.4%	82.6%	81.8%	84.4%	82.2%	85.9%
First-time Transfer	86.7%	85.3%	82.6%	84.3%	82.8%	83.0%	80.4%	79.7%	80.1%	78.2%
Current High School <sup>1,2</sup>	NA	87.3%	91.5%	81.4%	82.5%	81.5%	76.7%	83.3%	82.0%	86.7%
Unknown	90.9%	90.2%	94.6%	92.2%	87.4%	91.1%	88.5%	80.9%	82.1%	87.0%
Total Rate	84.1%	87.1%	84.8%	77.8%	84.2%	85.8%	85.1%	83.0%	84.6%	85.1%

(Source: SDCCD Fact Book 2002)

<sup>1</sup> NA - Current high school students not included in database.

<sup>2</sup> Not included as a separate plot in the above chart.

Over a 10-year period, Miramar College was consistent in terms of its retention rates among students. About 85% of students were retained within

a given semester in 2001, compared to a rate of 83% in 1992 (*SDCCD Fact Book 2002*, Doc. # I.6). That rate remains consistent across the board regardless of enrollment status.

## Successful Course Completion Rate in Basic Skills English by Enrollment Status <sup>1, 2, 3</sup>

Enrollment Status	Fall Semesters 1992 to 1996									
	1992		1993		1994		1995		1996	
	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success
Continuing	65	61.5%	49	51.0%	82	68.3%	100	56.0%	125	56.8%
Returning Transfer	0	0.0%	1	100.0%	2	50.0%	2	50.0%	1	100.0%
Returning	7	57.1%	8	62.5%	8	25.0%	11	45.5%	20	75.0%
First-time Freshmen	61	55.7%	63	60.3%	62	53.2%	51	52.9%	68	50.0%
First-time Transfer	11	63.6%	10	60.0%	21	85.7%	8	50.0%	18	33.3%
Current High School	NA	NA	NA	NA	0	0.0%	0	0.0%	2	0.0%
Unknown	1	0.0%	6	100.0%	2	50.0%	3	100.0%	5	80.0%
Total Rate	145	58.6%	137	59.1%	177	62.7%	175	54.9%	239	54.8%
Enrollment Status	Fall Semesters 1997 to 2001									
	1997		1998		1999		2000		2001	
	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success
Continuing	125	52.0%	103	49.5%	98	55.1%	82	50.0%	90	55.6%
Returning Transfer	0	0.0%	1	100.0%	3	100.0%	1	0.0%	1	0.0%
Returning	10	50.0%	24	66.7%	20	30.0%	10	40.0%	16	43.8%
First-time Freshmen	55	54.5%	52	55.8%	89	49.4%	51	56.9%	68	45.6%
First-time Transfer	21	71.4%	25	44.0%	9	88.9%	14	35.7%	8	25.0%
Current High School	0	0.0%	2	50.0%	1	0.0%	2	100.0%	3	100.0%
Unknown	1	0.0%	3	66.7%	3	0.0%	1	100.0%	0	0.0%
Total Rate	212	54.2%	210	52.9%	223	51.6%	161	50.9%	186	50.0%

(Source: Institutional Research and Planning web site

[http://www.sdccd.net/research/student\\_outcomes/03\\_Successful\\_Course\\_BSE\\_Trends-Miramar.pdf](http://www.sdccd.net/research/student_outcomes/03_Successful_Course_BSE_Trends-Miramar.pdf))

<sup>1</sup> Course enrollment data includes duplicated counts of students, e.g., a student enrolled in five courses represents five enrollments.

<sup>2</sup> English 50 (English Review - Writing) and English 55 (Reading Review) constitute Basic Skills English.

<sup>3</sup> Only categories with 50 or more enrollments, in at least five or more years, are plotted in the above chart.

<sup>4</sup> NA - Current high school students not included in database.

Over a 10-year period, Miramar College dropped in successful course completion rates in basic skills English. In 2001, 50% of students successfully

completed basic skills English, compared to about 59% in 1992 (*Trends: Student Outcomes, Doc. # I.5*).

## Successful Course Completion Rate in Basic Skills Math by Enrollment Status <sup>1, 2, 3</sup>

Enrollment Status	Fall Semesters 1992 to 1996									
	1992		1993		1994		1995		1996	
	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success
Continuing	54	74.1%	51	72.5%	63	47.6%	111	65.8%	109	68.8%
Returning Transfer	0	0.0%	0	0.0%	2	100.0%	6	66.7%	2	50.0%
Returning	6	83.3%	7	71.4%	7	42.9%	16	56.3%	17	58.8%
First-time Freshmen	53	69.8%	68	66.2%	85	49.4%	89	73.0%	74	52.7%
First-time Transfer	9	88.9%	8	100.0%	17	88.2%	17	76.5%	19	68.4%
Current High School <sup>4</sup>	NA	NA	NA	NA	1	100.0%	3	100.0%	3	66.7%
Unknown	0	0.0%	8	75.0%	3	100.0%	2	100.0%	3	100.0%
Total Rate	122	73.8%	142	71.1%	178	53.9%	244	69.3%	227	63.0%
Enrollment Status	Fall Semesters 1997 to 2001									
	1997		1998		1999		2000		2001	
	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success	Total Enrolled	% Success
Continuing	94	52.1%	75	58.7%	81	63.0%	71	63.4%	81	67.9%
Returning Transfer	2	50.0%	7	14.3%	1	100.0%	2	50.0%	3	100.0%
Returning	12	66.7%	15	53.3%	9	33.3%	7	57.1%	18	61.1%
First-time Freshmen	83	63.9%	56	64.3%	54	51.9%	82	70.7%	75	60.0%
First-time Transfer	21	85.7%	28	60.7%	14	64.3%	13	61.5%	14	64.3%
Current High School	4	75.0%	3	33.3%	1	0.0%	1	100.0%	0	0.0%
Unknown	1	100.0%	1	100.0%	3	100.0%	3	100.0%	3	66.7%
Total Rate	217	61.3%	185	58.4%	163	58.3%	179	67.0%	194	64.4%

(Source: Institutional Research and Planning web site

[http://www.sdccd.net/research/student\\_outcomes/04\\_Successful\\_Course\\_BSM\\_Trends-Miramar.pdf](http://www.sdccd.net/research/student_outcomes/04_Successful_Course_BSM_Trends-Miramar.pdf))

<sup>1</sup> Course enrollment data includes duplicated counts of students, e.g., a student enrolled in five courses represents five enrollments.

<sup>2</sup> Math 32 (Fundamentals of Mathematics) and Math 35 (Prealgebra) constitute Basic Skills Math.

<sup>3</sup> Only categories with 50 or more enrollments, in at least five or more years, are plotted in the above chart.

<sup>4</sup> NA - Current high school students not included in database.

Over a 10-year period, Miramar College dropped in successful course completion rates in basic skills Math. In 2001, about 64% of students successfully

completed basic skills Math, compared to about 74% in 1992 (*Trends: Student Outcomes, Doc. # I.5*).

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# STUDENT LEARNING OUTCOMES

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# SUPPORTING DOCUMENTATION FOR INTRODUCTION

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In September 2000, Miramar College began participating in the League for Innovation 21<sup>st</sup> Century Learning Outcomes Project. The goal of the project is to review and refine the learning outcomes that were initially identified at a national level and were refined locally at each campus to reflect campus focus. During 2000-01, the campus adopted five institutional learning outcomes: communication, critical thinking, global awareness, information management, and personal and professional development. In 2002-03, the campus developed and began to implement at the institutional level methods of assessing curriculum content directed toward these outcomes. The current model measures student exposure to curriculum designed to increase student mastery of these outcomes. Course syllabi in most general education classes and several programs have been assessed to identify learning outcomes and activities that relate directly to the five core learning outcomes.

Coupled with the institutional learning outcomes, Miramar College also has been working on developing course and program learning outcomes for each course and program offered at the college. Using funds as outlined in the Title III grant for faculty development, the activity director has been working to collect applications from interested faculty for the development of course and program learning outcomes. Currently, 22 programs have submitted applications, accounting for approximately 42% of all programs offered at the college. Faculty who submit applications will receive training as well as literature on student learning outcomes. The Title III Strengthening Institutions Program will support the development of course and program learning outcomes for 100% of all courses and programs offered at Miramar College by September 2008.

- I.1 SANDAG Cities/County Forecasts- 2003
- I.2 SANDAG Cities/County Forecasts- I-15 North Corridor
- I.3 SANDAG Census 2000 Profile
- I.4 SDCCD Fact Book 2003

## **ACRONYMS AND ABBREVIATIONS USED IN INTRODUCTION**

- MCAS Marine Corp Air Station
- PLACe Personal Learning Assistance Center
- SANDAG  
San Diego Association of Governments
- SDCCD San Diego Community College District
- SDSU San Diego State University

*Common College Documentation (C.XX) is listed in the INDEX at the end of the report.*

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# ABSTRACT OF THE REPORT

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Meeting or exceeding standards of good practice for Miramar College's students, community, and employees is a goal held by all. Miramar's students—and the quality of their learning experiences—are the center of the decision-making process at all levels. At the institutional level, the college assesses success in meeting that goal by consciously and formally developing and implementing actions that measurably improve the college's capacity to meet its students' needs.

Strategic planning is an integrated, cyclical process where goals emanate from structured needs assessment of students and community members and where the college continually and formally measures and reflects on its progress. Miramar College regularly reviews the critical institutional achievement indicators identified in its "Report Card" as well as the student success data it receives from the San Diego Community College District. The college also develops additional or new approaches to its work based on that review, and it continually reviews the goals and strategies themselves to ensure their relevance, motivational incentive, and efficiency. Miramar College keeps the campus community fully informed and involved in all steps of this strategic planning process.

At the department and office level, however, Miramar College still has steps to take to implement the cycle of evaluation, planning, and improvement. Severe budget cuts have caused reductions in the number of faculty and staff available to do the day-to-day operational planning and work to provide students with a quality educational experience. At the same time, the college has almost doubled its FTES and student head count over the past five years. Meeting the needs of so many more students in a quality way, with fewer staff and a significantly reduced budget, has perhaps resulted in more "doing" and less "reflecting" on day-to-day practices than the college would like. However, having instituted the evaluation, planning, and improvement level at the institutional level, and having involved so many Miramar faculty

and staff in the ongoing strategic planning process, the college is confident that in the years to come this approach will increasingly permeate planning and action at all levels. When the next Strategic Plan is constructed, particular attention will be placed on integrating assessment and improvement systems at the department and program level.

Miramar College has taken solid steps to identify and measure student learning outcomes. Participation in the League for Innovation's Twenty-first Century Learning Outcomes Project provided the impetus and then the momentum for a cross-institutional team of faculty and administrators to develop and promote an innovative and exciting approach to measuring student learning outcomes and a plan to expand this activity to all courses, programs, and disciplines in the college over the next few years. Miramar's new Title III Project will expand and systematize the assessment of student learning outcomes in ways that integrate student learning outcomes with student educational planning; it will also expand and refine the college's curriculum and course schedules. Conversations about how important it is to measure student achievement—and to make changes in teaching and learning approaches when improvement appears needed—are threaded through presentations and workshops at Miramar; several faculty have emerged as state leaders in this arena. Miramar College has made a solid start in demonstrating how the college's staff, organizational structure, resources, and communication are integrally tied to improving student learning outcomes.

Miramar College is known locally for involving all who work and learn at the college in decision-making, planning, and evaluation. The college's governance structures foster involvement, honest and fearless communication, and consensus. Reflecting not only on its many successes but also on its challenges is integral to the College Executive Council agenda, college forums and workshops, and meetings. The same honesty and openness maintained within the college extends to the way in which the college presents itself to external stakeholders and local communities. In many meetings each year, Miramar provides opportunities for community members, business and industry partners, and students to give feedback, and the college relies on that feedback to continually improve its service. Miramar's reputation for straightforward, truthful representation of its strengths, weaknesses, and needs is critical to drawing students and community to the college.

Additionally, Miramar College maintains a strong and public regard for equity and diversity, and the college frequently engages in dialogue about these topics. Treating everyone with respect, utilizing inclusive teaching methods, and providing clear avenues for participation in decision-making are critical principles for Miramar College.

With so many students turning to Miramar College at a time of reduced finances, with a campus that is just beginning to construct long-needed buildings to accommodate students in a quality learning environment, and with exceptionally lean staffing, Miramar College will face many challenges in the years to come. The fact that the college is strongly focused on student learning and achievement, that its organizational culture is open and allows all to contribute to setting and meeting its goals, and that the college has made a solid start on formal systems of assessment, planning, and improvement means Miramar will continue to serve its students with quality learning experiences in the years to come.

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# TIME LINE FOR ACCREDITATION SELF STUDY

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## **FALL 2000**

Accreditation Liaison Officer and Co-Chairs  
Appointed

Midterm Report Completed and Sent to  
Accreditation Commission

## **SPRING 2001**

Student Satisfaction Survey Developed

## **FALL 2001**

Conduct Student Satisfaction Survey and  
Other Research

## **SPRING 2002**

ALO attended New Standards Workshop

Steering Committee Formed

Standard Committee Co-Chairs Assigned

Standard Committee Members Selected

Self Study Steering Committee Meeting

District Research Accreditation Meeting

## **FALL 2002**

Faculty and Staff Survey developed

Local Accreditation Standards Workshop

Self Study Steering Committee Meeting

Continue Student Satisfaction Surveys and  
other research

Email Update to Campus

## **SPRING 2003**

Dr. Darlene Pacheco Duty Day Presentation

District Research Accreditation Meeting

Self Study Steering Committee Meeting

Standard Committee Meetings

Draft of Description

## **FALL 2003**

Self Study Update Presentation to College

District Research Accreditation Meeting

Board of Trustee Accreditation Study Session

Accreditation Website development

Self Study Steering Committee Meeting

Standard Committee Meetings

Final Draft of Description

Draft of Self Evaluation

## **SPRING 2004**

Duty Day Accreditation Presentation/Update  
to College

Accreditation Website Construction

Final Draft of Self Evaluation

Draft of Planning Agenda

Email Update to College

Final Draft to College Community

Campus Accreditation Forums

Presentation to Board of Trustees

**JULY/AUGUST 2004**

Self Study to Printers

Self Study Report Mailed to Accreditation  
Commission

Accreditation Website Finalized

Prepare for Team Visit

**SEPTEMBER 2004**

Preparation for Team Visit

**OCTOBER 2004**

Preparations for Team Visit Complete

October 5-7, 2004 Team Visit

Update Email to College

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# ORGANIZATION FOR THE SELF STUDY

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*Accreditation Liaison Officer:*

Kathy Doorly\*

## **STANDARD I: INSTITUTIONAL MISSION AND ASSESSMENT OF EFFECTIVENESS**

Standard Coordinator: Bob Garber\*

### **A. MISSION**

Co-Chairs: Sandi Trevisan\*

Otto Dobre\*

Steve Adams, Julianna Barnes, Jodi Corliss,  
Ray Quon, Nestor Lacbain, Mary Hart,  
Kathy Fox, Kandice Walker, Greg Newhouse,  
Akhila Rao

### **B. IMPROVING INSTITUTIONAL EFFECTIVENESS**

Co-Chairs: Bob Henderson\*

Wheeler North\*

Sandy Rosalia, Joyce Allen, Thu Nguyen,  
Kimi McSwain, Dave Abad, Bob Garber,  
Sandi Trevisan, Mary Lee Meiners,  
Wayne Sherman, Cherry Lapis, Peggy  
Manges, Pat Keir

## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

Standard Coordinator: Pam Deegan\*

### **A. INSTRUCTIONAL PROGRAMS**

Co-Chairs: Mary Bernard\*

Lisa Brewster\*

April Koch, Carol Murphy, Diane Glow,  
Virginia Naters, Stacey McDaniel,  
Mary Lee Meiners, Yolanda James,  
Helen Webb, Francine McCorkell,  
Sandra Slivka, Wheeler North

### **B. STUDENT SUPPORT SERVICES**

Co-Chairs: Julianna Barnes\*

Susan Scott\*

Bob Arend\*

Rich Halliday, Kirk Webley, Kare Furman,  
Bernice Reyes, Kandice Walker, Nemie  
Capacia, Alex Cuatok, Dave Abad

### **C. LIBRARY AND LEARNING SUPPORT SERVICES**

Co-Chairs: Judy Baker\*

Sandra Pesce\*

Eric Mosier, Mary Hart, Bonnie Swingle, Tom  
Meccia, Diana Fink, Marie McMahan, Carol  
Reagan, Glenn Magpuri, David Dye, Edmond  
Nobel, Maria Goode, Virginia Naters

## **STANDARD III: RESOURCES**

Standard Coordinator: Peggy Manges\*

### **A. HUMAN RESOURCES**

Co-Chairs: Peggy Manges\*

Joan Thompson\*

Joyce Williams, Bill Puett, Judy  
Patacsil, Diana Fink, Sandy Smith,  
Francine McCorkell

### **B. PHYSICAL RESOURCES**

Co-Chairs: Greg Newhouse\*

Mike McPherson\*

Larry Cooke, Virginia Naters, Dorothy  
Simpson, Tim Riley, Jim Lewis, Mike  
Charles, Kevin Petti, Tom Longfellow,  
Tom Davenport

### **C. TECHNOLOGY RESOURCES**

Co-Chairs: Judy Baker\*

Bob Fritsch\*

Rechelle Mojica, Debbie Wright, Jessica  
Ruvalcaba, Mary Kingsley, Kurt Hill,  
Matthew Kelton, Alice Nelson

*\* Self Study Steering Committee*

## **D. FINANCIAL RESOURCES**

Co-Chairs: Greg Newhouse\*  
Mary Meiners\*

Channing Booth, Dan Wilke, Edith Pollack,  
Jennifer Nickles, Kevin Alston, Sandra  
Slivka, Joan Thompson, John Couture, June  
Scopinich, Katinea Todd, Mary Benard

## **STANDARD IV: LEADERSHIP AND GOVERNANCE**

Standard Coordinator: Patricia Keir\*

### **A. DECISION-MAKING ROLES AND PROCESSES**

Co-Chairs: Susan Schwarz\*  
Diane Glow\*

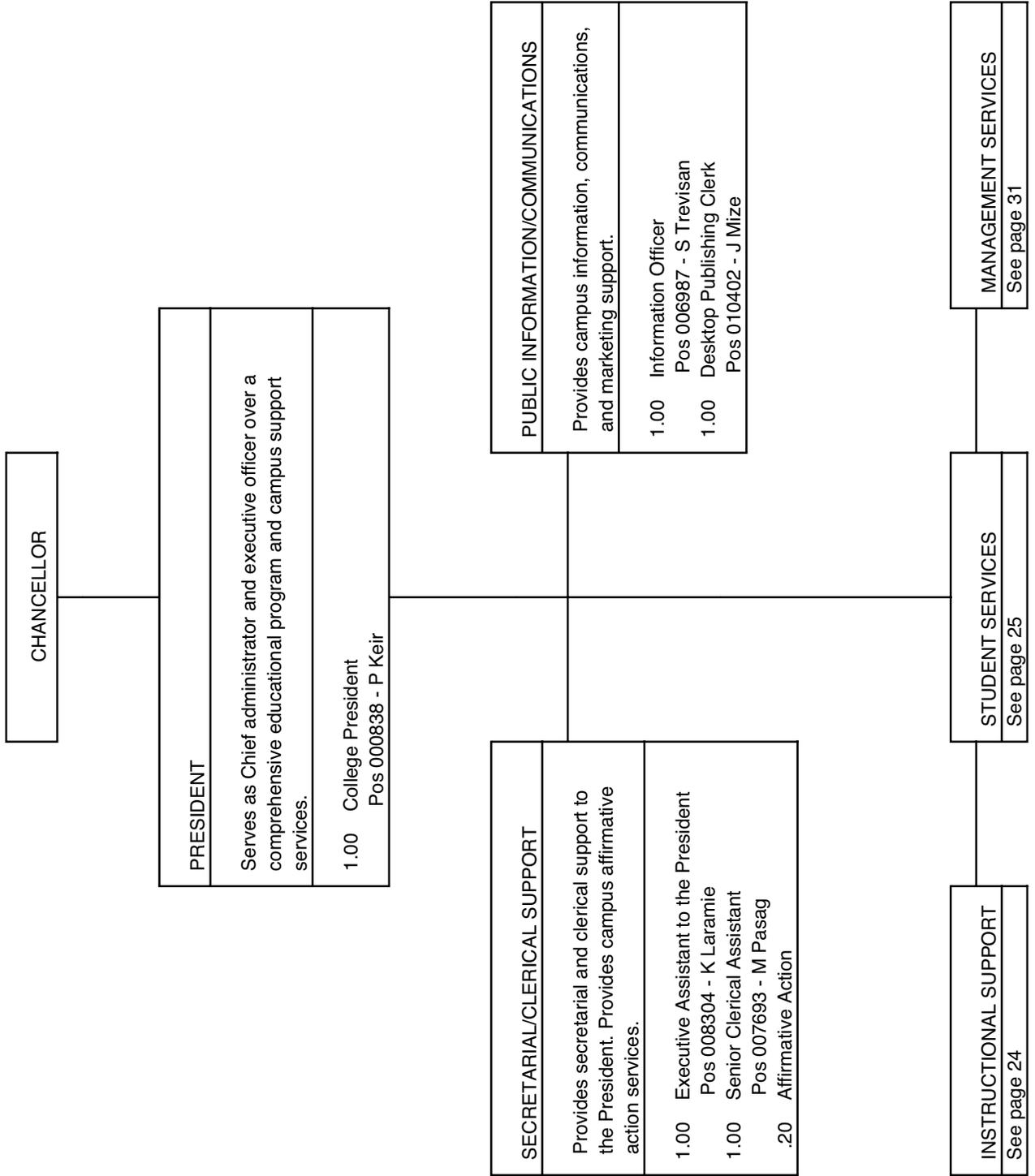
Wheeler North, Kimi McSwain, Larry Pink,  
Sandi Trevisan, Jennifer Nickles, Sandra  
Slivka, Tonya Blakesley

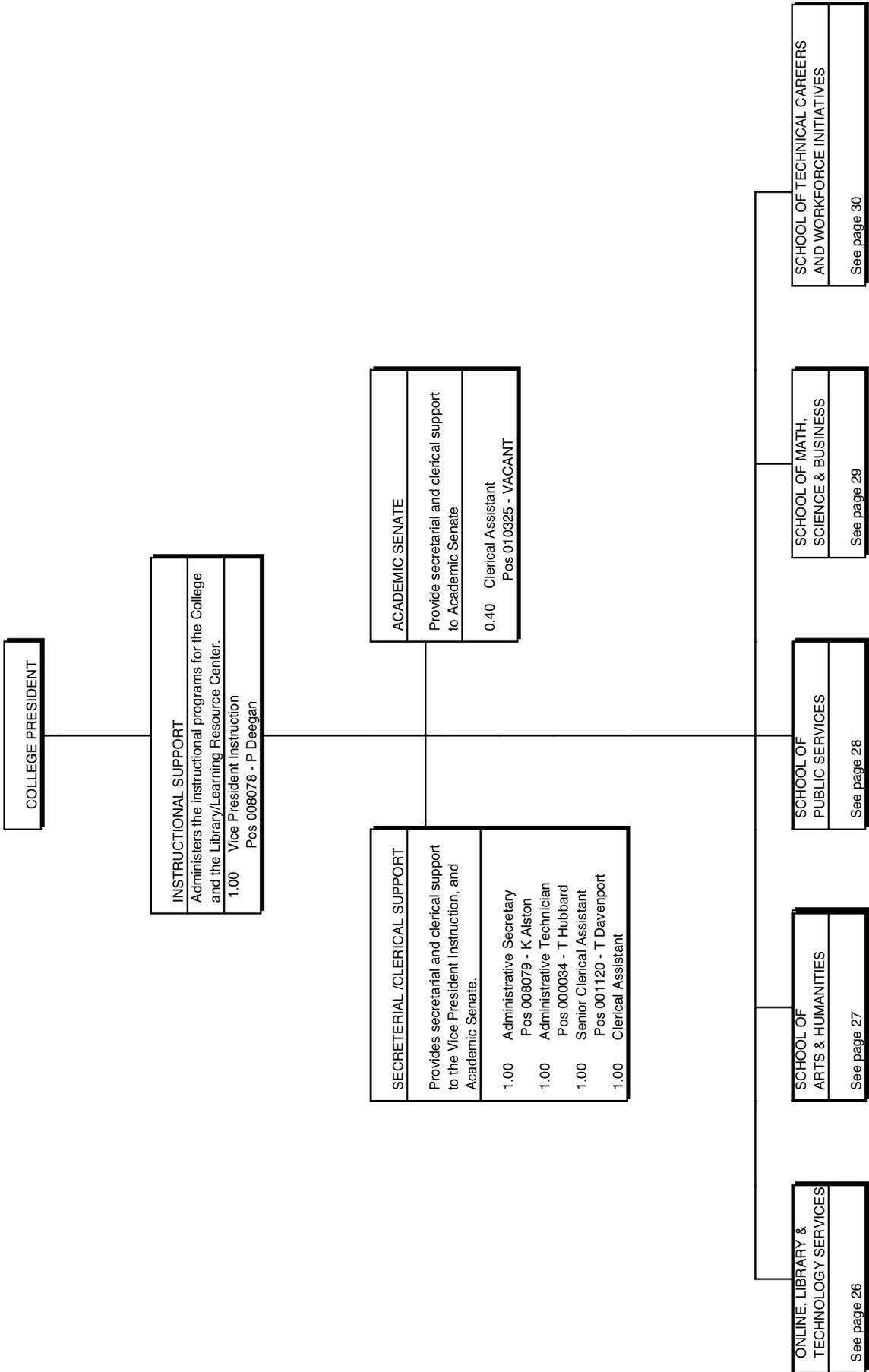
### **B. BOARD AND ADMINISTRATIVE ORGANIZATION**

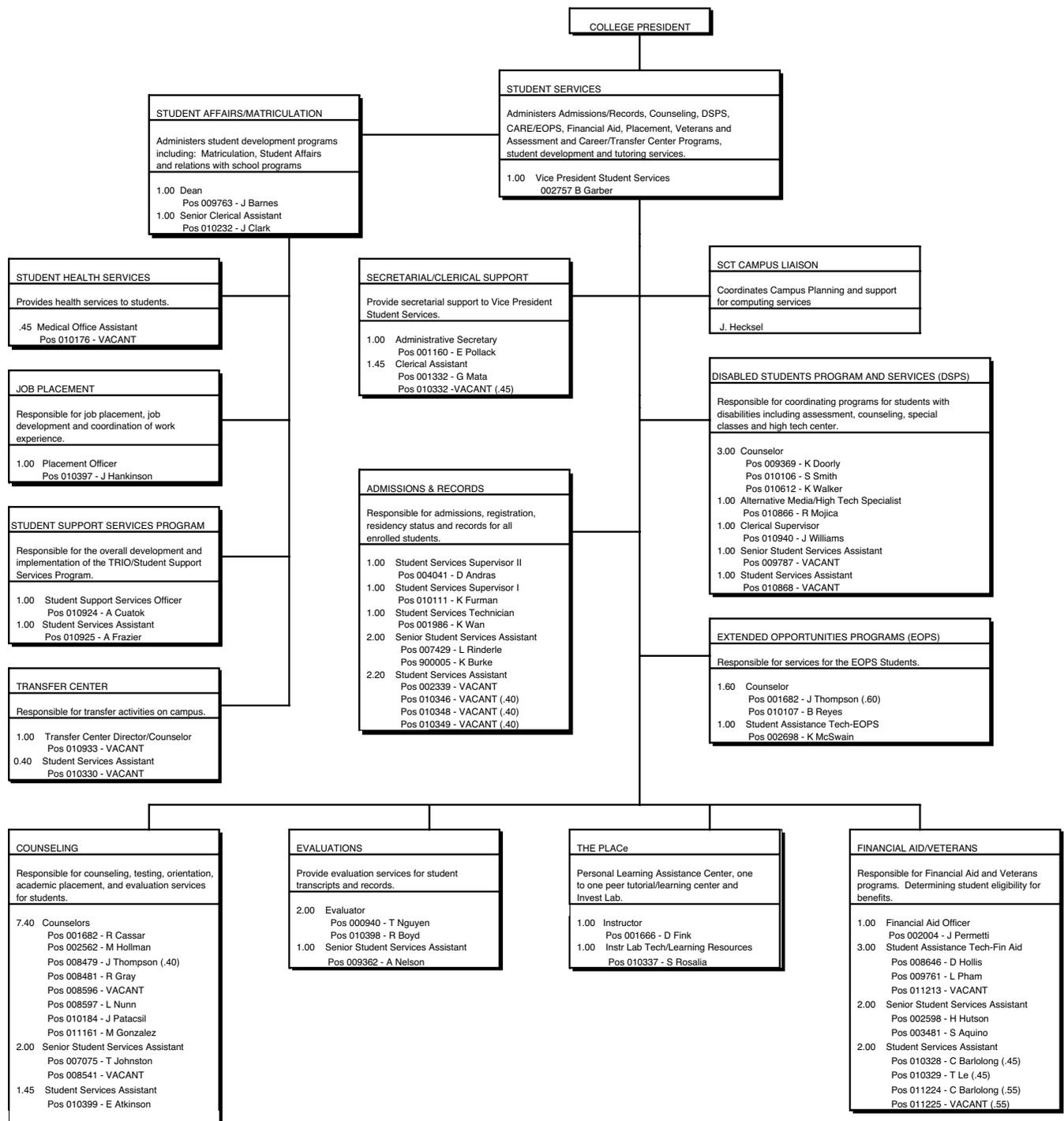
Co-Chairs: Jim Palmer\*  
Mary Meiners\*

Margaret Hodges, Reggie Boyd, Rick Cassar,  
Bob Bacon, Brian Hughes, Josie Lopez

# INSTITUTION







**VICE PRESIDENT  
INSTRUCTION**

<b>ONLINE, LIBRARY &amp; TECHNOLOGY SERVICES</b>
Provides leadership for the Library/Learning Resource Center and for technology support for students and staff; leadership and vision in designing and implementing a full-service online degree program for the San Diego Community College District.
1.00 Dean Pos 010784 - J Baker

<b>SDCCD ONLINE PROGRAM</b>
Provides secretarial, clerical and technical support to the Dean of Online, Library & Technology Services.
1.00 Senior Secretary Pos 010783 - M Kingsley 1.00 Instructional Design Coordinator Pos 010822 - J Ruvalcaba

<b>LIBRARY/LEARNING RESOURCE CENTER</b>
Responsible for cataloging books, research, periodicals, audiovisual.
3.00 Librarians Pos 002146 - E Mosier Pos 007008 - M Hart Pos 010396 - S Pesce 2.00 Instr. Lab. Tech/Learn. Resources Pos 000918 - G Magguri Pos 007004 - D Dye 1.00 Instr. Lab Tech/Library Pos 002337 - P Meccia 2.00 Media Technician Pos 009360 - B Swingle Pos 009361 - C Reagan 1.35 Media Clerk Pos 010333 - T Nguyen, Pos 010334 - P Phaymany Pos 010335 - L Sales

<b>FACULTY RESOURCE CENTER</b>
Provides for Professional Development for faculty, staff and administrators

<b>COMPUTER TECHNICAL SUPPORT</b>
Responsible for technical support for campus instructional computer centers.
1.00 Micro Specialist Supervisor Pos 010566 - K Hill 1.00 Network Specialist Pos 009249 - D Le 1.00 Instructional Lab Tech/Comp Science Pos 007091 - A Huynh

<b>INSTRUCTIONAL LEARNING CENTER</b>
Responsible for technical support for campus instructional computer centers.
1.00 Instrml Support Supervisor Pos 010739 - F McCorkell 1.40 Instrl Assst/Learning Res Pos 010340 - S Shooshtary (.40) Pos 010401 - K Salehi 0.40 Instrl Assst/Office Systems Pos 010342 - V Chau 0.40 Instrl Assst/Comp Science Pos 010343 - VACANT

VICE PRESIDENT  
INSTRUCTION

SCHOOL OF ARTS & HUMANITIES

Administers the instructional programs for the  
Departments of Humanities, English, Communications,  
Social and Behavioral Sciences

1.00 Dean  
Pos 000104 - R Henderson

SECRETARIAL SUPPORT

Provides secretarial support to the  
Dean.

1.00 Senior Secretary  
Pos 001779 - J Allen

LIBERAL ARTS DEPARTMENT

Responsible for instruction in Art, Music, Humanities,  
Philosopy, Phsychology, Sociology, Anthropology, Personal  
Growth, DSPS, Education, History, Political Science,  
Geography, Ethnic Studies.

13.00 Instructors  
Pos 000320 - Smith, W  
Pos 002494 - VACANT  
Pos 007290 - Lee  
Pos 007862 - Koch  
Pos 007867 - Stewart  
Pos 007869 - Jay  
Pos 007870 - Arend  
Pos 007871 - Blenis  
Pos 007872 - Halliday  
Pos 008172 - Guleff  
Pos 008173 - Naters  
Pos 008175 - VACANT  
Pos 008177 - Scott  
Pos 008189 - Gross

ENGLISH, COMMUNICATION AND FOREIGN  
LANGUAGES DEPARTMENT

Responsible for instruction in English, Foreign Language,  
Jornalism & Speech.

14.00 Instructors  
Pos 000033 - Carrier  
Pos 000198 - Fritsch  
Pos 001580 - Ort  
Pos 002120 - VACANT  
Pos 002885 - Schilz  
Pos 006081 - Meiners  
Pos 007864 - McPherson  
Pos 007865 - Scopinich  
Pos 007868 - Puett  
Pos 008170 - Coppedge  
Pos 008174 - Booth  
Pos 008176 - Coons  
Pos 008182 - VACANT  
Pos 010871 - Ghaffari-Samai

VICE PRESIDENT  
INSTRUCTION

SCHOOL OF PUBLIC SERVICES  
Administers the instructional program for the Departments of Administration of Justice, Fire Technology/Emergency Medical Technicians, Law Enforcement Academy and Fire Academy.  
1.00 Dean  
Pos 007643 - J Palmer

SECRETARIAL/CLERICAL SUPPORT  
Provides clerical support to Dean.  
1.00 Clerical Supervisor  
Pos 008392 - P Hunt  
2.00 Administrative Technician  
Pos 002229 - M Hodges  
Pos 006212 - T Fletcher  
1.00 Senior Clerical Assistant  
Pos 002233 - R Karnousky

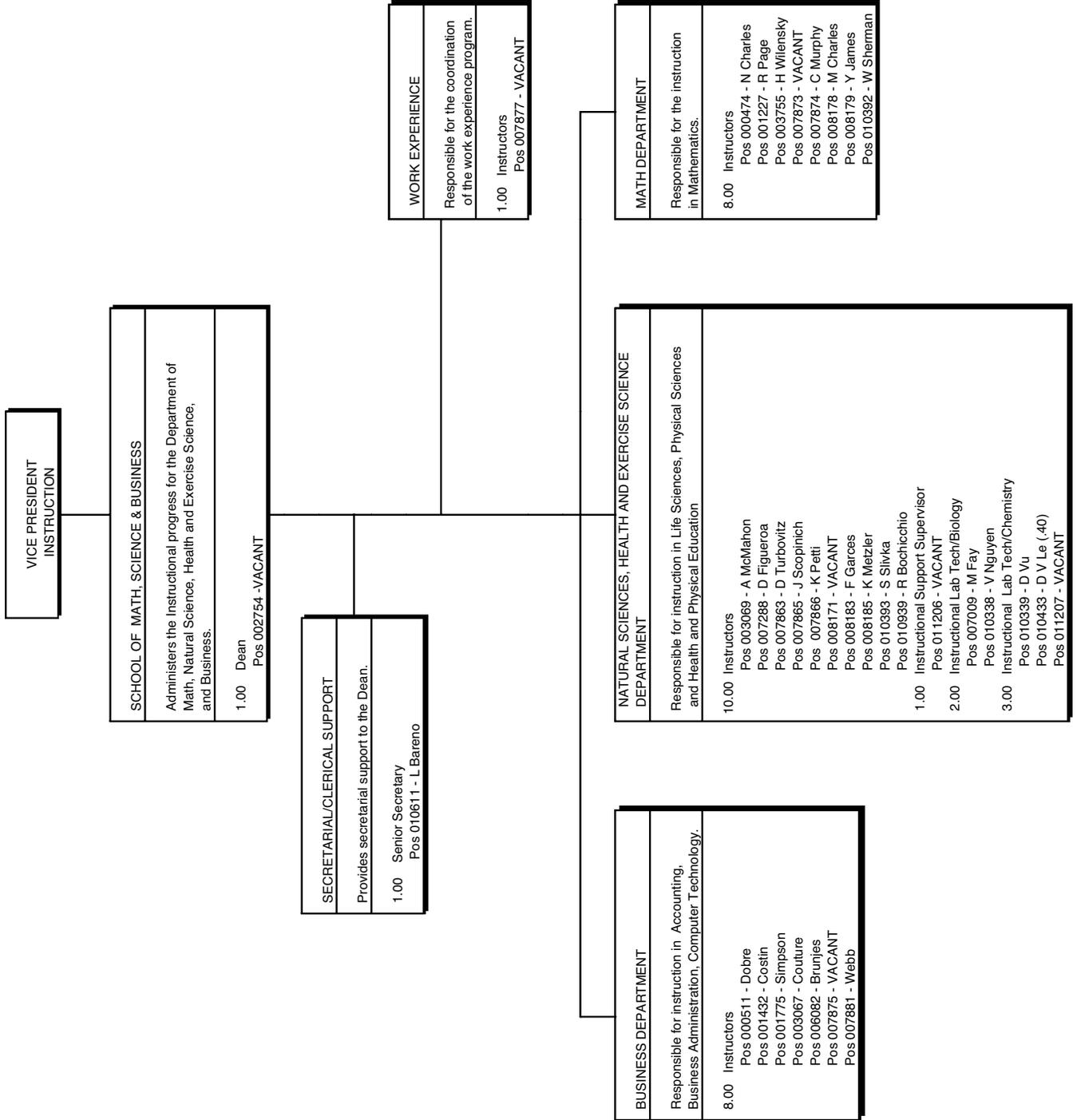


ADMINISTRATION OF JUSTICE  
Responsible for instruction in the Administration of Justice.  
2.00 Instructors  
Pos 001350 - VACANT  
Pos 002890 - W Lickiss

FIRE TECHNOLOGY/EMERGENCY MEDICAL TECHNICIAN AND LEGAL DEPARTMENT  
Responsible for instruction in Fire Technology/Emergency Medical Technicians and General Law.  
5.00 Instructors  
Pos 000110 - VACANT  
Pos 001756 - L Cooke  
Pos 007287 - J Harris  
Pos 007880 - P Harrison  
Pos 010391 - M Kjartanson

LAW ENFORCEMENT ACADEMY  
Responsible in conjunction with the City of San Diego for Law Enforcement Training.

FIRE ACADEMY  
Responsible in conjunction with the City of San Diego for Fire Training.



VICE PRESIDENT  
INSTRUCTION

SCHOOL OF TECHNICAL CAREERS AND WORKFORCE  
INITIATIVES

Administers the Instructional progress for the Department of  
Automotive/Diesel,Aeronautics/Aviation, Child Development,  
and Work Experience.

1.00 Dean  
Pos 010610 - M Benard

SECRETARIAL/CLERICAL SUPPORT

Provides secretarial support to the Dean.

1.00 Senior Secretary  
Pos 000592 - K Todd

ADV TRANSPORTATION TECHNOLOGY

Responsible for providing a forum for  
information, education and training in  
Intelligent Transportation Systems  
including alternative fuels.

1.00 Restricted Assoc. Dean/Proj. Manager  
Pos 010108 - G Newhouse

AVIATION/AUTO/DIESEL/CHILD DEVELOPMENT  
DEPARTMENT

Responsible for the instrucion in Aviation, Auto and Diesel  
Technology and Child Development and the operation of the  
Child Development Center.

15.00 Instructors  
Pos 000142 - P Chlapecka  
Pos 000646 - S Nalven  
Pos 000721 - J Shablow  
Pos 000751 - W North  
Pos 000864 - D Willkie  
Pos 001534 - J Lewis  
Pos 001670 - L Pink  
Pos 001810 - VACANT  
Pos 002542 - Y Quon  
Pos 002592 - V Goodman  
Pos 002874 - J Weber  
Pos 005064 - VACANT  
Pos 006327 - VACANT  
Pos 007876 - S Adams  
Pos 007879 - P Elias

1.00 Instr. Asst./Aviation  
Pos 000158 - A Davis

1.00 Instr. Lab Tech/Auto  
Pos 001066 - J Buckner

2.75 Instr. Asst./Auto  
Pos 008328 - VACANT (.75)  
Pos 011253 - K Moran  
Pos 011208 - VACANT

2.85 Instr. Lab. Tech./Child Dev.  
Pos 007692 - E Sapien  
Pos 009807 - C Marquez  
Pos 010449 - C McMullin (.85)

TITLE III GRANT

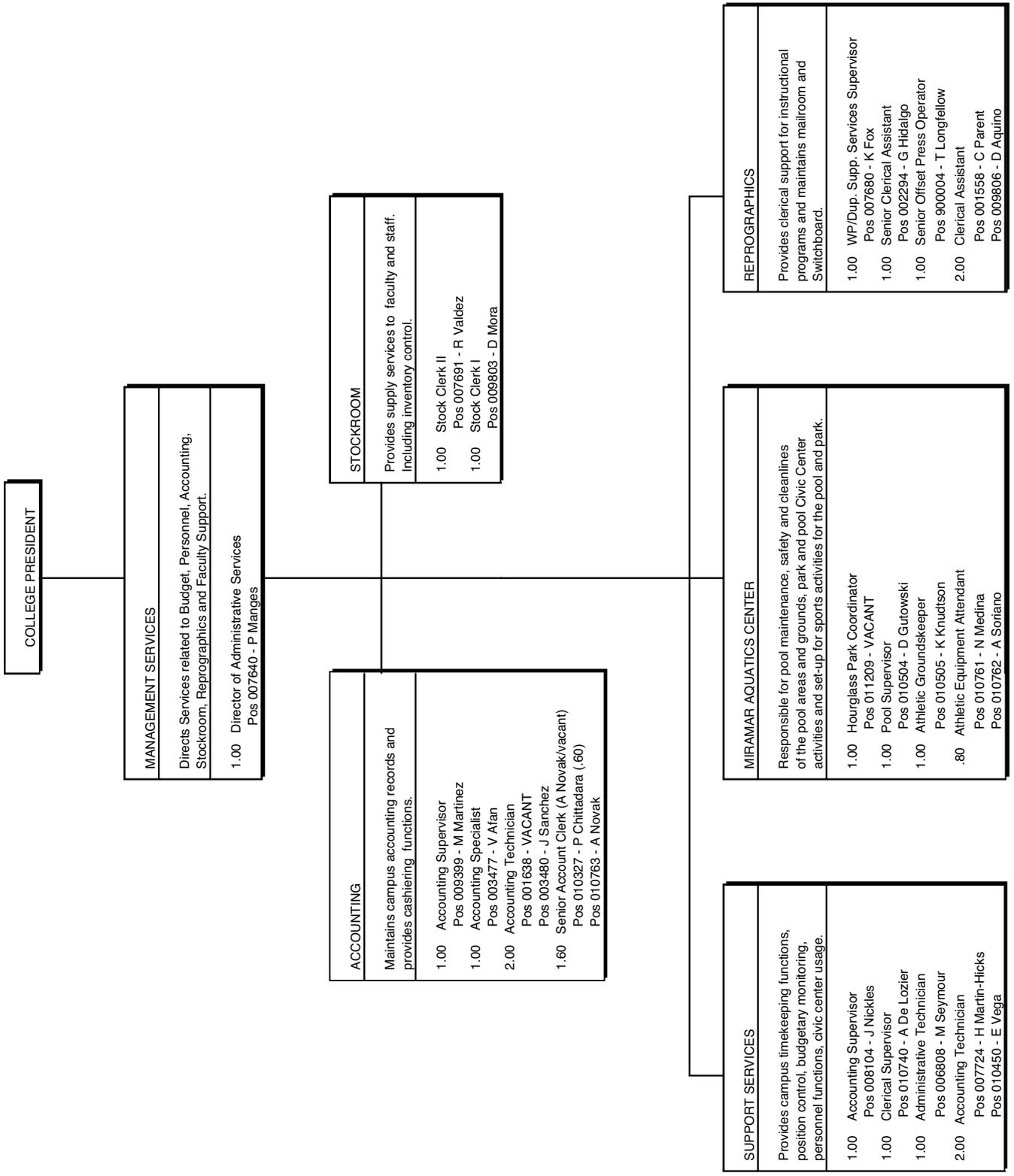
Committed to strengthening student retention and success  
through the development and improvement of academic  
programs, student services and faculty development.

1.00 Program Activity Manager, Restricted  
Pos 011201 - L Brewster

.60 Student Education Planning Coordinator  
Pos 011202 - VACANT

.40 Grant Coordinator  
Pos 011201 - S Valery

1.00 Senior Secretary  
Pos 011205 - VACANT



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# SAN DIEGO COMMUNITY COLLEGE DISTRICT CITY COLLEGE, MESA COLLEGE AND MIRAMAR COLLEGE

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## *Delineation of Functions Map of District and College Organization*

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Following is a delineation of the areas of functional responsibility between the district office and colleges within the San Diego Community College District: City College, Mesa College and Miramar College. [Refer to Standard IV for evaluation of functions.]

Functions that are the responsibility of the district are intended to provide for efficiency and continuity of services. Functions that are statutorily required are also provided by district operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of the colleges.

[Note that the district has a significant adult continuing education program through Centers for Education and Technology (CET), serving more than 50,000 students. The program operates in a similar relationship to district operations, as does the colleges. Since CET is separately accredited, it will not be included in this map for clarity purposes. The district/college functions are described below.]

- **BOARD POLICY & ADMINISTRATIVE REGULATIONS**

### **BOARD OF TRUSTEES**

The Board of Trustees is responsible for establishing policies and procedures that govern all activities related to conducting the business of the district and the colleges. Development and review of policies and procedures are collegial efforts involving a variety of shared governance groups. For policies and regulations that affect academic and professional matters, the Board relies primarily on the academic senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development process. The general public may comment at public board meetings on any policy consideration before the Board. (Reference Board Policy 1001).

- **CHANCELLOR**

The Chancellor is the Chief Executive Officer for the district and is responsible for the administration of the district in accordance with the policies established by the Board. The execution of all decisions made by the Board concerning operations of the district is the responsibility of the Chancellor.

- **PRESIDENTS**

The President is the Chief Administrative Officer of the college of assignment. The President reports to the Chancellor. The President is responsible for the total college program and provides leadership and coordination for the college community.

- **BUDGET DEVELOPMENT**

**DISTRICT - ASSISTANT CHANCELLOR, BUSINESS SERVICES**  
**COLLEGES - DIRECTOR OF ADMINISTRATIVE SERVICES, ACADEMIC SENATE PRESIDENTS**

The Board of Trustees delegates budget development to the district administration, under the leadership of the Assistant Chancellor, Business Services. While the Board retains its fiduciary responsibility for fiscal oversight, the district office is responsible

for establishing and maintaining the budget in consultation with the colleges. The process for budget development is established in a collaborative manner. A formula for the distribution of funds to the colleges and other district entities has been established through a participatory process. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure of funds within the constraints of state and federal laws.

- **CAFETERIA/BOOKSTORE (ABSO)**

**DISTRICT - ASSISTANT CHANCELLOR,  
BUSINESS SERVICES**

**COLLEGES - DIRECTOR OF  
ADMINISTRATIVE SERVICES**

The cafeteria and bookstore are managed as a separate entity of the district - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the Assistant Chancellor, Business Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the colleges.

- **CENTRALIZED COMPUTER SERVICES  
AND SUPPORT (INFORMATION  
TECHNOLOGY)**

Most centralized IT support is provided under a contract with Systems and Computer Technology Corp. (SCT). With a few exceptions, this organization provides support for the District's administrative computing, networking/telephony, data center operations, web services, desktop computing, and help desk. (Application support for the District's library and finance systems are provided under contract by the respective vendors of those products.) SCT provides desktop support for all District faculty and staff computers, and for instructional labs in the non-credit program. Support for instructional labs in the colleges is provided primarily by technicians reporting directly to the colleges, with supplemental support from the colleges' resident SCT technicians.

The Executive Director of Information Technology is an employee of SCT; however, he is also a member of the Chancellor's Cabinet and of the Information Technology Council.

- **EQUAL OPPORTUNITY/DIVERSITY/  
DISCRIMINATION COMPLAINT  
INVESTIGATION**

**DISTRICT - DIVERSITY AND EEOC  
COMPLIANCE MANAGER**

**COLLEGES - SITE COMPLIANCE  
OFFICER**

The Diversity and EEOC Compliance Manager is responsible for legal mandates related to compliance and the hiring process. EEOC reports are the responsibility of the district office. Discrimination complaint investigations and resolutions are also the responsibility of the district office in consultation with the site compliance officer on each campus. The site compliance officer is the first responder to complaints and issues on campus and may resolve certain complaints as appropriate.

- **FACILITIES AND PLANNING**

**DISTRICT - ASSISTANT CHANCELLOR,  
FACILITIES MANAGEMENT**

**COLLEGES - DIRECTOR OF  
ADMINISTRATIVE SERVICES**

The district administration has responsibility for procurement, construction, maintenance and operations of all district facilities. The Assistant Chancellor of Facilities Management coordinates contracts, leases, facilities planning, construction and maintenance and operations. The district uses the consultation process to provide broad participation in the planning of all facilities to ensure campus needs are met. The colleges develop facilities plans that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development in the district.

**COLLEGE POLICE**

**DISTRICT - CHIEF OF POLICE**

Campus safety and parking operations are the responsibility of the district office. The College Police Department is a centralized operation reporting to a Chief of Police who reports to the Assistant Chancellor, Facilities Management. The Police Department includes a central dispatch for emergency operations. Resources are deployed to the colleges, centrally, with twenty-four hour coverage, seven (7) days a week.

- **FISCAL OVERSIGHT**

**DISTRICT - ASSISTANT CHANCELLOR,  
BUSINESS SERVICES**

**COLLEGES - DIRECTOR OF  
ADMINISTRATIVE SERVICES**

The district carries out the primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is defined and approved by the Board, the colleges have autonomy in determining campus expenditures so that they can fulfill the college mission. The district is responsible for the annual audit and works with the colleges to ensure that revenue and expenditure management conforms to good accounting practices and statutes. The district office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The district is fiscally independent.

- **GOVERNMENT AND PUBLIC RELATIONS**

**DISTRICT - DIRECTOR, PUBLIC  
INFORMATION AND GOVERNMENT  
RELATIONS**

**COLLEGES - INFORMATION OFFICER**

The district has substantial need to work with city, county, state, and federal agencies and representatives that interact with the needs of the district. The Director of Public Information and Government Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies. Direct assistance has been given to the campuses in supporting specific initiatives to improve facilities or enhance public awareness. Each college has a Public Information Officer who works closely with the College President and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities for the college.

- **INSTITUTIONAL RESEARCH**

**DISTRICT - ASSISTANT CHANCELLOR,  
STUDENT SERVICES**

Institutional Research is a central operation reporting to the Assistant Chancellor, Student Services. The office consists of a liaison for each college who is responsible for the specific research, information and technical needs of the college in addition to

districtwide responsibilities. The liaisons work directly with college committees and individuals involved in research and information needs. The office maintains a comprehensive website and is staff support to the Board of Trustees.

- **INSTRUCTIONAL SERVICES**

**DISTRICT - ASSISTANT CHANCELLOR,  
INSTRUCTIONAL SERVICES**

**COLLEGES - VICE PRESIDENT OF  
INSTRUCTION**

Curriculum development and provision of academic progress is the responsibility of the college Vice Presidents of Instruction. Curriculum coordination and oversight, articulation, grants, economic development and the international education program are the responsibility of the Assistant Chancellor, Instructional Services. The curriculum approval process is facilitated by CurricUNET, an online decision making tool. In consultation with the colleges and academic leadership, district administration in instruction is responsible for compliance with statute and curriculum alignment across each of the colleges. This Assistant Chancellor, in consultation with the Vice Presidents of Instruction, facilitates the development of each college catalog and all class schedules. Grant development is a shared responsibility between the colleges and the district. This Assistant Chancellor also has oversight responsibility for categorically funded programs related to economic development, including Apprenticeship Programs, Regional Occupational Programs, VTEA, Tech Prep, and various other grant-funded career technical programs or projects.

- **PERSONNEL SUPPORT**

**DISTRICT - ASSISTANT CHANCELLOR,  
HUMAN RESOURCES**

**COLLEGES - DIRECTOR OF  
ADMINISTRATIVE SERVICES**

The Board of Trustees has delegated the Human Resource responsibilities to the district administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, worker's compensation, benefits, employee records, payroll, legal services and risk management. The Assistant Chancellor, Human Resources, serves as the chief negotiator for the district representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated

through this office. Job classifications and descriptions are maintained by this office for the district. Each campus and district entity has defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between this office and the Director of Administrative Services at each college. Legal services related to personnel issues are coordinated through the Assistant Chancellor, Human Resources, in consultation with the Chancellor.

- **RISK MANAGEMENT**

**DISTRICT - ASSISTANT CHANCELLOR,  
HUMAN RESOURCES**  
**COLLEGES - DIRECTOR OF  
ADMINISTRATIVE SERVICES**

Risk management, including worker's compensation claims and legal matters related to district operations are the responsibility of the Assistant Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters, as well as the Director of Administrative Services at each college for worker's compensation matters and liability issues.

- **STUDENT SERVICES**

**DISTRICT - ASSISTANT CHANCELLOR,  
STUDENT SERVICES**  
**COLLEGES - VICE PRESIDENT OF  
STUDENT SERVICES**

Student Services program development and operations are the responsibility of the college Vice President of Student Services. Policy development and oversight, program development, student records, State reporting, State and Federal compliance and audit and Institutional Research are the responsibility of the Assistant Chancellor, Student Services. Policy review and development are coordinated with the colleges and academic leadership. Administrative computing related to student services, including self-service systems (web-based) is also the responsibility of the Assistant Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Institutional research and data base management is centralized under the responsibility of the Assistant Chancellor, Student Services. Legal services related to students and records are also the responsibility of this Assistant Chancellor.

## **THE FOLLOWING STANDING COLLEGIAL COUNCILS AND COMMITTEES PROVIDE A MEANS FOR EFFECTIVE DECISION-MAKING THROUGHOUT THE DISTRICT.**

### **District**

- **BUDGET DEVELOPMENT COMMITTEE**

The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administrators, staff and students from the colleges and district office.

The role of the Budget Development Committee is to make recommendations to the Chancellor's Cabinet on districtwide budget issues. The committee does not address matters that are within the purview of collective bargaining or personnel matters.

- **CHANCELLOR'S CABINET**

The Chancellor's Cabinet is the executive leadership body of the district. It consists of the Presidents, Assistant Chancellors and Director of Information Technology. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, fiscal operations and planning, legal affairs and matters of the district.

- **COMMUNICATION COUNCIL  
(AKA MARKETING COMMITTEE)**

Consists of the Governmental Relations Manager, the District Outreach Officer and Information Officer from each college and CET.

The role of the Council is to provide recommendations to the Chancellor's Cabinet on public information/relations policy development and implementation, and to identify and address public relation issues and identify plans to address issues.

- **CURRICULUM INSTRUCTIONAL  
COUNCIL**

Consists of the Assistant Chancellor of Instructional Services, the Vice Presidents of Instruction from each college and CET and Academic Senate representatives from the colleges and CET.

The role of the Curriculum Instructional Council is to provide coordination of curriculum, districtwide, to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs, districtwide.

- **DISTRICT EXECUTIVE COUNCIL**

Consists of students, faculty and staff representatives from each college and CET.

The role of the Council is to review the Board docket and make recommendations, to share information on major activities in process throughout the district and review districtwide matters related to educational programs and services. The Council does not address matters within the purview of collective bargaining.

- **INFORMATION TECHNOLOGY**

Consists of the Assistant Chancellor, Instructional Services; Executive Director, SCT; one representative from each college from management, classified, and academic senate; and one representative from each of the following three councils: Management Services, Instructional, and Student Services.

The Information Technology Council reports to the Chancellor's Cabinet and consists of members who meet to review, monitor, and recommend policies, procedures, and practices relating to the needs, uses, resources allocations, and information control measures for information technology, districtwide.

- **MANAGEMENT SERVICES COUNCIL**

Consists of representation from each of the district administrative offices and the Director of Administrative Services from each college and CET.

The role of the Council is to review matters and make recommendations to the Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation. The Council does not address matters that are negotiable.

- **STUDENT SERVICES COUNCIL**

Consists of the Assistant Chancellor of Student Services, the Vice President of Student Services from each college and CET, and a representative of the Academic Senate from each college and CET.

The role of the Council is to develop, review, monitor and maintain all student services policies and procedures, districtwide; and to develop and review programs and related student services matters.

### **College**

- **ACADEMIC SENATE**

The role of the Academic Senate is to represent the college faculty to management at the college as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the Governing Board on academic and professional matters outside of collective bargaining.

- **ASSOCIATED STUDENTS**

The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the college. It organizes and directs many student sponsored programs and activities on campus, as well as provides services, which are designed to meet the students' needs.

- **CLASSIFIED SENATES**

The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the colleges' participatory governance councils, holds special events for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.

- **PARTICIPATORY GOVERNANCE COUNCILS**

The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the College President, its membership

includes representatives of the Academic Senate (4), Senior Administration (4), Classified Senate (2), Middle Management (1) and Associated Students (2). The President's Cabinet is responsible for college plans, budget development, major decisions, problem-solving and other matters not related to collective bargaining.

The function of the President's Cabinet at City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (4), Academic Senate Officers (4), Classified Senate President (1), Middle Management (1), Associated Students Representative (1), and Public Information Officer (1).

The Miramar College Executive Council (CEC) is the College's primary shared governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the college; additionally, the CEC orchestrates the College's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the College's shared governance committees and facilitates communication among college constituency groups.

## **Community Involvement**

### **• AUXILIARY ORGANIZATION**

The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization. It undertakes contract education and other permitted activities that will provide annual direct support to the District Colleges. Its Board is comprised of the College Presidents, Academic Senate representatives, the Student Trustee and district administrators.

### **• COLLEGE FOUNDATIONS**

The College Foundations are 501(c) (3) charitable organizations that support and advance the educational and student services provided by the colleges. At each college, the Foundation Board of Directors includes both public members and institutional members and

is the organizational authority for the Foundation. The Foundations annually raise and distribute funds for student scholarships and special college projects.

### **• DISTRICT CORPORATE COUNCIL**

The Corporate Council is a group of San Diego's leading business professionals who have committed financial and professional support to the district. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego's workforce. It serves as a forum for the business perspective and helps the district plan the best educational strategies for students. There are currently 20 corporate members.

### **• PROPOSITION "S" OVERSIGHT COMMITTEE**

The Citizen's Oversight Committee (COC) was established as a result of the successful passage of Proposition "S," a \$685 million bond issue approved by over 68% of the voters. The committee is responsible for informing the public concerning the district's expenditure of bond proceeds, reviews those expenditures and ensures that the expenditures are spent in accordance with the law and the ballot measure and to prepare and present an annual report of the activities and expenditures to the Board. The law requires a minimum of 7 members; 5 of which must represent specific groups, such as student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a college or the district. There are currently 14 members.

### **• TRUSTEE ADVISORY COMMITTEES**

The role of the Trustee Advisory Councils is to facilitate communication among citizens, Board members and educators. Each Trustee appoints his/her own Council member from the community, subject to approval by the Board as a whole.

# San Diego Community College District Organizational Map

## Function

## District Responsibilities

## College Responsibilities

### Board Policy & Administrative Regulations

- Responsible: Board of Trustees**
- Establish policies & procedures
  - Work in collegial fashion
  - Reply primarily on the academic senates for policies & procedures that affect academic & professional matters
  - Rely primarily on staff with input from various constituencies on administrative matters
  - Fiscal oversight

**District Policy: 0020, Governance, District Functional Organization**

**District Policy: 1001, Board Organization and Meetings**

**Responsible: Chancellor**

- Administration of the district in accordance with policies established by Board
- Execution of decisions made by the Board concerning operations
- Play a key role in the collective bargaining process

**District Policy: 0010, Governance, District Administrative Organization**

**Responsible: President**

- Serve as Chief Administrative Officer of the college
- Responsible for total college program
- Provide leadership and coordination for college community

**District Policy: 0010, Governance, District Administrative Organization**

Function	District Responsibilities	College Responsibilities
<p><b>Budget Development</b></p>	<p><b>Responsible: Assistant Chancellor, Business Services</b></p> <ul style="list-style-type: none"> <li>• Provide leadership for budget development</li> <li>• Establish &amp; maintain budget in consultation with colleges</li> <li>• Ensures conservative budget development process</li> <li>• Provide a formula for distribution of funds through a participatory process</li> <li>• Chair District Budget Development Committee</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.8, Shared Governance, Budget Development &amp; Institutional Planning Advisory Committee</b></p>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>• Provides college leadership in budget development process</li> <li>• Responsible for expenditure of funds within constraints of state and federal law</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.8, Shared Governance, Budget Development &amp; Institutional Planning Advisory Committee</b></p>
<p><b>Cafeteria/Bookstore</b></p>	<p><b>Responsible: Assistant Chancellor, Business Services</b></p> <ul style="list-style-type: none"> <li>• Responsible for operation of the Auxiliary Services Organization (ABSO)</li> <li>• Management of cafeteria and bookstore operations in consultation with colleges</li> </ul>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>• Indirect oversight of orderly bookstore and cafeteria operations</li> <li>• Follow-up on student concerns</li> </ul>

Function	District Responsibilities	College Responsibilities
<p><b>Information Technology</b></p>	<p><b>Responsible: SCT</b></p> <ul style="list-style-type: none"> <li>• Most IT support is provided under contract with SCT</li> <li>• Centralized IT support includes administrative computing, network telephony, web services, &amp; desktop computing</li> <li>• Responsible for Data Center operations, including the Help Desk</li> <li>• The library &amp; finance systems are under separate contract with outside vendors</li> </ul> <p><b>District Policy: 0020, Governance, District Functional Organization</b></p>	<p><b>Responsible: SCT staff reporting to the colleges</b></p> <ul style="list-style-type: none"> <li>• Provides Information Technology support for all District faculty, staff members and instructional labs in the non-credit programs</li> </ul> <p><b>District Policy: 0020, Governance, District Functional Organization</b></p>

Function	District Responsibilities	College Responsibilities
<p><b>Equal Opportunity/Diversity/ Discrimination Complaint Investigation</b></p>	<p><b>Responsible: Diversity &amp; EEOC Compliance Manager</b></p> <ul style="list-style-type: none"> <li>Responsible for legal mandates related to compliance &amp; hiring process</li> <li>Responsible for EEOC reports, discrimination complaints, investigations and resolutions in consultation with the site compliance officer</li> </ul> <p><b>District Policy: 4100, Equal Opportunity/Affirmative Action Employment</b></p> <p><b>District Procedure: 4100-1, Affirmative Action Employee Procedures</b></p>	<p><b>Responsible: Site Compliance Officer</b></p> <ul style="list-style-type: none"> <li>Serves as “first responder” to complaints on campus</li> <li>Consults with district on complaint investigations &amp; resolutions</li> </ul> <p><b>District Policy: 4100, Equal Opportunity/Affirmative Action Employment</b></p> <p><b>District Procedure: 4100-1, Affirmative Action Employee Procedures</b></p>
<p><b>Facilities and Planning</b></p>	<p><b>Responsible: Assistant Chancellor, Facilities Management</b></p> <ul style="list-style-type: none"> <li>Responsible for procurement, construction, maintenance &amp; operations</li> <li>Coordination of contracts, leases, and facilities planning</li> <li>Consultation process is used to ensure campus needs are met</li> </ul>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>Develops facilities plans that reflect the educational &amp; student support needs</li> </ul>

Function	District Responsibilities	College Responsibilities
College Police	<p><b>Responsible: Chief of Police</b></p> <ul style="list-style-type: none"> <li>• Centralized operation</li> <li>• Responsible for campus safety &amp; parking operations</li> <li>• Includes central dispatch for emergency operations</li> </ul> <p><b>See: Campus Safety Brochure</b></p>	<ul style="list-style-type: none"> <li>• Each campus has police officers and campus safety officers assigned on a rotation basis.</li> </ul>
Fiscal Oversight	<p><b>Responsible: Assistant Chancellor, Business Services</b></p> <ul style="list-style-type: none"> <li>• Administers policy &amp; procedures related to expenditure of funds</li> <li>• Responsible for annual audit and has full audit compliance</li> <li>• Central coordination of purchasing, accounting, grants &amp; contract management, &amp; accounts payable activities</li> <li>• Responsible to ensure revenue and expenditure management conforms to good accounting practices and statutes</li> </ul>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>• Determines and monitors campus expenditures within approved budget for the college</li> </ul>

Function	District Responsibilities	College Responsibilities
<p><b>Government &amp; Public Relations</b></p>	<p><b>Responsible: Director, Public Information &amp; Government Relations</b></p> <ul style="list-style-type: none"> <li>• Works directly with city, county, state and federal agency representatives that interact with the needs of the district</li> <li>• Works directly with the Chancellor to build partnerships</li> <li>• Guides legislative advocacy and maintains relations with federal, state and local agencies</li> <li>• Assists the colleges to support specific initiatives to improve facilities and enhance public awareness</li> </ul>	<p><b>Responsible: Information Officer</b></p> <ul style="list-style-type: none"> <li>• Works closely with the college president to maintain liaison with local, city, &amp; county organizations, as well as state and national agencies</li> <li>• Promotes public &amp; media relations and activities for the college</li> </ul>
<p><b>Institutional Research</b></p>	<p><b>Responsible: Assistant Chancellor, Student Services</b></p> <ul style="list-style-type: none"> <li>• Responsible for research information &amp; technical needs</li> <li>• Serves in a liaison role to the colleges</li> <li>• Works with college communities &amp; individuals for research and information needs</li> <li>• Maintains an Institutional Research comprehensive website for the district and colleges</li> <li>• Staff support to Board of Trustees</li> </ul> <p><b>District Procedure: 0020.1, Research and Planning Council</b></p>	<ul style="list-style-type: none"> <li>• Liaisons are assigned to each college to facilitate the information and data needs</li> </ul>

Function	District Responsibilities	College Responsibilities
<p><b>Instructional Services</b></p>	<p><b>Responsible: Assistant Chancellor, Instructional Services</b></p> <ul style="list-style-type: none"> <li>• Responsible for curriculum coordination &amp; oversight, articulation, grants, economic development &amp; international education</li> <li>• Facilitates the curriculum approval process through CurricUNET, an on-line decision making tool</li> <li>• Responsible for compliance with statute &amp; curriculum alignment in consultation with colleges and academic leadership</li> <li>• Facilitates development of college catalog &amp; class schedules</li> <li>• Oversight of categorically funded programs related to economic development</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.5, Shared Governance, Instructional Services</b></p>	<p><b>Responsible: Vice President of Instruction</b></p> <ul style="list-style-type: none"> <li>• Responsible for curriculum development &amp; provision of academic progress</li> <li>• In consultation with district, facilitates the development of each college catalog &amp; class schedules</li> <li>• Grant development is a coordinated effort</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.5, Shared Governance, Instructional Services</b></p>

Function		District Responsibilities	College Responsibilities
Personnel Support Personnel Support	<p><b>Responsible: Assistant Chancellor, Human Resources</b></p> <ul style="list-style-type: none"> <li>Responsible for Human Resources for the district</li> <li>Responsible for negotiations, contract management, hiring procedures &amp; processes, worker's compensation, benefits, employee records, payroll, and risk management</li> <li>Serves as chief negotiator for the district representing the Board of Trustees</li> <li>Develops policy &amp; procedures affecting Human Resources</li> <li>Coordinates legal matters relating to personnel issues</li> <li>Maintains job classifications and descriptions</li> </ul>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>Defined responsibilities for participating in hiring procedures, staff evaluation &amp; contract administration</li> <li>Payroll is a collaborative effort with the district office</li> </ul>	
Risk Management	<p><b>Responsible: Assistant Chancellor, Human Resources</b></p> <ul style="list-style-type: none"> <li>Responsible for risk management, worker's compensation claims &amp; legal matters in consultation with the Chancellor's Cabinet</li> <li>Coordinates worker's compensation liability issues in consultation with the colleges</li> </ul> <p><b>District Procedure: 0220.2, Risk Management Council</b></p>	<p><b>Responsible: Director, Administrative Services</b></p> <ul style="list-style-type: none"> <li>Coordinates worker's compensation matters and liability issues in consultation with administration</li> </ul> <p><b>District Procedure: 0220.2, Risk Management Council</b></p>	

Function	District Responsibilities	College Responsibilities
<p><b>Student Services</b></p>	<p><b>Responsible: Assistant Chancellor, Student Services</b></p> <ul style="list-style-type: none"> <li>Responsible for policy development &amp; oversight, program development, student records, state reporting, state &amp; federal compliance &amp; audit</li> <li>Responsible for administrative computing, institutional research &amp; data base management in consultation with the Vice Presidents, Student Services</li> <li>Responsible for student discipline and conduct</li> <li>Coordinates policy review and development with colleges and academic leadership</li> <li>Coordinates all legal matters related to students and records, including student rights and due process</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.3, Shared Governance, Student Services</b></p>	<p><b>Responsible: Vice President, Student Services</b></p> <ul style="list-style-type: none"> <li>Policy review &amp; development are coordinated with the district &amp; academic leadership</li> <li>Directly responsible for provisions of services to students</li> <li>Responsible for student services management of programs and services</li> </ul> <p><b>District Policy: 0003, Shared Governance</b></p> <p><b>District Procedure: 0003.3, Shared Governance, Student Services</b></p>

# San Diego Community College District Organizational Map

District

Committee Structure

Responsibilities

<p><b>Budget Development Committee</b></p>	<ul style="list-style-type: none"> <li>Consists of a participatory governance committee comprised of representation from faculty, administrators, staff &amp; students from the colleges and district</li> </ul> <p><b>District Procedure: 0003.3, Shared Governance, Budget Development and Institutional Planning Advisory Committee</b></p>	<ul style="list-style-type: none"> <li>Makes recommendations to the Chancellor's Cabinet on districtwide budget issues</li> </ul>
<p><b>Chancellor's Cabinet</b></p>	<ul style="list-style-type: none"> <li>Consists of an executive leadership body of Presidents, Assistant Chancellors &amp; Director of Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions on policy matters, fiscal operations and planning, legal affairs and matters of the district</li> </ul>
<p><b>Communication Council (AKA Marketing Committee)</b></p>	<ul style="list-style-type: none"> <li>Consists of the Governmental Relations Manager, Outreach Officer and the Information Officer from each college and CET</li> </ul> <p><b>District Procedure: 0020.5, Communications Council</b></p>	<ul style="list-style-type: none"> <li>Provides recommendations to the Chancellor's Cabinet on public information/relations policy development and implementation</li> <li>Identifies and addresses public relations issues</li> </ul>

District	Committee Structure	Responsibilities
Curriculum Instructional Council	<ul style="list-style-type: none"> <li>Consists of the Assistant Chancellor of Instructional Services, the Vice President of Instruction from each college and CET and Academic Senate representatives from each college and CET</li> </ul> <p><b>District Procedure: 0020.2, Instructional Council</b></p>	<ul style="list-style-type: none"> <li>Provides coordination of curriculum, districtwide, to develop policies &amp; guidelines for improvement of instruction</li> <li>Reviews all procedures and activities related to instructional programs, districtwide</li> </ul>
District Executive Council	<ul style="list-style-type: none"> <li>Consists of students, faculty and staff representatives from each college, CET and the district</li> </ul> <p><b>District Procedure: 0020.6, District Executive Council</b></p>	<ul style="list-style-type: none"> <li>Reviews the Board docket and makes recommendations</li> <li>Shares information on major activities in process throughout the district</li> <li>Reviews districtwide matters related to educational programs and services</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>Consists of the Assistant Chancellor of Instructional Services, Executive Director of SCT and one representative from each college from management, classified &amp; academic senate, as well as one representative from Management Services, Instructional and Student Services</li> </ul> <p><b>District Procedure: 0020.4, Information Systems Council</b></p>	<ul style="list-style-type: none"> <li>Reviews, monitors and recommends policies, procedures and practices relating to the needs, resources, allocations and information control measures for information technology, districtwide</li> </ul>

District	Committee Structure		Responsibilities	
<b>Management Services Council</b>	<ul style="list-style-type: none"> <li>Consists of representation from each of the district administrative offices and the Director of Administrative Services from each college and CET</li> </ul> <p><b>District Procedure: 0020.7, Management Services Council</b></p>	<ul style="list-style-type: none"> <li>Reviews and makes recommendations to Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation</li> </ul>		
<b>Student Services Council</b>	<ul style="list-style-type: none"> <li>Consists of the Assistant Chancellor of Student Services, the Vice President of Student Services from each college and CET, and a representative of the Academic Senate from each college and CET</li> </ul> <p><b>District Procedure: 0020.3, Student Services Council</b></p>	<ul style="list-style-type: none"> <li>Develops, reviews, monitors and maintains all student services policies and procedures, districtwide</li> <li>Develops and reviews all programs related to student services matters, including administrative systems</li> </ul>		
College		Committee Structure		Responsibilities
<b>Academic Senate</b>	<ul style="list-style-type: none"> <li>Academic Senate</li> </ul> <p><b>District Policy: 0210, Academic Senate and Faculty Council</b></p>	<ul style="list-style-type: none"> <li>Represents the college faculty to management at the college as an integral part of decision-making and problem resolution</li> <li>Recommendations are made to the Governing Board on academic and professional matters outside of collective bargaining</li> </ul>		

<b>College</b>		<b>Committee Structure</b>		<b>Responsibilities</b>	
<b>Associated Students</b>		<ul style="list-style-type: none"> <li>Governing Board of students</li> </ul>	<ul style="list-style-type: none"> <li>Promotes and represents the best interests of the students and the college</li> <li>Organizes and directs many student sponsored programs and activities on campus</li> </ul>		
<b>Classified Senates</b>		<ul style="list-style-type: none"> <li>Governance organization</li> </ul>	<ul style="list-style-type: none"> <li>Represents the classified staff on matters not related to collective bargaining</li> <li>Are included in the colleges' participatory governance councils; hold special events for staff and provide opportunities and forums for information sharing</li> </ul>		
<b>Participatory Governance Councils</b>		<ul style="list-style-type: none"> <li>Mesa College <ul style="list-style-type: none"> <li>The College President, representatives from the Academic Senate, Senior Administration, Classified Senate, Middle Management and Associated Students</li> </ul> </li> <li>City College <ul style="list-style-type: none"> <li>The College President, representatives from the Academic Senate, Senior Administration, Classified Senate President, Middle Management, Associated Students, and Public Information Officer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Responsible for college plans, budget development, major decisions, and problem solving</li> <li>Responsible for college plans, budget development, major decisions, and problem solving</li> </ul>		

<b>College</b>	<b>Committee Structure</b>	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>Miramir College               <ul style="list-style-type: none"> <li>The College President, representatives from Administration, Academic Senate, Classified Senate, and Associated Students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Deliberate and seek consensus on issues facing the college</li> <li>Orchestrates the College's major initiatives in Strategic Planning, Budget &amp; Planning, Grants &amp; Projects, Institutional Effectiveness and Learning Outcomes</li> <li>Oversees the work of the College's shared governance committees and facilitates communication among college constituency groups</li> </ul>
<b>Community Involvement</b>	<b>Committee Structure</b>	<b>Responsibilities</b>
<b>Auxiliary Organization</b>	<ul style="list-style-type: none"> <li>College Presidents, Academic Senate representatives</li> </ul>	<ul style="list-style-type: none"> <li>Undertakes contract education and other permitted activities that provide annual direct support to the colleges</li> </ul>
<b>College Foundations</b>	<ul style="list-style-type: none"> <li>Includes both public members and institutional members</li> </ul>	<ul style="list-style-type: none"> <li>Supports and advances the educational and student services provided by the colleges</li> <li>Annually raises and distributes funds for student scholarships and special college projects</li> </ul>
<b>District Corporate Council</b>	<ul style="list-style-type: none"> <li>Group of San Diego's leading business professionals</li> </ul>	<ul style="list-style-type: none"> <li>Serves as a forum for the business perspective and helps the district plan the best educational strategies for students</li> </ul>

College	Committee Structure	Responsibilities
<p><b>Planning “S” Oversight Committee</b></p>	<ul style="list-style-type: none"> <li>Members from student government, business organizations, senior citizens’ organization, taxpayers’ organization and a foundation or advisory council supporting a college or the district</li> </ul>	<ul style="list-style-type: none"> <li>Responsible for informing the public concerning the district’s expenditure of bond proceeds; reviews those expenditures and ensures that the expenditures are spent in accordance with the law and the ballot measure</li> <li>Prepares and presents an annual report of the activities and expenditures to the Board</li> </ul>
<p><b>Trustee Advisory Committee</b></p>	<ul style="list-style-type: none"> <li>Each Trustee appoints a Council member from the community</li> </ul> <p><b>District Policy: 1020, Trustee Advisory Council, Policies &amp; Bylaws Governing the Formation and Operation</b></p>	<ul style="list-style-type: none"> <li>Facilitates communication among citizens, Board members and educators</li> </ul>

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# CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

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## 1. AUTHORITY

Miramar College is authorized to operate as a public educational institution and to award degrees by the State of California. Title 5 of the Administrative code prescribes the structure for offering Associate degrees, Certificates of Achievement, and Certificates of Completion.

## 2. MISSION

Miramar College's educational mission statement is clearly defined, adopted, and published by its Board of Trustees and is appropriate to a degree-granting institution of higher education. Miramar's mission supports its commitment to achieve student learning: "Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnerships in a setting that celebrates diversity."

## 3. GOVERNING BOARD

SDCCD Board of Trustees is responsible for the quality, integrity, and financial stability of Miramar College and for ensuring that the college's mission is being carried out. The board is ultimately responsible for ensuring that the financial resources of Miramar are used to provide a sound educational program. The SDCCD Board of Trustees is of adequate size and composition to fulfill all board responsibilities. The board is an independent policy-making body and is capable of reflecting constituents and public interest in board activities and decisions. The board

members adhere to the conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

## 4. CHIEF EXECUTIVE OFFICER

San Diego Miramar College's chief executive officer is Dr. Patricia A. Keir. The Board of Trustees appointed Dr. Keir the full responsibility for the college and to administer board policies. Neither the district chancellor nor the college president may serve as the chair of the Board of Trustees. On July 2, 2004, President Keir will assume a new position as Chancellor for the East Iowa Community College District. Ron Manzoni has been appointed as Interim President and will assume those duties and responsibilities for the 2004-05 academic year while a search for a permanent president is conducted.

## 5. ADMINISTRATIVE CAPACITY

Miramar College has sufficient staff with appropriate preparation and experience to provide administrative services necessary to support its mission and purpose.

## 6. OPERATIONAL STATUS

Miramar College is fully operational, with most students actively pursuing the college's degree programs.

## 7. DEGREES

The majority of students attending Miramar College are enrolled in educational offerings that lead to degrees. The college assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements.

## 8. EDUCATIONAL PROGRAMS

Miramar College's academic and vocational degree programs are congruent with its mission, are established from recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The college's degree programs are a minimum of 60 units and two years in length.

## **9. ACADEMIC CREDIT**

Miramar College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations.

## **10. STUDENT LEARNING AND ACHIEVEMENT**

Miramar College defines each degree and certificate program in the college catalog. This definition includes expected student learning and achievement outcomes. The college regularly and systematically assesses that students who complete programs, no matter where or how long they are offered, achieve the college's stated requirements and outcomes.

## **11. GENERAL EDUCATION**

Miramar College's associate degrees require a substantial component of general education courses. SDCCD Policy 1.5.3 defines the general education requirements and was developed in accordance with Title 5, Section 55806 for California community college general education. SDCCD Policy 1.5.3 on general education courses includes demonstrated competencies in writing and computational skills and an introduction to some of the major areas of knowledge. Miramar College has developed learning outcomes for students who complete general education courses and are consistent with levels of quality and rigor appropriate to higher education.

## **12. ACADEMIC FREEDOM**

The District-AFT contract (Appendix II) has a statement that describes faculty ethical behavior and academic freedom. This statement asserts that both faculty and students are free to examine and test all knowledge appropriate to their discipline or area of study. Miramar supports and maintains an atmosphere in which intellectual freedom and independence exist.

## **13. FACULTY**

Miramar College has an adequate core of qualified faculty with full-time responsibility to support the college's educational programs. This qualified core of faculty will be increased during the 2004-05 academic year by 11 full-time positions. The faculty AFT

contract clearly denotes the responsibilities of faculty members. Faculty are responsible for conducting program review, curriculum development, and assessment of learning outcomes.

## **14. STUDENT SERVICES**

Miramar College provides a comprehensive range of student support services that support student development and learning within the context of the college's mission. Student support services are regularly assessed and improved to meet the needs of all students.

## **15. ADMISSIONS**

Miramar College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the college catalog and specify the qualifications appropriate for the college's institutional programs.

## **16. INFORMATION AND LEARNING RESOURCES**

Miramar College provides a comprehensive collection of information and learning resources through ownership or contractual agreements, specific long-term access to sufficient information and learning resources, and service to support the college's mission and instructional programs regardless of format or location.

## **17. FINANCIAL RESOURCES**

Miramar College has sufficient financial resources and plans for financial development to support student learning programs and services. The goal and mission of the college is to improve the institution's effectiveness and to assure financial stability.

## **18. FINANCIAL ACCOUNTABILITY**

Miramar College is part of an annual SDCCD external financial audit by a certified public accountant or an appropriate public agency that has no other relationship to the institution. Miramar College is submitting a copy of the budget, financial audits, and management letters for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. Audits are certified using Audits of Colleges and

Universities, and any noted exceptions are explained. Miramar College has not shown an annual or cumulative operating deficit at any time during the eligibility application process.

## **19. INSTITUTIONAL PLANNING AND EVALUATION**

Miramar College incorporates an annual process of evaluation and planning into its institutional practices. The college utilizes the Miramar College Strategic Plan as a basis of assessing progress toward meeting institutional goals. The college's mission statement and goals are reviewed annually by the College Executive Committee, the institution's shared governance oversight committee. Any recommended changes are shared with the entire college community through the Academic Senate, Classified Senate, and Associated Students Organization. In addition, annual Reports on Accomplishments are prepared for each goal and strategy addressed in the Strategic Plan. These reports detail the institutional and programmatic changes made in the prior year that have enabled the college to make progress toward achieving its institutional goals. The college also maintains the Miramar College Report Card that addresses key measures of institutional progress that enable the college to track progress and utilize meaningful data in the evaluation, planning, and resource allocation cycle.

Miramar College also utilizes data compiled and reported by the SDCCD Institutional Research Office as a basis for planning and evaluation. Surveys of student satisfaction, campus climate, point-of-use evaluation of student services and district organization are collected by the Institutional Research Office, analyzed, and distributed to the campus. The district also maintains comprehensive reports of student demographics and academic progress as well as data relating to access to courses, prerequisite eligibility, and student retention and persistence. These reports are integrated into campus planning processes in order to make decisions and allocations that most accurately support student access and success.

Finally, Miramar College is a committed leader in the development and measurement of student learning outcomes. As a participant in the League for Innovation's 21<sup>st</sup> Century Learning Outcomes Project, Miramar has invested significant efforts to focus on the definition, implementation, and assessment of student learning outcomes (SLOs) at the college. To date, the college has developed a statement defining SLOs for the associate degree; the statement was adopted through the college's participatory governance processes. Work is underway to assess SLOs at the course and program level. Student Services programs have conducted ongoing program reviews, and the counseling department has established departmental SLOs and is in the process of assessing these outcomes.

## **20. PUBLIC INFORMATION**

The Miramar College catalog is published annually. The catalog is offered in a printed format and is also available to students on the college's web site. The catalog includes all pertinent general information, such as the college's mission; its course, program, and degree offerings; the academic calendar and program length; and policy statements for academic freedom, sexual harassment, and nondiscrimination. The availability of financial aid, learning resources, the names and degrees of administrators and faculty, and Board of Trustees's names are also included in the catalog. Additional information listed in the catalog are the requirements for admission, student fees and other financial obligations, degrees, certificates, graduation, and transfer. The catalog also includes specific major policies affecting students, such as academic regulations, academic honesty, acceptance of transfer credit, grievances and complaints, and refunds of fees. The catalog also states where all SDCCD policies can be accessed.

**21. RELATIONS WITH THE ACCREDITING COMMISSION**

The Board of Trustees assures that Miramar College adheres to the eligibility requirements, accreditation standards, and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. In addition, Miramar College will comply with Commission requests, directives, decisions, and policies and will make complete, accurate, and honest disclosures at all times. It is understood that failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke the college's accreditation.

Date: June 23, 2004



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Patricia A. Keir, President

Date: June 23, 2004



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Marty Block, President/Board of Trustees

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# INSTITUTIONAL MISSION AND EFFECTIVENESS

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

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## **A. MISSION**

**The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.**

**A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

### **DESCRIPTIVE SUMMARY**

As a provider of associate degrees, transfer preparation, vocational certificates, and lifelong learning, San Diego Miramar College shares its primary mission with that of the California community colleges: transfer, basic skills, vocational, and economic development. The college is further defined by the mission of the San Diego Community College District (SDCCD), which pledges “accessible, high-quality learning experiences to meet the educational needs of the San Diego community.” Miramar College

extends its statement of mission to emphasize its overarching commitment to diverse students and their educational achievements: “Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnerships in a setting that celebrates diversity.” Miramar College’s intended student population is determined by its service area within SDCCD, its location on the north I-15 corridor, and the region-wide reach of several of the college’s unique vocational programs.

In order to best serve current and potential students, Miramar College regularly reviews its curriculum, program, student services, and student activities based on area demographics and results from community and student services. Additionally, occupational programs are revised and augmented based on input from corporate partners and analyses of workforce needs in the region. The primary goal of the college’s \$1.6 million, five-year Title III Strengthening Institutions Program (Doc. #C.1) is to match the college’s programs and student activities with the analyzed needs of students and community; within a few years, the college will have expanded its programmatic offerings within the scope of its mission and will also provide each student a dynamic educational planning system focused on meeting their needs and stated goals.

Miramar also focuses strongly on providing programmatic responses to the growing diversity of its student body. New student organizations, regular events and activities that recognize and build on the rich backgrounds of the college’s students, and the successful solicitation and implementation of grants that allow the college to support low-income and first-generation college students have made it possible for Miramar to directly impact the quality and nature of its programs based on the growing diversity of its student body and community.

Finally, in its occupational program, Miramar College recognizes the importance of maintaining and emphasizing its roots—the delivery of training in regional public safety, advanced transportation technologies, child development, aircraft maintenance, and diesel technology—and it continues to strengthen and promote those programs to students throughout the region. Additionally, Miramar has intensified the development of its biotechnology and alternative media programs and the expansion of its general education curriculum so that students can complete their full degrees at Miramar.

## SELF EVALUATION

Miramar College resides in one of the fastest growing areas of San Diego and was identified in Community College Week as one of the fastest growing large community colleges in the nation. However, the college's incomplete facilities and limited funding do not allow the college to fully meet the comprehensive needs of its students at this time. With the successful passage of a construction bond in November 2002, the college is currently building new facilities that will accommodate the incredible needs of its service area. Now the challenge is to resolve long-standing resource issues of staffing and budget so that the growing college can fill out its curriculum and course sections and implement at least a minimal set of student co-curricular activities for the students who will be turning to the college. Miramar College has prepared clear step-by-step plans to build out its curriculum and provide basic extra-curricular activities. Hopefully, when the state financial picture improves and SDCCD solidifies a new strategic planning and resource allocation system, funding will be made available to implement these plans.

According to the Accreditation Survey Report Spring 2003 (Doc. #C.2), a majority of the faculty and staff reported that they were familiar with the mission statement of the college (contract, 100%; adjunct, 85%; staff, 91%). Almost all of the faculty and staff perceived that the mission statement defines the college's commitment to achieving student learning (contract, 97%; adjunct, 100%, staff, 97%).

The initial mission statement approved during the creation of the Designing Our Destiny Strategic Plan 2001 (Doc. #C.3) was worded as follows: "Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in innovation, teaching, learning, and partnerships." During the first annual review of the strategic plan in June 2002, the campus community was solicited for suggestions and changes. This first review resulted in a revised mission statement that reordered "excellence in teaching and learning" for priority placement and added "in a setting that celebrates diversity" to reflect the college's commitment to diversity.

Most of the faculty and staff indicated (Doc. #C.2) that college programs, services, and planning are

consistent with the mission (contract, 87%; adjunct, 79%; staff, 90%).

## PLANNING AGENDA

None.

### **A.2**

**The mission statement is approved by the governing board and published.**

## DESCRIPTIVE SUMMARY

Miramar's mission statement is submitted to the governing board for approval each time it is revised. In January 2001, an updated mission statement and revised strategic plan were presented to the governing board (Doc. #C.3). Once approved, the new plan and revised statement of mission were presented internally to the campus community at a college-wide "Duty Day" presentation and externally to the community at large during a "State of the College" public forum.

The college mission statement was published initially in the new strategic plan. To encourage ongoing reflection and focus on Miramar's commitment to its students, the mission statement was imprinted on leather bookmarks and distributed to all faculty and staff. In addition, the mission statement is routinely included in all college print materials, including the catalog, class schedules, general information and program brochures, web site, and educational foundation materials.

## SELF EVALUATION

After the strategic plan is reviewed and revised each year, any changes in the college's mission statement are presented to the governing board for its approval. The most recently revised mission statement was presented to and approved by the governing board in July 2003 (Doc. # C.3).

## PLANNING AGENDA

None.

### **A.3**

**Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

#### **DESCRIPTIVE SUMMARY**

The college mission statement and strategic plan are reviewed as one document annually by all constituent groups. In 1997 Miramar College created Visioning 2000: A Strategic Action Plan (Doc. #1.1), which linked important goals and activities to shared governance committees. With the advent of a new century and a new college president, the College Executive Council (CEC) agreed that a new mission statement and accompanying strategic plan were needed and that they should be crafted, communicated, and implemented through a highly dialogic process. A number of long- and short-term campus teams engaged in and sponsored activities designed to insure active participation in building every segment of the revised mission and plan. These key teams and their respective tasks included the following:

- A cross-community Strategic Planning Task Force oversaw the planning process from inception to implementation (Doc. #1.1)
- College faculty and staff who had been at the college since its early days shared their recollections about the college's beginnings, heritage, and past at an "Old-timers' Workshop" as a preliminary to setting future goals for the college
- A group of internal and external college and community representatives identified and discussed the college's strengths, weaknesses, challenges, values, and goals at a "Great College Retreat"
- A Mission Statement Subcommittee of campus volunteers drafted an updated mission statement and sample slogans for campus-wide review.

Members of the Mission Statement Subcommittee submitted and reviewed revisions to the mission statement with the college president at an off-campus retreat. Their draft mission statement was presented at a college-wide forum on planning, where dialogue regarding additional refinements was encouraged. A final draft of the strategic plan (Doc. #C.3) was then prepared and submitted to the Academic Senate, Management Group, Associated Students, and Classified Senate for their evaluation

and approval. The new plan and inclusive mission statement identified five goals for improvement that all agreed were critical to the achievement of student learning and the subsequent success of the college. It set a vision for the future and defined some concrete strategies for achieving that vision.

#### **SELF EVALUATION**

The first annual review resulted in a revised mission statement that reordered "excellence in teaching and learning" for priority placement and added "in a setting that celebrates diversity" to reflect the college's commitment to diversity.

Suggestions for revision are solicited by CEC to all constituent groups annually; they are reviewed, discussed, incorporated, and approved by CEC and then communicated to the college community (both internal and external members) by the president via e-mail, newsletters, publications, and presentations.

#### **PLANNING AGENDA**

None.

### **A.4**

**The institution's mission is central to institutional planning and decision making.**

#### **DESCRIPTIVE SUMMARY**

Within the constriction of its budget, Miramar takes a proactive role in assessing the programmatic and teaching/learning needs of its intended students and stakeholders. Input is solicited regularly via surveys and advisory groups, including the Miramar Community Advisory Committee, to make sure the college is evolving to meet expressed needs. Consistent measurement and analyses of outcomes data provide the college with information that allows continuous improvement and, when necessary, realignment of its mission.

The strategic plan (Doc. #C.3) guides the college's decision-making in all areas, including budget, instruction, community relations, and campus improvements. Shared governance committees use the plan as the foundation for making recommendations and prioritizing resources, activities, and new projects.

Using the college's mission as its premise, the

strategic plan identifies five goals for improvement that are critical to the achievement of student learning. These goals establish parameters and priorities for decision-making. “Goal directors” and respective task forces oversee the planning, implementation, and evaluation stages of these five goals. In addition, they ensure comprehensive and honest disclosure of their planning and decision-making through the publication and distribution of annual reports, data collection reports, and evidence of progress reports. These are also available on the college web site ([www.miramarcollege.net](http://www.miramarcollege.net)).

### **SELF EVALUATION**

The identified mission and vision of Miramar College provide guidance to all goal-setting and activity at the college, and a consideration of the mission and vision is integrated into all planning and review systems.

### **PLANNING AGENDA**

- The college will take steps to expand awareness of the college mission statement and integrate the mission statement into all aspects of decision making.

- President’s Managers’, Cabinet, managers’, and deans’ meetings
- Grant-based activities
- “Chat with Pat” (open forums on selected topics with the president)
- Forums, retreats, socials, and cultural events
- Staff development activities
- Community events
- Business advisory groups.

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## IMPROVING INSTITUTIONAL EFFECTIVENESS

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

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In addition to the ongoing campus meetings that address student learning, the college hosts a number of specific grant-related activities that engage a significant portion of the college community. These include *Title III Strengthening Institutions Program* (Doc. #C.1), *League for Innovation 21<sup>st</sup> Century Learning Outcomes Project* (Doc. #C.5), *League for Innovation College Career Transition Initiative* (CCTI; Doc. #1.2), among others.

The program review process is the means by which institutional effectiveness is evaluated each year (*Instructional Program Review*, Doc. #C.6). The analysis of each department’s data drives decisions for the three-year rolling *Academic Master Plan* (Doc. #C.7), which is the document that outlines which new courses will be added in the following year. This in turn drives the *Educational Master Plan* (Doc. #C.8), which is the document that illustrates what the college will look like when the college reaches its projected capacity of 25,000 students. The *Academic Master Plan* is fully integrated in college decision-making processes, including budget development, scheduling, *Educational Master Plan*, and *Facilities Master Plan* (Doc. #C.9). In addition, the *Student Services Program Review* (Doc. #C.10) addresses the projected needs of students in both short- and long-term contexts.

### **B.1**

**The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.**

#### **DESCRIPTIVE SUMMARY**

Operating through the principles and processes set forth in its *Miramar College Shared Governance Manual 2003* (Doc. #C.4) and strategic plan (Doc. #C.3), Miramar College maintains an ongoing dialogue among all college constituencies about how the college can strengthen its focus on student learning and can improve its institutional processes. The college’s ongoing, self-reflective dialog takes the following forms:

- College governance committee meetings
- Academic and Classified Senate meetings
- Associated Student meetings
- Department and school meetings

Students, faculty, and staff also participate in district, state, federal, and local activities that promote communication and learning about student learning outcomes and institutional effectiveness. In addition, the regular agenda of both the CEC (Doc. #C.11) and President’s Cabinet (Doc. #C.12) is purposefully structured to foster collaborative dialog and decision-making based on student learning and institutional-process improvement. The CEC’s operation is described in the Sept. 15, 2003 *President’s Memo* (Doc. #C.13).

In recent years, various forums have discussed strategic planning, resource allocations, curriculum

and program development, course outline revisions, enrollment management, grants, college involvement implementing the capital construction bond that passed in November 2002 (*Proposition S Bond*, Doc. #C.14), construction of new facilities, and program review in light of their effects on student learning and institutional effectiveness. Substantial deliberation about their projected impact on student learning also has taken place regarding changes in the academic calendar, class schedule time blocks, staff development, departmental reorganization, student registration and admissions systems, high school and off-campus programs, technology, and online course development. In all cases, the college has maintained a systematic model of data analysis, feedback, deliberation of various improvement or resolution strategies, and follow-up of activity impact.

## SELF EVALUATION

Miramar College's involvement since 2001 in the *League for Innovation 21<sup>st</sup> Century Learning Outcomes Project* (Doc. #C.5) has resulted in Miramar College assuming a leadership role throughout the state and nation in the implementation of student learning outcomes as a key focus for all college decision-making. Over the past three years, the following activities and results have occurred:

- Five core competencies were identified and current syllabi were analyzed to determine how these competencies were being addressed in the Miramar College teaching and learning process
- Three levels of mastery were identified to determine the level of complexity of existing courses and programs
- Participating faculty revised their class syllabi to include classroom activities aligned to demonstrating mastery of the core competencies
- As of May 30, 2003, 60 courses and all counseling services had been reviewed and assessed using this innovative rubric.

The 21<sup>st</sup> Century Learning Outcomes Committee continues to meet regularly to determine how to institutionalize the incorporation of non-discipline specific core competencies in all curricula. The committee recently created a web-based e-portfolio for faculty to share core competency activities and for students to highlight their achievements.

Faculty (77%) and staff (90%) agree that the college

is meeting its goals in continuous improvement of student learning and institutional processes (*Accreditation Survey Report Spring 2003*, Doc. #C.2). More than 75% of the faculty and staff strongly agreed that improving institutional effectiveness is valued throughout the college. The faculty, Academic Senate, and many standing committees that comprise the college governance model assume primary responsibility for the improvement of student learning.

A common theme and decision-making touchstone at all college meetings is continually assessing the relevancy and effectiveness of institutional processes and overall institutional effectiveness in achieving all specified college goals, with the strongest focus on strengthening the student learning experience. The primary mechanism used to improve effectiveness is the college's newly revised program review process (Doc. #C.6). Every year, each departmental program is evaluated via the program review process. This work is accomplished through the joint efforts of the department chairs, school deans, and the Office of Instruction. Of the total campus groups' membership, 86 to 90% agree that the college president provides effective leadership in planning and assessing institutional effectiveness (Doc. #C.2).

## PLANNING AGENDA

- The college's planning, evaluation, re-evaluation, and resource allocation process will identify specific quantitative and qualitative data sources that will support institutional improvement.

**The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

## DESCRIPTIVE SUMMARY

In 2001, after a focused collaborative process, the college and Board of Trustees approved a new strategic plan (Doc. #C.3). In addition to a new mission statement, description of values, and slogan, the plan articulated five college goals, distinct strategies for achieving those goals, measurement criteria, and time-lines for the accomplishment of

each strategy. Annually, the degree to which each goal and strategy has been achieved is measured and discussed in a variety of college forums. Following feedback from these groups, CEC reviews that year's progress and accomplishments with respect to goals (*Report of Accomplishments*, Doc. #C.15) and the *Miramar Report Card* (Doc. #C.16). CEC then works collaboratively to develop new strategies and activities for the next year when deemed necessary.

The college's goals, strategies, measurement criteria, and goal accomplishment are regularly publicized and promoted to the college community. All college governance committees draw upon the goals and values of the strategic plan to develop and evaluate their annual goals, activities, and systems for scheduling, budgeting, facilities utilization, and student services. The recommendations of these committees are critical to the implementation and review of the strategic plan.

### SELF EVALUATION

The goals of the current strategic plan are clearly stated, relate directly to the mission statement, and have measurable outcomes that are updated annually via the *Report of Accomplishments* and *Miramar Report Card* (Docs. #C.15 and #C.16, respectively). Specific individuals and/or constituencies are assigned responsibility for the implementation of activities and outcomes in support of each goal, providing a much improved level of awareness and accountability throughout the college.

Given the relatively small faculty and staff at Miramar College, which results in a necessarily high participation rate in college planning and measurement, members of the institution clearly understand the goals and work collaboratively towards their achievement. Faculty (89%) and staff (75%) strongly support the fact that all members of the college community are encouraged to take the initiative in improving instructional effectiveness (*Accreditation Survey Report Spring 2003*, Doc. #C.2).

Of all Miramar employees, 76% agree that SDCCD is accountable for student learning and success; 63% agree SDCCD places a high value on institutional effectiveness (*SDCCD Employee 2002 Survey*, Doc. #C.17).

Students have shown a 92% satisfaction rate with the Miramar's curriculum and instruction, with an overall satisfaction rate of 84.6% for all services at the college

(*Student Satisfaction Survey 2001*, Doc. #C.18).

### PLANNING AGENDA

- College governance participants will be provided training in the content and use of various data products for analysis.

**The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### DESCRIPTIVE SUMMARY

As described in sections B.1 and B.2 above, the college conducts a self-reflective dialog and has developed and implemented a cyclical and dialogic planning process, which includes a process for assessing goals and guiding institutional decisions. This planning process sets the model for departmental and programmatic analysis and planning, with these entities developing their own goals, objectives, measurement criteria, and processes for evaluating their own planning systems.

For example, the Planning and Budget Committee, Student Services Committee, Technology Committee, Hiring Committee, Facilities Committee, and Academic Affairs Committee use the strategic plan's goals and strategies as a basis for evaluating and recommending the allocation of resources. As the annual budget is developed, all parties within the college governance model are able to review and have input on the decision to allocate various funds.

The program review process (Doc. #C.6), coupled with the *Academic Master Plan* (Doc. #C.7), also guides the department chairs, deans, and CEC members in making recommendations and decisions relative to the college's academic offerings. They work together to develop each semester's class offerings, modify academic majors and course requirements, determine semester calendar dates, and systematically allocate resources to areas where additional investment is deemed necessary for

improvement.

Over the past three years, the college has experienced serious budget reductions that were instigated initially from SDCCD and then from the state. As the budget cuts were occurring, the college was experiencing simultaneous increases in both student head count as well as full time equivalent student (FTES). The college's stated priorities in the strategic plan have provided focus when budget cuts must be implemented. For example, all constituencies of the college gathered in March 2003 for a College Executive Budget Planning Retreat where they used the strategic plan and report card to prioritize areas of reduction. The plans for implementation were predicated on these prioritizations.

### SELF EVALUATION

Each goal and strategy is reexamined annually based on the most recent research, data from the SDCCD Institutional Research and Planning Office, and accomplishment reports (Doc. #C.15) by group leaders, who are referred to as "orchestrators."

More than 80% of employees agreed that review of college programs and services is integrated into the college planning process (Doc. #C.2). This is a significant improvement over the faculty (70%) and staff (42%) level of agreement found in the 1996 survey.

While there is a multitude of quantitative and qualitative data sources and reports available from the district office, their use is somewhat limited and ineffective because of conflicting data. In an effort to establish a consistent data source, particularly as it relates to enrollment planning, Miramar has taken the lead in a district-wide effort to design and implement a new computerized Decision Support System. This system will provide a more reliable database for institutional planning.

### PLANNING AGENDA

- The college's planning, evaluation, re-evaluation, and resource allocation process will identify specific quantitative and qualitative data sources that will support institutional improvement.

**The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate**

**constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

### DESCRIPTIVE SUMMARY

Miramar College's planning process is successful because it involves many people. One example of such success is the college's strategic plan. Each goal in the strategic plan is assigned to an individual or group who is responsible for evaluating and reporting outcomes biannually to the president. The content of these reports is included in the *Miramar Report Card* (Doc. #C.16) and *Report of Accomplishments* (Doc. #C.15), which are circulated throughout the college community for review. Campus employees and constituencies are invited each year to review the current plan and identified measurable outcomes and suggest changes for CEC consideration. Members of the various industry advisory committees, College Foundation, Citizens Advisory Council, and service area high school principals are also provided formal opportunities to review the outcomes and suggest improvements.

The link between resource allocation and college plans is challenged by the budget allocation process within the district and by the ambiguity surrounding community college funding in California. Over the past four years, Miramar's internal planning process has included systematic mechanisms for allocating college resources to implement goals and strategies. However, unpredictability, last-minute budget adjustments, and lack of a systematic process at the district level for funding college growth and development have made these mechanisms ineffective.

With available funds within the college, the Planning and Budget Committee solicits and receives annual work plans from all constituents and evaluates them in light of specific strategic plan goals and strategies to determine funding priority and support (*Work Plan Book*, Doc. #1.3). The college governance process also connects the college's goals and strategies with resource decisions regarding staffing, facilities, academic and student services support, program development, and staff development. Ultimately, the recommended annual budgets are distributed through the college governance structure for the president's action.

One area where planning has been linked to

resource allocation has been the highly participative Proposition S Implementation Task Force. With the passage of Proposition S, the college is now planning a number of significant building projects that will enable it to realize its potential as a comprehensive institution. This process has been accomplished by using a broad-based representative group of faculty, staff, students, and administrators, along with community representatives, to identify criteria and to prioritize building projects that will fulfill the facilities' needs to meet the college's goals and strategies.

Throughout the entire annual planning process, draft plans are communicated each year to the various constituencies through a wide variety of activities including forums, committee meetings, web postings, newsletters, and retreats.

### SELF EVALUATION

Based on all of the activities that engage the college community in the planning and budgeting process, Miramar College clearly satisfies the intent of this standard. Staff (83%) and contract faculty (74%) agree that the college planning process is broad-based with opportunities for input by appropriate constituencies (*Accreditation Survey Report Spring 2003*, Doc. #C.2). However, there is some disparity in how different employee groups perceive accessibility to budget information. Adjunct faculty (77%) and classified staff (69%) were positive about the matter, but contract faculty (40%) were negative (Doc. #C.2). All groups were at least somewhat positive (average 65%) that the college budget reflects college priorities and planning goals (Doc. #C.2). In general, contract faculty (94%) and staff (75%) indicated they are aware of the faculty/staff role in various governance, planning, budgeting, and policymaking bodies at the college (Doc. #C.2).

### PLANNING AGENDA

- The college will work with the SDCCD Institutional Research and Planning Office to improve the usefulness and clarity of college reports.

**The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

### DESCRIPTIVE SUMMARY

Miramar College relies on the district's Office of Institutional Research and Planning for information related to quality assurance. The college also compiles its own information in areas such as graduation, campus morale, and attendance patterns. Much of this information is available online via the college's and district's web sites ([www.miramarcollege.net](http://www.miramarcollege.net) and [www.sdccd.net](http://www.sdccd.net), respectively).

Some of the reports routinely distributed (via e-mail and print) are listed below. Various college governance committees, management groups, and special interest groups examine these materials as they pertain to specific areas of responsibility or interest.

- *Miramar Report Card* (Doc. #C.16)
- *Report of Accomplishments* (Doc. #C.15)
- Institutional Research and Planning Office reports
- Campus and district survey results
- Industry Advisory Committee recommendations
- San Diego Association of Governments (SANDAG) data
- California State University/University of California (CSU/UC) transfer data
- *Instructional Program Review* (Doc. #C.6) reports
- Chancellor's Office data/reports
- Employment Development Department (EDD) data
- Student assessment data
- Student satisfaction surveys
- *SDCCD Fact Book 2001* (Doc. #C.19)
- *League for Innovation 21<sup>st</sup> Century Student Learning Outcomes Project* (Doc. #C.5) course assessment results
- Technology plans – departmental needs surveys.

In addition, a number of Miramar's programs are formally assessed and certified by external agencies. The results of these accreditations are made available to the public by the agencies involved and, when requested, by the college. Three examples are as follows:

- San Diego Regional Law Enforcement Academy: accredited by the California Commission on Peace Officer Standards and Training (POST)
- Aviation ground school and maintenance programs: certified by the Federal Aviation Administration (FAA)
- Legal assistant/paralegal program: certified by the American Bar Association.

Consistent with federal guidelines, crime statistics are published and made available to students and the

general public—as well as data published in the *San Diego Miramar College Catalog* (Doc. #C.20)—using the Student Right-to-Know definition provided by the U. S. Department of Education.

Reports about the quality of Miramar’s programs and services are regularly presented by college representatives in the district and throughout the community as well as at professional conferences. For example, each year Miramar administrators and faculty present an annual report on college projects, initiatives, and documented successes to the Mira Mesa Town Council. Additionally, at the annual site visit at Miramar College by the Board of Trustees, documented achievements and accomplishments of various college departments are shared with the community at large. As a public institution, Miramar College publishes its financial statements, and its budget is reviewed in open session by the SDCCD Board of Trustees. All board meetings are subject to open disclosure laws, and proceedings are published and available for public review. The Miramar College web site also provides public access to information about the college ([www.miramarcollege.net](http://www.miramarcollege.net)).

## SELF EVALUATION

Miramar College uses documented assessment vehicles to assure quality, consistency, and continuity, and this documentation is thoroughly disseminated via print, electronic media, forums, and shared governance venues. Since the *Institutional Self Study in Support of Reaffirmation of Accreditation, January 1998* (Doc. #C.21), the college has developed a very inclusive and effective web site, providing students, faculty, and the community with easy access to the most current catalog, class schedules, general campus information, policies/procedures, special events, and programs.

However, due to significant demands for increased assessment and evaluation data and staff reductions over the past few years, the college is not always able to analyze and respond to the many rubrics or indicators measuring quality assurance. Additionally, because Miramar College is unable to fund a dedicated staff position to coordinate research, assessment, planning, and evaluation, the college is not satisfied with its ability to meet this standard.

## PLANNING AGENDA

None.

**The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

## DESCRIPTIVE SUMMARY

As noted previously, the success of the planning and resource allocation processes is formally discussed at CEC’s final meeting each year, after various constituencies from the college are asked to forward their evaluation of the process to the group through their representatives. In addition, departments and individuals throughout the college are prompted to continually assess the effectiveness of the processes they use. As a result, the *Miramar College Shared Governance Manual 2003* (Doc. #C.4) and, by implication, the college governance system were thoroughly evaluated and modified to better serve the college. Also, the college’s program review process was recently evaluated and improved in terms of efficiency, communications, assessment, and planning.

All campus constituencies are encouraged to scrutinize the strategic plan annually and make recommendations for change or update to CEC. The plan was substantially modified in 2002 and will be reviewed for minor corrections in 2003-04.

## SELF EVALUATION

Miramar College takes very seriously the importance of continuously and systematically reviewing and improving its planning and resource allocation process. The college’s high level of campus-wide participation through numerous shared governance venues provides ample opportunities for high-level participation and regular review of its processes.

Each year, a survey is administered (both on-line and in print) to staff and students to assess the level of satisfaction with campus leadership, participation, and morale. In the 2003 survey (Doc. #C.2), 70.6% of respondents rated Miramar College morale highly positive and positive; 66% rated decision making as highly participative and participative; 84.5% rated the effectiveness of campus leaders (from all constituency groups) as highly effective and very effective; and 70.4% rated the efficacy of the shared governance

systems as highly effective and very effective.

Additionally, the CEC reviews college planning processes, outcomes, and accomplishments at year end after suggestions for improvement have been solicited from the college via e-mail requests. That several changes have been made to specific goals and strategies following this self-review process and that there have been no expressions of dissatisfaction with the planning process itself is evidence that the processes are meeting their purposes. CEC members agreed in spring 2004 that a new strategic planning process needs to be undertaken beginning in 2005.

### **PLANNING AGENDA**

- The college will secure funding for a dedicated staff position to coordinate research, assessment, and planning at Miramar.

**The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

### **DESCRIPTIVE SUMMARY**

Miramar College relies very heavily on student learning outcomes and student satisfaction data as it systematically reviews the effectiveness of instructional programs, student support services, and library and other learning support services. In most cases, the college participates in developing district-wide assessment instruments for collecting information, such as students' evaluation of importance and level of satisfaction with institutional programs, services, and facilities. Furthermore, the assessment of evaluation mechanisms is performed collaboratively by representatives of all three colleges within the district through the curriculum review process.

Systems for responding to the effectiveness and relevance of the evaluation mechanisms to Miramar students are local, however. When survey results are distributed to the campus, the information is shared with the appropriate offices and constituencies, the meaning and significance of various findings are debated, and strategies for improving services to students are identified. When the validity and completeness of assessment mechanisms are in

question, feedback is provided to the originating district committee.

Much work was done in 2001 to analyze all course offerings needed to complete Associate degrees as well as 4-year transfer requirements in terms of availability and scheduling to maximize access and avoid time block conflicts for students.

### **SELF EVALUATION**

At the current time, the college does not have an additional formal process other than described above for systematically assessing its evaluation process. The college community does have consistent and regular dialogue about its processes and their evaluation. In this dialogue, members often discuss the college's procedures and mechanisms, reflecting on the accuracy, meaning, value, and effectiveness of all its processes, including self evaluation. An example of this is the recent process of initiating and establishing the components for this cycle of accreditation self-evaluation.

### **PLANNING AGENDA**

- The strategic plan (Doc. #C.3) and *Miramar College Shared Governance Manual 2003* (Doc. #C.4) will be reviewed more closely to coordinate, define, and document assessment processes for the self-evaluation of instructional programs, student support services, and learning support services.

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# SUPPORTING DOCUMENTATION FOR STANDARD ONE

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- 1.1 Visioning 2000: A Strategic Action Plan
- 1.2 League for Innovation College Career Transition Initiative
- 1.3 Work Plan Book

## **ACRONYMS AND ABBREVIATIONS USED IN STANDARD ONE**

CCTI	College Career Transition Initiative
CEC	College Executive Council
EDD	Employment Development Department
FAA	Federal Aviation Administration
FTES	Full Time Equivalent Students
POST	Peace Officer Standards and Training
SANDAG	San Diego Association of Governments
SDCCD	San Diego Community College District

*Common College Documentation (C.XX) is listed in the  
INDEX at the end of the report.*

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# STUDENT LEARNING PROGRAMS AND SERVICES

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

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## **A.**

### **INSTRUCTIONAL PROGRAMS**

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

## **A.1**

**The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

### **DESCRIPTIVE SUMMARY**

The mission of Miramar College is “to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnerships in a setting that celebrates diversity.” The college serves a highly diverse population of 11,000 students. Almost 54% of the students are male due in part to high male enrollments in the Regional Public Safety Academy and Advanced Transportation Technology Programs. The student body is ethnically diverse; 45% are White, 11% are Hispanic, 16% are Asian/Pacific Islander, 13% are Filipino, 5% are African-American, and 1.1% is American Indian (*Designing Our Destiny Strategic Plan 2001*, Doc. #C.3).

Miramar College’s strategic plan identifies five goals that are critical to the achievement of student learning among the college’s ethnically diverse student body (Doc. #C.3). These five goals establish parameters and priorities for all decision-making. The second goal is to deliver instruction and services in formats and at sites that best meet students’ needs. To achieve this goal, Miramar College offers courses on campus, off campus at Mira Mesa and Scripps Ranch High Schools, the Naval Training Center, and Miramar Marine Corps Air Station. Miramar also has been building its distance education program, offering classes via the Internet or in an on-line/traditional-hybrid format.

To ensure that the college’s 789 credit courses and 168 degree and certificate programs address and maintain the integrity of its mission, the Miramar initiated a program-review process in 2001. The process includes a review of 26 program-effectiveness indicators and a program assessment that addresses program accomplishments, barriers/issues, and priorities for the future year (*Instructional Program Review*, Doc. #C.6). All programs participate in this process regardless of location or mode of delivery. The department chair and dean are primarily responsible for collecting the relevant data and conducting the review of each program. Results of the program review are used by departments to build master plans

for program improvement and change, thus ensuring that programs address and maintain the integrity of the mission.

In addition, the college's curriculum revision and review process that began in the 2000-01 academic year further demonstrates Miramar's commitment to excellence in teaching and learning. The campus Curriculum Committee reviews and approves all curricula, scrutinizing for academic rigor and ensuring that the student learning outcomes, topics, assignments, and texts of any given course reflect not only appropriate academic standards but also the most current knowledge within each respective field. To secure the academic integrity of all its instructional programs, Miramar (as well as the other two San Diego Community College District [SDCCD] campuses) requires curricula be updated, reviewed, and approved every six years. In 2003-04, the campus intends to complete the process of updating all course outlines or deactivating courses that have not been updated. The campus Curriculum Committee has agreed that by fall 2004, only courses that have been integrated will be offered.

## SELF EVALUATION

Miramar College serves a diverse population and strives to deliver convenient and innovative programs to its current student body. The college has expanded its mode and location of delivery to bring education to its constituency rather than to require the students to fit into a traditional format. Since the inception of the on-line college, Miramar has grown from 13 sections (offered in fall 2001) to 62 sections (offered in spring 2004). Enrollment has grown to 2,619 students, as estimated in spring 2004. However, results from the *Student Satisfaction Survey 2001* (Doc. #C.18) suggest that Miramar College should continue increasing the number and variety of courses offered in this non-traditional manner; 88.5% of the students commented that the college should be offering more non-traditional courses.

The college's strategic planning process is intricately linked to a review of programs, activations or deactivations of courses and programs, and currency of course outlines. The program review process was initiated within the past two years with participation at the dean and department chair levels. Each department reviews key performance indicators and identifies accomplishments, barriers and issues, and priorities for the next year. In the 2003-04 school

year, the Program Review Committee reconvened to expand upon the current program review process. The current process will help departments develop tracks for students as well as plan how and when courses will be offered in order to plan for growth and bring all programs to fruition. There has been and will continue to be training for faculty on the benefits and uses of program review. The committee also has begun implementing strategies to continue to improve program review for the next few years.

Miramar College is part of a three-campus district that shares in the curriculum development and review process. As such, Miramar must work with its sister institutions—San Diego Mesa College and City College—in the curriculum process. The district annually provides a list of outlines that need to be updated to school deans for distribution and action by department chairs. Unfortunately, division deans have been district-wide. Consequently, some division deans work at campuses that do not offer all of the classes. Recognizing the ineffectiveness of the system, the district has just done away with the division dean model and will require each campus to ensure that all curriculum is updated.

## PLANNING AGENDA

None.

### **A.1.a**

**The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

## DESCRIPTIVE SUMMARY

Miramar College uses research and analysis not only to identify student learning needs but also to make amendments where needs are not being met. In 2001-02, for example, a study of general education course offerings and scheduling patterns revealed that students were leaving Miramar College to take upper-level science courses at Mesa and City Colleges. Miramar used this information to identify gaps in program course offerings and to develop a strategy

to offer additional science courses in the 2002-03 schedule. The schedule revision also allotted blocks of time to offer Intersegmental General Education Transfer Curriculum (IGETC) courses in sequential rather than conflicting blocks of time. To facilitate student access to this information, a matrix of IGETC course offerings and time blocks is now provided in the back of each class schedule (*Class Schedule Fall 2003*, Doc. #2.1).

Miramar's *Economic Development Strategic Plan 2003* (Doc. #C.22) is another example of how Miramar seeks to meet the varied educational needs of its students. The plan includes an inventory of existing programs and course offerings, a regional environmental scan of employment clusters, and an economic development plan to address the identified growth areas in the region. This plan influenced the decision to expand the biotechnology program for 2003-04. As a result, SDCCD transferred an economic and workforce development grant from City College to Miramar College, which funded the Southern California Bio Technology Center's relocation to Miramar College to better serve the large segment of the industry located within the college's service area.

Miramar College also has been using the *Title III Strengthening Institutions Program* (Doc. #C.1) as a way to develop student learning outcomes for all courses and programs. This program has given Miramar funds to offer faculty stipends to develop course and program learning outcomes for 100% of all courses and programs offered at Miramar College by September 2008.

## **SELF EVALUATION**

While 88.5% of the students commented that the college should be offering more non-traditional courses, 67% of all students reported satisfaction with the course offerings at Miramar College (*Student Satisfaction Survey 2001*, Doc. #C.18).

In 2001-02, SDCCD implemented an automated curriculum review and approval process named CurricUNET ([www.sdccdcurricu.net](http://www.sdccdcurricu.net)). Implementation of this system has facilitated the process of reviewing curricula across the three campuses and has provided a mechanism to track the location of course outlines within the review and approval process. During the first year using CurricUNET, faculty received training on system use and provided feedback on elements of the system that needed improvement or process clarification. The district continually improves the

system as additional feedback is received from faculty who use the system; to improve ease of use, the district is releasing a second version of CurricUNET in fall 2004.

In September 2000, Miramar College began participating in the *League for Innovation 21<sup>st</sup> Century Learning Outcomes Project* (Doc. #C.5). The goal of the project is to review and refine the learning outcomes that were initially identified at a national level and were refined locally at each campus to reflect campus focus. During 2000-01, the campus adopted the following five learning outcomes: communication, critical thinking, global awareness, information management, and personal and professional development (Doc. #C.5). In 2002-03, the campus developed and began to implement at the institutional level methods of assessing curriculum content directed toward these outcomes. The current model measures student exposure to curriculum designed to increase student mastery of these outcomes.

Coupled with the institutional learning outcomes, Miramar College also has been working on developing course and program learning outcomes for each course and program offered at the college. Using funds as outlined in the Title III grant for faculty development (Doc. #C.1), the activity director has been working to collect applications from interested faculty for the development of course and program learning outcomes. Currently, 11 programs have submitted applications, accounting for approximately 20% of all programs offered at the college. Faculty who submit applications will receive training as well as literature on student learning outcomes (such as their development, assessment, and evaluation).

## **PLANNING AGENDA**

- The Program Review Committee will reevaluate its program review process to include course learning outcomes into the annual review cycle.
- The Miramar faculty will incorporate program and course learning outcomes into the student learning process and design methods to assess those outcomes.

### **A.1.b**

**The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

### **A.1.c**

**The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

#### **DESCRIPTIVE SUMMARY**

Miramar's faculty members constantly monitor and facilitate student learning by using delivery systems and modes of instruction that complement both the curricula's objectives and the learning needs of their students. These systems and modes include traditional classroom lecture, electronically mediated instruction and tutorials, individual tutoring, laboratory experiences, field studies, and industry internships.

The college has begun to identify learning outcomes for all its degree curricula and certificate programs in the college catalog using Title III faculty development funds (Doc. #C.1). However, student learning outcomes for courses are identified in updated course outlines and on most course syllabi. Course syllabi in all general education classes and several programs have been assessed to identify learning outcomes and activities that relate directly to the five core learning outcomes the college adopted in 2000-01 and at which of the following three mastery levels (Doc. #C.5):

- Level 1: general knowledge
- Level 2: general knowledge developed and exhibited in structured settings
- Level 3: knowledge developed in class and applied in unfamiliar settings.

Faculty members have begun to use these clearly defined competencies and mastery levels to refine syllabi and include a variety of additional classroom activities wherein successful completion would improve and assess mastery of core competencies. The 21<sup>st</sup> Century Learning Outcomes Team regularly holds workshops and presentations throughout the

district. The team introduces and provides examples of assessment methods and of expanding classroom presentation techniques and activities to assist students in mastering these additional and nondiscipline-specific learning outcomes. The team works with faculty throughout the college to help them introduce curriculum components and enhancements that develop one or more of the identified core competencies. It also educates faculty on the availability of less traditional methods of assessing student learning in general and the 21<sup>st</sup> Century Learning Outcomes in particular, such as student portfolios, e-skills resumes, project presentations, and team demonstrations.

*The Title III Strengthening Institutions Program* also is aiding in the development of course and program student learning outcomes with the necessary funds and training. This coupled with the new program review will help faculty and administrators identify the curricular needs of students and plan accordingly.

#### **SELF EVALUATION**

Miramar College serves a diverse population and strives to deliver outstanding curriculum and instruction. Results from a student survey (Doc. #C.18) indicate that 90.8% of the students enrolled at Miramar College believe the college is delivering quality instruction.

Miramar College has taken a lead in measuring institutional student learning outcomes (i.e., communication, critical thinking, global awareness, information management, and personal and professional development) as well as in training other colleges and districts on the processes used to develop and assess institutional student learning outcomes. However, Miramar College also is working independently as well as with its sister colleges to educate faculty on how to incorporate these identified outcomes into their curricula and to assess student mastery of these outcomes. The college has sponsored several workshops and seminars as well as worked with the district in developing a series of 4<sup>th</sup> Friday events that focus on developing and assessing student learning outcomes. Group training as well as individual training, as a result of the Title III grant, will also help faculty better understand the integration and assessment of student learning outcomes in their courses and programs.

## PLANNING AGENDA

None.

### A.2

**The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

#### DESCRIPTIVE SUMMARY

Miramar College assures the quality and improvement of all its instructional courses and programs—regardless of type of credit awarded, delivery mode, or location—by hiring qualified instructors, regularly evaluating faculty performance, developing effective curricula, and conducting systematic curriculum and program reviews. These standards of practice maintain Miramar’s commitment to provide “an environment which values excellence in teaching, learning, innovation, and partnerships.”

The quality and improvement of the college’s curricula depends upon the collaboration of the campus Curriculum Committee and the faculty. The Curriculum Committee, which operates under Title 5 of the California Code of Regulations, assists faculty in developing and revising curricula. In reviewing curriculum, the committee utilizes the *California Community Colleges Program and Course Approval Handbook* (Doc. #2.2), which is set forth by the Chancellor’s Office, the *Good Practices for Course Approval Processes* (Doc. #2.3), which is set forth by the Academic Senate for California Community Colleges, and the *SDCCD Curriculum and Instructional Council Handbook* (Doc. #2.4). “Official” course outlines are those that have been approved by the campus articulation officer, discipline department chair, school dean, vice president of instruction, all three of SDCCD’s campus curriculum committees, and SDCCD’s Curriculum and Instructional Council (CIC). All faculty members are required to use the official course outline to develop criteria for their courses.

The campus program review process is similarly designed to assure the quality of Miramar’s instructional programs. This process provides a strategic pathway to support program planning, both in the academic master plan and in the budget planning process. Miramar reviews all its programs annually using the following program-effectiveness indicators:

- Total weekly student contact hours (WSCH)
- Full time equivalent students (FTES)
- The ratio of WSCH to FTES
- Completion rates
- Retention rates
- Fill rates
- Number of degrees and certificates awarded
- Job placement
- Costs
- Number of sections offered
- Last date curriculum updated.

The college also reviews the strengths, barriers, and needs of all its courses and programs. Departments use the program review results to build an *Academic Master Plan* (Doc. #C.7), an *Educational Master Plan* (Doc. #C.8), and a *Facilities Master Plan* (Doc. #C.9) to help plan for program development.

#### SELF EVALUATION

To maintain a high level of quality instruction, Miramar College ensures that all faculty meet the necessary standards within their respective fields. All faculty background records are verified prior to hiring and are screened by a committee to determine the most beneficial candidate for the college. Although rigorous, the screening process has proven to be very successful. All faculty are evaluated regularly. Full-time faculty participates in a rigorous peer self-study every year for four years, then every other year for four more years, and finally every three years. Students evaluate faculty every semester. Adjunct faculty are evaluated every other year by their peers and every semester by their students.

The Curriculum Committee works in conjunction with CurricUNET, simplifying the ongoing revision of course outlines. Not all courses have been updated at this point. Consequently, the Curriculum Committee, in partnership with SDCCD, has determined that all courses with outlines that have not been revised in more than six years will be deactivated and cannot be taught until the curriculum is revised, beginning fall 2004.

The college also is starting to use program review to establish an ongoing, systematic review of entire programs. Currently, the program review process is analyzing quantitative data, which, although informative, is not enough. Consequently, the college has been working together to develop a more thorough review of programs, including the development of course and program learning outcomes.

## PLANNING AGENDA

- The college will work to expand the comprehensiveness of its course offerings.

### **A.2.a**

**The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **A.2.b**

**The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

## DESCRIPTIVE SUMMARY

Faculty members are an integral part of Miramar's program development, review, and approval processes. In response to industry trends and needs, faculty members initiate development of new programs and curriculum. Once a need has been established, a faculty expert works with the campus Curriculum Committee to develop "integrated" curriculum. "Integrated" refers to the interdependence of every element of the course outline; every section directly supports the identified course-specific learning outcomes. In addition, "integrated" course outlines show how students are encouraged to think critically about the subject matter presented in the course. Faculty who write and revise curriculum

follow established procedures detailed in the *SDCCD Curriculum and Instructional Council Handbook* (Doc. #2.4), the *SDCCD Associate Degree Credit Course Outline Guide* (Doc. #2.5), and those available via SDCCD's automated curriculum development program CurricUNET ([www.sdccdcurricu.net](http://www.sdccdcurricu.net)).

Faculty also follow the procedures detailed in the *SDCCD Curriculum and Instructional Council Handbook* (Doc. #2.4) when they engage in the process of evaluating and approving Miramar's courses and programs. The Curriculum Committee includes five faculty, two classified employees, two students, and one administrator (*Miramar College Shared Governance Manual 2003*, Doc. #C.4). As described in section A.2, the review process is initiated at the campus level and includes review and approval from SDCCD's two other college curriculum committees before reaching the district level for final review and approval. The committees frequently withhold their approval until specified improvements are made. During the approval process, discipline experts review and recommend improvements to academic and occupational curriculum, and advisory committees ensure course content meets the most current educational and industry standards. Title 5 of the California Code of Regulations requires all course outlines to be reviewed within a six-year cycle to assure quality, currency, and continued adherence to the college's mission.

The college obtains input and validates currency of occupational curriculum from its industry advisory boards. The Transportation, Child Development, and Biotechnology departments have active industry advisory boards that meet twice a year. Board input is used to ensure that programs and course offerings reflect current industry technology, procedures, and business practices. Program directors, department chairs, faculty, and deans obtain industry input on the quality and currency of certificate programs; they update competency levels and student learning outcome goals through these semi-annual advisory board meetings. At these meetings, industry representatives review curriculum and materials. They also tour lab facilities to identify areas that need to be changed or updated to maintain quality instruction.

In addition to industry representatives, the following certifying entities participate in the curriculum development, update, and review process:

- American Bar Association (ABA)
- Commission of Peace Officer Standards and Training

(POST)

- Federal Aviation Administration (FAA)
- Automotive Service Excellence (ASE)
- State of California Department of Social Services  
Community Care Licensing
- State of California Child Development Division
- Toyota and Daimler Chrysler.

The 21<sup>st</sup> Century Learning Outcomes Committee has begun measuring student progress towards meeting the five core learning outcomes (Doc. #C.5). The committee has crafted a set of learning outcomes for the college and a level of mastery scale; it also has run several pilots on courses measuring their involvement and effectiveness in helping students to attain the competencies. Following two pilot studies, the committee has proceeded by assessing most of the general education courses (*Assessed Course List*, Doc. #2.6). This comprehensive self-study will allow the campus to determine which tracks students can take to master the institutional learning outcomes. The committee is using its system of measurement to evaluate classroom activities and to determine how each course helps students develop the five competencies. As of June 2003, 90% of Miramar's general education courses and the counseling department had been assessed (Doc. #2.6).

Miramar College was recently awarded a Title III grant with the following goals: create an on-line, easy-access education plan for students; develop an academic master plan and decision-making system that reviews programs (to identify priority areas the curriculum development process can respond to) and tracks courses using enrollment management software; train faculty to employ new technology and active instructional strategies in their courses and programs. A college-wide committee has been formed to achieve these goals, as outlined in the Title III grant (Doc. #C.1). One of the first projects the Title III committee has undertaken is to develop college-wide program learning outcomes. In the 2003-04 program review, the activity director of the Title III grant will work with the department chairs and programs to help each program develop program learning outcomes. The recently established Program Review Committee will review all of the program reviews to evaluate the pertinence and measurability of the learning outcomes and will make appropriate recommendations. When each program has completed the development phase, and the program learning outcomes have been reviewed and edited, course learning outcomes can be developed for each course offered in the discipline.

## SELF EVALUATION

All curricula pass through the Curriculum Committee and CurricUNET. During this process, curriculum is scrutinized and reviewed by both the Curriculum Committee and the discipline experts. Because all three district campuses are involved in curriculum approval, the SDCCD Curriculum Committee has developed guidelines and rules to ensure a timely process.

Occupational programs are reviewed annually by industry representatives to assure that student learning outcomes and competencies address industry needs.

At Miramar College, the 21st Century Learning Outcomes Committee has developed and tested the system of measurement to assess how students are being exposed to the five institutional learning outcomes. After the initial pilot, the committee began assessing all of the general education courses to determine course sequences students can pursue to achieve a general level of mastery in each of the core competencies.

Sharing successful classroom activities and assignments that improve classroom learning is part of the committee's implementation plan. To facilitate this dialogue, the team developed an *Electronic Portfolio* (Doc. #2.7), which serves two purposes. First, it encourages communication among faculty members by giving them a place to share activities and assignments. Second, it provides a place for students to highlight their college work so current and prospective employers can evaluate their mastery of specific learning outcomes. Title III also has helped move the college forward in the plight to incorporate program and course learning outcomes into the college through a stipend program.

## PLANNING AGENDA

- The college will establish codes for all certificates of completion and begin reporting data in the Management Information System (MIS).

### **A.2.c**

**High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### **DESCRIPTIVE SUMMARY**

Miramar’s instructional programs are of the highest quality due to the college’s qualified faculty and its effective curricula. However, the college has been working to ensure that the depth and breadth of programs are available on the campus. Hence, in the past year the campus has been working to develop an *Academic Master Plan* (Doc. #C.7), *Educational Master Plan* (Doc. #C.8), and *Facilities Master Plan* (Doc. #C.9). These will help the college plan for the growth it is expecting.

Aside from planning, as already stated, Miramar College has a rigorous curriculum process in accordance with SDCCD. The Curriculum Committee, faculty experts, and two of the three campuses must review and approve all new curricula to add a class. If a faculty expert is unavailable, as is the case in some of the vocational programs, an expert in the field is employed to review the curriculum standards. The articulation officer then works closely with universities to develop articulation agreements for these approved courses.

#### **SELF EVALUATION**

SDCCD has been working on growing Miramar College to its full potential and has even agreed to disproportionate funding among the three colleges in order to help Miramar grow. Whereas Mesa College and City College are going to grow at a rate of 2%, Miramar College is expected to grow at a rate of 6%, thereby allowing the college to add depth, breadth, and sequence into its programs. Consequently, Miramar College has spent much time planning for this growth—involving faculty members into the planning process—with the creation of the *Academic Master Plan*, *Educational Master Plan*, and *Facilities Master Plan* as well as the release of the new program self-study process.

Miramar College also has been collaborating with SDCCD, Mesa College, and City College to develop a comprehensive FLEX program. FLEX opportunities include faculty sharing and training (in both traditional and non-traditional teaching techniques).

Students report satisfaction with curriculum and instruction, with an overwhelming 90.8% reporting satisfaction; 92.5% of students reported satisfaction with the content covered in class, and 88.3% of students reported classes were interesting (*Student Satisfaction Survey 2001*, Doc. #C.18).

#### **PLANNING AGENDA**

None.

### **A.2.d**

**The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

#### **DESCRIPTIVE SUMMARY**

Miramar College responds to the diverse needs and learning styles of its students through a variety of alternative delivery modes. A majority of the classes are offered in traditional 16- week sessions. However, to meet the varying needs of students, Miramar College offers 12- and 8-week sessions as well. Additionally, courses are offered off-site at the Marine Corps Air Station (MCAS), at the Naval Training Center, at local high schools (Mira Mesa and Scripps), and in on-line, hybrid, and self-paced formats. The campus computer labs are used to provide additional support for students in need of tutoring and individual hands-on access at the Personal Learning Assistance Center (PLACe), library, and Independent Learning Center (ILC).

Miramar also responds to the changing needs and learning styles of its students through ongoing staff development in those areas. For example, the 21<sup>st</sup> Century Learning Outcomes Committee has conducted several workshops on teaching, learning, and assessment measures. The committee’s e-portfolio (Doc. #2.7) is a database resource for faculty to share instructional activities and assignments. Another staff development opportunity is the FLEX-time “Great Ideas, Free to Steal” (GIFTS) workshops. These workshops provide faculty the opportunity to share knowledge, reflect on their teaching methodologies, and exchange ideas for improving their responsiveness to students’ varying needs.

## SELF EVALUATION

While classroom instructors independently assess individual student learning styles, faculty development workshops are available to facilitate faculty incorporation of learning outcomes and active learning strategies into their instruction. The FLEX program at Miramar College offers topics ranging from teaching and learning to innovative projects and workshops. Since faculty are required to fulfill 60 hours of FLEX per year (32 hours for fall; 28 hours for spring), attendance at FLEX workshops and seminars has increased, and the quality of programs has improved.

Another professional development resource for faculty is a web site ([www.4faculty.org](http://www.4faculty.org)) that offers a series of courses designed specifically for the needs of community college faculty. The 21st Century Learning Outcomes Committee has hosted workshops and discussions and has developed an e-portfolio to encourage faculty to share techniques and strategies that help students achieve the mastery of the five core competencies. Additionally, the district offers a 4th Friday series (one per month for nine months) that focuses on teaching and learning. This extensive program is currently focusing on student learning outcomes and has workshops planned for the entire 2003-04 academic year, including a two-day retreat in February, for a total of nine sessions.

Beginning in 2004-05, the Title III grant will aid faculty development by partially supporting a staff development coordinator. The role of this coordinator will be to ensure that faculty at Miramar College receive ongoing training and assistance with course and program planning to support student needs and interests, student education planning services, and new innovative teaching techniques.

Regardless of the teaching style employed in a class, not all students will understand everything. Miramar College has many supplemental programs to aid in the learning process. The PLACe is an inclusive, comprehensive, and safe tutorial environment that removes barriers to learning; it shares a strong alliance with Miramar faculty and programs, thereby helping students even more. According to the college's Automated Student Tracking System, the PLACe provided tutoring services for 1,921 students in spring, summer, and fall 2003 for a total of 13,519 student contact hours. The ILC is another resource to enhance student learning, offering computer programs that supplement classroom instruction. The ILC provided lab support and computer access for approximately

45,000 students in spring, summer, and fall 2003. The library staff helps students locate information and sources, and it provides a place for students to conduct research. During 2003, 100,043 students used the library.

## PLANNING AGENDA

None.

### **A.2.e**

**The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### **A.2.f**

**The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

## DESCRIPTIVE SUMMARY

As described in section A.2, Miramar uses an annual, data-driven program review to measure the effectiveness of its courses and programs. By spring 2003, all departments and programs completed the narrative portion of the program review, which included highlighting and analyzing the data. This portion of the review is now being used to develop the *Academic Master Plan* (Doc. #C.7), to determine funding priorities for the Planning and Budget Committee, and to help with enrollment planning and management for courses and programs.

In addition to the above, vocational programs have other standards for review of curriculum. As described in section A.2.b, career and occupational programs are reviewed annually by program faculty with input from industry advisory boards to ensure that they meet appropriate current industry standards by certifying agencies. Students are certified either through program

completion or by outside-agency licensing. Vocational programs funded by the Carl D. Perkins Vocational and Technical Education Act (VTEA) of 1998 are reviewed for curriculum integration, use of core competencies, and currency with industry standards by the appropriate agencies.

The college obtains input and validates currency of occupational curriculum from its industry advisory boards. The transportation, child development, and biotechnology programs have active industry advisory boards that meet twice a year to offer input to program directors, department chairs, faculty, and deans on the quality and currency of certificate programs. Board input is used to ensure that programs and course offerings reflect current industry technology and procedures and business practices. At these meetings, industry representatives review curriculum and materials and tour lab facilities to identify areas that should be changed or updated to maintain quality instruction.

The college has been working since 2000 on developing and integrating student learning outcomes systematically. As previously discussed, Miramar began with the development of institutional learning outcomes and has since moved to the development of program and course learning outcomes. The initial projects have asked faculty members to reflect on what content is covered, how it is covered, and how assessment takes place. The data received from this process has led to an evaluation of programs and courses, including an intricate look at the contributions classes make to the education of the whole student.

## **SELF EVALUATION**

Program review is conducted annually to help ensure that each program delivers high quality and rigor and that courses are offered sequentially. Since program review is not understood campus-wide, Miramar has collected only quantitative data. As more information is compiled, the college will be able to improve its analysis of each program for high-quality instruction, appropriate breadth, depth, and rigor, and time for completion. During the 2003-04 academic year, Miramar College was awarded a *Title III Strengthening Institutions Program* grant (Doc. #C.1). One program track in this grant is to link the program review, academic master planning, and budget and planning efforts of the campus. The Title III Activity Director has begun to work with the campus Performance Review Committee to revisit and

improve the program review process, define cycles, and expand information collected beginning with the 2003-04 cycle.

Beginning with the 2003-04 cycle, program review will capture information regarding the status of integrated learning outcomes in courses and programs at Miramar College. Through the Title III grant, faculty can receive stipends to support integration of learning outcomes into courses and programs. The process of program and course review to identify learning outcomes is a review of relevance, appropriateness, and method of measuring student achievement of learning outcomes.

Additionally, the 21st Century Learning Outcomes Committee has established a systematic approach to measure institutional learning outcomes, which includes levels of mastery and indicates the course sequences students should follow to achieve each of the five core competencies.

The process of developing, adopting, and integrating learning outcomes has been slow. While the number of participants in the project continues to increase, there are still several departments and programs that refuse to participate in the development of learning outcomes. Those that have participated in the project have found positive results from the evaluation process, and they continue to support the campus' movement towards full integration of student learning outcomes.

As a result of industry input in the automotive and diesel programs, 24 diesel courses were updated, 2 new courses were created in diesel, and 17 automotive courses were updated during the 2002-03 and 2003-04 academic years (*Miramar College Curriculum Committee Annual Reports, 2002-04, Doc. #2.8*).

## **PLANNING AGENDA**

None.

### **A.2.g**

**If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

#### **DESCRIPTIVE SUMMARY**

Course credit is awarded through either credit-by-examination or challenge exams. Each department identifies which classes are eligible for credit-by-examination, and only a few classes have been approved. The term “examination” means any written, oral, or performance standard determined by the individual department. The list of classes that are available for credit by examination is posted every spring semester for the following academic year. Credit-by-examination can be done for the following classes: aviation (all courses in aviation maintenance technology), computer and information science (CISC 181), computer business technology (CBTE 101, 102, or 103), and fire protection technology (FIPT 108).

Currently, there are two types of challenge exams: 1) for students to meet prerequisites; 2) for students to challenge a course to receive credit. Students who feel capable of succeeding in a higher-level class can challenge the prerequisite, corequisite, or limitation-on-enrollment course through a petition filed in Admissions. Once a student takes the exam, the appropriate department scores it; only students receiving a passing score are granted permission to skip the prerequisite, corequisite, or limitation-on-enrollment course. Additionally, if a student speaks with a faculty member and can present documentation that he/she is qualified for a higher-level class, then the instructor may admit the student into the class. Students do not receive credit for challenged courses. Currently, challenge exams are offered only for English, English for Speakers of Other Languages (ESOL), Spanish, chemistry, and math courses.

#### **SELF EVALUATION**

As part of SDCCD, Miramar College has a strict policy for credit-by-examination and allows credit-by-examination for only a few classes. Challenge exams, however, are determined by the individual departments. Instructors write the exam based on the skills a student should have mastered in the prerequisite class, and the test is administered to the student. The test is then scored by the department chair or a representative from the department to determine whether a student should be placed in the

higher-level class without having met the prerequisite. In the Spanish department, a faculty member grades the exam, and if a student passes with a 70% or higher, he/she is placed in the next level Spanish course.

#### **PLANNING AGENDA**

None.

### **A.2.h**

**The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### **A.2.i**

**The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.**

#### **DESCRIPTIVE SUMMARY**

To move the college towards integrating program learning outcomes into each department or program at Miramar College, the faculty team leader of the 21<sup>st</sup> Century Learning Outcomes Committee worked with the Counseling Department to develop a model. The group created program learning outcomes for counseling as well as a satisfaction survey to be completed by students after an appointment. This survey will measure students’ perceptions of the Counseling Department’s influence on their overall achievement of the five core competencies and the stated program outcomes. Once the pilot study has been completed, the 21<sup>st</sup> Century Learning Outcomes Committee will share this model with all of the programs and departments on campus. With the mandate of Program Learning Outcomes in the *Instructional Program Review* (Doc. #C.6), the activity director of the Title III grant will work with the department chairs and programs to develop their program learning outcomes using counseling as a model.

Nominally, the Curriculum Committee has changed the language on the updated outlines to reflect the movement to incorporate student learning

outcomes into all courses. Instructors assess student achievement of those measurable outcomes by using objective evaluation methods that are described in the course outline. Outlines are approved for every course through an extensive curriculum review process that ends with district-level scrutiny. This process, described in sections A.2 and A.2.b, assures that units of credit for any course are consistent with accepted equivalencies in higher education.

The SDCCD Board of Trustees policies regarding grading standards are published in the *San Diego Miramar College Catalog* (Doc. #C.20), *Class Schedule* (Doc. #2.1), and *Faculty Attendance and Accounting Manual* (Doc. #2.9). These are consistent with the standards identified in Title 5 of the California Code of Regulations. The catalog also contains statements regarding the grading system and grading options, such as credit/no credit, withdrawals from a class, credit-by-examination, and incomplete and in-process grades.

The catalog (Doc. #C.20) lists required courses and recommends a sequence of courses designed to meet graduation and transfer requirements. Students petition the Self-Study Department to graduate or receive certificates. The self-study technician reviews student records to verify that all required courses have been completed satisfactorily as specified in the catalog and that the student is eligible to receive the requested certification.

## SELF EVALUATION

Achievement of course student learning outcomes is currently based on grades assigned. A passing grade signifies that a student has successfully met all of that course's learning outcomes. Since this is not the most effective way to measure course learning outcomes, the college has been developing a more accurate system of measurement. Currently, only two classes have syllabi that list and explain their course learning outcomes and assessment techniques used for self-study (*Speech 103 Syllabus*, Doc. #2.10; *Psychology 100 Syllabus*, Doc. #2.11).

Miramar College has established a long-range plan for implementing learning outcomes, assessing the implementation, and evaluating the results. While the planning stage has been very systematic, it has remained flexible and adaptable to current findings. The adoption of learning outcomes is proceeding at the expected pace with minimal conflicts or setbacks.

Recognizing that program learning outcomes needed to be included in program review, the faculty team leader for the 21<sup>st</sup> Century Learning Outcomes Committee worked with the Counseling Department to establish program-level learning outcomes. These can be used as a model for other departments and programs. Once program-level learning outcomes have been developed, individual course learning outcomes can be formulated. The two classes that have already gone through this process can be used as models for other courses. Both program and course learning outcomes will help students better understand their responsibilities in the class.

## PLANNING AGENDA

None.

### A.3

**The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

## DESCRIPTIVE SUMMARY

Miramar awards the Associate in Arts degree, the Associate in Science degree, and the Certificate of Achievement to students who complete specific major requirements, district requirements, and general education requirements. As clearly stated in the college catalog (Doc. #C.20), general education outcomes are based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas (see District Policy on General Education 1.5.3 in *SDCCD Manual on Policies and Procedures*, Doc. #C.23):

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

The general education program consists of 18 semester units that are divided into the following four areas (as mandated by Title 5, Section 55806, of the California Code of Regulations): natural sciences, social and behavioral sciences, humanities, and language and rationality.

California law identifies specific learning outcomes for each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four. Additionally, SDCCD has the following requirements for graduation: multicultural studies, health education, two courses in physical education activities, and two courses in American institutions and/or California government. Because general education courses are common to all three campuses in the district, courses proposed for general education are reviewed by discipline faculty, department chairs, school deans, and vice presidents of instruction at each campus. Final approval rests with the district's CIC.

### SELF EVALUATION

As per Title III, Miramar College is in the process of developing program and course student learning outcomes. This project will be completed fall 2008 with all courses and programs offered at Miramar College utilizing student learning outcomes. By fall 2004, at least 15 programs (30% of the college's instructional programs) will have developed program and course student learning outcomes, two- and four-year tracks, and evaluation strategies.

To enhance the scrutiny of courses requesting to be included in the general education curriculum, the district's CIC has altered its approval process for all general education courses. All general education courses are reviewed at the same time to ensure they meet specific requirements as outlined in District Policy on General Education 1.5.3 (Doc. #C.23).

### PLANNING AGENDA

None.

#### **A.3.a**

**General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the**

**humanities and fine arts, the natural sciences, and the social sciences.**

### DESCRIPTIVE SUMMARY

Miramar's general education has updated its curriculum outlines to define learning outcomes. As stated previously, the Title III grant is developing specific program and course learning outcomes based on the learning objectives from the updated course outlines. All general education learning outcomes in these major areas of knowledge are mandated by Title 5 of the California Code of Regulations as follows:

- Miramar's courses in the humanities help students think critically about how culturally diverse people throughout time have responded to themselves. Courses that satisfy Miramar's general education requirement in the humanities include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
- Miramar's courses in the natural sciences help students explore ways of relating to the physical and biological elements of human experiences. These courses provide training in scientific methods and include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical anthropology, and physics.
- Miramar's courses in the social and behavioral sciences stimulate critical thinking about the ways people act and have acted in response to their societies. Courses that satisfy Miramar's general education requirement in the social and behavioral sciences include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, and sociology.

### SELF EVALUATION

CIC has convened the General Education Review Task Group to address several issues. For example, should district general education courses include a list of measurable student learning outcomes, and should that list be printed in the catalog? Miramar College will try to formulate a recommendation for this issue by the end of fall 2004.

*The League for Innovation 21<sup>st</sup> Century Learning Outcomes Project* (Doc. #C.5) has worked with the college to develop institutional learning outcomes.

These core competencies (learning outcomes) are based on the U.S. Department of Labor's SCANS (Secretary's Commission on Achieving Necessary Skills). The core competencies enabled faculty members to quantify learning and achievement in courses. Approximately 80% of all general education classes taught at Miramar College have completed the League for Innovation 21<sup>st</sup> Century Learning Outcomes Project's institutional student learning outcomes system of measurement.

The Title III grant is building on the results of the League for Innovation 21<sup>st</sup> Century Learning Outcomes Project in the development of program and course student learning outcomes. Courses will categorize course learning outcomes based on the core competencies identified in the project. This information will enable the college to systematically assess students' exposure to each of the five core competencies.

## PLANNING AGENDA

None.

### **A.3.b**

General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

### **A.3.c**

**General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

## DESCRIPTIVE SUMMARY

As described in section A.3, Miramar's general education program contributes to the education of career and transfer students and is defined by Title 5, section 55806, of the California Code of Regulations. The general education program consists of 18 units and is divided into four areas. To receive an Associate Degree, students attending Miramar College must complete the following: (a) six units in language and rationality: English composition, communication, and analytical thinking; (b) six units in natural science: life science and physical science; (c) three units in humanities; (d) three units in social and behavioral sciences.

Each area has specific student learning outcomes and courses designed to meet these outcomes. Courses in area (a) enable students to apply the principles and applications of language toward logical thought. Courses in area (b) include training in scientific methods and explore specific ways of relating to the physical and biological elements of human experiences. Area (c) courses in the humanities study the cultural activities and artistic expressions of human beings. Courses in area (d) focus on how people act and have acted in response to their societies (*San Diego Miramar College Catalog*, Doc. #C.20).

Student learning outcomes are the course standards measured by the instructor using specified evaluation criteria to determine if students have successfully achieved the course's specified learning outcomes (*SDCCD Associate Degree Credit Course Outline Guide*, Doc. #2.5).

The process of assessing all general education courses individually using the institutional learning outcomes and levels of mastery enables the college to measure how individual courses affect the overall education students receive and the varying levels to which the student learning outcomes have been mastered. Once the courses have been evaluated, education tracks can be established for students. Since not all courses can meet all competencies at the same level (see *21<sup>st</sup> Century Learning Outcomes Committee Assessing the Learning Outcomes Competencies*, Doc. #2.12), a carefully mapped out series of classes can help students master all five of the institutional learning outcomes.

As a result of the League for Innovations grant, the 21<sup>st</sup> Century Learning Outcomes Committee has been active at Miramar College since fall 2000. Three

semesters were dedicated to research and development of a working model to be used to assess curriculum through student learning outcomes. This is now a consistent process for assuring that expected skill levels are included in course outlines. Although not yet implemented, an e-portfolio has been developed to highlight student achievements and stimulate the sharing among faculty of activities and exercises used in class. The process has not been in effect long enough to have any reliable quantitative or qualitative data to show student achievement of these outcomes or students' ability to apply these skills to subsequent coursework, employment, or other endeavors.

SDCCD requirements for an Associate Degree include the following: competence in reading and written expression is achieved through the completion of one course with a grade of "C" or better in language, rationality, and English composition; competence in mathematics is achieved through the assessment test by obtaining a skill level of M40 or completion of one course identified in the catalog under district requirements with a grade of "C" or better.

Students must complete three to six units in American Institutions/California Government.

They must also complete Health Education 101 and two activity courses in physical education.

The district multicultural studies requirement may be satisfied by completing one course related to the culture of one or more ethnic groups represented in American society (*San Diego Miramar College Catalog*, Doc. #C.20).

Additional requirements for the Associate Degree address ethics, effective citizenship, personal wellness, diversity, and cultural awareness. Teaching students to write effectively and read critically enhances their communication skills. Training students in mathematical quantitative skills that are essential to other disciplines further develops their critical thinking and problem solving skills. Courses in American institutions and California government provide knowledge of our democracy and enable students to contribute as responsible and constructive citizens. Health and physical education courses help students to understand and manage themselves and to develop personal responsibility and teamwork skills. Multicultural studies expose students to knowledge from culturally diverse perspectives and develop a spirit of openness for and understanding of other cultures and lifestyles (*San Diego Miramar College Catalog*, Doc. #C.20).

## SELF EVALUATION

Competencies are addressed throughout the students' educational experience, but what is taught in specific classes varies depending on the individual instructor. While some faculty use only one form of assessment, all faculty are encouraged to share and use a variety of measures to assess student progress and mastery.

Miramar has begun a systematic assessment of student learning outcomes, and most of the general education courses have been assessed (*21<sup>st</sup> Century Learning Outcomes Committee Assessing the Learning Outcomes Competencies*, Doc. #2.12).

## PLANNING AGENDA

None.

### **A.4**

**All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

## DESCRIPTIVE SUMMARY

All instructional programs that lead to an associate degree at Miramar College are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core. Thirteen of these programs are designed to lead to a vocational certificate of competence, which prepares graduates for immediate employment in specific career areas.

Miramar College also has designed an innovative Associate of Arts degree called the Transfer Studies with Preparation for the Major. This degree is designed for students wishing to earn an associates degree and planning to transfer to a four-year college or university because it prepares them for transfer into a designated major. Completion of this degree, including courses that prepare students for admission to their selected major, is required for the San Diego State University Transfer Admission Guarantee (TAG) program. This degree was developed in response to the needs of students who find their transfer programs to a four-year college or university incompatible with Miramar College's degree requirements. Since students earning the Transfer Studies with Preparation for the Major degree must meet the lower-division requirements of the transfer institution, including

preparation-for-the-major courses, they are assured of exposure to both introductory and focused knowledge and methods of inquiry while being allowed greater flexibility. Information about the design of degree programs is found in the college catalog (Doc. #C.20).

In the *Degree Curricula and Certificate Programs* section of the college catalog, many disciplines lay out the major's recommended sequence of courses, clearly delineating and describing a sequence from broad introductory to more focused courses. In many disciplines, the first course listed is a beginning or "Introduction to" course, such as Introduction to Business 100. Additional courses are then listed with higher numbers to designate more complex and/or more focused areas of study and to cover relevant topics that address the special needs of students, faculty, industry, and the community. Some disciplines build on student knowledge and respond to market demands by offering a sequence of certificates. The Child Development Program, for example, offers the Child Development Assistant Teacher Certificate, the more advanced Child Development Associate Teaching Certificate, and the Child Development Master Teacher Certificate, which is granted in conjunction with an Associate of Arts degree in Child Development or Site Supervisor. Programs such as Spanish and Math recommend sequential courses, thereby marking progressively increased levels of skills and knowledge.

Miramar College also offers an Associate of Arts degree involving interdisciplinary courses in psychology or sociology. Course outlines list objectives designed by departments and disciplines to ensure that students are introduced to both broad and focused areas of inquiry. This information is also provided on individual course syllabi, in which instructors usually indicate a course's place in the degree program. Instructional Services, the Academic Affairs Committee, and individual departments and disciplines are responsible for making certain that the catalog descriptions, course outlines, and instructor syllabi match.

Finally, brochures developed for vocational programs often provide a suggested sequence of courses. The *Legal Assistant Program Brochure* (Doc. #2.13), for example, suggests a sequence that includes a core curriculum (15 units), a legal specialty selection (9 units), and a law-related selection (6 units) all designed around a four-semester sequence.

## SELF EVALUATION

All of Miramar College's degree programs include focused study in at least one area of inquiry. Because the model is traditional, designing degree programs that provide students with a broad foundation, knowledge of methods of inquiry, and focused study is relatively straightforward. Regularly scheduled program reviews as well as individual course revisions and designs for new courses via CurricUNET, approved by the district's CIC, help to ensure up-to-date, relevant programs that will meet the needs of both vocational and transfer-bound students. The college continues to refine the way in which it communicates clear and consistent information about the programs to help students select courses in the most meaningful combination or appropriate sequence. At present, departments present this information in different ways. Discipline specialists often ask students to take classes only in their major, when in fact the transfer institutions' faculty would prefer they concentrate on cross-disciplinary studies and reserve some courses in the discipline for upper division.

Additionally, the 2003-04 *San Diego Miramar College Catalog* (Doc. #C.20) was altered to reflect the changes made in the Transfer Studies with Preparation for the Major degree. The new catalog has two distinct parts to it: the first part is the general curriculum and policy description; the second part now functions as a transfer guide for those individuals planning to transfer to specific four-year institutions with a customized degree.

## PLANNING AGENDA

None.

### **A.5**

**Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

## DESCRIPTIVE SUMMARY

The skills competency of students enrolled in vocational and occupational programs are documented in several ways, depending on the individual

program. Competency levels are evaluated by written tests, oral examinations or presentations, and/or via demonstration by practical application projects or checkouts. Verification of skills competencies is documented with a certificate according to the preferred industry standards and the employment requirements (*2003 Occupational Outlook Report*, Doc. #2.14). Students must achieve competencies according to the licensing agency's procedures and requirements as follows:

- Students enrolled in the Aviation program are prepared for licensing through the FAA. Courses are taught in accordance with FAA requirements for time and content.
- Students completing the Airframe and/or Powerplant programs are qualified to take the exams given by the FAA.
- Students specializing in Law Enforcement and Investigation are taught in accordance with the learning-domain areas developed by POST.
- Students completing the Legal Assistant program earn degrees and certificates in compliance with ABA standards.
- The Child Development programs offer coursework, training, and supervised practicum experiences to meet State of California Child Development Permits and the California State Department of Social Services, Title XXII Community Care Licensing.
- The Automotive Program provides all training required for state licensing as well as for areas tested for national ASE certification. Students are provided internship opportunities at Toyota and Daimler Chrysler dealers. Upon completion of the coursework and internships, students have the opportunity for full-time employment at dealerships.

Each one of the vocational programs that prepares students for licensure or certification must maintain program standards of instruction and content in accordance with the applicable licensing organization and its regulations. Faculty program directors in the Administration of Justice, Paralegal, Automotive, Aviation, and Child Development programs are responsible for ensuring programs and lab facilities meet all requirements and standards.

## SELF EVALUATION

The vocational and occupational programs at Miramar

College are closely connected to the licensing and certification entities of the industries they serve. The programs are updated according to new and changing industry requirements. As such, the programs maintain licensing standards and curriculum content to prepare students for employment and external licensure and certification.

## PLANNING AGENDA

None.

### **A.6**

**The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

## DESCRIPTIVE SUMMARY

Miramar College's students and prospective students are assured of clear and accurate information about the college through the college catalog. The catalog categorizes the associate degree requirements by major, district, and general education. Because these are stated in written as well as in graphic form, students can clearly identify the 60-unit requirement for an associate degree. The catalog also describes in detail general requirements for certificates of achievement. The catalog is updated annually to reflect current degree and certificate programs, course requirements and offerings, program descriptions, and prerequisites/advisories. Each degree or certificate program includes a paragraph that describes degree transferability, career options, and program learning outcomes. In addition, Miramar students receive pamphlets and brochures for the vocational and technical programs that identify the program's attributes as well as its expected learning outcomes and career options.

Updated course outlines, approved by the district's CIC, are distributed to all full-time and adjunct faculty members. Instructors create course syllabi based on

the integrated course outlines and distribute them to their students. Faculty also submit their syllabi to their school dean and department chair at the beginning of each semester. If students complain about an instructor, the dean or department chair reviews the instructor's syllabus to clarify expectations or misunderstandings. Adjunct instructors receive both the integrated outline and sample syllabi to facilitate the preparation of their courses. SDCCD Online offers a syllabus template for its on-line courses, which includes student learning objectives.

## SELF EVALUATION

Current course and program descriptions do not include student learning outcomes, but they are in the process of being implemented through the efforts of the 21<sup>st</sup> Century Learning Outcomes Task Force, through the Title III grant, and within CurricUNET. Course objectives listed in the course outlines will be updated to reflect student learning outcomes (*CIC Minutes*, Doc. #2.15). The vocabulary used in the 2004-05 college catalog will also reflect student learning outcomes. For example, the words "program emphasis" will be replaced by "student learning outcomes," and in updated course outlines, the words "course objectives" will be changed to "student learning outcomes."

## PLANNING AGENDA

None.

### **A.6.a**

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

## DESCRIPTIVE SUMMARY

Transfer credit information is detailed in the transfer guide section of the college catalog. Counselors help students formulate an educational plan and map out

their transfer process. General education lists for IGETC for California State University (CSU) and TAG for University of California, San Diego (UCSD) are printed in the front of the catalog for emphasis. In addition, Miramar College equivalencies for courses offered at San Diego State University (SDSU) are published each term in the schedule of classes.

All course descriptions in the catalog include information on whether the course transfers to the UC or CSU systems by including California articulation numbers (CANs) for transferable courses. Flyers that outline requirements and provide information about the specific preparation required for many majors are available in Counseling and the Career/Transfer Center. The Career/Transfer Center also invites representatives from other campuses to Miramar College to hold workshops for students intending to transfer to those campuses. The full-time articulation officer regularly reviews the transfer status of courses, especially with regard to local four-year institutions. Articulation agreements have been established with the UCs and CSUs as well as with many private institutions (*Articulation with Private Institutions*, Doc. #2.16). Miramar also maintains agreements with local area high schools.

In addition, Miramar participates in a five-year project called Community College Career Transitions Initiative through the League for Innovations. This partnership with Crawford High School enables and prepares juniors and seniors to successfully transition from the Legal and Law Enforcement Academy at Crawford High School to the Administration of Justice and Legal Assistant Programs at Miramar College.

As described above in 2A.4, Miramar has introduced the customized Transfer Studies with Preparation for the Major degree, which allows students to determine the courses they need to earn a degree as well as to ensure course transferability.

The campus evaluators are responsible for determining which courses transfer to Miramar College from other institutions. College evaluators use the College Source web site ([www.collegesource.org/home.asp](http://www.collegesource.org/home.asp)), which contains 24,000 college catalogs, to determine whether an incoming student's coursework will transfer to Miramar. When a college or course is not listed in College Source, evaluators contact that institution directly to obtain information. No transfer credits are included in a student's educational plan until official transcripts are on file. Students with

coursework from foreign institutions are referred to outside evaluators according to district policy.

### SELF EVALUATION

The new transfer guide in the catalog is more user-friendly, concise, and informative for students. The new customized majors and transfer guide simplify and facilitate students' transfer process to four-year institutions. Recently, the CAN system has allowed for the electronic input of articulation requests, which streamlines the process.

The college assures access to IGETC by coordinating scheduling courses through the Deans Council, department chairs, and counselors. This general education grid is published each semester in the class schedule so students can plan accordingly.

### PLANNING AGENDA

- If adequate funds are available, the college will publish the Transfer Guide both as a stand-alone guide as well as in the college catalog.

#### **A.6.b**

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

### DESCRIPTIVE SUMMARY

Miramar College initiated a new program review process in 2001-02. Miramar's annual program review evaluates data from each program and determines which courses should be deactivated or revised. When a course is deactivated, it is removed from future catalogs, and the appropriate program descriptions are revised.

According to the district's CIC, program changes may occur only in the fall semester. When program changes are made, students are notified of these changes by their current course instructors, campus counselors, and the college catalog. Students can petition to follow the old or new program. If there is a need to eliminate a program, every effort is made to assist students to complete their program of study. If students break continuous enrollment, they are

no longer subject to the original catalog and must complete the requirements of the new or revised program.

### SELF EVALUATION

Miramar has had minor program modifications and has eliminated programs only as part of the process to redefine transfer studies' programs. Any program eliminated through this transitional process was replaced with the more flexible Transfer Studies with Preparation for the Major degree option.

The newly developed digitized on-line catalog is updated more regularly than the printed catalog.

### PLANNING AGENDA

None.

#### **A.6.c**

**The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### DESCRIPTIVE SUMMARY

Miramar College reviews its institutional policies, procedures, and publications on both a campus and district level annually to assure accuracy and integrity in all representations of its mission, programs, and services.

The catalog is rigorously reviewed and updated annually by the Instructional Services and Student Services offices for the following information:

- Educational purposes: degrees, transfer requirements, curriculum, and educational resources
- Financial obligations: student fees, financial aid, and fee refund policies
- Requirements for admission and achievement of degrees: academic calendar and information regarding program length

- Names of administrators, faculty, and governing board.

During the review process, the catalog undergoes several drafts, with reviews by the vice-president of instruction, the area deans, curriculum specialists, the articulation officer, and department chairs. Student services departments, such as Counseling, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Students Programs and Services (DSPS), the Transfer Center, and Evaluations also review their respective sections and correct each draft as needed. The school web site catalog is updated regularly, and corrections are posted in Counseling and Admissions.

The college web site ([www.miramarcollege.net](http://www.miramarcollege.net)), redesigned in summer 2003 and updated continuously, provides students, staff, and the community with a comprehensive range of information, such as course offerings; schedule of classes; program services information; new student orientation; links to on-line application, registration, and other student web services; staff directory; shared governance committee documents and activities; and campus news updates. A web site committee reviews the Miramar web site regularly for accuracy.

The Student Outreach Task Force, which was formed in response to the strategic plan, produces a packet of information about the college for distribution within community, high school, and business and industry circles. The brochures in the packet are consistent and reviewed for image, quality, and accuracy.

Faculty and staff members are informed of college activities, staffing changes, important news, and information to be shared with students via regularly scheduled shared governance meetings (such as Academic Affairs, Academic Senate, Classified Senate, managers', and deans' meetings) and publications (such as the *Student Services Bulletin*, Doc. #C.24, and the electronically distributed *President's Memo*, Doc. #C.13). The student newspaper, *The Sage* (Doc. #2.17), provides information to the entire campus community about college events and faculty profiles.

## SELF EVALUATION

Every effort is made to ensure the accuracy of the college catalog and web site.

The Marketing Committee and Outreach Task Force

reach out to the community to advertise Miramar College and attract prospective students and sponsors.

Informative brochures and publications have been revised to enhance visual appeal and reader comprehension.

## PLANNING AGENDA

- The college will update program brochures to provide information on courses of study.

### A.7

**In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

## DESCRIPTIVE SUMMARY

Miramar College has a readily available governing-board-adopted policy stating "we believe that those who teach and learn must cherish and protect the traditions of academic freedom and responsibility" (*Educational Master Plan*, Doc. #C.8). The college's Staff Development Committee has offered professional development workshops and forums to address the issue of academic freedom and academic responsibility. In addition, a statement on academic freedom has been placed in the *Instructor's Survival Guide* (Doc. #C.25) for distribution to all contract and adjunct faculty.

The American Federation of Teachers (AFT) Guild, Local 1931, supports and protects the faculty's right to academic freedom. "Standards for Tenure" A4.10.2 communicates the need for faculty to "demonstrat[e] respect . . . for the traditional concepts of academic freedom, and . . . for the commonly agreed upon ethics of the teaching profession." Furthermore, Article One, Faculty Rights, 12.1, states, "The Board and the Guild agree to work cooperatively to promote and maintain a climate of free, impartial inquiry and discussion." Appendices I and II of the *AFT Contract* (Doc. #C.26) outline the ethical duties and responsibilities of faculty.

## SELF EVALUATION

The college protects the faculty's right to academic freedom while also ensuring the understanding of this right and responsibility. In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), a majority of the faculty (contract, 92%; adjunct, 86%) indicated that the college supports academic freedom.

## PLANNING AGENDA

None.

### **A.7.a**

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

## DESCRIPTIVE SUMMARY

Miramar's Academic Senate upholds the Academic Senate for California Community College's adoption of the American Association of University Professors (AAUP) Ethics Statement and rationale ("Why The Academic Senate Has Adopted the AAUP Ethics Statement"). The *AAUP Ethics Statement* (Doc. #C.27) provides strict guidelines for faculty in the ethical responsibilities they have in the classroom.

## SELF EVALUATION

The college does not seek to instill specific beliefs; however, it does expect a specific code of conduct for faculty, administrators, classified employees, and students. Please refer to the documents and publications noted in the previous section.

According to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), when asked if faculty are fair and objective in their presentation of course material, contract faculty (91.2%) and adjunct faculty (96.1%) responded in the affirmative. When asked the question, "Does the college support academic freedom?" contract faculty (91.7%) and adjunct faculty (85.7%) responded in the affirmative.

## PLANNING AGENDA

None.

### **A.7.b**

**The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

### **A.7.c**

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

## DESCRIPTIVE SUMMARY

The governing policy concerning student academic honesty is articulated via board-adopted policy and procedures and appears in Policy 3100, "Student rights, responsibilities, and Administrative Due Process" and Policy 3100.3 "Honest Academic Conduct" (Doc. #C.23). The rules and regulations of the college regarding academic honesty and the sanctions for violation are clearly stated in the *Instructor's Survival Guide* (Doc. #C.25), faculty contracts, *AFT Contract* (Doc. #C.26), college catalog (Doc. #C.20), schedule of classes (Doc. #2.1), and governing board-adopted *SDCCD Manual on Policies and Procedures* (Doc. #C.23).

The college has codes of conduct for faculty, administrators, support staff, and students, and it presents the policies in clear terms through various publications. The *Instructor's Survival Guide*, *San Diego Miramar College Catalog*, and *Class Schedule* provide information on student responsibilities and rights, codes of conduct, academic honesty, plagiarism, cheating, substance abuse, and grievance procedures. The catalog is accessible to students, faculty, and staff in the campus bookstore, Office of Instruction, Office of Student Services, and school deans' offices. The catalog may also be accessed electronically at [www.communitycollege.net/catalogs/Miramar/college](http://www.communitycollege.net/catalogs/Miramar/college). In addition, Policy 3100 and Procedure 3100.3 may be viewed electronically at <http://www.sdccd.net/police/policies.html> and

<http://hr.sdccd.net/HR/Policies/3100.html>, respectively. Students may also access information on the college code of conduct in the class schedule (Doc. #2.1).

Additionally, Human Resources distributes a *Professional Faculty Conduct* letter (Doc. #2.18), signed by both the Assistant Chancellor for Human Resources and the AFT President, that clearly outlines expectations for professional faculty conduct.

### **SELF EVALUATION**

The college provides clear expectations concerning academic honesty and sanctions for violation in a number of publications available in hard copy and electronically for the students and faculty at Miramar College.

### **PLANNING AGENDA**

- The college will add a statement in the *Instructor's Survival Guide* regarding the separation between personal conviction and professionally accepted views within a discipline.
- The college will include the SDCCD student rights and responsibilities policy and procedures for academic honesty and the faculty ethics statement in the *Instructor's Survival Guide*.

## **A.8**

**Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

### **DESCRIPTIVE SUMMARY**

Miramar currently has no such programs. However, the Diversity/International Education Committee offers Study Abroad programs for Miramar students. Faculty members can teach in foreign countries through the Teaching Abroad program.

### **SELF EVALUATION**

Due to funding considerations, Miramar College is unlikely to offer such programs in the near future. Although a program with Hong Kong University had been proposed, it was never implemented because of the expense.

### **PLANNING AGENDA**

**NONE.**

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# STUDENT SUPPORT SERVICES

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

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## **B.1**

**The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### **DESCRIPTIVE SUMMARY**

Miramar College offers accessible, high-quality, low-cost educational opportunities for students in an environment that assists students in developing and achieving academic, employment, and personal goals. The learning environment includes high academic standards, innovative instruction, highly

qualified professional faculty and staff, comprehensive student services, unique community/industry/college partnerships, the application of technology, and an acknowledgement of the rich diversity that students bring to the college and community.

The mission of Miramar College is “to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnerships in a setting that celebrates diversity.” In keeping with the institutional mission, Miramar College provides the following variety of student services to assist students in achieving their educational, career, and personal goals:

- Admissions
- Assessment
- Cal Works
- Career and Transfer Services
- Counseling
- DSPS
- Veterans Affairs
- EOPS
- CARE
- ESOL
- ILC
- Library/Learning Resources Center (LRC)
- Evaluations
- Financial Aid
- Health Services
- Job Placement
- Student Affairs
- TRIO/Student Support Services
- Tutoring (the PLACe)

Services are available during daytime hours, with evening hours available in key service areas, and each service plays a crucial part in student learning. These services are assessed regularly to assure their quality and adherence to the college’s mission. A variety of assessment measures are used including program reviews, point-of-service surveys, and student satisfaction surveys. The college’s strategic plan also is a driving force behind student services and serves as a measure of success in various student service areas. In addition to these measures, the college’s commitment to shared governance has resulted in key participation on various committees from administrators, faculty, staff, and students (when appropriate). Through regular shared governance meetings, members take a comprehensive view of student services to assure their quality and to determine their future needs.

## SELF EVALUATION

The college's *Student Satisfaction Survey Spring 2003* (Doc. #C.28) measured the importance and satisfaction of 22 service areas including admissions, assessment, counseling, and tutoring. Overall, 83.6% of the students surveyed stated that these services were important to them; 83.6% also stated that they were satisfied or very satisfied with the services. When students were asked about their academic development, 90% agreed or strongly agreed with the following statement: "The General Education classes developed my critical thinking skills." In addition, 88.2% agreed or strongly agreed to the statement: "The college education developed my occupational competence." In the personal development section of the same survey, when students were asked if their college education had helped them understand themselves better, 78.5% answered positively. When asked if they had learned about other parts of the world and other people, 83% answered affirmatively.

In addition to the student satisfaction surveys that were completed in 2001 and 2003, *Point-of-Service Surveys* (Doc. #2.19) were distributed in seven student services areas. These surveys gave another view of how students evaluated various services. (See section B.4.)

The *Accreditation Survey Report Spring 2003* (Doc. #C.2) showed that 85% of adjunct faculty, 51% of contract faculty, and 58% of staff view student support services as adequate to meet students' needs. In addition, 64% of adjunct faculty indicated that the Student Services Division has adequate facilities to meet student needs, but only 24% of contract faculty and 24% of staff agreed. This discrepancy indicates that Miramar's student services facilities are inadequate.

When asked about staffing needs, 68% of adjunct faculty, 27% of contract faculty, and 34% of staff believed that student services at the college has sufficient staff and resources. When asked if they referred students to the various student services available on campus, 100% of contract faculty and staff answered affirmatively as did 78.6% of adjunct faculty (Doc. #C.2).

## PLANNING AGENDA

- The college will hire full-time contract counseling faculty to help meet student counseling demands.

## B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

### B.2.A GENERAL INFORMATION

- Official name, address(es), telephone number(s), and web site address of the institution
- Educational mission
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available student financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Names of governing board members

### B.2.B REQUIREMENTS

- Admissions
- Student fees and other financial obligations
- Degrees, certificates, graduation, and transfer

### B.2.C MAJOR POLICIES AFFECTING STUDENTS

- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance of transfer credits
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

### B.2.D LOCATIONS OR PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

#### DESCRIPTIVE SUMMARY

The college catalog (Doc. #C.20) is the primary printed source for information on programs, policies, and procedures pertaining to students. The catalog is reviewed and updated annually and is available to new students free of charge during orientation or for a nominal fee at the Bookstore. The Miramar College web site ([www.miramarcollege.net](http://www.miramarcollege.net)) also provides the college catalog in an electronic format. General information contained in the catalog includes the college's official name, address, telephone number, web site, and educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members. The

catalog also identifies requirements for admission, student fees, and other financial obligations as well as for degrees, certificates, graduation, and transfer. In addition, the catalog explains major policies affecting students, including academic regulations and honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, and fee refunds.

Pertinent student information contained in the catalog can also be found in several other campus documents and publications. Policy 3100, Student Rights and Responsibilities, is referenced in a similar way in the class schedule (Doc. #2.1) and is available in the Office of Student Affairs as well as on-line. The *Student Services Bulletin* (Doc. #C.24) provides students and staff with updated information concerning deadlines, programs, and services, such as the following:

- Admissions
- Accounting
- Assessment
- Counseling
- Financial Aid
- Career and Transfer Center
- Job Placement
- LRC
- Veteran's Services
- DSPS
- EOPS
- CARE
- New Horizons
- TRIO/Student Support Services
- Child Development Center
- Campus life (e.g., student activities, Office of Student Affairs, student government, student clubs and organizations, Phi Theta Kappa, athletics, and journalism)
- Health Center
- Tutorial services (the PLACe).

Details on programs, policies, and procedures are also available in printed program pamphlets (Doc. #2.20) and from department staff. An on-line, virtual orientation and informational compact disc provides prospective and new students with preliminary information about the college including registration, degrees and certificates, transfer programs, and other instructional and student service areas. Information is also disseminated during high school outreach visits, individual counseling sessions, College Success seminars, and college and career fairs.

## SELF EVALUATION

The college improved its catalog with a more user-friendly format in response to the spring 1998 *Evaluation Report* (Doc. #C.29). Specifically, the college web-site address has been added to the cover of the catalog where the phone numbers are currently listed. The matriculation process (admissions, assessment, counseling, and orientation) has been more clearly publicized near the front of the class schedule (Doc. #2.1). Other improvements include the following:

- The DSPS program has made substantial improvements in its publicity and scope on campus.
- Informational sheets with directions on how to complete the college's application are now available in Spanish, Vietnamese, and Tagalog, which are the primary languages of the ESOL populations served by the college (Doc. #2.21).
- The CAN system is now incorporated into the catalog's course descriptions to aid students who plan to transfer.

These improvements, along with the on-line resources found on the Miramar College web site (including an on-line college application, registration for classes, student's academic history and grades, catalog, and class schedule), have greatly increased the ease of use and access to information for students. Such improvements contributed to the 82% increase in degrees and certificates awarded in 2002 in comparison to 1996 (*Degree/Certificate Distribution Lists*, Doc. #2.22) and to the college's current 17.1% completion rate and 51.4% transfer rate (*San Diego Miramar College Catalog*, Doc. #C.20).

A shared governance team, which includes the vice presidents of instruction and student services, articulation officer, department chairs, evaluators, admissions supervisor, and Curriculum Committee members, reviews the college catalog annually to determine improvements and additions. In addition, the college uses student, faculty, and staff surveys to evaluate all student services publications. The *Student Satisfaction Survey Spring 2003* (Doc. #C.28) revealed that 93.2% of students agreed with the statement: "The information presented in the Class Schedule is clear and easy to understand." The survey also asked respondents to indicate agreement with the statement: "Student orientation is effective in helping

new students adjust to the college.” Of all the student respondents, 82.2% agreed with the statement.

## PLANNING AGENDA

None.

### **B.3**

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### **B.3.a**

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

## DESCRIPTIVE SUMMARY

The college identifies the educational support needs of its students to assure equitable access—regardless of service location or delivery method—through the following venues:

- Program review
- Periodic student surveys (including point-of-service surveys and student satisfaction surveys)
- Student requests for support services on the *Application for Admission* (Doc. #2.23)
- Math and English/ESOL Assessment reports prepared by the District Institutional Research Office.

Categorical programs, such as EOPS, DSPS, TRIO, and Matriculation, also have other state and/or federal requirements that allow these programs to better assess the needs of their students. This information guides the allocation of resources to existing programs and ensures equitable access to all students. In addition, Student Services maintains the comprehensive program described in section B.1 to assist students in achieving their educational goals.

The college’s on-line services have greatly enhanced equitable access to its students. Students can submit an application, take assessment tests, request a counseling appointment or disability support, complete a virtual orientation, and register on-line. A large majority of courses required for degrees

or transfer can be completed through the college’s on-line offerings as well. In addition, The PLACe is developing an on-line tutorial service. A new Dean of SDCCD On-line coordinates the on-line courses and uses the various research and assessment methods listed above to ensure student needs are being met.

For off-campus programs and prospective students at local high schools, on-line services and designated student service liaisons facilitate easier access to student services, especially to components of the matriculation process.

## SELF EVALUATION

The *Student Satisfaction Survey Spring 2003* (Doc. #C.28) measured student opinions about services, facilities, personnel, and overall quality of education at the college. Satisfaction for all services was, in most cases, more than 80%; on the average, 83.6% of students indicated they were satisfied or very satisfied with the services they received at Miramar.

The *2000 Midterm Report* (Doc. #C.30) showed that the college has addressed many of the issues generated since the last accreditation. For example, although Miramar College has not consolidated all of its student services in one central location, access to all student services has improved with the growth of the various programs. Staffing has increased and physical space and office appearance have improved. New programs, such as Health Services and Job Placement, have also been implemented on campus to meet student needs. In addition, TRIO/Student Support Services and Career Transfer have been implemented to serve more potential transfer students.

One of the goals of Admissions is to provide an accessible application. In June 2001, the college implemented the on-line application. Currently, Admissions staff provide technical assistance to new and returning students utilizing the on-line application. Another important goal of the program is to provide a seamless registration process by providing students with services such as class schedule and catalog information and Class Talk appointments. More than 90% of students agreed that the information in the class schedule is clear and easy to understand and that the Class Talk registration is easy to use (*Student Satisfaction Survey Spring 2003*, Doc. #C.28). Overall, 90.7% of the students surveyed were either satisfied or very satisfied with the admissions process.

The PLACe offers a variety of services to students

who wish to improve their academic skills. Services are not limited to one-on-one or group tutoring; the PLACe also offers weekly study groups, workshops, and tutorials on videotape and cassette formats. With the support of a full-time instructional lab technician, students are now able to access more computers and on-line tutorials in the Invest lab. The PLACe also provides supplemental instruction to students enrolled in key developmental English and math classes (i.e., English 42, English 43, Math 95, and Math 96) as well as to those enrolled in Aviation 100, Child Development 101, and Education 200. Students enrolled in these classes benefit from extra help provided by tutors in the classroom and during workshops conducted before or after the class. Of students surveyed, 89.1% were either satisfied or very satisfied with the services offered at The PLACe.

*The PLACe 2002 Retention Study Comparison of 1992-2000 Retention Rates* (Doc. #2.24) revealed that students who take advantage of The PLACe stay in school instead of dropping, withdrawing, or not completing course work. For developmental English students who received tutorial services, the percentage of students who dropped, withdrew, or did not complete the course was 19.3%, 10%, and 29.3%, respectively, compared to 29.1%, 12.35%, and 29.3% for those students who did not receive tutoring. For developmental math students who received tutorial services, the percentage of students who dropped, withdrew, or did not complete the course was 11%, 11.9%, and 22.9%, respectively, compared to 27%, 19%, and 46% for those students who did not receive tutoring.

EOPS provides “above and beyond” support services to low-income, educationally disadvantaged students. CARE provides additional support to EOPS students who are single parents. The *Student Satisfaction Survey Spring 2003* (Doc. #C.28) revealed that 87.1% of students were either satisfied or highly satisfied with the program. The *Comparison of EOPS and Non-EOPS Students Fall 2001 and Spring 2002* (Doc. #2.25) revealed that students in EOPS completed more than twice the number of units as non-EOPS students (9.4 units versus 4.2 in fall 2001; 8.5 units versus 4.1 in spring 2002). The comparison also showed that EOPS students had lower attrition rates than non-EOPS students (5.2 % versus 15.7% in fall 2001; 4.2% versus 13.7% in spring 2002).

Students with documented disabilities receive specialized learning resources through DSPS. The DSPS High Tech Center trains students how to use

adapted computer hardware and software. To provide more access to students with certain disabilities, the High Tech Center purchased captioning equipment, which enables them to change books to alternate formats. DSPS recently received high satisfaction ratings: 93.4% of students surveyed were either satisfied or highly satisfied with the program, and 91.5% either agreed or strongly agreed with the statement: “DSPS services are always available when I need them” (*Student Satisfaction Survey Spring 2003*, Doc. #C.28). According to *Student Outcomes: Performance, First Time Freshman Term-to-Term Persistence Rate, Fall 2001-Spring 2002* (Doc. #2.26), the term-to-term persistence rate for freshmen receiving DSPS services was 68% versus 58% for those not receiving services.

TRIO/Student Support Services is committed to providing educational opportunities for underrepresented students. The program assists students with basic skills and academic requirements; it also motivates students towards successful completion of a bachelor’s degree and beyond. The *Student Support Services (SSS) Program Annual Performance Report-Program Year 2001-2002* (Doc. #C.31) indicates 97% of TRIO students persisted toward completion of the academic programs in which they were enrolled, and 99% received transfer counseling. Of TRIO participants, 86% were in good academic standing according to the Miramar College academic performance level, and 100% were offered sufficient financial aid to meet their financial need (Doc. #C.31). In addition, 96% were retained from 2001-02 to 2002-03, excluding students who had graduated and/or transferred. These successes are due to strong support from—and access to—different units in Student Services, such as General Counseling, The PLACe, EOPS, Financial Aid, Transfer Center, and Miramar College faculty.

The Transfer Center’s mission is to help students successfully transfer to four-year institutions. Transfer resources related to access include college catalogs, CSU and UC applications, information on private colleges, and computer software for college research. More specifically, career information is now supplied via newsletters, occupational and interest inventories, and resource directories. Computerized career assessments, including STRONG, MBTI, and EUREKA, are now available for student use. In 2002-03, 36 students signed a TAG or Transfer Studies Degree (TSD) contract to transfer to UCSD and SDSU (*UCSD TAG Contracts*, Doc. #2.27;

*SDSU TSD Contracts*, Doc. #2.28). In 2003-04, 145 students signed TAG or TSD contracts, which is a 300% increase. In 2004-05, 321 students have already signed a TAG or TSD contract, which is a 121% increase from last year and a 792% increase from two years ago. Satisfaction survey results showed 87.1% of students found Transfer Center services useful in helping students transfer (*Student Satisfaction Survey Spring 2003*, Doc. #C.28).

Since its implementation in fall 1998, the number of students seen by Health Services and the number of services it offers have increased. Satisfaction survey results indicated that 88.2% of students were either satisfied or very satisfied with Health Services (Doc. #C.28).

General Counseling provides academic, career, and personal counseling to Miramar students. According to the 2002 point-of-service survey in Counseling (Doc. #2.19), 93.6% of students surveyed indicated they were very satisfied or satisfied with General Counseling's service hours. In addition, 96.5% of students indicated their counseling session helped them with their educational plan in a manner that was consistent with their objectives. Overall, 98.1% of students surveyed were satisfied or very satisfied with the counseling services they received.

The Financial Aid office at Miramar College assists students with identifying and obtaining financial resources they might need to continue their education. The 2002 point-of-service survey in Financial Aid (Doc. #2.19) indicated that 86.2% of students were very satisfied or satisfied with Financial Aid's service hours. Additionally, 93.7% of students indicated that staff clearly explained the opportunities and options for receiving financial aid benefits. Of those students surveyed, 92.5% indicated they were very satisfied or satisfied with financial aid publications and accessibility. Overall, 97.7% of the students surveyed were satisfied or very satisfied with the services received from Financial Aid.

Assessment testing is used to place students in classes in which they are most likely to succeed. Tests are available in English, math, and ESOL. According to satisfaction survey results, 75.4% of students surveyed strongly agreed or agreed that assessment tests were offered frequently and at times that met the student's needs; 74.7% indicated that they were satisfied overall with assessment testing at the college (*Student Satisfaction Survey Spring 2003*, Doc. #C.28).

The Evaluations Office certifies general education/ IGETC completion and reviews Petitions for Graduation for associate degrees and certificates. Since 2001, the Evaluations Office has been involved in a degree outreach program to review the records of all students who have completed 36 or more units. The goal of this program is to identify students eligible to receive degrees and certificates who may not have filed a Petition for Graduation. The success of this outreach effort is apparent in the number of degrees and certificates awarded each year of the past three years. In 2000, Miramar awarded 845 total degrees and certificates; in 2001, the college awarded 940 degrees and certificates; in 2002, the college awarded 942 degrees and certificates; in 2003, the college awarded 1038 degrees and certificates (Doc. #2.22). This represents an increase of 23% over the last four years. The most significant increase was in Associate Degrees with Honors from 75 in 2001 to 116 in 2002 (a 35% increase).

## PLANNING AGENDA

None.

### **B.3.b**

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

## DESCRIPTIVE SUMMARY

Miramar College strives to provide an environment that encourages student engagement in campus life. The Associated Student (AS) government serves as the central student organization around which other student clubs and organizations thrive. Weekly AS meetings bring together the Executive AS Council, which includes a president, vice president, secretary, treasurer, and senators. In addition, at least one representative from each student club participates in these weekly meetings to exchange information, provide feedback, discuss and vote on various student-related matters, and collaborate with the AS on special activities and events. Funding for AS activities is derived from the sale of AS membership dues, fundraisers, and some district monies. For student clubs, funding comes primarily from fundraisers and a modest participation fee from the AS each semester. The Dean of Student Affairs & Matriculation, who serves as the AS's direct advisor, and the department's

senior secretary provide support and guidance for the development of student life. In addition, faculty members serve as direct advisors for the campus' various clubs and play an integral role in student life.

Officially recognized student clubs have increased significantly over the last several years and include the following:

- Persian American Student Association
- Filipino American Student Association
- Miramar Associated Gaming Imagination Club
- Latin American Club
- Miramar Model of the United Nations
- Science Club
- Parent Student Advisory Board
- Child Development Professionals
- OASIS Christian Club
- EOPS Student Association
- Gay Lesbian Bisexual Transgender Straight Student Union
- Students in Free Enterprise
- Phi Theta Kappa
- USTA Tennis Association
- Amnesty International
- Future Teachers of America
- Transfer Club.

Additional co-curricular activities include the following:

- Men's and women's intercollegiate water polo teams
- The Sage (the award-winning college newspaper)
- Community Voices (the college literary magazine)
- The Diversity Rocks series (activities and events that reflect the campus' diverse demographic population)
- Evening with the Experts (an event that highlights key speakers on various topics of importance to students)
- Student Health Center series (focuses on helping students stay healthy and safe).

Some additional activities that are planned and implemented throughout the school year include the following:

- Welcome Week
- Leadership workshops and trainings
- Fall and Spring Festivals
- Entertainment Night
- Voter registration drives
- Advocacy/legislative activities and events.

In addition, student leaders play a key role in shared governance and other key committees on campus (*Shared Governance Committees List, Doc. #2.29*).

## SELF EVALUATION

In 1999, the college established two new positions in the student affairs area. The Dean of Student Affairs & Matriculation and Senior Secretary of the Student Affairs Office have contributed significantly to the development of student life on campus. In addition, the newly revamped Student Lounge, AS/Club offices, and Student Patio have served as focal areas for activities to take place. Opportunities for students to get involved in co-curricular activities have increased overall. In fact, the number of certified clubs has more than doubled since the last accreditation self-study (Doc. #C.21) from 8 to 17. Whether it is in student government, student clubs, advocacy events, campus committees, intramurals or intercollegiate aquatic sports, students find that beyond the classroom, a complimentary life exists on campus. Since Miramar's last accreditation self-study, the college also implemented a "College Hour" for scheduling student and faculty activities; however, it was discontinued after a two-year trial period in order to restructure class times for maximum use.

In the latest student satisfaction survey, students were asked to rate their satisfaction with Student Government and the Office of Student Affairs/Activities. Of the students surveyed, close to 80% were satisfied or very satisfied with student government, while close to 85% were satisfied or very satisfied with the Office of Student Affairs/Activities (Doc. #C.28).

## PLANNING AGENDA

None.

### **B.3.c**

**The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

## DESCRIPTIVE SUMMARY

The Counseling Department is the campus' primary

provider of counseling and advising services. Counselors assist students with selecting courses, exploring majors, preparing for transfer, developing an educational plan, exploring careers, and obtaining referrals to other services. Counseling and advising is provided via individual appointments, e-mail, classroom visits, workshops, and orientations. Orientations are available in the traditional classroom setting as well as on-line ([www.miramarcollege.net/depts/orientation](http://www.miramarcollege.net/depts/orientation)). Counselors also teach Personal Growth (PERG) courses including College Success Skills (PERG 127), Career-Life Planning (PERG 130), and Life Skills and Personal Adjustment (PERG 140). Several of these courses are offered on-line as well as in the classroom.

Other Student Services departments that offer counseling and advising to targeted students include EOPS, CARE, DSPS, TRIO/Student Support Services, Honors Program, Job Placement, Financial Aid/Veterans Affairs, and Student Health Services. Faculty and other personnel are responsible for advising students in these departments.

Counselors meet strict qualifications to hold their positions. In addition to having a master's degree, counselors must participate in ongoing training and professional development by attending conferences and workshops and by receiving in-service training by four-year college staff. They also participate in district and campus-based committees and weekly departmental meetings. Counselors are encouraged to serve as interns for one year, during which time they attend workshops and orientations and learn about the following:

- Educational planning
- Career and personal counseling
- Associate degree requirements
- Transfer requirements, options, and agreements
- The Integrated Student Information System (ISIS)
- Prerequisites, petitions, and forms
- The career process (including goal setting, assessment, and research)
- Vocational training programs and their link to specific careers
- Office procedures.

The Counseling Department is evaluated through the program review process, student satisfaction surveys, point-of-service surveys, the number of counseling visits, and the success rate of graduation and transfer.

## SELF EVALUATION

According to analyses of the latest student satisfaction survey (Doc. #C.28), Academic Counseling received high importance ratings and adequate satisfaction ratings: 93.1% expressed it was important or very important, and nearly 80% expressed their satisfaction with counseling services. In addition, the point-of-service survey contained open-ended questions that revealed that while students found counselors to be “friendly, helpful, and competent,” they also indicated that “additional counselors are needed” (Doc. #2.19).

Even given the inadequate numbers of counselors present at the college, large numbers of students are provided with counseling services each year. In fact from 1998 to 2001, counselors recorded 47,246 walk-in appointments and 5,039 scheduled appointments. While these are manual counts, a large number of counselor and student contacts also go unreported. Furthermore, special services, including those related to four-year college transfer agreements, have been increasing each year. Two popular agreements include the UCSD TAG and SDSU TSD: the number of students visiting the Counseling Office to explore and enter into these agreements has significantly increased. In 2002, a mere 14 students were signed up for the UCSD TAG. This number skyrocketed by more than 600% in 2004 with 99 signed agreements (Doc. #2.27). Similarly, the SDSU TSD agreements were at a low in 2002 with only 22 signed but increased by more than 900% in 2004 with 222 signed agreements (Doc. #2.28).

Counseling services clearly have contributed to student success, especially in the areas of degrees and certificates earned as well as transfer agreements signed. From 2000-03, degrees and certificates awarded to students climbed steadily with an increase of 23% over that four-year period for a total of 3,765 students who earned associate degrees and/or certificates from the college (Doc. #2.22). Furthermore, the California Postsecondary Education Commission (CPEC) reported an increase in transfer numbers to the UC and CSU over the past three years, from 169 transfers in 2000-01 to 210 in 2002-03 (*CPEC Student Profile*, Doc. #2.30). While student success has increased in these areas, adequate staffing in Counseling would enhance student satisfaction with these services and would contribute to higher levels of student success in the areas of degrees, certificates and transfer.

## PLANNING AGENDA

None.

### **B.3.d**

**The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

## DESCRIPTIVE SUMMARY

Miramar College is committed to the understanding and appreciation of diversity. In fact, this commitment is incorporated into the college's mission statement and strategic plan (Doc. #C.3). In keeping with the mission and strategic plan, Miramar creates and maintains a campus climate that serves and supports its diverse population.

Several key groups have been instrumental in bringing to life cultural programming and awareness on campus. The Committee on Diversity and Inclusion and an array of cultural student organizations, including the Filipino American Student Association (FASA), Latin American Club, Persian American Student Association, and Miramar Model of the United Nations, have collaborated to develop "Diversity Rocks: A Celebration Series of Multicultural Focus."

Through "Diversity Rocks," the college and surrounding community enjoy various events and activities to celebrate the richness of Miramar's diverse community. The college celebrates Hispanic Heritage Month, Filipino American History Month, Black History Month, Women's History Month, and the Asian-Pacific American Heritage Month. During these "themed" months, the college hosts an array of cultural activities and events, such as the following:

- Cultural fairs with vendors, entertainment, and food
- Presentations through the "Evening with the Experts" series
- Library/campus displays
- Video documentaries and movies
- Book signings.

In addition to "Diversity Rocks," Miramar participates in numerous charitable and educational endeavors, including those organized through the Urban League, Chicano Federation, and Filipino American Natural Historical Society (FANHS). The college also encourages student understanding and appreciation of

diversity through its participation in the Martin Luther King Parade, All People's Breakfast, Cesar Chavez Commemorative Breakfast, Aids Walk, and Worlds Aids Day events.

In the instructional area, the college continues to secure funding for courses that address diversity, and the college's Study Abroad program has grown more popular with both students and faculty. In fact, the college was recently privileged to have its first faculty member selected to teach for the Study Abroad program in Costa Rica.

## SELF EVALUATION

In the latest student satisfaction survey (Doc. #C.28), 87% of the respondents stated that they agreed or strongly agreed with the statement: "I am more aware of and appreciate human diversity after attending this college"; 82.2% said they agreed or strongly agreed with the statement: "I have learned about other parts of the world and other people." In addition, 93.7% strongly agreed or agreed that college staff had been helpful. When asked about safety, 93.8% indicated they felt comfortable in the college environment while 94.4% indicated they felt safe on campus. The survey also revealed that 83.5% believed they had gained interpersonal skills by interacting with people on campus.

When students were asked about the campus climate, 95.4% of them agreed or strongly agreed that they were "treated with respect at this college." Similarly, 80.1% agreed or strongly agreed to "feeling valued as a student" (Doc. #C.28).

The *SDCCD Fact Book 2001* (Doc. #C.19) shows positive trends from 1997 to 2001 relating to student inclusiveness. Over this period of time, the campus experienced a 14.2% growth rate, and although the ratio of women to men attending the college did not increase, the percentage of women attending grew by 15.7%. The campus also has enjoyed an increased enrollment in the number of Asian (31%), Hispanic (22.1%), and Filipino (6.6%) students, which more closely reflects the demographics of the communities served by Miramar College.

Every semester, EOPS and TRIO/Student Support Services collaborate to create a calendar of workshops (e.g., Learning Styles, How to Pinch a Penny Until It Screams, and Study Skills) targeting first-generation and low-income students. Job Placement offers an Annual Job Fair in the spring semester to

Miramar students to connect with local community and business for networking opportunities and information gathering. The Diversity/International Education Committee offers a myriad of cultural events in collaboration with other committees and student organizations, such as the Latin American Club and FASA. Classes that address other cultures and people are offered as well, such as History U.S./Black Perspective, Physical Anthropology, Cultural Anthropology, Human Sexual Behavior, Foreign Language, and World Music.

## PLANNING AGENDA

None.

### **B.3.e**

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

## DESCRIPTIVE SUMMARY

SDCCD's Assistant Chancellor of Student Services Office establishes admissions and assessment practices for the college. The college accepts applications in person or on-line from the college web site. This process allows students to be admitted to any of the three colleges that comprise the SDCCD.

Placement instruments are approved by the State Chancellor's Office and are selected at the district level. They are then evaluated by the District Office of Institutional Research for validity and disproportionate impact. Following established guidelines, Miramar College administers math, English, ESOL, and Ability-to-Benefit placement tests. The instruments used are the Mathematics Diagnostic Testing Project (MDTP; Doc. #2.31), the Descriptive Test of Language Skills (DTLS; Doc. #2.32), the Accuplacer (on-line English placement), the Combined English Language Skills Assessment (CELSA; Doc. #2.33), and the Test of Adult Basic Education (TABE; Doc #2.34). All assessments are administered in paper and pencil format, with the exception of the Accuplacer, which is administered on-line. They are conveniently offered year-round on campus and in the spring at local-area high schools.

Students' placement results are based upon a combination of test scores and biographical data.

This practice ensures that multiple measures are considered. In the event that a student or faculty member feels that a student's test results have not adequately placed him/her in the appropriate English and/or math course, the student has the option of "challenging" the results through additional testing developed by the departments. If the student passes the challenge exam, he/she may advance to the next level course. The PLACe also has "3 peat" assessments for students wanting to repeat a course for the third time.

Both the Student Services Committee and the Matriculation Advisory Committee evaluate admissions and assessment practices throughout the year. These committees recommend changes and/or enhancements that will benefit students in the matriculation process.

## SELF EVALUATION

The correlation coefficient between DTLS writing and Accuplacer sentence scores is 0.734 and is also significant at the 0.01 level (*Utility of Accuplacer Online Computerized Placement Tests [CPT] as an Alternative English Placement Test*, Doc. #2.35). The strong correlation implies that Accuplacer and DTLS are measuring similar skills for placement purposes. Accuplacer shows greater accuracy, has no time limit (allowing students to work at their own pace), displays test results immediately, reduces test security problems, and allows for greater flexibility in scheduling. Approximately 80% of students surveyed stated that they preferred the on-line test over the paper and pencil version (*Accuplacer Online Pilot Program Summer/Fall 2001*, Doc. #2.36).

An analysis of disproportionate impact in relation to the CELSA assessment shows a very slight difference between use of multiple measures and the use of CELSA alone. The analysis also noted that African American students scored much lower than students from other ethnic groups at all English levels (*Multiple Measures Validation and Disproportionate Impact Study—English as a Second Language*, February 1996, Doc. #2.37).

Multiple measures correlations for the MDTP were all found to be significant at the 0.01 level, which indicates that the scoring schema accurately places students in the correct math class (*MDTP Scaled Score Recommendations for the Fall 2000 Semester*, Doc. #2.38). However, math placement outcomes indicate that African American and Latino students score

significantly lower than Asian, White, or Filipino students (*Math Placement Validation Study*, Doc. #2.39).

Student surveys are used to guide the evaluation of assessment practices. The latest student satisfaction survey (Doc. #C.28) revealed that 75.4% of students agreed with the statement: "Assessment tests were offered frequently and at times that met my needs." In addition, 80.6% agreed with the statement: "The reading and writing assessment test helped me to enroll in the appropriate level English class."

## PLANNING AGENDA

None.

### **B.3.f**

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

## DESCRIPTIVE SUMMARY

Appropriate and proper maintenance of student records is primary to the infrastructure of Student Support Services. Student records are created and maintained in each student services department based on that department's needs and requirements.

Information regarding the Family Rights and Privacy Act of 1974, Public Law 93-380, and student's rights and responsibilities regarding their records are published in the college catalog and class schedule (Docs. #C.20 and #2.1, respectively). The college catalog is published and updated annually. The class schedule is published and updated each semester. In addition, copies of the policies are available in the Vice President of Student Services Office.

The college follows California Code of Regulations, Title 5, guidelines for Class 1, 2, and 3 records maintenance. Since the storage of campus records takes considerable office space, improved scanning methods and optical imaging have been implemented. Student records are maintained permanently, securely, and confidentially in the district computer database, in the optical imaging system, and in individual

departments' manual files. To ensure appropriate access to student records and confidentiality, each user is given a unique login identification to access the general system. A higher level of security is provided by the use of individual department passwords and customized user access. Computer mainframe records are backed up nightly to ensure security of the records. In addition, a computer firewall exists to prevent unauthorized access to computer systems. Inactive/deactivated student information is maintained in archived computer files that are readily retrievable as needed. The district uses an established *SDCCD Student Records Classification, Retention, and Disposition Manual 2003-2004* (Doc. #2.40) that specifies the permanency and length of retention required (as mandated by Title 5 of the California Code of Regulations).

Each student services department has internal student records policies and/or guidelines, and all departments adhere to prevailing state and federal record keeping and reporting requirements.

## SELF EVALUATION

Miramar College complies with the Family Rights and Privacy Act of 1974 (Public Law 93-380) and Title 5 of the California Code of Regulations. The college provides inquiring students and the general public with all relevant information regarding the confidentiality of student records and students' rights and responsibilities. Individual departments comply with state and federal audit procedures as appropriate. Information on the release of student records is printed in the college catalog and in each class schedule (Docs. #C.20 and #2.1, respectively). The district's policies and procedures relating to records are maintained on the district's Intranet server and are available through the Vice President of Student Services Office. Additionally, supervisors in each student services area are knowledgeable about privacy laws and policies regarding student records. Employees receive appropriate confidentiality information and sign a Confidentiality Statement related to the release of student records. No successful breaches of the computer database have occurred. Manual student records are routinely sent for permanent storage or secure destruction as required.

## PLANNING AGENDA

- The college will secure additional storage and/or imaging equipment for the maintenance and storage of records and files.

### **B.4**

**The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## DESCRIPTIVE SUMMARY

Miramar College's Student Support Services is systematically and regularly reviewed to determine program utilization, program goals and objectives, and student outcomes. The college also uses a variety of methods, tools, and analyses to evaluate student services' contribution to student achievement and success. These evaluation methods include the following:

- A campus-based program review (Doc. #C.6) is conducted every three years; it states the department's mission statement and describes the student services the department provides. It includes the department's goals and objectives; federal, state, or local mandates that impact the goals and objectives of the respective student services program; duties and staffing responsibilities; funding sources; student contacts; student outcomes achieved; program strengths, weaknesses, and needs; and recommendations for change.
- Student satisfaction surveys (Docs. #C.18 and #C.28) assist in measuring enrollment, managing retention, and making well-informed decisions about student support service issues.
- Point-of-service surveys (Doc. #2.19) evaluate each student services department and contain four types of questions: satisfaction questions (15 Likert-type questions), demographic questions (those referring to age, gender, and ethnic background), service awareness questions (how students learned about the respective service), and open-ended questions (those that ask students what they would change about the service, what they like best about the service, and if they would like someone to contact them for follow-

up purposes).

- The *2000 Midterm Report* (Doc. #C.30) responds to the 1998 Accreditation Evaluation Team's recommendations. Based on those recommendations, the college enhanced its student services program. These changes are described in section B.3.b.
- Outside agency reviews contain specific guidelines that are mandated by the state and/or federal government.

Miramar's 21<sup>st</sup> Century Learning Outcomes Team is currently designing an additional assessment tool that will evaluate student services using measurable student learning outcomes. Thus far, the team has developed five standards under which student learning outcomes will be measured, and it has identified three levels of student competency. The evaluation process will take place on two tracks:

(1) Institutional and (2) Course and Program. Student Services is currently in the Institutional track; the Counseling Department has been the first support service program to be assessed under these new standards.

## SELF EVALUATION

Miramar College evaluates student support services as they relate to student needs through the following:

- Access: Eliminating barriers for students to access college programs and support services
- Progress: Identifying goals and creating plans toward student success
- Learning: Providing campus programs and co-curricular activities that fully meet the comprehensive needs of students
- Success: Analyzing graduation rates, transfer rates, persistence rates, retention, and employment opportunities.

Student support services' programs and departments evaluate services currently offered by means of student surveys and program reviews. Advisory committees provide input to program reviews as appropriate. Students self-report their experience with support services and provide feedback on what is working and what needs improving. The results of the surveys are analyzed and reviewed. Changes are made to departmental operations to improve services that are considered deficient, and efforts are made to maintain the level of services that are considered high quality.

Budget constraints, however, prohibit departments and programs from making all of the suggested changes and improvements. For example, both student satisfaction and point-of-service surveys were analyzed for common themes regarding highest and lowest levels of student satisfaction and needs. Data gathered from the *Student Satisfaction Survey 2001* (Doc. #C.18) indicate that the lowest levels of student satisfaction are in the following areas:

- Parking services (inadequate and expensive)
- Campus bookstore (expensive and low stock)
- Academic counseling (lack of availability)
- Cafeteria (expensive and low quality)
- Library services (inadequate hours).

As a result of the student satisfaction survey (Doc. #C.18), the bookstore and cafeteria have instituted new management and the cafeteria is being completely remodeled prior to the fall 2004 semester. Also, a new 400-space parking lot was opened in fall 2002.

The *Student Satisfaction Survey Spring 2003* (Doc. #C.28) shows that Miramar ranked high in satisfaction for student support services (90.2%), campus climate (87.9%), and advising and counseling (78.2%).

The results of the seven *Point-of-Service Surveys 2002* (Doc. #2.19) reflect overall high student satisfaction (more than 70% chose “very satisfied”) with all aspects of service provided by the student support services surveyed (i.e., DSPS, EOPS, Health Services, Counseling, Admissions, Financial Aid, and Tutoring). Across all seven of the student service departments surveyed, the highest scores were received in staff competencies and knowledge; the lowest scores were received in availability of service (i.e., hours of operation) and convenience.

## **PLANNING AGENDA**

- The college will increase all student services’ facilities and unite service departments into a single, central location on campus.
- The college will allocate larger student services’ facilities to all departments that will include more support staff, office spaces, larger reception areas, computer areas for students, and more storage space.

- The college will ensure the levels of support personnel are adequate to meet the increasing student population and service demands in all student service areas.
- The college will develop appropriate student learning outcomes language for the Student Services Division.



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# LIBRARY AND LEARNING SUPPORT SERVICES

*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

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## C.1

**The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

### DESCRIPTIVE SUMMARY

Miramar College supports the quality of its instructional programs by providing learning support services from the LRC, Audio-Visual Services Department, The PLACe, ILC, and SDCCD Online.

The Library/LRC is a 9,300 square foot interim

facility that also houses audio-visual (AV) services. It provides 21,608 books, 76 periodical titles, 17 computer workstations, 11 electronic workstations, Internet access, and librarian services to students, faculty, and staff. Audio-Visual Media Services has 1101 AV units to enhance instruction. Additionally, the Library/LRC provides interlibrary loan services with its two sister colleges, reference services, on-line librarian service, instructor-reserved materials, and student AV listening area. Additional services available to faculty and staff include AV equipment and materials check-out (*Audio/Visual Inventory Database 6/20/03, Doc. #2.41*), collection development, exhibit display cases, Library/LRC instruction, professional development collection, and videos (including those shared by the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative [SDICCLRC]).

In addition to the instructional support services offered by the library, Miramar College offers enrolled students free individual and group tutoring in a variety of subjects at The PLACe. It provides traditional tutoring, instructional support workshops, supplemental instruction, and computer-assisted, self-paced learning tutorials. The PLACe has a wide variety of learning support software that covers 18 subjects and disciplines and includes specialized computer programs for vocational, developmental, transfer ready, and ESOL students. Among its learning support services are the Risk and Recovery “3Peat” Program for Student Success, which fosters success and persistence with students who have failed a course twice, student assessment, and test proctoring for distance education students.

A third instructional support service offered by the college is the ILC, which provides the entire college community with computer technology and faculty support for those who wish to engage in self-paced learning activities, access the Internet, conduct research, study, and seek learning assistance. The lab is equipped with 119 state-of-the-art computer workstations including five adapted computers for disabled students. The ILC provides students access to tutorial CD-ROMs in a variety of subjects. Students using the ILC to complete coursework for college classes are required to register for a zero unit, non-credit section.

Finally, Miramar coordinates and supports the SDCCD Online, which is a distance education program that allows students to enroll and complete credit courses developed and taught fully on-line by

SDCCD instructors. An award-winning program, SDCCD Online began in 2001 to meet the educational needs of the SDCCD distance learning community. A dean manages the program and identifies, reviews, and evaluates potential distance learning courses. The managing dean also works with faculty experts, technical staff, and discipline deans to design sound pedagogy, instructional integrity, and accessibility consistent with Miramar's mission. Staff members coordinate student and instructional support to ensure on-line students' access to all college services. Learning support services include orientations to on-line learning workshops, web-site portals to on-line courses, and an electronic monthly student newsletter ([www.sdccdonline.net/newsletter/newsletter9-03.htm](http://www.sdccdonline.net/newsletter/newsletter9-03.htm)).

## SELF EVALUATION

The current Library/LRC is insufficient for Miramar's rapidly growing college. Its limited space provides little room for the college's expanding collection of books and reference materials and even less space for the large numbers of students seeking a place to study or to access the electronic resources that have become a major factor in student research. A new, 77,000 square foot Learning Library Resource Center (LLRC), which is currently being designed, will be the educational hub of the Miramar College campus. By consolidating the staff and programs directly supporting student learning with the technical resources that promote improved teaching through instructors' use of technology, multi-media, and on-line instruction, the building will essentially function as a much needed campus center.

Miramar College assesses the effectiveness of its own Library/LRC collection in terms of quantity, quality, depth, and variety using surveys. Library/LRC staff complete surveys for the Integrated Postsecondary Education Data System (IPEDS), California State Library/LRC, Community College League (CCL), and the Chancellor's Office (*Annual Data Survey Brief 2001-02*, Doc. #2.42). Survey results are published for most of these, and library staff compare the Miramar College resources to similar institutions in that respect.

Miramar College determines that it has sufficient depth and variety of materials to meet the learning needs of its students by reviewing collection development policy (*Collection Development Manual*, Doc. #2.43). Based on the *Student Satisfaction Survey 2001* (Doc. #C.18), 85.5% of the students surveyed indicated that they were satisfied or very satisfied

with library facilities and services. The *Accreditation Survey Report Spring 2003* (Doc. #C.2) found 57% of contract faculty, 74% of adjunct faculty, and 62% of staff were satisfied with the adequacy of the library collection. On the Miramar College *Student Satisfaction Survey Spring 2003* (Doc. #C.28), 85.7% of the students surveyed indicated that they were satisfied or very satisfied with library facilities and services.

The PLACe provides tutoring services for all academic and occupational disciplines on the campus. Due to limited resources, one-to-one tutoring is always in high demand, and there is always competition for limited tutoring appointments. The innovative approaches to tutoring, such as supplemental instruction, self-paced tutoring modules, and computerized basic skills instruction, have served to expand capacity and help meet the needs of more students. Student comments from the *Student Satisfaction Survey 2001* (Doc. #C.18) indicated that more tutors were needed at the tutoring center, and 90.4% of the students surveyed indicated that they were satisfied or very satisfied with tutoring services. The 2002 point-of-service survey for tutoring (Doc. #2.19) indicated overall satisfaction with all aspects of the tutoring center. The percent of satisfied responses (including "very satisfied" and "satisfied") to the questions ranged from 81.1% to 98.7%. Questions related to positive service perceptions received the highest percentage of satisfaction ratings. Tutoring service hours received the lowest satisfaction ratings. On the *Student Satisfaction Survey Spring 2003* (Doc. #C.28), 89.2% of the students surveyed indicated that they were satisfied or very satisfied with tutoring services.

Since the last accreditation, the ILC was developed using Partnership for Excellence funds. Prior to the ILC, Miramar College students did not have access to an open computer lab for a variety of computer-related instructional support activities. Based on the Automated Student Tracking System, students logged into the computer at the ILC 2,672 times for a total of 18,185 hours in spring 2003 and 8,517 times for 15,275.7 hours in fall 2003.

In general, students were very satisfied with ILC customer service with an average satisfaction rating of 4.4 on a 5-point scale. In addition, students were very satisfied with ILC's computers and software and responded with a 4.3 satisfaction rating (*Miramar College ILC Survey Spring 2003*, Doc. #C.32). Based on the *Student Satisfaction Survey 2001* (Doc. #C.18),

93.3% of the 923 students responding to the survey indicated that they were satisfied or very satisfied with student computer lab services. On the latest student satisfaction survey (Doc. #C.28), 92.2% of the students surveyed indicated that they were satisfied or very satisfied with student computer lab services. In response to the question regarding sufficient availability of computer labs to meet educational needs, 91% were satisfied or very satisfied. Most students surveyed (89%) indicated satisfaction with the computer lab's computers and software.

Miramar College assesses the effectiveness of SDCCD Online learning support services by asking students to complete surveys for the Chancellor's Office about distance education services. Survey results are published for most of these, and SDCCD Online staff compare their services to similar institutions in that respect. A total of 27 students responded to the *Fall/Spring 2002 Annual Distance Education Institutional Survey* (Doc. #2.44) conducted by the California Community Colleges Chancellor's Office. All respondents indicated that they were first-time distance education students. The percentages of respondents rating aspects of their distance education courses at Miramar College as "very satisfied" or "satisfied" ranged from 60% to 96.3%. The items with the lowest percentage of satisfied students were library and tutorial services at 62.5% and 60%, respectively. Items with the highest percentage at 96.3% were reliability of the technology used for instruction, quality of student-to-faculty interaction, amount of student-to-faculty interaction, overall course quality, and student success in the course.

## PLANNING AGENDA

The college will

- provide extended hours of service during peak utilization time periods by coordinating the staffing and services of the library and learning support.

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

## DESCRIPTIVE SUMMARY

The Library/LRC uses the policies and procedures stated in its recently revised *Collection Development Manual* (Doc. #2.43) as its guide for selecting and maintaining appropriate educational materials. The various subject areas in the collection are divided among three full-time librarians. At the start of each fiscal year, the librarians develop an official collection development plan that is designed to target deficiencies in the collection (*2002/2003 Collection Development Plan*, Doc. #2.45). The librarians base much of their annual collection plan on the feedback they receive from faculty and students. Every fall semester, the librarians survey the faculty to solicit feedback as to what educational resources the faculty need to support their curriculum and enable their students to complete class assignments successfully. The Collection Development Librarian also participates in the automated approval process of new curriculum. As a result, the librarians are aware of new classes that will be taught on campus and can order educational resources to support the new curriculum in advance.

The Library/LRC maintains its collection by periodically winnowing educational materials within their assigned subject areas. To facilitate this process, the Collection Development Librarian, based on faculty input, revised the procedures for selecting and deleting obsolete materials in August 2000 (Doc. #2.43).

Instructional equipment at Miramar is maintained by AV staff members. They also help select equipment for new buildings and for reconfigurations of existing classrooms. AV staff also maintain equipment used by Miramar instructors at the college's off-site locations.

The director of the PLACe works closely with faculty advisors from English, ESOL, and math to identify instructional support materials to be purchased when Instructional Equipment and Library Materials (IELM), VTEA, or other funds are available. In addition, requests are made through the college budget process to update and replace equipment used in The PLACe.

Selection of ILC computer equipment is determined by both the campus-wide Technology Committee and Instructional Computing Department. Software and other resources are recommended by faculty teaching in the ILC as well as the Instructional Computing Department. Funding for operation and maintenance

of the printing and other equipment is provided from revenues generated from printing services for students provided by the ILC.

The SDCCD Online faculty computer lab is outfitted with current versions of course development and multimedia software and hardware that has been maintained and upgraded on a yearly basis by the system and computer technology (SCT) campus liaison for administrative computing (*SDCCD Online Computer Lab*, Doc. #2.46). Decisions regarding software and hardware purchases for the faculty computer lab are made by the dean for SDCCD Online in consultation with the SDCCD Online staff and advisory committee that meets monthly.

Each course with distance delivery must be approved through the formal curriculum review process described in section 2.A.2. The SDCCD Online Steering Committee guides the selection of materials for SDCCD Online students and faculty. The SDCCD Online Steering Committee is comprised of faculty, staff, and administrators representing the entire district. The SDCCD Online web site ([www.sdccdonline.net](http://www.sdccdonline.net)) contains contact information for students and faculty to provide input regarding the selection of resources.

## SELF EVALUATION

The following table compares the development of the Library/LRC's holdings since the last accreditation report in 1998. *See chart 1 below.*

As the above figures show, the Library/LRC staff has sorted through the Library/LRC's pamphlet

and microform collections to eliminate outdated resources and make more storage space available. The number of hard copy periodicals to which the Library/LRC subscribes has decreased by 43% due to a static periodical budget and the increase of full-text periodicals available on the Library/LRC's on-line periodical databases. The Library/LRC's videotape collection has increased by 42% due to increased IELM funds and heavy demand from faculty. Special collections include a law Library/LRC collection, which is required for the legal assistance programs' ABA accreditation and a new collection of campus and district documents.

At the time of the 1998 accreditation self-study (Doc. #C.21), the Library/LRC had only ten computers connected by local area network available for students to use in the Library/LRC; only two of these computers had Internet access. Since that time, the Library/LRC has expanded this network to 17 terminals for patron use, all of which provide access to Internet and the Dynix automated Library/LRC system.

As illustrated in following table, the annual operating budget for Library/LRC resources has continued to decline since the college's last accreditation. This decline is due to the necessary redirection of funds to pay for increasing adjunct librarian costs. *See chart 2.*

As a result of the 52% decrease in the book budget, the Library/LRC has had to rely more heavily on its Library/LRC Revenue Account, which consists of funds generated from student overdue fines and lost books. *See chart 3 below.*

chart 1

Holdings	1998-99	1999-2000	2000-2001	2001-2002
Books	20,113	21,707	21,651	21,608
Documents/Pamphlets	5,356	5,425	5,616	5,657
Microforms	92,074	61,586	62,754	63,683
Periodical Subscriptions	108	102	79	76
Audio Recordings	131	101	114	148
Films/Videotapes	826	959	1,138	1,101

(Source: California State Library/LRC, *California Academic Library Reports* 1998-99, 2000-01, and 2001-02, Doc. #2.47, and unpublished *Annual Data Survey Brief*, Doc. #2.42.)

## General Fund Budget Allocations (not a list of expenditures)

chart 2

Item	1999-2000	2000-01	2001-02	2002-03
Books	\$11,657	12,240	5,867	5,568
Periodical Subscriptions	\$10,725	8,200	9,180	5,159
Videotapes	\$1,700	2,846	1,500	1,500
Law Library/LRC	\$6,800	6,800	6,800	6,800

(Source: Annual General Fund Budget for the Library/LRC)

IELM funds have also become more critical as a way to supplement the general fund. They also serve as the primary funding source for the replacement of obsolete and damaged AV equipment used in the classroom, since the Library/LRC does not have an equipment budget. *See chart 4 below.*

The Library/LRC is also dependent on state funding via Telecommunication and Technology Infrastructure Program (TTIP) to pay for all of its article and reference on-line databases. At present, the state provides each community college Library/LRC with \$37,000 per year to cover the costs of on-line databases. Recent annual expenditures, which use rollover funds, are as follows. *See chart 5 below.*

The PLACe facility is a 2,430 square foot facility that accommodates 70 students. Collections include books, textbooks, reference books, syllabi, videotapes, DVDs tutorials, and handouts. The PLACe Computer Lab has 24 student workstations, 6 staff workstations, SMART Board, and projection unit. Software includes 70 titles in 18 subjects and disciplines as well as specialized computer programs for vocational students and Invest Learning (6,000 on-line tutorials for adults in reading, math, and composition). -For a detailed list of The PLACe computer, software, equipment, and collections resources, see *The PLACe Resources* (Doc. #C.33) and *The PLACe Funding Graphs* (Doc. #2.48).

The ILC has 119 computer workstations including 5 Macs and 5 adaptive workstations for disabled students. Other equipment includes two scanners, one

copy machine, one black and white printer, and one color printer. Various multimedia learning materials on CD-ROMs are available including ESOL, English, aviation, Spanish, anthropology, and chemistry. According to the *Miramar College ILC Survey Spring 2003* (Doc. #C.32), students rated computer and software services as 4.3 on a 5-point scale (1 = least satisfied, 5 = most satisfied).

Currently, 254 courses have received distance education approval by the district for delivery via the Internet ([www.sdccd.net/instsrv/Curriculum/D-LIST.doc](http://www.sdccd.net/instsrv/Curriculum/D-LIST.doc)). Of these, 155 have been approved for Miramar College as of March 2004. At Miramar College, 38 faculty teach courses for SDCCD Online. SDCCD Online students are provided with eight on-line tutorials on how to use WebCT (see [www.sdccdonline.net/student\\_resources.htm](http://www.sdccdonline.net/student_resources.htm)) as well as with access to a sample course.

### PLANNING AGENDA

- Establish a streamlined budgetary process to meet the ongoing and non-routine technological needs of the library and learning support services that includes cost-of-ownership, such as technical staff support, software upgrades, maintenance, replacement, and repair.

chart 3

1999-2000	2000-2001	2001-2002	2002-2003
\$5,654.70	\$3,863.00	\$4,450.76	\$3,416.73*

(\*As of 5/15/03; Source: Business Office)

chart 4

	Library/LRC Material	AV Equipment
1999-2000	\$33,700	\$30,000
2000-2001	\$16,354	\$10,775
2001-2002	\$20,000	\$10,000
2002-2003	\$16,000	\$19,000

(Source: Library IELM Order Binders)

chart 5

Fund	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
TTIP-LRC	39,943	90,457	40,716	59,696	78,780

## **C.1.b**

**The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### **DESCRIPTIVE SUMMARY**

Miramar College acts purposefully to teach students information competency. Through Library/LRC orientation classes, students learn strategies for conducting library research, including how to use an on-line book catalog, find an article in an electronic database, and evaluate a web site. The LRC reference librarians often customize these orientations to specific class assignments and provide students with subject-specialized handouts. In addition to attending orientation classes, students develop skills in information competency by taking advantage of other library learning support services (see [www.miramarcollege.net/depts/Library/LRC/Library\\_Instruction](http://www.miramarcollege.net/depts/Library/LRC/Library_Instruction)).

The PLACe offers credit courses in tutoring that are linked to other disciplines. In many of these courses, students practice basic techniques in the areas of math, English, ESOL and study skills in order to promote success in an academic setting.

Outreach/partnerships/publicity efforts by The PLACe on campus include brochures and faculty-requested class presentations on special study skills or composition. Faculty advisors also work in outreach to keep department members current about new software and technology available in The PLACe. They also assist faculty in designing appropriate programs of study for individual classes.

Miramar's faculty routinely send students to The PLACe to augment, refresh, and remediate learning skills necessary for success in their respective courses. Some faculty require their students to use the services; others highly recommend it.

Students acquire information competencies at the ILC from orientation sessions conducted at the beginning of each semester by staff. In addition, contract faculty and staff provide one-on-one assistance to students at

computer workstations on an as-needed basis during operating hours.

Each semester, SDCCD Online teaches on-line learning competencies via Introduction to Online Learning. A student readiness assessment questionnaire is posted on the web site and in most of the on-line courses. SDCCD Online conducts on-campus student orientation sessions each semester. The SDCCD Online Newsletter is made available to students and faculty each month with updates and important on-line course information. Tutorials on how to use the WebCT course delivery software are available on-line at [www.sdccdonline.net/student\\_tutorials.htm](http://www.sdccdonline.net/student_tutorials.htm). In addition, SDCCD Online provides library support for on-line learners at a web page with links to print and non-print resources to aid in research (see [www.sdccdonline.net/library.htm](http://www.sdccdonline.net/library.htm) and [www.miramarcollege.net/library.asp](http://www.miramarcollege.net/library.asp)).

### **SELF EVALUATION**

LRC librarians routinely teach a course entitled Information Literacy and Library/LRC Research Skills. In this course, students enhance their understanding of how to access information.

Library staff conduct student orientations each semester to develop student skills in information competency and library use. The library assesses student competencies in these skills by means of module exercises. *See chart 6 below.*

In addition, Library/LRC librarians have conducted FLEX sessions during Instructional Improvement Days to train faculty in the use of the newest on-line resources available.

The PLACe conducts faculty-requested class presentations on special study skills or composition in a typical semester.

General orientation for computer business technology (CBTE) and math classes are conducted in the ILC the first week of each semester. Total attendance is approximately 300.

SDCCD Online conducts on-campus Student Orientation sessions each semester with an average

*chart 6*

### **Statistics of Library/LRC Orientations and Number of Participants:**

<b>Count</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>
Orientations	51	31	33	45	34
Participants	1,294	834	791	1,083	848

attendance of 20 students. The SDCCD Online Newsletter is made available to students and faculty each month with updates and important on-line course information. About 400 students and faculty receive the SDCCD Online Newsletter each month. In April 2004, newsletter subscribers included 338 students, 74 faculty, and 16 advisory committee members.

SDCCD Online evaluates its on-line teaching effectiveness and sets goals for improvement by asking faculty to post a student feedback survey in each of their on-line courses. The responses are collected and analyzed each semester. Results from the spring 2003 survey were quite similar to the results from the fall 2003 survey. A total of 579 students from 29 SDCCD Online course sections responded to the student feedback survey posted in their on-line courses in fall 2003 (Doc. #C.34). Of the 29 course sections represented, 13 courses were taught at Miramar College. More than one-fourth of the respondents (28.7%) remembered attending an Orientation for Online Students session. Less than half (39.9%) remembered completing the Online Learning Readiness Assessment before taking the course. More than half (53%) visited the on-line course at least once a day during the semester, and most students (90.1%) reported visiting the course as often or more often than required.

## PLANNING AGENDA

None.

### **C.1.c**

**The institution provides students and personnel responsible for student learning programs and services adequate access to the Library/LRC and other learning support services, regardless of their location or means of delivery.**

## DESCRIPTIVE SUMMARY

The existing Library/LRC serves all students with a current student identification card as well as all faculty and staff. Faculty teaching on- and off-campus have walk-in access to AV equipment, plus an option for long-term checkout privileges. Access to most Library/LRC on-line resources, plus a listing of services, is available to both on- and off-campus users (remote access via passwords) on the Library/LRC's web site ([www.miramarcollege.net/Library.asp](http://www.miramarcollege.net/Library.asp))

TTIP funds from the state have enabled the Library/LRC to replace CD-ROM databases with subscriptions to on-line full-text periodical and reference databases. The Library/LRC now provides students currently enrolled in the district with access to 11 on-line databases. Remote access to the first periodical database began in 2000 and has slowly expanded to include almost all on-line databases. On-line law Library/LRC resources (Nexus/Lexus and Shepard's) are also now available in the Library/LRC to students enrolled in the Legal Assistant program. Interlibrary loans are also available, as are e-books.

Access to tutoring services at The PLACe is primarily by appointment and walk-in during operating hours; however, efforts are currently underway to develop on-line access via WebCT. In addition, The PLACe has a web page ([www.miramarcollege.net/depts/PLACe/](http://www.miramarcollege.net/depts/PLACe/)) that provides information about services, mission statement, hours of operation, and contact information.

Access to services and facilities at the ILC is primarily by walk-in during operating hours. In addition, the ILC has a web page ([www.miramar.sdccd.net/depts/ilc/](http://www.miramar.sdccd.net/depts/ilc/)) that provides information about lab guidelines, student testing, hours of operation, and contact information. Student comments on the *Miramar College ILC Survey Spring 2003* (Doc. #C.32) indicated a need to extend open lab hours.

Access to services and facilities at SDCCD Online is primarily via the web site and scheduled face-to-face training sessions. Also, faculty and student access SDCCD Online services by walk-in during operating hours.

## SELF EVALUATION

Due to decreasing user demand for the Library/LRC on Saturdays and an increased need for classified staff on Monday nights, Saturday service was discontinued in spring 2002. Electronic reference service was piloted as a replacement for Saturday reference service for a few months, but it was also discontinued due to low demand for the service.

Summer hours were decreased to 48 hours per week in 1997.

The AV Department provides 67 hours of service to faculty during regular semesters. It offers 62 hours of service five days a week during summer session.

The LRC staff bases the amount of facility use on the number of people who pass through the security system at the entrance of the building.

With the implementation of the Library/LRC's web site and upgraded Dynix public interface, remote Library/LRC users can access the on-line catalog and on-line databases at any time.

Learning resources have been made more accessible to the physically impaired through the installation of a touch-screen monitor and continued use of the TeleSensory VersiColor XL text magnifier for the visually impaired. The Library/LRC's entrance/exit was made more accessible to wheelchairs in summer 2001 when the old book-detection system was replaced with a 3M gateless system (open corridor).

Miramamar's interim Library/LRC was built in 1990, and its new building is slated for planning after the campus master plan is revised using funds from Proposition S, which is a capital construction bond that passed in November 2002. The current facility seats 157 students; this number includes 17 public workstations. The Library/LRC's available shelving capacity remains very tight: the reference collection is 80% full, the circulating collection is 90% full, the periodical display collection is 100% full, and microfiche collection is 60% full. Technical services storage shelving is 92% full for videos and 96% full for backfile periodicals.

Faculty and staff are provided with information about Library/LRC services in the *Instructor's Survival Guide* (Doc. #C.25).

The PLACe has expanded its hours of operation and its quality and quantity of academic support services since it opened in 1992 from 20 hours per week to a current 39 hours per week (*Proposed Timeline for Implementation The PLACe*, Doc. #2.49). Due to student demand and faculty request, Saturday hours were established in 1997.

During a typical week, The PLACe provides academic support service to more than 1,403 students in 23 different courses. In a typical week, The PLACe averages 312 math student contact hours and 914 English student contact hours. The PLACe must turn away more than 60 math students per week because

they lack sufficient funding to hire more tutors.

The ILC is staffed by one instructional support supervisor, one full-time instructional assistant, three 40% time instructional assistants, and four hourly workers. Faculty from various disciplines are assigned to work specific hours in the ILC in accordance to their appointment to 045L sections. (For a description of the duties of faculty assigned to 045L sections, see *San Diego Miramar College Independent Learning Center Faculty Responsibilities and General Guidelines*, Doc. #2.50.)

Electronic access to SDCCD Online materials is available off-site all day every day via the web site ([www.sdccdonline.net](http://www.sdccdonline.net)). Information about the facilities and resources for faculty is available at [www.sdccdonline.net/facultybullpen.htm](http://www.sdccdonline.net/facultybullpen.htm). Faculty and staff are provided with strategies for teaching on-line in the *Instructor's Survival Guide* (Doc. #C.25).

SDCCD Online is managed by a dean and staffed by one instructional technology coordinator and one senior secretary.

Learning support services for students and faculty provided by SDCCD Online are listed at [www.sdccdonline.net/studentervices.htm](http://www.sdccdonline.net/studentervices.htm). Faculty developing on-line instruction have access to the SDCCD Online computer lab, which contains **computers, scanners, fax machine, printers, digital audiovisual equipment, software, and books.** **Details about the lab are listed at** [www.sdccdonline.net/faculty/bullpen.htm](http://www.sdccdonline.net/faculty/bullpen.htm).

The *2003 SDCCD Online Handbook* (Doc. #2.51; available at [www.miramar.sdccd.net/depts/pdc/SDCCDonline/introduction.htm](http://www.miramar.sdccd.net/depts/pdc/SDCCDonline/introduction.htm)) gives district faculty, staff, and administrators access to information and documents pertaining to SDCCD Online operations.

Based on WebTrends Reports (see <http://webtrends.sdccd.net/traffic/sdccdonline/>), the SDCCD Online web site received an average of 1,394 visitor sessions per day from June 14, 2003 through February 25, 2004 for a total of 88,304 unique visitors. The home page received 214,668 visitor sessions; the web page with login directions received 45,843 visitor sessions. The web site home page, web page with login directions, and schedule web page were the

LRC Traffic Counts				
1997-98	1998-99	1999-2000	2000-2001	2001-2002
119,011	115,108	112,976	87,176	96,324

web site entry pages for 88.8% of the visitor sessions. The Microsoft Internet Explorer browser was used by 96.7% of visitors.

## PLANNING AGENDA

- The college will foster greater integration and cooperation of library and learning support services by creating adjacency in a single facility specifically designed to provide learning services.
- The college will ensure staffing is appropriate for all student support learning areas to sustain the increasing student growth and service demands.

### **C.1.d**

**The institution provides effective maintenance and security for its library and other learning support services.**

## DESCRIPTIVE SUMMARY

Miramar College provides effective maintenance and security for all its learning support facilities. In terms of security, the LRC building has a central alarm system connected to the Campus Police Dispatch. The building also has a 3M security system at the front entrance lobby, and print and media resources are sensitized in conjunction with this security system. The original security system was replaced with an upgraded system accessible to wheelchairs in June 2001.

The PLACe is housed in a building that is armed with a security access code. All original software, hardware, and some equipment is stored in locked cabinets. Program director and instructional lab technician offices are locked and have locking file cabinets to store confidential information.

The ILC is housed in a building that is armed with a security access code.

SDCCD Online is housed in a small modular building that is armed with a security access code. SDCCD Online encourages students to create usernames for on-line course login that do not include their social security numbers to protect their identities when posting to WebCT course discussion boards and email.

## SELF EVALUATION

SCT, working in conjunction with the LRC department chair, sets up timetables for upgrades of

computer software. Money constraints prevent the replacement of staff computers at present. There are ongoing discussions about possible funding sources for the computers.

Carpeting has been scheduled for replacement but has been deferred in order to remedy other pressing facility problems; there is no current plan to replace the carpet.

Due to budgetary constraints, there are no plans to obtain a service contract for the 3M security system; however, staff have noted, discussed, and targeted this as a necessity for the new library.

Maintenance is difficult because The PLACe experiences very heavy foot-traffic each day and because it is in an aging facility.

Maintenance of computer workstations at the ILC is a slow and ongoing process that must be scheduled during operating hours. Some computers are out of warranty and/or are exhibiting inconsistent performance, which taxes the resources of the Instructional Computing Department. This renders several workstations out-of-service on any given day. Security for the ILC is quite adequate due to the presence of staff in line-of-sight for all equipment.

The SDCCD Online facility has not experienced any equipment loss or damage due to security breaches. The building has received non-routine repairs to its entrance area, doors, and HVAC system. The facility and equipment are all in good working order.

## PLANNING AGENDA

None.

### **C.1.e**

**When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

## DESCRIPTIVE SUMMARY

The Library/LRC has formal agreements with other institutions and vendors for interlibrary loans, on-line database purchases, locally shared resources, regional disaster recovery, and print-on-demand services (*Library/LRC Contract Agreements*, Doc. #2.52).

The processes Miramar College has for evaluating and ensuring the quality of its contracted services are usage statistics and active membership on committees involved in selecting resources and maintaining the agreements. Usage statistics are generated from each service in order to gather information to assess whether the services are being used.

The PLACe does not have any contracts for provision of services.

The ILC contracts with Xerox printing services for copying services. Printing cost is \$0.15 per page charged to the student. User feedback regarding copy quality is used to evaluate and ensure the quality of this contracted service. The Xerox contract has been in force since 2003.

WebCT is the course management system used by SDCCD Online faculty to deliver on-line instruction. The software is licensed by the district on a yearly basis. The quality of the WebCT contracted service is monitored by SDCCD Online staff and district SCT staff, based on e-mailed and phoned feedback from users. In addition, SDCCD Online recently purchased a one-year license agreement with Turnitin anti-plagiarism software. Access to and training for this student learning services will begin in late spring 2004.

## SELF EVALUATION

The Xerox service contract has worked well: response times and repairs have been more than adequate. Maintenance is up-to-date, problems are resolved promptly, and the Xerox technician communicates frequently with staff, keeping them informed.

ILC staff have reported no problems with the Xerox service contract. According to the *Miramar College ILC Survey Spring 2003* (Doc. #C.32), students rated printing and copying services as 4 on a 5-point scale (1 = least satisfied, 5 = most satisfied).

The current WebCT license provides for the installation of regularly updated software that often corrects whatever problems arise. Whenever

the district has requested assistance with software problems, WebCT has been quite responsive. The Turnitin software has not been available long enough for full implementation or for faculty and students to discover any problems with it.

## PLANNING AGENDA

None.

### C.2

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

## DESCRIPTIVE SUMMARY

Miramar College uses the following to evaluate its Library/LRC and other learning support services:

- Occasional surveys of faculty, staff, and students (*Miramar College Library Survey, Spring 2003*, Doc. #C.35)
- Usage statistics from services
- Annual data surveys requested at the state and national level.

The Library/LRC evaluation does not assess use, access, and relationship of the services to intended student learning. Information about student learning needs is provided by other instructional faculty and staff to inform selection of Library/LRC resources by formal and informal means.

- Formally, faculty submit lists of resources for their courses during the curriculum review process (CurricUNET), and a librarian must authorize and approve the selections.
- Faculty are designated a librarian with whom they may contact to select materials for the Library/LRC collection.
- Faculty may search the Library/LRC web site and faculty Library/LRC handbook for methods of contacting the appropriate librarian liaison for each subject area.
- Faculty are sent formal solicitations for IELM funding requests via e-mail and paper memo.
- Student learning needs are inferred by Library/LRC

staff from the titles requested by faculty.

The Library/LRC uses the following to determine whether it is enhancing student achievement of identified learning outcomes:

- Exercise modules for hands-on use of new information and for retention of instruction lectures
- Usage statistics for electronic databases (*Database Usage Report 2003*, Doc. #C.36).

The PLACe evaluates its teaching effectiveness and sets goals for improvement through annual performance reviews of tutors, staff, services, and collections by the program chair and faculty advisors as well as through campus-wide surveys to all faculty.

The Council for Advancement of Standards (CAS) is the benchmark used to assess services at the PLACe. Furthermore, district student satisfaction surveys include items about learning assistance services. (For results, see *Point-of-Service Surveys 2002*, Doc. #2.19).

Miramar College uses student surveys and the automated Student Attendance Tracking System to evaluate the ILC. (See *Miramar College ILC Survey Spring 2003*, Doc. #C.32, for survey results.)

A new automated Student Attendance Tracking System went into full use during Spring 2003 in the ILC. With the implementation of the 045L sections in the ILC, it was necessary for the ILC to track daily and weekly student utilization not only for WSCH/FTES generation but also to guide decisions about planning, budgeting, and hours of operation. Also, many faculty give credit to students who use the ILC for coursework, so the weekly information is necessary when faculty request attendance tallies.

Miramar College uses the following to evaluate its SDCCD Online program:

- Occasional surveys of faculty, staff, and students (Doc. #C.34)
- Annual data surveys requested at the state and national level
- Webalizer Version 2.01, currently used to issue reports on WebCT resource use at SDCCD (see <http://webct.sdccd.net/stats/>)
- Webtrends, previously used to generate reports on user statistics for the SDCCD Online web site (<http://webtrends.sdccd.net/traffic/sdccdonline/>) and WebCT on-line course delivery software.

SDCCD Online evaluates its on-line teaching effectiveness and sets goals for improvement by asking faculty to post a student feedback survey in each of their on-line courses. The responses are collected and analyzed each semester. SDCCD Online uses these student feedback surveys to determine whether its on-line courses are enhancing student achievement of identified learning outcomes.

## SELF EVALUATION

The quantity of the Library/LRC collection is sufficient to meet student learning needs based on Association of College & Research Libraries (ACR) standards for community college Library/LRC with FTE of 5814 (see [www.ala.org/Content/NavigationMenu/ACRL/StandardsandGuidelines/StandardsandGuidelines.htm](http://www.ala.org/Content/NavigationMenu/ACRL/StandardsandGuidelines/StandardsandGuidelines.htm)).

Satisfaction surveys (Doc. #C.35) indicate that 88% of students are satisfied with the services provided by the library, with 91% indicating satisfaction with their access to materials through the library web site. However, only 66.1% indicate that the library had “an adequate selection of books, periodicals, and other resources.” Identified themes from students’ responses to the open-ended question regarding what one thing they would change about the library included the following: expand the library and make it bigger; have a greater selection of books, larger study space, and more group study rooms; extend the library open hours; and increase resources. Responses to the question about what students liked best about the service they received from the library were as follows: friendly, helpful, and knowledgeable staff; Internet resources; and computers.

On the *Point-of-Service Surveys 2002* (Doc. #2.19), 84% of students at Miramar College indicated they were very satisfied with the professionalism of the staff at The PLACe and felt that the staff was attentive to their needs, 91% stated they felt comfortable returning to The PLACe, and 88% stated the assistance they received was both useful and worthwhile.

Two themes that emerged from the open-ended question “If you could change one thing about this department or service, what would it be?” were the need for extended hours of service as well as the need for more tutors. Other comments from the survey indicated a desire for Saturday appointments, student access to printers, and expanded rooms/facilities.

The retention study conducted in 2000 indicates that the PLACe is crucial in supporting retention (*Comparison of 1992-2000 Retention Rates Basic Skills Math and English Students with PLACe Visits*, Doc. #2.53). This study shows likelihood (20% higher) of students who take advantage of the services offered by The PLACe stay in school and do not withdraw or drop.

According to a recent ILC survey (Doc. #C.32), nearly 40% of respondents used the ILC for 5-10 hours per week with highest usage on Mondays. In general, students were very satisfied with ILC customer service. The average satisfaction rating for ILC customer service was 4.4 on a 5-point scale (1 = least satisfied, 5 = most satisfied)

In April 2002, SDCCD Online was awarded the State Chancellor's Office Technology Focus Award. Usage statistics for WebCT web pages (the course delivery and management tool for SDCCD Online courses) for May 2003 through March 2004 indicate large spikes in usage during the first month of each semester (see <http://admin.sdccd.net/webctstats/>). The daily average of visits to the WebCT web site in September 2003 was 4,702 and in February 2004 was 4,866. E-mailed student and faculty requests and phone calls for assistance to the SDCCD Online help desk also increased dramatically during the same time.

## PLANNING AGENDA

- The college will expand the physical space of the library to include group study rooms. It will also provide a greater selection of books, periodicals, and other resources.
- The college will provide extended hours of service during periods of peak demand, it will expand the variety of academic support services, and it will provide additional tutors and printing services. In addition, Miramar will expand The PLACe's rooms/facilities.
- The college will increase the number of contract faculty available to staff the ILC during periods of peak demand at the beginning of each semester and during mid-term/final exams.
- The college will hire temporary SDCCD Online staff with appropriate skills in providing assistance to students and faculty during periods of peak demand at the beginning of each semester.

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# SUPPORTING DOCUMENTATION FOR STANDARD TWO

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| <ul style="list-style-type: none"> <li>1.1 Class Schedule Fall 2003</li> <li>1.2 California Community Colleges Program and Course Approval Handbook</li> <li>1.3 Good Practices for Course Approval Processes</li> <li>1.4 SDCCD Curriculum and Instructional Council Handbook</li> <li>1.5 SDCCD Associate Degree Credit Course Outline Guide</li> <li>1.6 Assessed Course List</li> <li>1.7 Electronic Portfolio</li> <li>1.8 Miramar College Curriculum Committee Annual Reports, 2002-04</li> <li>1.9 Faculty Attendance and Accounting Manual</li> <li>1.10 Speech 103 Syllabus</li> <li>1.11 Psychology 100 Syllabus</li> <li>1.12 21<sup>st</sup> Century Learning Outcomes Committee— Assessing the Learning Outcomes Competencies</li> <li>1.13 Legal Assistant Program Brochure</li> <li>1.14 2003 Occupational Outlook Report</li> <li>1.15 CIC Minutes</li> <li>1.16 Articulation with Private Institutions</li> <li>1.17 The Sage</li> <li>1.18 Professional Faculty Conduct</li> <li>1.19 Point-of-Service Surveys 2002</li> <li>1.20 Printed Program Pamphlets</li> <li>1.21 Information Sheets (Spanish, Vietnamese, Tagalog)</li> <li>1.22 Degree/Certificate Distribution Lists (1996, 2000-03)</li> <li>1.23 Application for Admission</li> <li>1.24 The PLACe 2002 Retention Study Comparison of 1992-2000 Retention Rates</li> <li>1.25 Comparison of EOPS and Non-EOPS Students Fall 2001 and Spring 2002</li> </ul> | <ul style="list-style-type: none"> <li>1.26 Student Outcomes: Performance, First Time Freshman Term-to-Term Persistence Rate, Fall 2001-Spring 2002</li> <li>1.27 UCSD TAG Contracts</li> <li>1.28 SDSU TSD Contracts</li> <li>1.29 Shared Governance Committees List</li> <li>1.30 CPEC Student Profile: Transfer Pathways — Full Year Transfers 1989/90 to 2002/03</li> <li>1.31 Mathematics Diagnostic Testing Project</li> <li>1.32 Descriptive Test of Language Skills</li> <li>1.33 Combined English Language Skills Assessment—CELSA</li> <li>1.34 Test of Adult Basic Education—TABE</li> <li>1.35 Utility of Accuplacer Online Computerized Placement Tests [CPT] as an Alternative English Placement Test</li> <li>1.36 Accuplacer Online Pilot Program Summer/Fall 2001</li> <li>1.37 Multiple Measures Validation and Disproportionate Impact Study—English as a Second Language February 1996</li> <li>1.38 MDTP Scaled Score Recommendations for the Fall 2000 Semester</li> <li>1.39 Math Placement Validation Study</li> <li>1.40 SDCCD Student Records Classification, Retention, and Disposition Manual 2003-2004</li> <li>1.41 Audio/Visual Inventory Database</li> <li>1.42 Annual Data Survey Brief 2001-02</li> <li>1.43 Collection Development Manual</li> <li>1.44 Fall/Spring 2002 Annual Distance Education Institutional Survey</li> <li>1.45 2002/2003 Collection Development Plan</li> <li>1.46 SDCCD Online Computer Lab: Equipment, Software, Books</li> <li>1.47 California Academic Library Reports (1998-99, 2000-01, 2001-02)</li> <li>1.48 The PLACe Funding Graphs</li> <li>1.49 Proposed Timeline for Implementation The PLACe</li> <li>1.50 San Diego Miramar College Independent Learning Center Faculty Responsibilities and General Guidelines</li> <li>1.51 2003 SDCCD Online Handbook</li> <li>1.52 Library/LRC Contract Agreements</li> </ul> |
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1.53 SDCCD's Comparison of 1992-2000 Retention Rates Basic Skills Math and English Students with PLACe Visits

*Common College Documentation (C.XX) is listed in the INDEX at the end of the report.*

## **ACRONYMS AND ABBREVIATIONS USED IN STANDARD TWO**

AAUP American Association of University Professors  
ABA American Bar Association  
ACR Association of College & Research Libraries  
AFT American Federation of Teachers  
AS Associated Students  
ASE Automotive Service Excellence  
AV Audio-Visual  
CAN California articulation number  
CARE Cooperative Agencies Resources for Education  
CAS Council for Advancement of Standards  
CBTE Computer Business Technology  
CCL Community College League  
CELSA Combined English Language Skills Assessment  
CIC Curriculum and Instructional Council  
CPEC California Postsecondary Education Commission  
CPT Computerized Placement Tests  
CSU California State University  
DSPS Disabled Students Services  
DTLS Descriptive Test of Language Skills  
EOPS Extended Opportunity Programs and Services  
ESOL English for Speakers of Other Languages  
FAA Federal Aviation Administration  
FANHSA Filipino American Natural Historical Society  
FASA Filipino American Student Association  
FERPA Family Rights and Privacy Act  
FTES full time equivalent students  
GIFTS Great Ideas, Free to Steal

IELM Instructional Equipment and Library Materials  
IGETC Intersegmental General Education Transfer Curriculum  
ILC Independent Learning Center  
IPEDS Integrated Postsecondary Education Data System  
ISIS Integrated Student Information System  
LLRC Learning Library Resource Center  
LRC Library/Learning Resources Center  
MCAS Marine Corps Air Station  
MDTP Mathematics Diagnostic Testing Project  
MIS Management Information System  
PERG Personal Growth  
PLACe Personal Learning Assistance Center  
POST Peace Officer Standards and Training  
SCANS Secretary's Commission on Achieving Necessary Skills  
SCT system and computer technology  
SDCCD San Diego Community College District  
SDICCLRC San Diego and Imperial Counties Community Colleges Learning Resources Cooperative  
SDSU San Diego State University  
TABE Test of Adult Basic Education  
TAG Transfer Admission Guarantee  
TTIP Telecommunications and Technology Infrastructure Program  
TSD Transfer Studies Degree  
UCSD University of California, San Diego  
VTEA Vocational and Technical Education Act  
WSCH weekly student contact hours

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# RESOURCES

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

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## **A. HUMAN RESOURCES**

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

### **A.1**

**The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

#### **A.1.a**

**Criteria, qualifications, and procedures for selection of personnel are clearly and publicly**

**stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

## **DESCRIPTIVE SUMMARY**

Miramar College employs qualified certificated and classified personnel by following the extensive district hiring policies and procedures that are described in Section 4200 of the *SDCCD Manual on Policies and Procedures* (Doc. #C.23). When positions become available, job announcements are distributed throughout the San Diego Community College District (SDCCD), placed on the district's home page, and advertised nationally. The hiring committees (made up of faculty members within the discipline) and area deans develop the position announcement, which describes the position, details the responsibilities of the assignment, identifies minimum qualifications and desirable characteristics for the successful candidate, and gives detailed information on how to apply for the position. In addition, faculty members often help advertise the position in professional journals, on list serves, and at applicable conferences.

All certificated personnel have appropriate degrees from accredited institutions to teach or manage in the areas assigned. Applicants with foreign degrees must establish equivalency prior to any offer of employment. In addition to district-established standards, all faculty must meet state-wide Academic Senate guidelines for minimum qualifications within each discipline (*AFT Contract*, Doc. #C.26). Hiring committees prepare screening and interview criteria and interview questions that focus on knowledge of the discipline and teaching commitment and effectiveness, including teaching techniques that promote student success (*SDCCD Personnel Policies and Procedures Manual*, Doc. #C.37). The college president and the hiring committee evaluate a

candidate's projected contribution to the college's mission before a final recommendation is made.

Hiring committee members follow district procedures in screening applications by rating established criteria using a numerical rating system for initial paper screening and subsequent interviewing. An unranked list of finalists is sent to the college president, who forms a secondary committee that includes faculty to assist with finalist interviews. Following the second round of interviews, the president makes a recommendation to the chancellor, who gives final approval.

Adjunct faculty are recommended for hire by the school dean in consultation with department chairpersons and, when necessary, with input from a discipline expert. Candidates for adjunct positions are identified from a district pool of available adjuncts, resumes sent directly to the school dean or department chair, and/or recommendations provided from neighboring institutions.

Contract classified positions are filled through a similar process that includes area administrators, supervisors, and staff. Committees are formed to fill vacancies; these campus-based committees develop the position announcement along with selection criteria and interview questions. Candidates are selected for interview, and the committee recommends a slate of finalists to the appropriate vice president. The vice president confers with the president to make the recommendation to hire. All new classified positions and reclassifications of existing positions are reviewed by the district as well as by Miramar's outside consultants from Hay for proper classification in the hierarchy of jobs and salary placement (*SDCCD Position Description Questionnaire—Reclassification Form*, Doc. #3.1).

## SELF EVALUATION

Miramar College uses clear processes that emphasize the involvement of discipline faculty and department staff in the selection process. The *Accreditation Survey Report Spring 2003* (Doc. #C.2) reports that 83.3% of contract faculty and 84.6% of adjunct faculty respondents agree or strongly agree with the statement that "the criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution." In terms of the statement that "criteria, qualifications, and procedures for hiring employees are clearly stated and followed," 83.3% of

contract faculty, 68% of adjunct faculty, and 78.8% of classified staff agree or strongly agree.

Contract faculty qualifications are also consistent with the expectations of this standard. Of the 79 contract faculty at Miramar College, 16 have doctorates, 54 have master's degrees, and 9 have a combination of bachelor's and associate's degrees and/or work experience to meet minimum qualifications for teaching in their disciplines. Of the 84 contract classified staff, 15 have master's degrees. In accordance with district guidelines, Miramar's faculty and staff members are adequately qualified to serve the needs of their divisions and/or respective disciplines. Many are more than qualified, exceeding academic study at or beyond the master's degree level.

## PLANNING AGENDA

None.

### **A.1.b**

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

## DESCRIPTIVE SUMMARY

Miramar College follows established district guidelines for systematically evaluating all personnel. The formal processes vary depending upon the specific employee's bargaining unit and union contract. The evaluation instruments for certificated and classified personnel vary in substance and objective but use observable or measurable criteria to assess workplace effectiveness. Suggestions offered by supervisors, peers, students, and/or committee members as well as goal-setting and assessment are components of the procedure and are designed to provide feedback and opportunities for improvement.

Administrators are evaluated annually during the first

four years of service in the position and then every three years thereafter (*SDCCD Manager Performance Appraisal Manual 4300.5*, Doc. #3.2). The Management Association makes recommendations regarding the evaluation form and procedure, such as the establishment of goals for the coming year, review of goals set for the prior year (if applicable), performance assessment by the supervisor, and self-evaluation. The supervising administrator then submits the evaluation form and an appraisal letter to the chancellor for review.

The American Federation of Teachers (AFT) Guild—San Diego Community College District Collective Bargaining Agreement (*AFT Contract*, Doc. #C.26) establishes evaluation procedures for contract and adjunct faculty. For contract faculty, a comprehensive evaluation occurs during each year the faculty member is probationary, any year a faculty member is eligible for promotion, and every three years for tenured faculty. Mandatory student evaluations must be completed for two classes each evaluation year for tenured faculty and two classes each semester for probationary faculty (*Student Evaluation Form*, Doc. #3.3). Evaluation committees and the appropriate manager review these student evaluations in conjunction with peer evaluations compiled from classroom observations and the instructor's performance review file.

Like contract faculty, adjunct faculty must be evaluated within the first year of employment and at least once every six semesters, at which time student and peer evaluations are reviewed. Mandatory student evaluations are completed at least once during the first term of assignment and at least once during every three semesters of subsequent assignment (*College Faculty Appraisal: A Guide, Book Two*, Doc. #3.4). Results of peer and student evaluations are discussed and reviewed by the dean and department chair and are made available to the adjunct faculty member. If requested by the instructor, chair, or dean, a meeting is held with appropriate parties present to discuss results and/or answer questions (*SDCCD Performance Appraisal Manual—4300.2*, Doc. #3.5).

Newly hired staff members are considered probationary their first year, during which time they are evaluated twice. Thereafter, they are evaluated biannually by their immediate supervisor, who completes a written appraisal of the employee's ability to perform his or her assigned duties (Doc. #3.2). Supervisory and professional staff members are evaluated under a system especially designed

for them (*SDCCD Supervisors and Professional Staff Performance Appraisal Manual 4300.2*, Doc. #3.6). In both cases, evaluations are reviewed by the appropriate managers.

## SELF EVALUATION

The contracts and agreements of each employee group ensure that evaluation procedures are systematic, consistent, and designed to provide formal, timely feedback on employee performance. The *Accreditation Survey Report Spring 2003* (Doc. #C.2) shows that 94.1% of contract faculty, 80% of adjunct faculty, and 93.8% of classified staff agree that their "performance evaluations have been conducted according to . . . contract/handbook guidelines."

The high level of positive responses by the contract faculty is due to the role of the Faculty Evaluations Coordinator, a faculty member reassigned to ensure that all evaluation processes occur in a timely fashion. Overall, evaluation processes are well integrated into college personnel operations, and there is general consensus that evaluations are used to evaluate effectiveness and encourage improvement.

## PLANNING AGENDA

None.

### **A.1.c**

**Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

## DESCRIPTIVE SUMMARY

Criteria for faculty evaluations have been established by the union contracts, and this contractual process currently serves as the basis for evaluating contract and adjunct faculty performance in terms of effectiveness in achieving student learning outcomes (*AFT Contract*, Doc. #C.26). Evaluation domains for contract instructional faculty include assessments of subject mastery, preparation for teaching, classroom instruction, coaching/counseling skills, and district involvement. Similarly, counselor evaluations address development/implementation of student services, professional counseling skills, subject mastery, and interpersonal/personal skills. Each of these evaluation domains is divided into specific criteria that are

addressed in the evaluation process by the faculty member, peer and manager evaluators, and students responding on evaluation forms.

## SELF EVALUATION

Current evaluation domains and criteria are focused primarily on faculty teaching and counseling effectiveness, which is addressed in most areas in the evaluation criteria for faculty. As a result, teaching excellence commands priority in focus and level of importance for both the evaluator and the instructor being evaluated. Most of the faculty (89% contract; 79% adjunct) were pleased with the quality of instruction at Miramar (*Accreditation Survey Report Spring 2003*, Doc. #C.2). About 69% of contract faculty, 89% of adjunct faculty, and 91% of staff reported that the college identifies and seeks to meet the varied education needs of its students through diverse programs (Doc. #C.2). In comparison with staff (74.2%) and adjunct faculty (96.2%), only 62.1% of contract faculty agreed with the statement that “effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success” (Doc. #C.2). This focus on instructor and counselor effectiveness in evaluation needs to be realigned to a new focus on student learning outcomes.

## PLANNING AGENDA

- The college will work with the district and faculty union to better realign faculty evaluation criteria to accommodate focus on student learning outcomes.

### **A.1.d**

**The institution upholds a written code of professional ethics for all of its personnel.**

## DESCRIPTIVE SUMMARY

Miramar’s ethics statement (Doc. #C.27), developed by its Academic Senate in 1994-95, identifies the following as areas of ethical consideration:

- Scholarly competence
- Honest academic conduct
- Cultural and gender sensitivity
- Prevention of exploitation of faculty and students
- Establishment of academic standards
- Contributions of faculty to their professions
- Maintenance of academic freedom.

In addition, the Board of Trustees adopted a code of ethics for all district faculty and staff (*SDCCD Code of Ethics*, Doc. #3.7). Ethical requirements are contained in the conflict of interest code and cover outside employment, political activities, and the acceptance of gifts and honoraria.

## SELF EVALUATION

Ethical codes of conduct established by the Board of Trustees and the Academic Senate meet the requirements of this standard.

## PLANNING AGENDA

None.

### **A.2**

**The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

## DESCRIPTIVE SUMMARY

Miramar College employs 92 certificated full-time staff members including 62 classroom faculty, 7 counselors, 2 Extended Opportunity Programs and Services (EOPS) counselors, 4 Disabled Students Services (DSPS) faculty/counselors, 1 articulation officer/counselor, 3 librarians, 2 certificated supervisors, and 11 administrators. Of the full-time classroom teaching faculty and full-time certificated personnel in the library and counseling, all meet the minimum qualifications for the discipline.

The college employs 92 classified staff members, distributed among such departments as Business Services, Office of Instruction, Library/Learning Resource Center, Police Academy, President’s Office, and Student Services. In addition, 32 additional classified staff are assigned to Miramar College from other district functional areas including Bookstore, College Police, Food Services, and Facilities/Operations. These staff members are district employees and are not funded through the Miramar College budget.

The college employs 172 certificated adjunct/hourly

staff members including 57 in the School of Arts and Humanities, 60 in the School of Business, Math and Science, 16 in the School of Workforce Initiatives/ Tech Careers, 31 in the School of Public Services, and 8 in Counseling. In addition, the 300 adjunct staff employed in the Police and Fire Academies are not included in above figures since their numbers vary considerably based on demand for services from Miramar’s public safety partners. Minimum qualifications for all adjunct faculty members are verified at both the district and campus level.

Funding to support new staff and contract faculty positions is addressed primarily through the district allocation process. Requests for new faculty positions are submitted to Miramar’s Faculty Hiring Committee made up from the Academic Senate Executive Board and the certificated members (faculty and administrators) of the Academic Affairs Committee. Another committee that addresses faculty hiring is the College Executive Council (CEC), which works jointly with the other committees on campus to ensure adequate staff needs are met.

## SELF EVALUATION

Certificated and classified staffing for the college is based on an annual allocation model for distribution of funds within SDCCD (*SDCCD Unrestricted General Fund Campus Base Allocation Model*, Doc. #3.8). The current model funds all full-time contract positions before allocating remaining dollars to the campuses for adjunct salaries and other expenses. Because this model is historical and funds existing positions first, there is no consistent mechanism for adding new contract positions even when significant growth has occurred. Instead, positions are funded when additional dollars are made available to the district from sources such as the Partnership for Excellence.

Based on its recent growth—30% over the last three years—Miramar College does not have the contract faculty and staff to adequately fulfill its responsibilities to the campus and community. Because of the allocation model, the number of contract faculty and staff has not grown but in fact has been reduced due to budget constraints impacting all of California’s community colleges. Currently, Miramar has 29 vacant positions: 13 faculty, 1 counselor, 14 classified staff, and 1 supervisor. Some efforts are being made at this time to fill faculty positions that are vacant due to recent retirements. Hopefully, 8 to 10 faculty positions and

2 to 3 classified positions will be filled in the coming months.

However, efforts to fill vacancies do not address the general understaffing at Miramar College. Miramar’s allocation in terms of dollars expended for contract classroom and non-classroom faculty and classified staff are below the district average in each of these allocation model areas (*Distribution of Resources Report*, Doc. #C.38). As a result, Miramar is serving a growing student population with fewer contract faculty and staff than the other district colleges. This funding gap is being further expanded as Miramar continues to grow significantly.

## PLANNING AGENDA

- The college will develop data and a planning model to assess the impact of program growth and possible faculty retirements.

### A.3

**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

### A.3.a

**The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

## DESCRIPTIVE SUMMARY

SDCCD develops and establishes written personnel policies and procedures that Miramar adheres to in all employment procedures. Ultimately, the district’s Board of Trustees adopts the personnel policies. Miramar’s participation is achieved through the college president, who serves on the chancellor’s cabinet. The Human Resources Office develops the *SDCCD Personnel Policy and Procedures Manual* (Doc. #C.37). A copy of this document is stored in the Vice President of Instruction’s Office and is available for administrative, faculty, and staff review. It also is available electronically on the district’s intranet web site. Miramar provides input relating to personnel policy and/or procedures through the Academic Senate, representation through department chairs serving on the Academic Affairs Committee, the collective bargaining leadership for faculty and

staff, and participation by the two vice presidents and campus director of administrative services on district-wide planning and leadership councils.

The college maintains and follows SDCCD policies regarding employment procedures. Ensuring fairness in all employment procedures, Policy 4100 of the *SDCCD Manual on Policies and Procedures* states, “The SDCCD does not discriminate on the basis of ethnicity, race, color, sex, age, religion, marital status, disability, sexual orientation, national origin, medical conditions, ancestry, or political or organizational affiliation” (Doc. #C.23). This policy is consistent with federal and state mandates and guidelines on equal employment opportunity. The *Educational Master Plan* (Doc. #C.8) further assures that the district strives to achieve fairness and equity in all employment procedures. Miramar’s programs under military contract require that Miramar adhere to federal regulations as they relate to fair employment practice. Personnel procedures are outlined in the appropriate bargaining agreements for each bargaining unit. Each respective administrator, dean, department chair, and supervisor, certificated or classified, is responsible for knowing and adhering to personnel policy as it relates to hiring, evaluation, tenure, promotion, and dismissal.

### SELF EVALUATION

Miramar College ensures that it administers its personnel policies consistently by following district policies and procedures as stated in the *SDCCD Human Resource Instruction Manual* (Doc. #C.39).

### PLANNING AGENDA

None.

#### **A.3.b**

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

### DESCRIPTIVE SUMMARY

Miramar College follows the provisions developed and maintained by the Human Resource Office for protecting personnel records and for providing employee access to personnel records (*Process for Maintaining Personnel Records* and *Process for an*

*Employee to Access Personnel Record*, Docs. #3.9 and #3.10, respectively). At Miramar, the file custodian (the vice president of instruction’s administrative secretary) maintains an access log for each faculty evaluation file. Evaluation files for all contract faculty, including instructional faculty, counselors, and librarians, are maintained in the same file cabinets by the file custodian.

Official personnel records for classified contract staff are maintained at the district’s central administration office; however, some records related to appraisal and evaluation are housed on campus.

Faculty and staff members have the right to examine their personnel file at any time. They may also add any material that bears upon their position to their file and/or obtain copies of any material from their file.

### SELF EVALUATION

There are no indications that the rights of privacy of instructors or classified staff have been violated.

### PLANNING AGENDA

None.

#### **A.4**

**The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **A.4.a**

**The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### **A.4.b**

**The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

#### **A.4.c**

**The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

#### **DESCRIPTIVE SUMMARY**

The college maintains and follows SDCCD policies regarding employment procedures. Policy 4100 of the *SDCCD Manual on Policies and Procedures* (Doc. #C.23) states, “The San Diego Community College District does not discriminate on the basis of ethnicity, race, color, sex, age, religion, marital status, disability, sexual orientation, national origin, medical conditions, ancestry, or political or organizational affiliation.” Further assurances are contained in the *Educational Master Plan* (Doc. #C.8). In addition, the college adheres to the fair employment practices mandated by Title 5 of the California Code of Regulations as well as those regulated federally, as portions of Miramar’s programs are under military contract.

Following SDCCD’s *Staff Diversity/Affirmative Action Plan* (Doc. #C.40), all job announcements are widely distributed through channels that target underrepresented populations. The plan attempts to ensure equity in all employment procedures, as outlined in the *Chairperson’s Checklist for Administering the Hiring Process Including Procedures for Requesting an Affirmative Action Representative* (Doc. #3.11).

A district-trained Equal Employment Opportunity (EEO) representative has an essential role in the hiring process for managers, faculty, and staff. At the first search committee meeting, the EEO representative reads the affirmative action guidelines to all committee members. The EEO representative then assures that hiring committee members follow the procedures included in the district’s hiring checklist.

Another attempt by the college to recruit and prepare minority faculty members is its involvement with the San Diego and Imperial Counties Community College Association (SDICCCA) Minority Faculty Internship Program headed by the San Diego County Consortium. Since the program began, interns have served in a wide variety of departments including biology, philosophy, counseling, EOPS, English, political science, student affairs, economics, math, and history. Miramar College has hired at least six adjunct faculty from this diverse pool.

The Miramar College community supports an active Campus Diversity Committee that coordinates activities throughout the year to enhance awareness of the diverse nature of campus staff. Activities include Black History Month events, including an annual Mardi Gras dinner, Filipino cultural awareness programs, and Evening with the Experts films and lectures. In addition, the campus adheres to the district’s code of conduct for both employees and students. Miramar College has adopted a zero tolerance policy on violence in the workplace and in the learning environment.

#### **SELF EVALUATION**

Miramar College demonstrates its commitment to equity and diversity through a combination of adherence to formal policies and practices in recruitment and hiring. But more importantly, the college recognizes the value of diversity and strives to create a climate that brings people together as a campus family. Responses to the *Accreditation Survey Report Spring 2003* (Doc. #C.2) support this observation with 84.9% of faculty and administrator respondents and 84.9% of staff agreeing that “Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity.” In addition, 89.3% of faculty and 90.7% of staff agree that the “College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity”; 87.3% of faculty and administrators and 87.5% of staff feel that they are “personally treated with respect at this college” (Doc. #C.2).

#### **PLANNING AGENDA**

None.

#### **A.5**

**The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

#### **A.5a**

**The institution plans professional development activities to meet the needs of its personnel.**

## **A.5b**

**With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **DESCRIPTIVE SUMMARY**

Miramar is committed to providing all personnel with professional growth opportunities that are aligned with the college's mission and that are based on specific teaching and learning needs. The college promises in its *Staff Development Mission Statement* (Doc. #3.12) to provide all personnel abundant information regarding professional growth opportunities and to encourage the following:

- Innovation, experimentation, and creativity within the learning environment
- An awareness of the changing educational environment
- Training that promotes safe working conditions for campus personnel
- Effective working relationships within the campus community including a collegial exchange of ideas among disciplines and professional specialists.

The Miramar Staff Development Committee is a standing committee within the shared governance model (*Miramar College Shared Governance Manual 2003*, Doc. #C.4). The committee has campus-wide representation with six faculty, two staff, and one manager. Its various functions include the following:

- Making recommendations to the Academic and Classified Senates
- Overseeing instructional improvement for faculty (i.e., FLEX) activities and budget
- Allocating funds for faculty, staff, and administrators to attend conferences.

Additionally, the committee shapes Miramar's organizational goals and responsibilities for staff development and aligns its mission with the college's strategic plan. Subcommittees of the Staff Development Committee include FLEX and Cultural Diversity committees.

Miramar supports professional development by providing its personnel with the following:

- Faculty retraining, including SDCCD Online training seminars

- Funds for attending and presenting at conferences
- College-wide forums with keynote speakers (called "Evening with the Experts")
- Funds for recertification and pre-approved coursework from accredited institutions
- Health/safety education
- A Professional Development Center (established in 1998) and "Teaching Academy"
- Sabbatical leave opportunities.

The Staff Development Committee works closely with Academic Senate, SDCCD Professional Development Committee, Classified Senate, and the Technology Committee to assess the teaching and learning needs of the campus via both campus-wide surveys as well as focused workshops surveys. In developing and funding activities for staff development and FLEX activities, the committee considers the following categories:

- Course instruction and evaluation
- In-service training and instructional improvement
- Program/curriculum/learning resource development and evaluation
- Student personnel services
- Learning resource services
- Related activities (student advising, matriculation, and campus diversity).

When SDCCD moved to a 16-week semester for primary classes, the hourly FLEX requirements for contract faculty increased to 90 hours per academic year; adjunct faculty were required to complete these as well. The preparation and implementation for the new FLEX posed several challenges for the campus since the required FLEX hours per semester for contract faculty expanded from 12 to 45. Furthermore, adjunct faculty were required to perform FLEX hours (1.5 per primary term, classroom contact hours) for the first time.

This "explosion" of FLEX required more than an informal tracking of the FLEX hours; therefore, the district created an on-line tracking program that faculty and FLEX coordinators could access. The FLEX coordinators from all three of the district's campuses spent extensive time collaborating with the AFT president and SDCCD's vice-chancellor of student services on the policies/procedures for new requirements and implementation/training for the new web site.

The staff development/FLEX coordinator submits a yearly report of professional development activities

to the state chancellor's office. The report includes a summary of the professional development activities for the year as well as proposed activities for the coming year. Furthermore, the July 2001 report included a three-year plan (Doc. #3.13) and discussion of methods for evaluating the plan. These documents guide the Staff Development Committee's planning and funding of activities.

## SELF EVALUATION

Miramar's commitment to staff development is reflected by the goals stated in the *Human Resources Development Proposal* (Doc. #3.14): "Staff development should include every aspect of a community college campus: faculty, administration and classified personnel. Through the inclusion of all segments, each person may plan for his/her individual professional development and collectively all college personnel can unite for common goals of the campus and for the development of a team spirit or rapport among the college community."

State funding for faculty, staff, and administration professional-development programs has decreased from \$27,490.00 in 1997 to \$0 in 2003. This lack of funding has impacted the Staff Development Committee's ability to directly fund activities and conferences. However, through coordination with the Academic Senate, Vocational and Technical Education Act (VTEA), the president's office, and other grant and special funds, the college has been able to maintain key aspects of its staff development program, including some funding for conference participation for individual faculty and staff. Since 1997, the Staff Development Committee has provided funds for more than 120 faculty, staff, and administrators to attend and/or present at national and local conferences.

Miramar College has met these goals by providing a variety of opportunities for professional growth as described in this document. Feedback via surveys and evaluations from faculty, staff, and administrators has been positive. According to Miramar's *Accreditation Survey Report Spring 2003* (Doc. #C.2), more than 70% of faculty (78% contract, 74% adjunct) felt there was opportunity for continued professional and staff development; however, only 54.6% of classified staff agreed with this statement. In addition, the Staff Development Committee's web page, on-line surveys (Doc. #3.15), and *FLEX Workshop Evaluations* (Doc. #3.16) provide more comprehensive and current information concerning the efficacy of the

professional development program at Miramar.

With increased FLEX obligations for contract and adjunct faculty, the college saw a dramatic increase in faculty professional development participation in 2002-03 when data was captured via the web site. Miramar's 250 faculty were obligated to perform 8,820 FLEX hours; faculty actually performed 12,790 hours of individual, group, and department FLEX activities. Performing beyond their obligation by 2,938 hours reflects the faculty's commitment to their professional development.

Professional development opportunities will be challenged in the next few years as fiscal support will be absent from the state budget. This situation will require creativity and teamwork, redefined expectations for travel/conference opportunities, and more reliance on internal campus expertise for professional growth. Future planning must manage with no revenue and still maintain not only alignment with Miramar's strategic plan but also a relevant program for institutional and professional renewal that addresses the professional development needs of the faculty, staff, and administration.

The good news is Miramar's faculty and staff professional development program has matured in the last three years due to the administration's support, growth in the program's infrastructure, collegial association with other campus committees, and faculty/staff support. The loss of state budget resources is a predicament that must be turned into opportunities for creative ways to maintain the momentum of improvement.

## PLANNING AGENDA

- The college will develop alternative funding sources to support maintenance and expansion of staff development activities.

### **A.6**

**Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

## DESCRIPTIVE SUMMARY

Miramar College's strategic plan identifies goals for institutional development that integrate human

resource planning with institutional planning. As opportunities for hiring occur during these difficult financial times, decisions on where positions will be allocated are based on the college's focus on student learning and becoming a more comprehensive institution. The college used this approach successfully when allocating positions from Partnership for Excellence (PFE) funding (*Partnership for Excellence, Miramar College—Campus Needs Revised 10/25/98*, Doc. #3.17). This PFE process engaged the entire college community in a discussion identifying programmatic needs that would be enabled by funding new positions. The results of this process included the addition of six new contract faculty positions, a new dean position, a new job placement officer, a campus articulation officer, a graduation evaluator, and additional clerical staff in instruction and student services.

Currently, as opportunities arise to fill vacant faculty positions, the college is using a similar collaborative process to match the allocation of positions to institutional planning. Using the data from course enrollments, the *Academic Master Plan* (Doc. #C.7), and the strategic plan (Doc. #C.3), the campus Hiring Committee has determined a priority order for replacing vacant faculty positions. The hiring list is reviewed and revised before each hiring cycle. CEC determines in what order classified positions are filled.

## **SELF EVALUATION**

Miramar College has evaluated its needs and planned for its use of human resources. However, since the district office controls the budget through the allocation model, there is little autonomy for on-campus budget development. However, Miramar's management has been a strong advocate for the campus, working with the district to clearly articulate the college's needs and to make Miramar's needs a district priority. As a result, Miramar's continued growth has been recognized through the district's support of a growth formula that disproportionately funds adjunct faculty and replacement contract faculty positions at Miramar. This is a new development, but if this pattern continues, Miramar will be able to more closely align the addition of faculty and staff with institutional planning priorities.

Despite recent changes that indicate some improvement in staffing at Miramar, the results of the *Accreditation Survey Report Spring 2003* (Doc. #C.2) indicate the campus perceives that the college's staffing needs are not being adequately met. According to the survey, only 41.5% of faculty and 34.4% of staff felt that "Student services at this college have sufficient staff and resources to meet student needs." While Miramar College faculty and staff continue work very hard to meet basic student needs, departments and programs are stretched very thin, and double-digit growth cannot continue without significant staffing increases.

## **PLANNING AGENDA**

- The college will coordinate with the district to modify the allocation model to accommodate enrollment growth for Miramar.

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# PHYSICAL RESOURCES

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

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## **B.1**

**The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

### **DESCRIPTIVE SUMMARY**

Since 1969, when Miramar College opened as a training facility for San Diego's law enforcement personnel and firefighters, the 125-acre campus has been growing to meet student needs. The past 15 years have seen the construction of a high-tech computer business center, interim library, police academy, child development center, digital media lab, on-line "bullpen," classrooms for San Diego State University's (SDSU's) Higher Education Center at Miramar College, and the first two phases of a 32-acre San Diego City/Miramar College joint-use athletic complex, including the largest aquatic complex in San Diego County.

Off-campus venues are used to augment Miramar's ability to serve students. The most utilized sites are the Naval Training Center (NTC), Mira Mesa High School, and Marine Corps Air Station (MCAS) at Miramar.

In addition, due to the passage of a capital construction bond, Proposition S, in November 2002, substantial building and expansion plans are underway. A 33,500 square foot science building, an 8,000 square foot advanced automotive technology center, and a 40,000 square foot District Computing and Distribution Center are under construction and will be open for classes in fall 2004. In addition, the college is currently developing a new comprehensive facilities master plan, working drawings for a new field house complex with the City of San Diego, and programming a 77,000 square foot Learning Resources Center.

### **SELF EVALUATION**

After years of teaching in old bungalows, the college is on the verge of realizing the facilities that will enable the comprehensiveness and growth that Miramar's students and community are seeking. Although the college continues to operate within financial constraints in many outdated facilities that are nevertheless well maintained and fully functional, the prospect of building the campus to ultimately accommodate 25,000 students in state-of-the-art facilities is encouraging. Implementing all of the projects outlined in Proposition S will heavily tax the human resources of the college, but the entire campus is committed to this future plan.

### **PLANNING AGENDA**

None.

## **B.1.a**

**The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **DESCRIPTIVE SUMMARY**

Through strategic planning and coordinated development efforts with SDCCD, Miramar College plans, builds, maintains, and upgrades or replaces its physical resources to support its programs and services effectively. The strategic plan (Doc. #C.3) ensures the link between physical resource planning and institutional planning is maintained. Each of the goals within the five-year plan has physical resource implications that are connected. For example,

the second goal aims to update instructional and support services “to take advantage of developments in facilities and technology to better meet the expectations and needs of students and potential students.” Likewise, Goal 5 commits to “enhance Miramar’s visibility, attractiveness, and reputation for quality” by making physical-resource development a key priority. Finally, Goal 3 addresses the intended outcome that “the Miramar College campus will be fully developed with the campus facilities master plan.” The action steps under this goal address the integration of campus institutional and physical planning first by determining program, course, and co-curricular activities needed to provide students with a full college experience and then by identifying needed facilities.

Miramar used its strategic plan’s goals to create the list of campus improvements now funded and planned as a result of Proposition S. The Proposition S projects were prioritized through a rating process conducted by the Prop S Implementation Committee that was formed to provide leadership for this extensive building project. This committee includes representatives from administration, faculty, staff, students, and the community; it meets as-needed to make recommendations to the College Governance Council.

The management, maintenance, and operation of physical resources are organized under the District Assistant Chancellor for Facilities. The District Facilities Department is responsible for all aspects of maintenance and operations of the campus physical environment. The Assistant Chancellor and his staff meet monthly with the campus leadership to review any facilities issues at a Review of Services meeting. In addition, a campus Facilities Committee, made up of faculty, staff, students and administrators, meets monthly to ensure the ongoing integration of physical resources and instructional programs. The Miramar Safety Committee also meets monthly, makes ongoing assessments, and recommends actions to ensure a safe and secure campus environment.

The campus has established and maintains effective procedures to ensure that selection, maintenance, inventory, and replacement of all equipment are accomplished systematically to support institutional programs and services. Equipment selection begins with departmental identification of needs. Work plans are then submitted to the Planning and Budget Committee for consideration when funds are available

for the purchase of equipment. Equipment is also funded through various categorical programs, such as the Carl Perkins VTEA and Telecommunications and Technology Infrastructure Program (TTIP), and donations from college partners, such as Hawthorn Machinery, Toyota, and DaimlerChrysler.

The college also has a small minor improvements budget allocated each year that may be used to address campus needs for repairs and renovations. Requests for these funds are made to the campus Director of Administrative Services and approved through the Facilities Committee. Requests for scheduled/deferred maintenance requiring larger amounts of capital outlay are submitted to the district for review and potential funding.

## SELF EVALUATION

According to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 62.5% of contract faculty agree that the campus integrates a systematic assessment of the effective use of physical resources in its institutional planning. This figure rises to 75% for adjunct faculty but drops to 41% for staff. However, while systematic planning occurs, implementation receives some mixed reviews and reflects the frustration felt by years of perceived unmet needs in the facilities area. This is further seen in the responses to the question: “The college systematically maintains and upgrades its physical resources to support its programs and services”; only 26% of contract faculty and 42% of staff agree (Doc. #C.2).

## PLANNING AGENDA

None.

### **B.1.b**

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

## DESCRIPTIVE SUMMARY

Miramar College provides access to its campus and facilities for all students, faculty, administrators, and visitors. Miramar measures the safety of its facilities and the accessibility of its campus through

its compliance with applicable state and federal laws. For example, the campus provides adequate ramps, elevators, curb cuts, and handicapped parking to meet Americans with Disabilities Act requirements. In addition, all projects being funded through Proposition S will meet building code and state architectural requirements. All off-site locations, such as Mira Mesa High School, Scripps Ranch High School, and MCAS Miramar comply with state and federal standards, although some accessibility problems still exist at NTC where fire technology and emergency medical technician (EMT) classes are conducted. The NTC facilities, however, are scheduled for complete renovation when the Regional Public Safety Training Center project is completed. Finally, in cases where unique classes are offered at off-site locations, campus personnel visit the facility to ensure appropriate access and safety considerations are accounted for.

Safety needs are addressed campus-wide through the work of the Safety Committee. In addition to conducting an annual review of all campus facilities, the committee has developed an *Emergency Preparedness Plan* (Doc. #3.18) and has held cardiopulmonary resuscitation (CPR) classes. All employees are given the *Employee Safety Manual* (Doc. #3.19), which covers safety policy, accident prevention, accident handling and reporting, workplace safety rules, and a wide range of safety-related information, practices, and reporting.

Access to the campus includes ample parking in close proximity to classrooms as well as handicap and short-term parking areas that ensure quick, safe access to campus buildings. In addition, the campus maintains lighted and well-maintained roads and paths that guarantee safe and secure access for all drivers and pedestrians. In addition, the city bus currently stops on the perimeter of the campus, but plans are underway to add a new bus terminal on the campus that will be a connection hub for the northern part of San Diego. Funds for this project are already allocated by the Metropolitan Transit District Board, and environmental assessment is already underway.

Security at Miramar College is provided by a police officer and college services officer assigned on campus Monday through Friday from 7 a.m. to 11 p.m.; security patrols from SDCCD Police visit the campus at night and on weekends. In addition, security alarm systems are installed in all administrative offices, laboratories, and any classrooms that contain expensive equipment.

The college continues to address maintenance and safety concerns, and—despite limited funds—it continues to improve campus facilities. Since the last accreditation, exterior improvements have been made (including new patio and garden areas), classrooms have been carpeted, and student services areas have been renovated. In addition, the cafeteria is currently being completely rebuilt to make it better suited to meet student and staff needs.

## SELF EVALUATION

While there are strong feelings on the Miramar campus that the current facilities are less than adequate, the *Accreditation Survey Report Spring 2003* (Doc. #C.2) indicated that 75.7% of contract faculty, 88.5% of adjunct faculty, and 75.5% of staff agreed that “the exterior features of the campus buildings are well maintained.” The assessment that “interior of the classrooms, offices and restrooms are adequately maintained” was less positive with only 56.8% of contract faculty, 66.6% of adjunct faculty, and 53.2% of staff agreeing. However, more than 80% of all groups surveyed felt that the college grounds are pleasing and adequately maintained, and 82.8% of all administrators and faculty and 78.8% of staff agreed that campus safety hazards are addressed promptly.

## PLANNING AGENDA

- The college will link education services and planning with facilities development, renovation, and decision making.

### **B.2**

**To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **B.2.a**

**Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

## DESCRIPTIVE SUMMARY

Through the development of both its five-year strategic plan (Doc. #C.3) and its *Proposition S*

*Proposal* (Doc. #C.41), Miramar College works with SDCCD to develop long-range capital plans in support of institutional improvement goals. One component of Proposition S was the assurance that all necessary costs for staffing and maintenance of any facilities constructed with bond funds would be budgeted by the district before any construction projects are initiated. This guarantee, which was written into the bond language, protects both the taxpayers and Miramar College from building facilities that it cannot staff or support.

Project budgets for facilities being developed under Proposition S address not only the structural facility but also the equipment necessary to ensure successful implementation of academic and technical education curriculum. As a result of its strategic plan and Proposition S funding, the following facilities are slated for development on campus:

In addition, Proposition S includes funds for Miramar College's share of a joint-use (with the City and County of San Diego) public safety training facility that is planned for construction at Camp Nimitz, which is part of the former Navel Training Facility. Funds are also included in the bond to renovate facilities vacated by programs once new buildings are constructed.

## SELF EVALUATION

The projects under construction and planned with the implementation of Proposition S will substantially change the Miramar College campus and enable the college to grow into a comprehensive institution with the capacity to serve as many as 25,000 students. The process for achieving this expansion and growth includes plans for funding the costs of maintaining and staffing new facilities and converting existing facilities to new uses.

## PLANNING AGENDA

- The college will continuously evaluate and improve systems to ensure shared governance and full campus involvement in planning and decision making that will lead to a comprehensive institution.

## **B.2.b**

**Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

## DESCRIPTIVE SUMMARY

Through the incorporation of the strategic plan (Doc. #C.3), the updating of the district five-year *Facilities Master Plan* (Doc. #C.9) submitted to the state, and the implementation of the campus priorities identified in Proposition S, the college has taken the steps necessary to integrate institutional planning with planning for the development of physical resources on campus. Given the lack of development at Miramar in the past, the opportunity to build new facilities comes at a time when the campus has a clear view of its future needs. The college's *Educational Master Plan* (Doc. #C.8) provides a roadmap for development that brings together instructional and program needs. This planning will influence the college's *Facilities Master Plan* (Doc. #C.9), which is under development. Ultimately, this process will accomplish the following:

- Identify and prioritize a list of additional events, programs, courses, services, and co-curricular activities and physical structures most likely to attract and retain students seeking a full college experience
- Construct a prioritized list of proposed facilities, projects, and programs necessary to provide Miramar College students a full college experience
- Develop concrete strategic plans to fund and implement high-priority projects, both programmatic and facilities
- Accommodate student demand by supporting increases in full time equivalent students (FTES), adding new programs and services, building technology use in student learning, improving efficient use of existing space, and replacing obsolete equipment
- Promote student success by making Miramar a more comprehensive institution, enhancing innovation in student learning, improving access to student services and instructional support, and increasing the college's visibility within the community
- Establish partnerships with business, schools, and

community by promoting stronger partnerships, expanding programs in collaboration with partners, and increasing the college's visibility within the community.

## **SELF EVALUATION**

According to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 73.8% of faculty and administration and 80% of staff agree that "Student learning needs are central to the planning, development, and design of new facilities." This reflects a very positive sense on campus that facilities development is on the right track toward integrating institutional planning with facilities development. Further, after so many years of little or no building on campus, the college community is fully committed to supporting and guiding the build-out of Miramar College. Oversight and involvement in this planning and development process will include the CEC with support from campus constituents, including the Academic Senate, Classified Senate, Associated Students, Academic Affairs Committee, Facilities Committee, and Prop S Implementation Committee.

## **PLANNING AGENDA**

None.

<b>Project Name</b>	<b>Description</b>	<b>Square Footage</b>	<b>Completion Date</b>
Science and Technology Building	Build and equip general science, zoology, chemistry, microbiology, and physics labs; science preparation areas; general purpose classrooms	33,500	Under construction; completion August 2004
Advanced Transportation Technology	Build and equip automotive lab bays, general purpose classrooms, instructional support areas, tool room, faculty/staff office areas, and outdoor work areas	8,000	Under construction; completion April 2004
District Computing and Distribution Center	Build and equip a facility to accommodate district information technology services and a central distribution center for records, texts, and equipment	40,000	Under construction; completion July 2004
Cogeneration Facility	Construct a cogeneration facility to reduce energy costs		Planning in progress
Field House	Build and equip classrooms, labs, and instructional support areas for health education and physical conditioning, including classrooms, storage areas, and shower/locker areas	40,000	Planning in progress
Library/Learning Resources Center	Build and equip Library and Learning Resources Center, including Tutoring Center, Media Tech. Training Center, and independent study/multi-media lab spaces	77,000	New project
Campus Safety Enhancements	Remove 10 bungalows; add sidewalks and roads; create northern campus entrance from Westview Parkway and safe pedestrian access from Black Mountain Road		New project
General Education Classroom Building	Build and equip classrooms, labs, and academic instructional and support areas to prepare students for completion of degrees and/or transfer	30,000	New project
Technology Classroom Building	Build and equip classrooms and academic instructional support areas	30,000	New project
Police and College Service Center	Build and equip a facility to house police/emergency services substation and college service offices	6,000	New project

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# TECHNOLOGY RESOURCES

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

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## **C.1**

**The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### **DESCRIPTIVE SUMMARY**

At Miramar College, technology needs are diverse and evolving. These needs are identified and assessed regularly by several advisory groups comprised of faculty, staff, and administrators. In July 2003, a dean was assigned to manage the Library/Learning Resource Center, Audio-Visual Services Department, Instructional Computing Services Department, Independent Learning Center, Professional Development Center, and college web site. The Dean of Online, Library, and Technology Services now coordinates the identification of technology needs for the campus in consultation with faculty, staff, and administrators.

In addition to using advisory groups for identifying technology needs, a formal process is in place to ensure coordinated purchasing to meet technology needs. Beginning in 2002, all computer and computer-related purchase requests required review by an appropriate information technology (IT) staff member. The college deans approved a formal procedure for

reviewing computer equipment purchase orders (POs). To improve efficiency and coordination, it was decided that all computer equipment POs for administration would be sent to the campus system and computer technology (SCT) representative for her/his initials, and those for instruction would be sent to the appropriate campus IT staff member.

At the college level, the following advisory groups help identify technology needs:

- College Technology Committee
- Budget and Planning Committee
- Facilities Committee
- Academic Affairs
- College Executive Council (CEC)
- Teaching Academy Advisory Group
- College Web Site Committee
- Instructional Deans' Council.

The Academic Senate assigns members to the College Technology, Budget and Planning, and Facilities Committees. The College Technology Committee meets monthly and is comprised of faculty and staff (see *Technology Committee Minutes*, Doc. #3.20, or [www.miramar.sdccd.net/depts/pdc/techserv/techcommittee.htm](http://www.miramar.sdccd.net/depts/pdc/techserv/techcommittee.htm)). In 2002, the College Technology Committee developed a three-year rolling *Instructional Technology Plan* (Doc. #3.21).

The Budget and Planning Committee meets monthly and is comprised of faculty and staff. The committee requires academic departments and programs to submit annual work plans in order to be eligible for allocated funds for technology. To validate the need for equipment, each department must attach a copy of its Academic Master Plan with its Annual Work Plan.

Academic Affairs meets monthly and is comprised of department chairs and administrative staff. Input and consultation from department chairs regarding technology needs is solicited at Academic Affairs meetings.

The CEC meets twice monthly and is comprised of representatives from the Classified Senate, Academic Senate, Business Office, Office of Instruction, and Office of Student Services.

The Teaching Academy Advisory Group meets as needed and communicates via e-mail. In fall 2002, Miramar College approved the creation of a "Teaching Academy" as a means to better utilize Professional Development Center (PDC) TTIP funds and other resources provided by a coalition of faculty and staff

training entities at college and district levels.

The coalition serves to coordinate teaching and technology training efforts and increase efficient use of resources. The vision of the “Teaching Academy” is to open classroom doors, decrease a sense of isolation on campus, and generate a dialog about teaching and learning. All coalition members benefit from access to consolidated and organized information about training resources and opportunities. Most importantly, the Teaching Academy promotes the open exchange of ideas and ongoing collaboration. This advisory panel, comprised of faculty, staff, and administrators, establishes the procedures for staffing the PDC facility and utilizing its equipment and resources to ensure collaboration using rolled over TTIP funds and other revenues. A communication network was set up for the Teaching Academy.

The College Web Site Committee is responsible for the overall organization of the web site and the implementation of web guidelines and policies. The committee meets as needed, communicates via e-mail, and is comprised of Academic Senate, Office of Public Information, management, SCT, and faculty representatives. The committee has developed specific security guidelines for using the Miramar web server (*San Diego Miramar College Website Guidelines*, Doc. #3.22). An instructional design coordinator provides web-site management on a part-time basis.

Miramar College faculty and staff also serve as representatives on the following district-wide technology committees and councils:

- Microcomputer Advisory Group (MAG)
- District Technology Council
- District Technology Trainers’ Committee
- SDCCD Online Steering Committee.

Technological resources are utilized throughout the campus for both administrative and instructional functions. Networked district software programs are utilized for communications (Outlook), budget management (IFAS), curriculum management (CurricUNET), student records (ISIS), faculty scheduling (Program Cards), student lab attendance (Student Attendance Tracking Report system), Internet delivery of instruction (WebCT and Blackboard), networked file storage, and Intranet and Internet access.

The SDCCD Information Technology Department operates a number of projects and services that impact

Miramar’s technology resources. The Attendance Tracking Automated Enrollment Project defined the implementation of an automated process that collected, tracked, and automatically enrolled students participating in tutoring classes. The Web Instructor Grade Sheets project defined the requirement to provide real-time information to the end user utilizing technology such as DB2 Connect. This is an example of how technology support meets a research and operational-system need.

The Web Student Application project defined the requirement to support real-time updating of college student applications in the Student Administrative System utilizing new technology such as DB2 Connect.

As of the fall 2002 semester, the Class Waitlist functionality was added to the Student Administrative System. This capability allowed students to add their names to a waitlist if the class they want to enroll in is closed. Additionally, a web-enabled room scheduler project was initiated by the district.

Other computerized projects that support the institution include the following:

- Data Warehousing
- Tentative Assignment Offer (Doc. #3.23 ), a faculty workload program
- Decision Support System (DSS), a program that allows school chairs and deans to project FTES for a proposed schedule
- CurricUNET, a computerized system for district faculty to write, track, and approve curriculum and program changes.

The District’s IT Department provides ongoing support of Miramar’s administrative microcomputer hardware, software, and network environment. This support includes help desk support, client service requests, problem resolution, new equipment installation, operating system upgrades, software upgrades, and planning support. IT also supports the district’s Internet hardware, software, and related network environment including the following:

- Internet e-mail
- College and district office Internet servers
- Web services
- Internet-related network security (Internet Firewall).

IT provides support of the district’s Wide Area Network (WAN) environment, often referred to as the

district's Intranet, including the network data circuits, routers, network security, dynamic host control protocol servers, and domain name servers.

IT's ongoing responsibility is to maintain and manage the district's telecommunications infrastructure, which includes the development of new building designs, facility remodels/ enhancements, and third-party cable and electric vendor coordination. IT maintains and manages the district's Internet and LAN-based e-mail system. This responsibility includes ongoing installation and support of e-mail servers and accounts. IT also maintains and manages the district's Library System, which includes supporting the Dynix RS6000, Dynix NT Web Server, PAC for Windows, and network infrastructure for access. Other tasks supported by IT include WebCT server installation and support (e.g., system administration of the Intel-based Unix server, daily back ups, updates of WebCT software, and Intranet-related activities).

The Information Technology Council reports to the Chancellor's Cabinet and is an advisory council for strategic directions in information technology. The council consists of 17 members and is chaired by the Assistant Chancellor, Instructional Services.

## SELF EVALUATION

District and college surveys and technology usage patterns are used to determine how effectively needs are being met. Every fall semester, the librarians conduct a formal survey of the faculty to solicit feedback as to what educational resources they need to support their curriculum and enable their students to complete class assignments successfully. In addition, student satisfaction surveys are conducted (Doc. #C.35). In response to their satisfaction that the library computers are adequate and well maintained, 45% of student respondents were "very satisfied" and 44.5% were "satisfied" (Doc. #C.35).

The collection development librarian participates in the automated approval process of new curriculum known as CurricUNET. As a result, the librarians are aware of new classes that will be taught on campus and can select/order educational resources to support the new curriculum in advance. Miramar College determines that it has sufficient depth and variety of resources to meet the technology needs of its students by reviewing the following:

- Student and faculty satisfaction surveys
- Comparisons to institutions of similar size

- Usage statistics for electronic databases (*Database Usage Report 2003*, Doc. #C.36).

The PLACe defines its effectiveness in terms of meeting technology needs by means of annual performance reviews of tutors, staff, services, and resources by the program chair as well as campus-wide surveys to all faculty. The PLACe mission statement was reviewed in fall 2000 and revised during this program review project.

According to the *Student Satisfaction Survey Spring 2003* (Doc. #C.28), 92.2% of the students surveyed indicated that they were satisfied or very satisfied with student computer lab services. In response to the item "The availability of computer labs is sufficient to meet my educational needs," 91% were satisfied or very satisfied. In response to "Computer labs are equipped with updated computers and software," 89.5% indicated satisfaction.

The ILC conducts student surveys each semester to determine technology needs (Doc. #C.32 or [www.sdccd.net/research/IRP\\_reports/MiramarILCreport\\_03.pdf](http://www.sdccd.net/research/IRP_reports/MiramarILCreport_03.pdf)). Questions in the survey pertain to students' lab use, satisfaction with customer service, and satisfaction with computers and software. Results indicate that, in general, students were very satisfied with ILC computers and software with an average satisfaction rating of 4.3 on a 5-point scale (1 = least satisfied, 5 = most satisfied). Students gave "accessing software applications" a rating of 4.5.

SDCCD Online uses student feedback surveys to determine distance education technology needs. Faculty are asked to post a student feedback survey in each of their on-line courses. The responses are collected and analyzed each semester. Results from the fall 2003 survey (Doc. #C.34) were quite similar to the results from the spring 2003 survey. A total of 579 students from 29 SDCCD Online course sections responded to the Student Feedback Survey posted in their on-line courses in fall 2003 (Doc. #C.34). Of the 29 course sections represented, 13 courses were taught at Miramar College.

Most students responded favorably to features and tools provided by WebCT (the course management tool for distance education delivery for SDCCD Online) for course navigation, syllabus, content, textbook, and communications.

- 91.9% of students reported being able to navigate in the course successfully.

- 77.2% reported they were able to communicate effectively with fellow students in the course.
- 85.5% reported they were able to communicate effectively with their instructor in the course (Doc. #C.34).

Increasingly, the Miramar College web site (www.miramarcollege.net) is used to meet several institutional purposes including marketing, college-wide communications, and operational systems. The top levels of the Miramar College web site meet district and American Disabilities Act (ADA) Section 508 standards; however, deeper levels of the web site are of inconsistent quality. The instructional design coordinator assigned as a part-time web-site manager is currently unable to keep up with campus demands for additions and revisions to the website to meet various teaching, college-wide communications, program, and operational-systems needs.

## PLANNING AGENDA

- The college will refine the campus process for addressing closed captioning videos for students with disabilities.
- The college will equip the campus to receive satellite links.

### **C.1.a**

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

## DESCRIPTIVE SUMMARY

The college makes decisions about technology services, facilities, hardware, and software by means of committee processes in developing the Technology Plan (*Technology Plan in Support of Excellence in Education*, Doc. #C.42). The 1998 Technology Plan details physical resources, organizational support, hardware, software, staff development, financing, information technology guidelines, and a plan of action and challenges.

In order to utilize these resources efficiently and effectively, a distribution process was developed that allows for the distribution of existing computers when replaced with new equipment. There are different levels of computing hardware needs, since some user workstations can function adequately with older-generation hardware. Therefore, a pass-down

system was developed in which the newest hardware is assigned to appropriate areas, and older hardware at that location may be redistributed to users whose work can be done with such equipment. As a result of this system, no computer classroom hardware should be more than four years old, and faculty and staff should receive hardware upgrades on a regular basis as budgets permit.

SDCCD developed a *Distance Education Master Plan* (Doc. #C.43) in October 2000, which planned for the development and implementation of SDCCD Online. SDCCD Online supplies the technology that accommodates the college's curricular commitment for distance learning programs and courses. All courses taught more than 50% on-line must have distance education approval through the curriculum review process (*Approved Distance Education Courses*, Doc. #C.44). Also, SDCCD Online has policies and procedures guiding the review of courses for distance delivery (*SDCCD Online Course Development Review Process*, Doc. #C.45).

Provisions for reliability, disaster recovery, privacy, and security of technology services, facilities, hardware, and software are provided by using appropriate software in computer labs on networked servers (such as anti-virus software) and a firewall. Security software is set up on each computer in campus computer labs that protect the operating system from changes. Students and faculty are encouraged to avoid using social security numbers as usernames or passwords to protect privacy. Both SDCCD and Miramar College require site licenses for acquired software, and recognized standards for software will be used so that adequate support can be provided. College policy requires that only legally obtained and registered software can be used on campus equipment. Each operator is asked to be watchful for the unlawful loading of unlicensed software and is asked to remove such or report it for removal. Currently, all computer laboratories have been wired for intrusion alarms, which have associated access keypads and personal identification code numbers. The entire campus has undergone a re-keying of rooms to ensure control of accessibility. Key distribution is monitored by campus police. Also, Miramar maintains a centralized inventory of computer equipment by location (*Inventory of Instructional Computers as of 10/03*, Doc. #3.24).

## SELF EVALUATION

*The San Diego Community College District*

*Information Technology Annual Report for July 2002 – June 2003* (Doc. #3.25) updates the status of various projects. The district issues the following technology-related reports on a regular basis ([www.sdccd.net/research/accreditationregularlyscheduledreports.htm](http://www.sdccd.net/research/accreditationregularlyscheduledreports.htm)).

The Dean of Online Instruction, Library, and Technology manages most of the instructional computing facilities and equipment. Computers in the ILC, High Tech Center, The PLACe, student computer labs, and faculty computer labs are maintained by staff of the campus Instructional Computing Department. Library/LRC computers and those in faculty, classified staff, and administrators' offices are maintained by the SCT representative on campus. Instructional uses of technology resources on the Miramar College campus include the following:

- Two faculty computer labs
- Nine student computer labs
- Two student computer classrooms
- Satellite downlink
- Office computers and related equipment for faculty and staff
- Reprographics and communications.

LLRC librarians identify hardware and software needs based on faculty and student requests as well as usage patterns. Selection of equipment and other resources are made based on this input. Computer database usage is tracked electronically.

The LLRC provides computer workstations for students as well as access to library article and reference on-line databases. TTIP funds all of the Miramar College library on-line databases. At present, this funding provides each community college library with \$37,000 per year to cover the costs of on-line databases. Recent TTIP expenditures are as follows: \$59,696 in 2002-03, \$40,716 in 2001-02, \$90,457 in 2000-02, and \$39,943 in 2000-01.

Miramar College has a satellite downlink in the LLRC conference room and one classroom at a time using a VBrick over the local area network (LAN). In 2002, a satellite cable was installed from the audio-visual (AV) area of the library to an appropriate classroom in the C-100 building, utilizing existing conduit. Satellite cable installation on campus allows administrators, faculty, staff, and students to view or download satellite teleconferences, special events, and course-specific programs in a classroom environment.

The PLACe staff members identify hardware and

software needs based on faculty and student requests as well as student usage patterns. The PLACe Faculty Advisory Committee also provides input regarding technology needs. Selection of equipment and other resources in the The PLACe is made based on this input. Each student who utilizes The PLACe facilities and services records attendance by means of a computer at each visit. This process provides detailed data regarding The PLACe usage patterns. The PLACe began using the district's automated Student Tracking System to monitor student use of the program and facility in fall 2003. (A list of the equipment found in The PLACe is in *The PLACe Resources*, Doc. #C.33).

Academic deans identify hardware and software needs based on faculty and student requests as well as student usage patterns. Selection of equipment and other resources in the ILC are made based on this input. The automated Student Tracking System provides detailed data regarding ILC usage.

The ILC has 119 computer workstations, including 5 Macintosh's, and 5 adaptive workstations for disabled students. Other equipment includes two scanners, a copy machine, a black and white printer, and a color printer. Various CD-ROMs are available, including English for Speakers of Other Languages (ESOL), English, aviation, Spanish, anthropology, and chemistry. ILC has 115 computer stations. In summer 2004, 101 computers will be replaced with new computers.

The High Tech Center (HTC) is located in D-104 and contains a variety of state-of-the-art accessible technology equipment (*High Tech Center Equipment Inventory*, Doc. #3.26). The HTC offers training in the use of adapted computer hardware and software as well as instruction in word processing, Internet use, and keyboarding. The HTC has equipped the ILC adapted computers with the identical technology for use by students with disabilities.

Contract and adjunct faculty have regular access to a wide variety of technology equipment (*Adjunct Faculty Computer Lab Inventory*, Doc. #3.27) to assist them with developing instructional lessons and classroom multimedia presentations.

The T-102B building houses both the Professional Development Center and the Information Technology staff. It contains a variety of technology equipment (*Professional Development Center Inventory*,

Doc. #3.28). The 1000 square foot Professional Development Center has been designated for faculty development.

Most full-time faculty have computers with Internet access in their own offices. As of December 15, 2003, there were a total of 346 faculty computers (*Miramar Computers Listed by Department*, Doc. #3.29).

A dean manages the SDCCD Online program and identifies, reviews, and evaluates potential distance learning courses. The dean also works with faculty experts, technical staff, and discipline deans to identify technology needs. The SDCCD Online Steering Committee guides the selection of software and hardware for SDCCD Online students and faculty. The SDCCD Online Steering Committee is comprised of district faculty, staff, and administrators. The SDCCD Online web site ([www.sdccdonline.net](http://www.sdccdonline.net)) contains contact information for students and faculty to provide input regarding selection of resources.

The institution assesses the effectiveness of its own SDCCD Online resources by completing surveys for the Chancellor's Office about distance education services. Survey results are published for most of these, and SDCCD Online staff can make comparisons to similar institutions in that respect. The three campuses have service and accessibility to SDCCD Online; however, the physical facility with faculty computer lab and the staff are located on the Miramar College campus, which makes access more convenient for Miramar's faculty and students. The building installed on the Miramar College campus has 1,440 square feet (24 feet x 60 feet) and includes four staff offices and a faculty computer lab for development of on-line courses.

The AV Services Department primarily serves the instructional media needs of the faculty and staff of Miramar College. The AV Services Department is located in **C-403**, near the technical services area of the Library. (An AV inventory list of equipment is in the *AV Dept Laptop Inventory*, Doc. #3.30).

## PLANNING AGENDA

- The college will standardize technology equipment portable carts.
- The college will install more effective security procedures and devices for classrooms with technology equipment.

## C.1.b

**The institution provides quality training in the effective application of its information technology to students and personnel.**

### DESCRIPTIVE SUMMARY

Technology training for students and personnel include FLEX sessions available on campus and on-line (see ETTC at <http://etc.sdccd.net/> for schedule). The district provides on-line access to self-paced software training tutorials. Every semester, SDCCD Online staff conduct face-to-face faculty training sessions and on-line tutorials on WebCT use. Face-to-face student orientation sessions are scheduled each semester. In addition, Miramar College offers a fully on-line course on Orientation to Online Learning (CBTE 160A). Faculty are provided many technology training resources through the SDCCD Online Faculty Resource web page (see [www.sdccdonline.net/faculty](http://www.sdccdonline.net/faculty)) and by attending FLEX workshops at Miramar College and across the district (see <https://faculty.sdccd.net/facflex/facflexview.cfm>).

ILC staff conduct student orientation sessions each semester, and AV Department staff frequently provide faculty and staff with just-in-time training on the use of technology equipment and resources. In addition, they maintain an inventory of technology resources for teaching across campus. Librarians also conduct orientation sessions each semester to assist students in use of technology resources in the library.

SDCCD's Educational Technology Training Center (ETTC) offers free training and workshops for faculty and staff throughout the district. The ETTC provides first-class training locations with expert instruction, equipment, and software for the professional development of district employees. The calendar of training offers basic to advanced computer classes. SDCCD developed a tutorial for faculty about how to use the on-line FLEX contract program and made this available to faculty on CD at the Miramar College Adjunct Faculty Orientation in fall 2003.

The Faculty Web Services's on-line tutorial provides specific instructions for on-line drops, grades, FLEX, and roster downloads (see <https://faculty.sdccd.net/tutorial.htm>).

### SELF EVALUATION

The college assesses the need for information technology training for students and personnel

based on responses to informal surveys about FLEX programming, attendance at training events, and training requests from faculty and students. The college ensures that the training and technical support it provides faculty and staff are appropriate and effective by administering formal session evaluation questionnaires at the completion of each FLEX training session.

The PDC is used to provide staff and faculty training in district operations software systems including Decision Support System (DSS), Integrated Student Information System (ISIS), and Integrated Financial Accounting System (IFAS). In 2004, the PDC provided faculty training for Macintosh users in Digital Photography/iPhoto 1, Digital Video/iMovie, MacOS 1, Digital Photography/iPhoto 3, and Photoshop 1.

All SDCCD Online faculty are invited to participate in SDCCD Online Faculty Resources, a WebCT course where they can engage in ongoing dialogue about their students' and their own technology training needs. This dialogue is monitored by the SDCCD Online dean in order to assess the need for information technology training for students and personnel and ensure that the training and technical support it provides for faculty and staff are appropriate and effective.

In 2002-03, SDCCD Online received a grant from the California Virtual Campus to train faculty in the development of learning objects.

In 2003, Miramar staff, contract faculty, and adjunct staff completed a survey conducted by the Office of Institutional Research and Planning that contained questions about technology resources (Doc. #C.2). More than 70% of the faculty and staff indicated that the college provides training in the effective application of information technology to faculty and staff (contract, 78%; adjunct, 82%; staff, 71%).

## PLANNING AGENDA

- The college will increase the use of the Professional Development Center for faculty technology training.
- The college will establish training, guidelines, and procedures for faculty teaching hybrid or enhanced courses.

## C.1.c

**The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

## DESCRIPTIVE SUMMARY

Miramar College faculty and staff have formed advisory groups to plan for installing and maintaining advanced information technology infrastructure and systems to provide programs and services to faculty, staff, and students. The college has provided for the management, maintenance, and operation of its technological infrastructure and equipment by following a formal process in order to receive funding for technology resources. For college funding, each campus program must submit annual work plans to the Planning and Budget Committee along with its Program Review Plan.

For TTIP-HR funding, an annual **TTIP Certification for Expenditures report** is prepared and submitted (2002-03 *TTIP Certification Checklist*, Doc. #3.31). TTIP funds provide greater universal access to a wide variety of information and resources via the college's faculty computer lab, streaming server, and web site.

Miramar is committed to fully comply with all ADA regulations including Section 508 of the Rehabilitation Act of 1973. The college supports a DSPS High Tech Center and hired one full-time High Tech Specialist in 2002 to address faculty, staff, and student needs. The High Tech Center offers training in the use of adapted computer hardware and software, as well as instruction in word processing, use of the Internet, and keyboarding. TTIP funding will be used to support compliance training efforts by the High Tech Specialist for faculty and staff. Funds are used to purchase equipment and software necessary to bring all on-line/distance instructional materials into compliance.

## SELF EVALUATION

As stated in section C1.b, Miramar staff, contract faculty, and adjunct staff completed a survey conducted by the Office of Institutional Research and Planning that contained questions about technology resources (*Accreditation Survey Report Spring 2003*, Doc. #C.2). Approximately 59% contract faculty, 86% adjunct faculty, and 68% staff felt the college systematically reviews and updates its technological

infrastructure and equipment to meet institutional needs.

Though supported by district technology funds are not available to keep the entire complement of college computers in warranty.

## PLANNING AGENDA

- The college will update the 1998 Technology Plan.
- Miramar will maintain and monitor a centralized list of computer software under site licenses, master contracts, or contracts for support and upgrades.
- The college will revise instructional technology plan to replace computers and ancillary equipment.
- New facilities planning will ensure that technology systems are compatible and accessible and include economy-of-scale savings.

### **C.1.d**

**The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

## DESCRIPTIVE SUMMARY

The college Academic Affairs Committee makes decisions about the use and distribution of its technology resources based on input from the Technology Committee. The college gives sufficient consideration to equipment selected for distance programs through a consultative process with an advisory group called the SDCCD Online Steering Committee.

## SELF EVALUATION

Results from the *Accreditation Survey Report Spring 2003* (Doc. #C.2) indicate about 65% of contract faculty, 77% of adjunct faculty, and 73% of staff agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.

## PLANNING AGENDA

None.

### **C.2**

**Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

## DESCRIPTIVE SUMMARY

The college ensures that facilities decisions emanate from institutional needs and plans for improvement by involving members of Facilities Committees throughout the decision-making process.

The college prioritizes needs when making decisions about technology purchases. The *Instructional Technology Plan* (Doc. #3.21) outlines the distribution process as well as distribution criteria and priorities. The stated distribution priorities are as follows:

- Direct instructional use
- Instructional support (i.e., servers)/Student Services
- Technology Training Center
- Work stations for part-time classified employees
- Other.

## SELF EVALUATION

According to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), more than 60% of the faculty and staff reported that technology planning is integrated with institutional planning (contract, 65%; adjunct, 96%; staff, 76%).

## PLANNING AGENDA

- As part of the plan to address its understaffed status, Miramar College needs to be mindful of its lack of technical support including web design, instructional technology, AV, and professional development training personnel.

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# FINANCIAL RESOURCES

*Financial resources effectively support institutional purposes and the achievement of educational goals. The distribution of resources supports the development, maintenance, and enhancement of its programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of financial solvency. Financial resources planning is integrated with institutional planning.*

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## **D.1**

### **The institution relies upon its mission and goals as the foundation for financial planning.**

#### **DESCRIPTIVE SUMMARY**

Miramar College ensures its mission and goals are addressed in the financial programs and processes that are in place. In response to the 1992 Accreditation Report, Miramar developed a strategic planning structure. By 1994 the Strategic Planning Committee and the Financial Resources Committee were joined to form the Planning and Budget Committee (P/BC) to oversee the overall planning and budget process. P/BC allocates available funds, surplus general funds, and IELM equipment funding from the state through reviewing workplans submitted by various campus departments seeking funding for equipment and materials. Workplan requests are linked to strategic plan goals, and P/BC prioritizes requests in terms of what is necessary for programs to meet institutional goals and maintain program viability.

Allocation of the general fund/unrestricted budget is through an allocation model that is based on earned FTES for the college. This district allocation model funds all contract salaries first and then provides additional dollars for adjunct instructional costs to the level of FTES earned in the prior year. In addition, some discretionary dollars are allocated per FTES to provide some support for supplies and other non-instructional expenses. While this allocation model does not directly relate to the institution's mission and goals, decisions about how any funds are distributed within the college are based on its mission and goals. This budget distribution process involves decisions made by the college administration in collaboration with shared governance entities including the P/BC, Academic Affairs Committee, and the CEC.

#### **SELF EVALUATION**

While the college attempts to rely on its mission and goals as the basis for financial planning, the current budget allocation model for the district limits this ability. Because funding is based only on prior-year FTES production, and since Miramar has grown significantly while district funding from the state has been at cap and not growing at the same rate, the college has not had limited resources available to apply to meeting its mission and goal priorities. Nevertheless, efforts have been made to meet campus goals, including expanding course offerings to make the curriculum more comprehensive, initiating more programs and services (particularly through on-line), and improving the campus' physical, social, and cultural environment by offering new activities. These improvements have resulted from efficiently using general fund dollars, pursuing grants and special funds from the district or other sources, and using money earned by the campus through various civic-center rental activities.

The campus somewhat recognizes these efforts with 66.7% of faculty and administration and 60% of the staff agreeing with the statement, "The college budget reflects college priorities and planning goals" (*Accreditation Survey Report Spring 2003*, Doc. #C.2). The challenge of this process for the campus is reflected in the response from faculty and administration (19.3%) and staff (41.9%) to the statement, "The district resource allocation process is appropriate to support college programs and services." Clearly there is a sense that the college does its best to align budget with goals, but the district allocation model is not adequately supporting this process.

## PLANNING AGENDA

- The college will encourage more campus constituents to participate and attend Budget and Planning Committee meetings to further understand how the college's mission and goals are intertwined into funding decisions.

### **D.1.a**

**Financial planning is integrated with and supports all institutional planning.**

### **D.1.b**

**Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

## DESCRIPTIVE SUMMARY

The *Designing Our Destiny Strategic Plan 2001* (Doc. #C.3) sets the parameters and priorities that allow the campus to focus time and energy in aligning financial planning with the vision of the campus. As a by-product of the college's strategic plan, college goals and strategies are adopted for use in the planning and budget process. Two vital committees integrate financial and institutional planning: the district-wide Budget Development and Institutional Planning Advisory (BDIPA) Committee and the campus' P/BC.

The BDIPA Committee was organized in 1992 (pursuant to Title 5 of the California Code of Regulations) and consists of the Assistant Chancellor of Business Services, four Academic Senate presidents or their appointees, one classified representative, one student representative, four site Administrator of Management Services members, and two SDCCD Business Office staff members. The current AFT president also attends this bi-monthly meeting.

Established in 1994, P/BC is the campus' shared governance committee. It is chaired by a faculty member and consists of additional faculty members, administrators, staff, and a student member. The committee has the following functions:

- Develop and direct the process for long and short-term strategic planning
- Allocate available funding
- Review the budget allocation model from the BDIPA Committee and make recommendations for change.

Financial resources are based on state, federal, and local funding and are allocated via the *SDCCD Unrestricted General Fund Campus Base Allocation Model* (Doc. #3.8). Information and recommendations within this model are exchanged with the Chancellor's Cabinet to prepare for Board of Trustees presentation in the board's annual study session. The process of the BDIPA committee, which has college administration and Academic Senate representation, continues throughout the year; the tentative budget is adopted in June, and the final budget is adopted in August or early September. Prior to tentative- and final-budget adoption, open Board of Trustees meetings occur for input from faculty, staff, and the general public. Board meetings are currently scheduled at various campuses throughout the year to encourage participation.

Campus funding is based on FTES productivity; from this, funding for Full Time Equivalent Faculty (FTEF) and part-time faculty is determined. Along with this funding, all other contract salaries are allocated and adjusted based on institutional requirements as previously approved by the Board of Trustees.

Because funds are limited through the district allocation model, the college has pursued partnerships with industry leaders (such as Toyota, DaimlerChrysler, Caterpillar, and Hawthorne) to support vocational offerings. The campus also maintains joint venture partnership with the City of San Diego to support the instructional and community needs of the Hourglass Park & Aquatics Center. Miramar College is planning a similar joint-powers plan for public safety training with the city and county of San Diego. Miramar also has pursued and been awarded grants to support programs for Title III for developing institutions, federal TRIO/ Student Support Services, state Biotech Center, and state Advanced Transportation Technology. In addition, revenue generated from civic-center rental of campus facilities has helped fund equipment, landscaping projects, and a limited amount of hourly support for the custodial and AV departments.

## SELF EVALUATION

Financial planning is a complex integration of district and college processes. SDCCD and the Board of Trustees are obligated to present an annual budget and allocation model that is balanced and reflective of all available funds. The college plans the use of these allocated funds to sustain programs and

services while it simultaneously tries to support the institution's mission and goals. While the college budget has grown significantly in recent years, from \$8.8 million to \$17.3 million in the last 10 years (*SDCCD Final Budget Miramar College, Doc. #3.32*), enrollment growth and planning for the college's future has far exceeded available dollars. In response to these factors, the Chancellor's Cabinet has recently decided on a growth formula that will fund Miramar's enrollment growth at twice the level proposed for SDCCD's other colleges. Hopefully this approach will more closely align financial and institutional planning.

In addition to changes proposed at the district level, the college continues to pursue additional resources through industry partnerships, grants and outside funding for new programs, and entrepreneurial opportunities. These efforts have generated in excess of \$7 million to strengthen existing programs and to offer new programs and services that meet the needs of the communities served by the college (*2003/04 Restricted Programs, Doc. #3.33*).

## PLANNING AGENDA

None.

### **D.1.c**

**When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

## DESCRIPTIVE SUMMARY

The Office of the Assistant Chancellor of Business Services is responsible for protecting the financial integrity of the district. Information regarding short- and long-term financial obligations is discussed at the Chancellor's Cabinet and with the BDIPA committee. Long-range financial stability is central to district planning and budget allocation; SDCCD and the Board of Trustees take all necessary steps to maintain a balanced budget.

## SELF EVALUATION

Due to the complexities of long-term liabilities, the current method of centralizing this responsibility under the Assistant Chancellor of Business Services is the best option.

## PLANNING AGENDA

None.

### **D.1.d**

**The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## DESCRIPTIVE SUMMARY

The campus Director of Administrative Services and the President of the Academic Senate sit on the BDIPA committee. This district committee defines the campus' allocation funding model (*Doc. #3.8*) and proposes budgets to the Board of Trustees for approval.

Miramar's Business Office verifies the funding on the allocation model, including salary and benefits costs for contract employees, adjunct faculty funding, and departmental and other fixed costs. Any remaining balances along with any IELM funds are forwarded to P/BC for allocation.

Each year P/BC establishes a strictly adhered-to calendar (*Planning and Budget Committee Minutes—Feb. 28, 2003, Doc. #3.34*) that solicits work plans from all faculty, administrators, and staff. The plans are first processed through the appropriate department chair and/or manager. All departments are strongly encouraged to work together to prioritize the plans according to their department's goals prior to submitting to P/BC. Initially workshops were held to provide instruction on completing the work plans; currently, individual members of P/BC assist in preparing the work plan. Once the work plans have been submitted, a summary worksheet is prepared. A copy of the work plans and the summary sheet is distributed to all members of P/BC, which then meets and reviews all plans against both the strategic plan's goals and available funding. Dialogues occur between the committee and the plan's originator if anything needs clarification.

During the recommendation process (September through December), P/BC meets twice monthly. All meetings are open to campus personnel, and

open discussion is encouraged. Once funding recommendations are approved by P/BC, they are presented college-wide at an open forum before being forwarded to the Academic Senate and CEC for approval. Information regarding this procedure is electronically communicated to all campus employees and is available on the campus web page.

## SELF EVALUATION

The college's planning and budgeting processes are open to participation by members of the college community. Work plan applications are available to all departments, and P/BC meetings give faculty and staff the opportunity to address work plan requests. Participation at meetings and in forums, however, has typically been low. This may reflect a general level of satisfaction with the allocation and planning model since 71.4% of faculty and administrators and 71% of staff agree with the statement, "Faculty and staff have appropriate opportunities to participate in budget development for the college through its shared governance processes" (*Accreditation Survey Report Spring 2003*, Doc. #C.2).

## PLANNING AGENDA

None.

### **D.2**

**To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

#### **D.2.a**

**Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

## DESCRIPTIVE SUMMARY

The management of financial resources is maintained through an interactive on-line system shared between individual campus business offices and the SDCCD

Vice Chancellor of Business Services. The IFAS computer system allows on-line access and input from campuses as well as district-level monitoring. The campus business office monitors budget activity and prepares reports that are distributed to campus leaders for planning and decision making. The district maintains all official financial records, and a comprehensive audit is conducted annually (*Audit Report*, Doc. #3.35).

## SELF EVALUATION

The current financial management system provides the campus with accurate and timely financial information on expenditures, purchases, and budget changes. While the current system is workable, many of the campus' information needs require manually generated reports that combine aspects of the financial and personnel systems that are not currently integrated into a common system. This problem is being addressed through the planned implementation of a new administrative software system that will fully integrate financial, personnel, student, and instructional components. Installation of this new system is scheduled to begin in the coming year.

## PLANNING AGENDA

None.

### **D.2.b**

**Appropriate financial information is provided throughout the institution.**

## DESCRIPTIVE SUMMARY

Financial information is readily available throughout the Miramar College. Offices are provided access to the IFAS financial system, and staff are trained on how to access and interpret financial reports from the system. In addition, the Business Office prepares and distributes reports that show expenditures, projected balances, and costs when this information is necessary to make financial decisions. With the campus president sitting on the Chancellor's Cabinet, and the Administrative Services director and Academic Senate president serving on the district BDIPA, information from the state and district level is communicated appropriately to the campus. This information is also shared with the campus at the President's Cabinet as well as at Miramar Managers's, P/BC, and CEC meetings. Finally, when they are appropriate, open

forums and budget workshops are held to disseminate budget information to the campus community.

## SELF EVALUATION

Despite efforts to make financial information accessible to the campus, only 55.5% of faculty and administrators and 68.9% of staff agreed with the statement, “Budget information is accessible throughout the college” (*Accreditation Survey Report Spring 2003*, Doc. #C.2). Although this is an average rating, the overall climate of the campus is positive, and any financial information is provided when it is requested.

## PLANNING AGENDA

- Campus constituents will advocate for increased funding for enrollment growth.
- Campus personnel will be actively involved in the implementation of the new SDCCD administrative systems.

### **D.2c**

**The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

## DESCRIPTIVE SUMMARY

The district maintains a reserve fund of at least 5% to meet cash flow needs as mandated by the state. These funds are not allocated to SDCCD’s individual campuses. In addition, Miramar maintains a small contingency each year within the various instructional and service areas to address unexpected needs, new programs, and/or departmental overruns.

## SELF EVALUATION

Given the budget uncertainties in recent years, SDCCD and Miramar College have taken a very conservative approach in order to maintain budget stability and cash reserves. As a result, vacant positions have not been filled, and available resources have been dedicated to funding FTES- generating instructional activities to maintain the highest levels of state funding. In addition, any ending balances at the campus have been returned to the district. These strategies, which have been developed and managed by the district’s Vice Chancellor of Business Services

and the Chancellor’s Cabinet, have been effective in maintaining budget reserves and retaining all contract faculty and staff.

## PLANNING AGENDA

None.

### **D.2.d**

**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

## DESCRIPTIVE SUMMARY

The college oversees a large number of funding sources from a variety of programs including: 1) state categorical funds for DSPS, EOPS, financial aid, matriculation, and child development; 2) state grants for Biotech and Advanced Transportation Technology; 3) VTEA vocational funds; and 4) federal TRIO and Title III grants.

The college also maintains the funds for the Miramar College Foundation. These funds are used for scholarships to support Miramar students as well as students enrolling in the college from feeder high schools. In addition, the Foundation is expanding fundraising efforts to expand support of specific college programs including public safety and technology.

## SELF EVALUATION

District Business Services and the college Business Office maintain financial oversight for all categorical, contract, and grant programs funded at the college. Financial reports are provided to program managers, and these programs are kept financially sound and within approved budgets. Financial records and oversight for the Miramar College Foundation is the responsibility of the college Business and Accounting Offices. All campus expenditures are monitored to ensure compliance with the *State of California Community College Budget and Accounting Manual* (Doc. #3.36).

## PLANNING AGENDA

None.

## **D.2.e**

**All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

### **DESCRIPTIVE SUMMARY**

In addition to various grants the college has utilized to advance programs and services, Miramar has used auxiliary-fund activities and fundraising efforts to support efforts to achieve its institutional mission and goals.

Some auxiliary funds are derived from a district trust fund. Annually, a portion of the trust's revenue, approximately \$40,000, is donated to the college (*Special Funds—Auxiliary*, Doc. #3.37). These funds support Foundation scholarships as well as provide extra support for college programs (such as guest speakers, staff development activities, conference attendance, instructional equipment purchases, and other one-time expenditures) when no other funding source is available.

The Associated Students Organization (ASO) budget and student-representation-fee account are also maintained in district accounts. These funds are budgeted annually by the Associated Students and then allocated through funding requests approved by the student government. The college Accounting Office maintains financial records and ensures that all expenditures have been appropriately budgeted and approved in documented ASO minutes (*Associated Students Council Business Meeting Minutes, March 22, 2004*, Doc. #3.38).

The Miramar College Foundation's mission is to provide a channel for financial and other contributions to directly benefit the college's programs and students. The Foundation Board of Directors pursues industry, community, and individual support for Foundation and college fundraising activities. The Foundation seeks to keep higher education accessible to Miramar College students by providing scholarships and grants for students with academic merit or financial need. They also seek money for innovative educational concepts to keep Miramar College among the leaders of San Diego County's community colleges.

Civic-center permits for the use and rental of Miramar College facilities resulted in approximately \$200,000 earned in 2002-03 (*2003/04 Restricted Programs—*

*Revenues Supported*, Doc. #3.39). These funds are primarily used for facilities and landscaping improvements recommended by the campus and approved by the Facilities Committee.

Given the very difficult financial times facing California's community colleges, Miramar College has made significant use of funds from auxiliary activities and grants to enable the college to pursue the college's mission and goals. Expenditures from all of these fund sources have been consistent with the fund's purpose and monitored for sound financial management.

### **SELF EVALUATION**

During the 2002/2003 fiscal year, the Foundation Board awarded 10 \$500 Miramar College student scholarships, 11 high school Challenge/matching scholarships (6 at \$250; 5 at \$200) and 7 \$250 high school scholarships (*Gala 2003 Program*, Doc. #3.40). Scholarship recipients are recognized at the annual scholarship Gala, which brings together scholarship winners, campus faculty and staff, industry partners, and community members who support student success.

Revenues from civic-center permits have been used to fund a landscaping project at the campus entrance and to enhance the grounds around the I building. In addition, these funds have been used to purchase new picnic tables to place around campus and additional equipment for the athletic fields.

### **PLANNING AGENDA**

- Campus leadership will investigate new funding sources.

## **D.2.f**

**Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

### **DESCRIPTIVE SUMMARY**

Miramar College's contractual agreements with external entities are governed by policies adopted by the SDCCD Board of Trustees. The District Business Services Office implements these policies through procedures established by the chancellor. All policies

and procedures are consistent with applicable laws and good business practices.

Because all contracts are established and maintained by the district, Miramar College benefits from the purchasing power of a much larger organization. For example, SDCCD has contracts for computer purchases, furniture, and office supplies. These contracts provide easy access to appropriate vendors, faster turnaround for purchases, compatible equipment, and significant discounts.

### **SELF EVALUATION**

The current practice of coordinating all contracts through the district provides consistency and supports Miramar's efforts to efficiently obtain quality equipment and supplies at reasonable prices.

### **PLANNING AGENDA**

None.

#### **D.2.g**

**The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

### **DESCRIPTIVE SUMMARY**

SDCCD has interactive computer systems shared between the individual campus and the district offices. The three computer systems are not currently integrated, so combining financial, human resources, and student information is extremely difficult and requires the manual development of on-campus reports in many cases. The contract for a new administrative computing system that will fully integrate all district management systems has been approved, and implementation is planned to begin in the coming year.

Despite the limitations of the current computer system, appropriate staff are able to access the financial system and obtain reports that are necessary to monitor budgets. In addition, the campus Business Office monitors activity and prepares monthly recap reports that are distributed to the president, vice presidents, and appropriate deans/managers.

### **SELF EVALUATION**

The evaluation of the financial management system has resulted in the purchase of new administrative software that will remedy some of the basic problems that have been identified. Campus personnel were actively involved in the evaluation and selection of the new system by participating in demonstrations conducted by a competing vendor.

### **PLANNING AGENDA**

- Campus shared governance leadership will work with the district to modify the funding formulas.

#### **D.3**

**The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

### **DESCRIPTIVE SUMMARY**

During budget preparation for the coming year, the business office reviews budget expenditures and evaluates allocations made to specific programs. Based on this review, the director of administrative services recommends adjustments to the president and two vice presidents. In addition, at the end of each semester and each fiscal year, the vice president of instruction and school deans review FTES goals by discipline and FTES productivity. Based on these reviews, course offerings are adjusted to better serve student needs as well as to increase overall productivity. The budget is then adjusted to reflect these instructional changes.

### **SELF EVALUATION**

Although funding for the college has been extremely limited in recent years, the very close supervision of the budget has allowed the college to make efficient use of resources to meet student and college needs. Anticipating expenditures and realigning budgets has reduced ending balances and enabled the college to support programs and services more efficiently. This has been particularly true in funding the instructional program where, in spite of reduced funding for class sections, the college has continued to increase FTES productivity.

However, these approaches to financial management are extremely time-consuming and rely on business and instructional office staff to manually compile complex reports. This process will be greatly enhanced once the fully integrated financial, human resources, instructional, and student administrative software is in place.

#### **PLANNING AGENDA**

None.

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## SPECIFIC DOCUMENTS USED IN STANDARD THREE

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- |   |  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
|---|--|----|--------------|-----|---------------------------|-----|---------------------------------|-----|----------------------------------|-------|---|-----|---------------------------|-----|-------------------------------|------|----------------------------|
| <ul style="list-style-type: none"> <li>1.1 SDCCD Position Description Questionnaire—<br/>Reclassification Form</li> <li>1.2 SDCCD Manager Performance Appraisal<br/>Manual 4300.5</li> <li>1.3 Student Evaluation Form</li> <li>1.4 College Faculty Appraisal: A Guide, Book Two</li> <li>1.5 SDCCD Performance Appraisal Manual<br/>—4300.2</li> <li>1.6 SDCCD Supervisors and Professional Staff<br/>Performance Appraisal Manual 4300.2</li> <li>1.7 SDCCD Code of Ethics</li> <li>1.8 SDCCD Unrestricted General Fund Campus<br/>Base Allocation Model</li> <li>1.9 Process for Maintaining Personnel Records</li> <li>1.10 Process for an Employee to Access Personnel<br/>Record</li> <li>1.11 Chairperson’s Checklist for Administering the<br/>Hiring Process Including Procedures for<br/>Requesting an Affirmative Action<br/>Representative</li> <li>1.12 Staff Development Mission Statement</li> <li>1.13 2001 FLEX Annual Report with Three-year<br/>Plan</li> <li>1.14 Human Resources Development Proposal</li> <li>1.15 On-line Surveys</li> <li>1.16 FLEX Workshop Evaluations</li> <li>1.17 Partnership for Excellence, Miramar College<br/>—Campus Needs Revised 10/25/98</li> <li>1.18 Emergency Preparedness Plan</li> <li>1.19 Employee Safety Manual</li> </ul> | <ul style="list-style-type: none"> <li>1.20 Technology Committee Minutes</li> <li>1.21 Instructional Technology Plan</li> <li>1.22 San Diego Miramar College Website Guidelines</li> <li>1.23 Tentative Assignment Offer</li> <li>1.24 Inventory of Instructional Computers as<br/>of 10/03</li> <li>1.25 San Diego Community College District<br/>Information Technology Annual Report for<br/>July 2002 – June 2003</li> <li>1.26 High Tech Center Equipment Inventory</li> <li>1.27 Adjunct Faculty Computer Lab Inventory</li> <li>1.28 Professional Development Center Inventory</li> <li>1.29 Miramar Computers Listed by Department</li> <li>1.30 AV Dept Laptop Inventory</li> <li>1.31 2002-03 TTIP Certification Checklist</li> <li>1.32 SDCCD Final Budget Miramar College</li> <li>1.33 2003/04 Restricted Programs</li> <li>1.34 Planning and Budget Committee Minutes<br/>- Feb. 28, 2003</li> <li>1.35 Audit Report</li> <li>1.36 State of California Community College Budget<br/>and Accounting Manual</li> <li>1.37 Special Funds—Auxiliary</li> <li>1.38 Associated Students Council Business Meeting<br/>Minutes, March 22, 2004</li> <li>1.39 2003/04 Restricted Programs—Revenues<br/>Supported</li> <li>1.40 Gala 2003 Program</li> </ul> <p><i>Common College Documentation (C.XX) is listed in the<br/>INDEX at the end of the report.</i></p> <p><b>ACRONYMS AND ABBREVIATIONS USED IN<br/>STANDARD THREE</b></p> <table border="0" style="width: 100%;"> <tr><td>AV</td><td>Audio-Visual</td></tr> <tr><td>ADA</td><td>American Disabilities Act</td></tr> <tr><td>AFT</td><td>American Federation of Teachers</td></tr> <tr><td>ASO</td><td>Associated Students Organization</td></tr> <tr><td>BDIPA</td><td>Budget Development and Institutional<br/>Planning Advisory</td></tr> <tr><td>CEC</td><td>College Executive Council</td></tr> <tr><td>CPR</td><td>Cardiopulmonary Resuscitation</td></tr> <tr><td>DSPS</td><td>Disabled Students Services</td></tr> </table> | AV | Audio-Visual | ADA | American Disabilities Act | AFT | American Federation of Teachers | ASO | Associated Students Organization | BDIPA | Budget Development and Institutional<br>Planning Advisory | CEC | College Executive Council | CPR | Cardiopulmonary Resuscitation | DSPS | Disabled Students Services |
| AV  | Audio-Visual   |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| ADA   | American Disabilities Act  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| AFT   | American Federation of Teachers  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| ASO   | Associated Students Organization   |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| BDIPA   | Budget Development and Institutional<br>Planning Advisory  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| CEC   | College Executive Council  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| CPR   | Cardiopulmonary Resuscitation  |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |
| DSPS  | Disabled Students Services   |    |              |     |                           |     |                                 |     |                                  |       |   |     |                           |     |                               |      |                            |

DSS Decision Support System  
EEO Equal Employment Opportunity  
EMT Emergency Medical Technician  
EOPS Extended Opportunity Programs and Services  
ESOL English for Speakers of Other Languages  
ETTC Educational Technology Training Center  
FTEF Full Time Equivalent Faculty  
FTES Full Time Equivalent Student  
HTC High Tech Center  
IELM Instructional Equipment and Library  
Materials  
IFAS Integrated Financial Accounting System  
ISIS Integrated Student Information System  
IT Information Technology  
LAN Local Area Network  
MAG Microcomputer Advisory Group  
MCAS Marine Corps Air Station  
NTC Naval Training Center  
P/BC Planning and Budget Committee  
PDC Professional Development Center  
PFE Partnership for Excellence  
PO Purchase Order  
SCT System and Computer Technology  
SDCCD  
San Diego Community College District  
SDICCCA  
San Diego and Imperial Counties Community  
College Association  
SDSU San Diego State University  
TCO Total Cost of Ownership (referred to only in  
the planning agenda)  
TTIP Telecommunications and Technology  
Infrastructure Program  
VTEA Vocational and Technical Education Act  
WAN Wide Area Network

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# LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

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## A.

### DECISION-MAKING ROLES AND PROCESSES

**The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

#### A.1

**Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### DESCRIPTIVE SUMMARY

Miramar College's institutional leaders work collaboratively to build an organizational climate and college systems that encourage all employees and

students to take initiative in improving the college and student learning experiences and outcomes. The college's ongoing strategic planning process contains numerous cyclical and one-time activities where outcomes data and records of accomplishment towards goals are reviewed and suggestions for improvement are solicited, discussed, and implemented when appropriate.

Miramar College has created a viable and functioning shared governance organizational structure (*Miramar College Shared Governance Manual 2003*, Doc. #C.4). While the Academic Senate takes a primary leadership role in committees and initiatives dealing with academic and professional matters, all of these committees also include representatives from management and staff. The Academic Senate solicits feedback from its members and makes changes to its internal processes based on this feedback. Within the management ranks, time is set aside at meetings for sharing about both successes and challenges, and administrators are encouraged to work together, both formally and informally, to continually improve systems at the college. Faculty, staff, and students are also surveyed regularly about their satisfaction, and the college president solicits suggestions for change and improvement through a series of anonymous suggestion cards once annually. The Classified Senate holds regular meetings and annual retreats where information is exchanged and suggestions for improvement are solicited, and the Classified Senate officers play a key role in the College Executive Council (CEC), where institutional effectiveness data is regularly reviewed and steps toward improvement are instigated.

At least once a semester, the president hosts a "Chat with Pat" session (Doc. #4.1), where employees and students are invited to join a running dialog about their concerns, suggestions, and accolades. Minutes are taken of these meetings, and each item mentioned receives follow-up in an attempt to address the concern, implement the suggestion, or formally acknowledge outstanding work.

### SELF EVALUATION

In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 84.9% of faculty/administrators, 89.2% of contract faculty, 78.2% of adjunct faculty, and 75% of staff agreed that college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

All shared governance committees formally and informally solicit feedback and suggestions for improvement for their own functioning and for overall college effectiveness from all constituency groups; improvements have been made in a wide variety of systems, procedures, and processes based on suggestions for improvement.

## PLANNING AGENDA

None.

### **A.2**

**The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

#### **A.2.a**

**Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

## DESCRIPTIVE SUMMARY

The *Miramar College Shared Governance Manual 2003* (Doc. #C.4) provides written guidelines as to the organizational structure of the decision-making process for academic and professional matters. These guidelines comply with AB-1725 and Title 5, Section 53200, of the California Code of Regulations as well as with district Policy 0003 (*SDCCD Manual on Policies and Procedures*, Doc. #C.23). In addition, the manual describes processes for wider decision-making and consensus-building at the college, including the roles of standing shared governance committees and their faculty, administrator, classified staff, and student members. The mission of the shared governance system and of each committee is to “encourage all to hear and respect the needs and expectations of faculty, staff, students, and administrators in a consensus-building atmosphere” (Doc. #C.4).

Some of the standing committees that constitute Miramar’s shared governance process include the following:

- CEC
- Academic Affairs Committee
- Chair’s Committee
- College Governance Committee
- Curriculum Committee
- Facilities Committee
- Marketing Committee
- Planning and Budget Committee
- Professional Development Committee
- Safety Committee
- Staff Development Committee
- Student Services Committee
- Technology Committee.

Standing subcommittees include the following:

- Diversity and Inclusion
- FLEX
- Graduation
- Honors
- Program Review and Academic Master Plan
- Tenure and Promotion
- Website.

In addition to formally describing shared governance processes to meet legal requirements and to identifying the purpose and make-up of various committees, Miramar College has clarified the processes to be used for deliberating and coming to consensus on issues that are more over-arching and “all-college” in nature. The CEC agenda (Doc. #C.11) is divided into two parts. The first part contains decision-making/issue arenas where the entire college is affected by decisions: campus technology; strategic plan oversight and reporting; campus marketing, public information and events; land use, construction, and parking; campus diversity initiatives; budgetary issues; grants and projects status report; food service; and constituency reports and information sharing. This segment of the twice-monthly meeting is chaired by the college president. The second part of the meeting is chaired by the Academic Senate president and includes the 11 academic and professional categories described above. In this part of the meeting, Academic Senate recommendations receive primacy as recommendations to the president.

All CEC meetings are open, and processes for guests to enter the discussion at any point are also shared with the campus and at the meetings.

Written forms exist for individuals or groups to make recommendations to CEC and for CEC to assign topics and issues to subcommittees for further deliberations and recommendations (*CEC Forms*, Doc. #4.2). Recommendations from standing committees are brought to the CEC. On AB-1725 matters, the right to vote is given only to the Academic Senate president and the college president, with the Associated Student Council and Classified Senate representatives providing input. On non AB-1725 matters, each of the four constituent groups has equal input. Every effort is made to reach full consensus; however, if this cannot be achieved, then the college president decides the issue.

### SELF EVALUATION

Miramar College takes very seriously the tasks of describing clearly to administrators, faculty, staff, and students how they may participate in shared governance and decision-making and of encouraging participation. Seeking consensus across constituency groups for all-college issues is the goal of the shared governance process both at CEC and in various subcommittees. In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 84% of faculty/administrators, 94.6% of contract faculty, 72% of adjunct faculty, and 75% of staff indicated they were aware of the faculty/staff role in various governing, planning, budgeting, and policy making bodies at the college.

In addition, 78.7% of faculty/administrators, 77.1% of contract faculty, 80% of adjunct faculty, and 87.1% of staff agree that the college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies (Doc. #C.2).

Three years of campus climate surveys indicate high levels of satisfaction with the effectiveness of leadership and level of participation of all constituencies in campus planning and decision-making (*Miramar Climate Survey*, Doc. #4.3).

### PLANNING AGENDA

None.

### A.2.b

**The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

### DESCRIPTIVE SUMMARY

Miramar College's president and its academic administrators rely primarily on Academic Senate advice in regard to the following academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles (refers to number, make up, and nature of committees in the governance structure and the role faculty plays in these)
- Faculty roles and involvement in accreditation processes, including self study and annual reports
- Processes for institutional planning and budget development.

According to shared governance policy, mutual agreement must be reached with the college president and the Academic Senate on the following academic and professional matters:

- Policies for faculty professional development activities
- Processes for program review
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.

The college Curriculum Committee, co-chaired by a faculty member and the vice president of instruction, meets regularly to review all proposed curriculum and to recommend new courses and course revisions for consideration by the district Curriculum and Instructional Council (CIC). Additionally, the vice president of instruction meets weekly with the academic deans and monthly with the college Academic Affairs Committee to develop strategic plans for curriculum and program enhancement, to set faculty hiring priorities, and to resolve academic

issues, among other things. The president meets weekly with all managers for information sharing, planning, and problem solving.

## SELF EVALUATION

According to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 70.3% of faculty/administrators, 77.8% of contract faculty, 52.4% of adjunct faculty, and 42% of staff feel that the faculty/staff exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. Of contract faculty, 82.9% felt the faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.

## PLANNING AGENDA

None.

### A.3

**Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

The basic structure of the college governance process invokes collaborative efforts by faculty, staff, students, and administrators on behalf of institutional improvement. Therefore, every campus member who participates in the shared governance process becomes an element of the collaborative structure.

The governance structure has been established first and foremost to further the educational goals and success of Miramar College students. To accomplish this, the college values and depends upon the commitment and communication of everyone. The shared governance model described above invites the participation of the college's students, faculty, and classified and administrative staff through their officially recognized constituent groups: Associated Students, Academic Senate, Classified Senate, and Administration. Individuals are also encouraged to participate in any and all meetings where issues of concern to them are aired, and opportunities for

individuals to voice their opinions and to make suggestions are provided through e-mail solicitation and web-links. Conflict resolution, if any, takes place in a collegial and professional manner. In the past five years, almost all major decisions have been arrived at through consensus rather than formal voting.

Every effort is made to keep faculty, staff, students, and administrators informed of their respective roles through various vehicles, such as the Miramar College Shared Governance Manual 2003 (Doc. #C.4), numerous campus activities (including FLEX), college governance committee meetings, regular e-mailed and web-based communications from campus leaders, and departmental/school organizational meetings. Additionally, campus and district leaders conduct surveys and other forms of inquiry to measure campus climate, faculty, staff, and student participation and the effectiveness of each participant group in their respective roles.

Staff participation is demonstrated by attendance at campus activities (such as FLEX), departmental/school organizational meetings, and completion of surveys and other forms of inquiry. Involvement in these activities is impacted by excessive workloads due to epidemic understaffing and ridiculously limited resources from the State of California and the San Diego Community College District (SDCCD).

SDCCD and Miramar College publish monthly newsletters that provide effective communication. Examples of these publications are "WE" and "E-Com." They are sent out via e-mail and are available in the campus mailroom. Additionally, Miramar's president sends a monthly e-mail called *The President's Memo* (Doc. #C.13), which provides information about the college.

## SELF EVALUATION

According to the recent accreditation survey (Doc. #C.2), 78.7% of administrators/faculty, 77.1% of contract faculty, 80% of adjunct faculty, and 87.1% of staff agree that Miramar establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

## PLANNING AGENDA

None.

#### **A.4**

**The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

#### **DESCRIPTIVE SUMMARY**

Effective partnerships with external agencies encompass academic, student support, and industry and civic arenas. Due to limited fiscal capabilities and to maintain the relevance and completeness of its curriculum and programs, the college has sought external partnerships both to support instructional programs and to assist with facilities development and improvement. The college aggressively pursues educational partnerships with feeder schools and four-year university transfer institutions for the benefit of Miramar College students. Formal industry partnerships and certifications ensure training meets industry standards and expectations. Periodic review by all parties concerned ensures continuous improvement and compliance. Regularly updated publications, class schedules, catalogs, and promotional brochures communicate accurate information.

Industry partnerships are strong in transportation instructional programs. Miramar College has been home to the Toyota Technical Education Network (T-TEN) training program since 1994. Curriculum is designed by Toyota and Miramar College and leads to an associate degree. Daimler Chrysler and Honda subsequently entered formal agreements with the college to provide technician-level training to their respective industry specifications. Toyota, DaimlerChrysler, and Honda help provide students with fine-tuned curricula, state-of-the-art equipment and facilities, and internship opportunities.

The Automotive Technology Center at Mira Mesa High School represents a unique partnership where Miramar College is able to offer auto tech instruction to both high school and college students. Toyota and DaimlerChrysler, as well as other industry partners, have donated equipment and facility improvements on a regular basis. Miramar College is currently building

a permanent advanced transportation technology center on the college campus, which is due for completion in spring 2004. At that time, the auto tech program will relocate.

Miramar College is one of only ten community colleges in the state to be funded and recognized as an Advanced Transportation Technology (ATT) training center, part of an electronically linked statewide educational network that develops and supports high quality, advanced transportation technology education and training programs. Miramar's ATT training center partners include the San Diego Unified School District; SDCCCD's Centers for Education and Technology (CET) sites; San Diego State University (SDSU) College of Engineering, Hawthorne Machinery (Caterpillar, Inc); Toyota Motor Sales, Semipro Energy; San Diego County Department of Fleet Maintenance, San Diego Housing Commission, Family Self-Sufficiency program; University of California, San Diego (UCSD); and Women in Transportation Seminars.

Miramar College has been identified as the college-level education partner for the Regional Transportation Center (RTC) project, which is currently under construction in San Diego. The RTC will combine a commercial operation with a nonprofit educational facility. Both parts of the project will focus on promoting environmentally friendly automobiles. The commercial operation will be run by Pearson Ford and will be the first of its kind in San Diego. The educational facility will accommodate 10,000 middle and high school student visitors annually from throughout the county. Miramar College will provide industry-related training classes in the facility on weeknights. Adult students will use the facility to study towards certification in alternative fuels automotive repair.

Vocational advisory boards for each of the college's occupational certificate/degree programs provide regular reviews of their respective program. Boards are comprised of industry leaders in each of the program areas. Advisory boards meet twice annually with campus faculty to review curriculum, share industry trends, and provide suggestions for improvement to insure the instructional programs remain current with industry demands. The following instructional programs have active vocational advisory boards: Diesel Technology, Automotive Technology, Aviation Maintenance Technology, Biotechnology, Child Development, Digital Media, and Legal Assistant.

Since 1969, when Miramar College opened as a training facility for San Diego's law enforcement personnel and firefighters, the college has retained, revised, and expanded formal training agreements with police departments countywide. The program delivers instruction in basic law enforcement skills, corrections training, and adult/juvenile probation.

The California Commission on Peace Officers Standards and Training (POST) accredits all academy training programs in California. Curriculum is approved by the POST commission, which is appointed by the Governor of California. This agency establishes the minimum curriculum standards but relies on law enforcement experts for curriculum development to meet local area needs. Miramar College is a POST-accredited program.

Training and continuing education curriculum are developed and reviewed regularly by Miramar's partners. The law enforcement program, which includes both the Police Academy and Administration of Justice programs, is a collaboration of the following public safety agencies in San Diego and Imperial counties:

- Carlsbad Police Department
- Chula Vista Police Department
- Coronado Police Department
- El Cajon Police Department
- Escondido Police Department
- Grossmont/Cuyamaca College Police Department
- La Mesa Police Department
- Mira Costa College Police Department
- National City Police Department
- Oceanside Harbor Police Department
- Oceanside Police Department
- San Diego City Lifeguards
- San Diego City Parks and Rec. Department Rangers
- San Diego City Schools Police Department
- San Diego County Marshal's Office
- San Diego County Probation Department
- San Diego County Sheriff's Department
- San Diego Fire & Life Safety Services
- San Diego Harbor Police Department
- San Diego Police Department
- San Diego State University Police Department
- Sycuan Indian Nation Police Department
- University of California Police Department.

The college aviation program (ground school and maintenance technology) is Federal Aviation Administration (FAA) approved; this approval is

required to meet the training guidelines of FAA certification.

The college legal assistant/paralegal program received formal American Bar Association (ABA) approval in October 2002 following a two-year ABA examination, which included a self-study, formal application, and on-site review by a three-person ABA team charged with evaluating the curriculum, campus, instructors, library, advisory board, facilities, and student outcomes. The prestigious certification propelled Miramar College into the unique position of being the only college or university in San Diego County to offer a fully accredited, articulated, and transferable ABA-approved degree program in paralegal studies. To maintain ABA certification, the college must adhere to strict guidelines regarding advisory review, library currency and comprehensiveness, and various professional, research, and organizational memberships.

A joint-use facility of Miramar College and the City of San Diego Park and Recreation Department, Hourglass Field is a 32-acre athletics complex that currently includes Hourglass Field Community Park. The park has multiuse ball fields, regulation volleyball courts, a PAR course, snack bar, children's play areas and open space, and the \$4 million Ned Baumer Miramar College three-pool aquatic center. The final phase of the shared-use facility will be a field house/gymnasium, which is scheduled for construction within the next few years. The college and city share construction and maintenance costs; facilities are located on the Miramar College campus. An Hourglass Park Joint Use Committee includes representation from area high schools, Scripps Ranch Recreation Council, Mira Mesa Recreation Council, and Miramar College. The committee oversees the use of the park and pools, sets schedules for shared use, and reviews and recommends facility needs and improvements. The committee is currently working with an architect to design the field house facility.

The college maintains formal partnerships with universities (transfer agreement guarantees, SDSU Higher Ed Center on the Miramar College campus), high schools (Mira Mesa High School, Crawford High School, Hoover High School), and student support organizations. The college meets all regulations and reporting requirements for its federal and state grants on a timely basis.

The college complies with Accrediting Commission standards, policies, and guidelines and requirements

for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. Accreditation status is published in statements in college publications, including the catalog and web site. There have been no significant audit findings or other instances of non-compliance with Accreditation Commission regulations, standards, policies and guidelines; therefore, evaluation of the institution's response to recommendations regarding Accreditation Commission compliance is not subject to review at this time. All previous accreditation recommendations regarding other standards have been or are being addressed as top college priorities. Mid-term and interim reports have been completed as required by the Commission.

The current Institutional Self Study is being developed according to commission standards and format. A faculty member serves as the Accreditation Liaison Officer (ALO) and co-chairs the self-study process with administrators assigned to oversee each standard. For the purposes of this accreditation, standards "coordinators" established subcommittees within their respective standard; each subcommittee is co-chaired by a manager and faculty member, who created committees from a cross-section of all college constituencies, including faculty, administration, staff, and student members.

All committee members are provided training, forums, workshops, and opportunities to review accreditation materials and progress. Updates of accreditation self-study materials have been distributed to all segments of the college community and are on file in the President's Office and in the Library/Learning Resources Center for review at any time. The ALO is readily available to assist all Standards Committee members throughout the process.

The ALO and vice presidents of instruction and student services serve as both co-chairs of the self-study and resources for the Commission to provide continuity in the accreditation process.

## SELF EVALUATION

The college maintains a high level of honesty and integrity in its dealings with these and other external partners, seeking out ideas and feedback on the adequacy and relevance of its programs and courses while meeting external guidelines and regulations.

Miramar College takes the self-study and accreditation process very seriously and has employed a system for

preparing the self-study that is inclusive, open, and honest.

## PLANNING AGENDA

None.

### **A.5**

**The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## DESCRIPTIVE SUMMARY

Each year, an annual campus climate survey is administered to all campus constituencies as an on-line survey with a hard-copy option. Survey questions are as follows:

1. In general, how effective is the current leadership of the college? (Leaders include more than administrators; they include leaders in all segments of our shared governance system.)
2. How informed are you personally kept with regard to events, issues, and opportunities to participate at Miramar College?
3. How participative is the decision-making process at Miramar College?
4. How would you rate the overall morale at Miramar College?
5. How would you describe the current formal shared governance systems at Miramar College?

After the results are tabulated and compared with previous years to identify trends, they are communicated throughout the campus in several ways: on the college web-site ([www.miramarcollege.net](http://www.miramarcollege.net)), in *The President's Memo* (Doc. #C.13), and through discussion at a variety of shared governance meetings. CEC formally reviews the results of the survey each year; any scores identified as meriting concern (e.g., a reduction in the campus morale score in 2002) become the subject of further analysis and improvement activities (e.g., the amplification of one of the college's goals to include improving the organizational climate and the 2003 formation of a Campus Morale Committee) when it is deemed necessary.

Campus climate survey results are also included in the *Miramar Report Card* (Doc. #C.16) and are located on the campus web site ([www.miramarcollege.net](http://www.miramarcollege.net)).

Every three years, the president conducts a campus-wide feedback solicitation survey (called “How am I Leading?”) where college employees and students are able to provide anonymous feedback on her performance and to make concrete suggestions for improvement. An outside reader reviews all responses and summarizes them for the president in a way that guarantees anonymity for all respondents. After reading and analyzing a thematic summary of the responses, the president then identifies actions she will take to improve her leadership at the CEC and Miramar Managers’ Meeting (*How am I Leading?*, Doc. #4.4).

### **SELF EVALUATION**

According to the recent accreditation survey (Doc. #C.2), 58.7% of faculty/administrators, 52.8% of contract faculty, 61.9% of adjunct faculty, and 54.9% of staff agree that the college’s decision-making structures and processes are regularly evaluated and that the results are widely communicated to all members of the college community; 60% of faculty/administrators, 52.9% of contract faculty, 65% of adjunct faculty, and 54.9% of staff agree that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.

### **PLANNING AGENDA**

- The college will ensure that shared governance policy is abided by in the search and selection of the interim president and the new president of the college. The campus will be kept informed of the process in keeping with the policy.

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# BOARD AND ADMINISTRATIVE ORGANIZATION

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

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## **B.1**

**The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

### **B.1.a**

**The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

## **DESCRIPTIVE SUMMARY**

SDCCD has a five-member Board of Trustees elected from each of five metropolitan districts by a city-wide vote, with staggered four-year terms. SDCCD Policy 1001 (Doc. #C.23) provides guidelines for filling any

vacancy in office. In addition, the three presidents of the college's Associated Student Council serve in tandem as the "student trustee," rotating their turns at Board of Trustees meetings.

The Board of Trustees meets in closed sessions to discuss personnel issues and holds bimonthly public meetings (monthly during the summer) to discuss all other district business. During each year, one public meeting is held at each college and at CET so the board can learn about the successes and needs of each site. Additionally, each board member has a Trustee Advisory Committee that can represent the needs of the community to that board member. Individually, board members meet with administrators, faculty, students, and classified senate members.

Each board docket agenda provides for public presentations and for staff reports as appropriate. Board decisions are by group majority vote, and members are sensitive to their specific electoral constituencies. The Board of Trustees has developed clear policies to insure the quality of student learning and student support, and it has a clear policy for hiring and evaluating the district chancellor.

## **SELF EVALUATION**

The Board of Trustees is effective in representing a broad range of public, college, organizational, and employee interests, including taking a stronger political advocacy role for improvement in the district's and region's community college funding over the past few years. Members are active in their representative communities and in many local, state, and federal organizations, commissions, and associations. They also participate in campus events when they can. Individual members maintain open access to constituents via phone, e-mail, written correspondence, public appearances, and various district publications.

The annual site visit of the Board of Trustees to Miramar College has allowed the board to learn about and focus on Miramar College's successes, needs, and concerns. This visit has provided an opportunity for staff, students, and managers to express concerns about facilities, equipment, policies, funding, and other special-interest matters. It also has allowed the college to showcase its special programs and activities.

## PLANNING AGENDA

None.

### **B.1.b**

**The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### DESCRIPTIVE SUMMARY

The Board of Trustees adheres to its own policy (Policy 1001) of organization and meetings. This policy was most recently revised in December 2003. The board consistently reviews reports of student learning, success, and effectiveness.

The district budget allocation model is based upon full time equivalent students (FTES); each year, SDCCD and Miramar work together to reach consensus on the college's overall allocation and its assignment to various budget categories. The overall district draft budget, which includes the budgets for each college among other things, is discussed by a district-wide Budget Development and Institutional Planning Advisory Committee and the Chancellor's Cabinet prior to distribution to the Board of Trustees for final adoption.

#### SELF EVALUATION

Miramar's budget allocation has not kept up with its recent growth, in particular in providing funding to staff and resource co-curricular and student support arenas affected by increasing headcount. The Board of Trustees should ask the district to analyze existing budget funding formulae and mechanisms to ensure funding for staff, sections, and co-curricular activities to allow Miramar College students the same educational experience that the other two colleges are able to offer their students. Additionally, the board should consider directing the district to continue investing in Miramar College in anticipation of its projected growth, new facilities, and more comprehensive curriculum. The board should commit to the principle that Miramar College students and community should have access to the same basic athletic, cultural, intellectual, and community educational events that the district's other two colleges provide their students and communities.

## PLANNING AGENDA

None.

### **B.1.c**

**The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### DESCRIPTIVE SUMMARY

The Board of Trustees reviews and approves the annual budget for the district and its individual colleges. The board ensures the final budget meets state requirements. It reviews monthly and quarterly financial reports and audits for the district and individual colleges. Educational programs and curriculum are developed by college faculty and are reviewed through the shared governance process prior to approval by the Board of Trustees. Additionally, the board consistently requests and receives reports on student learning, student success, enrollment management, and district and college effectiveness. These reports are provided in public meetings. Suggestions for improvement, when necessary, are identified by the board and/or college officials. The board reviews district legal issues and matters in closed sessions.

#### SELF EVALUATION

The Board of Trustees has received regular reports and presentations concerning the status of various educational programs, strategic fiscal planning and formal budgets, and student learning outcomes.

## PLANNING AGENDA

None.

### **B.1.d**

**The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### DESCRIPTIVE SUMMARY

The Board of Trustees operates under SDCCD Policy series 1000, Board Operations, as well as all pertinent state education and administrative codes. In

reality, the electorate makes the final decision as to the performance of board members. The board policy document is published on the district's intranet web site and is available to employees from their campus computers. In the *1998 Evaluation Report* (Doc. #C.29), the team recommended that board policies be reviewed and updated. As identified in the *2000 Midterm Report* (Doc. #C.30), "Each January, the Board of Trustees reviews, revises, and approves Policy 1000 as prescribed by the governing bylaws. The Board is currently reviewing this policy to identify areas that may be in need of change."

### SELF EVALUATION

The board operates within adopted policies and procedures.

### PLANNING AGENDA

None.

#### **B.1.e**

**The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

### DESCRIPTIVE SUMMARY

College and district staff work closely to alert the Board of Trustees when and if particular policies are no longer adequate, and the board responds by developing new or revised policies. Additionally, a committee of the board reviews the board's operational policies annually and other policies when alerted by district representatives. The last major policy review was conducted in 1997; in 1999, the board reviewed district policies while it updated the district's educational plan. A review of each policy and procedure is assigned to an "office of responsibility" within the district for implementation and review. County Counsel also serves as a resource to the Board of Trustees when evaluating proposed actions or procedures to ensure both concurrence with SDCCD policies and consistency with state and federal law.

### SELF EVALUATION

The board establishes policies and procedures for the district and delegates the responsibility of them to the chancellor and the colleges. A review of board-meeting minutes substantiates the conclusion that the

board acts in a manner consistent with its policies and bylaws.

### PLANNING AGENDA

None.

#### **B.1.f**

**The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### DESCRIPTIVE SUMMARY

The SDCCD Board of Trustees places strong emphasis on continuing trustee development and on new member orientation. Board members participate in a wide variety of state and national trustee conferences. They also visit the colleges and district offices to develop their understanding of the complex district. New board members are given essential state legislative materials, education codes, and other legal documents, and the majority attend formal new trustee orientations offered by the California Community College League in California. Each new board member receives a thorough orientation to the district, visiting each college and CET and meeting with the presidents and the district's assistant chancellors. In addition, board members attend annual retreats with the chancellor, where they often are joined by academic\_senate representatives and the college presidents.

As described in section B.1.a above, SDCCD Policy 1001 (Doc. #C.23) provides a process for filling any vacancy in office, and terms are staggered to ensure continuity in the board.

### SELF EVALUATION

The Board of Trustees engages in significant continuing education and takes concrete steps to remain up-to-date on critical local, state, and national trends and decisions impacting community colleges.

### PLANNING AGENDA

None.

**B.1.g**

**The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**DESCRIPTIVE SUMMARY**

The Board of Trustees implements a self-evaluation process in a variety of ways. Although no formal process was carried out for a few years, during spring 2004, the Board of Trustees reviewed its evaluation process and criteria and approved a revision to the process at the April 8, 2004 board meeting. The board will distribute the *SDCCD Board of Trustees Evaluation Survey* (Doc. #C.46) and conduct a self-evaluation retreat during summer 2004. Final evaluation of the board’s effectiveness remains in the voters’ hands. Reelection to the board for an additional term is a measure of effectiveness.

**SELF EVALUATION**

The SDCCD Board of Trustees has developed a new, comprehensive, and focused process of self-evaluation (Doc. #C.47) and survey instrument (Doc. #C.46) and will engage in a formal self-evaluation in fall 2004.

**PLANNING AGENDA**

None.

**B.1.h**

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**DESCRIPTIVE SUMMARY**

The Board of Trustees adheres to a code of ethics that can be found on the Internet. Members also receive training in board ethics during their orientations and at board retreats. The chancellor is responsible for reporting unethical behavior of board members to the board. The Board of Trustees does not have a formal process for disciplining board members found to have engaged in unethical behavior; it would rely instead on informal means, formal meetings, and continuous training in this arena.

**SELF EVALUATION**

Since the last accreditation, there have been no

instances of unethical board-member behavior. The board has reviewed its code of ethics.

**PLANNING AGENDA**

None.

**B.1.i**

**The governing board is informed about and involved in the accreditation process.**

**DESCRIPTIVE SUMMARY**

The SDCCD Board of Trustees has been an active player in the self-study and accreditation self-study report process as the three colleges in the district have prepared for WASC accreditation. The chancellor has briefed the board about the accreditation process and, in particular, about the recent revisions in the standards. He has also provided individual board members with packets of information about the WASC accreditation process, the process being used by the colleges to conduct the self-studies, the increased emphasis on student learning outcomes as a gauge of effectiveness, and on the board’s role in the process. In October 2003, a district-wide board retreat provided college representatives the opportunity to query the board about items related to various accreditation standards. Board members’ questions and concerns about accreditation have been addressed by district and college participants through regular reports to the board on the progress of the accreditation process.

**SELF EVALUATION**

The SDCCD Board of Trustees has been fully versed about the accreditation process, and trustees have clearly indicated an understanding of the critical role the board plays in this process. Their willingness to respond to questions from the three colleges related to the standards considerably enriched the self-study process of each college and the overall district.

**PLANNING AGENDA**

None.

### **B.1.j**

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

#### **DESCRIPTIVE SUMMARY**

The Board of Trustees selects and evaluates the district's chancellor; it also delegates authority to the chancellor to implement and administer board policies and to oversee operation of the district. College Chief Executive Officers (CEOs) and assistant chancellors, along with all other management and certificated appointments, are approved by the board, and these positions are advertised, selected, and hired using the district's standardized human-resource hiring policies. The Board of Trustees also provides the chancellor with an annual, confidential performance evaluation using instruments and criteria identified in the chancellor's contract. All other administrators, including the Miramar College president, are evaluated by their immediate supervisor under the provisions of the *SDCCD Management Handbook* (Doc. #C.48).

On July 1, 2004, a new district chancellor will take on the leadership and management of SDCCD. This chancellor was selected after a thorough and rigorous search, following the same procedures as used in other district management searches, with the addition of district-wide forums and site visits.

#### **SELF EVALUATION**

The governing board has an effective and proven method of selecting and evaluating the chancellor. The evaluation/selection practices are utilized with all managers in the district. Governing board policies are administered by the chancellor without Board of Trustee interference. The chancellor is, however, held

accountable by the Board of Trustees and evaluated by the board through a process that is different than the other managers.

#### **PLANNING AGENDA**

None.

### **B.2**

**The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

#### **B.2.a**

**The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

#### **B.2.b**

**The president guides institutional improvement of the teaching and learning environment by the following:**

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

**The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**The president effectively controls budget and expenditures.**

**B.2.e**

**The president works and communicates effectively with the communities served by the institution.**

**DESCRIPTIVE SUMMARY**

The Miramar College president acts both as an agent of the Board of Trustees under the direction of the SDDDC chancellor and as a participant in the Miramar College shared governance system. The president is held accountable for the quality of teaching-learning, services, and campus climate at Miramar College and for the planning and maintenance of college facilities. At the same time, many college-level decisions, policies, procedures, and actions are developed in concert with the district offices and/or other district colleges to guarantee necessary consistency for students and employees. Many directions taken by the campus are initiated by district-wide committees and thus reflect a multi-college perspective. The president, faculty, staff, and students are highly active in the centralized decision-making committees that define these shared directions and policies.

Within this context, the Miramar College president represents campus interests at the district level as a member of the Chancellor’s Cabinet, the SDCCD Executive Council, and numerous other multi-campus recommending and advisory groups. She attends regular meetings of the Board of Trustees, reporting and promoting campus perspectives. Information from these district-level sources is reported back to the campus through meetings of the President’s Cabinet, CEC, deans’ meetings, school and department meetings, the President’s newsletter, e-mails, regular staff development activities, and the Shared Governance Committee structure.

The college’s Academic, Classified, and Student Senates recommend membership on all shared governance standing committees. Recommendations for these committees are reviewed by the senates before they are forwarded to CEC. CEC is the communication mechanism in areas that require primary recommendation from the Academic Senate or where consultation and mutual agreement are needed.

The president meets on a regular basis with feeder

high school representatives, industry personnel, government agencies, the Miramar College Community Advisory Committee, the San Diego and Imperial Counties Community Colleges Association (SDICCCA), and local 4-year educational institutions. Communications to and from these contacts are used to support the planning process and establish college priorities.

The president participates in the development of all final district and Miramar College budget recommendations to the Board of Trustees. College faculty representatives also participate as members of the SDCCD Budget Development Committee. The positions taken and supported by both represent recommended priorities established through the campus shared governance process.

The president meets regularly with the college Business Services Director, solicits recommendations and financial projection reports from all administrative units, and provides feedback and guidance to ensure budgets are developed and controlled based on approved priorities, statutes, regulations, and policies.

Outside funding opportunities have been actively pursued through the Miramar College Foundation. Faculty and staff are encouraged and assisted in the preparation of grants and contract proposals. The president meets regularly with the Miramar College Foundation Board of Directors, private donors, and industry and government representatives to generate proposals for grants and to seek funding assistance for new facilities, student scholarships, occupational training programs, faculty development, and related financial development projects.

There have been no significant audit findings or other instances of non-compliance with regulations at Miramar College. Faculty handbooks (*Instructor’s Survival Guide*, Doc. #C.25) and college catalogs are widely distributed to provide guidance in campus and SDCCD policy and procedure, such as classroom conduct, payroll, reprographics use, library services, student services, student responsibilities, grievance process, adjunct faculty-hiring system, course syllabus format, and other related matters. Regular faculty/staff meetings are conducted to disseminate information and ensure all campus personnel and students are aware of current regulations and procedures.

The president places a very strong emphasis on continuous two-way communication about the values, goals, directions, and demonstrable progress towards

achieving institutional goals. The process by which Miramar's strategic plan was created involved the entire college community. Members identified key institutional values, specific goals and strategies for accomplishing them, and a requirement for continuous measurement and reporting, both quantifiable and descriptive, about Miramar's progress.

The president provides a number of regular formats for communication, including an electronically published monthly *President's Memo* (Doc. #C.13) and regular *Chats with Pat* (Doc. #4.1) that are often focused on sharing information and gathering feedback on critical issues facing the college (such as facilities planning, budget issues, campus climate and improvement strategies, and shared governance systems). In addition, the president regularly attends and participates in ongoing Miramar meetings, including the Academic Senate, Classified Senate, and Associated Students Executive Board, where she continually communicates Miramar's goals, strategies, vision, and planning strategies and gathers feedback on these issues. Each year, at CEC, after inviting comments and suggestions from the entire campus, the president orchestrates the process of presenting *Reports on Accomplishment* (Doc. #C.15) for all strategic goal strategies, a review of trend data for all elements of the *Miramar Report Card* (Doc. #C.16), and a formal review of the strategic plan with the purpose of making any alterations deemed necessary by the college. Additionally, the president consistently communicates both in person and by e-mail important district, state, and national occurrences and trends that affect Miramar's goals and directions, both directly and indirectly. Finally, at the beginning of each semester, the president makes a presentation to the entire college community on topics related to planning and continuous improvement.

The president of Miramar College is a dogged cheerleader for the consistent and constant collection of relevant data for analysis and use in the continuous-improvement process. Trained in a variety of continuous-improvement processes and experienced in leading a planning process, which demands the use of data about progress, accomplishment, and student learning outcomes to make management decisions, she maintains a strong focus on the use of data to improve Miramar's performance on an ongoing basis.

From her first days at Miramar, the president has championed the use of evidence as a basis for decision-making and continuous improvement, both at the institutional effectiveness and the student-

learning outcomes level. She has addressed both topics persuasively in her President's Memo's, in her work with the Strategic Planning Leadership Team, and in her support of the college's successful participation in the *League for Innovation's Twenty-first Century Learning Outcomes Project* (Doc. #C.5), which has resulted in Miramar College's becoming a state leader in the development of systems to measure student learning outcomes. In addition, she has initiated and then supported a revision of the college's program review process to focus strongly on the use of key effectiveness and student learning indicators to determine instructional and student-service effectiveness. This focus has resulted in considerable progress at the college in incorporating a measurement of student learning outcomes not only in the academic and vocational disciplines but also in the student services arena. In addition, the president's personal Annual Performance Goals, which are submitted to the chancellor and by which she is evaluated, reflect her understanding and commitment to measurable performance outcomes.

Since Miramar has neither a research office nor an assigned staff person to conduct research, the college relies on the district office to provide regular reports about its demographics, student satisfaction levels, and transfer and job placement rates. These regular reports often serve as the primary basis for Miramar's planning and internal institutional effectiveness work, with the analysis being coordinated by the president and/or Strategic Planning Leadership Team and in regular meetings of Miramar's managers. Often data is required by the strategic plan or deemed necessary for powerful decision-making that is not provided by the district office. In this case, the college undertakes the research and analysis itself, with various management staff taking the lead in conducting the research and various groups and committees assigned to review the data and make recommendations for action. An example would be the annual five-item on-line survey of satisfaction with campus leadership, shared governance systems, and morale, which is conducted by CEC annually (Doc. #4.3). An analysis of the results (Doc. #4.5) each year has led to some process changes in arenas where improvement appeared needed. Clearly the college, with its almost 12,000 students, would benefit from having a staff person dedicated to research and planning. However, the college has determined that it has far more compelling personnel needs at this time, so the function is orchestrated by the president and implemented through the use of teamwork and volunteerism.

A key goal of Miramar's planning process has been to create and maintain a planning process that integrates the following:

- Analysis of key indicators of effectiveness (in particular, those that address student success and student learning)
- Development of goals and strategies carefully chosen to maintain quality where it is present and to cause improvement where deemed necessary
- Allocation of resources in a manner that supports the plan.

Unfortunately, in the past few years, the implementation of this integrated approach has been focused more on determining where resources should be cut or shifted than where they can support innovation and additional programs to support faculty and students or improve equipment and facilities. However, Miramar's evolving strategic plan and the student learning outcomes identified across the board and through program review have become the touchstone for prioritizing resource allocation. An example of the process used is the Miramar College Budget Retreat held in March 2003 (Doc. #4.6). At this open retreat, representatives of the key constituency groups generated a list of values (with student learning and support emerging as the top value for the group) that were applied to a list of possible budget reductions for the college in the year or years to come (Doc. #4.7). This list, which will be reviewed regularly, has provided a values-based, student-learning focused set of parameters for budget cutting in the past year.

As president of a college within a large city district, the president engages in a great deal of outreach and service both in the local communities that are primary college feeders and within the city as a whole, especially special programs related to Miramar, such as the Regional Public Safety Academy, Aviation Maintenance, Diesel Technology, and Advanced Transportation Technician training for auto service partners. The president serves on a number of local, state, and national committees, commissions, and boards and is active in the community life of Mira Mesa, Scripps Ranch, and the I-15 corridor (*Selected Current and Recent Community and Service Activities*, Doc. #4.8).

## SELF EVALUATION

In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), 86.1% of contract faculty, 88% of adjunct

faculty, and 90.3% of staff agreed that the college president provides effective leadership in planning and assessing institutional effectiveness. In addition, 79.4% of contract faculty, 81.8% of adjunct faculty, and 83.4% of staff agreed that the college president provides effective leadership in fiscal planning and budget development; 91.7% of contract faculty, 90.5% of adjunct faculty, and 90.3% of staff agree that the college president works and communicates effectively with the communities served by the college.

In 1996, a vote of no confidence was initiated by the Academic Senate against the incumbent president. Since her arrival approximately 5 years ago, the current president has clearly restored a healthy shared governance and communication system and has moved forward on a wide number of projects, quality control ventures, and teaching-learning initiatives. With the assistance of all at Miramar College—in an organizational culture of participatory governance, shared-decision making and planning, and lean staffing—the president has provided leadership that results in Miramar College meeting the criteria of all elements of this standard.

## PLANNING AGENDA

None.

### **B.3**

**In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.<sup>7</sup>**

## DESCRIPTIVE SUMMARY

SDCCD is a large and complex organization that provides leadership and facilitates the achievement of the mission and goals of three distinct colleges, a large non-credit organization, and a significant set of national military contracts. As is probably the case in other large multi-college districts, individual colleges like Miramar have concerns about the balance between district bureaucratic control against

the college's autonomy and ability to innovate, about the fairness and intended/unintended consequences to colleges from district allocation formulas and priority-setting, and about the balance between strategic planning for the overall district and the strategic planning of individual colleges with ties to their particular service areas and students. As the SDCCD embarks on developing a new district-wide strategic planning and resource allocation process, Miramar College is confident that some of the unintended consequences of being the smallest and newest college can and will be ameliorated.

## SELF EVALUATION

Within the parameters inherent in the size and complexity of the district and the necessary integration of authority and work across college and district lines, SDCCD and Miramar College work together in the common interest of optimizing student learning outcomes and student services.

## PLANNING AGENDA

- The district should formally analyze Miramar College's interfaces with its district offices to improve accuracy and relevance of data provided.
- Decisions that affect Miramar College student learning and student success should be made at the college level.

### **B.3.a**

**The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

## DESCRIPTIVE SUMMARY

There is of necessity overlap between the operational responsibilities and functions lodged in the SDCCD District Office and similar functions that are located within the organizational structure of Miramar College. However, the numerous ways in which the operational systems of SDCCD and Miramar are delineated and integrated is formally described in an organizational map "grid" (Doc. #4.9) that defines and describes the critical functions the district provides to Miramar, the critical functions Miramar provides internally, and the nexus between them.

Since it is not always possible to delineate between the district functions and those of Miramar College, coordination of effort is clearly a high priority. A variety of formal and informal mechanisms for coordinating district and college activity and planning exist. First, the college president participates in a weekly Chancellor's Cabinet meeting, where the chancellor, other college presidents, and assistant chancellors discuss common concerns, make strategic planning and operational decisions that will of necessity involve and affect all in the district, and seek ways to enhance district efficiency, reduce redundancy, and increase collaboration.

A large number of district-wide shared governance committees/councils exist to coordinate the efforts of various segments of the district when appropriate. The chancellor meets monthly with the Academic Senate presidents to discuss faculty issues and concerns from throughout the district and to receive critical feedback about faculty issues; the chancellor shares this information with the Chancellor's Cabinet when appropriate. Miramar College is represented in the bimonthly meetings of the District Executive Committee (DEC) where shared governance issues for the district are discussed and resolved. Miramar College faculty, managers, and staff participate in numerous shared governance committees and task forces at the district level, including the Budget Development and Institutional Planning Advisory Committee, the Curriculum and Instruction Committee, the District Technology Committee, and the District Student Services Council.

## SELF EVALUATION

Maintaining a productive interface between a large district bureaucracy and an individual college can be a challenge. Strong practical connections between various offices at Miramar College and counterparts at the district have proved useful in this regard. However, the responses of Miramar faculty and staff on both the *SDCCD Employee 2002 Survey* (EOS; Doc. #C.17) and the *Accreditation Survey Report Spring 2003* (Doc. #C.2) reflect some confusion about the delineation of authority and operational responsibility in this regard. On the EOS, only 36.5% of Miramar respondents indicated they trusted the Chancellor's Cabinet to make sound decisions in the best interest of the district; only 26.3% indicated that members of the Chancellor's Cabinet are easily accessible when needed (Doc. #C.17). Only 36.4% of Miramar contract faculty and 57.6% of the staff

felt that there is clear delineation of authority and operational responsibility between and among the district's offices and its colleges. However, when these findings were discussed at several forums at Miramar, a number of those attending indicated they were unaware of the many ways the district and college integrated their efforts or even who actually sat on the Chancellor's Cabinet. The fact that more than 40% of respondents designated "not applicable" to these items leads us to conclude that people either are not aware of or do not understand the cabinet's role.

## PLANNING AGENDA

None.

### **B.3.b**

**The district/system provides effective services that support the colleges in their missions and functions.**

## DESCRIPTIVE SUMMARY

Since SDCCD is a relatively centralized operation, Miramar College depends on adequate and effective services from the district office. Given the staff cutbacks that have occurred within Miramar and the district offices that provide critical support, the level of service in many areas has been reduced, but all reductions have been made with the clearly held value that student instruction and support receive priority.

## SELF EVALUATION

District-wide shared governance committees and constant communication between college administrators and their district office counterparts result in adequate support from the district offices to the colleges. However, according to the *Accreditation Survey Report Spring 2003* (Doc. #C.2), only 38.9% of contract faculty and 54.9% of college administration/staff felt that the district office provides effective services to support the college in its missions and functions. Discussions on campus about these survey results indicated that many feel the level of services and support Miramar receives from the district is not equitable to the level the district provides its two larger colleges.

On the other hand, when rating specific district functions, one-half to two-thirds of Miramar respondents felt that the district provides sufficient support to the college, with the highest ratings going

to the District Advancement, Instructional Services, and Student Service categories (Doc. #C.2). In general, the campus community felt that although Miramar is not effectively served by the district as a whole, some functional areas are more adequately supported.

## PLANNING AGENDA

None.

### **B.3.c**

**The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

## DESCRIPTIVE SUMMARY

Although Miramar College has grown in its headcount and FTES explosively over the past five years, it has not received additional allocation of funds, staff, faculty, and police support proportional to its growth due to fiscal exigencies at the district and state funding cuts.

The construction of two new buildings on campus and the projected construction of a Learning Resource Center in the next five to ten years demonstrate the district's commitment to expanding the college campus so it can serve its students with a comprehensive curriculum and respectful atmosphere. An analysis of the current district staffing report, however, indicates that Miramar is still under resourced compared to the district's other two colleges (*Distribution of Resources Report*, Doc. #C.38). Of particular concern is the severe diminution of contract faculty and counselor ranks: Miramar has only 62 contract faculty and 6 non-teaching counselors and 3 librarians to serve more than 11,000 continuing, new and returning students each semester, plus an additional 4,000 students enrolling during the summer. The college generates an annual FTES of 6,300. It must be noted that recent strategic staffing spreadsheets developed at the district level include an additional growth factor for Miramar College for funded FTES, which will result in an increased number of adjunct faculty to the college. In addition, the Chancellor's Cabinet recently approved filling a number of contract faculty at Miramar College, which was significantly higher than its proportional FTES share of the number chosen to hire district-wide. Although the college has not yet realized this

augmented faculty staffing, Miramar is encouraged by the promised direction that these staffing commitments indicate the district is taking.

The staffing analysis (*Distribution of Resources Report*, Doc. #C.38) indicates that Miramar has been more directly and severely impacted by several years of budget cuts and early retirement packages than have the other two colleges. Miramar College is not equitably resourced and thus lacks the basic courses, buildings, co-curricular opportunities, and staffing that the other two colleges enjoy. As a result, Miramar's students are denied many of the options that are available to students at the district's other colleges.

### SELF EVALUATION

In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), only 8.3% of contract faculty, 36.9% of adjunct faculty, and 41.9% of staff agreed that the district's resource allocation process is appropriate to support Miramar's programs and services. Much of this dissatisfaction is related to the inadequate physical plant of Miramar College: only 25.8% of contract faculty and 42% of staff agreed that the college systematically maintains and upgrades its physical resources to support its programs and services, although more than 80% of all respondents scored the level of maintenance and safety of the campus positively. In addition, much of the dissatisfaction voiced by college faculty, staff, and management about their ability to be involved in the college budget process reflects the district's highly centralized, top-down, and formulaic budget process that allows the campus very little leeway in determining spending priorities or future investments. The college community's dissatisfaction has been exasperated by significant budget cuts each year (often at mid-year) that coincide with dramatic growth.

### PLANNING AGENDA

- The governing board, through the chancellor, should review the adequacy and equity of Miramar College's resources, including student support and co-curricular activities.
- A review of the district's long-time mechanisms and formulae for distribution of resources should be undertaken in the interest of fair and equitable staffing, facilities, technology, and budget for all students at all colleges.

### **B.3.d**

#### **The district/system effectively controls its expenditures.**

##### DESCRIPTIVE SUMMARY

Balancing the budget in a three-college district with more than 100,000 students and a large continuing education component has been particularly challenging in the past few years as costs have increased and revenue has decreased significantly.

That SDCCD has been run in a fiscally responsible way is supported by each year's balanced budget, the district's impressive bond rating, and the satisfaction of our public with the fiscal restraint exerted (*SDCCD Budgets*, Doc. #C.49).

##### SELF EVALUATION

The SDCCD has a satisfactory system in place to control district expenditures; the district operates with a balanced budget and an impressive bond rating.

##### PLANNING AGENDA

None.

### **B.3.e**

#### **The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

##### DESCRIPTIVE SUMMARY

The Board of Trustees appoints and annually evaluates the chancellor. District administration is delegated to the chancellor; under this authority, the chancellor provides leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for local administration and operations to Miramar's president (*SDCCD Organizational Map*, Doc. #4.9). Each year the president crafts a set of professional and college-related goals that serves as the basis for the chancellor's annual evaluation of her.

## SELF EVALUATION

The SDCCD chancellor and Board of Trustees hold the Miramar College president responsible for operations of the college and allow her the autonomy to carry out these responsibilities.

## PLANNING AGENDA

None.

### **B.3.f**

**The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

## DESCRIPTIVE SUMMARY

The Board of Trustees holds an annual site meeting at Miramar College to discuss the college's accomplishments and needs. Miramar administrators and Academic Senate representatives attend all district Board of Trustees meetings and are free to communicate concerns and to answer Board questions at those meetings. The chancellor is the only employee of the Board of Trustees, though while he acts as the liaison between Miramar College and the Board, he facilitates direct communication when it is appropriate.

Through various means, including a monthly *President's Memo* (Doc. #C.13), the president of Miramar College communicates the successes and challenges of Miramar College to the Board and to district offices. Representatives from Miramar College communicate the college's unique challenges and suggestions through their participation on the large number of district shared governance councils described earlier. Miramar College also distributes a number of publications to the Chancellor's Cabinet and the Board of Trustees to keep them abreast of what is happening on campus. Conversely, the district communicates directly with Miramar College through many centralized shared governance committees, e-mail, and web-based communications as well as through discussions at the Chancellor's Cabinet meetings.

## SELF EVALUATION

In the *Accreditation Survey Report Spring 2003* (Doc. #C.2), only 18.9% of the respondents disagreed with the statement that the district and colleges use effective methods of communication and exchange information in a timely manner. The involvement of a large number of Miramar managers, faculty, and staff in committees and meetings at the district makes a strong contribution to keeping the lines of communication open. Additionally, the use of district e-mail distribution lists and various district web sites has made the dissemination of news and information much easier than in the past.

## PLANNING AGENDA

None.

### **B.3.g**

**The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

## DESCRIPTIVE SUMMARY

SDCCD has evaluated its role and effectiveness in the last few years through input from the recent employee opinion survey (Doc. #C.17) and the accreditation survey (Doc. #C.2). These survey instruments attempted to provide feedback and an analysis of the critical interface between the district and Miramar College. Further evaluation and improvement occurs on a daily basis as the result of shared governance, regular Chancellor's Cabinet meetings, and day-to-day interface between employees. One activity that Miramar College has been extremely grateful for is the monthly Review of Services meeting that the district Facilities Department holds at the Miramar campus. Led by the assistant chancellor, representatives from all aspects of the Facilities Department (such as gardening, maintenance, police, and construction) come to the campus to gather feedback and suggestions and to report on activity taken in response to campus concerns.

## **SELF EVALUATION**

Regular formal analysis of the effectiveness of SDCCD's policies, procedures, communication, and efficacy related to the Miramar's ability to perform its functions does not occur at this time. However, a great deal of informal communication and adjustments of processes and procedures occurs naturally on both sides.

## **PLANNING AGENDA**

- The district should create and implement a formal, ongoing process for evaluating its role and decision-making structures, soliciting input from "end users," with the goal of continuously improving support of the learning experiences of all district students.

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# SUPPORTING DOCUMENTATION FOR STANDARD FOUR

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- 1.1 Chat with Pat Announcement
- 1.2 CEC Forms
- 1.3 Miramar Climate Survey
- 1.4 How Am I Leading?
- 1.5 Miramar College Climate Survey Results  
2002/2003
- 1.6 Announcement of Budget Retreat
- 1.7 Results of Miramar College Budget Retreat
- 1.8 Selected Current and Recent Community  
and Service Activities
- 1.9 SDCCD Organizational Map

*Common College Documentation (C.XX) is listed in the  
INDEX at the end of the report.*

## ACRONYMS AND ABBREVIATIONS USED IN STANDARD FOUR

ABA	American Bar Association
ALO	Accreditation Liaison Officer
ATT	Advanced Transportation Technology
CEC	College Executive Council
CEO	Chief Executive Officer
CET	Centers for Education and Technology
CIC	Curriculum and Instructional Council
DEC	District Executive Committee
EOS	Employee Opinion Survey
FAA	Federal Aviation Administration
FTES	Full Time Equivalent Student
POST	Peace Officer Standards and Training
RTC	Regional Transportation Center
SDCCD	San Diego Community College District
SDICCCA	San Diego and Imperial Counties Community Colleges Association
SDSU	San Diego State University
T-TEN	Toyota Technical Education Network
UCSD	University of California, San Diego

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# PLANNING SUMMARY

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## PLANNING AGENDA

The thorough self-study engaged in by Miramar College for this accreditation process has allowed the college to identify more than 50 specific planning items to be addressed over the next few years. Creating specific statements of plans, activities, and processes that the college will use to accomplish the planning agenda—for the whole and for each individual item—will become a key part of the new strategic planning effort Miramar College will embark on in 2004-05.

In the next year, Miramar College will be affected by several key changes that must be considered by college staff and students prior to determining exactly how the college will proceed to implement the planning agenda as itemized in this self-study.

First, the college's strategic plan will expire in 2005. In 2004-05, the college expects to undertake a full-blown planning process, complete with a thorough needs assessment of students and community, an analysis of the trends impacting the Miramar's present and future, and a participative process of priority setting and strategy selection. The results of the accreditation self-study will be a key platform upon which to build the new plan.

Second, Miramar College's president of five years will leave the college on July 1, 2004. Miramar's new interim president (who is expected to remain in the position for at least one year) and Miramar's new permanent president (who will begin July 1, 2005) will bring to the self-study planning agenda process new ideas and leadership. Concrete decisions about institutional change will be enriched by the perspective of new institutional leaders.

Third, the San Diego Community College District is itself undergoing significant changes in leadership. With a new chancellor taking over on July 1, 2004,

and a new district-wide strategic planning process about to begin, decisions about the best way to effectuate some of the improvements in the Miramar planning agenda will best be made once it is clearer how the district's plan—and its funding, staffing, technology, programmatic, and student learning goals—will affect Miramar's potential.

Since Miramar College is fully committed to embracing the shared governance process and integrating the self-study planning agenda with other goals that emerge from the strategic planning process, it is premature for the self-study group to articulate what the institution will do, how the accreditation improvement items will be folded into the overall planning process, and how the outcomes of these plans, activities, and processes are expected to improve student learning.

Miramar College is thoroughly committed to taking the planning agenda that has emerged from the self-study seriously, and to accomplishing each of the goals that emerged from the self-study, by integrating planning strategies for these items into overall planning during a time of great change and transition for the college.

## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

### A. MISSION

- The college will take steps to expand awareness of the college mission statement and integrate the mission statement into all aspects of decision making.

### B. IMPROVING INSTITUTIONAL EFFECTIVENESS

- The college's planning; evaluation, re-evaluation, and resource allocation process will identify specific quantitative and qualitative data sources that will support institutional improvement.
- College governance participants will be provided training in the content and use of various data products for analysis.
- The college will work with the SDCCD Institutional Research and Planning Office to improve the usefulness and clarity of college reports.
- Secure funding for a dedicated staff position to coordinate research, assessment, and planning at Miramar College.
- The strategic plan (Doc. #C.3) and *College Governance Handbook* (Doc. #C.4) will be reviewed

more closely to coordinate, define, and document assessment processes for the self-evaluation of instructional programs, student support services, and learning support services.

## **STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

### **A. INSTRUCTIONAL PROGRAMS**

- The college will work to expand the comprehensiveness of its course offerings.
- The Program Review Committee will reevaluate its program review process to include course learning outcomes into the annual review cycle.
- The Miramar faculty will incorporate program and course learning outcomes into the student learning process and design methods to assess those outcomes.
- The college will update program brochures to provide information on courses of study.
- If adequate funds are available, publish the Transfer Guide as a stand-alone guide, as well as publishing it in the college catalog.
- Establish codes for all certificates of completion and begin reporting data in MIS.
- Add a statement in the *Instructor's Survival Guide* regarding the separation between personal conviction and professionally accepted views within a discipline.
- Include the district Student Rights and Responsibilities policy and procedures for Academic Honesty and the Faculty Ethics statement in the *Instructor's Survival Guide*.

### **B. STUDENT SUPPORT SERVICES**

- Increase all student services' facilities and unite service departments into a single, central location on campus.
- Allocate larger student services' facilities to all departments that will include more support staff, office spaces, larger reception areas, computer areas for students, and more storage space.
- Ensure the levels of support personnel are adequate to meet the increasing student population and service demands in all student service areas.
- Secure additional storage and or imaging equipment for the maintenance and storage of records and files.
- Develop appropriate student learning outcomes language for the Student Services Division.

### **C. LIBRARY AND LEARNING SUPPORT SERVICES**

- Provide extended hours of service during peak utilization time periods by coordinating the staffing and services of the library and learning support.
- Foster greater integration and cooperation of library and learning support services by creating adjacency in a single facility specifically designed to provide learning services.
- Establish a streamlined budgetary process to meet the ongoing and non-routine technological needs of the library and learning support services that includes cost-of-ownership such as technical staff support, software upgrades, maintenance, replacement, and repair.
- Ensure staffing is appropriate for all student support learning areas to sustain the increasing student growth and service demands.

## **STANDARD III: RESOURCES**

### **A. HUMAN RESOURCES**

- Work with the district and faculty union to better realign faculty evaluation criteria to accommodate focus on student learning outcomes.
- Develop data and a planning model to assess the impact of program growth and possible faculty retirements.
- Coordinate with the district to modify the allocation model to accommodate enrollment growth for Miramar.
- Develop alternative funding sources to support maintenance and expansion of staff development activities.

### **B. PHYSICAL RESOURCES**

- Link education services and planning with facilities development, renovation, and decision-making.
- Continuously evaluate and improve systems to ensure shared governance and full campus involvement in planning and decision making that will lead to a comprehensive institution.

### **C. TECHNOLOGY RESOURCES**

- As part of the plan to address its understaffed status, Miramar College needs to be mindful of its lack of technical support including web design, instructional technology, Audio Visual, and Professional Development training personnel.
- Update the 1998 Technology Plan
- Install more effective security procedures and devices for classrooms with technology equipment.
- Maintain and monitor a centralized list of computer

software under site licenses, master contracts, or contracts for support and upgrades.

- Revise instructional technology plan to replace computers and ancillary equipment.
- Increase the use of the Professional Development Center for faculty technology training.
- Establish training, guidelines, and procedures for faculty teaching hybrid or enhanced courses.
- Refine the campus process for addressing closed captioning videos for students with disabilities.
- Equip campus to receive satellite links.
- Standardize technology equipment portable carts.
- Ensure new facilities planning include that technology systems are compatible, accessible, and consider the economy-of-scale savings.

#### **D. FINANCIAL RESOURCES**

- Encourage more campus constituents to participate and attend Budget and Planning Committee meetings to further understand how the college's mission and goals are intertwined into funding decisions.
- Campus shared governance leadership will work with the district to modify the funding formulas.
- Campus leadership will investigate new funding sources.
- Campus constituents will advocate for increased funding for enrollment growth.
- Campus personnel will be actively involved in the implementation of the new SDCCD administrative systems.

### **STANDARD IV: LEADERSHIP AND GOVERNANCE**

#### **A. DECISION-MAKING ROLES AND PROCESSES**

- Ensure that shared governance policy is abided by in the search and selection of the interim president and the new president of the college. Assure that the campus is kept informed of the process in keeping with the policy and that is legally possible.

#### **B. BOARD AND ADMINISTRATIVE ORGANIZATION**

- The Governing Board, through the Chancellor, should review the adequacy and equity of the level of resourcing to Miramar College, including student support and co-curricular activities.
- The district should formally analyze the arenas where Miramar College interfaces with all district offices with a goal of continually improving accuracy and relevance of data provided, integrity, and completeness of communication, and effectiveness of service and support to the college. Decisions that

affect Miramar College student learning and student success should be made at the college level.

- A review of the District's long-time mechanisms and formulae for distribution of resources should be undertaken in the interest of fair and equitable staffing, facilities, technology, and budget for all students at all colleges.
- The district should create and implement a formal, ongoing process for evaluating its role and decision-making structures, soliciting input from "end users," with the goal of continuously improving the level and effectiveness of support of the learning experiences of all district students.



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- C.1 Title III Strengthening Institutions Program
- C.2 Accreditation Survey Report Spring 2003
- C.3 Designing Our Destiny Strategic Plan 2001
- C.4 Miramar College Shared Governance Manual 2003
- C.5 League for Innovation 21st Century Learning Outcomes Project
- C.6 Instructional Program Review
- C.7 Academic Master Plan
- C.8 Educational Master Plan
- C.9 Facilities Master Plan
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