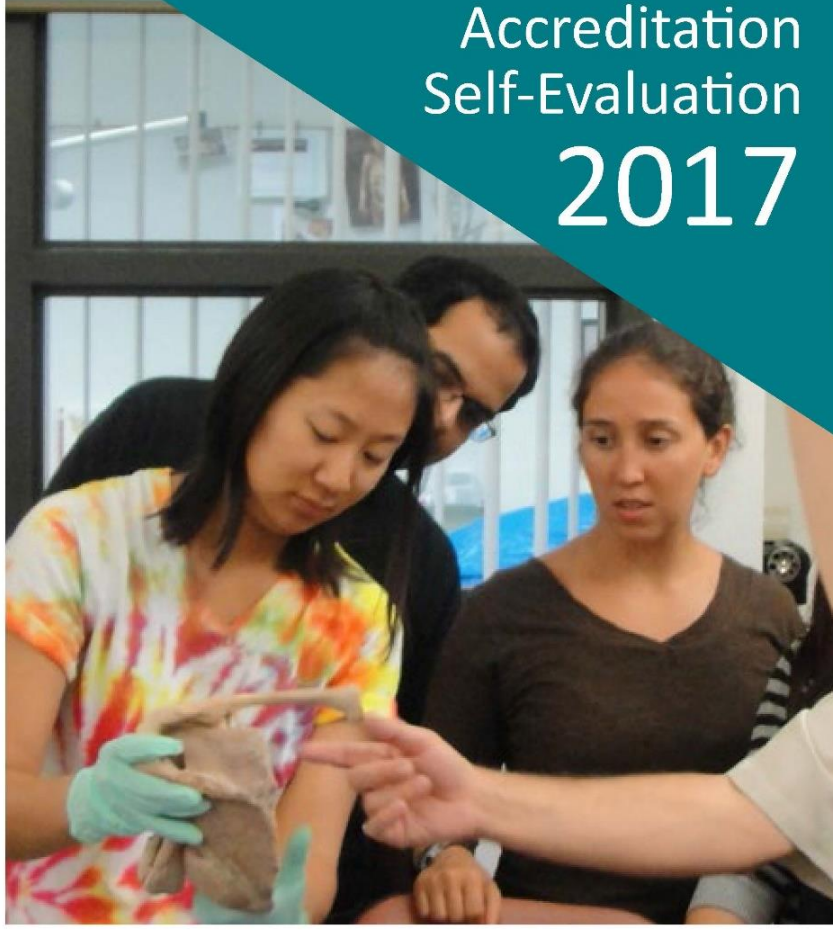
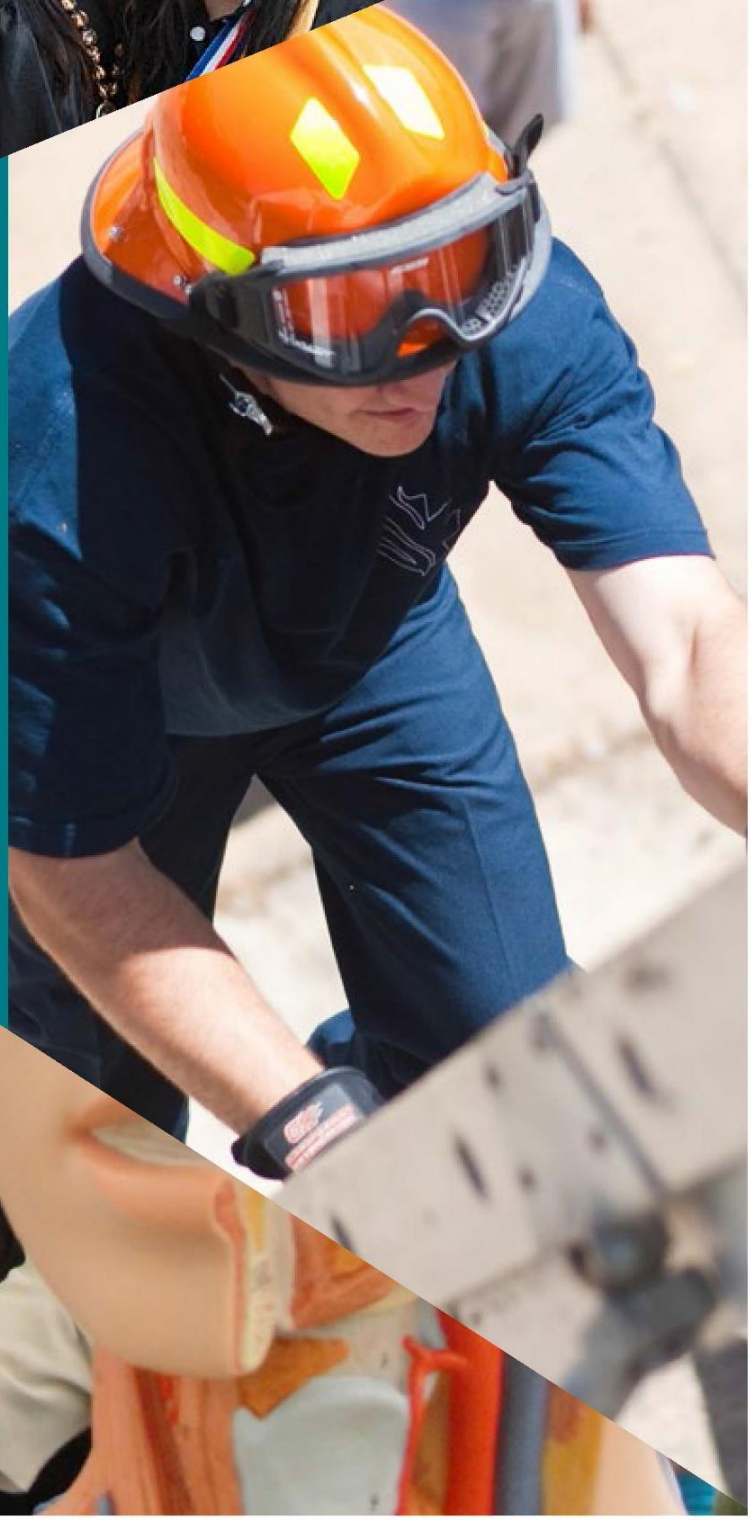




SAN DIEGO  
MIRAMAR  
COLLEGE

Accreditation  
Self-Evaluation  
2017



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

*Submitted by:*

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

*Submitted to:*

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

*Date Submitted:*

**January 13, 2017**

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# CERTIFICATION OF THE INSTITUTIONAL SELF-EVALUATION REPORT


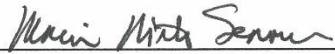
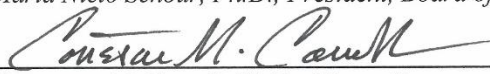

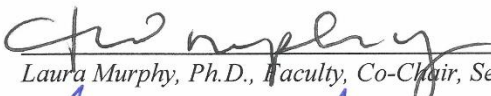
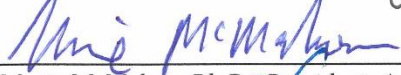
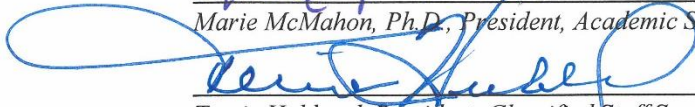
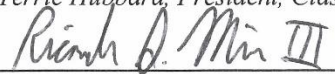
To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Patricia Hsieh, President  
San Diego Miramar College  
10440 Black Mountain Road  
San Diego, CA 92126

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

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

**Signatures:**

 _____ Patricia Hsieh, Ed.D., President	12/8/2016 _____ Date
 _____ Maria Nieto Senour, Ph.D., President, Board of Trustees	12/8/16 _____ Date
 _____ Constance M. Carroll, Ph.D., Chancellor	12/8/16 _____ Date
 _____ Daniel Miramontez, Ph.D., Dean, Accreditation Liaison Officer/ Co-Chair, Self Evaluation Report	12/9/16 _____ Date
 _____ Laura Murphy, Ph.D., Faculty, Co-Chair, Self Evaluation Report	12/9/16 _____ Date
 _____ Marie McMahon, Ph.D., President, Academic Senate	12/9/16 _____ Date
 _____ Terrie Hubbard, President, Classified Staff Senate	12/9/16 _____ Date
 _____ Ricardo Marin III, President, Associated Student Government	12/09/2016 _____ Date



# Introduction



SAN DIEGO  
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## INTRODUCTION

### Brief History of San Diego Miramar College

San Diego Miramar College is one of three colleges of the San Diego Community College District. The District is comprised of San Diego Miramar College, San Diego City College, San Diego Mesa College, and seven Continuing Education (CE) campuses. The San Diego Community College District is California's second largest community college district and serves over 140,000 students annually. As a multi-college district, the planning process is shared. Respectively, operations and services at San Diego Miramar College and each of its sister institutions are conducted independently; however, the central district office provides support to its four institutions on collective districtwide priorities, services, operations and needs.

San Diego Miramar College, located in the Mira Mesa/Scripps Ranch suburban area of San Diego along the I-15 corridor, offers 67 Associate Degrees and 51 Certificates of Achievement in career technical education programs as well as comprehensive transfer programs for students looking to attend University of California, California State University, and private institutions. Established in 1969, the College now serves more than 20,000 students annually, and is the 17<sup>th</sup> fastest growing community college in the nation [\(I-1\)](#). San Diego Miramar College ranks 13<sup>th</sup> nationwide in the Highest Rated Junior and Community Colleges Top Lists for 2014-2015 released by Rate My Professors.com. San Diego Miramar College is one of only four community colleges in California to rank in the top 15 [\(I-2\)](#).

Partnerships with local industry and the city and county of San Diego help San Diego Miramar College prepare students for high demand, well-paying careers in a highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. San Diego Miramar College is home to the Southern California Biotechnology Center, Advanced Transportation and Technology Center, and San Diego Regional Public Safety Institute. Since its inception in 1969, the College has provided training for nearly all law enforcement officers and firefighters within San Diego County. The San Diego Regional Public Safety Institute also trains Emergency Medical Technicians (EMTs) and offers the only Open Water Lifeguard Associate Degree Program in the world [\(I-1\)](#). The College has also consistently produced the highest number of licensed Medical Laboratory Technicians in the state since it was approved to offer the Medical Laboratory Technology Program in 2010 [\(I-3\)](#).

San Diego Miramar College hosts the Beta Iota Lambda chapter of Phi Theta Kappa. Four San Diego Miramar College students have been recipients of the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship in recent years (2013-2015). Furthermore, San Diego Miramar College's Honors students have won recognition in the All-USA Community College Academic Team [\(I-4\)](#). As such, the College continues to participate in scholarship programs created by the All-USA Community College Academic Team, Coca-Cola Community College Academic Team, and New Century Scholars program, which is sponsored by various groups including Phi Theta Kappa [\(I-5\)](#).

Since 2010, the College has also undertaken extensive transformation of its physical facilities in order to meet the comprehensive instructional and student service needs of its growing

student body. The following buildings have recently been completed or upgraded on the San Diego Miramar College campus utilizing bond revenue from Propositions N and S: Mathematics and Business Building (2010), Arts & Humanities Building (2010), Expanded Auto Tech Building (2011), Parking Structure & Police Substation (2011), Library/Learning Resource Center (2012), Aviation Maintenance Building (2012), College Service Center (2012), Student Resources and Welcome Center (2013), Heavy Duty Advanced Transportation Center (2013), Fire Science & Emergency Medical Technician (EMT) Training Center (2014), MTS Transit Center (2014), Student Service Center (2014), Administration Building (2014), Science Building (S6) (2015), and Science Building (S5) Renovation (2015) [\(L-6\)](#). Better access from I-15 was established in 2014 when the San Diego Association of Governments (SANDAG) completed an express on and off ramp on Hillery Drive leading directly into the north end of campus.

### Major Developments

- **Fall 2012:** The first group of San Diego-based Transportation Security Administration (TSA) officers received certificates of completion for a new three-semester credit Homeland Security Training Program.
- **Summer 2014:** The Basic Skills English/ESOL Lab Instructional Assistant supplemental instructional program received the highest possible national level recognition and certification (i.e., Advanced) from the National Association of Developmental Education (NADE). The program represents an integration of the College's English/ESOL Lab, Basic Skills English/ESOL classes, Basic Skills English/ESOL faculty, and graduate students from surrounding universities in San Diego.
- **Fall 2014:** The San Diego Regional Public Safety Institute, located on the San Diego Miramar College campus and dating back to 1969, graduated its 100th academy.
- **Spring 2015:** The College debuted its fifth intercollegiate sports team, Men's Volleyball.
- **Spring 2015:** San Diego Miramar College received a renewal of four grants and three augmentations from the California Community Colleges Chancellor's Office (CCCCO) Economic and Workforce Development Program, totaling \$1,375,000. The money will be used to support biotechnology and advanced transportation and renewable energy programs at the College and within the region.
- **Fall 2015:** San Diego Miramar College launched a 15-unit dual enrollment Business Program at Scripps Ranch High School. Sixty-three high school juniors enrolled in the program. Classes are taught on the Scripps Ranch High School campus by College faculty.
- **Fall 2015:** San Diego Miramar College and the City of San Diego Fire-Rescue Department extended a five-year agreement for the College to continue to provide in-service training for department personnel.
- **Fall 2015:** The Medical Laboratory Technology (MLT) program at San Diego Miramar College was awarded initial accreditation for a two-year period by the

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Board of Directors.

- **Fall 2015:** The College's Advanced Transportation Technology and Energy Center secured a \$2-million contract to drive a state effort that trains technicians to repair and maintain vehicles using alternative fuels and advanced transportation technologies.
- **Fall 2015:** The Aviation Department at San Diego Miramar College entered into partnership with Delta Airlines to provide interns to the air carriers San Diego operations. Currently, two San Diego Miramar College students have completed Delta's internship program and have been hired on as full-time employees.
- **Fall 2015:** Victory Media, the leader in successfully connecting the military and civilian worlds, and publisher of *G.I. Jobs*®, *STEM Jobs*SM and *Military Spouse*, designated San Diego Miramar College a 2016 Military Friendly® School (I-7). The Military Friendly® Schools designation is awarded to the top colleges, universities, community colleges and trade schools in the country that are doing the most to embrace military students, and to dedicate resources to ensure their success both in the classroom and after graduation.
- **Spring 2016:** The Beta Iota Lambda Chapter of Phi Theta Kappa at San Diego Miramar College was awarded the designation of a Five Star Chapter.

Of the 104 chapters in the Nevada/California Region, only seven have achieved this status (I-8).

- **Summer 2016:** The Automotive Technology General Program at San Diego Miramar College has received certification by the National Automotive Technicians Education Foundation (NATEF). The certification period runs through 2021. This is the second automotive technology program at San Diego Miramar College to secure NATEF certification. The Honda PACT/Toyota T-Ten program received its NATEF accreditation in 2012.
- **Summer 2016:** The Automotive Technology General Program at San Diego Miramar College has entered into a partnership agreement with Audi of America to become part of the Audi Education Partnership (AEP). The AEP will assist the College in the training of technicians who will be able to diagnose and repair some the most advanced luxury vehicles on the market, as well as assist in placing top technicians at Audi dealerships upon completion of the program (I-9).

### **Enrollment Growth Trends**

Projections indicate that San Diego Miramar College will face a growing student population over the next decade, and the College predicts that it will surpass 10,000 Full-time Equivalent Student (FTES) by the 2019 academic year. The state economy is improving, and it appears that the campus has more potential and room for growth than other district campuses. The College has developed an aggressive, yet realistic, growth plan based upon review of past performance and estimates of future capacity. The College's Educational Master Plan targets growth at 5% over the base year, 2013-14. Growth during the subsequent four years of the plan is targeted at 6% per year (I-10).

Summary labor market data for San Diego County service area indicates that the civilian labor force increased 3.4% between 2009 and 2013. In particular, the employed labor force increased nearly 6%, while the unemployed labor force decreased 20% between the same time period. The unemployment rate displayed a decreasing trend from 2009 to 2013 [\(I-11\)](#).

Registered nursing is the top San Diego County occupation that requires an Associate Degree or post-secondary vocational training and is projected to grow approximately 18%, from 20,940 in 2010 to 24,850 in 2020 [\(I-12\)](#). Teaching is the top San Diego County occupation that requires a four-year degree and is projected to grow approximately 12%, from 16,620 in 2010 to 18,600 in 2020. The occupation with the greatest projected growth between 2010 and 2020 is market research analysts/market specialists (50%). The occupation with the least projected growth between 2010 and 2020 is secondary school teacher at 6.6% growth [\(I-13\)](#).

### **Instructional Changes**

During the California budget crisis of the past several years, the San Diego Community College District lost a total of 33 million dollars, resulting in cuts to both instructional and student services. As a response to this problem, California voters passed Proposition 30 in November 2012. With the implementation of this proposition, the District was able to add a significant amount of class sections, serving 15,000 additional students in the 2013-14 academic year. Furthermore, new full-time faculty members are being hired, and summer sessions were partially reinstated beginning in 2014. Projections for the next several years indicate that as the state budget begins to stabilize as a result of Proposition 30, the District will be able to continue to rebuild as more funds become available over time [\(I-14\)](#).

### **Student Success Act (SB 1456)**

The Student Success Act of 2012 was established to implement the recommendations of the State Chancellor's Student Success Task Force (SSTF): Increase college and career readiness; Strengthen support for entering students; Incentivize successful student behaviors; Align course offerings to meet student needs; Improve education of basic skills students; Revitalize and re-envision professional development; Enable efficient statewide leadership and increase coordination among colleges; and Align resources with student success recommendations [\(I-15\)](#).

In response, the Student Success and Support Program (SSSP) has been implemented across the state. SSSP is meant to re-purpose and re-focus matriculation on core services such as orientation, assessment, and counseling/advising to assist students in developing education plans. To implement these services, in 2013-2014 San Diego Miramar College received \$723,290 [\(I-16\)](#). In 2014-15, the College received \$1,630,588, and in 2015-16 it received \$2,132,365, to support continued growth of services to meet student need.

As such, the College has been able to enhance matriculation services which have yielded some positive results. In particular, students that have received educational planning have shown higher persistence rates, retention rates, and successful course completion rates, compared to those that have not received educational planning. This difference is accounted for with students that are taking courses at the transfer level [\(I-17\)](#).

### **Associate Degree for Transfer (SB 1440)**

In 2010, a joint initiative (i.e. SB 1440 Student Transfer Achievement Reform Act) by the California Community Colleges (CCC) and California State University (CSU) was implemented with the goal of simplifying and streamlining the transfer process between the

two systems. This new initiative allows for community college students, who complete an Associate Degree designated for transfer, to receive guaranteed admission to the CSU system with junior status. They are also given priority consideration when applying to their local CSU campus.

Both the CSU and CCC systems have worked collaboratively to approve a framework for Associate Degrees for Transfer, which is open to community college students willing to participate in the initiative. In accordance with SB 1440, San Diego Miramar College has approved the following Associate Degrees for Transfer: Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, Economics, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Studio Arts [\(I-18\)](#).

### **Off-Campus Sites**

#### **Military and Administration of Justice Agreements**

MCASM 5305  
Marine Corps Air Station Miramar  
2258 Mitscher Way,  
San Diego, CA 92145

SDPDP RANGE  
San Diego Police Dept. Pistol Range  
4008 Federal Blvd.,  
San Diego, CA 92102

MFAF CLSRM Montgomery Field  
3870 Kearny Villa Road,  
San Diego, CA 92123

#### **High School Partnerships and Agreements**

Mira Mesa High School  
10510 Reagan Road  
San Diego, CA 92126

Serra High School  
5156 Santo Road  
San Diego, CA 92124

Scripps Ranch High School  
10410 Treena Street  
San Diego, CA 92131

University City High School  
6949 Genesee Avenue  
San Diego, CA 92122

## Specialized Certifications and Accreditations

Program/Other*	Outside Programmatic Accreditors	Other Special Certification
<b>Automotive</b>		<ul style="list-style-type: none"> <li>• Toyota Certification</li> <li>• Honda Certification</li> <li>• National Automotive Technicians Education Foundation</li> </ul>
<b>Administration of Justice</b>	<ul style="list-style-type: none"> <li>• California Commission of Peace Officer Standards and Training (POST)</li> <li>• California Standards and Training for Corrections (STC)</li> </ul>	
<b>Aviation Maintenance</b>	<ul style="list-style-type: none"> <li>• Federal Aviation Administration (FAA) Part 147</li> </ul>	
<b>Aviation Operations</b>	<ul style="list-style-type: none"> <li>• Federal Aviation Administration (FAA) Part 141</li> </ul>	
<b>Basic Skills/ESOL Lab Instructional Assistant Program*</b>		<ul style="list-style-type: none"> <li>• National Association of Developmental Education (NADE) Advanced Certification</li> </ul>
<b>Child Development</b>	<ul style="list-style-type: none"> <li>• National Association for the Education of Young Children (NAEYC)</li> </ul>	
<b>Emergency Medical Technician</b>	<ul style="list-style-type: none"> <li>• American Heart Association</li> <li>• Emergency Medical Services - San Diego County, National Registry of Emergency Medical Technicians</li> </ul>	
<b>Fire Protection Technology</b>	<ul style="list-style-type: none"> <li>• Cal Fire San Diego Unit</li> <li>• Fire and Emergency Services Higher Education (FESHE)</li> <li>• Federal Emergency Management Agency</li> <li>• International Fire Service Accreditation Congress (IFSAC)</li> <li>• National Professional Qualification Board (PROBOARD)</li> </ul>	
<b>Liberal Arts*</b>	<ul style="list-style-type: none"> <li>• Military Installation Voluntary Education Revise (MIVER)</li> </ul>	
<b>Medical Laboratory Technician Training</b>	<ul style="list-style-type: none"> <li>• CA Department of Public Health Laboratory Field Services</li> <li>• National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</li> </ul>	
<b>Paralegal</b>	<ul style="list-style-type: none"> <li>• American Bar Association (ABA)</li> </ul>	

San Diego Miramar College has consistently endeavored to create a campus culture that values evidence, collaborative inquiry, and targeted action. To foster a culture of evidence, the College has developed a cycle of ongoing, systemic evaluation based on quantitative and qualitative data, and uses this evaluation as the basis for resource allocation and improvement. To foster a culture of collaborative inquiry, the College integrates analyses of data from Program Review, including student achievement and outcomes assessment, with



collegewide evaluations from planning efforts in order to structure dialogue aimed at promoting student success and thoughtful institutional decision-making. To create a culture of action, the College draws on these analyses and conclusions from the collaborative inquiry process to identify specific areas in which to implement change ([I-19](#)). In conclusion, this Self-Evaluation Report will describe the policies, processes, and practices that help create a college culture which supports San Diego Miramar College's commitment to achieving its mission and promoting student success.

### **Master list of Evidence for Introduction**

[I-1: Facts on File: Report on Academic Year 2014- 2015, p. 16](#)

[I-2: Miramar News Release 9/18/2015](#)

[I-3: Miramar News Release 10/20/2015](#)

[I-4: Jets New April 2015, pp. 1-2](#)

[I-5: President's email to College 9/29/2015](#)

[I-6: San Diego Community College District-Propositions S & N](#)

[I-7: Miramar News Release 11/5/15](#)

[I-8: President's email to College 2/13/16](#)

[I-9: PIO's email to College 8/12/16, p. 1](#)

[I-10: San Diego Miramar College Educational Master Plan, Fall 2014 –Spring 2020, p. 62](#)

[I-11: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 14](#)

[I-12: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 15](#)

[I-13: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 16](#)

[I-14: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 18](#)

[I-15: State Academic Senate Presentation, 2013, pp. 4-5](#)

[I-16: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 19](#)

[I-17: Student Success and Support Program Plan Presentation, pp. 10-17](#)

[I-18: ADT Tracker Report 08/04/16](#)

[I-19: Self Evaluation Report Writing Process Presentation-Final 09/04/15, p. 3](#)



# Presentation of Student Achievement Data and Institution-Set Standards



SAN DIEGO  
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COLLEGE

## **PRESENTATION OF STUDENT ACHIEVEMENT AND INSTITUTION-SET STANDARDS**

San Diego Miramar College is committed to promoting institutional effectiveness based on using data and information from a variety of internal and external sources to make evidence-based decisions, fostering a culture of evidence. Since 2010, the College has succeeded in building a research infrastructure to advance this work, in collaboration with the District Office of Institutional Research and Planning (IRP). As part of these efforts, the College has developed a Strategic Plan designed to translate the College mission into specific goals and strategies. The College mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement. As such, the focus of the Strategic Plan is student success and achievement.

The Strategic Plan Assessment Scorecard (SPAS) was developed based on the Balanced Scorecard (BSC) methodology ([SAD\\_ISS-1](#)). The BSC is a measurement and strategic management tool designed to translate the goals and strategies into specific, measurable benchmarks or institution-set standards. It helps define and measure institutional effectiveness, as well as enhances the existing planning efforts. In the development of the scorecard and institution-set standards, the College focused on the following questions:

### **How is San Diego Miramar College meeting its mission?**

The College developed Strategic Plan Goals and designed and implemented activities to meet the mission. During the 2013-14 academic year, the Strategic Plan was revised by streamlining its goals and strategies. In all, the College identified four major strategic goals and 11 indicators which are reflected in the updated Fall 2013 – Spring 2020 Strategic Plan ([SAD\\_ISS-2](#)).

### **How does the College measure its success?**

In 2014, the Planning and Institutional Effectiveness Committee (PIEC) convened a cross-divisional governance appointed workgroup to establish a comprehensive set of institution-set standards to measure the College's progress in meeting its mission. Each of the 11 identified indicators was benchmarked using a rigorous benchmarking process. The workgroup analyzed the available data, including student achievement data, and took into consideration the major trends, impact factors, and comparison points to set benchmarks for each indicator. The benchmarks are considered aspirational goals until the end of the strategic plan cycle (i.e. spring 2020). Once the aspirational goal is attained, it becomes a floor benchmark. The comparison between the current measures and the benchmarks reveals how well the College is performing under each indicator and how effectively the College implements the strategies in achieving its goals.

### **How does the College build on its success?**

The SPAS provides a single-year snapshot as well as a five-year trend analysis (i.e. 2010/11 – 2014/15) of different indicators ([SAD\\_ISS-3](#)). Divisions, departments, and units can identify areas that either need to sustain current success (floor benchmarks) or address improvement (aspirational benchmarks); dialogue about how to address the improvement;

and adjust program/ service area goals and activities to meet the benchmark. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation.

The College has set standards for indicators identified for measuring the achievement of Strategic Plan Goals, designed to meet the College mission. The summary table below provides the five-year trend analysis (2010/11 – 2014/15) of institution-set standards (i.e. benchmarks) for measures identified in the Fall 2013 – Spring 2020 Strategic Plan Update, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement. For details on all of the measures, related indicators and goals, and benchmarking methodology, please see the 2015-2016 Strategic Plan Assessment Scorecard ([SAD ISS-3](#)).

## 5-Year Trend Analysis 2010/11 - 2014/15

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

Identifier	Measure	2010/11	2011/12	2012/13	2013/14	2014/15
I.1.1-1	Transfer Volume	<span style="color: green;">●</span> 888	<span style="color: red;">●</span> 645	<span style="color: red;">●</span> 739	<span style="color: red;">●</span> 751	<span style="color: red;">●</span> 690
I.1.1-2	Transfer Rate (cohort-based)	<span style="color: green;">●</span> 43%	<span style="color: green;">●</span> 42%	<span style="color: green;">●</span> 42%	<span style="color: red;">●</span> 38%	n/a
I.1.1-3	Transfer Prepared Rate (cohort-based)	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 45%	n/a
I.1.2	Number of Degrees/Certificates Awarded	<span style="color: red;">●</span> 937	<span style="color: red;">●</span> 997	<span style="color: green;">●</span> 1068	<span style="color: red;">●</span> 936	<span style="color: green;">●</span> 1210
I.1.4	Number of Associate Degree for Transfer (ADT)	n/a	n/a	<span style="color: green;">●</span> 14	<span style="color: green;">●</span> 14	<span style="color: green;">●</span> 16
I.1.5a	Completion Rate-Prepared (cohort-based)	<span style="color: red;">●</span> 65%	<span style="color: yellow;">●</span> 68%	<span style="color: green;">●</span> 71%	<span style="color: green;">●</span> 72%	<span style="color: green;">●</span> 69%
I.1.5b	Completion Rate-Unprepared (cohort-based)	<span style="color: green;">●</span> 45%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 46%	<span style="color: yellow;">●</span> 43%
I.1.6	Career Technical Education (CTE) Rate (cohort-based)	<span style="color: green;">●</span> 50%	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 49%	<span style="color: yellow;">●</span> 46%	<span style="color: yellow;">●</span> 46%
I.2.1	Resources - Work Experience	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 14
I.2.2	Resources - External Funding	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 36
I.3.2	Professional Development Opportunities	n/a	n/a	n/a	<span style="color: red;">●</span> 85	<span style="color: green;">●</span> 151
I.3.3	Employee Participation in Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 894
I.3.4 & 5	Perception of Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 61%
II.1.1	Number of Course Sections (Fall Terms)	<span style="color: red;">●</span> 834	<span style="color: red;">●</span> 847	<span style="color: red;">●</span> 791	<span style="color: red;">●</span> 879	<span style="color: yellow;">●</span> 924
II.1.2	Distance/Off-Campus Support Services	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 28
II.1.3a	Course Fill Rates	<span style="color: green;">●</span> 94%	<span style="color: green;">●</span> 94%	<span style="color: red;">●</span> 88%	<span style="color: green;">●</span> 92%	<span style="color: green;">●</span> 94%
II.1.3b	Enrollments (Fall & Spring terms)	<span style="color: green;">●</span> 51054	<span style="color: green;">●</span> 52863	<span style="color: yellow;">●</span> 49053	<span style="color: green;">●</span> 50955	<span style="color: yellow;">●</span> 49883
II.1.4a	Successful Course Completion Rates	<span style="color: yellow;">●</span> 71%	<span style="color: yellow;">●</span> 73%	<span style="color: green;">●</span> 74%	<span style="color: green;">●</span> 75%	<span style="color: green;">●</span> 75%
II.1.4b	Course Retention Rates	<span style="color: yellow;">●</span> 87%	<span style="color: yellow;">●</span> 87%	<span style="color: green;">●</span> 88%	<span style="color: green;">●</span> 88%	<span style="color: green;">●</span> 88%
II.2.2	Satisfaction with Technology Use	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 75%
II.3.1	Distribution of Course Offerings	<span style="color: green;">●</span> Met Benchmark				
II.3.2	Satisfaction with Strategic Enrollment Management	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 72%
II.3.4	Satisfaction with Technology Training and Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 65%
II.3.5	Satisfaction with Online Courses	<span style="color: yellow;">●</span> 74%	<span style="color: green;">●</span> 77%	<span style="color: yellow;">●</span> 74%	<span style="color: yellow;">●</span> 75%	n/a
II.4.1	Satisfaction with Innovation & Technology	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 79%
III.1.2	Diversity and Sustainable Activities	n/a	<span style="color: green;">●</span> 36	<span style="color: green;">●</span> 30	<span style="color: green;">●</span> 29	n/a
III.1.4	Student Satisfaction Regarding Diversity	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 76%
III.1.5	Student Equity Plan (SEP) Indicators	Benchmarks Specified in SEP				
III.1.6	Employee Perception of Diversity-Overall	<span style="color: red;">●</span> 50%	n/a	n/a	<span style="color: yellow;">●</span> 57%	n/a
III.2.1& 2	Employee Perception of Diversity-Support	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 59%
IV.1.1	External Partnerships	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 333
IV.1.2	Outreach Activities/Programs	<span style="color: red;">●</span> 140	<span style="color: green;">●</span> 172	<span style="color: green;">●</span> 157	<span style="color: red;">●</span> 129	<span style="color: red;">●</span> 143
IV.2.2	Articulation Agreements	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 49

Source: 2015-2016 Miramar College Strategic Plan Assessment Scorecard, p.5 ([SAD ISS-4](#))

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

- Transfer Volume
- Number of Degrees/Certificates Awarded
- CTE Rate (cohort-based)
- Number of Course Sections

- Student Equity Plan (SEP) Indicator: Course Completion
- Outreach Activities/Programs

These priorities were shared with all planning groups on campus and were integrated into different operational plans to ensure wide-spread action planning for improvement. The below table identifies the priorities and details on the benchmarking process:

Measure	Operational Definition	Institution-Set Standard	Methodology	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Transfer Volume</b>	Transfer volume is the sheer count of transfer students who have transferred from the College to a four-year institution. A student must have completed 12 or more transferrable units within six years prior to transferring and must have been enrolled at a District college at any time within six semesters prior to transferring.	788	5-year average + 0.5 Standard Deviation	888	645	739	751	690
<b>Degrees and Certificates Awarded</b>	The annual awards conferred are the total number of associate degrees and certificates awarded in a single academic year (summer, fall, and spring).	1,148	5-year average + 0.5 Standard Deviation	937	997	1,068	936	1,210
<b>CTE Rate</b>	The data include the percentage of students who completed a Career Technical Education course for the first time and completed more than eight units in the subsequent three years in a single discipline, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: 1) Earned any AA/AS or credit certificate; 2) Transferred to a four-year institution; 3) Achieved 'Transfer prepared' (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).	48%	5-year average	50	48	49	46	46
<b>Number of Course Sections</b>	The data include the number of course sections offered via all modalities (distance education, day time and evening classes, and off-campus locations).	942	2% increase from the number of sections offered in fall 2014	834	847	791	879	924
<b>Student Equity Plan (SEP) Indicator: Course Completion</b>	The data include the percentage of students who completed a course with a grade of A, B, C or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.	62% (African Americans)	Reduction of equity gap by 2% by the end of 2020	55%	57%	63%	62%	64%
		23% (Academic/Progress Disqualification)		26%	23%	24%	18%	19%
		36% (Academic/Progress Probation)		38%	36%	33%	34%	32%
<b>Outreach Activities/Programs</b>	The data include the number of outreach activities/programs to high school and the community.	152	3% increase from 5-year average	140	172	157	129	143

### Student Program Completion

The College also determined institution-set standards for awards conferred per program. The recommended benchmarks for each program represent an institution-set standard based on

the five-year average plus a 0.5 Standard Deviation. This information was provided for each program to consider as part of the Program Review process. As there are different trends, impact factors, and comparison points for each program, the faculty discipline experts could address the recommended benchmarks and suggest modifications as needed. Fire Protection Technology, Interdisciplinary Studies, and Child Development programs received higher numbers of awards compared to the other programs. As shown in the Five-Year Trend Analysis table above, the College has also increased awards conferred overall from 936 in 2013/14 to 1210 in 2014/15.

### San Diego Miramar College Awards Conferred and Recommended Benchmarks by Program

Program	Subject	2009-10	2010-11	2011-12	2012-13	2013-14	Recommended Benchmark
Accountancy	ACCOUNTANCY	0	0	0	2	1	1
	ACCOUNTING	0	1	0	0	0	0
	<b>Subtotal</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>
Administration of Justice	ADM OF JUS-LAW ENFO TECH	0	2	1	1	0	1
	ADM OF JUST-CONTEMP POLICE TEC	23	16	12	13	5	17
	ADM OF JUST-LAW ENF SUPRVISION	0	0	1	0	0	0
	ADMIN OF JUST-CORRECTIONS	4	1	1	0	1	2
	ADMIN OF JUST-INVESTIGATIONS	12	13	7	15	6	13
	ADMIN OF JUST-LAW ENFORCEMENT	20	26	16	25	17	23
	ADMIN OF JUSTICE FOR TRANSFER	0	0	0	24	60	30
	ADMIN OF JUSTICE-LAW ENF/INVST	1	0	0	0	0	0
<b>Subtotal</b>	<b>60</b>	<b>58</b>	<b>38</b>	<b>78</b>	<b>89</b>	<b>74</b>	
Art/Visual Studies	ART-FINE ARTS-CRAFTS SKILLS	2	0	0	0	1	1
	ART-FINE ARTS-DRAWING/PAINTING	1	0	0	1	3	2
	ART/VISUAL STUDIES	5	8	12	12	7	10
<b>Subtotal</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>13</b>	<b>11</b>	<b>12</b>	
Automotive Technology	AUTO TECH - AUTO BRAKES & SUSP	8	18	11	4	0	12
	AUTO TECH - AUTO CHASSIS	0	0	0	27	44	24
	AUTO TECH - AUTO ELECTRIC	7	16	5	14	17	15
	AUTO TECH - AUTO ELECTRICAL	6	18	8	4	0	11
	AUTO TECH - AUTO ENGINE PERF	0	0	0	10	17	9
	AUTO TECH - AUTO TRANSMISSION	4	20	7	12	10	14
	AUTOMOTIVE TECHNOLOGY	2	8	8	6	2	7
<b>Subtotal</b>	<b>27</b>	<b>80</b>	<b>39</b>	<b>77</b>	<b>90</b>	<b>76</b>	
Aviation Maintenance Technology	AV MNT TECH-AIRFRAME/POWERPLNT	3	13	29	13	20	20
	AVIA MAINT TECH-PILOT STUDIES	0	0	2	1	0	1
	AVIATION MAINT TECH-AIRFRAME	16	17	17	8	14	16
	AVIATION MAINT TECH-GEN STUD	11	9	12	5	2	10
	AVIATION MAINT TECH-POWERPLANT	17	12	19	14	18	17
<b>Subtotal</b>	<b>47</b>	<b>51</b>	<b>79</b>	<b>41</b>	<b>54</b>	<b>62</b>	
Aviations Operations	AVIA BUSINESS ADMIN	0	0	0	0	1	0
	AVIA-PROFESSIONAL PILOT	1	9	12	9	5	9
	AVIATION OPERATIONS-MANAGEMENT	10	7	9	11	4	10
<b>Subtotal</b>	<b>11</b>	<b>16</b>	<b>21</b>	<b>20</b>	<b>10</b>	<b>18</b>	
Biology/Allied Health Biotechnology Biology for Transfer	BIOLOGY - ALLIED HEALTH	36	32	28	45	33	38
	BIOLOGY - APPLIED BIOLOGY*	1	0	0	1	0	1
	BIOLOGY STUDIES*	24	29	25	33	21	29
	BIOLOGY*	1	0	0	0	0	0
<b>Subtotal</b>	<b>62</b>	<b>61</b>	<b>53</b>	<b>79</b>	<b>54</b>	<b>67</b>	
Business Administration	BUSINESS ADMINISTRATION	85	87	131	106	86	109
Business Management	BUSINESS MANAGEMENT	18	13	1	9	16	15
	BUSMGT MORTGAGE BROKERAGE/BANK	6	8	5	6	10	8
	BANKING & FINANCE-BANK SUPER	0	0	0	0	1	0
<b>Subtotal</b>	<b>24</b>	<b>21</b>	<b>6</b>	<b>15</b>	<b>27</b>	<b>23</b>	
Computer Business Technology	CBT-ADMINISTRATIVE ASSISTANT	6	1	4	3	7	5
	CBT-MICROCOMPUTER APPL	0	0	2	3	8	4
	<b>Subtotal</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>15</b>	<b>9</b>
Chemistry	CHEMISTRY STUDIES*	9	21	20	23	20	21

Child Development	CHID DEVELOPMNT SITE SUPERVISR	3	6	0	1	1	3
	CHILD DEVELOPMENT	26	13	16	19	9	20
	CHILD DEVELOPMENT TEACHER	40	14	22	25	14	28
	CHILD DEVELOPMNT ASSOC TEACHER	34	21	25	23	25	28
	CHILD DEVELOPMNT MASTER TEACHR	7	2	2	2	5	5
	<b>Subtotal</b>	<b>110</b>	<b>56</b>	<b>65</b>	<b>70</b>	<b>54</b>	<b>82</b>
Communication Studies	COMMUNICATION STUDIES	8	10	5	3	1	7
	COMMUNICATION STUDIES-TRANSFER	0	0	1	11	17	10
	<b>Subtotal</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>14</b>	<b>18</b>	<b>14</b>
Computer and Information Science	COMPUTER & INFORMATION SCIENCE*	13	12	7	11	11	12
	COMPUTER INFORMATION SYSTEMS*	0	0	1	0	0	0
	<b>Subtotal</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>12</b>
Diesel Technology	DIES-DIESEL EQUIPMENT REPAIR	3	0	1	2	2	2
	DIES-ENGI OVERH CATERPILLAR	5	3	4	9	1	6
	DIES-ENGI REPAIR CATERPILLAR	2	0	2	1	2	2
	DIES-ENGINE OVERH DETROIT D	2	0	3	6	0	3
	DIES-ENGINE OVERHAUL CUMMINS	5	3	5	6	1	5
	DIES-ENGINE REPAIR CUMMINS	1	0	0	1	2	1
	DIES-ENGINE REPAIR DETROIT D	3	2	1	1	2	2
	DIES-HEAVY DUTY TRANS TECH	8	5	8	10	9	9
	DIES-HEAVY EQUIP TECH	1	1	7	4	2	4
	<b>Subtotal</b>	<b>30</b>	<b>14</b>	<b>31</b>	<b>40</b>	<b>21</b>	<b>32</b>
English	ENGLISH	0	2	0	0	0	1
	ENGLISH/LITERATURE STUDIES	7	2	9	9	5	8
	<b>Subtotal</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>5</b>	<b>8</b>
Fire Protection Technology	FIPT - FIRE PROTECTION	10	10	10	10	1	10
	FIPT FIRE APPARATUS DR OPER	0	0	0	0	1	0
	FIPT FIRE TECHNOLOGY	105	89	107	104	95	104
	FIPT OPEN WTR LIFEGUARD PROF	0	2	0	2	1	2
	FIPT-FIRE PREVENTION	3	7	8	2	0	6
	FIPT-FIRE PROTECTION INTERMED	1	0	0	0	0	0
	FIRE PROTECTION TECHNOLOGY	1	0	0	0	0	0
	FIRE TECHNOLOGY	0	1	0	0	0	0
	<b>Subtotal</b>	<b>120</b>	<b>109</b>	<b>125</b>	<b>118</b>	<b>98</b>	<b>119</b>
Fitness Specialist	FITNESS SPECIALIST	8	9	13	18	19	16
Exercise Science	HEALTH/PHYSICAL EDU STUDIES	5	5	6	10	9	8
	KINESIOLOGY FOR TRANSFER	0	0	0	0	1	0
	<b>Subtotal</b>	<b>13</b>	<b>14</b>	<b>19</b>	<b>28</b>	<b>29</b>	<b>24</b>
History	HISTORY FOR TRANSFER	0	0	0	2	6	3
Humanities	HUMANITIES STUDIES	1	1	9	3	2	5
Interdisciplinary Studies	CSU GENERAL EDUCATION-BREADTH	69	9	3	2	1	31
	IGETC GENERAL EDUCATION	35	8	3	2	1	17
	OCCUPATIONAL/TECHNICAL STUDIES	1	1	2	0	1	1
	TRANSFER STUDIES CSU	64	36	15	5	0	37
	TRANSFER STUDIES IGETC CSU	0	0	1	0	0	0
	TRANSFER STUDIES IGETC UC	14	4	7	1	0	8
	TRANSFER STUDIES-T.A.G. - UC	0	0	1	0	0	0
	<b>Subtotal</b>	<b>183</b>	<b>58</b>	<b>32</b>	<b>10</b>	<b>3</b>	<b>94</b>
Mathematics	MATHEMATICS FOR TRANSFER*	0	0	0	0	1	0
	MATHEMATICS STUDIES*	14	15	24	21	24	22
	<b>Subtotal</b>	<b>14</b>	<b>15</b>	<b>24</b>	<b>21</b>	<b>25</b>	<b>22</b>
Medical Laboratory Technology	MEDICAL LABORATORY TECHNOLOGY	0	9	24	31	33	27
Music Studies	MUSIC STUDIES	1	3	3	1	5	3
Paralegal	PARALEGAL	42	29	49	62	33	50
Physical Sciences	EARTH SCIENCE STUDIES	0	5	1	0	4	3
	PHYSICS FOR TRANSFER	0	0	0	0	1	0
	PHYSICS STUDIES*	0	1	5	9	6	6
	<b>Subtotal</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>11</b>	<b>8</b>
Psychology	BEHAVIORAL SCIENCE-PSYCHOLOGY	0	0	1	0	0	0
	PSYCHOLOGY*	29	34	30	33	20	32
	<b>Subtotal</b>	<b>29</b>	<b>34</b>	<b>31</b>	<b>33</b>	<b>20</b>	<b>32</b>
Sociology	SOCIAL/BEHAVIORAL SCIENCES	117	131	131	125	88	127
	SOCIOLOGY FOR TRANSFER	0	0	0	8	7	5
	<b>Subtotal</b>	<b>117</b>	<b>131</b>	<b>131</b>	<b>133</b>	<b>95</b>	<b>129</b>
World Language Studies	WORLD LANGUAGE STUDIES	6	2	4	0	1	4
Other	ELEMENTARY EDUCATION	5	7	3	0	1	5
	HUMAN DEVELOPMENT STUDIES	9	7	6	7	3	7
	LEGAL ASSISTANT	1	4	0	0	0	2
	LIBERAL ARTS-OPTION I	3	1	1	1	0	2
	PRE-ENGINEERING STUDIES*	5	6	6	5	5	6
	<b>Subtotal</b>	<b>23</b>	<b>25</b>	<b>16</b>	<b>13</b>	<b>9</b>	<b>21</b>

Source: SDCCD Information System

Note: Instructional Programs with no awards data are excluded from the table.

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## Disaggregated Student Achievement Data

In addition to the data used for the above analysis, the College disaggregates student achievement data for use in planning and improvement. The following information on student achievement was retrieved from the San Diego Community College District information system by the IRP office and San Diego Miramar College's Office of Planning, Research and Institutional Effectiveness. Data/information was provided for three student groups:

- Incoming students
- Enrolled students
- Graduates

For each group, different indicators and measures were included to report achievement. In particular, student achievement data for each of the groups were disaggregated by various demographic variables and other impact factors. Terms and definitions of the data reported in this section are described as follows:

- **Basic Skills:** The California Community College Chancellor's Office provides definitions that basic skills courses are those courses in reading, writing, math, computation, learning skills, study skills, and English as a Second Language (ESOL), which are designated by the community college district as non-transferrable and non-degree applicable courses. For the College, this includes English 042, 043, 017A, 048, and 049; Math 034A, 038, and 046; and all ESOL courses.
- **Enrollment:** The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.
- **First Time to College Students:** Any first-time student who applied to a District college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.
- **Headcount:** The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service classes are excluded.
- **Persistence Rate –Term and Annual:** The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, N, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, N, NP, I, or RD. SDSU and UCSD-only students and sections are excluded. Intercession, tutoring, in-service, and cancelled classes are excluded.
- **Retention Rates:** The percentage of students who complete a course out of the total course enrollments. The retention rate is calculated by dividing the number of students who received any grade notation except W (withdrawal) by the total number of valid enrollments as of official census and then multiplying by 100.
- **Subsequent Enrollment:** The number of students who successfully complete a predecessor course and then enroll in the subsequent course within a designated period of time. Cancelled classes are excluded.

- **Subsequent Success:** The number of students who successfully complete a predecessor course with a grade of A, B, C or P and then subsequently enroll in the subsequent course within a designated period of time and complete the subsequent course successfully with a grade of A, B, C or P. Cancelled classes are excluded.
- **Successful Course Completion Rates (i.e. Student Success Rate):** The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.
- **Total Tested:** Students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM).
- **Not tested:** Students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.
- **Transfer Volume:** Transfer Volume refers to the total number of students who transferred to a 4-year institution and were enrolled at a District college at any time within six semesters prior to transferring, including stop outs. The student must also have completed 12 or more transferrable units from any one of the District credit colleges within six years prior to transferring to a 4-year institution.
- **80% Rule:** The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a highest performing reference subgroup to determine disproportionate impact. The threshold for the outcome rate for any given group is 80%; any group whose outcome rate is less than 80% of that of the reference group is considered to be disproportionately impacted.
- **% Change:** The percentage change is calculated by taking the difference between two measured values of the first year and the last year, dividing by the first year value, and multiplying by 100.

## I. Data on Incoming Students

Placement data were reviewed to ascertain incoming students' preparedness for college. The data were categorized as "*tested*" or "*not tested*" and disaggregated by subject (i.e. English, ESOL, and Math). Placement data below include placement levels of first-time to college students who applied to the District during the three most recent years for which data was available (i.e. 2012/13 to 2014/15). Data were disaggregated by English, ESOL, and math. For English, placement levels were further disaggregated by English reading and English writing. It is significant to note that a relatively large average percentage (36%) of incoming students did not take the English reading or writing placement test nor the math placement test. An even larger percentage (96%) of incoming students did not take the ESOL placement exam. In addition, incoming students' self-reported educational objectives were used to represent the students' educational goals.

### English Reading Placement

On average, 31% of incoming students who took the English reading placement test placed into basic skills level and another 9% placed into levels below basic skills between 2012/13

and 2014/15. During the same years, more than half (i.e. 60%) of those who took a reading placement test placed into Transfer/Associate level. These percentages were relatively stable over this time period, and changes in total numbers reflect the changes in total enrollment in the College.

### English Reading Placement of First-Time to College Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,166	63%	1,155	62%	1,411	67%	3,732	64%	21%
	Not Tested	691	37%	721	38%	706	33%	2,118	36%	2%
	<b>Total Students</b>	<b>1,857</b>	<b>100%</b>	<b>1,876</b>	<b>100%</b>	<b>2,117</b>	<b>100%</b>	<b>5,850</b>	<b>100%</b>	<b>14%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	708	61%	657	57%	890	63%	2,255	60%	26%
	Basic Skills	350	30%	391	34%	399	28%	1,140	31%	14%
	Need English Advising	76	7%	84	7%	91	6%	251	7%	20%
	Take ESOL Test	32	3%	23	2%	31	2%	86	2%	-3%
	<b>Total Tested</b>	<b>1,166</b>	<b>100%</b>	<b>1,155</b>	<b>100%</b>	<b>1,411</b>	<b>100%</b>	<b>3,732</b>	<b>100%</b>	<b>21%</b>

Source: *Miramar College Basic Skills Report 2015*, p. 5-6 ([SAD ISS-6](#))

Note. Percent change and average were based on counts.

### English Writing Placement

On average, 59% of incoming students who took the English writing placement test placed into basic skills level and another 9% placed into levels below basic skills between 2012/13 and 2014/15. The proportion of incoming students placing into basic skills level decreased slightly from 59% in 2012/13 to 56% in 2014/15.

### English Writing Placement of First-Time to College Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,166	63%	1,155	62%	1,413	67%	3,734	64%	21%
	Not Tested	691	37%	721	38%	704	33%	2,116	36%	2%
	<b>Total Students</b>	<b>1,857</b>	<b>100%</b>	<b>1,876</b>	<b>100%</b>	<b>2,117</b>	<b>100%</b>	<b>5,850</b>	<b>100%</b>	<b>14%</b>
Distribution of Students who Took a Test	Transfer/Associate Level	367	31%	347	30%	497	35%	1,211	32%	35%
	Basic Skills	691	59%	701	61%	794	56%	2,186	59%	15%
	Need English Advising	76	7%	84	7%	91	6%	251	7%	20%
	Take ESOL Test	32	3%	23	2%	31	2%	86	2%	-3%
	<b>Total Tested</b>	<b>1,166</b>	<b>100%</b>	<b>1,155</b>	<b>100%</b>	<b>1,413</b>	<b>100%</b>	<b>3,734</b>	<b>100%</b>	<b>21%</b>

Source: *Miramar College Basic Skills Report 2015*, p. 5-6 ([SAD ISS-6](#))

Note. Percent change and average were based on counts.

### ESOL Placement

On average, 60% of the incoming students who took the ESOL placement test placed into the lowest level, Level 19, whereas only 4% percent placed into the highest level, Level 40.

### ESOL Placement of First-Time to College Students

		2012/13		2013/14		2014/15		Total	3-Yr Avg	% Change
Test/No-Test	Total Tested	87	5%	85	5%	118	6%	290	5%	36%
	Not Tested	1,770	95%	1,791	95%	1,999	94%	5,560	95%	13%
	<b>Total Students</b>	<b>1,857</b>	<b>100%</b>	<b>1,876</b>	<b>100%</b>	<b>2,117</b>	<b>100%</b>	<b>5,850</b>	<b>100%</b>	<b>14%</b>
Distribution of Students who Took a Test	Level 40	3	3%	2	2%	6	5%	11	4%	100%
	Level 30	17	20%	17	20%	18	15%	52	18%	6%
	Level 20	17	20%	7	8%	29	25%	53	18%	71%
	Level 19	50	57%	59	69%	65	55%	174	60%	30%
	<b>Total Tested</b>	<b>87</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>290</b>	<b>100%</b>	<b>36%</b>

Source: Miramar College Basic Skills Report 2015, p. 5-6 ([SAD ISS-6](#))

Note. Percent change and average were based on counts.

### Math Placement

On average, 52% of incoming students who took the math placement test placed into basic skills level. Between 2012/13 and 2014/15, the percentage of students placing into basic skills math decreased slightly from 54% to 50%.

### Math Placement of First-Time to College Students

		2012/13		2013/14		2014/15		Total N	3-Yr Avg	% Change
Test/No-Test	Total Tested	1,167	63%	1,151	61%	1,429	68%	3,747	64%	22%
	Not Tested	690	37%	725	39%	688	32%	2,103	36%	-0%
	<b>Total Students</b>	<b>1,857</b>	<b>100%</b>	<b>1,876</b>	<b>100%</b>	<b>2,117</b>	<b>100%</b>	<b>5,850</b>	<b>100%</b>	<b>14%</b>
Distribution of Students who Took a Test	Transfer Level	360	31%	345	30%	539	38%	1,244	33%	50%
	Associate Level	182	16%	188	16%	180	13%	550	15%	-1%
	Basic Skills	625	54%	617	54%	710	50%	1,952	52%	14%
	Take Algebra Test	0	0%	1	0%		0%	1	0%	--
	<b>Total Tested</b>	<b>1,167</b>	<b>100%</b>	<b>1,151</b>	<b>100%</b>	<b>1,429</b>	<b>100%</b>	<b>3,747</b>	<b>100%</b>	<b>22%</b>

Source: Miramar College Basic Skills Report 2015, p. 5-6 ([SAD ISS-6](#))

Note. Percent change and average were based on counts.

### Student Educational Objectives

Based on the data provided by incoming students during the application process, 44% of the San Diego Miramar College student population selected transfer to obtain a Bachelor's Degree (i.e. BA/BS), with or without completing an Associate Degree (i.e. AA/AS), as their educational objective between fall 2010 and fall 2014. During the five terms being reported, the educational objectives that increased the most in selection were Certificate/License Maintenance (11%) and Associate Degree (7%). In contrast, the number of students who selected high school diploma/GED and educational development as educational objectives decreased 25% and 32%, respectively.

## San Diego Miramar College Headcount by Educational Objective

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
	Count	%	Count	%	Count	%	Count	%	Count	%			
4 Yr College Student	979	8%	1,065	8%	1,047	9%	998	8%	1,013	8%	3%	8%	10%
AA/AS w/out Transfer	762	6%	767	6%	714	6%	724	6%	814	7%	7%	6%	6%
BA/BS after Completing AA/AS	3,999	32%	4,175	32%	3,961	34%	4,146	34%	4,172	35%	4%	34%	36%
BA/BS w/out Completing AA/AS	1,242	10%	1,200	9%	1,072	9%	1,164	10%	1,225	10%	-1%	10%	11%
Basic Skills Improvement	136	1%	157	1%	121	1%	113	1%	105	1%	-23%	1%	1%
Certificate/License Maintenance	287	2%	330	3%	283	2%	317	3%	319	3%	11%	3%	2%
Current Job/Career Advancement	808	6%	1,011	8%	650	6%	797	7%	762	6%	-6%	7%	4%
Educational Development	305	2%	291	2%	204	2%	205	2%	206	2%	-32%	2%	2%
HS Diploma/GED Certificate	69	1%	47	0%	46	0%	44	0%	52	0%	-25%	0%	1%
New Career Preparation	1,470	12%	1,418	11%	1,365	12%	1,373	11%	1,414	12%	-4%	12%	11%
Non-Credit to Credit Transition	17	0%	14	0%	18	0%	11	0%	14	0%	-18%	0%	0%
Voc Cert/Degree w/out Transfer	321	3%	351	3%	351	3%	384	3%	300	2%	-7%	3%	2%
Undecided	1,962	16%	1,965	15%	1,555	14%	1,691	14%	1,580	13%	-19%	14%	14%
Unreported	133	1%	129	1%	100	1%	115	1%	33	0%	-75%	1%	0%
<b>Total</b>	<b>12,490</b>	<b>100%</b>	<b>12,920</b>	<b>100%</b>	<b>11,487</b>	<b>100%</b>	<b>12,082</b>	<b>100%</b>	<b>12,009</b>	<b>100%</b>	<b>-4%</b>	<b>100%</b>	<b>100%</b>

Source: Miramar College Fact Book 2015, p. 10-11 ([SAD ISS-7](#))

Note. Percent change and average were based on counts.

## II. Data on Enrolled Students

For enrolled students, full/part time status is presented by a crosstab of units attempted by units earned. San Diego Miramar College annual headcount is disaggregated by student characteristics variables (e.g. gender, ethnicity, age, first generation status, DSPS, and EOPS status) and delivery mode (e.g. day, evening, and online). Data presented also summarizes student course completion and persistence rates. Successful course completion rates and retention rates were reported as measures of course completion, and were disaggregated by age, gender, and ethnicity.

For basic skills students, the data include the completion rates in gatekeeper basic skills courses (i.e. the highest level of basic skills course for each respective subject). The students' subsequent enrollment and success in the transfer level courses are also reported in the section. For identifying student subgroups that have been disproportionately impacted, the data were disaggregated by student characteristics, including gender, ethnicity, age, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status. The 80% Rule was applied to determine the disproportionate impact, if any, of specific subgroups within the subpopulations.

Finally, annual awards conferred, student program completion, and transfer volume are reported in this section. The number of annual awards conferred is reported by award type, which includes Associate Degrees, Certificates- 60 or more units, Certificates- 30 to 59 units, and Certificates- 29 or fewer units. In addition, career and technical education (CTE) awards are provided separately. Program completion data was determined by the number of each award type conferred for that program. The College also established institution-set standards for Awards Conferred, Success Rates and Retention rates, which were provided for program consideration.

### Full/Part Time Student Headcount

The below table identifies full time/ part time status by including the number of units attempted (in rows) and units earned (in columns). The greatest proportion of students who earned the units attempted were those in the 0.1-2.9 unit range, with an average of 89%. The lowest proportion of students who earned the units attempted were those in the 9.0-11.9 unit

range, with an average of 59%. The number of students who attempted and earned 12.0 or more units increased 35% between fall 2010 and fall 2014.

### Percentage of San Diego Miramar College Students by Units Attempted versus Units Earned

		Units Earned						
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units	
Units Attempted	Fall 2010	0.1 - 2.9 Units	13%	87%				
		3.0 - 5.9 Units	30%	1%	69%			
		6.0 - 8.9 Units	17%	1%	17%	65%		
		9.0 - 11.9 Units	12%	1%	13%	21%	54%	
		12.0 + Units	7%	1%	6%	10%	16%	60%
	Fall 2011	0.1 - 2.9 Units	12%	88%				
		3.0 - 5.9 Units	30%	1%	69%			
		6.0 - 8.9 Units	18%	1%	15%	66%		
		9.0 - 11.9 Units	12%	1%	13%	20%	55%	
		12.0 + Units	7%	1%	5%	9%	14%	64%
	Fall 2012	0.1 - 2.9 Units	12%	88%				
		3.0 - 5.9 Units	30%	1%	69%			
		6.0 - 8.9 Units	15%	2%	18%	64%		
		9.0 - 11.9 Units	9%	1%	10%	18%	62%	
		12.0 + Units	5%	0%	5%	8%	16%	66%
	Fall 2013	0.1 - 2.9 Units	9%	91%				
		3.0 - 5.9 Units	28%	1%	71%			
		6.0 - 8.9 Units	16%	2%	18%	65%		
		9.0 - 11.9 Units	10%	1%	11%	15%	63%	
		12.0 + Units	6%	0%	4%	8%	14%	68%
Fall 2014	0.1 - 2.9 Units	9%	91%					
	3.0 - 5.9 Units	27%	1%	72%				
	6.0 - 8.9 Units	17%	1%	19%	64%			
	9.0 - 11.9 Units	10%	1%	9%	17%	63%		
	12.0 + Units	5%	1%	5%	9%	14%	67%	
% Change Fall 10-14		---	-9%	-9%	-8%	23%	35%	
Average Fall 10-14		---	89%	70%	65%	59%	65%	

Source: *Miramar College Fact Book 2015*, p. 21-22 ([SAD ISS-8](#))

Note. Percent change and average were based on counts.

### Annual Headcount

The annual unduplicated headcount for San Diego Miramar College decreased between 2010-11 and 2012-13 but leveled off in 2012-13. The average annual headcount was 20,463 over the past five years, with an increasing trend since 2012-2013, most likely due to improvements in the State budget.

### San Diego Miramar College Annual Headcount

	2010/11	2011/12	2012/13	2013/14	2014/15	%Change 2010-215	Average 2010-15
Headcount	23,662	21,085	18,478	18,532	20,556	-13%	20,463

Source: *Facts on File: Reports on Academic Year 2011/12 through 2014 - 2015*, p. 16 ([SAD ISS-9](#))

### Headcount by Term

Unduplicated headcount for San Diego Miramar College has slightly decreased from 2010 to 2014 in the fall and spring terms. Unduplicated headcount for the College showed a 4%

decrease, from 12,490 in fall 2010 to 12,009 in fall 2014. Unduplicated headcount for San Diego Miramar College showed a 3% decrease, from 13,655 in spring 2011 to 13,258 in spring 2015. However, there was a noteworthy 44% decrease in unduplicated headcount for the summer term from 2010- 2014.

The remarkable decrease in the summer terms most likely was due to a decrease in course offerings as a result of budget constraints. The College was able to recover substantially in summer 2014, with a 91% increase in headcount from the summer term prior.

### San Diego Miramar College Overall Headcount by Term

	Summer 10	Summer 11	Summer 12	Summer 13	Summer 14	% Change Summer 10-14
Total	7,529	1,314	574	366	4,196	-44%
	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	% Change Fall 10-14
Total	12,490	12,920	11,487	12,082	12,009	-4%
	Spring 11	Spring 12	Spring 13	Spring 14	Spring 15	% Change Spring 11-15
Total	13,655	13,894	12,621	12,507	13,258	-3%

Source: Miramar College Fact Book 2015, p. 5 ([SAD ISS-10](#))

### Headcount by Gender

On average, the percentage of male students (55%) was higher than their female student counterpart (45%), which has remained consistent between fall 2010 and fall 2014. Both female and male student headcounts decreased (7% & 2%, respectively) from fall 2010 to fall 2014.

### San Diego Miramar College Headcount by Gender

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
Female	5,641	45%	5,742	44%	5,182	45%	5,350	44%	5,271	44%	-7%	45%	50%
Male	6,847	55%	7,176	56%	6,304	55%	6,730	56%	6,738	56%	-2%	55%	50%
Unreported	2	0%	2	0%	1	0%	2	0%	0	0%	-100%	0%	0%
Total	12,490	100%	12,920	100%	11,487	100%	12,082	100%	12,009	100%	-4%	100%	100%

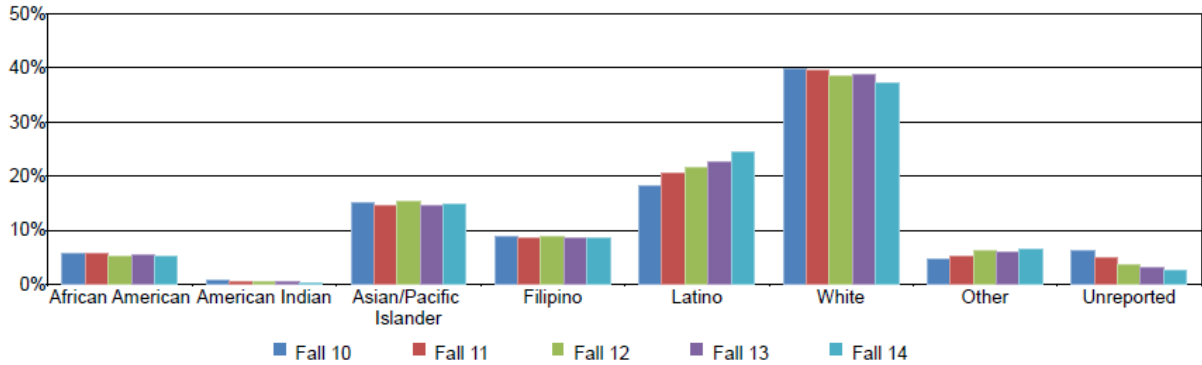
Source: Miramar College Fact Book 2015, p. 6 ([SAD ISS-11](#))

### Percentage of Students by Ethnicity

The largest percentage of students, on average, between fall 2010 and fall 2014 were White students (39%), Latino students (22%), and Asian/Pacific Islander students (15%). Based on data provided in the Miramar College Fact Book 2015, the number of Latino students increased 29%, while the White and Asian/Pacific Islander students declined 10% and 6%, respectively, between fall 2010 and fall 2014. Both the Latino and African American student proportions at San Diego Miramar College (22% & 5%, respectively) were underrepresented compared to the Latino and African American student proportions for all colleges in the District (33% & 8%, respectively). However, Asian/Pacific Islander, Filipino, and White student percentages at San Diego Miramar College (15%, 9%, & 39%, respectively) were

overrepresented compared to the same ethnic groups for all colleges in the District (12%, 5%, & 33%, respectively).

### Percentage of San Diego Miramar College Students by Ethnicity

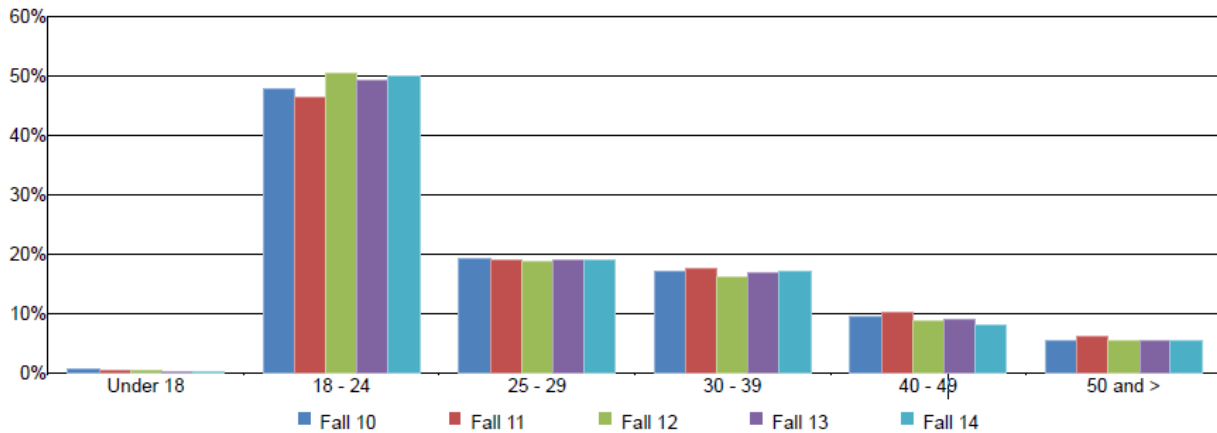


Source: *Miramar College Fact Book 2015*, p.7 ([SAD\\_ISS-12](#))

### Headcount by Age

Students between ages 18 and 24 constituted almost half of the San Diego Miramar College student population on average. According to the *Miramar College Fact Book 2015*, student headcount for those who were between ages 18 and 24 displayed the greatest disparity when compared to the student headcount of the same age group for all colleges in the District (49% & 54%, respectively).

### Percentage of San Diego Miramar College Students by Age



Source: *Miramar College Fact Book 2015*, p. 8 ([SAD\\_ISS-13](#))

### Headcount by First Generation

Between fall 2010 and fall 2014, an average of 23% of the San Diego Miramar College student population reported being first-generation college students, which was consistent across the four-year period.



### San Diego Miramar College Headcount by First Generation

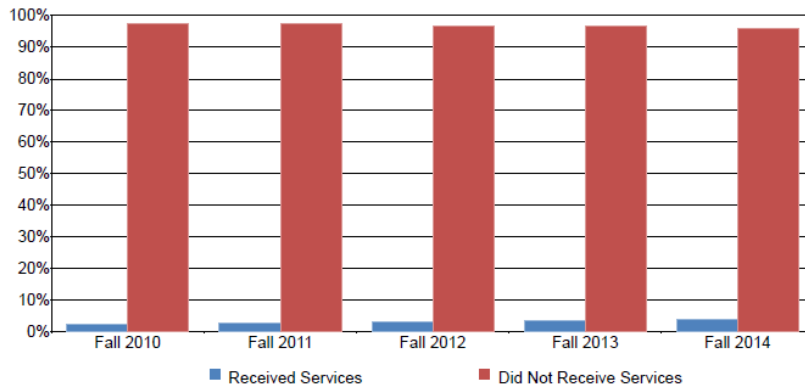
	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
First Generation	2,823	23%	2,972	23%	2,696	23%	2,854	24%	2,869	24%	2%	23%	28%
Not First Generation	9,646	77%	9,937	77%	8,778	76%	9,217	76%	9,131	76%	-5%	77%	72%
Unreported	21	0%	11	0%	13	0%	11	0%	9	0%	-57%	0%	0%
<b>Total</b>	<b>12,490</b>	<b>100%</b>	<b>12,920</b>	<b>100%</b>	<b>11,487</b>	<b>100%</b>	<b>12,082</b>	<b>100%</b>	<b>12,009</b>	<b>100%</b>	<b>-4%</b>	<b>100%</b>	<b>100%</b>

Source: *Miramar College Fact Book 2015*, p.15 ([SAD\\_ISS-14](#))

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

On average, 3% of the San Diego Miramar College student population received disability support services between fall 2010 and fall 2014. According to the *Miramar College Fact Book 2015*, this was equal to the percentage of students served by DSPS for all colleges in the District.

#### Percentage of Students Receiving Disability Support Programs and Services (DSPS)

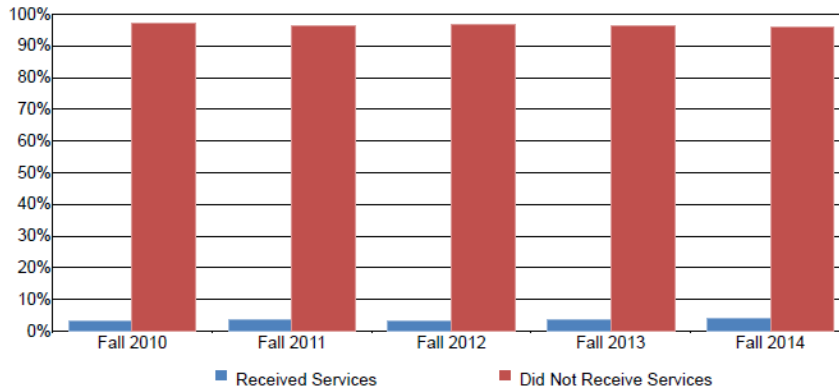


Source: *Miramar College Fact Book 2015*, p.17 ([SAD\\_ISS-15](#))

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

On average, 4% of the San Diego Miramar College student population received EOPS services between fall 2010 and fall 2014. According to the *Miramar College Fact Book 2015*, this was comparable to the percentage of students served by EOPS for all colleges in the District (3%).

#### Percentage of Students Receiving Extended Opportunity Programs and Services (EOPS)



Source: *Miramar College Fact Book 2015*, p.18 ([SAD\\_ISS-16](#))

**Student Headcount by Day, Evening, & Online Status**

On average, 40% of the San Diego Miramar College student population took day courses exclusively, while 19% took online courses exclusively. Students that took evening courses exclusively or online courses exclusively decreased 31% and 15%, respectively, while students that took both day and evening courses increased 13% between fall 2010 and fall 2014.

**San Diego Miramar College Headcount by Day, Evening, & Online Status**

	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
Day Only	4,876	39%	5,297	41%	4,373	38%	4,933	41%	5,067	42%	4%	40%	41%
Evening Only	1,778	14%	1,653	13%	1,475	13%	1,486	12%	1,219	10%	-31%	12%	13%
Day/Evening	1,864	15%	1,945	15%	2,074	18%	2,140	18%	2,100	17%	13%	17%	22%
On-Campus/Online	1,417	11%	1,391	11%	1,335	12%	1,301	11%	1,445	12%	2%	11%	16%
Online Only	2,555	20%	2,634	20%	2,230	19%	2,222	18%	2,178	18%	-15%	19%	8%
<b>Total</b>	<b>12,490</b>	<b>100%</b>	<b>12,920</b>	<b>100%</b>	<b>11,487</b>	<b>100%</b>	<b>12,082</b>	<b>100%</b>	<b>12,009</b>	<b>100%</b>	<b>4%</b>	<b>100%</b>	<b>100%</b>

Source: *Miramar College Fact Book 2015*, p.19 ([SAD\\_ISS-17](#))

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

**Overall Student Success Rates**

San Diego Miramar College annual student success rates increased by four percentage points from 71% in 2010/11 to 75% in 2014/15, with a five-year average of 73%. The success rate average at the College was higher than the success rate average of all colleges in the District (69%). Notably, the College annual success rates were higher in each year compared to the annual success rates of all colleges in the District.

**San Diego Miramar College Overall Student Success Rates**

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
Average	71%	73%	74%	75%	75%	4%	73%	69%

Source: *Miramar College Fact Book 2015*, p.33 ([SAD\\_ISS-18](#))

**Student Success Rates by Gender**

On average, female and male student success rates were comparable (73% & 74%, respectively) between 2010/11 and 2014/15. The success rates for both female and male students at San Diego Miramar College increased 4% and 3%, respectively, between 2010/11 and 2014/15. In addition, both female and male students had higher average success rates compared to the average success rates of the female and male student populations of all colleges in the District.

**San Diego Miramar College Student Success Rates by Gender**

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
Female	70%	72%	74%	74%	74%	4%	73%	70%
Male	72%	74%	74%	75%	75%	3%	74%	68%
Unreported	85%	85%	57%	57%	---	---	---	---
<b>Average</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>4%</b>	<b>73%</b>	<b>69%</b>

Source: *Miramar College Fact Book 2015*, p.34 ([SAD\\_ISS-19](#))

### Student Success Rates by Ethnicity

Among reported ethnic groups, White students (77%) and Asian/Pacific Islander students (76%) had the highest average success rates between 2010/11 and 2014/15. The average success rate of African American students (60%) was lower than the average success rates of the general student populations at San Diego Miramar College and all colleges in the District (73% & 69%, respectively). The average success rates of Latino students (69%) and students categorized as "Other" ethnicities (69%) were equal to the average success rate of the general student population for all colleges in the District (69%) and were lower than the average success rate of the general student population at the College (73%). Almost all of the reported ethnic groups showed increases in success rates between 2010/11 and 2014/15, and African American students had the greatest increase of 9%.

**San Diego Miramar College Student Success Rates by Ethnicity**

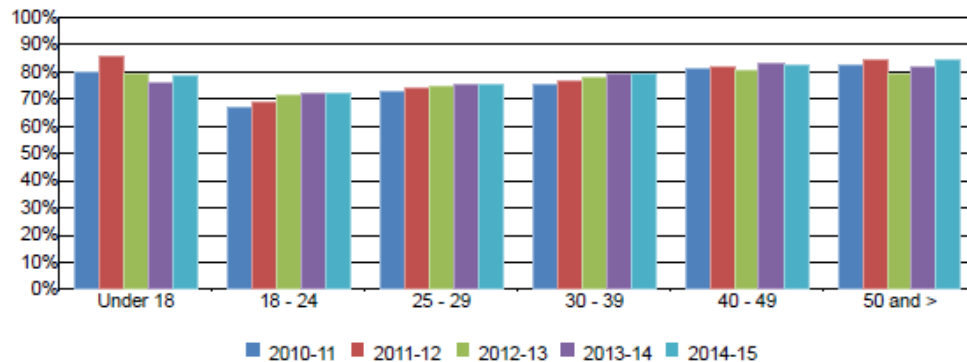
	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
African American	55%	57%	63%	62%	64%	9%	60%	59%
American Indian	72%	71%	70%	75%	64%	-8%	71%	68%
Asian/Pacific Islander	73%	75%	77%	78%	78%	5%	76%	75%
Filipino	69%	72%	74%	75%	75%	6%	73%	72%
Latino	67%	67%	70%	71%	70%	3%	69%	64%
White	75%	78%	77%	78%	79%	4%	77%	74%
Other	68%	67%	70%	70%	71%	3%	69%	67%
Unreported	78%	77%	78%	79%	78%	2%	77%	71%
Average	71%	73%	74%	75%	75%	4%	73%	69%

Source: *Miramar College Fact Book 2015*, p.35 ([SAD ISS-20](#))

### Student Success Rates by Age

With the exception of students under age 18, a general trend between 2010/11 and 2014/15 showed as age increased so did the average success rate. Students under age 18 had the highest average success rate at 81%. According to the *Miramar College Fact Book 2015*, the average success rates of most age groups were higher than the average success rates of the general student populations at San Diego Miramar College and all colleges in the District (73% & 69%, respectively).

**San Diego Miramar College Student Success Rates by Age**

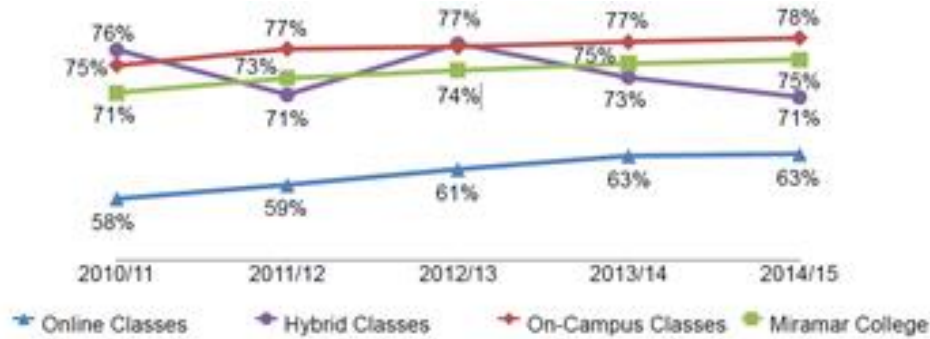


Source: *Miramar College Fact Book 2015*, p.36 ([SAD ISS-21](#))

### Success Rates by Course Modality

The success rates for students in online classes have increased between 2010/11 and 2014/15. The success rates for on-campus classes also have also increased, whereas, the success rates for hybrid classes have fluctuated over the same period of time.

#### San Diego Miramar College Student Success Rates by Course Modality



Source: *Success and Retention Rates of Online Students 2009/10 to 2013/14*, ([SAD ISS-22](#))

### Overall Retention Rates

San Diego Miramar College annual retention rates increased one percentage point between 2010/11 and 2014/15, with a five-year average of 88%. The retention rate average at the College was higher than the retention rate average of 86% for all colleges in the District. San Diego Miramar College annual retention rates were higher in each year compared to the annual retention rates of all colleges in the District between 2010/11 and 2014/15.

#### San Diego Miramar College Retention Rates

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
Average	87%	87%	88%	88%	88%	1%	88%	86%

Source: *Miramar College Fact Book 2015*, p.37 ([SAD ISS-23](#))

### Retention Rates by Gender

On average, female and male student retention rates were comparable (87% & 89%, respectively) between 2010/11 and 2014/15. The average retention rate of male students at San Diego Miramar College was higher than the average retention rate of the male student population of all colleges in the District (86%), and the average female retention rate at San Diego Miramar College was comparable to the female population of all colleges in the District (86%).

#### San Diego Miramar College Retention Rates by Gender

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
Female	86%	86%	88%	87%	87%	1%	87%	86%
Male	88%	88%	89%	89%	89%	1%	89%	86%
Unreported	85%	92%	71%	57%	---	---	---	86%
Average	87%	87%	88%	88%	88%	1%	88%	86%

Source: *Miramar College Fact Book 2015*, p.38 ([SAD ISS-24](#))

### Retention Rates by Ethnicity

Between 2010/11 and 2014/15, White students (89%), Asian/Pacific Islander students (88%), and Filipino students (88%) had the highest average retention rates. The average retention rate of African American students (83%) was lower than the average retention rates of the general student populations at San Diego Miramar College (88%) and all colleges in the District (86%). Asian/Pacific Islander students and Filipino students showed consistent increases in retention rates between 2010/11 and 2014/15, while retention rates for African American students and American Indian students fluctuated.

**San Diego Miramar College Retention Rates by Ethnicity**

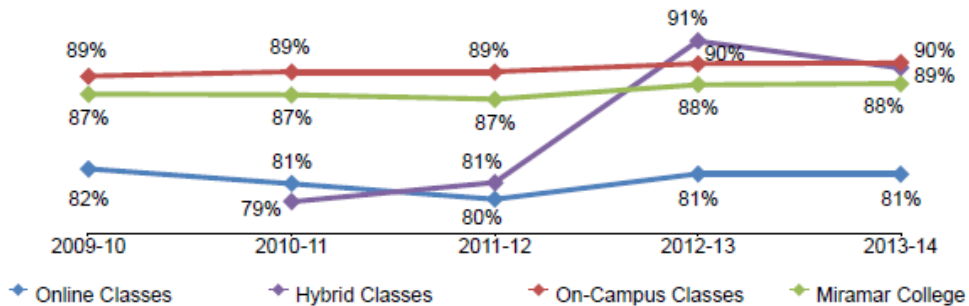
	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
African American	82%	81%	86%	84%	84%	2%	83%	82%
American Indian	86%	85%	87%	86%	86%	0%	86%	84%
Asian/Pacific Islander	87%	88%	89%	89%	89%	2%	88%	88%
Filipino	87%	88%	88%	89%	89%	2%	88%	87%
Latino	87%	85%	87%	87%	87%	0%	87%	84%
White	89%	89%	89%	89%	90%	1%	89%	87%
Other	85%	85%	87%	86%	87%	2%	86%	85%
Unreported	88%	87%	90%	90%	89%	1%	89%	86%
<b>Average</b>	<b>87%</b>	<b>87%</b>	<b>88%</b>	<b>88%</b>	<b>88%</b>	<b>1%</b>	<b>88%</b>	<b>86%</b>

Source: *Miramar College Fact Book 2015*, p.39 ([SAD\\_ISS-25](#))

### Retention Rates by Course Modality

The success rates for online classes and on-campus classes have remained stable between 2009/10 and 2013/14. The retention rates for hybrid classes have increased noticeably between 2010/11 and 2013/14 over the same period of time.

**San Diego Miramar College Retention Rates by Course Modality**



Source: *Success and Retention Rates of Online Students 2009/10 to 2013/14*, p.17 ([SAD\\_ISS-22](#))

### Persistence

#### Overall Persistence Rate

The average term persistence rate of first-time to college students at San Diego Miramar College was 69% among the fall 2009 to fall 2014 cohorts. The average annual persistence rate among the fall 2009 to fall 2013 cohorts was 49%. Overall, term persistence rates increased 12 percentage points, from 64% in fall 2009 to 76% in fall 2014. Annual

persistence rates increased three percentage points, from 46% in fall 2009 to 49% in fall 2013.

### San Diego Miramar College Overall Persistence Rates

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates	All Colleges Term Persistence	All Colleges Annual Persistence
Fall 2009	948	602	64%	435	46%	72%	52%
Fall 2010	1,003	659	66%	474	47%	76%	53%
Fall 2011	1,122	777	69%	554	49%	78%	57%
Fall 2012	1,126	818	73%	595	53%	79%	59%
Fall 2013	1,141	773	68%	561	49%	78%	58%
Fall 2014	1,109	846	76%	---	---	79%	---
<b>Total/Average</b>	<b>6,449</b>	<b>4,475</b>	<b>69%</b>	<b>2,619</b>	<b>49%</b>	<b>77%</b>	<b>56%</b>

Source: Miramar College Fact Book 2015, p.25 ([SAD ISS-26](#))

### Annual Persistence Rate by Gender

On average, annual persistence rates of female students (51%) were higher than their male student counterpart (47%) between the fall 2009 and fall 2013 cohorts. Persistence rates for female students increased nine percentage points between the fall 2009 and fall 2013 cohorts. However, persistence rates for male students were comparable among the fall 2009 and fall 2013 cohorts (46% each).

### San Diego Miramar College Annual Persistence Rates by Gender

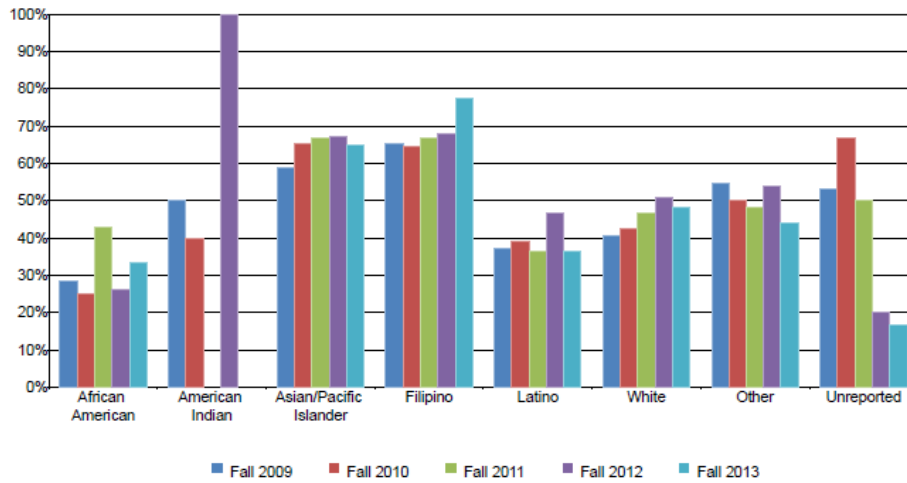
Cohort	Female			Male		
	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates	Fall Enrolled Cohort	Annual Persistence Counts	Annual Persistence Rates
Fall 2009	409	186	45%	539	249	46%
Fall 2010	394	200	51%	609	274	45%
Fall 2011	472	235	50%	650	319	49%
Fall 2012	465	257	55%	661	338	51%
Fall 2013	483	261	54%	658	300	46%
<b>Total/Average</b>	<b>2,223</b>	<b>1,139</b>	<b>51%</b>	<b>3,117</b>	<b>1,480</b>	<b>47%</b>

Source: Miramar College Fact Book 2015, p.26 ([SAD ISS-27](#))

### Annual Persistence Rates by Ethnicity

The ethnic groups with the highest average annual persistence rates were Filipino students (69%) and Asian/Pacific Islander students (65%). Annual persistence rates increased for African American, Asian/Pacific Islander, Filipino, and White students between fall 2009 and fall 2013.

### San Diego Miramar College Annual Persistence Rates by Ethnicity

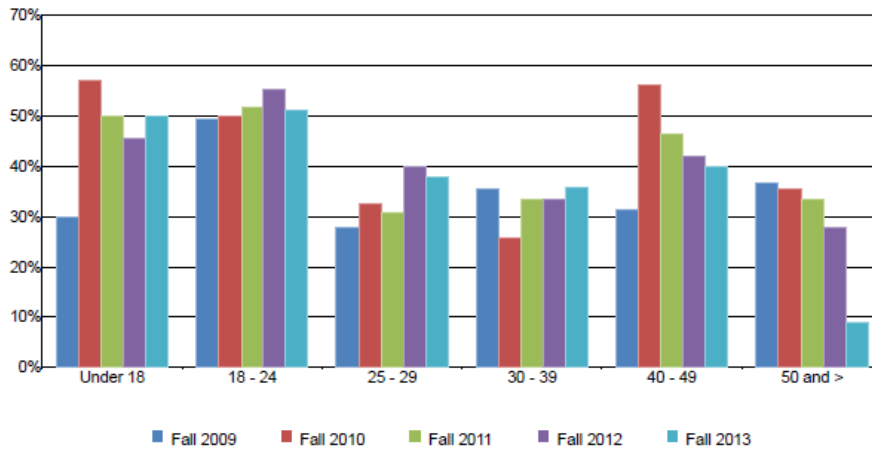


Source: *Miramar College Fact Book 2015*, p.27-28 ([SAD ISS-28](#))

### Annual Persistence Rates by Age

On average, from the fall 2009 cohort to the fall 2013 cohort, annual persistence rates were the highest among the 18-24 age group (52%), followed by students under age 18 (47%). Annual persistence rates increased 10% between the fall 2009 and fall 2013 cohorts for students in the 25-29 age group.

### San Diego Miramar College Annual Persistence Rates by Age



Source: *Miramar College Fact Book 2015*, p.29 ([SAD ISS-29](#))

### Basic Skills Completion and Progression to Transfer Level

#### Basic Skills English (ENGL 048/049) to College-Level English (ENGL 101/105)

Subsequent enrollment and success in a college-level English course (i.e. ENGL 101 or ENGL 105) were examined for students who successfully completed the basic skills English

048/049 series within two years. On average, the majority of these cohorts (76%) subsequently enrolled in a college-level course within two years of completing the basic skills English course. Of those who subsequently enrolled in a college-level English course, the majority successfully completed the course (86%).

Disaggregation of the data by gender, age, ethnicity, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status allowed for analysis and identification of trends within these subpopulations. After applying the 80% Rule methodology, African American students, White students, and students age between 40-49 years old were identified as being disproportionately impacted compared to the highest performing sub-population in the same groups.

The below tables show disaggregated data for successful course completion rates used in the above analysis.

### Subsequent Successful Course Completion Rate

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2008	102	80	78%	67	84%
Fall 2009	106	77	73%	69	90%
Fall 2010	86	68	79%	61	90%
Fall 2011	85	64	75%	58	91%
Fall 2012	106	78	74%	61	78%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

Source: San Diego Miramar College Student Equity Plan 2015, p. 35-36 ([SAD\\_ISS-30](#))

### Subsequent Successful Course Completion Rate by Gender

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Female	275	214	78%	179	84%
Male	210	153	73%	137	90%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Source: San Diego Miramar College Student Equity Plan 2015, p. 36 ([SAD\\_ISS-31](#))



### Subsequent Successful Course Completion Rate by Ethnicity

	ENGL 048/049		ENGL 101/105		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
African American	17	7	41%	5	71%
American Indian	3	3	100%	3	100%
Asian	125	103	82%	95	92%
Filipino	75	61	81%	54	89%
Latino	82	60	73%	50	83%
Pacific Islander	6	5	83%	5	100%
White	125	89	71%	69	78%
Other race	20	13	65%	13	100%
More than one race	15	13	87%	11	85%
Unreported	17	13	76%	11	85%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p. 36 ([SAD\\_ISS-31](#))*

### Subsequent Successful Course Completion Rate by DSPTS Status

	ENGL 048/049		ENGL 101/105		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
DSPTS	24	20	83%	15	75%
Not DSPTS	461	347	75%	301	87%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p. 36 ([SAD\\_ISS-31](#))*

### Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	ENGL 048/049		ENGL 101/105		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
Veteran/Active Duty Military	22	12	55%	12	100%
Not Veteran/Active Duty Military	463	355	77%	304	86%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p. 37 ([SAD\\_ISS-32](#))*

### Subsequent Successful Course Completion Rate by Foster Youth Status

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Foster Youth	12	8	67%	8	100%
Not Foster Youth	265	202	76%	172	85%
<b>Total/Average</b>	<b>277</b>	<b>210</b>	<b>76%</b>	<b>180</b>	<b>86%</b>

*Cohorts: Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p. 37 ([SAD\\_ISS-32](#))*

### Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Economically Disadvantaged	315	240	76%	208	87%
Not Economically Disadvantaged	170	127	75%	108	85%
<b>Total/Average</b>	<b>485</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p. 37 ([SAD\\_ISS-32](#))*

### Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Academic/Progress Disqualification	13	9	69%	9	100%
Academic/Progress Probation	42	30	71%	24	80%
Not Probation/Disqualification	430	328	76%	283	86%
<b>Total/Average</b>	<b>277</b>	<b>367</b>	<b>76%</b>	<b>316</b>	<b>86%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.38 ([SAD\\_ISS-33](#))*

### Basic Skills ESOL 040 to College-Level (ENGL 101/105)

Subsequent enrollment and success in a college-level English course (i.e. ENGL 101 or ENGL 105) were examined for students who successfully completed the basic skills ESOL 040 series within two years. On average, 33% of these cohorts subsequently enrolled in a college-level course within two years of completing the basic skills English course. Of those who subsequently enrolled in a college-level English course, the majority successfully completed the course (85%).

Disaggregation of the data by gender, age, ethnicity, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status allowed for analysis and identification of trends within these subpopulations. After applying the 80% Rule methodology, White students, students categorized as ‘Other’ ethnicities, students 50 years or older, and non-foster youth students were identified as being disproportionately impacted compared to the highest performing sub-population in the same groups.

The below tables show disaggregated data for successful course completion rates used in the above analysis.

### Subsequent Successful Course Completion Rate

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2007	62	19	31%	17	89%
Fall 2008	37	12	32%	12	100%
Fall 2009	49	16	33%	14	88%
Fall 2010	48	15	31%	12	80%
Fall 2011	47	19	40%	14	74%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>

Source: San Diego Miramar College Student Equity Plan 2015, p.38 ([SAD ISS-33](#))

### Subsequent Successful Course Completion Rate by Gender

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Female	174	67	39%	59	88%
Male	69	14	20%	10	71%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>

Cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, and Fall 2011

Source: San Diego Miramar College Student Equity Plan 2015, p. 39 ([SAD ISS-34](#))

### Subsequent Successful Course Completion Rate by Ethnicity

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
African American	1	0	0%	0	---
Asian	140	45	32%	39	87%
Filipino	1	0	0%	0	---
Latino	18	7	39%	7	100%
Pacific Islander	1	1	100%	1	100%
White	56	19	34%	15	79%
Other race	20	8	40%	6	75%
Unreported	6	1	17%	1	100%
<b>Total/Average</b>	<b>243</b>	<b>81</b>	<b>33%</b>	<b>69</b>	<b>85%</b>

*Cohorts: Fall 2007, Fall 2008, Fall 2009, Fall 2010, and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.39 ([SAD ISS-34](#))*

### Subsequent Successful Course Completion Rate by DSPS Status

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
DSPS	2	1	50%	0	0%
Not DSPS	93	33	35%	26	79%
<b>Total/Average</b>	<b>95</b>	<b>34</b>	<b>36%</b>	<b>26</b>	<b>76%</b>

*Cohorts: Fall 2010 and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.39 ([SAD ISS-34](#))*

### Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Veteran/Active Duty Military	5	2	40%	2	100%
Not Veteran/Active Duty Military	127	44	35%	36	82%
<b>Total/Average</b>	<b>132</b>	<b>46</b>	<b>35%</b>	<b>38</b>	<b>83%</b>

*Cohorts: Fall 2008, Fall 2010, and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.40 ([SAD ISS-35](#))*

### Subsequent Successful Course Completion Rate by Foster Youth Status

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Foster Youth	7	3	43%	3	100%
Not Foster Youth	88	31	35%	23	74%
<b>Total/Average</b>	<b>95</b>	<b>34</b>	<b>36%</b>	<b>26</b>	<b>76%</b>

*Cohorts: Fall 2010 and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.40 ([SAD\\_ISS-35](#))*

### Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Economically Disadvantaged	135	50	37%	43	86%
Not Economically Disadvantaged	46	12	26%	9	75%
<b>Total/Average</b>	<b>181</b>	<b>62</b>	<b>34%</b>	<b>52</b>	<b>84%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.40 ([SAD\\_ISS-35](#))*

### Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Academic/Progress Disqualification	1	0	0%	0	---
Academic/Progress Probation	8	3	38%	2	67%
Not Probation/Disqualification	149	51	34%	43	84%
<b>Total/Average</b>	<b>158</b>	<b>54</b>	<b>34%</b>	<b>45</b>	<b>83%</b>

*Cohorts: Fall 2007, Fall 2009, and Fall 2011*

*Source: San Diego Miramar College Student Equity Plan 2015, p.40 ([SAD\\_ISS-35](#))*

#### **Basic Skills Math (MATH 046) to College-Level Math (MATH 096)**

Subsequent enrollment and success in a college-level math course (Math 096) were examined for students who successfully completed the basic skills Math 046 within two years. On average, the majority of these cohorts (70%) subsequently enrolled in a college-level course within two years of completing the basic skills math course. Of those who subsequently enrolled in a college-level math course, the majority successfully completed the course (70%).

Disaggregation of the data by gender, age, ethnicity, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status allowed for analysis and identification of trends within these subpopulations. After applying the 80% Rule methodology, all ethnic groups except for American Indian and Pacific Islander students showed disproportionate impact. Students who were on academic/progress disqualification or academic/progress probation status were also identified as being disproportionately impacted when compared to the highest performing subpopulation.

The below tables show disaggregated data for successful course completion rates used in the above analysis.

### Subsequent Successful Course Completion Rate

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Fall 2008	268	167	62%	118	71%
Fall 2009	219	150	68%	99	66%
Fall 2010	211	152	72%	98	64%
Fall 2011	229	165	72%	125	76%
Fall 2012	266	201	76%	144	72%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

Source: San Diego Miramar College Equity Plan 2015, p.41 ([SAD\\_ISS-36](#))

### Subsequent Successful Course Completion Rate by Gender

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Female	559	391	70%	274	70%
Male	632	443	70%	309	70%
Unreported	2	1	50%	1	100%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012

Source: San Diego Miramar College Student Equity Plan 2015, p.41 ([SAD\\_ISS-36](#))

### Subsequent Successful Course Completion Rate by Ethnicity

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
African American	60	38	63%	28	74%
American Indian	7	4	57%	4	100%
Asian	108	81	75%	58	72%
Filipino	130	108	83%	69	64%
Latino	243	165	68%	118	72%
Pacific Islander	17	11	65%	10	91%
White	494	341	69%	239	70%
Other race	28	18	64%	12	67%
More than one race	48	34	71%	25	74%
Unreported	58	35	60%	21	60%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.42 ([SAD ISS-37](#))*

### Subsequent Successful Course Completion Rate by DSPS Status

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
DSPS	43	35	81%	29	83%
Not DSPS	1,150	800	70%	555	69%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.42 ([SAD ISS-37](#))*

### Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Veteran/Active Duty Military	197	135	70%	105	78%
Not Veteran/Active Duty Military	999	700	70%	479	68%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.42 ([SAD ISS-37](#))*

### Subsequent Successful Course Completion Rate by Foster Youth Status

	MATH 046		MATH 096		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
Foster Youth	14	10	71%	6	60%
Not Foster Youth	692	508	73%	361	71%
<b>Total/Average</b>	<b>706</b>	<b>518</b>	<b>73%</b>	<b>367</b>	<b>71%</b>

*Cohorts: Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.43 ([SAD\\_ISS-38](#))*

### Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

	MATH 046		MATH 096		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
Economically Disadvantaged	668	496	74%	338	68%
Not Economically Disadvantaged	525	339	65%	246	73%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.43 ([SAD\\_ISS-38](#))*

### Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	MATH 046		MATH 096		
	Cohort	Subsequent Enrollment		Subsequent Success	
		Count	Rate	Count	Rate
Academic/Progress Disqualification	14	7	50%	1	14%
Academic/Progress Probation	105	69	66%	28	41%
Not Probation/Disqualification	1,074	759	71%	555	73%
<b>Total/Average</b>	<b>1,193</b>	<b>835</b>	<b>70%</b>	<b>584</b>	<b>70%</b>

*Cohorts: Fall 2008, Fall 2009, Fall 2010, Fall 2011, and Fall 2012*

*Source: San Diego Miramar College Student Equity Plan 2015, p.43 ([SAD\\_ISS-38](#))*

## Awards Conferred

### Annual Awards Conferred

On average, 58% of the total awards conferred at San Diego Miramar College were Associate Degrees. The total number of Associate Degrees awarded increased 22%, from 574 in 2010/11 to 700 in 2014/15. The total number of Certificates requiring 29 or fewer units increased 68%, from 183 in 2010/11 to 307 in 2014/15.



### San Diego Miramar College Annual Awards Conferred

	2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	College Average 10/11-14/15	All Colleges Average 10/11-14/15
AA/AS Degree	574	81%	597	80%	601	56%	512	55%	700	58%	22%	58%	65%
Certificate 60 or More Units	4	0%	16	2%	4	0%	9	1%	16	1%	300%	1%	0%
Certificate 30 to 59 Units	176	19%	216	22%	248	23%	210	22%	186	15%	6%	20%	18%
Certificate 29 or Fewer Units	183	20%	168	17%	215	20%	205	22%	307	25%	68%	21%	17%
<b>Total</b>	<b>937</b>	<b>100%</b>	<b>997</b>	<b>100%</b>	<b>1,068</b>	<b>100%</b>	<b>936</b>	<b>100%</b>	<b>1,209</b>	<b>100%</b>	<b>29%</b>	<b>100%</b>	<b>100%</b>

Source. *Miramar College Fact Book 2015*, p.45 ([SAD\\_ISS-39](#))

#### Annual Awards Conferred by Gender

Of the total awards conferred at San Diego Miramar College from 2010/11 to 2014/15, female and male students, on average, received comparable shares of Associate Degrees (49% & 51%), respectively. The number of Associate Degrees awarded to female and male students (17% & 27%, respectively) increased between 2010/11 and 2014/15. Certificates requiring 30 to 59 units awarded to females showed a decreasing trend (21%) between 2010/11 and 2014/15, while the same Certificates awarded to male students showed an increasing trend (24%) during the same timeframe. Among Associate Degrees and Certificates requiring 30 or fewer units, female students earned a disproportionately lower share of the awards at San Diego Miramar College compared to the female student population of all colleges in the District, while male students earned higher share than the male population of all colleges in the District.

### San Diego Miramar College Annual Awards Conferred by Gender

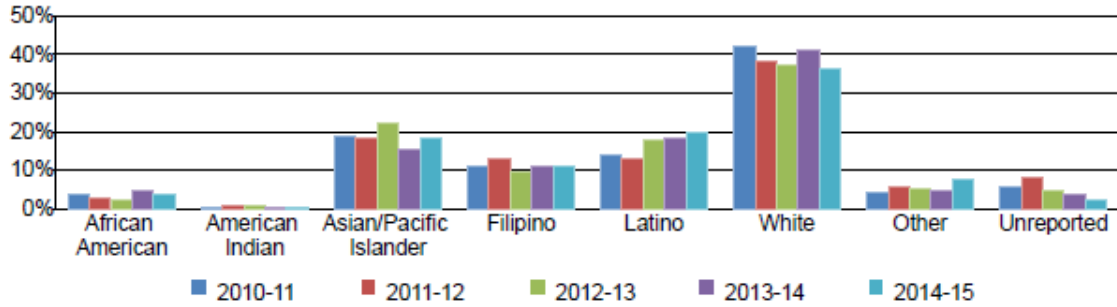
	2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	College Average 10/11-14/15	All Colleges Average 10/11-14/15
AA/AS Degree	Female	296	52%	273	46%	306	51%	254	50%	346	49%	17%	49%
	Male	278	48%	324	54%	295	49%	257	50%	354	51%	27%	51%
	Unreported	0	0%	0	0%	0	0%	1	0%	0	0%	---	0%
	<b>Total</b>	<b>574</b>	<b>100%</b>	<b>597</b>	<b>100%</b>	<b>601</b>	<b>100%</b>	<b>512</b>	<b>100%</b>	<b>700</b>	<b>100%</b>	<b>22%</b>	<b>100%</b>
Certificate 60 or More Units	Female	0	0%	1	6%	0	0%	1	11%	1	6%	---	6%
	Male	4	100%	15	94%	4	100%	8	89%	15	94%	275%	94%
	<b>Total</b>	<b>4</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>300%</b>	<b>100%</b>
	<b>Total</b>	<b>4</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>300%</b>	<b>100%</b>
Certificate 30 to 59 Units	Female	73	41%	61	28%	60	36%	66	31%	58	31%	-21%	34%
	Male	103	59%	155	72%	158	64%	144	69%	128	69%	24%	66%
	<b>Total</b>	<b>176</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>6%</b>	<b>100%</b>
	<b>Total</b>	<b>176</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>248</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>6%</b>	<b>100%</b>
Certificate 29 or Fewer Units	Female	65	36%	75	45%	87	40%	74	36%	85	28%	31%	36%
	Male	118	64%	93	55%	128	60%	131	64%	222	72%	88%	64%
	<b>Total</b>	<b>183</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>307</b>	<b>100%</b>	<b>68%</b>	<b>100%</b>
	<b>Total</b>	<b>183</b>	<b>100%</b>	<b>168</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>307</b>	<b>100%</b>	<b>68%</b>	<b>100%</b>
<b>Grand Total</b>	<b>937</b>	<b>100%</b>	<b>997</b>	<b>100%</b>	<b>1,068</b>	<b>100%</b>	<b>936</b>	<b>100%</b>	<b>1,209</b>	<b>100%</b>	<b>29%</b>	<b>100%</b>	

Source. *Miramar College Fact Book 2015*, p.46-47 ([SAD\\_ISS-40](#))

#### Annual Awards Conferred by Ethnicity

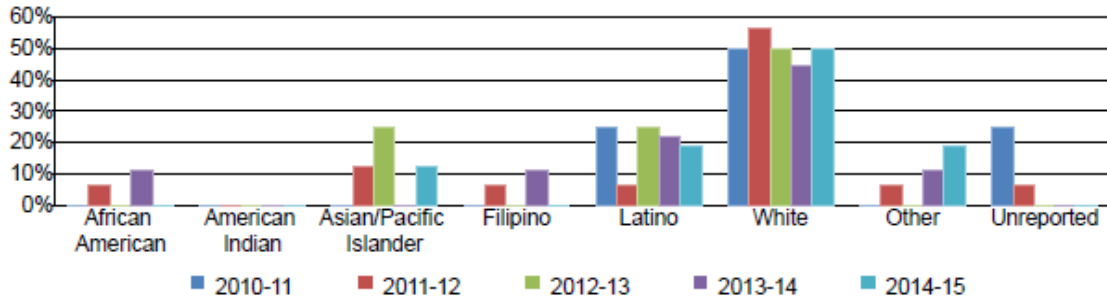
From 2010/11 to 2014/15, White students had the greatest share of awards across all award categories. With the exception of Associate Degrees, Latino students had the second highest share of awards conferred across the award categories. The number of associate degrees conferred at San Diego Miramar College increased across most reported ethnicities between 2010/11 and 2014/15. African American and Latino students at the College were consistently underrepresented across most award categories when compared to the same ethnic student populations within all colleges in the District, whereas both White and Filipino students were overrepresented across most types of awards conferred when compared to the same ethnic student populations within all colleges in the District. The below figures show disaggregated data used in the above analysis.

**San Diego Miramar College Percentage of Associate Degrees Awarded by Ethnicity**



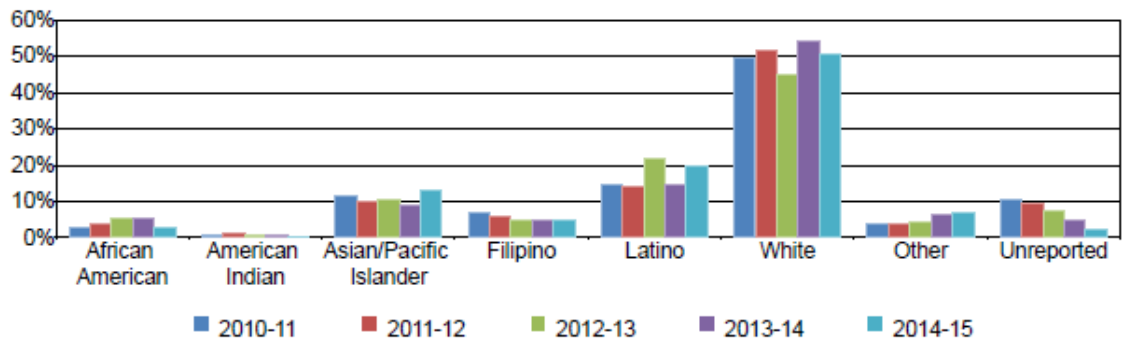
Source. Miramar College Fact Book 2015, p.48 ([SAD\\_ISS-41](#))

**San Diego Miramar College Percentage of Annual Certificates 60 or More Units Awarded by Ethnicity**



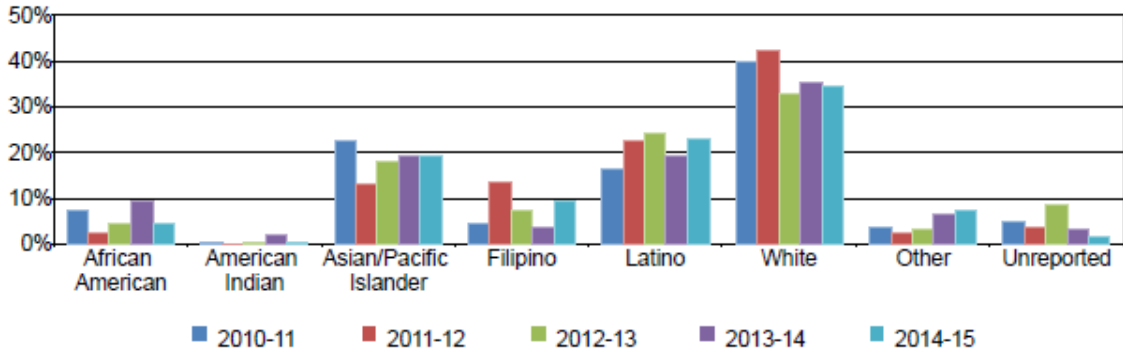
Source. Miramar College Fact Book 2015, p.48 ([SAD\\_ISS-41](#))

**San Diego Miramar College Percentage of Annual Certificates 30 to 59 Units Awarded by Ethnicity**



Source. Miramar College Fact Book 2015, p.49 ([SAD\\_ISS-42](#))

**San Diego Miramar College Percentage of Annual Certificates 29 or Fewer Units Awarded by Ethnicity**

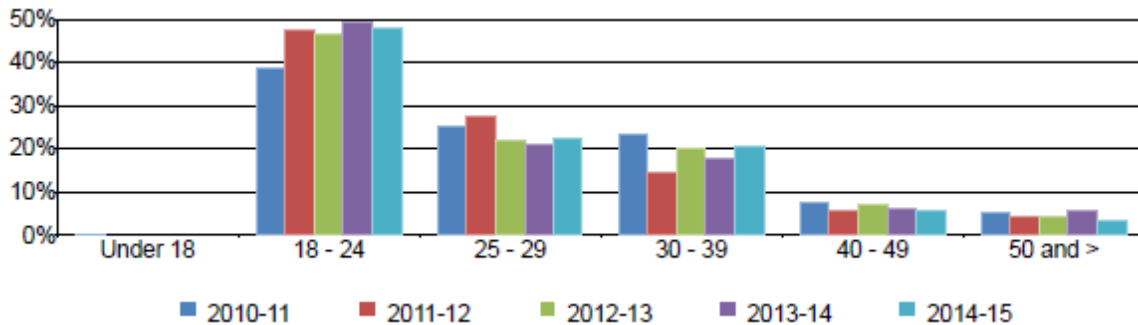


Source. *Miramar College Fact Book 2015*, p.49 ([SAD ISS-42](#))

**Annual Awards Conferred by Age**

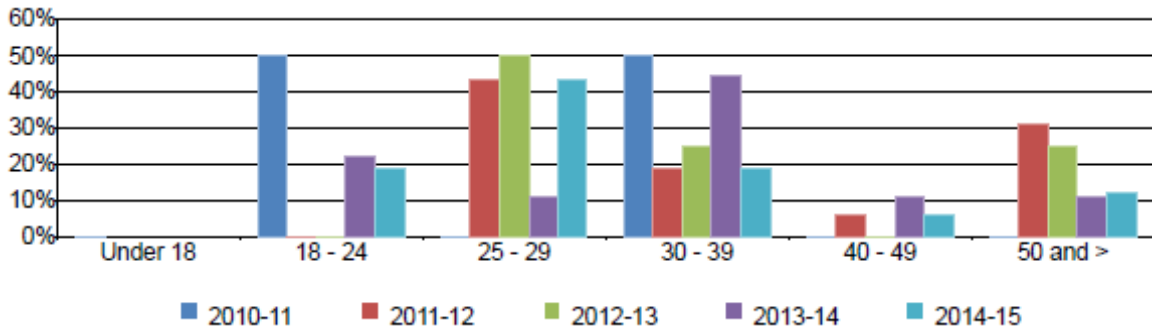
On average, two thirds of the total share of Associate Degrees and half of all Certificates awarded between 2010/11 and 2014/15 were to students between ages 18 and 29. According to the Miramar College Fact Book 2015, the percentage of students between ages 18 and 24 were overrepresented in the Associate Degrees received at San Diego Miramar College when compared to the same age group within all colleges in the District. The below figures show disaggregated data used in the above analysis.

**San Diego Miramar College Percentage of Annual Associate Degrees Awarded by Age**



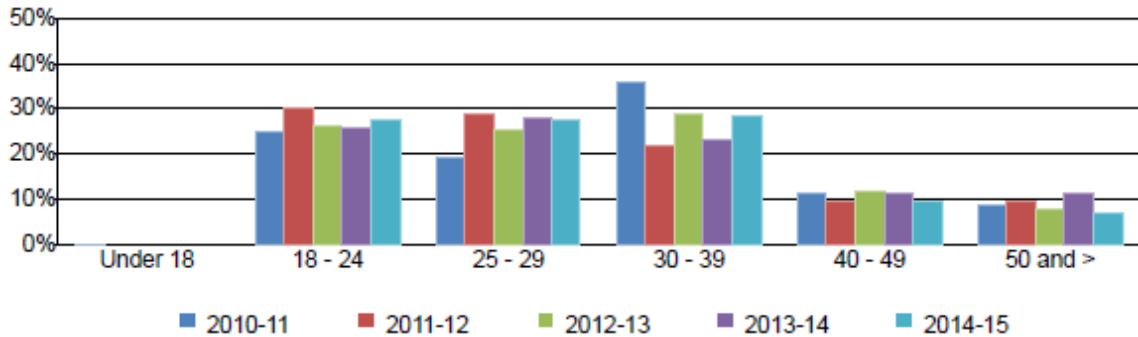
Source. *Miramar College Fact Book 2015*, p.52 ([SAD ISS-43](#))

**San Diego Miramar College Percentage of Annual Certificates 60 or More Units Awarded by Age**



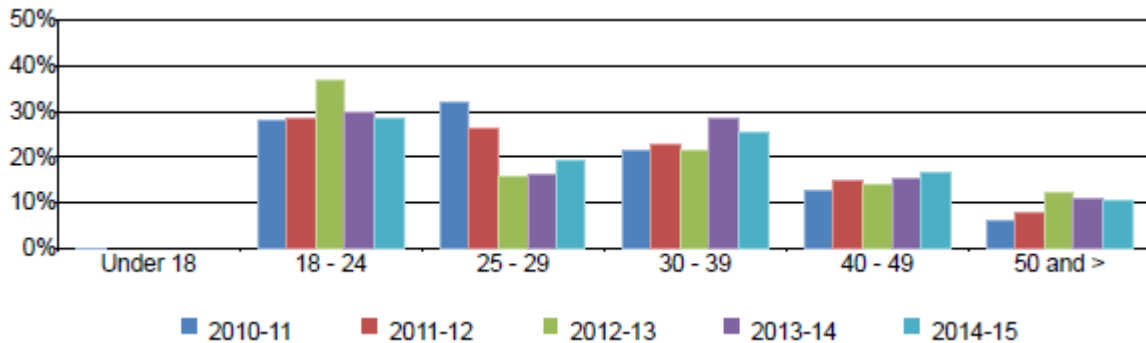
Source. Miramar College Fact Book 2015, p.52 ([SAD\\_ISS-43](#))

**San Diego Miramar College Percentage of Annual Certificates 30 to 59 Units Awarded by Age**



Source. Miramar College Fact Book 2015, p.53 ([SAD\\_ISS-44](#))

**San Diego Miramar College Percentage of Annual Certificates 29 or Fewer Units Awarded by Age**



Source. Miramar College Fact Book 2015, p.53 ([SAD\\_ISS-44](#))

**CTE Awards Conferred**

San Diego Miramar College currently offers 84 career and technical education (CTE) Associate Degrees and Certificates of Achievement. All of these CTE Degrees and Certificates have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification. The College

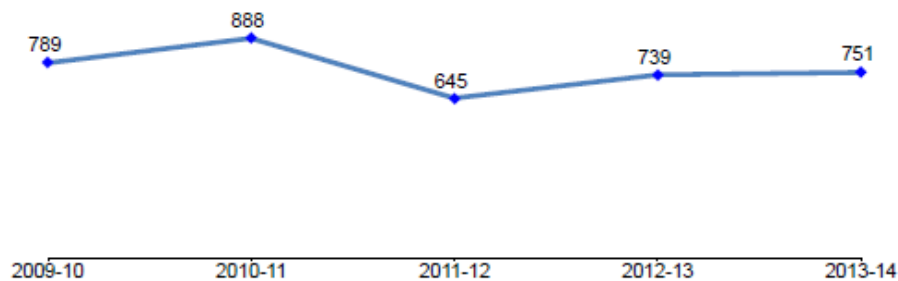
adopted the standards set by the California Community College Chancellor's Office (CCCCO) for licensure passage rates for Medical Lab Technology (MLT) program. The College also adopted the standards set by the CCCCCO for graduate employment rates for 19 CTE Associate Degree and Certificate Programs.

### Transfer to four-year institutions

#### Annual Transfer Volume

The annual transfer volume for San Diego Miramar College decreased 5%, from 789 in 2009/10 to 751 in 2013/14.

**San Diego Miramar College Annual Transfer Volume**



Source. *Miramar College Fact Book 2015*, p.55 ([SAD ISS-45](#))

#### Annual Transfer Volume by Gender

Between 2009/10 and 2013/14, male students had a slightly higher transfer volume, on average, than their female student counterpart (52% & 48%, respectively).

**San Diego Miramar College Annual Transfer Volume by Gender**

	2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	College Average 09/10-13/14	All Colleges Average 09/10-13/14
Female	417	53%	434	49%	304	47%	337	46%	353	47%	-15%	48%	51%
Male	371	47%	454	51%	341	53%	402	54%	398	53%	7%	52%	49%
Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%	0%
<b>Total</b>	<b>789</b>	<b>100%</b>	<b>888</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>-5%</b>	<b>100%</b>	<b>100%</b>

Source. *Miramar College Fact Book 2015*, p.56 ([SAD ISS-46](#))

#### Annual Transfer Volume by Ethnicity

Among those who transferred from San Diego Miramar College, an average of 42% were White students. Asian/Pacific Islander students accounted for 18% of the transfer volume and Latino students accounted for 14% of the transfer volume.

**San Diego Miramar College Annual Transfer Volume by Ethnicity**

	2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	College Average 09/10-13/14	All Colleges Average 09/10-13/14
African American	22	3%	35	4%	30	5%	39	5%	29	4%	32%	4%	7%
American Indian	5	1%	6	1%	6	1%	1	0%	2	0%	-60%	1%	1%
Asian/Pacific Islander	142	18%	146	16%	119	18%	134	18%	132	18%	-7%	18%	12%
Filipino	80	10%	79	9%	56	9%	77	10%	77	10%	-4%	10%	5%
Latino	105	13%	117	13%	79	12%	111	15%	113	15%	8%	14%	21%
White	343	43%	389	44%	288	45%	291	39%	309	41%	-10%	42%	44%
Other	38	5%	42	5%	33	5%	54	7%	56	7%	47%	6%	5%
Unreported	54	7%	74	8%	34	5%	32	4%	33	4%	-39%	6%	6%
<b>Total</b>	<b>789</b>	<b>100%</b>	<b>888</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>-5%</b>	<b>100%</b>	<b>100%</b>

Source. *Miramar College Fact Book 2015*, p.57 ([SAD ISS-47](#))

### Annual Transfer Volume by Age

The age groups with the highest transfer volume, on average, were students between ages 18 and 24 (54%), students between ages 25 and 29 (27%), and students between ages 30 and 39 (14%).

#### San Diego Miramar College Annual Transfer Volume by Age

	2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	College Average 09/10-13/14	All Colleges Average 09/10-13/14
Under 18	1	0%	1	0%	0	0%	0	0%	0	0%	-100%	0%	0%
18 - 24	448	57%	488	55%	325	50%	401	54%	415	55%	-7%	54%	53%
25 - 29	207	26%	235	28%	185	29%	199	27%	201	27%	-3%	27%	27%
30 - 39	95	12%	129	15%	100	16%	98	13%	103	14%	8%	14%	15%
40 - 49	28	4%	27	3%	25	4%	29	4%	25	3%	-11%	4%	4%
50 and >	10	1%	10	1%	10	2%	12	2%	7	1%	-30%	1%	1%
<b>Total</b>	<b>789</b>	<b>100%</b>	<b>888</b>	<b>100%</b>	<b>645</b>	<b>100%</b>	<b>739</b>	<b>100%</b>	<b>751</b>	<b>100%</b>	<b>-5%</b>	<b>100%</b>	<b>100%</b>

Source. *Miramar College Fact Book 2015*, p.58 ([SAD ISS-48](#))

### III. Data on Graduates

This section of the report reviews achievement data on San Diego Miramar College graduates. Both the student job placement rates and the licensure/certification exam pass rates for CTE students are included in this section. The College adopted the standards set by the California Community Colleges Chancellor's Office (CCCCO) for licensure pass rates for the Medical Lab Technology program and for graduate employment rates for 19 other CTE programs.

#### Student Job Placement Rates

The below table shows the 2014-2015 job placement rates for students completing CTE Associate Degree and Certificate Programs, as well as the institution-set standards that were based on District targets. Data was retrieved from the College Core Indicator Information by 4-Digit Taxonomy of Programs (TOP 2016-2017) Form from the CCCCCO Management Information Systems Division.

San Diego Miramar College Program	TOP	Institution-Set Standard (%)	Job Placement Rate (%)
Accountancy	0502	68.18	DR*
Administration of Justice	2105	68.18	91.41
Automotive Technology	0948	68.18	76.47
Aviation Maintenance	0950	68.18	65
Aviation Operations	3020	68.18	DR*
Biotechnology	0430	68.18	DR*
Business Administration	0505	68.18	57.89
Business Management	0506	68.18	77.78
Child Development	1305	68.18	65
Computer Business Technology	0514	68.18	75
Computer and Information Sciences	0702	68.18	DR*
Diesel Technology	0947	68.18	66.67
Exercise Science	0835	68.18	66.67
- Personal Training			
- Yoga			
Emergency Medical Technician	1250	68.18	NR**
Fire Technology	2133	68.18	78.46
Medical Laboratory Technology	1205	68.18	81.48
Paralegal	1402	68.18	80

Source. CCCCO Management Information Systems CTE -Perkins IV Webpage ([SAD\\_ISS-49](#))

\*Privacy requirements - EDD requires that counts less than six not be displayed

\*\*N/R (Not Reported) indicates categories where no participants were reported

As evidenced above, San Diego Miramar College's job placement rates are either near or exceed the institution-set standard. With the funding allocated through the Strong Workforce Program, programs that have placement rates below the standard can implement strategies to increase success rates.

### Licensure/Certification Rates

The below table shows the 2013-2014 licensure exam pass rates for programs in which students must pass a licensure exam in order to work in their field of study.

Program	CIP Code 4 Digits	Exam Type	Institution-set Standard	Pass Rate
Medical Laboratory Technology	1504	State	80%	88%
Aviation Technology	4706	National	70%	96%
Emergency Medical Technician	5100	National	80%	86%

Source: 2016 Miramar College ACCJC Annual Report, p.3 ([SAD\\_ISS-50](#))

### Master list of Evidence for Student Achievement and Institution-set Standards

[SAD\\_ISS-1: Kaplan & Norton, 1992](#)

[SAD\\_ISS-2: Miramar College Strategic Plan Fall 2013-Spring 2020-Update](#)

[SAD\\_ISS-3: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)

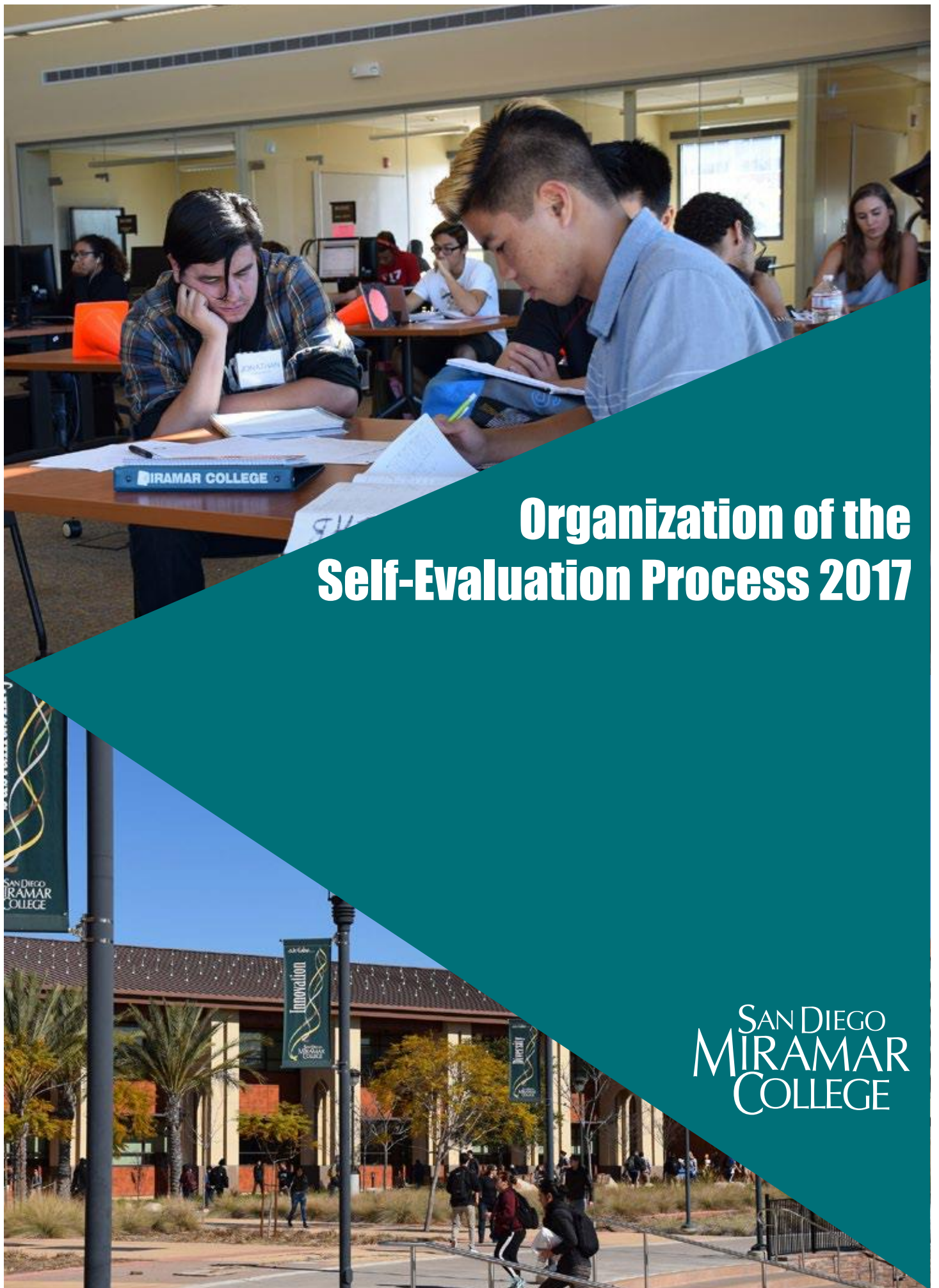
[SAD\\_ISS-4: 2015-2016 Miramar College Strategic Plan Assessment Scorecard, p. 5](#)

[SAD\\_ISS-5: Instructional Program Benchmarks 2015](#)

[SAD\\_ISS-6: Miramar College Basic Skills Report 2015, pp. 5-6](#)

[SAD ISS-7: Miramar College Fact Book 2015, pp. 10-11](#)  
[SAD ISS-8: Miramar College Fact Book 2015, pp. 21-22](#)  
[SAD ISS-9: Facts on File: Report on Academic Year 2014 - 2015, p. 16](#)  
[SAD ISS-10: Miramar College Fact Book 2015, p. 5](#)  
[SAD ISS-11: Miramar College Fact Book 2015, p. 6](#)  
[SAD ISS-12: Miramar College Fact Book 2015, p. 7](#)  
[SAD ISS-13: Miramar College Fact Book 2015, p. 8](#)  
[SAD ISS-14: Miramar College Fact Book 2015, p. 15](#)  
[SAD ISS-15: Miramar College Fact Book 2015, p. 17](#)  
[SAD ISS-16: Miramar College Fact Book 2015, p. 18](#)  
[SAD ISS-17: Miramar College Fact Book 2015, p. 19](#)  
[SAD ISS-18: Miramar College Fact Book 2015, p. 33](#)  
[SAD ISS-19: Miramar College Fact Book 2015, p. 34](#)  
[SAD ISS-20: Miramar College Fact Book 2015, p. 35](#)  
[SAD ISS-21: Miramar College Fact Book 2015, p. 36](#)  
[SAD ISS-22: Success and Retention Rates of Online Students 2009/10 to 2013/14, p. 17](#)  
[SAD ISS-23: Miramar College Fact Book 2015, p. 37](#)  
[SAD ISS-24: Miramar College Fact Book 2015, p. 38](#)  
[SAD ISS-25: Miramar College Fact Book 2015, p. 39](#)  
[SAD ISS-26: Miramar College Fact Book 2015, p. 25](#)  
[SAD ISS-27: Miramar College Fact Book 2015, p. 26](#)  
[SAD ISS-28: Miramar College Fact Book 2015, pp. 27-28](#)  
[SAD ISS-29: Miramar College Fact Book 2015, p. 29](#)  
[SAD ISS-30: San Diego Miramar College Equity Plan 2015, pp. 35-36](#)  
[SAD ISS-31: San Diego Miramar College Equity Plan 2015, p. 36](#)  
[SAD ISS-32: San Diego Miramar College Equity Plan 2015, p. 37](#)  
[SAD ISS-33: San Diego Miramar College Equity Plan 2015, p. 38](#)  
[SAD ISS-34: San Diego Miramar College Equity Plan 2015, p. 39](#)  
[SAD ISS-35: San Diego Miramar College Equity Plan 2015, p. 40](#)  
[SAD ISS-36: San Diego Miramar College Equity Plan 2015, p. 41](#)  
[SAD ISS-37: San Diego Miramar College Equity Plan 2015, p. 42](#)  
[SAD ISS-38: San Diego Miramar College Equity Plan 2015, p. 43](#)  
[SAD ISS-39: Miramar College Fact Book 2015, p. 45](#)  
[SAD ISS-40: Miramar College Fact Book 2015, pp. 46-47](#)  
[SAD ISS-41: Miramar College Fact Book 2015, p. 48](#)  
[SAD ISS-42: Miramar College Fact Book 2015, p. 49](#)  
[SAD ISS-43: Miramar College Fact Book 2015, p. 52](#)  
[SAD ISS-44: Miramar College Fact Book 2015, p. 53](#)  
[SAD ISS-45: Miramar College Fact Book 2015, p. 55](#)  
[SAD ISS-46: Miramar College Fact Book 2015, p. 56](#)  
[SAD ISS-47: Miramar College Fact Book 2015, p. 57](#)  
[SAD ISS-48: Miramar College Fact Book 2015, p. 58](#)  
[SAD ISS-49: CCCCO Management Information Systems CTE -Perkins IV Webpage](#)  
[SAD ISS-50: ACCJC Annual Report2016, p. 3](#)





# Organization of the Self-Evaluation Process 2017

SAN DIEGO  
**MIRAMAR**  
COLLEGE

## ORGANIZATION OF THE SELF-EVALUATION PROCESS 2017

To prepare for the 2017 Accreditation Self-Evaluation Process, the Accreditation Liaison Officer (ALO) and the College President, in consultation with participatory governance constituency leaders, prepared and disseminated the Accreditation Faculty Co-Chair Announcement in August 2014 ([SEPO-1](#)). In September 2014, with consultation between the Academic Senate President and College President, a faculty member was appointed and announced to the College ([SEPO-2](#)). This faculty member, along with the ALO, would comprise the Accreditation Steering Committee. The Steering Committee was primarily responsible for the following: overseeing the work of the Standard Tri-chair teams and communicating the progress of the 2017 Accreditation Process to the College; reviewing the ACCJC Accreditation Standards and Policies to determine level of compliance of the College; and proposing accreditation-related measures and/or activities. In addition, the Steering Committee was responsible for developing the process and timeline for preparation of the Self-Evaluation Report.

In spring 2015, the College identified a need for a faculty editor to assist in the Self-Evaluation Process. Subsequently, the Accreditation Steering Committee, along with the Academic Senate, prepared and disseminated the Faculty Editor Announcement to the College ([SEPO-3](#)). In May 2015, a decision was made and the appointment of the Faculty Editor was announced to the College by the College President ([SEPO-4](#)).

Due to the resignation of the Accreditation Faculty Co-Chair in summer 2015, a second Announcement for Accreditation Faculty Co-Chair was distributed in August 2015 ([SEPO-5](#)). In September 2015, the College President announced a new Accreditation Faculty Co-Chair to the College ([SEPO-6](#)).

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

On September 12, 2014, the College held an Accreditation Orientation Meeting to discuss the College's Accreditation history, gauge participants' knowledge of the Accreditation process, and provide common causes as to why institutions receive sanctions ([SEPO-7](#)). Subsequently following this event, on October 17, 2014, the Standard Tri-Chairs attended an Accreditation Team Organizational Meeting to discuss responsibilities of the Standard Tri-chairs Teams in the production of the Self-Evaluation Report. This meeting also included review of Self-Evaluation-related materials such as ACCJC publications, distribution of the Self-Evaluation Process timeline, and guidance on how to organize the evidence and narrative responses to the Standards ([SEPO-8](#)).

On October 15, 2014, ACCJC conducted a regional training at MiraCosta College for institutions that were required to respond to the updated and revised Accreditation Standards. Core representatives of the Accreditation Team attended the training to acquire information

and distribute it to the College. On October 31, 2014, the Steering Committee ran an Accreditation Team Self-Evaluation Training Workshop at San Diego Miramar College to update Tri-chairs on the revised Standards ([SEPO-9](#)).

Once the Standard Tri-chair Teams received the training, each team was responsible for gathering evidence and providing narratives to answer the “guiding questions” provided by ACCJC, using a Google Document template distributed by the Accreditation Steering Committee. The Standard Tri-chair Teams held regular meetings and Co-chairs of the Steering Committee were invited to join these meetings as needed. In addition, the Steering Committee held periodic meetings with the Standard Tri-chairs Teams to monitor progress on the Self-evaluation Report, to ensure adherence to the process timeline, and to ensure that drafts of each Standard were circulated to the College. Standard Tri-chair Teams were responsible for writing narratives to address the criteria in their respective Standard, for identifying evidence used to support their narratives, and for documenting progress made on planning items.

In October 2014, the Accreditation Self-Evaluation Teams from each of the three colleges and Continuing Education (CE) met with District Office personnel at districtwide Accreditation Coordination Meetings to discuss information and concerns among the colleges, CE, and the District Office. During these meetings, procedures were developed for requesting evidence and information from the District, and the Accreditation Self-Evaluation Teams later presented regular reports and briefings to the Board of Trustees according to a District timeline.

On October 22, 2015, the Steering Committee distributed the first Self-Evaluation Draft Report to the College via email. Feedback was collected after each section of the report through a Survey Monkey link. Respondents were able to access the link and provide feedback on individual sections of the Standards. On October 30, 2015, the Accreditation Steering Committee and Planning, Research and Institutional Effectiveness (PRIE) office hosted an Accreditation Feedback Survey Briefing in which results from both the Student and Employee Feedback Surveys were shared with the College ([SEPO-10](#)). This provided examples of survey results organized by standard and illustrated how one could incorporate the results into the writing as evidence. Both of the surveys discussed were originally developed by the District Office of Institutional Research and Planning (IRP) and updated in consultation with the Accreditation Self-Evaluation Teams on all campuses. On November 13, 2015, the College held Public Forum Round 1 (PFR 1) to provide a venue for feedback from the college community at-large ([SEPO-11](#)). In addition, the Steering Committee provided notes to the Tri-chair Teams regarding areas of the Standards that contained missing content, incorrect information, and/or lacked evidence.

Following these events, the Tri-chair Teams were given time to provide feedback on their Standard to the Steering Committee, suggested edits were incorporated into a second draft of the Self-Evaluation Report and distributed to the College on February 26, 2016. The same process for obtaining feedback from the Self-Evaluation Report Draft 1 was used for Draft 2. On March 25, 2016, the College held its second Public Forum Round 2 (PFR 2) to provide a venue for feedback from the college community at-large, and suggested edits were submitted to the Accreditation Steering Committee and Faculty Editor for follow-up ([SEPO-12](#)).

After PFR 2, the Steering Committee and Faculty Editor prepared the third draft of the Self-Evaluation report, which was distributed to the College on April 15, 2016. The feedback again was provided to Accreditation Steering Committee and Faculty Editor for follow-up and inclusion in the final draft. On August 24, 2016 the Steering Committee distributed a final draft of the Self-Evaluation report to the College. The final draft report was circulated among the constituency groups for final review and approval in late September 2016 and approved by the Academic Senate on September 20, 2016. The College Executive Committee (CEC) reviewed and approved the final draft on September 27, 2016. Finally, the San Diego Miramar College Self-Evaluation Report was presented to the Board of Trustees for acceptance on December 8, 2016 ([SEPO-13](#)).

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

### Accreditation Self-Evaluation Abbreviated Timeline

Fall 2014	
Events (Activities)	Time Frame
Accreditation Faculty Co-Chair Announcement is distributed	August 15, 2014
Accreditation Orientation Meeting	September 12, 2014
Appointment of Accreditation Faculty Co-Chair	September 26, 2014
Appointment of Standard Tri-Chair Teams	October 3, 2014
Accreditation Team representatives attend new/updated Standards by ACCJC	October 15, 2014
Accreditation Team organizational meeting	October 17, 2014
Accreditation Team self-evaluation training workshop	October 31, 2014
Standard Tri-Chair Teams collect evidence related to Accreditation Standards	November-January, 2015

Spring 2015	
Events (Activities)	Time Frame
Accreditation Surveys administered to College (i.e. student and employee)	February-March, 2015
Tri-Chair Teams provide feedback on Self-Evaluation Report to date	Ongoing

Summer 2015	
Office of PRIE provides update on ACCJC guiding questions	July-August 2015

Fall 2015	
Self-Evaluation Report due to Tri-Chair Teams for feedback	August, 2015
Office of PRIE provides Accreditation Survey results to Standard Tri-Chair Teams	August/September, 2015
Accreditation Team update meeting to discuss results of Accreditation Surveys	September, 2015
Standard Tri-Chair Teams submit feedback on Self-Evaluation Report to Steering Committee	September 18, 2015
Steering Committee distributes Accreditation Self-Evaluation Draft 1 to College for feedback	October 16, 2015
Public Forum Round 1 (PFR 1)	November 13, 2015
Steering Committee and Faculty Editor incorporate suggested edits from PFR 1 into Self-Evaluation Report	December 2015/ January 2016

Spring 2016	
Public Forum Round 2 (PFR 2)	March 25, 2016
Steering Committee and Faculty Editor incorporate suggested edits into Accreditation Self-Evaluation Draft 3	March 28-April 15, 2016
Steering Committee distributes Accreditation Self-Evaluation Draft 3 to College for feedback	April 15, 2016
Feedback on Accreditation Self-Evaluation Draft 3 due to Steering Committee	May 21, 2016

Summer 2016	
Steering Committee incorporate suggested edits into Final Draft	June/July, 2016
PRIE Office begin catalogs evidence for Self-Evaluation Report	June/July, 2016

Fall 2016	
PRIE Office distributes Final Draft to College	August 24, 2016
All constituency approval of Self-Evaluation Report <ul style="list-style-type: none"> <li>• Academic Senate (9/6/16 &amp; 9/20/16)</li> <li>• Classified Senate (9/8/16 &amp; 9/22/16)</li> <li>• Associated Students (9/9/16 &amp; 9/16/16)</li> <li>• Managers (9/14/16)</li> </ul>	September, 2016
CEC approval of Self-Evaluation Report	September 27, 2016
Final draft of Self-Evaluation Report sent to Vice Chancellor of Student Services Office	October 3, 2016
Board Subcommittee review of the Final Draft Self-Evaluation Report	November 1, 2016
Chancellor's Cabinet summary review of Self-Evaluation Report	November 29, 2016
District Governance Council (DGC) overview of Self-Evaluation Reports	November 30, 2016
SDCCD Board approval of Self-Evaluation Report	December 8, 2016
Accreditation Self-Evaluation Report due to ACCJC	January, 2017

Spring 2017	
Accreditation Site Team visit	March 13-17, 2017

## Master list of Evidence for Organization of the Self-evaluation Process 2017

[SEPO-1: 2014 Accreditation Faculty Co-Chair Announcement](#)

[SEPO-2: President's Email to College 9/19/14](#)

[SEPO-3: 2015 Accreditation Faculty Editor Announcement](#)

[SEPO-4: President's Email to College 5/21/15](#)

[SEPO-5: 2015 Accreditation Faculty Co-Chair Announcement](#)  
[SEPO-6: President's Email to College 8/25/15](#)  
[SEPO-7: Accreditation Orientation Meeting Flyer 9/12/14](#)  
[SEPO-8: Accreditation Organizational Meeting Agenda 10/17/14](#)  
[SEPO-9: Self-Evaluation Training Presentation 10/31/14](#)  
[SEPO-10: 2015 Accreditation Feedback Survey Briefing Presentation 10/30/15](#)  
[SEPO-11: Public Forum Round 1 Presentation 11/13/15](#)  
[SEPO-12: Public Forum Round 2 Presentation 3/25/16](#)  
[SEPO-13: Accreditation Self-Evaluation Timeline Revised 8/26/16](#)



# Organizational Information



SAN DIEGO  
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## ORGANIZATIONAL INFORMATION



### San Diego Community College District Accreditation

#### Functional Map

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

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

<b>A. Mission</b>		
	<b>College</b>	<b>District</b>
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-
<b>B. Assuring Academic Quality and Institutional Effectiveness</b>		
	<b>College</b>	<b>District</b>
<b>Academic Quality</b>	P	S
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity,		



academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.		
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	-
<b>Institutional Effectiveness</b>	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.		
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	-
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH
<b>C. Institutional Integrity</b>		
	<b>College</b>	<b>District</b>
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students,	P	S

personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.		
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”	SH	SH
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	-
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	S	P
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the	N/A	N/A

Commission to operate in a foreign location.		
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

## Standard II: Student Learning Programs and Support Services

<b>A. Instructional Programs</b>		
	<b>College</b>	<b>District</b>
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-
4. If the institution offers pre-collegiate curriculum, it distinguishes	P	S

that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.		
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	-
8. The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning	P	S

outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.		
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	-
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	SH	SH
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-
<b>B. Library and Learning Support Services</b>		
	<b>College</b>	<b>District</b>
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S Bond Measures
3. The institution evaluates library and other learning support	P	-

services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	-
<b>C. Student Support Services</b>		
	<b>College</b>	<b>District</b>
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	S
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	-
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of	SH	SH

students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.		
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

### Standard III: Resources

A. Human Resources		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following	SH	SH

evaluations are formal, timely, and documented.		
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	SH	SH
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B. Physical Resources</b>		
	<b>College</b>	<b>District</b>
1. The institution assures safe and sufficient physical resources at all	S	P



locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.		
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
<b>C. Technology Resources</b>		
	<b>College</b>	<b>District</b>
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
<b>D. Financial Resources</b>		
	<b>College</b>	<b>District</b>
<b>Planning</b>	S	P
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and		

manages its financial affairs with integrity and in a manner that ensures financial stability.		
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
<b>Fiscal Responsibility and Stability</b>	SH	SH
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.		
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	-	P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	-	P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	-	P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
<b>Liabilities</b>	S	P
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.		

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	-	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	-	P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
<b>Contractual Agreements</b> 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

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

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
<b>B. Chief Executive Officer</b>		
	<b>College</b>	<b>District</b>
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>a. establishing a collegial process that sets values, goals, and priorities;</li> <li>b. ensuring the college sets institutional performance standards for student achievement;</li> <li>c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>e. ensuring that the allocation of resources supports and improves</li> </ul>	P	S

learning and achievement; and f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.		
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>C. Governing Board</b>		
	<b>College</b>	<b>District</b>
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	-	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student	-	P

success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	-	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P
<b>D. Multi College Districts or Systems</b>		
	<b>College</b>	<b>District</b>
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the	-	P

<p>district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>		
<p>3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>	-	P
<p>4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</p>	-	P
<p>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	SH	SH
<p>6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	SH	SH
<p>7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	-	P



*San Diego Community College District  
City College, Mesa College, Miramar College  
and Continuing Education*

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**Delineation of Functions**

**Map of District and College/Continuing Education  
Functional Organization**

The San Diego Community College District is comprised of five major operational units: City College, Mesa College, Miramar College, Continuing Education, and the District administrative departments. The District departments that support campus and overall operations, including Business and Technology Services, Communications and Public Relations, Facilities Management, Human Resources, Instructional Services, and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of the various District operational units. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college and Continuing Education.

Following is a delineation of the areas of functional responsibility between the District administrative departments, the colleges, and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the operation of college/Continuing Education is under the authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

- **Board Policy & Administrative Regulations**

- Board of Trustees**

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



- **Chancellor**  
The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees. The execution of all decisions made by the Board of Trustees concerning operations of the District is the responsibility of the Chancellor.
- **Presidents**  
The President of each college and the Continuing Education program is the institutional Chief Executive Officer of the college/Continuing Education. The Presidents report to the Chancellor. The President is responsible for providing leadership for the day-to-day operation of the total College/Continuing Education program including coordination of all programs, services, and operational matters. The Chancellor and Presidents provide overall leadership and operational authority on all of the functional areas that follow listed in alphabetical order.
- **Bookstore/Cafeteria (ABSO)**  
**District – Executive Vice Chancellor, Business and Technology Services**  
**Colleges/Continuing Education – Vice President of Administrative Services**  
The cafeteria and bookstore are managed and operated as a separate business enterprise of the District as the Auxiliary Business Services Organization (ABSO). Management and oversight of ABSO is the responsibility of the Executive Vice Chancellor, Business and Technology Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Vice President of Administrative Services at each college and Continuing Education. The Vice President of Administrative Services is responsible for indirect oversight of the orderly, day-to-day operation of the bookstore and cafeteria on campus.
- **Budget Development**  
**District – Executive Vice Chancellor, Business and Technology Services**  
**Colleges/Continuing Education – Vice President of Administrative Services**  
The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business and Technology 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 Vice Presidents of Administrative Services, as well as the College and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the colleges, Continuing Education, and other District operations, established through a participatory process, is used in the annual budget development process. This formula has been refined annually with input from the Budget Planning and Development Council, comprised of faculty leaders, classified staff leadership, and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state, and federal laws. Audits and fiscal controls are the responsibility of the District administration.

- College Police**  
**District – Chief of Police; Vice Chancellor, Facilities Management**  
**Colleges/Continuing Education – Police Lieutenant; Vice President of Administrative Services**

Campus safety and parking operations are the overall responsibility of the District Administration. The College Police Department is a centralized function reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each college and Continuing Education and a central dispatch for 24/7 emergency operations. There is also a police sub-station located on each college campus. The College Police staff at the colleges and Continuing Education interface directly with the President, as well as the Vice President of Administrative Services, who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the colleges/Continuing Education as well as the District Office, with twenty-four hour coverage, seven (7) days a week. The Chief of Police is also responsible for the development, maintenance, and execution of emergency response operations for the District and the reporting requirements under the Clery Act.
- Communications and Public Relations**  
**District – Director, Communications and Public Relations**  
**Colleges/Continuing Education – Public Information Officer**

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Communications and Public Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state, and local agencies and officials, including media relations. Direct assistance is also provided to the colleges and Continuing Education to enhance public awareness and ensure consistent branding. Each college and Continuing Education has a Public Information Officer who works closely with the 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. The District Office is responsible for several major publications designed to ensure that the community is informed of college and Continuing Education operations and initiatives, including an Annual Report, an Economic Impact Report, Propositions S & N Report, Board and Chancellor’s Cabinet Reports (monthly) and the WE – With Excellence, a magazine produced three times a year featuring news throughout the District. District administration also maintains the online content of the District website, and SDCCD NewsCenter as sources of information for both external and internal constituents.
- Facilities Planning and Operations**  
**District – Vice Chancellor, Facilities Management**  
**Colleges/Continuing Education – Vice President of Administrative Services**

The District administration has responsibility for procurement, construction, maintenance and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities

planning, construction, maintenance, and operations. The District uses the consultation process to provide broad participation in the oversight of maintenance and construction of all facilities to ensure campus needs are met. The colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of each institution. These plans form the basis for facilities master planning and facilities development in the District.

The Vice President of Administrative Services is responsible for facilities maintenance and operations, along with facilities planning at each college and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance and operations of all facilities, as well as construction projects.

The District administration is also responsible for two major construction bond projects (Propositions S & N), including the procurement and construction management of several major facilities throughout the District. The District Office works very closely with the colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, as well as faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the Propositions S & N Citizens' Oversight Committee on all matters pertaining to the bond projects.

- **Fiscal Oversight**

**District – Executive Vice Chancellor, Business and Technology Services**

**Colleges/Continuing Education - Vice President of Administrative Services**

The District Office has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, and audit compliance and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning Framework so that they can fulfill their mission within the scope of their budget allocation. The District Office is responsible for the annual audit and works with the colleges and Continuing Education to ensure that revenue and expenditure management conforms to generally accepted accounting practices and statutes.

The District Office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The District Office is also responsible for monitoring accounting practices and internal controls throughout the organization. The San Diego Community College District is fiscally independent.

- **Human Resources**

**District – Vice Chancellor, Human Resources**

**Colleges/Continuing Education – Vice President of Administrative Services**

The Board of Trustees has delegated the responsibility for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, employee benefits, employee records, payroll, legal services, and risk

management. The Vice 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 department. Job classifications and descriptions are developed and maintained by the District Office. The hiring process also is managed and monitored by the District administration. The Presidents, Chancellor, and Board of Trustees are responsible for final hiring decisions and other personnel actions. Each college, Continuing Education, as well as the various District departments have 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 the District Office and the Vice President of Administrative Services at each college and Continuing Education. Legal services are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

- **Information Technology**

**District – Executive Vice Chancellor, Business and Technology Services  
Colleges/Continuing Education – President; Director of Information Technology**

The District Information Technology department is responsible for the District’s administrative computing, network data and voice services, data center operations, web services, desktop computing, and a 24/7 Help Desk. Application support for the District’s library is provided under contract by the vendor of the library system. Support for the instructional labs at the colleges and Continuing Education is provided by technicians from Information Technology that report to the leadership at the colleges and Continuing Education. Additional Instructional Technicians are located on the campuses, to provide support for instructional computing.

The Director of Information Technology reports to the Executive Vice Chancellor, Business and Technology Services. Operational responsibility for the Administrative Finance System, the Human Resources System and the Student Information System resides with the respective Vice Chancellor for each functional area.

- **Institutional Research & Planning**

**District – Vice Chancellor, Student Services; Director, Institutional Research & Planning**

**Colleges/Continuing Education – President; Campus Researcher**

Institutional Research is a districtwide operation that reports to the Vice Chancellor, Student Services. It consists of a central component responsible for districtwide studies and information and maintenance of a complex data mart, as well as campus-based researchers at each college and Continuing Education that support college data and information needs. The campus-based researchers report to the colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management, and support for projects that are districtwide in scope. The central office is responsible for annual accountability reporting, enrollment projections, assessment of various student outcomes, state reporting and developing a culture of evidence for the District. The District Institutional Research staff and campus-based researchers work collaboratively to identify and provide data

and information support to District and college/Continuing Education planning efforts, including program review, accreditation, basic skills, student success and equity outcomes, strategic planning, the Student Success Scorecard, and enrollment management. The department maintains a comprehensive website and the staff provide support to the data and information needs of the Chancellor and Board of Trustees. The department is also responsible for establishing an annual research agenda for the District and supporting the colleges and Continuing Education in development of their research agendas.

- **Instructional Services**

**District – Vice Chancellor, Instructional Services**

**Colleges – Vice President of Instruction**

**Continuing Education – Vice President of Instruction and Student Services**

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the Vice Chancellor, Instructional Services, in consultation with the colleges and Continuing Education’s academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the District administration. Grant development is a collaborative responsibility between the colleges and the District administration with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs districtwide. Oversight of the District’s large online education program, including training, website development, and maintenance is the responsibility of the District administration in coordination with the colleges and Continuing Education leadership.

- **Legal Services & EEO**

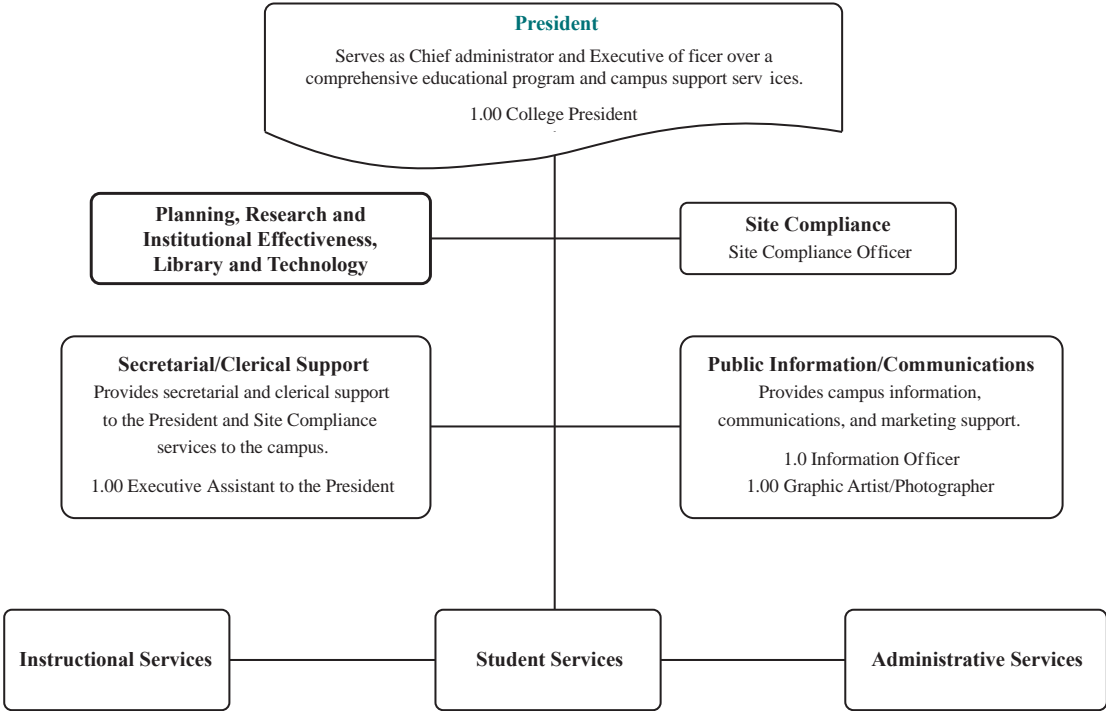
**District – Vice Chancellor, Human Resources; Director, Legal Services and EEO**  
**Colleges/Continuing Education – Site Compliance Officer**

The Director, Legal Services and EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District administration. Discrimination complaint investigations and formal resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each college and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints informally, as appropriate. The Director, Legal Services, and EEO also coordinates all of the legal and contractual matters of the District including working with outside counsel on various matters as required.

- **Risk Management**  
**District – Vice Chancellor, Human Resources; Risk Manager**  
**Colleges/Continuing Education – Vice President of Administrative Services**  
 Risk management, including workers’ compensation claims and legal matters related to District operations, is the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor’s Cabinet for all legal matters, as well as with the Vice President of Administrative Services at each college and Continuing Education for workers’ compensation and liability matters.
- **Student Services**  
**District – Vice Chancellor, Student Services**  
**Colleges – Vice President of Student Services**  
**Continuing Education – Vice President of Instruction and Student Services**  
 Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the colleges and the Vice President of Instruction and Student Services at Continuing Education. Policy development and oversight, program development, student records maintenance and disposition, state reporting, state and federal compliance and audit, Institutional Research, District Outreach, Title IX Coordination, and Disability Support Programs and Services are the responsibility of the Vice Chancellor, Student Services. Policy review and development is coordinated with the colleges and Continuing Education’s academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal matters related to students and records are the responsibility of the District administration.

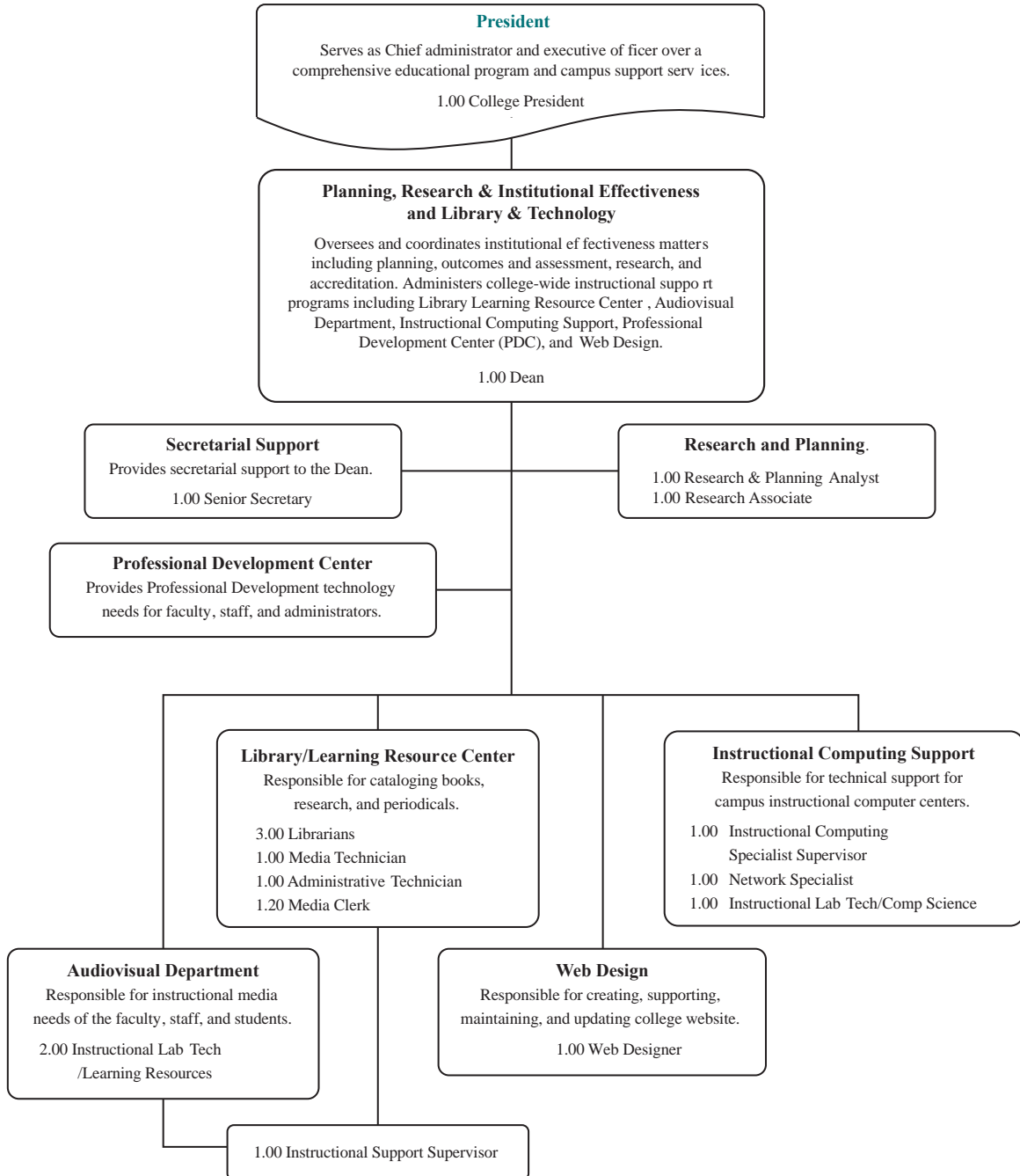
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: President's Direct Reports



# SAN DIEGO MIRAMAR COLLEGE

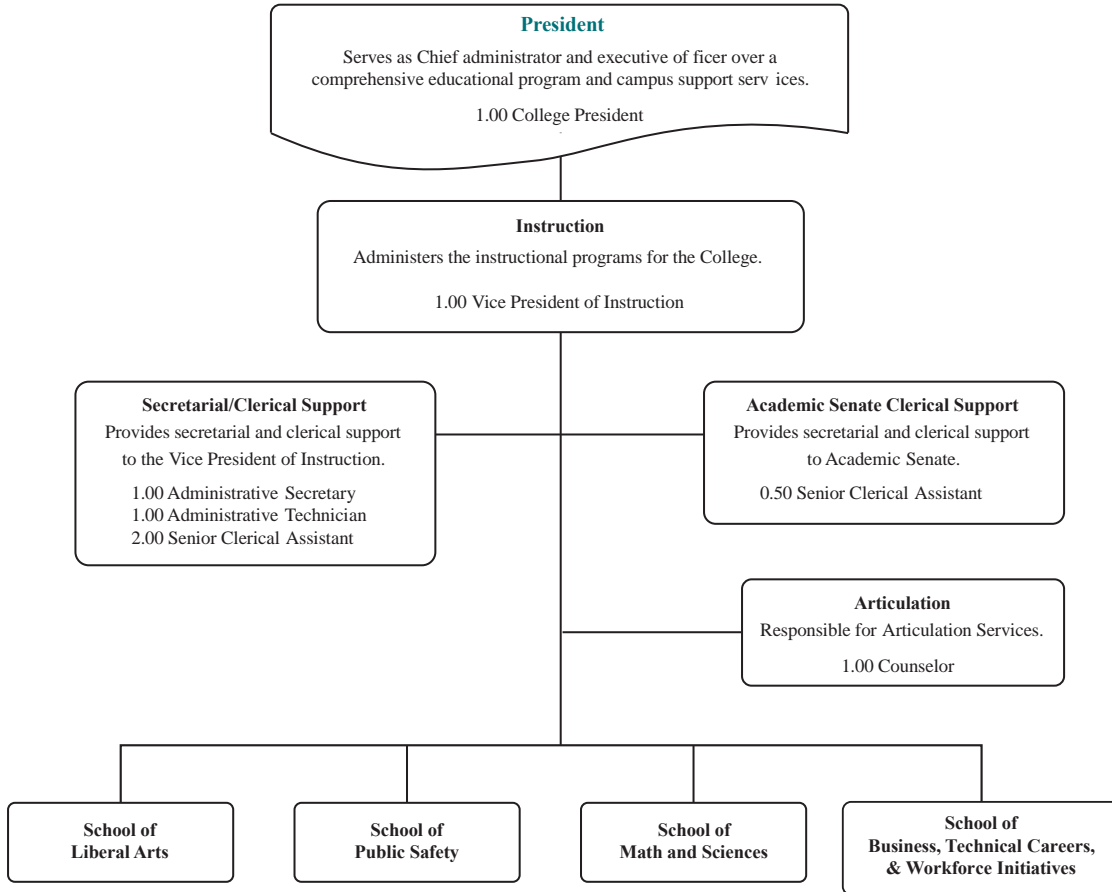
## Organization Chart: Planning, Research & Institutional Effectiveness and Library & Technology Division





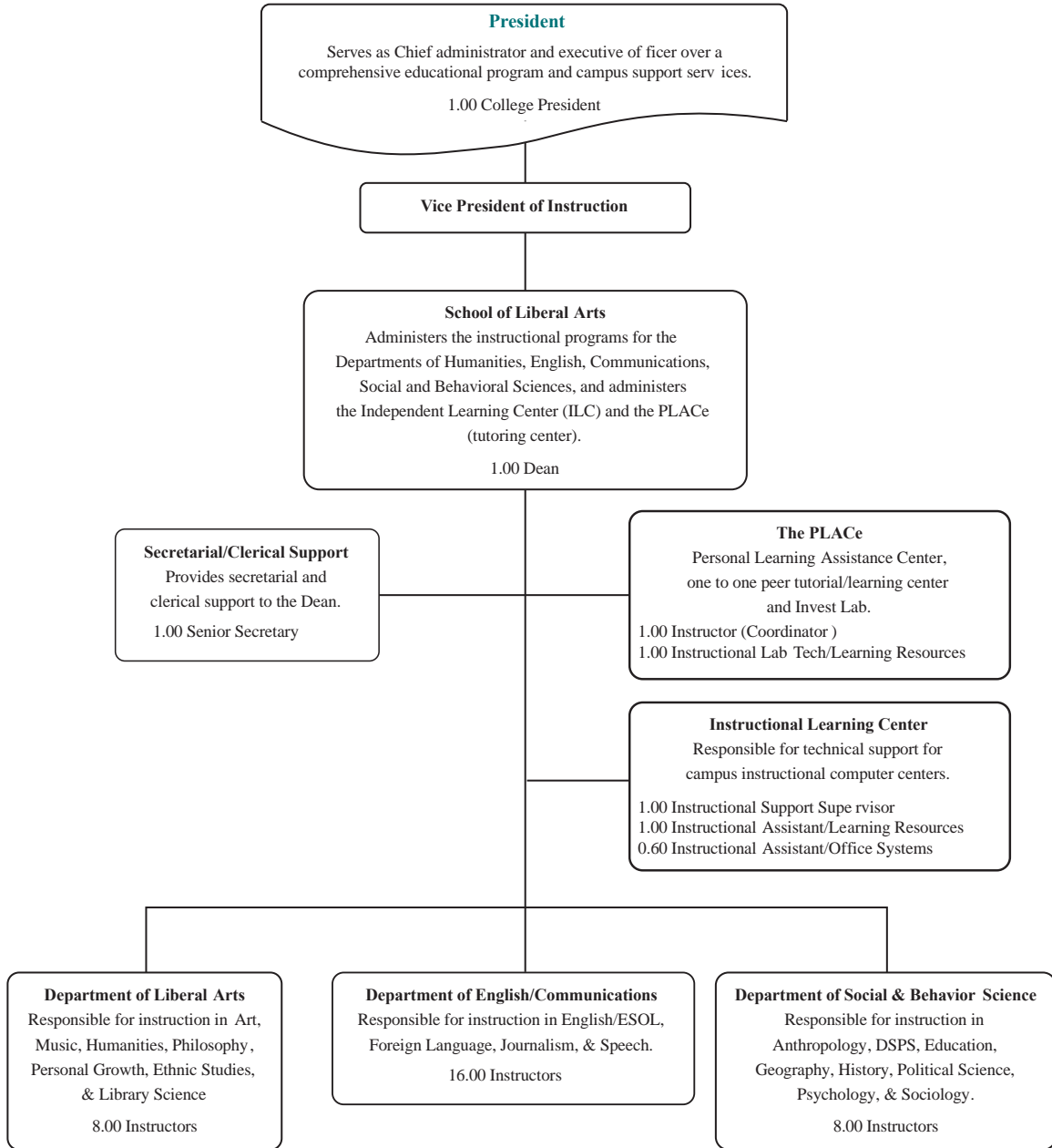
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Instruction Division



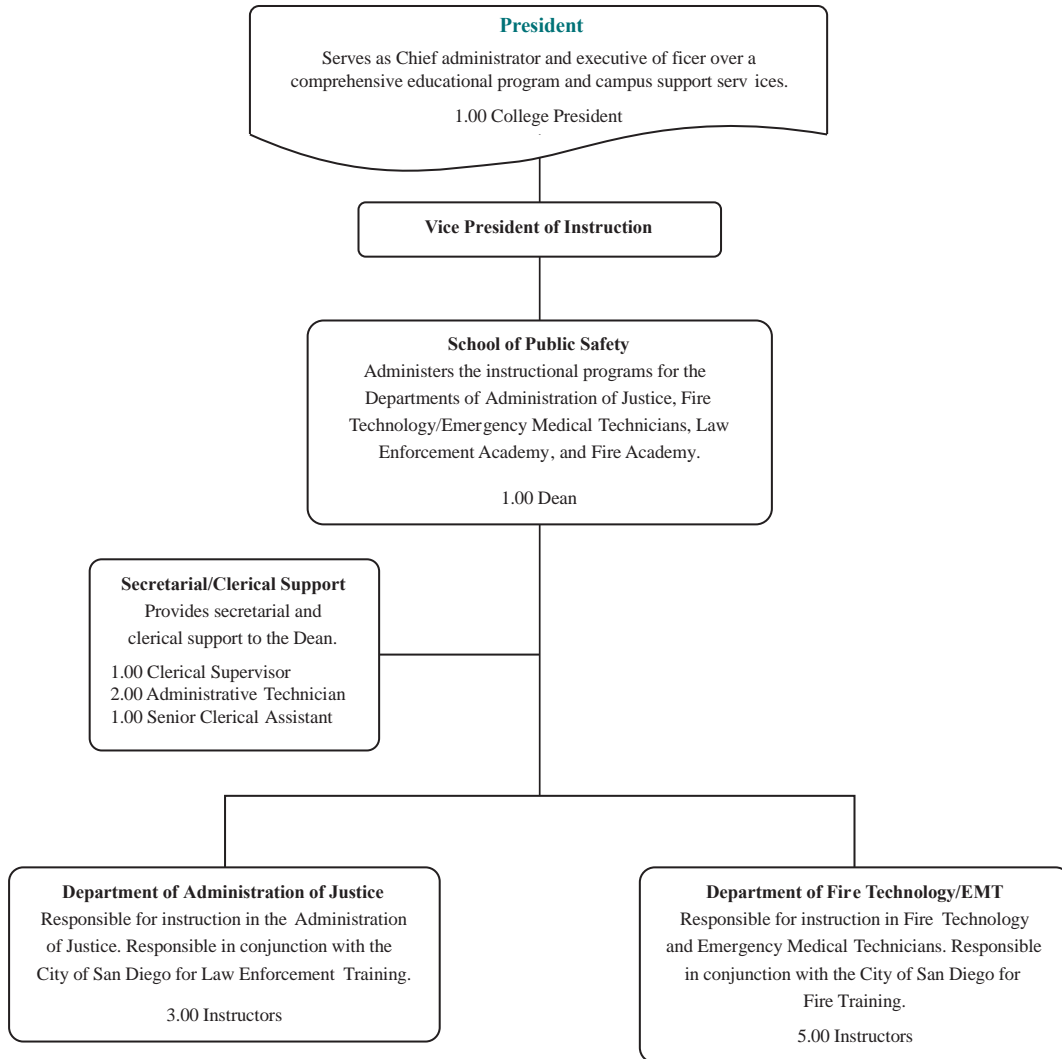
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Liberal Arts Division



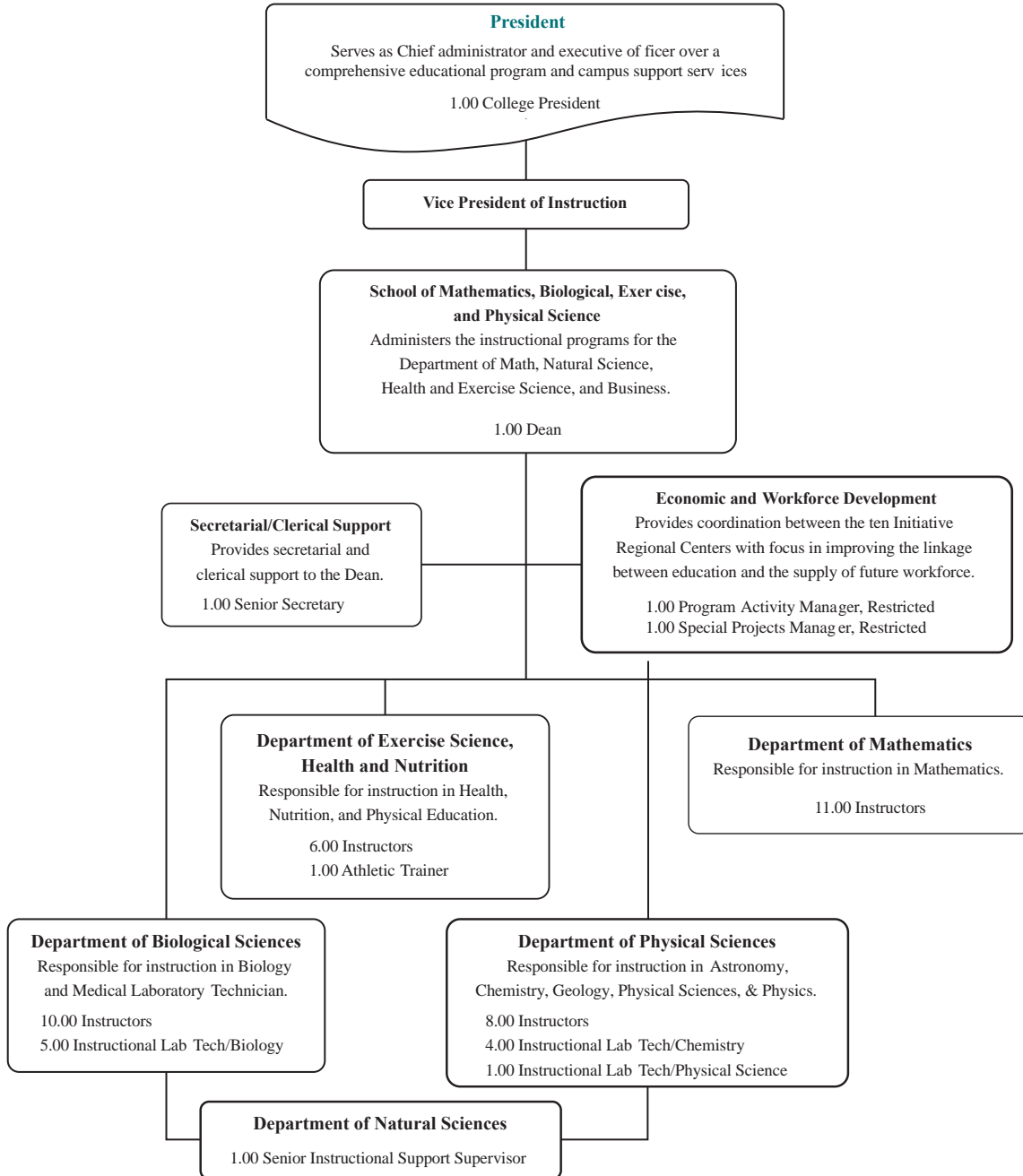
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Public Safety Division



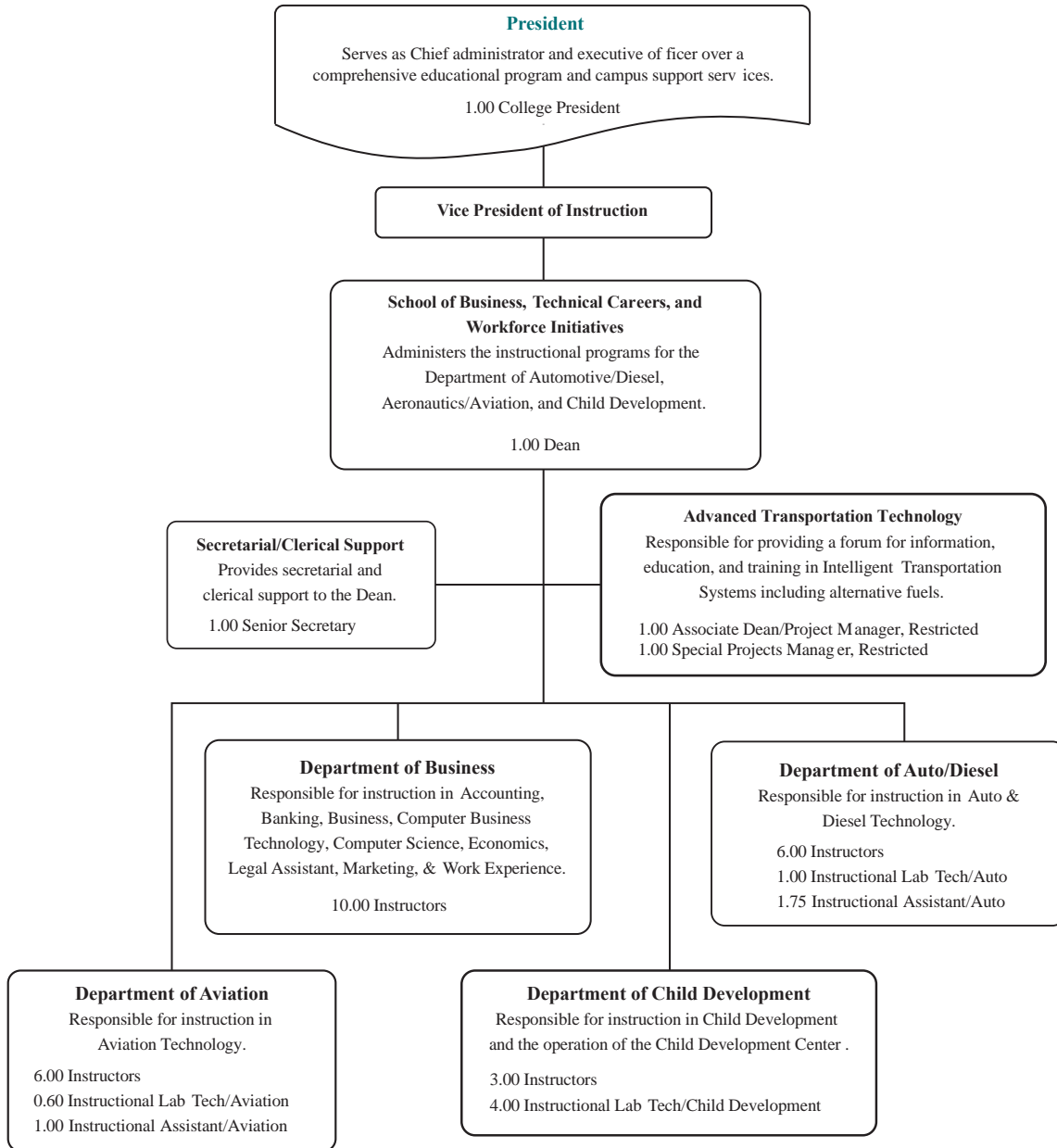
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: School of Mathematics, Biological, Exercise, and Physical Science Division



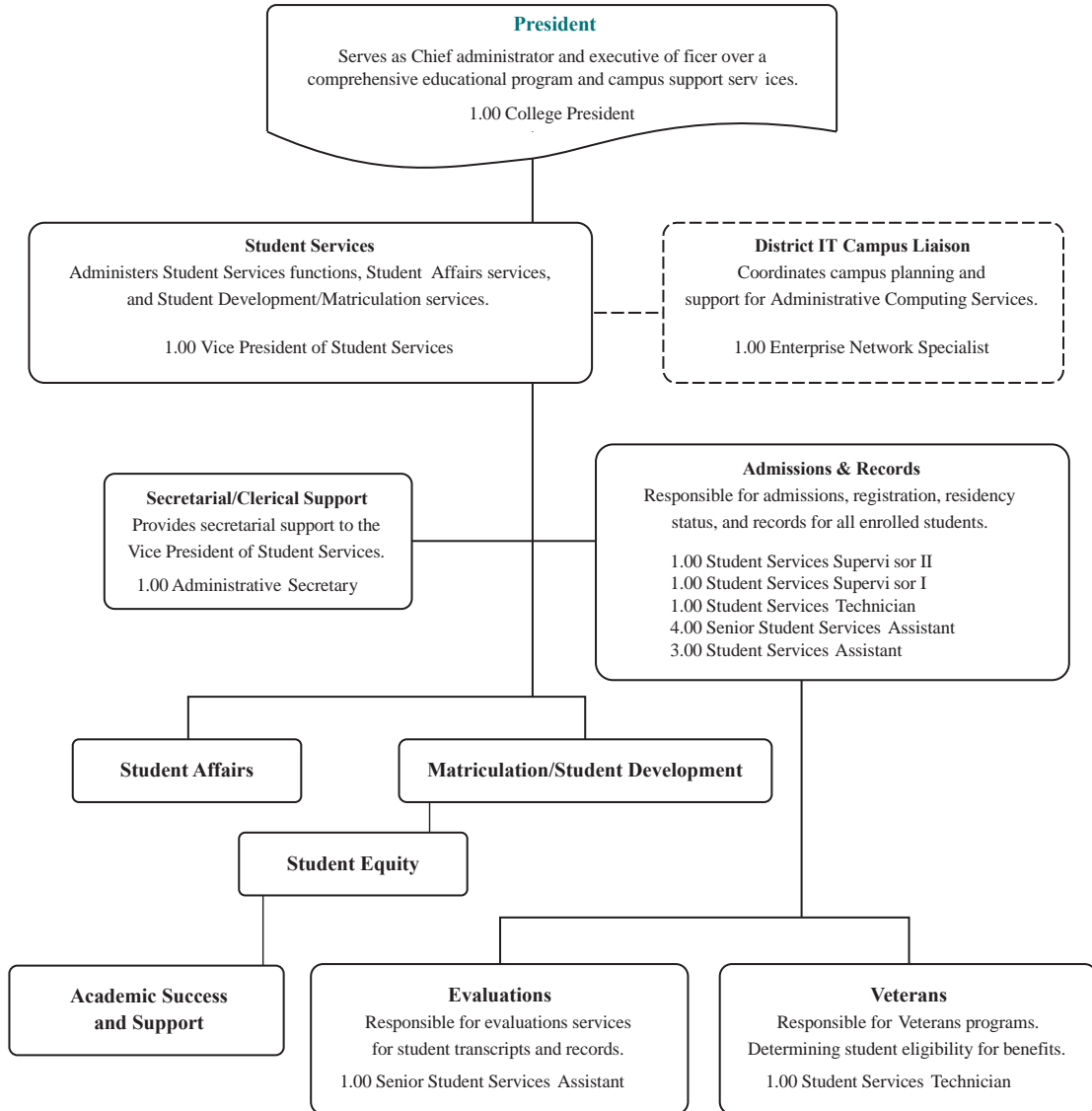
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: School of Business, Technical Careers and Workforce Initiatives Division



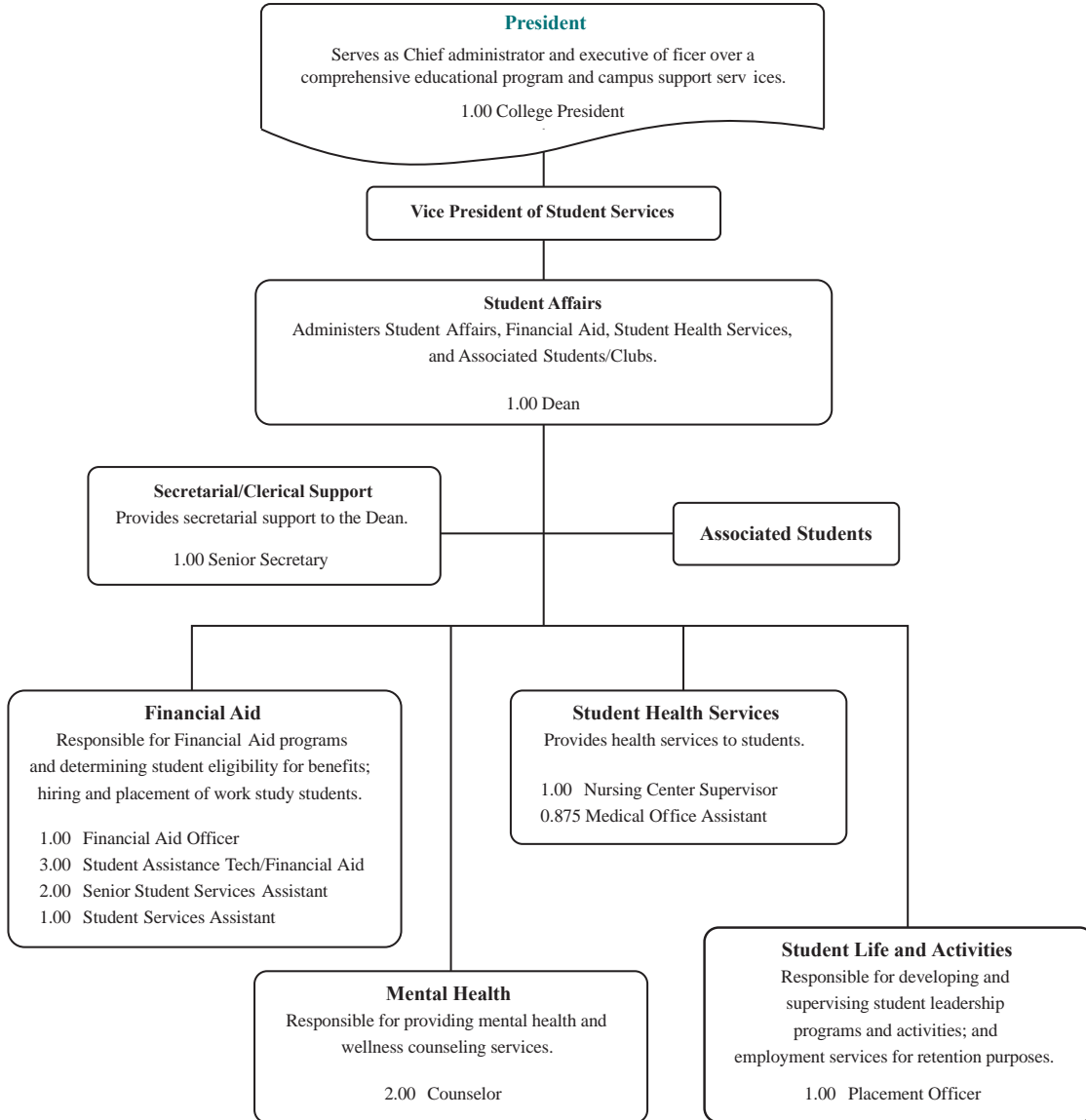
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Student Services Division



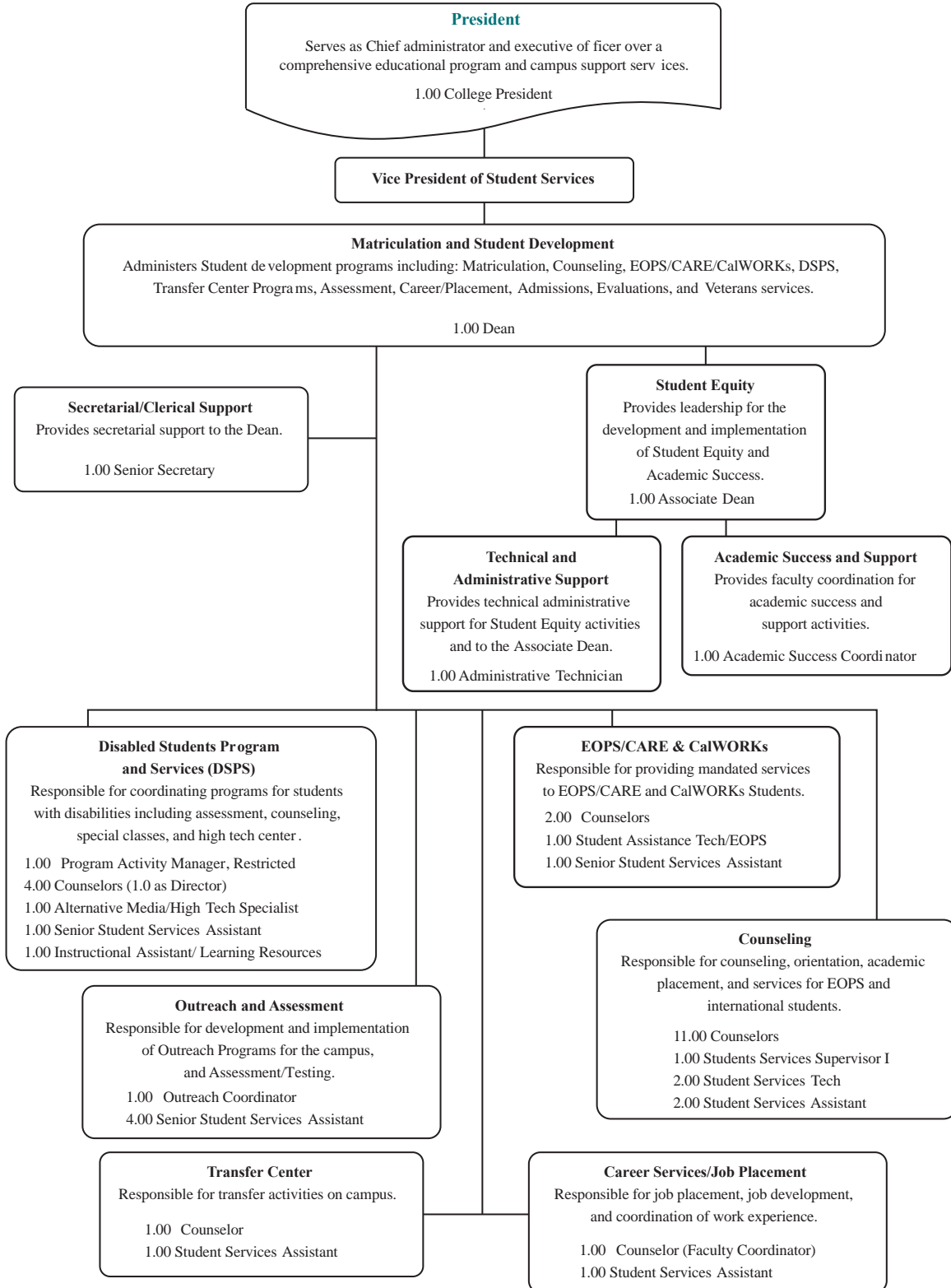
# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Student Affairs Division



# SAN DIEGO MIRAMAR COLLEGE

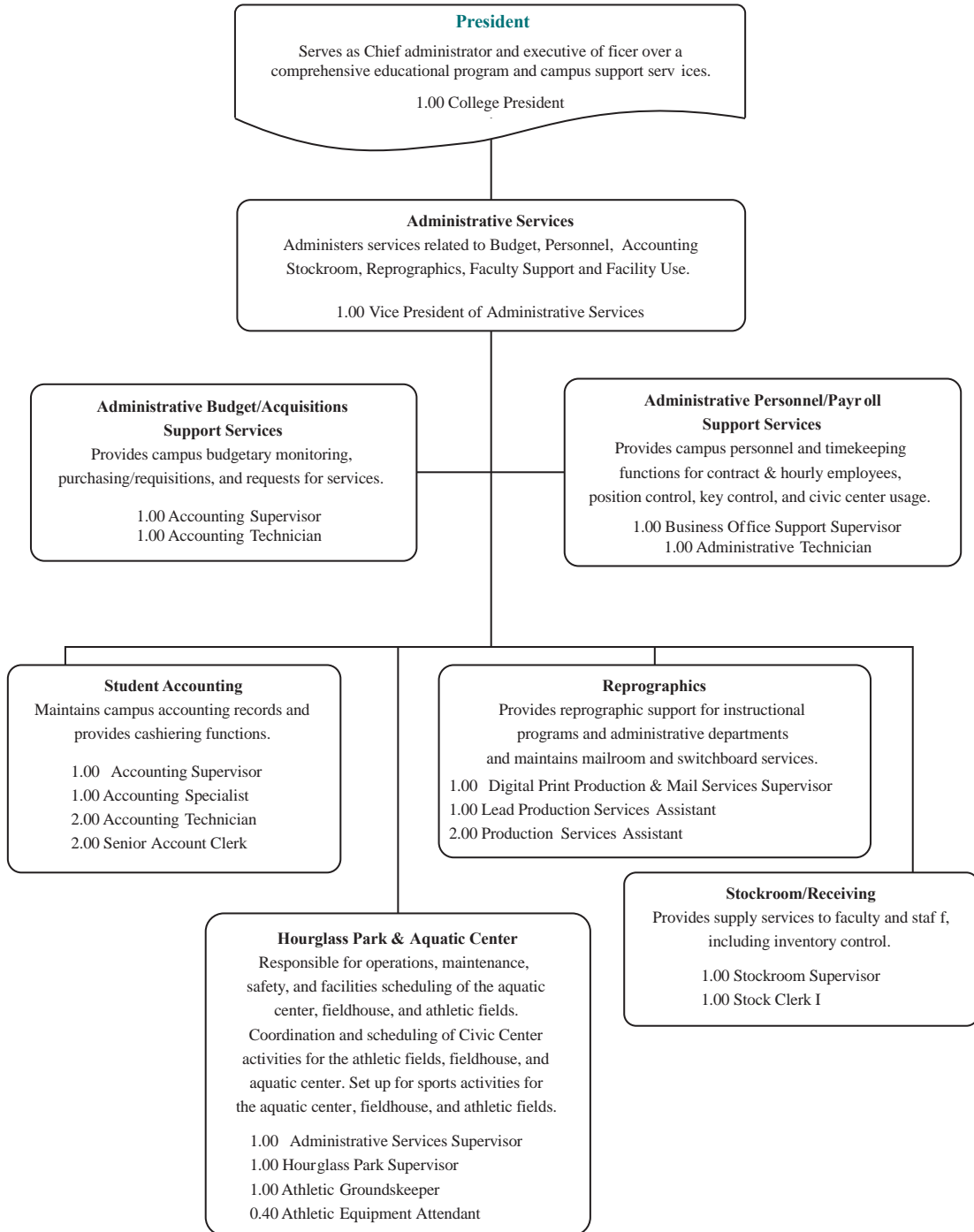
## Organization Chart: Matriculation and Student Development Division





# SAN DIEGO MIRAMAR COLLEGE

## Organization Chart: Administrative Services Division





**Certification of  
Continued Institutional  
Compliance with  
Eligibility Requirements**

SAN DIEGO  
MIRAMAR  
COLLEGE

## **CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

San Diego Miramar College meets all Eligibility Requirements and ensures continuous compliance through regular self-evaluation and comprehensive review. Information addressing Eligibility Requirements (ER) 1-5 can be found below, while the remaining ERs are addressed in the College response to the relevant sections of the Accreditation Standards.

- **ER 1: Authority**

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

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

- **ER 2: Operational Status**

San Diego Miramar College is fully operational, with students actively pursuing the College's degree programs. The College served 20,556 students (unduplicated headcount) during 2014-15 ([ER-2](#)). The headcount (unduplicated) history of the College for the past five years is provided in the 2015 Fact Book ([ER-3](#)). Awards conferred for the College are provided in the Miramar College Awards Conferred 2014-15 report ([ER-4](#)). The current schedule of classes is available online ([ER-5](#)).

- **ER 3: Degrees**

San Diego Miramar College operationally defines an educational program using the definition provided in Title 5, 55000(g): Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education([ER-6](#)) ([ER-7](#)).

The College offers a total of 40 educational programs which lead to a total of 108 Associate Degrees and Certificates of Achievement, as well as 43 locally-approved Certificates of Performance([ER-8](#)). Specific requirements to attain a degree/certificate, including courses and length of study, are outlined in the College Catalog ([ER-9](#)).

With the implementation of SB 1440 in 2011, the College has been working on developing and offering Associate Degrees of Transfers (ADTs) ([ER-10](#)). The goal of ADTs is to simplify and streamline the transfer process between the California State University (CSU) and California Community College (CCC) systems. This initiative allows for community college students who complete an Associate Degree designated for transfer to receive guaranteed admission to the CSU system with junior status and to be given priority consideration when applying to their local CSU campus. To date, the College offers a total of 17 ADTs ([ER-11](#)).

With the implementation of the 2012 Student Success Act, one of the focus areas called for Community Colleges to offer courses that align with student need. To date, the College has been working diligently on fulfilling this endeavor on multiple fronts. First, the College has identified and researched the top ten Associate Degree programs that attracted the highest numbers of Education Plans ([ER-12](#)). The College examined the

association between Education Plans and actual enrollments, through describing enrollment trends, as well as the trends in a few other productivity indicators such as section, FTES, FTES/FTEF ratio, and fill rate. Associate Degrees conferred were also included in the report.

Second, during the program review process at the instructional program level, the College has now included award conferred data, over a five-year period, along with recommended benchmarks (ER-13). This is meant to help guide programs in requesting resources for achieving or sustaining the identified benchmarks. Please refer to Standards I.B and II.A for further discussion.

Third, through the statewide Institutional Effectiveness Partnership Initiative (IEPI), the College has identified Strategic Enrollment Management as a topic to address. In particular, the question of interest is, how can the College strategically integrate enrollment management into the College's student success model (ER-14)? This endeavor is meant to strategically link enrollment management with degrees conferred using a holistic approach. Please refer to Standards I.B and II.A for further discussion.

- **ER 4: Chief Executive Officer**

San Diego Miramar College's chief executive officer is Dr. Patricia Hsieh (ER-15). The District Board of Trustees appointed Dr. Hsieh to be the College President, with full responsibility for the College and authority to administer Board Policies (ER-16). Neither the District Chancellor nor the College President may serve as the chair of the Board of Trustees.

- **ER 5: Financial Accountability**

Annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There haven't been any financial, internal control or compliance issues resulting in findings, recommendations, or exceptions in the last five annual audits conducted. However, if any were identified, they would be reviewed and discussed during the Board's public session prior to the Board accepting the audits as prepared by the certified public accountancy firm (ER-17); (ER-18); (ER-19); (ER-20); (ER-21); (ER-22); (ER-23); (ER-24); (ER-25); (ER-26); (ER-27); (ER-28); (ER-29); (ER-30); (ER-31); (ER-32); (ER-33); (ER-34); (ER-35); (ER-36).

### **Master list of Evidence for Compliance with Eligibility Requirements**

[ER-1: ACCJC Letter of Reaffirmation 2/11/13](#)

[ER-2: Facts on File: Report on Academic Year 2014 -2015, p. 16](#)

[ER-3: Miramar College Fact Book 2015, p. 5](#)

[ER-4: Miramar College Awards Conferred 2014-15, p. 1](#)

[ER-5: Fall 2016 Class Schedule](#)

[ER-6: Academic Affairs Committee Minutes 12/4/14, p. 1](#)

[ER-7: College Executive Committee Minutes 03/10/15, p. 1](#)

[ER-8: Instructional Program List 2015-16](#)

[ER-9: San Diego Miramar College Catalog 2016-17, p. 85](#)

[ER-10: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 19](#)

[ER-11: ADT Tracker Report 03/03/16](#)  
[ER-12: Miramar Enrollment Analysis Report-Phase 2-TopEdplan, p. 1](#)  
[ER-13: Miramar College Awards Conferred and Benchmarks by Program 2015](#)  
[ER-14: Strategic Enrollment Management Description-PRT 2015, p. 1](#)  
[ER-15: P. Hsieh's Biographical Information](#)  
[ER-16: Certification of CEO's full-time responsibility to the institution](#)  
[ER-17: 2015 SDCCD Financial Audit Report](#)  
[ER-18: 2014 SDCCD Financial Audit Report](#)  
[ER-19: 2013 SDCCD Financial Audit Report](#)  
[ER-20: 2012 SDCCD Financial Audit Report](#)  
[ER-21: 2011 SDCCD Financial Audit Report](#)  
[ER-22: 2015 SDCCD Prop S Audit Report](#)  
[ER-23: 2014 SDCCD Prop S Audit Report](#)  
[ER-24: 2013 SDCCD Prop S Audit Report](#)  
[ER-25: 2012 SDCCD Prop S Audit Report](#)  
[ER-26: 2011 SDCCD Prop S Audit Report](#)  
[ER-27: 2015 SDCCD Prop N Audit Report](#)  
[ER-28: 2014 SDCCD Prop N Audit Report](#)  
[ER-29: 2013 SDCCD Prop N Audit Report](#)  
[ER-30: 2012 SDCCD Prop N Audit Report](#)  
[ER-31: 2011 SDCCD Prop N Audit Report](#)  
[ER-32: 2015 SDCCD Auxiliary Audit Report](#)  
[ER-33: 2014 SDCCD Auxiliary Audit Report](#)  
[ER-34: 2013 SDCCD Auxiliary Audit Report](#)  
[ER-35: 2012 SDCCD Auxiliary Audit Report](#)  
[ER-36: 2011 SDCCD Auxiliary Audit Report](#)



**Certification of  
Continued Institutional  
Compliance with  
Commission Policies**



SAN DIEGO  
**MIRAMAR**  
COLLEGE

## **CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES**

San Diego Miramar College uses the Self-Evaluation Report to address how the institution is in compliance with commission policies in conjunction with the assessment of how it meets the Standards. Additional information demonstrating compliance with these policies can be found below.

### ***Policy on the Rights and Responsibilities of the Commission and Member Institutions***

- **Development and Promulgation of Standards-** The Accreditation Liaison Officer (ALO), on behalf of the College's Chief Executive Officer, communicated to the College the revised ACCJC Standards which were released June 2014 ([CP-1](#)).
- **Institutional Records of Accreditation-**San Diego Miramar College has a comprehensive system of keeping internal records relating to accreditation. First, the College keeps hardcopy files of all accreditation activities and correspondence stored in locked filing cabinets in the School of Planning, Research, Institutional Effectiveness, Library, and Technology. Archival files date back to the 2004 Self-Study. Second, the College keeps digital records in two locations. One is on the shared internal hard drive for the College. The other is on the College's Accreditation Webpage, which lists all Accreditation reports (i.e. Annual Self-Studies, Midterm, and Follow-up reports) ([CP-2](#)) and related correspondence.
- **Information Collection-**The College's Accreditation process involves broad and appropriate constituency group participation in preparing the Institutional Self-Evaluation report. The College organized Tri-chair teams consisting of governance-appointed staff, faculty, and administrators to address the various standards and gather evidence ([CP-3](#)). For a full description of the aforementioned process, please refer to the section Organization of the Self-Evaluation Process.
- **Records on Student Complaints and Grievances-** San Diego Miramar College processes each formal complaint timely, fairly, and efficiently. To assist with this process, the District has an online complaint webpage ([CP-4](#)), which provides the students with detailed information and instruction on the complaint process, an online complaint form, and a flowchart of the process.

Students are encouraged to use the online tool. This ensures consistency of application of the complaint process, efficient record keeping, and timely processing. Most importantly, it enables students to efficiently submit a formal complaint in any of the following categories:

- General (e.g. student grievance, customer service complaint, facilities, accounting, etc.)
- Academic (excluding grade complaints)
- Disability and/or Academic Accommodations
- Unlawful Harassment or Discrimination
- Title IX

Students are advised to read through the process and to use the informal process for General, Academic or Disability/Academic Accommodation complaints before submitting a formal complaint online.

Upon submission of the complaint, the appropriate administrator receives an email that identifies the person who filed the complaint and the action required ([CP-5](#)). Students are advised that they will receive a response within 10 business days. In the event that the administrator receiving the initial email determines the matter is the wrong type of complaint for his/her area, he/she will forward the initial email, in its entirety, to the appropriate administrator.

The Administrator Redirect will be as follows:

Type	Miramar
General	Dean of Student Affairs Vice President of Administrative Services
Academic Instruction	Vice President of Instruction
Discrimination Harassment	EEO Site Compliance Officer
Title IX	Title IX Coordinator
Section 504/ADA	Vice President of Student Services

The District webpage was developed in fall 2015. It is the first phase of an enhanced tool for serving students who have complaints. In addition, the District has plans to use the Maxient Student Case Management System to process and manage complaints. Features of the system include:

- Online records for tracking of student complaints
  - More robust forwarding features, for example main categories can have sub-categories that will forward to different parties (e.g. General to Customer Service or General to Facilities)
  - Direct access of case-relevant information from PeopleSoft, such as schedule of classes, contact information for verification, and name.
  - Ability to assign cases to managers for follow-up and further action items.
- **Substantial Change-** In 2010, San Diego Miramar College received ACCJC/WASC approval to offer 13 Associate Degrees and Certificates as well as the College’s General Education program through the distance education mode. In spring 2016, the College submitted a substantive change proposal for approval of 32 additional Associate Degrees and 10 additional Certificates through the distance education mode, which received ACCJC/WASC approval on 5/20/16 ([CP-6](#)).
  - **Site Visits and Reviews-** The College makes available to the public on its Accreditation Webpage past evaluation team reports as follows:
    - 2012 Team Evaluation Report (Follow-up) ([CP-7](#))
    - 2011 Team Evaluation Report (Follow-up) ([CP-8](#))
    - 2010 Team Evaluation Report (Self-Study) ([CP-9](#))
    - 2004 Team Evaluation Report (Self-Study) ([CP-10](#))
  - **Accreditation Decisions-** The College makes available to the public on its Accreditation Webpage all Commission action letters and team reports as stated above, as well as the



Self-Evaluation Report [\(CP-2\)](#). Furthermore, the College makes public all accreditation actions taken on the institution and responds to evaluation team or Commission recommendations within the specified time parameters set by the Commission. For example, the result of the 2010 Self-Study process was a Warning sanction by the Commission. All recommended deficiencies were corrected within two years, which required two follow-up reports and visits, and all documentation was made public on the Accreditation Webpage [\(CP-11\)](#) [\(CP-12\)](#).

- **Third Party Comment-** The College has added a standard ACCJC Third Party Comment Form to its Accreditation Webpage [\(CP-13\)](#). The College has notified the campus community and public of the ACCJC Third Party Comment Form through the participatory governance process [\(CP-14\)](#).
- **Follow-up-** San Diego Miramar College has been in full compliance with all past ACCJC recommendations and continues to strive to better its educational services through continuous quality improvement. If at any time the College was out of compliance, it made the necessary changes within the allocated time parameters to address the deficiencies. Please see Accreditation Decisions section above for further details.
- **Special Report and Visit-** Please see Accreditation Decisions section above, which addresses this particular section.

#### ***Policy on Institutional Degrees and Credits***

The College complies with the Commission Policy on Institutional Degrees and Credit. The College awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 semester-unit minimum requirement for associate degrees and 120 semester-unit requirement for baccalaureate degrees.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, Sections 55002.5 and [\(CP-15\)](#). The College formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including of in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in California Code of Regulations, Title 5, Sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The College prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

The College does not award credit based on the clock-to-credit hour conversion formula. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses.

Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level Student Learning Outcomes (SLOs) are recorded on the Course Curriculum Report (CR), a component of the official Course Outline of Record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards ([CP-16](#)).

### ***Policy on Transfer Credit***

The San Diego Community College District is in full compliance with the Commission's policy on transfer credits. Board policies and procedures for transfer credits including advanced placement exams, International Baccalaureate, CLEP and Dantes, international coursework, high school articulated credits, upper division coursework, and credits for military experience are published in the college catalogs and on Student Web Services, the District's student portal ([CP-17](#)), ([CP-18](#)), ([CP-19](#)). The colleges have numerous articulation agreements with other institutions of higher education where there are mutual patterns of student enrollment. These agreements are developed under the leadership of the college articulations offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section that includes comprehensive information about articulation agreements as well as various transfer agreements. In addition, information about transfer and articulation is also posted on the college department websites ([CP-20](#)) ([CP-21](#)) ([CP-22](#)) and Student Web Services ([CP-23](#)). The colleges have Transfer Centers that provide students assistance with navigating the complex transfer pathway. The Transfer Center staff routinely holds transfer workshops and events fairs to inform students about the many transfer opportunities and provide assistance with applications, requirements and processes.

### ***Policy on Distance Education and on Correspondence Education***

Distance education courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes. Distance education courses go through the same rigorous curriculum approval process as traditional courses although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and are in alignment with USDE definitions. Furthermore, the department of Curriculum Services follows Title 5 regulations, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses ([CP-15](#)).

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy and California regulations, Title 5, Section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. Distance education courses are separately approved by the college curriculum review committees, but they follow the same official course outline of record ([CP-15](#)).

Students taking distance education courses are assessed in the same manner as face-to-face courses via the learning management system and/or on-campus examinations. Student learning outcomes are stated in the syllabus of the course and are developed by faculty as part of the approved curriculum development process.

Distance education students have the same availability of resources as do students taking on-campus courses. Resources available for distance education students include access to library materials, online tutoring, online counseling, online registration and class enrollments, as well as grade posting.

The institution has filed for substantive changes through the Commission for programs, degrees, or certificates in which 50% or more of the courses are via distance education.

According to Administrative Procedure AP 5105: Distance Education, the Vice Chancellor of Instructional Services or designee in collegial consultation with the District Governance Council shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. Currently, each student who is enrolled in a distance education course has a secure login. In addition, instructors ensure the identity of the student by using a variety of strategies such as plagiarism detection tool (SafeAssign), weekly written assignments, quizzes, projects, portfolios or group work ([CP-24](#)).

#### ***Policy on Representation of Accredited Status***

San Diego Miramar College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about Accreditation, including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org). Please note that the Accreditation status of the College is located on the “About” tab under the “Institutional Effectiveness” heading ([CP-2](#)).

#### ***Policy on Student and Public Complaints against Institutions***

The San Diego Community College District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process, along with an online form to file a complaint is posted on Student Web Services ([CP-4](#)) which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link in the District website in compliance with the Higher Education Act ([CP-25](#)). The District Accreditation webpage contains a direct link to the ACCJC webpage for filing a complaint ([CP-26](#)).

A number of other Board Policies and procedures also address student complaints. Administrative Procedure AP 3100.1: Student Grievance provides students with a prompt and equitable process for resolving grievances. Administrative Procedure AP 3435: Discrimination and Harassment Investigations provides a process to address complaints alleging discrimination or harassment.

Administrative Procedure AP 3540: Sexual and Other Assaults on Campus addresses complaints about sex or gender based assaults. Administrative Procedure AP 3105.1: Academic Accommodations and Disability Discrimination for Students with Disabilities

provides a process for students to resolve disputes regarding academic accommodations, including formal complaints.

Complaints regarding allegations of unlawful sexual harassment/discrimination are the responsibility of the District Equal Opportunity and Diversity Officer. Complaints regarding Title IX matters are the responsibility of the District Title IX Coordinator. The District office maintains files on student complaints pertaining to both discrimination and Title IX. Complaints regarding 504 compliance, as well as other general complaints about programs and services, are maintained in the Office of the Vice President of Student Services at each campus.

***Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status***

- **Advertising, Publications, Promotional Literature**-The College’s official primary publication source for advertisement is the College Catalog ([CP-27](#)). The following information is contained within the catalog:

1. General Information	Miramar College Catalog Page
• Official name, address(es), Telephone number(s), and website address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC, and with programmatic accreditors if any	4
• Course, program, and degree offerings	131
• Student Learning Outcomes for Programs and Degrees	137-234
• Academic Calendar and program length	9
• Academic Freedom statement	5
• Available Student Financial Aid	71
• Available Learning Resources	77
• Names and Degrees of Administrators and Faculty	413
• Names of governing board members	3
<b>2. Requirements</b>	
• Admissions	15
• Student tuition, fees, and other financial obligations	26
• Degrees, certificates, graduation, and transfer	85, 101, 131
<b>3. Major policies and procedures affecting students</b>	
• Academic regulations, including academic honesty	30
• Nondiscrimination	58
• Acceptance and transfer of credits	36
• Transcripts	35
• Grievance and complaint procedures	63
• Sexual harassment	59
• Refund of fees	27
<b>4. Locations of publications where other policies may be found</b>	<b>29-65</b>

Secondary publication sources for advertisement include the class schedule, Annual Report to Community, and Foundation Report ([CP-28](#)) ([CP-29](#)); ([CP-30](#)). Please refer to Standard I.C for further details.

- **Student Recruitment for Admissions**-The College's recruitment practice and efforts are guided by well-qualified and trained College employees with managerial leadership provided by the Dean of Matriculation & Student Development with the support of the Vice President of Student Services. The College employees who play significant roles in the recruitment process include:
  - The Outreach & Assessment Coordinator
  - Admissions Staff
  - Financial Aid Staff
  - Counseling Faculty and Classified Staff
  - EOPS Counselors and EOPS Technician
  - Student Ambassadors (trained using a combination of District and College tools) [\(CP-31\)](#).

These employees work collaboratively with the College's High School partners to provide recruitment in high schools and the community [\(CP-32\)](#).

The Vice President of Instruction, Instructional Deans and instructional faculty also play a role in recruitment. Examples include presentations at student and parent events; showcasing specific program information during open-house events; and working collaboratively with high school partners to develop course offering lists for partnership agreements [\(CP-33\)](#).

The College does not:

- Employ the services of independent contractor or agencies for recruiting purposes.
- Make representations of employment guarantees or assurances to prospective, current or former students.
- Use of agencies or individuals to recruit students.
- Provide money or other inducements, other than student and academic support services, in exchange for enrollment.
- Misrepresent placement or employment opportunities for graduates.

Accurate cost of attendance, program requirements and cost of education are provided to students.

All financial aid, including restricted funds, grants and scholarships are offered and awarded on the basis the criteria for each fund, award or scholarship [\(CP-34\)](#) [\(CP-35\)](#) [\(CP-36\)](#) [\(CP-37\)](#).

- **Representations of ACCJC Accredited Status**-San Diego Miramar College's Accreditation status is officially represented in two public notification areas: the College Website [\(CP-2\)](#) [\(CP-38\)](#) and the College Catalog [\(CP-39\)](#).

***Policy on Contractual Relationships with Non-Regionally Accredited Organizations***

The District/Colleges do not have any contractual relationships with non-regionally accredited organizations.

***Policy on Institutional Compliance with Title IV***

The District carefully monitors and manages student loan default rates to ensure compliance with Federal requirements. The District office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Student

Services office coordinates a bi-monthly meeting of Financial Aid Officers from all three colleges – San Diego Miramar College, San Diego City College, and San Diego Mesa College- to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Act, and loan defaults [\(CP-40\)](#).

In 2014, as a result of an increase in the loan default rate at one of the Colleges, the team created an administrative plan that included proactive steps to reduce the percentage of students in default [\(CP-41\)](#). The plan included the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and college financial aid policy. In addition, the individual Colleges have incorporated various other measures to proactively reduce students’ risk of defaulting on their loans. Measures include: contracting with a third party agency for assistance with case management of students who are delinquent; adding staff in the financial aid offices to focus on providing assistance to students delinquent on their loans; and a plan to conduct a series of workshops on student loans and academic success.

Following are the loan default rates for the past three years:

**San Diego City College**

CDR Year	3 Year Rate
2013	19.0 %
2012	26.7 %
2011	28.0 %

**San Diego Mesa College**

CDR Year	3 Year Rate
2013	15.7 %
2012	18.1 %
2011	19.0 %

**San Diego Miramar College**

CDR Year	3 Year Rate
2013	15.0 %
2012	16.8 %
2011	21.0 %

Other evidence of the District’s efforts to ensure compliance with Federal Regulations includes:

- Creation of Student Loan Default Report [\(CP-41\)](#)
- Creation of Consumer Information website in compliance with the Higher Education Re-Authorization Act: [\(CP-25\)](#)
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training: [\(CP-42\)](#)
- Creation of Title IX website, including online student training: [\(CP-43\)](#)
- Creation of a streamline online complaint process [\(CP-4\)](#)

## **Master list of Evidence for Compliance with Commission Policies**

- [CP-1: ALOs Email to the College 6/20/14](#)
- [CP-2: Miramar College Accreditation Webpage](#)
- [CP-3: Accreditation Self-Evaluation Tri-Chair Assignments-Update 12/1/16](#)
- [CP-4: SDCCD Student Complaint Webpage](#)
- [CP-5: Sample Complaint Email](#)
- [CP-6: ACCJC Substantive Change Letter 5/20/16](#)
- [CP-7: 2012 Team Evaluation Report \(Follow-up\)](#)
- [CP-8: 2011 Team Evaluation Report \(Follow-up\)](#)
- [CP-9: 2010 Team Evaluation Report \(Self-Study\)](#)
- [CP-10: 2004 Team Evaluation Report \(Self-Study\)](#)
- [CP-11: 2011 ACCJC Follow-up Report](#)
- [CP-12: 2012 ACCJC Follow-up Report](#)
- [CP-13: ACCJC Third Party Comment Form; Miramar College Accreditation Webpage](#)
- [CP-14: College Executive Committee Minutes 4/19/16, p. 2](#)
- [CP-15: Board Policy 5020 Curriculum Development](#)
- [CP-16: CurricUNET Webpage](#)
- [CP-17: San Diego City College Catalog 2016-17, p. 57](#)
- [CP-18: San Diego Mesa College Catalog 2016-17, p. 66](#)
- [CP-19: San Diego Miramar College Catalog 2016-17, p. 36](#)
- [CP-20: City College Transfer Center Webpage](#)
- [CP-21: Mesa College Transfer Center Webpage](#)
- [CP-22: Miramar College Transfer Center Webpage](#)
- [CP-23: SDCCD Student Web Services Transfer Webpage, pp. 3-4](#)
- [CP-24: Administrative Procedure 5105 Distance Education](#)
- [CP-25: SDCCD Consumer Information Webpage](#)
- [CP-26: ACCJC Complaint Webpage](#)
- [CP-27: San Diego Miramar College Catalog 2016-17](#)
- [CP-28: Fall 2016 Class Schedule](#)
- [CP-29: Annual Report to Community 2015-16](#)
- [CP-30: Miramar College Foundation Report 2015](#)
- [CP-31: Ambassador Training Presentation](#)
- [CP-32: Outreach Department Program Review 2015-16](#)
- [CP-33: Memorandum of Understanding High School Agreements](#)
- [CP-34: Financial Aid Bulletin 2015-16](#)
- [CP-35: Scholarship Brochure 2015-16](#)
- [CP-36: Board Policy 5025-Philosophy and Criteria for Associate Degree and General Education](#)
- [CP-37: Board Policy 3000-Admission of College Students](#)
- [CP-38: Miramar College ACCJC Accreditation Certificate](#)
- [CP-39: San Diego Miramar College Catalog 2016-17, p. 4](#)
- [CP-40: SAM Meeting Notes 9/10/14](#)
- [CP-41: SDCCD Student Loan Default Report](#)
- [CP-42: SDCCD Drug and Alcohol Abuse Prevention Program Webpage](#)
- [CP-43: SDCCD Title IX Campus Save Act Webpage](#)

# **Standard I: Mission, Academic Quality and Institutional Effectiveness**

## **Standard I.A.: Mission**

**Administrative Tri-Chair: Adela Jacobson**

**Faculty Tri-Chair: Marie McMahon**

**Classified Tri-Chair: Janee Robinson**



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## STANDARD I.A. MISSION

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

### **Evidence of Meeting the Standard**

#### ***San Diego Miramar College’s Mission***

San Diego Miramar College’s mission is appropriate to an institution of higher learning and is developed collaboratively with input from all constituencies, under the leadership of the Planning and Institutional Effectiveness Committee (PIEC), and in alignment with District Board Policy *BP 1200: District Mission* and ER 6 (Mission). Below is the Mission Statement along with the College Vision, which supports and further defines the mission of the College: ([I.A.1-1](#)); ([I.A.1-2](#)); ([I.A.1-3](#))

#### **Mission**

San Diego Miramar College’s mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion; for transfer, workforce training, and/or career advancement.

#### **Vision**

San Diego Miramar College will be the hub of education, diversity, and services to our community. San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access, learning and success of all students to achieve their educational goals
- A culture that embraces civility, responsibility and appreciation from a global perspective
- Accomplishments of individuals, groups, and the college as a whole
- Diversity of our students, staff, faculty and programs that reflects our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and service
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Sustainable practices in construction, curriculum, and campus culture
- Collaboration and partnerships
- Participatory governance and communication
- A Culture of evidence, collaborative inquiry and action that focuses on the student experience

Together, the College mission and vision provide the overall framework and basis for all planning on campus. The Fall 2013-Spring 2020 Strategic Plan identifies goals that are developed with the aim of accomplishing the College Mission and are used to provide priorities that guide all integrated planning efforts collegewide:

- **Goal I:** Provide educational programs and services that are responsive to change and support student learning and success.
- **Goal II:** Deliver educational programs and services in formats and at locations that meet student needs.
- **Goal III:** Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.
- **Goal IV:** Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.  
[\(I.A.1-4\)](#)

### ***Broad Educational Purposes***

San Diego Miramar College’s mission describes the College’s educational purpose of “prepar[ing] students to succeed in a complex and dynamic world” through “innovative programs and partnerships” to assist students in reaching their educational goals of “completion for transfer, workforce training, and/or career advancement.” This is supported in the College vision as the primary identified value is to promote “access, learning and success of all students to achieve their educational goals”.

### ***Types of Degrees and Credentials***

The College’s mission emphasizes a commitment to student achievement and completion. As a California Community College, San Diego Miramar College delivers programs that award Associate of Arts and Associate of Science Degrees, as well as Certificates of Achievement and Performance, that can be used to transfer to other institutions of higher education [\(I.A.1-5\)](#). San Diego Miramar College has transfer Admission Guarantee (TAG) agreements with the following universities: University of California (UC) Irvine, Santa Barbara, Riverside, Santa Cruz, San Diego, San Diego State University (SDSU) for certain majors, and Arizona State University. The College has a priority admission program with UC Los Angeles, but it is not a guaranteed admission [\(I.A.1-6\)](#). All degrees and certificates are described in detail in the College Catalog [\(I.A.1-7\)](#).

### ***Intended Student Population***

As described in the College Vision, San Diego Miramar College aims to be a “hub of education, diversity, and services to our community”. The College supports all students whose educational goals include “transfer, workforce training, and/or career advancement,” career-technical education, basic skills, and life-long learning. All students who have an interest in higher education are encouraged to start at the community college level, particularly at San Diego Miramar College, because of its affordability, diversity, and its strong commitment to innovation and excellence in preparing its students for transfer, workforce training, and career advancement [\(I.A.1-8\)](#); [\(I.A.1-9\)](#). There is also a concerted effort by the Outreach Office to provide specialized recruitment to low income first-generation underrepresented students who may not ordinarily consider higher education due to various circumstances. Financial Aid and Extended Opportunities Programs and Services (EOPS) collaborate in development of these recruitment efforts [\(I.A.1-10\)](#); [\(I.A.1-11\)](#).

While the primary service area identified by the Board of Trustees defines the intended student population, the College’s student population is diverse and often falls outside of the primary service area. San Diego Miramar College’s student population includes active duty

military, other working adults, single parents, and students with limited mobility due to physical disabilities who find that the distance education delivery better meets their needs and allows them to complete courses and programs that they may not otherwise have access to. In order to meet the needs of these student populations, the College began offering a limited number of courses through the distance education mode in 2001 and has since then continued to expand its offerings and enhance the comprehensive array of instructional and student support services, some of which are available in a distance education format. A full list and detailed description of the services are described in Section I.17 of the 2016 San Diego Miramar College Substantive Change Proposal Report. Providing additional course and program offerings through distance education will allow the College to meet the growing demand for college graduates and thus respond to state and national completion priorities; and local labor market needs [\(I.A.1-12\)](#). Therefore, the College offers instruction in both distance education (DE) and traditional face-to-face teaching modalities to best serve the needs of the students. As the College examines both DE and traditional formats, it maintains a commitment to student learning and student achievement and ensures that all courses are offered, evaluated and reviewed with equal rigor to ensure the best outcome for students (see Standard II.A.7 for details).

#### ***Commitment to Student Learning and Student Achievement***

San Diego Miramar College has a strong commitment to student achievement, as described in the mission language “to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success.” This commitment is also seen in the vision language emphasizing “access, learning, and success of all students.” The College’s commitment to learning is further recognized through the College’s Institutional Student Learning Outcomes [\(I.A.1-13\)](#) and cyclical assessment of learning and achievement through Program Review (see Standard I.B for details). In all, both student learning and achievement are best supported in Strategic Goal 1 by “provid[ing] educational programs and services that are responsive to change and support student learning and success.”

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College’s mission is grounded in student success and provides the framework for all planning efforts collegewide. As student success is dependent on student achievement and student learning, the mission emphasizes these aspects of the student experience.

In keeping with the College’s mission and strategic goal to “deliver educational programs and services in formats and at locations that meet student needs,” the College has expanded its distance education course offerings since initial approval of its substantive change for distance education proposal in 2010. The expansion of online offerings is intended to increase access and meet student needs by providing options to them for enrolling and completing courses, ultimately resulting in certificate and/or degree completion. As the College’s online course offerings continue to grow, needs, capacity, resources, scheduling, demand, and processes related to expanding the College’s distance education offerings are reviewed on an on-going basis through the program review cycle with annual updates and through the related college governance committees [\(I.A.1-14\)](#)

The College has plans to review its mission in fall 2018 and will revise the statement and supporting vision to better align with Standard language. While the language identified in Standard I.A.1 may not be present in the current Mission Statement, the intent is clear, and the described components are a major thread guiding planning processes on campus, including program review, assessment of learning, and assessment of strategic plans.

- **Action Plan 1:** Review and revise the College’s Mission Statement in fall 2018 to better align with Standard language.
- **Action Plan 2:** Consider how the College wants to address and communicate its commitment to distance education through its mission and planning efforts.

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

**Evidence of Meeting the Standard**

***Accomplishing Mission through Strategic Plan Assessment***

As mentioned in Standard I.A.1, the College’s Mission Statement provides the overall framework and basis for integrated planning efforts collegewide. This connection is achieved by the development of Strategic Plan Goals that directly support the mission and that can be used to guide collegewide planning over a seven-year period ([I.A.2-1](#)). As shown below, the Strategic Plan Goals were designed to directly support the key features of the College mission:



- **Goal I:** Provide educational programs and services that are responsive to change and support student learning and success.
- **Goal II:** Deliver educational programs and services in formats and at locations that meet student needs.
- **Goal III:** Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.

- **Goal IV:** Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.

In order to measure the effects of accomplishing the College mission, the Strategic Plan was developed with specific indicators and measures that could be used to assess progress towards achieving the mission. The Planning and Institutional Effectiveness Committee (PIEC), with representatives from all the College's constituencies, led the efforts to update the Strategic Plan, which was approved by the Senates and then the College Executive Committee (CEC) in December 2013. PIEC then convened a Strategic Plan Assessment Workgroup, which established a comprehensive set of institution-set standards (i.e. benchmarks) for student achievement, performance, and institutional effectiveness [\(I.A.2-2\)](#). Each benchmark was established by using a mixed qualitative/quantitative methodology and took into consideration the major trends, impact factors and comparison points available (see Standard I.B.3 for details).

In assessing Distance Education, the data is disaggregated according to the State's definition as defined in Title 5: "If 50% of the instruction is delivered online, the course is considered a distance education course."

### ***Setting Institutional Priorities***

At the conclusion of the benchmarking efforts, the Strategic Plan Assessment Workgroup translated the benchmark information into a scorecard that would assess the progress made in achieving the Strategic Plan Goals and thus the mission [\(I.A.2-3\)](#). The Strategic Plan Assessment Scorecard (SPAS) was designed using a "balanced scorecard" approach and was intended to function as a multi-purpose tool to do the following:

- Evaluate the Strategic Goals and serve as a measurement system for the College *to assess progress in achieving the mission.*
- Communicate institution-set standards, collegewide performance in regards to student achievement, and gaps, so that *clear institutional priorities could be used to guide planning.*

In fall 2015, the scorecard [\(I.A.2-4\)](#) was communicated through the governance process across the four constituency groups [\(I.A.2-2\)](#). The broad communication of the scorecard was valuable in explaining how the College was assessing the mission, identifying potential gaps, and most importantly, how it was using those gaps to create priorities that would guide planning in all areas collegewide.

As student achievement and success is a focus of the mission, strategic plan and institution-set standards, it was important to fully integrate these institutional benchmarks into planning at the program level and at the collegewide level. To address this at the program-level, the College used the Taskstream Accountability Management System to create aligned Program Review templates for all areas in Instruction, Student Services, Instructional Support Services, and Administrative Services [\(I.A.2-5\)](#); [\(I.A.2-6\)](#); [\(I.A.2-7\)](#); [\(I.A.2-8\)](#). The benchmarks for key achievement elements (i.e. Awards Conferred, Student Retention, and Student Success) were provided for each program and the departments determined if the benchmarks were appropriate and how their programs would address these benchmarks. Programs then developed goals and action plans that can be mapped directly to the Strategic Goals, which allowed the College to evaluate how programs and service areas are

accomplishing the College mission. Periodic reports are generated to show linkage between actions at the program/service unit level and the Strategic Plan, and these reports are used in planning discussions [\(I.A.2-9\)](#).

To ensure that the institution-set standards are understood and used for action planning collegewide, PIEC developed a rubric that crosswalks committees, operational plans, and individuals with institution-set standards for different areas [\(I.A.2-10\)](#). In addition, all divisional plans developed goals in consideration of the Strategic Plan and student success, and all goals are directly linked in those documents. College governance committees are directed by these institutional priorities as well, and many governance agendas will link agenda items to the Strategic Plan Goals [\(I.A.2-11\)](#); [\(I.A.2-12\)](#).

Lastly, the gaps identified in respect to SPAS indicators and institution-set standards were used for action planning at the annual Collegewide Planning Summit in spring 2016 [\(I.A.2-13\)](#). Faculty, staff, and administrators worked together, in conjunction with student service areas, to identify potential action items to mitigate the gaps [\(I.A.2-14\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Strategic Plan Assessment Scorecard provides an institutional framework for divisions, departments, and units to identify areas that need improvement, dialogue about how to address the gaps, and develop action plans. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation, all of which inform integrated planning by directing institutional priorities to meet the educational needs of students. In support of these efforts, according to the 2015 Employee Feedback Survey, a majority of respondents (69%) agreed that the College has a culture of using data to determine how effectively it is accomplishing its mission [\(I.A.2-15\)](#).

As seen in the 2014 Accreditation Standards, there is an increasing emphasis on direct assessment of learning and on using these assessments to identify populations of students whose educational needs are not being served. To address this, San Diego Miramar College plans to revise the Strategic Plan to incorporate learning outcomes and assessment as a key indicator of success and achievement of its mission.

- **Action Plan 1:** Review and revise the Strategic Plan during the next scheduled comprehensive review to include all levels of learning outcomes assessment as indicators of success in achieving the mission.
- **Action Plan 2:** Streamline all operational plans and develop a process for ongoing collection and analysis of action plans from all planning documents.

**I.A.3-The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (ER 6)**

### **Evidence of Meeting the Standard**

#### ***Aligning Programs and Services with Mission***

All of San Diego Miramar College’s program and services are developed in consideration of the College mission. The College has used the Taskstream Accountability Management System to create Program Review templates in all instructional and student support areas, in which programmatic goals are directly linked to the Strategic Plan and resource requests provide a direct connection between programs/services and support of mission, student achievement and learning ([I.A.3-1](#)); ([I.A.3-2](#)).

***Aligning Planning with Mission***

San Diego Miramar College’s Mission Statement serves as the planning framework that guides the development of the Strategic Plan. The Strategic Plan sets institution wide goals, which support accomplishment of the mission, and provides priorities for collegewide planning. As described in Standard I.A.2 above, the Fall 2013-Spring 2020 Strategic Plan includes four goals and details on how to achieve each goal, as well as how to measure progress towards goal attainment by providing the following:

- **Strategies** that provide guidelines for achieving the goal
- **Indicators and Measures** to identify progress toward achieving the goal
- **Planned Activities** that provide concrete information how the College is planning to attain each goal

The Strategic Plan is reviewed/updated on a three-year cycle and revised on a six-year cycle and is developed in consideration of the College mission and various data sources to inform decision making ([I.A.3-3](#)). Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation over a six-year period. All instructional programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the College mission is central to planning at all levels of the College. The following depicts how the College mission is aligned with planning and program review:



- **The Instructional and Service Area Program Review** process is an integral part of the planning efforts and serves as the primary mechanism for identifying programmatic/department level goals, objectives, and resource request needs (e.g. facilities, technology, personnel, etc.) that are used to contribute to the decision-making processes. Using Taskstream, the goals are directly aligned with the College's Strategic Plan Goals. In addition, annual resource requests must identify how the request will support the goals of the program/department, improvement of student learning and achievement, and the College mission ([I.A.3-4](#)).
- **Division Plans** include summations of the division's programs or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Division Plans include Instructional Services, Student Services and Administrative Services ([I.A.3-5](#)); ([I.A.3-6](#)); ([I.A.3-7](#)).
- **Operational Plans**, assigned to a specific division or a participatory governance committee whose charge has collegewide focus, include goals and actions directly aligned with Strategic Plan Goals. These plans include the Facilities Master Plan, Technology Plan, Human Resources Plan, Cultural and Ethnic Diversity Plan, Student Equity Plan, Marketing and Outreach Plan, Basic Skills Action Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, and the Student Success and Support Programs (SSSP) Plan ([I.A.3-8](#)); ([I.A.3-9](#)); ([I.A.3-10](#)).
- **The Educational Master Plan** is the culmination of planning efforts collegewide, identifying planning trends from all three Division Plans by using the Loss/Momentum Framework to organize information (see Standard I.B for details) ([I.A.3-11](#)).

### ***College Mission and Distance Education (DE)***

In regard to distance education (DE), the revised 2016-2017 Mission Statement emphasizes:

- The ability to recognize and *respond to opportunities and challenges emerging from a complex and dynamic world*
- A culture of evidence, collaborative inquiry, and action that *focuses on the student experience*

Both statements speak to the fact that there is a growing need of DE options for students. As the world changes and online education expands, the College will continue to respond to these needs through consideration of the student experience. The College has also engaged in meaningful dialogue among its constituency groups in regards to online instruction. The Distance Education Subcommittee, under the Academic Affairs Committee ([I.A.3-12](#)), is responsible for

- Monitoring State and District distance education policy matters.
- Discussing instructional issues.
- Providing assistance to instructors through dissemination of best practices and guidelines.
- Providing assistance to Student Services faculty and staff for their online needs.

The charge of the DE subcommittee is directly aligned with Strategic Goal II stated above, and dialogue is routinely shared with Academic Affairs and constituencies ([I.A.3-13](#)).



## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As the College moves forward in planning, the focus will be on fine-tuning the processes and plan development to streamline efforts and maximize improvement. In addition, in order to meet the changing needs of the student population, review of the mission will include consideration of different learning modes available to students.

- **Action Plan 1:** Review and revise the Educational Master Plan to more clearly describe link to the Strategic Plan Goals and to consider identified action plans from all Division/Operational Plans.
- **Action Plan 2:** Perform a comprehensive evaluation of all planning efforts/ documents to ensure consistency that decision-making in human resources, technology, scheduling, diversity, and annual resource allocation are being made in consideration of program review; are effective and optimized for timely implementation; and are focused on student achievement and learning.

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

## **Evidence of Meeting the Standard**

### ***Publication of Mission Statement***

The College's Mission Statement is widely published on the College Website, in the College Catalog and in other published documents, such as the Convocation programs, and Annual Report to the Community ([I.A.4-1](#)); ([I.A.4-2](#)); ([I.A.4-3](#)); ([I.A.4-4](#)).

### ***Review and Update of Mission Statement***

In alignment with ER 6 (Mission), the College's Mission Statement is reviewed and revised every three years in the Planning and Institutional Effectiveness Committee (PIEC) with collegewide input and follows the governance approval structure to ultimately reach the Board of Trustees ([I.A.4-5](#)). In fall 2015, the College revised the mission with input from all constituency groups to produce the current Mission Statement, which was approved by the District Board of Trustees in January 2016 ([I.A.4-6](#)); ([I.A.4-7](#)); ([I.A.4-8](#)); ([I.A.4-9](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Having the College's Mission Statement strategically published in "high traffic" locations ensures high visibility among the public and College constituencies. In fact, the majority of employee survey respondents (84%) stated that they are familiar with the Mission Statement of the College ([I.A.4-10](#)). The awareness of the College's Mission Statement has grown throughout the years according to the employee survey results (i.e. 79% in 2009 to 84% in 2015). Furthermore, half of the student survey respondents stated that they are familiar with the

Mission Statement of the College ([I.A.4-11](#)). The awareness of the College's Mission Statement has also grown throughout the years among the student population (i.e. 38% in 2009 to 50% in 2015).

### **Master list of Evidence for Standard I.A.**

- [I.A.1-1: College Mission-Vision Statement Final Version](#)
- [I.A.1-2: College Executive Committee Minutes 12/08/15, p. 3](#)
- [I.A.1-3: SDCCD Board of Trustees Minutes 01/28/16](#)
- [I.A.1-4: Miramar College Strategic Plan Fall 2013-Spring 2020-Update](#)
- [I.A.1-5: Miramar College Awards Conferred 2014-15](#)
- [I.A.1-6: Transfer Requirements Articulation Webpage](#)
- [I.A.1-7: San Diego Miramar College Catalog 2016-17, p. 131](#)
- [I.A.1-8: Miramar College High School Pipeline Report 2014-15](#)
- [I.A.1-9: Fall 2014-Spring 2017 Environmental Scan on Communities Served by San Diego Miramar College, p. 11](#)
- [I.A.1-10: Miramar Outreach Service Flyer](#)
- [I.A.1-11: EOPS-Outreach Events Email 9/16/15](#)
- [I.A.1-12: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 5](#)
- [I.A.1-13: Miramar College Institutional Student Learning Outcomes Webpage, p. 2](#)
- [I.A.1-14: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 9](#)
- [I.A.2-1: Miramar College Strategic Plan Fall 2013-Spring 2020-Update](#)
- [I.A.2-2: Planning & Institutional Effectiveness Committee Minutes 9/26/14, p. 2](#)
- [I.A.2-2: College Executive Committee-CEC Minutes 12/8/15, p. 3](#)
- [I.A.2-3: Planning & Institutional Effectiveness Committee Minutes 3/27/15, p. 2](#)
- [I.A.2-4: 2015-2016 Strategic Plan Assessment Scorecard](#)
- [I.A.2-5: Instructional Division Program Review Template](#)
- [I.A.2-6: Administrative Services Division Program Review Template](#)
- [I.A.2-7: Student Services Division Program Review Template](#)
- [I.A.2-8: Instructional Support Services Program Review Template](#)
- [I.A.2-9: Taskstream Strategic Goal Map](#)
- [I.A.2-10: 2015-16 SPAS-Identified Implementation Parties](#)
- [I.A.2-11: College Executive Committee Agenda 5/3/16 Example](#)
- [I.A.2-12: Planning & Institutional Effectiveness Committee Agenda 5/13/16 Example](#)
- [I.A.2-13: 2016 Planning Summit Agenda](#)
- [I.A.2-14: 2016 Planning Summit Action Items List](#)
- [I.A.2-15: Miramar College 2015 Employee Feedback Survey, item 13, p. 4](#)
- [I.A.3-1: Instructional Division Program Review Report 2015-16](#)
- [I.A.3-2: Student Services Division Program Review Report 2015-16](#)
- [I.A.3-3: Fall 2013-Spring 2020 Strategic Plan Update](#)
- [I.A.3-4: Instructional Program Review Resource Request Example](#)
- [I.A.3-5: Instructional Services Division Six-Year Plan 2014-2020](#)
- [I.A.3-6: Student Services Division Six-Year Plan 2014-2020](#)
- [I.A.3-7: Administrative Services Division Six-Year Plan 2014-2020](#)
- [I.A.3-8: Basic Skills Action Plan 2015-16](#)

[I.A.3-9: Outcomes Assessment Operational Plan 2015-16](#)  
[I.A.3-10: Student Success and Support Program \(SSSP\) Plan 2015-16](#)  
[I.A.3-11: Miramar College Educational Master Plan Fall 2014-Spring 2020](#)  
[I.A.3-12: San Diego Miramar College Governance Handbook 2016, p. 32](#)  
[I.A.3-13: Academic Affairs Committee Minutes 2/18/16 Example](#)  
[I.A.4-1: San Diego Miramar College Catalog 2016-17, p. 13](#)  
[I.A.4-2: Fall 2016 President's Convocation Program, p. 2](#)  
[I.A.4-3: Annual Report to the Community 2015-16](#)  
[I.A.4-4: San Diego Miramar College Webpage, p. 2](#)  
[I.A.4-5: College Annual Planning Calendar/Cycle 2016-17, p. 2](#)  
[I.A.4-6: College Mission-Vision Statement Final Version](#)  
[I.A.4-7: Planning and Institutional Effectiveness Committee Minutes 9/25/15, pp. 1-2](#)  
[I.A.4-8: College Executive Committee Minutes 12/08/15, pp. 3-4](#)  
[I.A.4-9: SDCCD Board of Trustees Minutes 1/28/16](#)  
[I.A.4-10: Miramar College 2015 Employee Feedback Survey, item 7, p. 3](#)  
[I.A.4-11: Miramar College 2015 Student Feedback Survey, item 6, p. 30](#)

# **Standard I: Mission, Academic Quality and Institutional Effectiveness**

## **Standard I.B.: Assuring Academic Quality and Institutional Effectiveness**

**Administrative Tri-Chair: Daniel Miramontez**

**Faculty Tri-Chair: Laura Murphy**

**Classified Tri-Chair: Xi Zhang**



**SAN DIEGO  
MIRAMAR  
COLLEGE**

## STANDARD I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

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

### **Evidence of Meeting the Standard**

As described in the Introduction, the College has adopted a planning paradigm that is based on cultures of evidence, collaborative inquiry, and action. This process has allowed the College to engage in meaningful dialogue on all aspects of academic quality and institutional effectiveness, using a collaborative approach to identify areas for improvement and to forward the mission of the College. As evidenced below, dialogue has taken place through wide range of activities, including collegewide participation in Retreats/Summits and Convocations; participatory governance committees including the Planning and Institutional Effectiveness Committee (PIEC); and discussions at department, school, and division meetings.

#### ***Dialogue and Continuous Improvement on Student Outcomes and Academic Quality***

Prior to 2012, the dialogue on student learning outcomes (SLOs) and achievement had been conducted primarily in the Program Review/ Student Learning Outcomes Assessment Committees in each Division (i.e. Instructional, Student Services, and Administrative). A Student Learning Outcomes Coordinator led the efforts, but the role was confined to the Instructional area, with little coordination occurring across Divisions, and it was difficult to have meaningful assessment of Institutional Student Learning Outcomes with representation from all areas collegewide. In addition, the College was performing assessment every semester, but there wasn't adequate time in the assessment cycle for faculty to implement improvement strategies effectively, and these action plans were not linked directly to student success. It was also unclear how outcomes assessment and associated actions at the course and program level were feeding into higher-level planning.

To address these areas and truly embrace continuous quality improvement, substantial changes in the outcomes assessment process were made, and this process is now integrated with the Program Review process in all divisions of the College, to better inform collegewide planning and to improve student learning and achievement. SLO Assessment in both instructional and non-instructional areas is directly integrated into Program Review and is tied to resource allocations, linking dialogue and requests at the local level to Division Plans and ultimately to the College's Strategic Plan [\(I.B.1-1\)](#); [\(I.B.1-2\)](#); [\(I.B.1-3\)](#); [\(I.B.1-4\)](#). These changes also led to an evaluation of the effectiveness of the existing SLO tracking system, an in-house data repository called SLOJet. Investigation of a variety of outcomes and assessment management systems resulted in the purchase and implementation of the Taskstream Accountability Management System (Taskstream) in fall 2014, which allows for longitudinal tracking of student outcome assessment as well as of improvement plans and their success [\(I.B.1-5\)](#). This has allowed the College to capture dialogue at the course and program level, and this dialogue can then be included in School and Division plans to inform collegewide planning [\(I.B.1-6\)](#). As the SLO assessment process is an integral part of

Program Review, the College now uses Taskstream to capture its Program Review process as well.

In addition to the above, the Student Learning Outcomes Coordinator assignment changed in scope to encompass coordination and facilitation of collegewide dialogue on outcomes and assessment efforts, including Instructional, Student Services, Instructional Support Services, and Administrative Services areas. The additional responsibilities of the revised assignment are now led and carried out by the Collegewide Outcomes and Assessment Facilitator ([I.B.1-7](#)).

Dialogue on student outcomes and achievement has been present at the College for some time, but there was a lack of focus and coordination in terms of collegewide discussions. To illustrate, the Planning and Institutional Effectiveness Committee (PIEC) conducted a survey in March 2012 to identify gaps between relevant institutional effectiveness practices and ACCJC Standards as identified in commission training materials. Analysis of survey results showed that one of the main issues was the lack of opportunities to have reflective dialogue of achievement and outcome data among College constituencies ([I.B.1-8](#)). As a result, the College began to focus on enhancing a wide-spread culture of collaborative inquiry, referring to the institution's capacity for supporting open, honest, and collaborative dialogue that focuses on strengthening the institution ([I.B.1-9](#)). Collegewide dialogue, facilitated by the Collegewide Outcomes and Assessment Facilitator, centered on the culture shift from "Culture of Compliance" to "Culture of Intentionality" with a focus on student success ([I.B.1-10](#)); ([I.B.1-11](#)); ([I.B.1-12](#)); ([I.B.1-13](#)); ([I.B.1-14](#)).

To illustrate, the College's Spring 2013 Retreat focused on the connection between student success, outcomes, and achievement, introducing the College to the "Six Factors of Student Success" and the American Association of Colleges and Universities' (AAC&U's) Essential Learning Outcomes ([I.B.1-11](#)). As a result of this dialogue, the College adopted a modified version of the Essential Learning Outcomes in order to include and recognize the important contributions of non-instructional areas for student success ([I.B.1-15](#)). As evidence of the continuity of this work, dialogue at the Fall 2013 Convocation led to revision of program student learning outcomes (PSLOs), with a focus on programmatic student success, and an ultimate revision of the Program List at the College to better reflect the needs of students obtaining degrees and certificates ([I.B.1-16](#)). PSLO assessment is now directly linked to Program Review and is tied to resource allocations ([I.B.1-17](#)). Lastly, evaluation of Institutional Student Learning Outcomes (ISLO) assessment led to a process that now involves both quantitative mapping data and student survey data ([I.B.1-18](#)). Continued efforts are focused on both direct and indirect evaluation of ISLOs using a student survey ([I.B.1-19](#)).

Evaluation and dialogue on courses and programs offered in distance education mode (DE) are done in the same way as in courses offered in traditional mode. The SLOs are measured in sections offered via DE as well as in sections offered in traditional programs. Results of the outcomes assessment allow program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the College. SLO assessment also allows departments to easily plan for improvements. At the college level, student learning in DE versus traditional programs is discussed in the Curriculum Committee and the Distance Education Subcommittee, and districtwide in the Distance Education Steering Committee.

### ***Dialogue and Continuous Improvement on Achievement***

The Spring 2013 Collegewide Retreat focused on the connection between student success, learning outcomes, and achievement. To address student achievement, the College presented its first round of the Strategic Plan assessment ([I.B.1-20](#)). This allowed participants to discuss student achievement data and led to adjustments to the Strategic Plan assessment method as a result. Since that time, the College has gone through a second round of Strategic Plan assessment, which culminated with the establishment of institution-set standards and production of a Strategic Plan Assessment Scorecard (see Standard I.B.3 for details). These institution-set standards provided a basis for dialogue regarding collegewide planning, in order to identify actions that would lead to improvement.

In addition, the Instructional Program Review reports contain disaggregated achievement data by program, and faculty and staff use this information to align plans and improvement strategies to affect positive change in student success ([I.B.1-21](#)); ([I.B.1-22](#)). Programs are also asked to speak to institution-set standards in the areas of Degrees Awarded, Successful Course Completion and Course Retention Rates, and use these standards to guide planning and activities to reach those programmatic goals (see Standard I.B.5 for details) ([I.B.1-23](#));([I.B.1-24](#))

Lastly, at the Spring 2016 Collegewide Planning Summit the College used a triangulation approach to examine student success. Dialogue focused on examining gaps identified through the benchmarking process, in which the College was able to prioritize and establish action items for allocating resources to mitigate the gaps ([I.B.1-25](#)). In addition, dialogue focused on specific achievement data such as basic skills outcomes, data on accelerated basic skills courses, transfer data, and awards conferred by program occurred in various committee/department meetings (e.g. Basic Skills Committee, Transfer Center, and Dean's Council) ([I.B.1-26](#)); ([I.B.1-27](#)).

### ***Dialogue on Student Equity and Basic Skills***

The Basic Skills Subcommittee receives an annual report on basic skills students and courses at the College. With the help of the Research and Planning Analyst, the Subcommittee reviews the achievement data, along with the other information in the report, and conducts second-level analyses that are action oriented ([I.B.1-28](#)); ([I.B.1-27](#)). Each basic skills subject is then explored by the content experts and action items are fed into the Basic Skills Action Plan ([I.B.1-29](#)); ([I.B.1-30](#)); ([I.B.1-31](#)). As an example of this dialogue, in fall 2015 the Subcommittee resumed discussions regarding the adoption of acceleration models for basic skills courses. The Subcommittee led and structured dialogue on the findings from the statewide as well as districtwide studies on accelerated basic skills courses. Recommendations to the responsive departments were made based on the discussions ([I.B.1-26](#)).

Per the State's guideline on student equity, in 2015 the College explored five main equity indicators, which include access, successful course completion, basic skills completion and transition to degree-applicable courses, transfer volume, and degree completion. For each indicator, data were disaggregated by various student subpopulations (i.e., gender, ethnicity, economically disadvantaged, academic standing, DSPS status, veteran status, and foster youth status). The findings were then compared to what was reported in the 2014 Student Equity Plan to validate the existing trends as well identify new trends. Through the facilitation efforts of the Research and Planning Analyst and the Student Success and

Equity Advisory Council, the entire College was invited to review and dialogue on the research equity data in contributing to build action plans in mitigating the equity gaps revealed by the research. The dialogues were well structured and facilitated, and action items for each disproportionately impacted student group were collected and organized into the 2015 Student Equity Plan ([I.B.1-32](#)).

### ***Dialogue on Institutional Effectiveness & Academic Quality***

In March 2012, the PIEC conducted a survey and as a result, focused their planning efforts on enhancing a culture of collaborative inquiry on campus. These efforts included a wide range of collaborative activities:

- **Development of Retreats/Summits**

In August 2012, the College implemented the first College Retreat specifically focused on student success and integrated planning ([I.B.1-33](#)), which provided a venue for dialogue on facets of institutional effectiveness across the campus. College constituents analyzed collegewide data, including strategic plan goal achievement, student achievement and outcome data trends, and determined new directions and priorities for annual plans. This information was then taken to the Fall 2012 College Convocation ([I.B.1-34](#)) and individual school and department meetings. During these discussions, emphasis was placed on helping College constituencies to link annual planning activities to long-term Strategic Plan Goals, to prioritize new Program Review recommendations, and to assess the impact of the prior year's allocation of resources on institutional effectiveness. The second focused Retreat in spring 2013 also included a dialogue component on the 2007-2013 Strategic Plan, involving discussion of a newly developed prototype of an achievement outcomes scorecard ([I.B.1-20](#)) and of the accomplishment of prioritized Strategic Plan objectives ([I.B.1-35](#)). The College's integrated planning process was also discussed and assessed by reviewing the results of the 2013 Institutional Effectiveness Survey ([I.B.1-36](#)).

- **Reorganization of Institutional Effectiveness Efforts: Creation of School of Planning, Research and Institutional Effectiveness, Library and Technology**

Upon the retirement of the Dean of Library and Technology in summer 2013, the College formally reorganized this position into the Dean of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology ([I.B.1-37](#)). Along with the position title change came a restructuring of the school into the School of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology. In spring 2014, the College implemented the reorganization of institutional effectiveness upon the arrival of the new Dean. This formal change included having the Dean report directly to the President since the job duties of the position and the school functions are collegewide ([I.B.1-38](#)). The purpose of this reorganization was meant to streamline institutional effectiveness across the College.

- **Improving Institutional Effectiveness Dialogue through the “Preventing Loss/Creating Momentum Framework (LMF)”**

As much of the dialogue on student success, achievement, and outcomes had relied heavily on quantitative data, constituency groups noted that they often had difficulty connecting and relating to the quantitative data, because it lacked personal perspective. As such, the data needed to include both direct measures of student success and the



qualitative perspective to increase faculty and staff engagement with the dialogue in a meaningful and structured way.

In spring 2014, PIEC adopted the Preventing Loss/Creating Momentum Framework (LMF) as an organizational planning framework to help guide, cultivate, and sustain a culture of collaborative inquiry ([I.B.1-39](#)). The LMF is focused on the student experience in and its relationship to student success. In particular, the student experience refers to the series of interactions between the student and the College, and how these interactions have an impact on whether students will continue on their educational journey toward successful completion (momentum points) or whether they will drop-out along the way (loss points) ([I.B.1-40](#)). These interactions are grouped into four key phases that encompass the educational journey:

- 1) **Connection phase:** This phase involves a student's initial exposure with the idea of attending college, including information that leads to a decision to attend college. At the institutional level, this phase includes a students' decision to attend a particular community college.
- 2) **Entry phase:** This phase focuses on the matriculation process for incoming students. In particular, it includes their experiences with admissions, financial aid, assessment testing, enrollment in Basic Skills courses, and counseling appointments.
- 3) **Progress phase:** This phase emphasizes a student's long-term commitment to the College in general, as well as a particular program of study.
- 4) **Completion phase:** This final phase comprises both the students' final movement through an institution or program and the attainment of their final goals (e.g., meaningful employment and/or transfer).

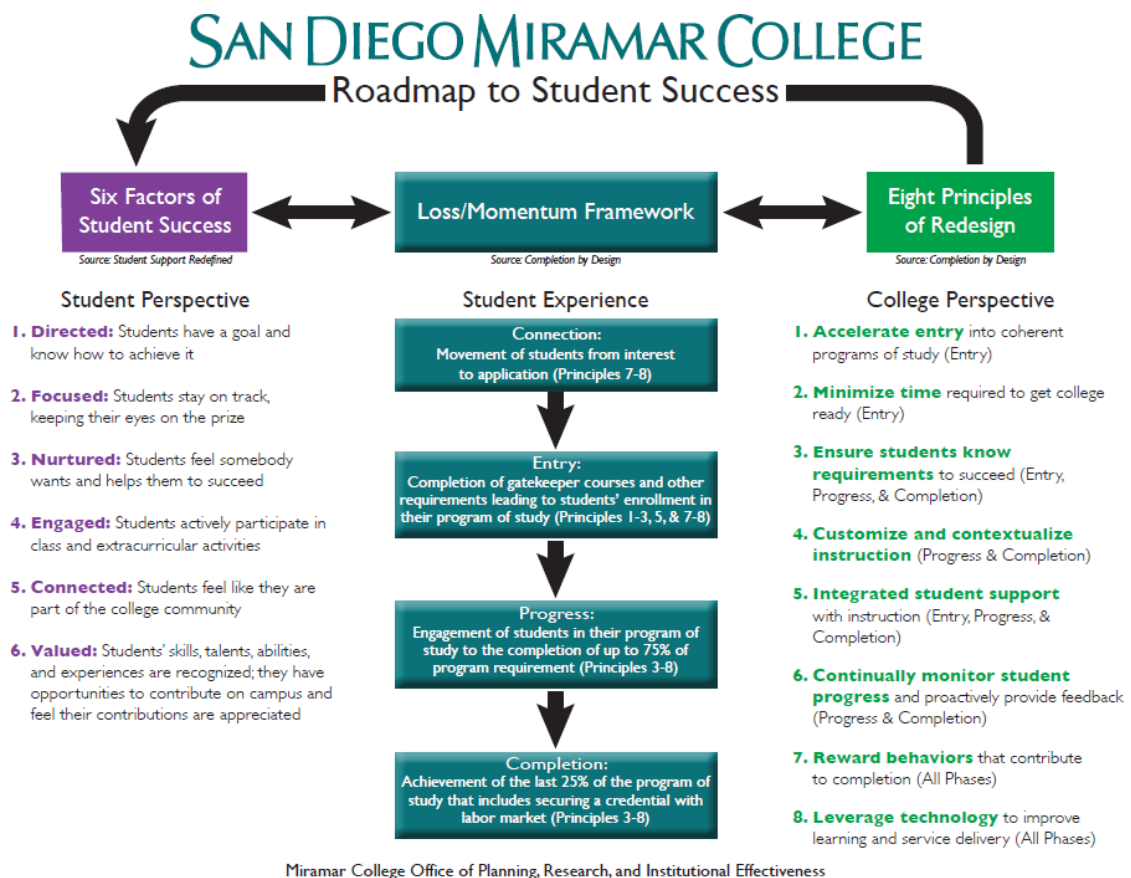
The LMF has helped to structure meaningful dialogue around student success and has provided a platform for the College to practice a culture of collaborative inquiry. To illustrate this, the following Retreats/Summits and Convocations have used the LMF to structure dialogue:

- **Spring 2014 Collegewide Retreat:** This Retreat utilized several student panels to showcase the importance of the student experience in each of the four phases of the LMF ([I.B.1-41](#)) and allowed the College to actively engage students and understand their perspectives regarding their barriers to student success. One panel discussion focused on Basic Skills, highlighting the Entry phase of the LMF ([I.B.1-42](#)). Dialogue from this panel resulted in the College identifying potential action items within each division which pertained to Entry phase and basic skills. The Retreat concluded by examining the equity gap between the identified student success barriers from the panel discussion and the Student Equity Plan, according to the four phases of LMF ([I.B.1-43](#)). Taken together, the qualitative data collected during the planning retreat was examined according to the four phases of LMF ([I.B.1-44](#)) and incorporated into all three respective divisional plans ([I.B.1-45](#)); ([I.B.1-46](#)); ([I.B.1-47](#)) and the Fall 2014-Spring 2020 Educational Master Plan ([I.B.1-48](#)).
- **Fall 2014 Convocation:** Fall convocation focused on the Progress phase of the LMF ([I.B.1-49](#)). Similar to the spring 2014 Retreat, a student panel shared their

experiences of teaching and learning in the classroom, highlighting the Six Factors of Student Success (I.B.1-50). Upon the conclusion of the student panel, a break-out session engaged faculty and staff in structured dialogue to identify professional development ideas to increase teaching and learning, which were sent to the Flex Coordinator for development of activities to assist faculty.

- **Spring 2015 Collegewide Planning Summit:** This Summit (formerly called “Retreat”) utilized alumni and classified staff panels to address the Completion phase of the LMF (I.B.1-51). The Summit focused on two particular topics: Strategic Enrollment Management and Instructional Support Services. Alumni and Classified Staff panels discussed how their experiences as former students or roles as classified staff contributed to degree completion. In light of the Eight Principles of Redesign, break-out groups provided answers to guided questions (I.B.1-52). Subsequently, a theme analysis was conducted to extract dominant themes in addressing degree completion at San Diego Miramar College (I.B.1-53).

The Retreat/Summit and Convocation discussions and outcomes led to development of a model that summarizes the collegewide efforts to structure dialogue and collect qualitative information for use in planning, called the *Roadmap to Student Success* (I.B.1-54):



This model creates a visual roadmap of the student experience, using information from the Research and Planning Group for California Community College's “Student Support

(Re)defined” and “Completion by Design.” The model was presented to the College at the Fall 2015 Convocation under the title “Student Success Dialogue...What is your role in the student experience” [\(I.B.1-55\)](#). To illustrate the importance of this model, the College viewed a video based on the generic story of a girl named Sarah, who faced both loss and momentum points within her educational journey. This video was meant to bring to life the student experience and to highlight the critical roles that faculty and staff play in the educational journey of students. Using an inverted classroom approach, the College reviewed the qualitative data collected and worked in groups to identify how all constituencies at the College could function better to serve students in their quest for success [\(I.B.1-56\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has established processes and structures for the sustained, substantive and collegial dialog regarding improvement to student learning and achievement. Furthermore, the College has demonstrated dramatic progress in fostering a culture of collaborative inquiry that is tied to student success through evidence (e.g. outcomes assessment, quantitative and qualitative data) and action. Using the *Roadmap to Student Success*, the College has focused collegewide dialogue on student success, as evidenced in the recent Retreats and Summits. In support of this work, a majority of the employee survey respondents (81%) agreed that the College facilitates ongoing dialogue about improving student learning and institutional processes [\(I.B.1-57\)](#).

The qualitative information from the Retreats/Summits supplements SLO assessment and achievement data to better inform improvement strategies to increase student success [\(I.B.1-58\)](#). Furthermore, the collegewide outcomes and assessment process is now an integrated part of all divisions and results and improvement strategies are now directly linked to program review, resource allocation, and higher-level planning.

However, moving forward the College will continue to revise and improve the infrastructure to allow for meaningful dialogue regarding student achievement and learning. To date, the Planning and Institutional Effectiveness Committee has revised its goals and plans to include the important task of coordinating outcomes and assessment efforts on a collegewide scale [\(I.B.1-59\)](#)

- **Action Plan 1:** Evaluate efficiency of structures to manage collegewide learning outcomes and assessment work and coordination of efforts.

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

#### **Evidence of Meeting the Standard**

San Diego Miramar College has defined student learning outcomes for all instructional programs and student learning and support services, and these outcomes are assessed on a regular cycle in all areas. In compliance with ER 11 (Student Learning and Achievement),

program student learning outcomes (PSLOs) are communicated to the public through the College Catalog and the Outcomes and Assessment Webpage, and are also housed within the Taskstream Accountability Management System (Taskstream) for faculty use during assessment cycles ([I.B.2-1](#)); ([I.B.2-2](#)); ([I.B.2-3](#)).

### ***Instructional Program Student Learning Outcomes (PSLOs)***

Prior to 2014, programs were defined by the College as “a field of study that includes at least one award and at least one subject area”. This definition resulted in 25 instructional programs, and these programs were the basis for development of PSLOs, which were published in the College Catalog. As faculty worked on assessment of these PSLOs, they found that often the outcomes were often artificially broad, to encompass a range of degrees and certificates housed within the “program.” This led to difficulty in assessment, as well a lack of specificity in assessing individual degrees and certificates.

In the 2014-2015 year, the College reevaluated its definition of instructional program. Taking into consideration the program definition in District Administrative Procedure *AP 5019: Instructional Program Review*, Title 5 language, and the need for assessing authentic outcomes for students in degrees and certificate programs, the College revised its program list. This resulted in 40 programs and allowed faculty to modify and update the PSLOs to address these more specific areas ([I.B.2-4](#)). In addition to evaluation of program definition, San Diego Miramar College evaluated the effectiveness of the assessment cycle timing. Prior to 2013, faculty performed course and program assessment cycles each semester. However, this did not leave sufficient time to implement improvement strategies and assess their effectiveness. Miramar has now moved to a three-year cycle for assessment of Course Student Learning Outcomes (CSLOs) and PSLOs. Faculty work together in their programs and departments to assess CSLOs and PSLOs and implement improvement strategies to increase student success ([I.B.2-5](#)); ([I.B.2-6](#)); ([I.B.2-7](#)).

All San Diego Miramar College courses, regardless of delivery mode, have identified CSLOs, which are recorded on the course syllabi, in the Course Curriculum Report of the Course Outline of Record, on the Outcomes and Assessment Website, and in Taskstream ([I.B.2-8](#)); ([I.B.2-9](#)). Additionally, all instructional programs have PSLOs that identify skills, including mastery of key theories and practices within the field of study, that students will obtain throughout courses within the program ([I.B.2-10](#)). Because the expectations and rigor of any course or program offered through distance education (DE) mode are the same as for those offered through traditional mode, the assessment and evaluation of CSLOs and PSLOs are performed using the same process.

With the adoption of Taskstream, all assessment activities are now coordinated and integrated, showing clear alignment between CSLOs, PSLOs, and the Institutional Student Learning Outcomes (ISLOs) ([I.B.2-11](#)). PSLO Assessment Reports and CSLO Action Plan Summaries are included in Program Review and are used as a basis for development of program goals and resource requests ([I.B.2-12](#)). In addition, because PSLOs are mapped to the ISLOs, institutional dialogue on student learning is comprehensive and includes program level data ([I.B.2-11](#)). The first three-year cycle was completed in spring 2015 and the College recorded a 94% completion rate of program level assessment ([I.B.2-13](#)).

### ***Student Services, Instructional Support Services, and Administrative Services Unit Outcomes***

With the adoption of the modified Essential Learning Outcomes as the College's 4 ISLOs (see Standard I.A.3 for details), Student Services, Instructional Support Services, and Administrative Services units could create meaningful outcomes that aligned to the ISLOs. Student Services has developed outcomes for all service units, aligning them with the College's ISLOs for inclusion in collegewide dialogue as well ([I.B.2-14](#)). Student Services SLOs also follow a three-year assessment cycle that aligns with the Instructional Division. In addition, these assessment results are captured in Program Review and used to drive resource request in those areas ([I.B.2-15](#)). The Student Services Outcome and Assessment information can be found on the Outcomes and Assessment Webpage of the College Website ([I.B.2-3](#)).

Instructional Support Services at San Diego Miramar College are now primarily under the School of Planning, Research and Institutional Effectiveness, Library and Technology (PRIELT). These include Audiovisual, Instructional Computing Support, and Library. The remaining two services are housed under the School of Liberal Arts and are the Independent Learning Center (ILC) and the Personal Learning Assistance Center (PLACe). With coordination from the Collegewide Outcomes and Assessment Facilitator, all of these areas have developed outcome statements and assessment plans; have developed an aligned template in Taskstream, and follow a three-year assessment cycle, similar to the Instructional Division. In addition, these assessment results are captured in Program Review and used to drive resource requests in those areas ([I.B.2-16](#)). The outcomes and assessment information for these areas can be found on the Outcomes and Assessment Webpage of the College Website ([I.B.2-3](#)).

Lastly, while not explicitly directed by ACCJC, the College decided it would be beneficial for the Administrative Services Division to develop service unit outcomes that align with the outcomes and assessment process collegewide. This Division does not play a role in day-to-day interactions with students, but it performs critical functions by enabling the College to run smoothly and to offer all of the courses, programs, facilities and student services located therein. The College believed that to authentically assess SLOs on an institutional level, it needed to include the important functions and outcomes of Administrative Services. The Collegewide Outcomes and Assessment Facilitator worked with the Chair of the Administrative Services Program Review Committee, as well as the Vice President of Administrative Services, to develop outcome statements that accurately measured the desired outcomes of the different units and to develop an assessment template in Taskstream that would work for Administrative Services. The Administrative Services assessment cycle is annual, to align with their common practices and requirements within their units, and outcome statements and assessment information can be found on the Outcomes and Assessment Webpage of the College Website ([I.B.2-3](#)). Similar to the other service areas, these assessment results are captured in Program Review and used to drive resource requests ([I.B.2-17](#)).

### ***Institutional Student Learning Outcomes (ISLOs)***

Prior to 2013, the College was operating under a system of five ISLOs that primarily related to student outcomes in instructional ([I.B.2-18](#)). This allowed the College to develop course and program outcomes but gave little guidance for how to look at SLOs in non-instructional

areas. It also failed to provide a framework for the College to discuss how all instructional and non-instructional areas work together in supporting student learning and success, especially in relation to SLOs. In response to this need and the desire for continuous quality improvement, the College made a shift in the faculty responsibilities of the coordinator for outcomes and assessment, and updated the position to Collegewide Outcomes and Assessment Facilitator [\(I.B.2-19\)](#). This updated position allowed for collegewide coordination and participation of all divisions to create a more holistic picture of student learning.

To initiate this “sea-change” in thinking about SLOs and assessment, the Spring 2013 Retreat emphasized an evaluation of the five ISLO system and of whether or not these ISLOs were encompassing the entire student experience appropriately. The Collegewide Outcomes and Assessment Facilitator guided faculty, staff, and administrators in looking for commonalities in outcomes between diverse programs and the subsequent development of “common student learning outcomes”. This activity highlighted outcomes that represented core competencies and skills/abilities that all students shared, regardless of discipline or program. Using this as a starting point, the participants were able to compare the current five ISLO system to the American Association of Colleges and Universities’ (AAC&Us) Essential Learning Outcomes [\(I.B.2-20\)](#). These Essential Learning Outcomes were developed as part of AAC&U’s Liberal Education and American’s Promise campaign, designed to identify outcomes that prepare students for twenty-first-century challenges [\(I.B.2-21\)](#). While these new outcomes were generally supported, there was lingering concern that non-instructional areas were not adequately represented. This led to a greater dialogue and suggestions on how to modify the Essential Learning Outcomes to include language specific for non-instructional areas.

Suggestions were taken back to the College’s Instructional Program Review/ Student Learning Outcomes Assessment Cycle Subcommittee (IPR/SLOAC) and together with the Student Services/ SLOAC Subcommittee and Administrative Services Program Review Committee, a final version of the modified Essential Learning Outcomes was presented and eventually adopted by the College: [\(I.B.2-22\)](#)

- **ISLO 1: Knowledge of Human Cultures and the Physical and Natural World**  
Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study
- **ISLO 2: Intellectual and Practical Skills**  
Communication  
Critical Thinking  
Problem Solving  
Quantitative Literacy  
Information Literacy
- **ISLO 3: Personal and Social Responsibility**  
Local and global civic knowledge and engagement  
Intercultural knowledge and competence  
Ethical reasoning and action  
Foundations and skills for lifelong learning

Pursuit of high quality collegiate educational and extracurricular experiences

Successful navigation of the postsecondary education system to achieve educational goal(s)

- **ISLO 4: Integrative and Applied Learning**

Synthesis and advanced accomplishment across general or specialized studies

Demonstration of applied skills required for the student's chosen career field

These modified ISLOs were distributed collegewide and provided the framework for continued improvement of outcomes and assessment in both instructional and non-instructional areas. Notably, the new descriptors for ISLO-3 (i.e. Pursuit of high quality collegiate educational and extracurricular experiences; Successful navigation of the postsecondary education system to achieve educational goals) reflected the important work of non-instructional areas in contributing to student outcomes.

Assessment of ISLOs has also evolved over the past six years. Early assessment of ISLOs involved collection of mapping data. While this was a routine method for ISLO assessment at that time, the College didn't find this type of data informative and provided little guidance as to which areas should be addressed for improvement. To improve the assessment of ISLOs, the College utilized a student survey, to elicit information from the students and use this information to supplement the mapping already in place. The survey tool was designed in the IR PR/SLOAC Subcommittee and was then shared with Student Services and Administrative Services for feedback. Once finalized, a random sampling of courses was performed by the College's Research and Planning Analyst, the survey was distributed, and results collected. In fall 2015, the survey findings were combined with the mapping data and the Outcomes and Assessment Facilitator presented this information to the IR PR/SLOAC Subcommittee and PIEC for dialogue and inclusion in collegewide planning efforts ([I.B.2-23](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has well developed and documented outcome statements and assessment for all instructional programs and student learning and support services. Furthermore, the College has gone beyond the scope of the Standard, to include assessment of Administrative Services Units, as these perform a vital role in the ability of the student to learn and succeed. ISLO assessment thus captures information from all functions collegewide to provide a holistic picture of student learning and success.

The past six years have been a remarkable period of growth for San Diego Miramar College in the area of student learning outcomes and assessment. In parallel with the shift in thinking about Institutional Effectiveness and planning, there has been a "sea-change" in how the College approaches student learning outcomes and assessment. As noted above and described in Standard I.A.3, the College has revised the Institutional Student Learning Outcomes and Assessment process to include contributions of all areas, including instruction, student services, instructional support services, and administrative services. The

implementation of Taskstream ensures that outcomes are being assessed in all areas and that improvement strategies and action plans are informing higher-level planning for student success. While there will be continuous improvement in all areas of outcomes assessment, the comprehensive and integrated assessment of student learning outcomes and service unit outcomes exemplifies San Diego Miramar College's efforts to exceed this Standard.

As described in Standard II.A.2, SLO assessment is an integral part of the Program Review process, which has led to improvements in instruction and non-instructional areas collegewide. San Diego Miramar College will continue to enhance its current practices to optimize the improvements to courses and programs (including degrees and certificates).

**Action Plan 1:** Revise and update guides on development of SLO statements and assessment practices to include current advances in the field. Integrate information from resources such as the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U).

**Action Plan 2:** Provide more robust support to faculty and staff through the PR/SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment.

**Action Plan 3:** Investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement.

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

#### **Evidence of Meeting the Standard**

##### ***Establishing Institutional-Set Standards for Achievement (i.e. Strategic Plan Assessment)***

The Planning and Institutional Effectiveness Committee (PIEC) is responsible for coordinating efforts to develop and revise the Strategic Plan that is based on the College Mission Statement. Upon the completion of the original Fall 2013-Spring 2019 Strategic Plan ([I.B.3-1](#)), the College developed a process to assess achievement made towards the four strategic goals. This included developing institution-set standards (i.e. benchmarks) for the specified indicators and measures identified in the plan.

To prepare the College for this process, PIEC hosted a benchmarking workshop in May 2014 ([I.B.3-2](#)). The purpose of the workshop was to inform all constituencies within the College about the process of benchmarking and the use of mixed methodologies (i.e. qualitative and quantitative). Following the workshop, a cross-divisional, governance-approved workgroup, the Strategic Plan Assessment Workgroup, was created to carry out the task of designating benchmarks that would measure the College's progress in meeting its mission, and assessing achievement of these benchmarks by the mid-cycle review of Fall 2013-Spring 2019 Strategic Plan.

In fall 2014, the Strategic Plan Assessment Workgroup, under the leadership of PIEC, began the benchmarking process ([I.B.3-3](#)). The goal of the workgroup was to establish a comprehensive set of benchmarks by end of spring 2015 and produce a comprehensive



scorecard for fall 2015. Each of the 11 identified indicators (consisting of 39 measures) was benchmarked using a mixed qualitative/quantitative methodology. This ensured inclusion of multiple sources of information and content expertise, taking into consideration major trends, impact factors, and comparison points for each indicator. To capture the dialogue and data, the Workgroup utilized a worksheet [\(I.B.3-4\)](#), which provided rationale for setting the benchmarks.

The Workgroup consistently reported to PIEC to inform the committee of the progress being made [\(I.B.3-5\)](#); [\(I.B.3-6\)](#). When issues would arise at the Workgroup level, the item would be brought to PIEC for feedback and direction. This communication practice kept the benchmarking process transparent, in that PIEC is a participatory governance committee and any information shared with the committee would be reported to each respective constituency group as well as captured in the minutes. At the end of fall 2014 and spring 2015, two communications were sent out to the College indicating progress made in the benchmarking process [\(I.B.3-7\)](#); [\(I.B.3-8\)](#). At the conclusion of the process, San Diego Miramar College had created a comprehensive set of benchmarks to address many elements of the College, including, student achievement, student learning, and the student experience:

- Transfer volume
- Transfer Rate (cohort-based)
- Transfer Prepared Rate (cohort-based)
- Number of Degrees/Certificates Awarded
- Number of Degrees/Certificates Awarded by Instructional Programs
- Number of Associate Degree for Transfer (ADT)
- Completion Rate for Prepared (cohort-based)
- Completion Rate for Unprepared (cohort-based)
- Career Technical Education (CTE) Rate (cohort-based)
- Resources - Work Experience
- Resources - External Funding
- Professional Development Opportunities
- Employee Participation in Professional Development
- Perception of Professional Development
- Number of Course Sections (Fall Terms)
- Distance/Off-Campus Support Services
- Course Fill Rates
- Enrollments (Fall & Spring terms)
- Successful Course Completion Rates
- Course Retention Rates
- Satisfaction with Technology Use
- Distribution of Course Offerings
- Satisfaction with Strategic Enrollment Management
- Satisfaction with Technology Training and Professional Development
- Satisfaction with Online Courses
- Satisfaction with Innovation & Technology
- Diversity and Sustainable Activities

- Student Satisfaction Regarding Diversity
- Student Equity Plan (SEP) Indicators
- Employee Perception of Diversity
- Employee Perception of Diversity – Support
- External Partnerships
- Outreach Activities/Programs
- Articulation Agreements

In spring 2015, this information was translated into a Strategic Plan Assessment Scorecard (SPAS) that communicated and highlighted the progress made in achieving the strategic goals. The SPAS consists of four parts: an introduction, the current year goal attainment, a five-year trend analysis, and a crosswalk that maps benchmarks to Strategic Plan Goals and operational definitions [\(I.B.3-9\)](#). The SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the College Strategic Plan Goals and could be used to close the loop on the inquiry process by identifying areas in need of improvement and action. While the SPAS is one tool used to evaluate the overall health of the College, San Diego Miramar College also uses the ACCJC Annual Reports to evaluate progress made in specific Career Technical Education programs regarding licensure passage and job placement rates [\(I.B.3-10\)](#); [\(I.B.3-11\)](#); [\(I.B.3-12\)](#); [\(I.B.3-13\)](#).

***Communicating Institution-Set Standards for Achievement***

In fall 2015, the results of the benchmarking efforts and SPAS were showcased in governance meetings with all College constituencies and were ultimately adopted by the College Executive Committee (CEC) [\(I.B.3-14\)](#). This process ensured consistent and widespread communication of these benchmarks with all constituencies. The SPAS was also the focus of dialogue and action planning at the Spring 2016 Collegewide Planning Summit and were used to stimulate development of actions to mitigate gaps (see Standard I.B.9 for details) [\(I.B.3-15\)](#). The College has identified the following six gaps as priorities that will be the focus of improvement strategies for 2016-2020:

- 1) Transfer volume and rate
- 2) Degrees and Certificates
- 3) Career Technical Education Rate
- 4) Number of Course Sections
- 5) Course Completion (Student Equity Plan Metric)
- 6) Outreach programs/activities

Currently, the Strategic Plan and the Strategic Plan Assessment Scorecard are published on the Planning website [\(I.B.3-16\)](#). This is intended to allow divisions, departments, and units to identify gaps in achievement; use a structured inquiry process to address the gaps; and adjust or plan new activities to close these gaps. These benchmarks are also reviewed in instructional Program Review Reports (see Standard I.B.5 for details) and action plans are generated to address any program-specific deficiencies. The College has set standards at the program-level regardless of delivery mode (i.e. distance education or traditional) [\(I.B.3-17\)](#). Furthermore, the College analyzes and communicates the program-level standards through the Instructional Program Review process, which evaluates courses and programs regardless of delivery mode (see Standard I.B.5 for details)

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** In support of this, 69% of employee survey respondents agreed that the College has a culture of using data to determine the effectiveness of accomplishing its mission ([I.B.3-18](#)).

However, there is continuing potential for improvement in the assessment of student achievement. The Strategic Plan is the main collegewide instrument for assessing student achievement and is scheduled to undergo a full review in 2018-2019. As a result of the 2015-16 mid-cycle review of the Strategic Plan, it was updated to reflect current trends occurring in the environment. This was meant to close the loop on the collaborative inquiry process and move the College toward a culture of action. (see Standard I.B.9 for details).

Based on the Loss/Momentum Framework (LMF) and the revised Institutional Student Learning Outcomes (ISLOs), the Strategic Plan could be modified in the future to align more closely with the student experience. Indicators and measures could be identified based on mapped activities and data from program reviews across the divisions, to include not only traditional data but other more qualitative data sets that address loss/momentum points along the student experience path. The structure of the Strategic Plan could take into consideration the four phases of the student experience and provide direct links to the College's four ISLOs. The revision of this plan would provide institution-set standards organized in a streamlined fashion to provide a direct link between student achievement, learning outcomes and other functions of the College. These institution-set standards would then be directly available to programs and areas to inform their planning through the Program Review process.

- **Action Plan 1:** Perform a complete review and revision of the Strategic Plan to incorporate major elements of the Loss/Momentum Framework and Institutional Student Learning Outcomes.

## **I.B.4-The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### **Evidence of Meeting the Standard**

#### ***Organization and Use of Assessment Data using Taskstream***

In order to achieve continuous quality improvement in the area of outcomes and assessment, focus was given to the method by which the College captured and used assessment data. Prior to 2013, Course Student Learning Outcomes (CSLO) assessment data was captured using an in-house system called SLOJet ([I.B.4-1](#)). This system was useful in capturing assessment information, but did not provide a method to conduct mapping (i.e. show linkages between different levels of assessment), to collect program-level or institutional-level assessment data, to use assessment data in Program Review, or to integrate the data into higher-level planning. In fall 2012, the Outcomes and Assessment Coordinator researched several data management software platforms, including the one utilized by other colleges within the District (i.e. Taskstream), and presented this information to the College through the Planning and Institutional Effectiveness Committee

(PIEC) [\(I.B.4-2\)](#). In consideration of functionality, cost, and consistency across the District, PIEC recommended the purchase of Taskstream [\(I.B.4-3\)](#); [\(I.B.4-4\)](#). The Accountability Management System platform of Taskstream allows institutions to collect assessment data and improvement plans/ strategies; manage assessment processes and align with other college functions; and report on SLO assessment cycles easily and consistently. For San Diego Miramar College, this system allowed the College to integrate SLO assessment into the Program Review process, which informs collegewide planning and enhances institutional effectiveness by automating and standardizing information across the College.

Because Taskstream was designed for outcomes and assessment management, initial implementation was focused on development of workspaces for instructional and non-instructional outcomes assessment and creation of links between all levels of outcomes assessment and higher-level planning [\(I.B.4-5\)](#). PIEC convened the Taskstream Taskforce, with representation collegewide, to develop aligned templates and a training plan for implementation of the software [\(I.B.4-6\)](#); [\(I.B.4-7\)](#).

At the beginning of spring 2014, the Taskstream Taskforce convened a smaller Taskstream Workgroup, consisting of the Collegewide Outcomes and Assessment Facilitator; representatives from the Divisions of Instruction, Student Services, and Administrative Services; and the Dean of PRIELT [\(I.B.4-8\)](#). Within the workgroup, Student Services and Administrative Services Division's templates and workspace design were done, in collaboration with the Collegewide Outcomes and Assessment Facilitator, by co-chairs from the Student Services Program Review/ SLOAC Committee and Administrative Services Program Review Committee. The Dean of PRIELT functioned as the liaison to the Instructional Support Services areas in development of their assessment templates and plans. The coordination of these efforts by the Outcomes and Assessment Facilitator ensured that these workspaces would align with the Instructional Division and provide a seamless process for collection of outcomes assessment data. The training plans were then designed to facilitate training of faculty and staff in summer 2014 (for Instructional Support Services, Student Services, and Administrative Services) and fall 2014 (for Instruction) [\(I.B.4-9\)](#).

In the Instructional Division, the training plan included four phases to properly introduce the software and train the primary users/trainers (i.e. Deans, Department Chairs, and SLO Liaisons) [\(I.B.4-10\)](#); [\(I.B.4-11\)](#); [\(I.B.4-12\)](#); [\(I.B.4-13\)](#); [\(I.B.4-14\)](#); [\(I.B.4-15\)](#). Collegewide training occurred at the Fall 2014 Convocation, in which the College separated into the different instructional schools and the Taskstream trainers assisted with input of their Outcomes and Assessment Plans [\(I.B.4-16\)](#); [\(I.B.4-17\)](#); [\(I.B.4-18\)](#); [\(I.B.4-19\)](#).

The Collegewide Outcomes and Assessment Facilitator provided ongoing training during fall 2014 through a series of Taskstream clinics [\(I.B.4-20\)](#); [\(I.B.4-21\)](#). Furthermore, the Facilitator met with individuals, groups and departments in order to provide them with hands-on Taskstream training to address specific program or department needs.

### ***Alignment of Outcomes Assessment, Achievement and Collegewide Planning using Taskstream***

Having developed the outcomes and assessment process in Taskstream, the College needed to develop and align its Program Review processes to include outcomes and assessment and

provide consistency across the disciplines and divisions. At the beginning of fall 2014, the Taskstream Workgroup was reconvened to work on the development of the Program Review templates [\(I.B.4-22\)](#); [\(I.B.4-23\)](#). Program Review templates were developed in each respective division's Program Review Committee and brought back to the Taskstream Workgroup for status reporting and future direction (see Standard I.B.5 for details).

Several improvements in the Program Review process were implemented as a result of this dialogue. Course Assessment Findings and Action Plans, as well as Program and/or Service Area Outcomes Assessment Reports, are now included in the Program Review templates, providing integration of both processes. Results from these assessments are also directly linked to Program Goals and resource requests, establishing the connection between outcomes assessment and collegewide planning. [\(I.B.4-10\)](#); [\(I.B.4-24\)](#).

Achievement data and student characteristics, disaggregated by student population, are provided by the Research and Planning Analyst to aid in the program's evaluation of function. In addition, institution-set standards (i.e. benchmarks) for student achievement data were provided for instructional areas. The enhancement of Program Review data provided the connection between student learning/student achievement data and Program Goals [\(I.B.4-25\)](#). Lastly, Program/Service Area Goals are now mapped to the College's Strategic Plan Goals in Taskstream, which allows the College to easily identify actions plans that support the collegewide goals and further the integrated planning efforts and the College mission.

The Taskstream Program Review workspaces were implemented in fall 2015 as part of the three-year Program Review cycle (e.g. fall 2015-spring 2018). Because the Outcomes and Assessment Facilitator is a resource member to all Program Review Committees and led the efforts in development of SLO assessment and Program Review templates, this individual took the lead on training for Program Review in the Instructional Area. Prior to the fall 2015 semester, the Collegewide Outcomes and Assessment Facilitator held a training for instructional department chairs during the Chairs Academy [\(I.B.4-26\)](#). Taskstream training clinics for Program Review were also provided both in instructional and non-instructional areas [\(I.B.4-27\)](#) As modifications to the template and process occurred, the Outcomes and Assessment Facilitator has continued to coordinate and run training collegewide.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has made great strides to ensure that assessment findings and action plans (i.e. improvement strategies) are directly linked to collegewide planning. These efforts have ensured that outcomes assessment serves as the foundation for identification of improvement strategies and resource allocation that will have a direct impact on student success. In support of this, 77% of employee survey respondents agreed that student learning is considered in institutional planning [\(I.B.4-28\)](#).

However, the College is continually aimed at improving this process. The fall 2015 semester was used as a pilot to examine the integration of the outcomes and assessment process with the program review process. As expected, there were areas identified that could be used for continuous quality improvement. The Taskstream Workgroup used an online survey to solicit data and feedback from faculty and staff in the three divisions

[\(I.B.4-29\)](#); [\(I.B.4-30\)](#); [\(I.B.4-31\)](#); [\(I.B.4-32\)](#), and this information was distributed to the respective Program Review Committees in the different Divisions for discussion. The Instructional Program Review/ Student Learning Outcomes Assessment Cycle (IR PR/SLOAC) Subcommittee identified several areas for improvement, including simplification of the template, improved integration of resource request information, and a change in the timing of the program review process. The Instructional Program Review template was modified based on these recommendations, and the College recommended to move the Instructional Program Review deadline to spring instead of fall [\(I.B.4-33\)](#).

In addition, the Outcomes and Assessment Facilitator and the Co-chairs of the Budget and Resource Development Subcommittee (BRDS) worked together to create a seamless process for capture of resource request information in the Program Review template in Taskstream and creation of ranked resource request lists collegewide for BRDS consideration (i.e. BRDS Summary Spreadsheet). The revised template was piloted during the spring 2016 Program Review process [\(I.B.4-24\)](#).

In light of the increased focus on disaggregation of both achievement and student learning outcomes data for different student populations, San Diego Miramar College will continue collegewide dialogue and revise its processes to maximize effectiveness in this area.

- **Action Plan 1:** Evaluate efficiency and consistency of the Budget and Resource Development Subcommittee (BRDS) annual resource allocation process and identify strategies for improvement.
- **Action Plan 2:** Investigate the effectiveness, methodology, and use of disaggregation of both achievement and SLO data to improve student success.

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

### **Evidence of Meeting the Standard**

#### ***Program Review Process***

San Diego Miramar College has worked diligently to revise and update its integrated planning efforts by including data and information from a variety of internal and external sources to make evidence-based decisions [\(I.B.5-1\)](#). The College has focused on the continued development of the Program Review process and the inclusion of student learning outcomes and achievement data as a basis for evaluation of program effectiveness. As described in Standard I.B.4 above, the College aligned the Program Review processes across all divisions. Using Taskstream, these aligned Program Review processes were implemented in fall 2015 [\(I.B.5-2\)](#); [\(I.B.5-3\)](#); [\(I.B.5-4\)](#); [\(I.B.5-5\)](#).

Within the Program Review process, program/service area unit goals are identified within each respective division's Program Review template. To aid in the development of program goals in the Instructional Division, the Program Review template now includes course student learning outcome (CSLO) assessment data, program student learning

outcomes (PSLO) assessment reports, and student achievement data ([I.B.5-6](#)). Student achievement data include quantitative data for programs disaggregated by demographic, course, mode of delivery, and award level information, and is combined with student characteristics in a Program Scan Data Packet document for inclusion in Program Review workspaces ([I.B.5-7](#)). The Instructional Program Review template contains the following fields of information:

- **Standing Requirements**
  - **Executive Summary:** Field for Programs that wish to provide an overall summary of their Program Review.
  - **Program Mission Statement:** Field for identification of the program's Mission Statement.
  - **Program Outcomes Assessment Reports:** Field where Programs publish PSLO Assessment Report.
  - **Course SLO Action Plans: Field where the Collegewide Outcomes and Assessment Facilitator provides status of CSLO assessment cycles of courses within the program. Programs will use this field to provide timeline to complete any overdue assessment.**
  - **Program Benchmarks:** Field where Program will compare institutional benchmarks (i.e. institution-set standards) to Program expectations.
  - **Program Analysis:** Field where the Research and Planning Analyst provides the Program Scan Data Packet, including disaggregated program achievement data and student characteristics. Programs will use this field to provide a narrative analysis of how these factors, in addition to SLO assessment information and other internal/external factors, will affect program success.
  - **Program Goals:** Field where Program will identify goals for the next three-year cycle, based on Program Analysis. Program Goals must be mapped to the College's Strategic Plan Goals.
- **Cyclical Information**
  - **Action Plan:** Field used to identify Action Plans that will be used to achieve Program Goals. Action Plans include details of the activity, resource requests, and any substantiating evidence or documentation. For years where only a Program Review Update is required, Programs will update this information and add new actions or goals as needed.
  - **Status Report:** Field used to identify status on progress of Action Plan.
  - **Resource Request Form (only used for the 2015-2016 cycle):** Form used to consolidate all resource requests within the program. This information is now captured directly in the Action Plan.

Details on components of the Program Review in Instructional Support Services, Student Services, and Administrative Services can be found on the Program Review Webpage set to launch in spring 2016 and in Standards II.B.3, II.C.1, and Standard III.

### ***Integration of Program Review Process and Collegewide Planning***

San Diego Miramar College has developed a Program Review process that is now directly tied to resource allocation and higher-level planning. Resource requests must be validated in Program Review, including links to associated student learning outcomes assessment and

achievement data if applicable [\(I.B.5-8\)](#). Courses (and programs) offered in distance education (DE) mode are assessed and evaluated with the same rigor and process as those offered in traditional face-to-face mode, and as such, the assessment data collected would be used in the same manner for resource requests. These requests are then linked to the School Program Reviews and Division Plans, which ultimately feed into the College's Educational Master Plan. In addition, all Program/Service Area Goals, resource requests, and activities are now directly mapped to the College's Strategic Plan Goals, which are themselves based on the College Mission Statement. As such, both short-range and long-range needs for programs and services are captured in Program Review and channeled through higher-level plans to improve institutional effectiveness and academic quality as illustrated below:



To integrate these processes, the College has implemented Taskstream for management of SLO Assessment, Program Review, and resource allocation to help inform collegewide planning efforts [\(I.B.5-2\)](#); [\(I.B.5-9\)](#); [\(I.B.5-4\)](#); [\(I.B.5-5\)](#). Using Taskstream, San Diego Miramar College will publish Program Reviews to communicate how well it is accomplishing college and program missions, including assessment of student learning outcomes. This is accomplished through the Program Review Webpage which is scheduled to be launched spring 2017. Furthermore, the College plans on publishing the School Program Reviews. These reviews provide the overarching summaries of each program and service area program review for the public and internal/ external constituencies. These documents also provide evidence of how the College's planning framework is comprehensive and integrates Program Review with resource allocation. Other College plans that communicate accomplishment of mission and student achievement (i.e. Strategic Plan, Educational Master Plan, Division and Operational Plans) are published on the Planning website [\(I.B.5-10\)](#).



## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Program Review is a cyclical process that integrates achievement data, outcomes assessment data, institution-set standards, and qualitative analysis. The subsequent Program Goals are mapped to the Strategic Plan Goals, providing the College with a resource for assessing accomplishment of its mission. As evidence, 75% of employee survey respondents agreed that Program Review is integrated into the College planning process ([I.B.5-11](#)).

Moving forward, the College will continue to evaluate its Program Review process to ensure maximum efficacy in contributing to collegewide planning. As described in Standard I.B.4, the Program Review process in Taskstream allows for seamless integration of multiple data sources, both quantitative and qualitative, in the evaluation of Programs/ Service Areas. The College is now focused on ensuring that these evaluations are moving effectively through the integrated planning efforts described in Standard II.B.3, II.C.1, and Standard III.

- **Action Plan 1:** Examine ways to evaluate how the Action Plans arising from Program Review are aligned with Action Plans arising from Operational Plans and other collegewide forums.

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

## **Evidence of Meeting the Standard**

### ***Disaggregated Achievement Analysis through the Student Equity Plan***

In spring 2014, the State initiated the Student Equity Plan (SEP) across the California Community College (CCC) system. The SEP is meant to focus on increasing access, course completion, ESL and basic skills completion, degrees and certificates, and transfer for all students, as measured by success indicators linked to the CCC Student Success Scorecard. SEP uses success indicators to identify and measure areas for which disadvantaged student populations may be impacted by issues of equal opportunity. With the inclusion of additional subpopulations (i.e. Gender, Ethnicity, Age, DSPS status, Veteran status, access by Foster Youth, and Economically Disadvantaged) as set forth by the CCC Chancellor's Office, the College embarked upon a collective and collaborative process whereby all campus stakeholders, including students, faculty, classified staff, administrators and district personnel, engaged in widespread dialogue and reflective thought regarding the creation of the College's SEP (See Standard II.C.1 for details) ([I.B.6-1](#)).

As highlighted in the current SEP, the College has disaggregated several aspects of student achievement and used the analysis to develop goals and associated activities and strategies to mitigate gaps ([I.B.6-2](#)). A summary of specific achievement areas is as follows:

- **Course Completion:** Disaggregation of course completion has led to the development of the following strategies to increase success: 1. Increase professional

development to establish culture competency across curriculum and 2. Establish a culture to ensure that all textbooks are available on reserve at the library.

- **ESL and Basic Skills Completion:** Disaggregation of ESL and basic skills course completion has led to the development of the following strategy to increase success: Identify interventions and resources to assist students through the probationary/disqualification process.
- **Degree and Certificate Completion:** Disaggregation of Degree/Certificate completion has led to the development of the following strategy to increase success: Offer courses driven by student need.
- **Transfer:** Disaggregation of Transfer data has led to the development of the following strategies to increase success: 1. Further refine research by including completion of IGETC and CSUGE as a factor 2. Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place 3. Based on focus group and survey data, develop intentional, unavoidable interventions that will help to reduce the gap.

As noted in the action plans for the College's SEP, this work is ongoing and will continue with collegewide discussions to address student equity and to identify gaps and improvement. A plan for evaluation of each activity is outlined in the SEP as well. Additionally, the activities identified in the SEP align with the planned activities addressed in the Student Success and Support Programs (SSSP) plan and the College's Fall 2013-Spring 2020 Strategic Plan Update.

In summer 2016, the College received an audit from the State's Legislative Analysis Office (LAO), to gain a better understanding of how San Diego Miramar College uses student equity and student success categorical funding ([I.B.6-3](#)). The College was able to provide updates on how the monies are expended through showcasing example projects and the alignment of the SEP, SSSP, Basic Skills Plan, and collegewide planning efforts ([I.B.6-4](#)). In all, the data revealed that African American students were disproportionately impacted across an array of student achievement metrics at the basic skills and transfer levels. As a result, the College has implemented some supplemental services to help mitigate the student success gap for this particular ethnic group ([I.B.6-2](#)); ([I.B.6-5](#)).

#### ***Disaggregated Learning Outcomes and Achievement Analysis through Program Review***

As described in Standards I.B.2 and I.B.3, the College has made substantial progress in the development of Program Review collegewide. The Instructional Program Review Process now involves course-level and program-level student learning outcomes (SLO) assessment, as well as identification of improvement strategies to increase student success. Program resource requests and planned improvement strategies are now linked to outcomes assessment data, and these are recorded in the Program Review workspaces in Taskstream ([I.B.6-6](#)). In addition, achievement data, including student characteristics, outcomes, and productivity, is an integral part of Program Review and starting in fall 2014, programs must address institution-set standards (i.e. benchmarks) for student success, student retention, and awards conferred ([I.B.6-7](#)).

Each program's achievement data is disaggregated by demographic characteristics, course, mode of delivery, and award level for faculty consideration in Program Analysis, in the identification of gaps, and for requesting resources to mitigate those gaps (see Standard I.B.5 for more details). The College also uses the course or program to form subpopulations of

students for SLO assessment purposes. Most faculty use clustering of SLO data from students in all sections of the same course to form a subpopulation for analysis. Disaggregation at this level allows faculty to examine how course SLOs are effectively preparing students for success at the program level. Because SLOs are the basis for course success, disaggregated achievement data can also be used to evaluate the effectiveness of subpopulations in achieving identified learning outcomes. In all cases, faculty and staff evaluate the efficacy of improvement strategies in subsequent program reviews through the “Status Report” section in Taskstream [\(I.B.6-8\)](#).

### ***Disaggregated Learning Outcomes for Institutional Analysis***

Institutional SLO (ISLO) assessment has historically used indirect measurements (e.g. clustering of SLO data within subpopulations at the course or program level) [\(I.B.6-9\)](#). In the past two years, the College has focused on improving ISLO assessment and has done so by enhancing the function of the survey tool. This work was done in the Instructional Program Review/ Student Learning Outcomes Assessment Cycle Subcommittee (IPR/SLOAC), with coordination between Student Services and Administrative Services via the Collegewide Outcomes and Assessment Facilitator.

In fall 2014, the College implemented the first ISLO Survey [\(I.B.6-10\)](#). The survey focused on the 2012 ISLOs and included identification of cohorts of students based on time spent at San Diego Miramar College and by educational goal. The survey data was collected and combined with collegewide mapping data which was presented for institutional dialogue through the Planning and Institutional Effectiveness Committee (PIEC) [\(I.B.6-11\)](#).

Based on discussions, PIEC recommended revisions to the survey with an increased focus on ISLO-2: Intellectual and Practical Skills. To approach assessment from this perspective, the IPR/SLOAC Subcommittee revised the ISLO Survey tool to include both a direct measurement of learning in Critical Thinking and Quantitative Literacy and additional defined subpopulations of students for assessment [\(I.B.6-12\)](#); [\(I.B.6-13\)](#).

The College plans to implement the survey in spring 2017 and to use this disaggregated ISLO information to further inform planning collegewide, including revisions to the Strategic Plan.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has made tremendous progress in analyzing learning outcomes and achievement and linking these analyses to planning. The College is also committed to the continued development of processes that provide meaningful data that can be used for improvement.

While the College meets this Standard, there is a continuing need for improvement of mechanisms by which to disaggregate both learning outcomes and achievement data in a meaningful way. To address disaggregation analysis of achievement data, the College has hired a Research Associate, whose responsibilities will include both collegewide research requests as well as program-based requests [\(I.B.6-14\)](#). This individual will be able to fulfill requests by programs for disaggregation of achievement data that is of specific use to that program, as well as provide disaggregated program achievement data based on previously identified subpopulations (i.e. Gender, Ethnicity, Age, DSPS status, Veteran status, access by

Foster Youth, and Economically Disadvantaged). In addition, the Research Associate will work in collaboration with the Research and Planning Analyst under the School of PRIELT to provide these reports as part of the Program Review process.

The College is also in the process of investigating how results from disaggregation of achievement data could be supplemented by additional levels of SLO disaggregation. As part of these efforts, the Collegewide Outcomes and Assessment Facilitator submitted a project for funding through the SEP's Request for Proposal (RFP) process, in order to investigate the feasibility of a disaggregation study of SLOs in disproportionately impacted student populations ([I.B.6-15](#)). The funding would allow the College to purchase Taskstream's Aqua software platform, which allows for the collection of SLO assessment data directly and virtually from individual students and perform disaggregation of data by subpopulations identified through the SEP.

More recently, the College developed a strategy as part of the Institutional Effectiveness Partnership Initiative (IEPI) grant to investigate and implement disaggregation of SLO data as pilot project for pre-designated courses. The data will be utilized to provide faculty with information to assist in mitigating gaps in student success and completion. A simple Excel tool for SLO disaggregation would be developed by the campus research office, and faculty volunteers for specific courses would participate in the pilot implementation. Results and analysis will be shared with faculty to determine the value of disaggregation in assisting faculty with student success and completion.

- **Action Plan 1:** Investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement.
- **Action Plan 2:** Improve communication strategy for sharing outcomes assessment practices collegewide, best practices in SLO assessment, gaps identified through SLO assessment, and successful strategies implemented to improve student learning.
- **Action Plan 3:** Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement.

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

### **Evidence of Meeting the Standard**

#### ***Evaluation of Policies and Practices in Instructional Programs***

The College has structured its governance system to ensure the regular evaluation of policies and practices to ensure academic quality and accomplishment of mission with input from all appropriate constituencies ([I.B.7-1](#)). In the Instructional Division, the Academic Affairs Committee, comprised of Instructional Deans, Department Chairs, the Vice President of Instruction, the Vice President of Student Services, and the Articulation Officer, regularly reviews a range of processes and practices related to instructional programs as stated in the Committee Goals:

- Discussion of instructional operational issues including class scheduling, enrollment management and educational policy matters.
- Facilitation of enrollment procedures.
- Implementation, review, and recommendations to the pertinent sections of the San Diego Miramar College Strategic Plan.
- Review and recommendation of revisions to the Instructional Division Plan as part of the San Diego Miramar College Integrated Planning process.

The Committee also receives recommendations from its Subcommittees (i.e. Distance Education, Honors, Academic Standards, Basic Skills and Instructional Program Review/ Student Learning Outcomes Assessment Cycle) on matters of academic quality and instructional policies and practices. The primary tool used for evaluation of instructional programs is the Program Review process (see Standard I.B.5 for details), and this process is evaluated on a yearly basis the Instructional Program Review/ Student Learning Outcomes Assessment Cycle (IPR/SLOAC) Subcommittee as stated in the Committee Goals [\(I.B.7-2\)](#).

Policies and practices that affect courses and programs offered in distance education (DE mode) are evaluated in the same way as those offered in traditional mode. The DE Subcommittee is responsible for evaluation of DE courses, learning programs, and related student and learning support services and for recommendation of changes to increase effectiveness of student learning [\(I.B.7-3\)](#). As an example, recent work by the DE Subcommittee resulted in the recommendation that all faculty teaching online courses complete online training [\(I.B.7-4\)](#).

Any recommendations that come as a result of these evaluations in any Subcommittee are passed to Academic Affairs for discussion. From there, recommendations are discussed in the Academic Senate and final recommendations are passed to the College Executive Committee (CEC) and other constituency groups for approval. This robust level of oversight ensures that all constituencies are a part of the evaluation process, and maximizes the potential for effectiveness.

A primary example of how this evaluation process has been effective is the recommendation by Academic Affairs to investigate and develop ideas to enhance the Strategic Enrollment Management (SEM) process [\(I.B.7-5\)](#), [\(I.B.7-6\)](#). SEM is a very broad concept which encompasses many elements that interact to meet student need and maximize student success. Two fundamental elements of SEM are student learning outcomes and student achievement, but an optimal plan includes consideration of these elements in light of educational goals, scheduling, course sequencing, resources, and program requirements. Since 2010, the College has evaluated its SEM process and implemented changes to maximize effectiveness. For example, the College has modified its Program Review process to highlight the critical roles of student learning outcomes and achievement. By utilizing the Program Review process in Taskstream and combining it with qualitative data from collegewide discussions, the College can holistically investigate the frequently encountered systems, protocols, departments and personnel that each and every student encounters on the way to completion. This provides context and evidence for dialogue on the development/improvement of the College's SEM guiding principles in the following ways:

- Student outcomes and achievement data are readily available in Program Review, providing opportunity for identification of specific improvement strategies to address scheduling issues and an organized means of collecting this information for SEM purposes.
- Development of goals and strategies for SEM can be organized in line with Program Review, and once the strategies are developed, assessment, feedback and evaluation can be managed using Taskstream.
- Because the SEM guiding principles dialogue is grounded in Program Review, it remains focused on student success and will require collaboration and continued communication moving forward.
- All divisions and programs have goals that are directly linked to the College's Strategic Plan Goals through Program Review and thus, the SEM guiding principles will align with and support accomplishment of the College mission.

As evidence of this work, San Diego Miramar College has created Strategic Enrollment Management Guiding Principles (I.B.7-6). This document was developed in the Academic Affairs Committee in collaboration with the Vice Presidents, the Deans and the Department Chairs, and in conjunction with realistic projections of current trends in the College and the District, as well as internal and external factors that may affect the trajectory of campus planning.

***Evaluation of Policies and Practices in Student and Learning Support Services***

Similar to the instructional programs, the governance structure reflects the need for evaluation of policies and practices in student services and learning support services as well. The Student Services Committee has goals focused on student services:

- To facilitate and foster a caring learning environment to promote successful student outcomes.
- To develop materials and systems for providing students with information necessary to assure successful choices of programs and courses.
- To facilitate and foster a campus environment that promotes student health and wellness through a Health Services subcommittee.
- To update and implement the College Matriculation Plan through a matriculation subcommittee.
- To coordinate commencement through a graduation subcommittee

In addition, the Student Services Committee receives recommendations from the Student Services Program Review/ SLOAC Subcommittee (SS PR/SLOAC). As in instruction, the primary tool used for evaluation of student services is the Program Review process, and this process is evaluated on an annual basis in the SS PR/SLOAC Subcommittee.

Currently, there is not a specific committee charged with evaluation of policies and practices in Learning Support Services. However, as described in Standard I.B.1, College restructuring and the creation of the School of Planning, Research, Institutional Effectiveness, Library and Technology (PRIELT) has resulted in coordination of the Program Review process in this area by the Dean of PRIELT. In addition, the Collegewide Outcomes

and Assessment Facilitator has functioned as the liaison between Learning Support Services and other areas of the College in the processes for evaluation and program review.

### ***Evaluation of Policies and Practices in Resource Management***

Please see Standard III.D.5 for details.

### ***Evaluation Policies and Practices in Governance***

Please see Standard IV.A.7 for details.

### ***Organization of Evaluation Efforts***

At the college level, the Planning and Institutional Effectiveness Committee (PIEC) is responsible for overseeing evaluation processes and ensuring effectiveness.

As discussed in Standard I.B.1, PIEC recommended the adoption of the Preventing Loss/Creating Momentum Framework (LMF) to help organize the dialogue surrounding institutional performance as it relates to the student experience ([I.B.7-7](#)). This framework also emphasizes evaluation of the underlying factors that affect the student experience:

- **Policies** are set by the District Board, in alignment with Board Policy *BP 2410*: and Administrative Procedure *AP 2410: Policy and Administrative Procedures*. However, informal policies are often set by the College, District, and/or state that can both create limitations and provide milestones for students.
- **Practices** are often used by both faculty and staff across the College and can influence student learning and achievement in both positive and negative ways.
- **Programs** are available across the institution to support students academically or financially and also have structures and regulations that impact a student's ability to benefit from that program.
- **Processes** are embedded across the institution that must be navigated by the students in order to reach completion.

PIEC also receives information from the Research Subcommittee and Budget and Resource Development Subcommittee and is responsible for overseeing review and update of collegewide Operational Plans. Consideration of this information in relation to the Strategic Plan Goals and Mission Statement provides a platform for PIEC to evaluate policies and practices and their effectiveness collegewide.

The District's process for regularly evaluating its policies and practices encompasses all areas including instructional programs, student learning support services, resource management, and governance. All Board Policies and Administrative Procedures undergo a comprehensive review every six years in accordance with *AP 2410* ([I.B.7-8](#)) to ensure currency and compliance with state and federal law. The review process involves broad input from the various constituent groups throughout the organization. All Board Policies and Administrative Procedures are posted on the District website ([I.B.7-9](#)) in the following areas: Board Operations, Information Technology, District Governance, Instructional Services, Student Services, Human Resources, Business Services, and Facilities and Equipment Services.

The Chancellor's Cabinet comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor each establish annual goals and provide an overall assessment of accomplishments and

effectiveness of operations that is individually discussed with the Chancellor. Collectively, these goals reflect priorities across all areas of the organization including instructional programs, student and learning support services, facilities management and resource management.

The District Administrative offices regularly evaluates their practices to assure their effectiveness in supporting academic quality and the accomplishment of the District's mission within its District divisions and participatory governance councils and committees. An annual comprehensive assessment of the governance councils and committees allows members to address concerns and recommend improvements. The District divisions and departments engage in an annual planning and self-assessment process that involves the establishment of planning goals, and objectives, and annual assessment of outcomes, along with recommendations for future action to ensure support for academic quality and accomplishing the District's mission. See I.C.5. and IV.A.7 for more details.

#### *Distance Education:*

There is no difference from the evaluation and assessment processes of District divisions, departments, councils, and committees in the review and evaluation of distance education policies, practices, and procedures. Board Policy *BP 5020: Curriculum Development* ([I.B.7-10](#)) and Administrative Procedure *AP 5105: Distance Education* ([I.B.7-11](#)) define and classify a course offered through distance education and outline practices that support academic quality and the mission of the District.

For example, in both District and college practices there is an accurate and consistent application of the distance education policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade). In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses ([I.B.7-12](#)).

Additional District policy and procedure address the process for awarding credit for distance education programs ([I.B.7-10](#)). Curricula and program standards are consistent for all courses and programs of study regardless of location or mode of delivery. Furthermore, course credit, degrees and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. The last reviews of *BP 5020* and *AP 5020* were conducted according to *BP 2410* and *AP 2410* in 2016 ([I.B.7-13](#)); ([I.B.7-14](#)).

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College's Strategic Plan, Mission Statement, governance structure, and the Loss/Momentum Framework provide a system for evaluation of the four underlying factors that can affect student success (i.e. policies, practices, programs, & processes). These factors affect all areas of the institution, including instructional programs, student and learning support



services, resource management, and governance processes and are aimed at effectively supporting academic quality and accomplishment of the College mission.

To further these efforts, in spring 2015 the College applied for and was awarded an Institutional Effectiveness Planning Initiative (IEPI) grant run by the California Community Colleges Chancellor's Office ([I.B.7-15](#)). IEPI is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success, while also reducing accreditation sanctions and audit findings. Through the grant, the College will work with a Partnership Resource Team (PRT) with the goal to develop a more robust Strategic Enrollment Management plan that is grounded in the college mission, utilizes program review and integrated planning data, and considers the LMF to improve student success.

While there is a robust system of evaluation in place, the College is currently focusing on enhancing the evaluation of the governance system and its effectiveness in supporting collegewide policies and practices to increase student success. This effort is being spearheaded by the College Governance Committee, in collaboration with representatives from all constituencies. Primary work has focused on creating a governance committee evaluation tool.

- **Action Plan 1:** Develop and implement the “College Governance Assessment Tool” to evaluate governance committees.

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

#### **Evidence of Meeting the Standard**

##### ***Communication through the College Website***

One of the major lines of communication for San Diego Miramar College is the College Website. The College communicates results of assessment and evaluation, including the identification of strength and weakness, using this technology. These communications frequently include evaluation at the course, program and institutional levels, in addition to cyclical reports and assessments. From the College's main webpage, under the “About” tab is the “Institutional Effectiveness” subheading, which includes results of assessment and evaluation activities within the following areas:

##### **Institutional Research** ([I.B.8-1](#))

This site provides specific research data and information to enhance the College's culture of collaborative inquiry and evidence, including

- **Research Agendas-** Provides documents that specify ongoing research requests which are mapped to the College's strategic goals.
- **Research Requests-** Provides information to end-users on how to request data, organized by type of request (e.g. public request, general request, special request, and external request).

- **Research Reports-** Provides ongoing, published research reports, organized by categories (e.g., Enrollment, Student Profiles, Ad-hoc Reports).
- **Best Practices-** Provides information on best research practices/data used at the College.
- **Resources-** Provides other useful resources, such as the California Community Colleges Chancellor's Office Data Mart.
- **FAQs-** Provides answers to frequently asked questions regarding research requests, data requests and locating appropriate data sources.

### **Accreditation** [\(I.B.8-2\)](#)

This site provides specific information regarding Accreditation, including

- **Accreditation Resources-** Provides information on Accreditation provided by ACCJC (e.g. Guides and Manuals).
- **Accreditation Reports and Records-** Provides information on the various Miramar Accreditation reports submitted to ACCJC (i.e. Mid-term Reports, Annual Reports, and Self- Study/Evaluation Reports)

### **Institutional Effectiveness Partnership Initiative (IEPI)** [\(I.B.8-3\)](#)

This site provides specific information regarding the statewide IEPI initiative, including

- **What is IEPI?** - Provides a brief overview of IEPI.
- **Three components of IEPI-** Provides detail about the IEPI initiative.
- **Supporting Documents-** Provides supporting documents to further explain the IEPI, as well as college documents in response to the initiative.

### **Outcomes and Assessment** [\(I.B.8-4\)](#)

This site provides information on the development, implementation and use of student learning/ service unit outcomes assessment and related work, including

- **Student Learning/ Service Unit Outcomes Statements-** Provides information on development of SLO/ SUO statements, as well as outcome statements at the course, program, service area, and institutional levels.
- **Assessment Plans-** Provides guides and information for the development of SLO/ SUO assessment plans.
- **Assessment Resources-** Provides additional resources to assist faculty and staff with the implementation of SLO/ SUO assessment (e.g. information from the National Institute for Learning Outcomes Assessment (NILOA), Taskstream user guides, and the American Association of Colleges and Universities' Essential Learning Outcomes).
- **Current Assessment Activities-** Provides link to the Taskstream system for management of assessment activities, as well as examples of current activities and assessment tools such as rubrics.
- **Evidence of Student Learning-** Provides collegewide reports on the results of outcomes assessment and links to individual assessment reports.

- **Use of Student Learning Evidence-** Provides information on how the College uses SLO/ SUO assessment to improve student learning and student success.

### **Planning** [\(I.B.8-5\)](#)

This interactive site provides specific information regarding the College’s integrated planning efforts, including

- **Mission/Vision Statement-** Provides overall planning framework for the College.
- **Student Success Framework for Long-term Integrated Planning Diagram-**Refer to I.B.9 for details.

### **Student Success Scorecard** [\(I.B.8-6\)](#)

This site provides specific information on the California Community College’s Student Success Scorecard for San Diego Miramar College. In particular, the scorecard reports across five metrics (i.e. Completion, Persistence, 30 Units, Remedial, and CTE).

### ***Communication through Collegewide Presentations and Publications***

While the College Website is a valuable tool for communication of documented evidence to students, faculty and the public at-large, the College also highly values the type of communication that can elicit feedback, through discussion and collegewide dialogue. For the past six years, the College has held Convocations each fall and spring (with the exception of spring 2016) to communicate critical information from evaluation and assessment activities; to ensure wide-spread awareness of strengths and weakness; and to solicit collegewide feedback for development of plans to mitigate gaps moving forward. A major focus during this time has been on learning outcomes and assessment and on institutional effectiveness in planning. Both of these topics have been highlighted at convocations, retreats and summits for the past six years as the College has developed policies, practices and processes to establish meaningful systems on campus that enhance student success [\(I.B.8-7\)](#); [\(I.B.8-8\)](#); [\(I.B.8-9\)](#); [\(I.B.8-10\)](#); [\(I.B.8-11\)](#); [\(I.B.8-12\)](#); [\(I.B.8-13\)](#); [\(I.B.8-14\)](#); [\(I.B.8-15\)](#); [\(I.B.8-16\)](#). Collegewide publications are also used for dissemination of results from various assessments and evaluations, for example the Strategic Plan Assessment Scorecard and ISLO Assessment Summary [\(I.B.8-17\)](#); [\(I.B.8-18\)](#).

Divisional and Operational Plans also provide summaries of the strengths and weaknesses collegewide, as well as plans to mitigate gaps to improve student success [\(I.B.8-19\)](#); [\(I.B.8-20\)](#); [\(I.B.8-21\)](#). These plans are circulated through the governance system, as well as through collegewide email communications, and are also found on the Planning Website through the Student Success Framework for Long-term Integrated Planning diagram, which contains active links to all plans therein [\(I.B.8-5\)](#).

### ***Communication through the Planning and Institutional Effectiveness Committee (PIEC)***

The PIEC is a cross-constituency, participatory governance committee [\(I.B.8-22\)](#). PIEC meets on a bimonthly basis and serves as the College’s primary group for oversight of College planning, evaluation of processes, and coordination of efforts to set priorities that will benefit the largest facets of the institution (see Standard I.B.5 for details). PIEC regularly communicates with the constituencies and the College Executive Committee to relay important items for collegewide distribution [\(I.B.8-23\)](#).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College utilizes multiple methods to broadly communicate the results of all of its assessment and evaluation activities. This allows constituencies to understand strengths and weaknesses collegewide and to subsequently prioritize actions that will ensure alignment with the College mission. For example, since the communication of the 2015-16 Strategic Plan Assessment Scorecard, the College has set priorities on activities which will mitigate gaps identified through the benchmarking process.

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

## **Evidence of Meeting the Standard**

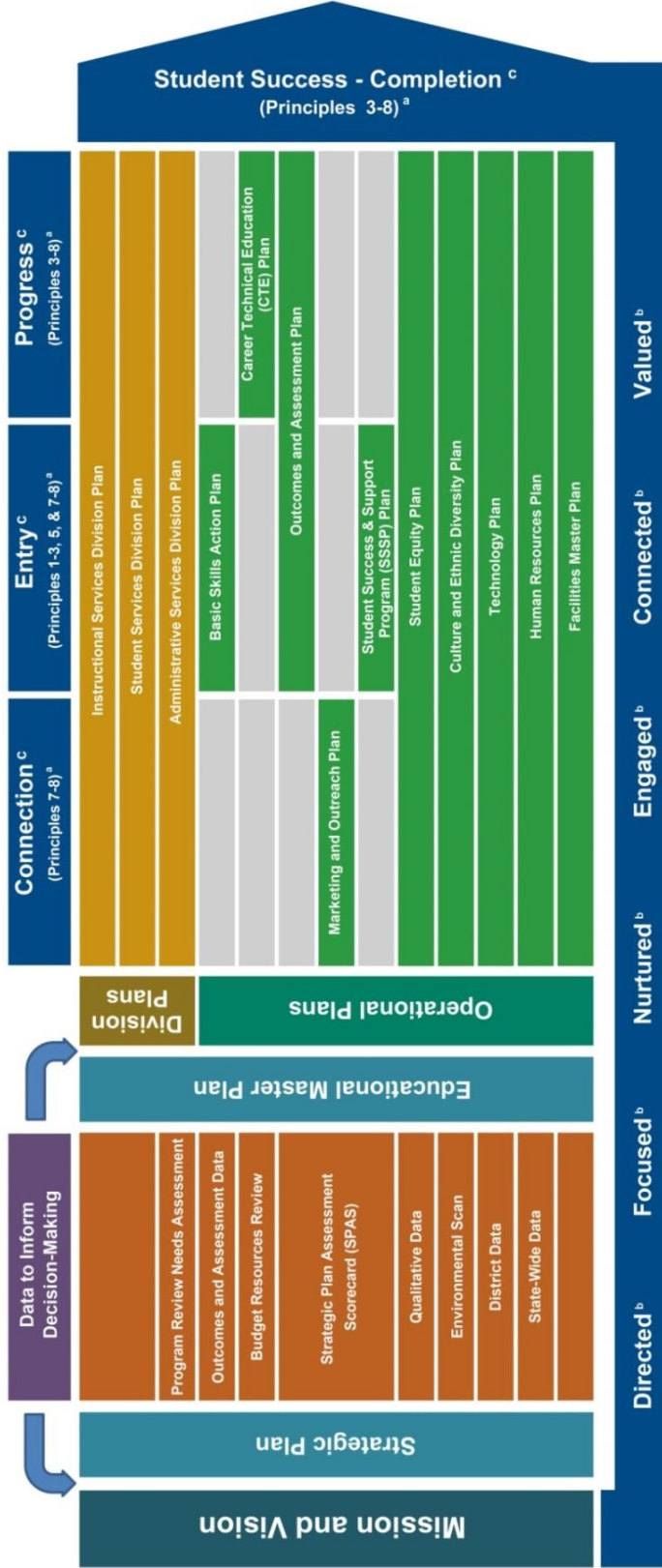
### ***Student Success Framework for Long-term Integrated Planning***

The College has taken great strides in the engagement of continuous, broad-based, systematic evaluation and planning. Standard I.B.1 explains how the College has developed and maintained a culture of collaborative inquiry focused on the student experience. One result of this structured dialogue was the implementation of the Roadmap to Student Success. Standard I.B.3 explains how the College has maintained its culture of evidence by engaging in the mid-cycle review of the Fall 2013-Spring 2019 Strategic Plan and production of the Strategic Plan Assessment Scorecard. Finally, Standards I.B.4 and I.B.5 explain how the College aligned and integrated the outcomes assessment and program review processes using Taskstream.

In spring 2016, during the Accreditation self-evaluation process, several gaps were identified and targeted for improvement ([I.B.9-1](#)). One such gap was in the lack of integration between the Roadmap to Student Success and the College's planning processes. In addition, there was concern on how the program review and outcomes assessment processes were operationally informing short-term and long-term planning. To close the identified gaps, the College created the Student Success Framework for Long-term Integrated Planning diagram as shown below:

# SAN DIEGO MIRAMAR COLLEGE

## Student Success Framework for Long-Term Integrated Planning • Fall 2016 - Spring 2020



<sup>a</sup> Principles of Redesign (Source: Completion By Design Initiative)  
<sup>b</sup> Six Factors of Student Success (Source: Student Support Redefined Initiative)  
<sup>c</sup> Loss/Momentum Framework (Source: Completion By Design Initiative)

See Annual Planning Cycle/Calendar for specific details

CEC Approved 5/3/16

The College's previous integrated planning diagram included both short- and long-term planning processes, which provided too much information and did not clearly represent the college's processes. Therefore, the College developed a long-term planning framework and integrated the short-term planning information into the College's annual planning calendar. In spring 2016, the new framework and calendar were approved and provide an example demonstrating the College's commitment to continuous, broad-based, systematic evaluation and planning ([I.B.9-2](#)).

The College's Student Success Framework for Long-term Integrated Planning diagram places a clear emphasis on the fundamental role of the Mission and Vision Statements and Strategic Plan in guiding all collegewide plans. It provides a framework for developing long-term plans and is informed by multiple data sources/processes. Specifics of the integrated planning framework are as follows:

- **Student Success Framework** is predicated on the Roadmap to Student Success by integrating Loss/Momentum Phases, Six Factors of Student Success, and Eight Principles of Redesign. The Six Factors of Student Success serve as the College's "bottom line" in emphasizing student growth, while the Loss/Momentum Phases delineates the phases students move through from connection to completion in achieving their educational objectives. In all, it provides a contextualized framework for how the College maintains collaborative inquiry in dialoging about the student experience.
- **The Strategic Plan** is based primarily on the College Mission and Vision Statements, with consideration of program review information, environmental scan data, and current trends. The Fall 2013-Spring 2020 Strategic Plan, updated during the mid-cycle review, includes four goals; strategies to achieve the goal; indicators and measures to show progress toward achieving the goal; and planned activities that provide concrete actions on implementing the goal. The Strategic Plan is assessed/updated on a three-year cycle and upgraded on a seven-year cycle and serves as an overarching structure for development of other plans collegewide ([I.B.9-3](#)).
- **Data to Inform Decision Making** includes the key data sources and processes used to inform long-term planning, including
  - **Program Review/Outcomes and Assessment Data:** Program Review processes in instructional and non-instructional areas are used as the central mechanism to identify strategies to improve student success. Program Review provides analysis of program specific data, including SLO/SUO assessment at the course, program and service area level; disaggregated student achievement data; and internal and external factors affecting student success. It is also used to identify resource needs collegewide, which informs the Budget Resources Review and operational plans such as the Human Resources Plan.
  - **Budget Resources Review:** The Budget and Resource Development Subcommittee provides information on how resources are allocated based on the program review process through the annual Budget Resources Review process.
  - **Strategic Plan Assessment Scorecard (SPAS):** The SPAS provides

institution-set standards (i.e. benchmarks) for student achievement, student learning, and the student experience.

- **Qualitative Data:** Provides link to the “Student Success Dialogue Data Packet,” which contains qualitative data to inform student success.
  - **Environmental Scan:** Provides a link to the “Environmental Scan on Communities Served by San Diego Miramar College,” which includes a comprehensive review of the environment surrounding the College.
  - **District Data:** Provides a link to the District Institutional Research and Planning website that supports the planning and decision-making efforts throughout the District.
  - **Statewide Data:** Provides a link to the California Community Colleges Chancellor’s Office (CCCCO) Management Information System Data Mart, which contains information about students, courses, student services, outcomes, and faculty and staff.
- **The Educational Master Plan** is comprised of planning trends, organized under the Loss/Momentum Framework, and provides summaries of all Division Plans. The Educational Master Plan is reviewed/updated on a three-year cycle and upgraded on a seven-year cycle. [\(I.B.9-4\)](#). The mid-cycle review of this plan is scheduled for 2016-17 academic year.
  - **The Division Plans** include summations of the Division’s programs and/or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Divisions include Instructional Services, Student Services and Administrative Services. [\(I.B.9-5\)](#); [\(I.B.9-6\)](#); [\(I.B.9-7\)](#). The mid-cycle review of these plans is scheduled for 2016-17 academic year.
  - **The Operational Plans** are assigned to a specific area or a participatory governance group whose charge has collegewide focus and include goals and actions directly aligned with Strategic Plan Goals. These Operational Plans include the Basic Skills Action Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, Marketing and Outreach Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, Culture and Ethnic Diversity Plan, Technology Plan, Human Resources Plan, and Facilities Master Plan [\(I.B.9-8\)](#); [\(I.B.9-9\)](#); [\(I.B.9-10\)](#).

The Student Success Framework for Long-term Integrated Planning is meant to provide a clear, visual connection between all long-term planning activities and processes at San Diego Miramar College and to illustrate the College’s culture of action.

### ***Short-term Integrated Planning***

Included in the Student Success Framework for Long-term Integrated Planning diagram is a link to the College’s Annual Planning Cycle/Calendar. The Annual Planning Cycle/Calendar provides a timeline and specific items for short-term planning and assessment, and is driven by the annual Program Review process for all divisions. The Program Review process identifies program and service area goals; evaluates and analyzes progress towards meeting goals; and specifies future plans and necessary resources for achieving those goals [\(I.B.9-11\)](#).

- **Instructional, Student Support Services, and Instructional Support Services Program Review** occurs on a three-year cycle, with interim annual

updates, and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests at the program and service area level. All of this information is developed in consideration of outcomes assessment data and achievement data (where appropriate) and is used to develop Division Plans, which inform higher-level, long-term planning. All goals are also mapped directly to the College's Strategic Plan Goals.

- **Administrative Services Program Review** occurs on a yearly cycle and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests in these areas. All of this information is developed in consideration of service unit outcomes data. This information is used to develop Administrative Services Division Plans, which inform higher-level, long-term planning. All goals are also mapped directly to the College's Strategic Plan Goals.

Please refer to Standards III.A-D regarding details on planning efforts related to human, physical, technology, and financial resources.

### ***Addressing Short- and Long- Term Needs through the Planning and Institutional Effectiveness Committee***

The Planning and Institutional Effectiveness Committee (PIEC) is responsible for ensuring that institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources, in alignment with Board Policy and Procedure *BP/AP 3225: Institutional Effectiveness*. As described in Standards I.B.5 and I.B.8, PIEC is charged with continuous oversight of systemic evaluation and planning by:

- Coordinating, evaluating, and updating the College's Integrated Planning Process.
- Reviewing and updating the planning calendar and work flow diagram of the College's Annual Planning Cycle.
- Providing leadership for the review and revision of the College's Educational Master Plan and Operational Plans.
- Assessing the College's Strategic Plan.
- Recommending revisions to the College's Mission and Vision Statements.
- Ensuring that the Outcomes and Assessment process is aligned with the College's Integrated Planning Process to facilitate student success.

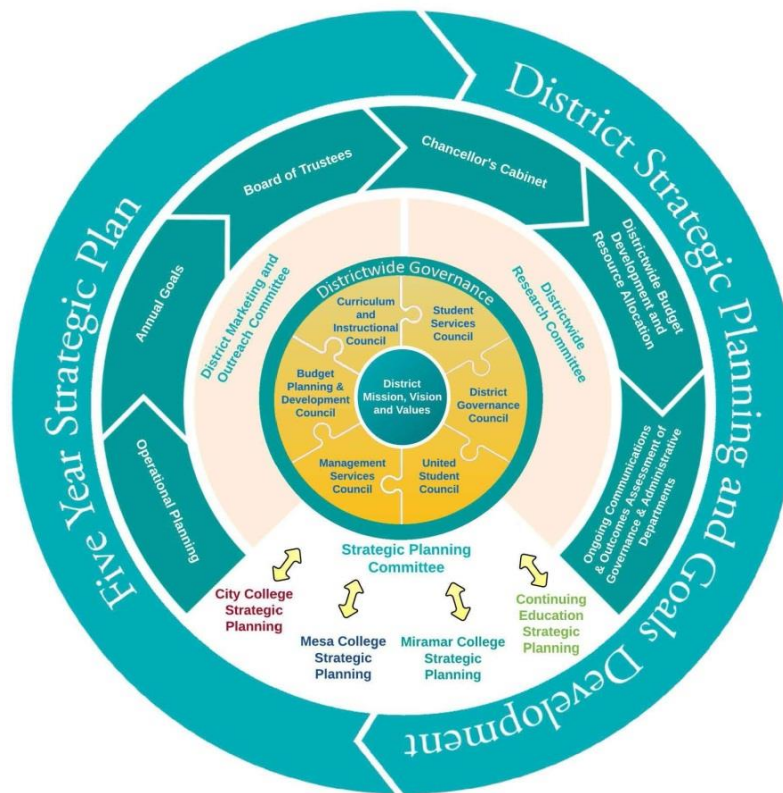
In addition, PIEC has two subcommittees, the Budget and Resource Development Subcommittee and the Research Subcommittee, which provide information necessary for effective institutional planning. Currently, the critical process of outcomes and assessment is being integrated into the PIEC charge, as the Committee is considering the addition of a Collegewide Outcomes and Assessment Subcommittee.

The San Diego Community College District has been engaged in an evaluation of its integrated planning processes. Based on the evaluation of its planning practices, the Chancellor's Cabinet and District Governance Council developed a *Districtwide Integrated Planning Framework Model* to visually represent its planning processes in a comprehensive framework ([I.B.9-12](#)); ([I.B.9-13](#)).



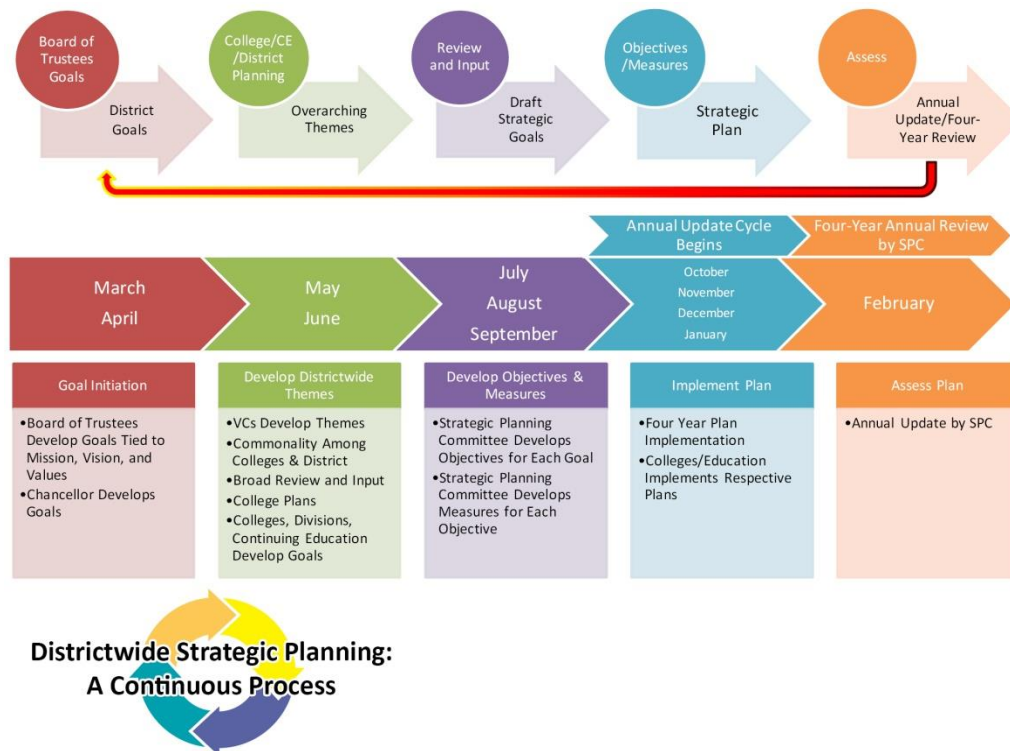
The District's framework model describes its concept of integrated planning, including the participation by stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 is the overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occurs at the District Office and links to the fulfillment of the mission of the District and to its effectiveness. The model is periodically reviewed and refined. It was last approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015.

Figure 1. Districtwide Integrated Planning Framework Model



The Districtwide Integrated Planning Framework Model addresses short range and long range needs in the development and review of the four-year Strategic Plan. As outlined in Figure 2, Strategic Plan and Development Cycle, the Strategic Plan development involves the Board of Trustees goals, District priorities, and a consideration of District, College, and Continuing Education plans by the Chancellor’s Cabinet which results in an articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and staff represents these broad themes in goals, objectives, and measures for a four-year period. Each year, the Districtwide Strategic Planning Committee coordinates a review of the strategic plan objectives and publishes an Annual Update and four-year assessment ([I.B.9-14](#)); ([I.B.9-15](#)).

Figure 2. Strategic Plan Development & Evaluation Cycle



The District’s integrated planning model and strategic planning process demonstrate that it has a framework for integrated planning and resource allocation, and evaluates short range and long range objectives.

*Distance Education:*

The District’s evaluates its distance education practices to assure that distance education is delivered effectively and with the highest academic quality. An assessment of distance education courses is conducted by constituent groups with an expertise in curriculum. Each proposed or existing course offered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow established curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the instructor will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy *BP 5020: Curriculum Development (I.B.9-16)* and Title 5 of the California Code of Regulations, Section 55374.

The District’s Online & Distributed Learning department through the development of the SDCCD Online Learning Pathways program assesses staff needs through workshop surveys *(I.B.9-17)*. Online students are surveyed every other year (annually prior to 2014) *(I.B.9-18)*.

Through these practices which are evaluated regularly, distance education courses (and programs) are continuously improved to meet the highest standards of quality.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has developed and supported a culture of evidence, collaborative inquiry and action. Furthermore, the College has gone through a reorganization of structures/processes that enhance planning and institutional effectiveness and now has the necessary resources to update its research infrastructure to better support the College's needs. In support of this, 79% of employee survey respondents agreed that the College is committed to high quality education, student learning, and achievement ([I.B.9-19](#)).

In the spirit of continuous quality improvement, the College has developed plans in the following areas:

- **Action Plan 1:** Continued development of the College's research capabilities to provide program-specific data disaggregated by student population, as well as division-specific data, which align with Strategic Plan Goals.
- **Action Plan 2:** Integration of the SPAS institution-set standards and identified gaps with Operational and Division plans to inform activities and improvement strategies (i.e. "closing the loop").

### **Master list of Evidence for Standard I.B.**

[I.B.1-1: Taskstream Strategic Goal Map](#)

[I.B.1-2: Instructional Division Program Review Report 2015-16](#)

[I.B.1-3: Student Services Division Program Review Report 2015-16](#)

[I.B.1-4: Administrative Services Division Program Review Report 2015-16](#)

[I.B.1-5: Taskstream Webpage](#)

[I.B.1-6: MBEPS School Program Review Report 2015-16](#)

[I.B.1-7: 2016-17 Collegewide Outcomes and Assessment Facilitator Announcement](#)

[I.B.1-8: 2012 Institutional Effectiveness Survey Results](#)

[I.B.1-9: BRIC Technical Assistance Program Inquiry Guide, p. 18](#)

[I.B.1-10: Spring 2013 Convocation SLO Presentation](#)

[I.B.1-11: Spring 2013 Retreat SLO Presentation](#)

[I.B.1-12: Fall 2013 Convocation Outcomes Assessment Presentation](#)

[I.B.1-13: Spring 2014 Workshop Outcomes Assessment Presentation](#)

[I.B.1-14: Fall 2014 Convocation Taskstream Presentation](#)

[I.B.1-15: Miramar College Institutional Student Learning Outcomes Webpage, p. 2](#)

[I.B.1-16: San Diego Miramar College Catalog 2016-17, p. 131](#)

[I.B.1-17: Biology Program Assessment Report Example](#)

[I.B.1-18: Institutional Student Learning Outcomes Assessment Fall 2015](#)

[I.B.1-19: Institutional Student Learning Outcomes Draft Survey Fall 2016](#)

[I.B.1-20: 2007-2013 Strategic Plan Scorecard](#)

[I.B.1-21: Math Department Program Review Report 2015-16](#)

[I.B.1-22: Math Program Scan Data Packet 2014-15](#)

[I.B.1-23: Instructional Program Benchmark Form](#)

[I.B.1-24: Instructional Program Benchmark Results](#)  
[I.B.1-25: 2016 Planning Summit Agenda](#)  
[I.B.1-26: Basic Skills Subcommittee Minutes 10/19/15, p. 3](#)  
[I.B.1-27: Basic Skills Subcommittee Minutes 4/18/16, pp. 2-3](#)  
[I.B.1-28: Basic Skills Subcommittee Minutes 8/17/15, p. 2](#)  
[I.B.1-29: Basic Skills Action Plan 2013-14](#)  
[I.B.1-30: Basic Skills Action Plan 2014-15](#)  
[I.B.1-31: Basic Skills Action Plan 2015-16](#)  
[I.B.1-32: Student Equity Plan 2015-16](#)  
[I.B.1-33: Fall 2012 San Diego Miramar Retreat Agenda](#)  
[I.B.1-34: Fall 2012 SDMC Retreat Outcomes](#)  
[I.B.1-35: 2011-12 Institutional Effectiveness Report](#)  
[I.B.1-36: 2013 Institutional Effectiveness Survey Results](#)  
[I.B.1-37: College Executive Committee Minutes 8/27/13, p. 2](#)  
[I.B.1-38: Dean of PRIE, Library and Technology Job Announcement](#)  
[I.B.1-39: PIEC 03/14/14 minutes, p. 3](#)  
[I.B.1-40: Loss-Momentum Framework Inquiry Guide, pp. 13-18](#)  
[I.B.1-41: Spring 2014 San Diego Miramar College Retreat Agenda](#)  
[I.B.1-42: San Diego Miramar College Retreat Presentation Spring 2014, pp. 25-47](#)  
[I.B.1-43: San Diego Miramar College Retreat Presentation Spring 2014, pp. 48-58](#)  
[I.B.1-44: Spring 2014 Retreat Theme Analysis](#)  
[I.B.1-45: Instructional Services Division Six-Year Plan 2014-2020](#)  
[I.B.1-46: Student Services Division Six-Year Plan 2014-2020](#)  
[I.B.1-47: Administrative Services Division Six-Year Plan 2014-2020](#)  
[I.B.1-48: Miramar College Educational Master Plan Fall 2014-Spring 2020](#)  
[I.B.1-49: Fall 2014 Convocation Agenda](#)  
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# **Standard I: Mission, Academic Quality and Institutional Effectiveness**

## **Standard I.C.: Institutional Integrity**

**Administrative Tri-Chair: Fred Garces**

**Faculty Tri-Chair: Mara Palma-Sanft**

**Classified Tri-Chair: Sean Young**



**SAN DIEGO  
MIRAMAR  
COLLEGE**

## STANDARD I.C. INSTITUTIONAL INTEGRITY

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

### Evidence of Meeting the Standard

San Diego Miramar College is committed to providing accurate and clear information for students, personnel and the public in regards to mission, learning outcomes, educational programs, student support services, and accreditation status. To best communicate institutional information, the College uses multiple methods, including the College Website, “Miramar Touch” mobile app, Twitter, the College Catalog, course schedules, email, electronic signs and screens, bulletin boards, printed materials for both institutional and programmatic communication, and person to person interaction [\(I.C.1-1\)](#); [\(I.C.1-2\)](#). The College also prepares both annual and ad-hoc reports regarding student learning, student achievement, and student success, including the Strategic Plan Assessment Scorecard [\(I.C.1-3\)](#); [\(I.C.1-4\)](#); [\(I.C.1-5\)](#); [\(I.C.1-6\)](#); [\(I.C.1-7\)](#). The College provides information to students and the public in the following areas:

- **College Mission:** The College’s Mission Statement is widely published in the College Catalog, on the College Website homepage, and on key published materials [\(I.C.1-8\)](#); [\(I.C.1-9\)](#); [\(I.C.1-10\)](#). The Planning and Institutional Effectiveness Committee (PIEC) is responsible for the regular review and updating of the mission (see Standard I.A for details).
- **Student Learning/ Service Unit/ Administrative Unit Outcomes:** Outcome statements, assessment plans and findings, and reports are kept current and accurate by individual faculty and staff, and by the Collegewide Outcomes and Assessment Facilitator. For instruction, SLO information is consistent for courses and programs offered in both traditional and distance education modes Information on learning outcomes and assessment plans at the various levels is communicated as follows:

Outcome Level	Source of Information				
	College Catalog	Outcomes and Assessment Webpage	Course Report in Course Outline of Record	Taskstream	Course Syllabus
Course		X	X	X	X
Instructional Program	X	X		X	
Service Unit/Administrative Unit		X		X	
Insttutional/GE	X	X		X	

- **Programs and Courses:** Information on educational programs and associated courses can be found in the College Catalog, in the course schedule, and on the College Website ([I.C.1-11](#)); ([I.C.1-12](#)); ([I.C.1-13](#)). Additionally, courses scheduled for the distance education mode are noted in the class schedule.
- **Student Support Services:** Information on student support services can be found on the College Website ([I.C.1-14](#)) and in the College Catalog.
- **Accreditation Status:** In alignment with ER 20 (Integrity in Communication with the Public), Miramar’s accreditation status with ACCJC and other specific programmatic accrediting agencies is published in the College Catalog and on the College Website ([I.C.1-15](#)); ([I.C.1-16](#)). Additional information on program specific accrediting agencies can be found in the program description pages of the Catalog as well.

### ***San Diego Miramar College Website***

The College Website is one of the primary mechanisms for distribution of information to both internal and external constituencies. The College has a full-time Web Designer, responsible for website design, content clarity and accuracy, and works in collaboration with the Public Information Office (PIO) within the School of Planning, Research, and Institutional Effectiveness, Library and Technology (PRIELT). This position was developed to allow the College to build a robust website infrastructure that would ensure the clarity, accuracy, and integrity of the information provided to internal and external stakeholders. The Web Designer is primarily responsible for content management of top tier pages but also assists employees with the ongoing update of more specific information as required. Furthermore, the Web Designer works on an ongoing basis with the Instructional Computing Specialist Supervisor, to ensure that the production servers that run the College Website are maintained sufficiently.

Within the College Website, the Institutional Research Website provides reports on student achievement specific to San Diego Miramar College ([I.C.1-17](#)). The Outcomes and Assessment Webpage ([I.C.1-18](#)) provides updated information on all levels of outcomes assessment, and includes outcome statements, assessment plans, findings, use of assessment data and evidence of improvement (see Standard I.B.8 for details).

In fall 2014, San Diego Miramar College also launched the Mobile App, “Miramar Touch,” which is the official mobile application of the College. It provides students, faculty, staff, and the public with a convenient and easy access to the College’s events, activities, general information, and the College Website (see Standard I.C for details).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College has met this Standard.** Published information is kept current by information from the PIO, President’s Office, Web Designer and faculty/staff/administrators. The College uses both traditional (e.g. Catalog) and modern (e.g. Website, Twitter, and Mobile App) methods to provide information to the public regarding its mission and its commitment towards providing quality education. Since 2010, San Diego Miramar College has focused on showcasing its programs to potential students

and on updating the public on the physical transformation the College has undergone with the support of Proposition S and N. In an effort to maintain and continuously improve processes for communication, the College has identified additional action plans as described below:

- **Action Plan 1:** Evaluate and improve process for ongoing, comprehensive review of official college communications, including the College Website.
- **Action Plan 2:** Develop a set of standard information to be included on webpages for respective departments, units and divisions, to ensure consistency.

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

### **Evidence of Meeting the Standard**

The institution provides a comprehensive catalog each academic year in both print and electronic formats. Copies are available for purchase in the college bookstore and are provided to new students during the matriculation process. An electronic version is available online on Student Web Services, which functions as a one-stop portal for students. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs is available online dating back to 2004-2005 ([I.C.2-1](#)). The college catalogs can also be accessed from each college website ([I.C.2-2](#)); ([I.C.2-3](#)); ([I.C.2-4](#)).

To ensure accuracy and currency, the catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Instructional Services department, which is responsible for the overall production of the college catalogs ([I.C.2-5](#)). Review and updates to the content for the academic programs and course sections of the catalog is coordinated by the District Instructional Services department with review, input and campus coordination by the college Vice Presidents of Instruction, relying upon the college faculty, along with the District evaluators to ensure accuracy. In addition, the Curriculum and Instructional Council’s College Catalog Taskforce, composed of faculty and District and college administrators, performs a systematic review of the production of the catalogs ([I.C.2-6](#)).

The student support services, admissions and registration and policies and procedures sections of the catalog are reviewed, updated and coordinated by the District Student Services department with review, input and campus coordination by the Vice Presidents of Student Services. Changes to content that is consistent in the catalogs for all three colleges of the District - City College, Mesa College and Miramar College - is reviewed by the various subcommittees of the District Student Services Council (Financial Aid, Admissions and Records, DSPS, Evaluators, etc.), as well as the District Student Services Council.

The San Diego Miramar College Catalog contains programs, locations, requirements, policies and procedures as follows:

	Miramar College Catalog Page
<b>1. General Information</b>	
• Official name, address(es), telephone number(s), and website address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC, and with programmatic accreditors if any	4
• Course, program, and degree offerings	131
• Student Learning Outcomes for Programs and Degrees	137-234
• Academic Calendar and program length	9
• Academic Freedom statement	5
• Available Student Financial Aid	71
• Available Learning Resources	77
• Names and Degrees of Administrators and Faculty	413
• Names of governing board members	3
<b>2. Requirements</b>	
• Admissions	15
• Student tuition, fees, and other financial obligations	26
• Degrees, certificates, graduation, and transfer	85, 101, 131
<b>3. Major policies and procedures affecting students</b>	
• Academic regulations, including academic honesty	30
• Nondiscrimination	58
• Acceptance and transfer of credits	36
• Transcripts	35
• Grievance and complaint procedures	63
• Sexual harassment	59
• Refund of fees	27
<b>4. Locations of publications where other policies may be found</b>	<b>29-65</b>

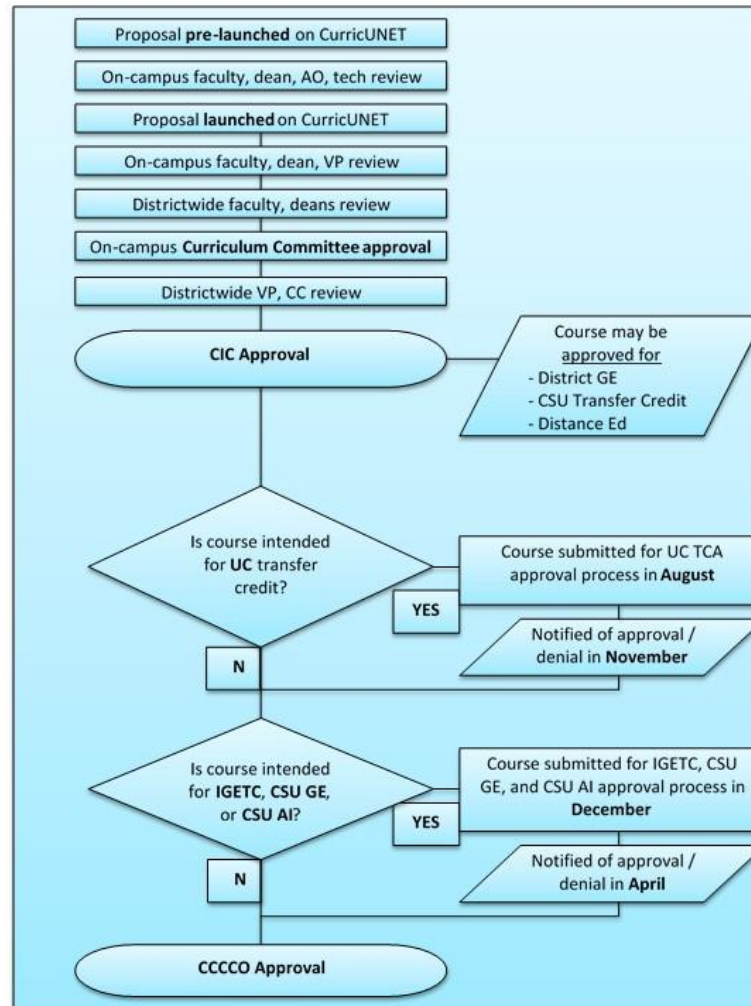
*Distance Education:*

There is no differentiation in the accuracy or currency of the information in the college catalogs based upon delivery mode. The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode.

San Diego Miramar College's 2016- 2017 College Catalog was designed to enhance consistency in the way departments communicate programmatic information, including descriptions of degrees, certificates and program student learning outcomes ([I.C.2-7](#)). Additionally, with the implementation of the Student Success and Support Programs (SSSP) initiative statewide, the College Catalog was revised to ensure students know how to achieve their educational goals ([I.C.2-8](#)). The finalized College Catalog is published on the College Website as a pdf document ([I.C.2-8](#)) and is also available in printed copies in the Bookstore and in various Student Services departments.

San Diego Miramar College ensures the accuracy and currency of the programs and courses in the College Catalog by adhering to a curriculum development and review process that is standard throughout the District and aligns with District Policies and Procedures and California Education Code regulations (see Standard II.A for details). To summarize, the College's entire inventory of curricula is submitted for approval through CurricUNET, a

districtwide online mechanism used for facilitating and tracking curriculum development and approval. The process for course/ program approval includes review by the instructional faculty, Department Chairs, Deans, Librarian, Articulation Officer, Vice President of Instruction, and District staff and administrators. Since San Diego Miramar College is one of three colleges that shares aligned curriculum, an additional step for approval is completed by assigned districtwide discipline Deans. The three committees by which a course or program has to pass before it can be included in the College Catalog are the campus Technical Review Committee, the campus Curriculum Committee (CC), and the district Curriculum and Instructional Council (CIC). To illustrate, a figure of the simplified process is shown below:



## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College Catalog undergoes multiple levels of scrutiny and includes all items listed in the Catalog Requirements outlined in ER 20 (Integrity in Communication with the Public). Student support programs and services are included in the College Catalog to inform students of the college matriculation requirements; programs and services available; and pertinent regulations, policies, and guidelines. Instructional programs and courses are carefully reviewed and scrutinized during the curriculum development and review process outlined above to assess their need, quality, accuracy and currency prior to publishing in the College Catalog. In addition, the College Catalog was reorganized for 2016-2017 to provide a more consistent view of departments, programs, degrees and certificates, and student learning outcomes, with the goal of improving communication with prospective students and the public. The College will continue to investigate methods to improve the ability to communicate through the College Catalog and other sources.

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

#### **Evidence of Meeting the Standard**

San Diego Miramar College has developed a robust system for documenting assessment of student learning and achievement, its relationship to academic quality, and the manner in which this information is communicated to all constituencies. In compliance with ER 19 (Institutional Planning and Evaluation), evaluation occurs at the program level, institution level, and district level and is communicated to all current and prospective students and the public.

#### ***Programmatic Communication of Academic Quality***

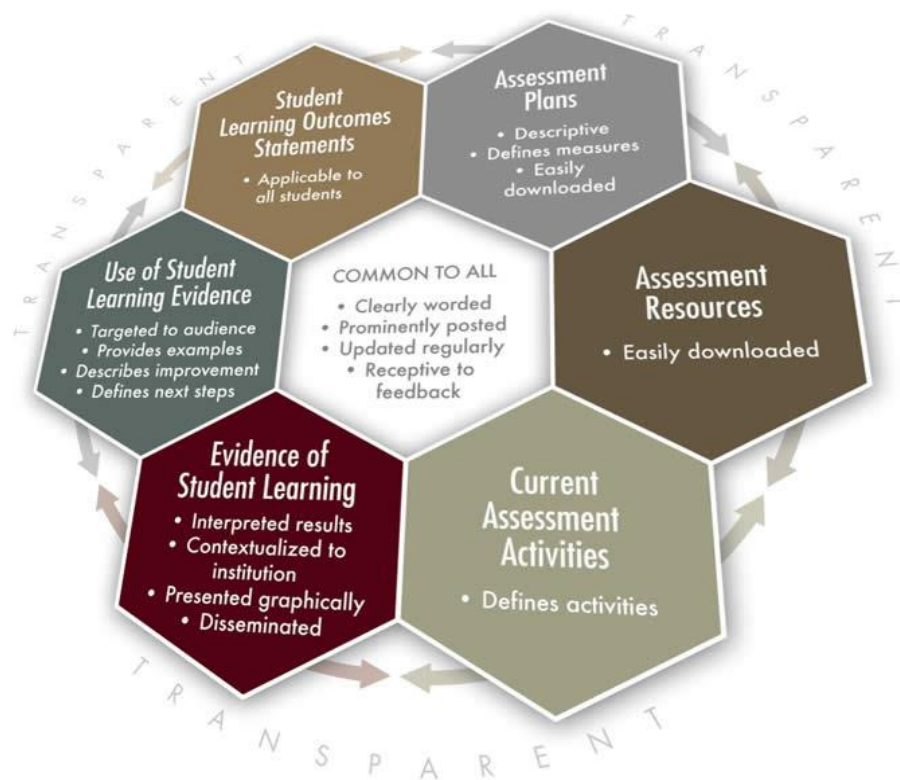
Programs evaluate student learning and achievement using a Program Review process, which captures assessment of student learning and achievement and uses it as the basis for program self-evaluation and planning to improve academic quality. All of San Diego Miramar College's instructional and student service programs complete program review using Taskstream Accountability Management Software (Taskstream). With respect to assessment of student learning outcomes, faculty have developed outcome statements, assessment plans, and action plans to improve learning at both the course (CSLO) and program (PSLO) level ([I.C.3-1](#)). Summaries of CSLO assessment results and action plans for each program are prepared by the Collegewide Outcomes and Assessment Facilitator and are provided in the Program Review template in Taskstream ([I.C.3-2](#)). Faculty also provide links to all PSLO Assessment Reports directly in Program Review, providing a holistic view of student learning at the program-level ([I.C.3-3](#)). The Research and Planning Analyst provides reports on student achievement for programs, disaggregated by student demographics, and this information is provided in the Program Review template as well ([I.C.3-4](#)). In this manner, program evaluation includes an analysis of both student



learning and achievement and how it relates to academic quality and plans for improvement. These Program Review reports are then used to drive both programmatic planning and collegewide planning, through School Program Reviews, Division Plans and Operational Plans [\(I.C.3-5\)](#); [\(I.C.3-6\)](#); [\(I.C.3-7\)](#).

Program Review reports are used as an important communication tool for all College constituencies to understand how instructional and non-instructional programs are evaluating academic quality and how these evaluations are driving decision making and resource allocation. To make this information easily accessible by the public and students, summaries are prepared and published for each school and Division. Once the new Program Review webpage is launched in spring 2017, these reports will be made available. In addition, faculty and staff can access Instructional Program Review reports in Taskstream.

Documentation of assessment of student learning and achievement is also communicated through the Outcomes and Assessment website [\(I.C.3-1\)](#). In an effort to improve communication, the College utilized the “Transparency Framework” developed by the National Institute for Learning Outcomes Assessment (NILOA), which intends to “help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences” [\(I.C.3-8\)](#) In doing so, the College has greatly expanded the type of information it collects and the way it communicates it to different constituencies. The figure below was developed by NILOA to guide communication of these efforts and was used as the framework for developing the revised Outcomes and Assessment Website:



Within this structure, the College communicates matters of academic quality in relation to student learning and achievement by documenting assessment results and plans under the areas of “Evidence of Student Learning” and “Use of Student Learning Evidence.” These reports are useful for both internal and external audiences and are updated cyclically to reflect currency and changes due to planning. For more details on what is included on the Outcomes and Assessment Website, please see Standard I.B.8.

### ***Institutional Communication of Academic Quality***

At the college level, the Office of Planning, Research, and Institutional Effectiveness is responsible for and maintains the Institutional Research Website, which provides student achievement reports specific to San Diego Miramar College ([I.C.3-9](#)). The Research and Planning Analyst provides data on student achievement, such as the Miramar College Tutoring report ([I.C.3-10](#)), ESOL Instructional Assistance Report ([I.C.3-11](#)), ESOL Lab Report ([I.C.3-12](#)), English 43/49 Coordination Reports ([I.C.3-13](#)), ([I.C.3-14](#)), English 42/48 Coordination Reports ([I.C.3-15](#)); ([I.C.3-16](#)), and Environmental Scan Report ([I.C.3-17](#)).

San Diego Miramar College also communicates an institution wide perspective on outcomes assessment through the evaluation of Institutional Student Learning Outcomes (ISLOs), using the “Transparency Framework” described above. The integration of outcomes and assessment efforts at an institutional-level can also be seen in the ISLO Map, which provides alignment of all assessment activities, and an integrated look at the College’s efforts in achieving institution wide outcomes ([I.C.3-18](#)). In addition, San Diego Miramar College assesses the achievement of ISLOs directly through surveys and other assessment tools and communicates the findings using the “Evidence of Student Learning” webpage ([I.C.3-19](#)); ([I.C.3-20](#)) .

Lastly, the College uses a Strategic Plan Assessment Scorecard (SPAS) to communicate matters of academic quality in relation to institution-set standards for achievement ([I.C.3-21](#)). As described in Standard I.A.2, the College has developed a robust set of institution-set standards addressing many elements of the student experience, including student achievement and learning. The SPAS functions to assess progress in achieving the mission, as well as to communicate institution-set standards, collegewide performance in regards to student achievement, and gaps, so that clear institutional priorities could be used to guide planning. The SPAS was showcased for internal constituencies and is published on the College Website for students and the public ([I.C.3-22](#)).

### ***Districtwide Communication of Academic Quality***

Both the College and the District are responsible for collecting and communicating evaluation of student learning and student achievement in relation to academic quality. At the district level, the Office of Institutional Research and Planning (IRP) prepares reports that are Districtwide and include college-level information, including the Institutional Effectiveness Scorecard ([I.C.3-23](#)), Awards Conferred Report ([I.C.3-24](#)), Online Success and Retention Report ([I.C.3-25](#)), and Transfer Study Report ([I.C.3-26](#)), and publishes this information on the District IRP Website ([I.C.3-27](#)) .

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** All constituencies, including current and prospective students as well as the public, can review reports that describe academic quality grounded in the assessment of student learning and the evaluation of student achievement. Moving forward, the College aims to improve the consistency and frequency of communications regarding academic quality, to more effectively reach the appropriate constituencies. Because the District and College have separate research offices, focus has been on streamlining the efforts needed to provide the best level of data for institutional decision-making.

- **Action Plan 1:** Improve the quality of College research reports and include more targeted analysis of data by program or service area, with detail appropriate to the specific constituency.
- **Action Plan 2:** Continue dialogue and investigate mechanisms to efficiently communicate Program Review reports at the program and service-unit level with detail appropriate for the various constituencies.

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

#### **Evidence of Meeting the Standard**

The primary source document for disseminating information to students about instructional programs, degrees, and certificates is the College Catalog (see Standard I.C.2 for details) ([I.C.4-1](#)). In the College Catalog, programs are described including information on types of degrees and certificates offered, general purpose, program student learning outcomes, transfer information, faculty contacts, and required courses. Some instructional programs include information regarding required licensures and/or certifications.

The College Catalog also includes pertinent information on each individual course, including content, prerequisites, co-requisites, and advisories, in alignment with District Administrative Procedure *AP5260: Prerequisites, Corequisites, Limitations on Enrollment and Advisories*. In addition to the College Catalog, the class schedule for each semester also includes information about the required books and their cost, as well as tuition and fees ([I.C.4-2](#)). Course student learning outcomes (CSLOs) are developed and maintained by discipline faculty for each course, and CSLO statements can be found on the “SLO Statements” page of the Outcomes and Assessment website ([I.C.4-3](#)), in the Course Curriculum Report (CR) of the Course Outline of Record (COR) ([I.C.4-4](#)), and on each course syllabus ([I.C.4-5](#)). Similarly, program student learning outcomes (PSLOs) are developed and maintained by faculty for each program, the PSLO statements can be found in the College Catalog, as well as on the “SLO Statements” page of the Outcomes and Assessment Webpage ([I.C.4-1](#)); ([I.C.4-6](#)).

Faculty have agreed to include the approved CSLOs on their syllabi, as described in the Collective Bargaining Agreement ([I.C.4-7](#)), and Department Chairs and Deans review syllabi

for adherence to these standards [\(I.C.4-5\)](#). Furthermore, as a part of the faculty evaluation process, both contract and adjunct faculty are expected to participate in SLO assessment of the approved CSLOs, ensuring that all sections of a course are adhering the same CSLOs [\(I.C.4-8\)](#). Courses offered in distance education (DE) mode follow the same set of standards and criteria, and syllabi are reviewed for content, including CSLOs, and accuracy by the same process.

### **Analysis and Evaluation**

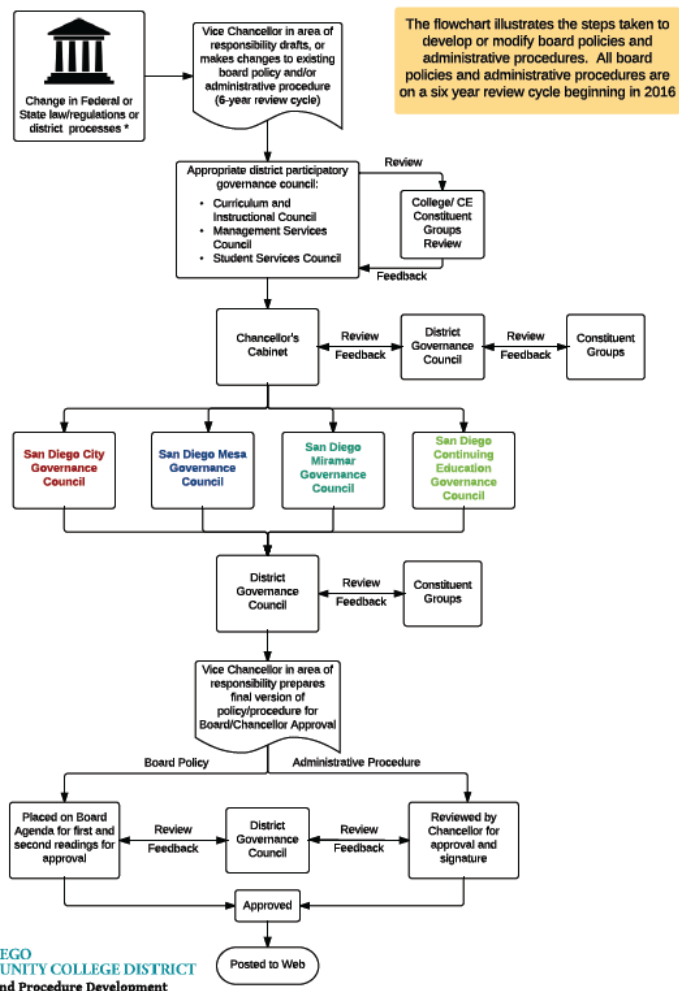
**As evidenced above, San Diego Miramar College meets this Standard.** The College has demonstrated evidence showing that it describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes as shown in the College Catalog. San Diego Miramar College will continue efforts to analyze and enhance services to provide as much information to students and partner institutions. Through the self-evaluation process, San Diego Miramar College has identified some issues with the speed at which updates to programmatic information are reflected on the College Website. Moving forward, the College plans to enhance the communication of programmatic materials online and has established an action plan as follows:

- **Action Plan 1:** Develop a standard set of programmatic information that should be available on each program's webpage.
- **Action Plan 2:** Establish a process for the regular review of website content for accuracy, alignment with the College Catalog, and updates to accommodate any changes.

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

**Evidence of Meeting the Standard**

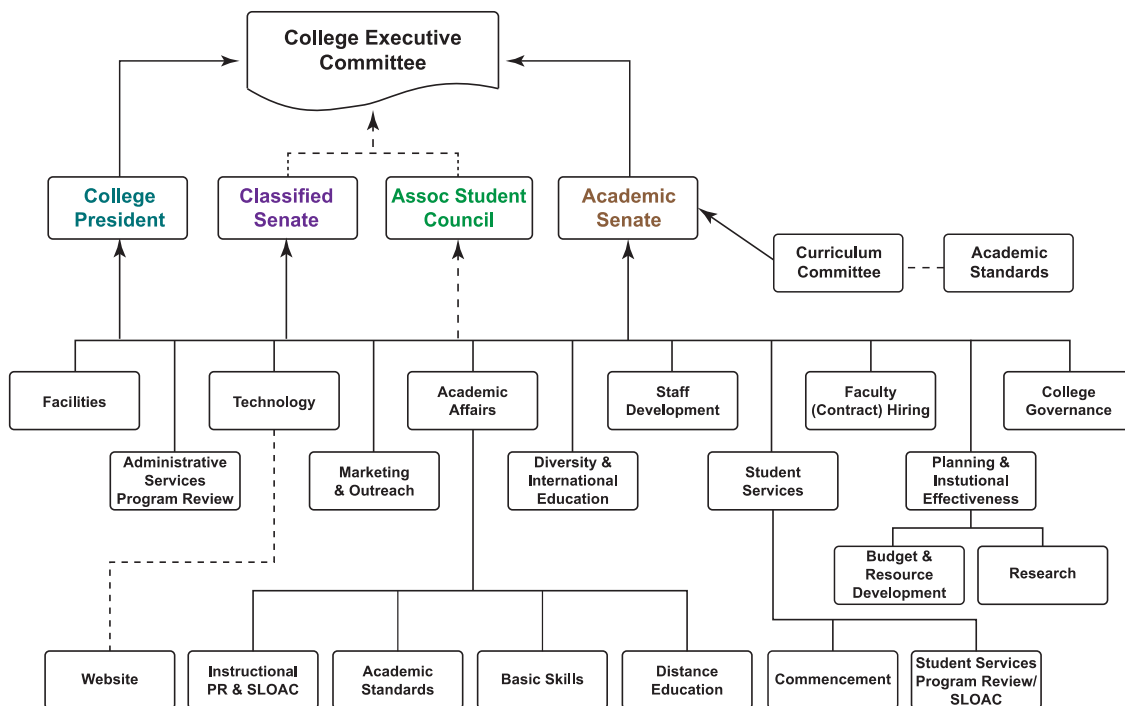
Given that San Diego Miramar College exists within a multi-college district, the District Board is responsible for the regular and comprehensive review of policies and procedures, as described in the District 2016 Comprehensive Policy and Procedure Review Plan ([I.C.5-1](#)). This plan is in alignment with District Board Policy and Administrative Procedures *BP 2410/AP 2410: Policy and Administrative Procedures* ([I.C.5-2](#)). San Diego Miramar College participates in this process through the governance system and representation on all districtwide councils, including the District Governance Council, as illustrated below:



The above plan ensures that the College is able to provide accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. District Board Policies and Administrative Procedures can be viewed on the District Website ([I.C.5-3](#)), on the College's Student Life Webpage ([I.C.5-4](#)), and at the bottom of each page of the College Website.

In addition to participation in the above process, several College committees are charged with the regular review of collegewide processes, procedures, and plans, and recommendations are forwarded through the governance system for final adoption by the College Executive Committee (CEC). This ensures effective participation of all constituencies, as well as wide-spread communication of changes to processes, procedures, and plans. A flowchart showing the hierarchy of these committees is shown below:

## SAN DIEGO MIRAMAR COLLEGE Governance Structure



Descriptions of Committees involved in regular review are as follows:

- **The Planning and Institutional Effectiveness Committee** develops, coordinates, directs and evaluates the San Diego Miramar College Integrated Planning efforts and ensures alignment of processes with the college mission, accreditation standards, and compliance with applicable Federal, State, and local requirements [\(I.C.5-5\)](#).
- **The Academic Affairs Committee** discusses instructional operational issues including class scheduling, enrollment management and educational policy matters; facilitates enrollment procedures; establishes the annual goals and objectives for the Instructional division; implements, reviews, and makes recommendations to the pertinent sections of the San Diego Miramar College Strategic Plan; and reviews and recommends revisions to the Instructional Division Plan as part of the San Diego Miramar College Integrated Planning process [\(I.C.5-6\)](#).
- **The College Governance Committee** monitors, facilitates, and whenever necessary, evaluates the operation of the college governance process as outlined in the College Governance Handbook [\(I.C.5-7\)](#).

- **The Program Review/ SLOAC Committees** facilitate and evaluate the processes of program review and student learning outcomes assessment in Instruction, Student Services, or Administrative Services ([I.C.5-8](#)); ([I.C.5-9](#)); ([I.C.5-10](#)).
- **The Faculty Hiring Committee** develops and applies a process to generate the Contract Faculty Ranking Priority List, including all Contract Faculty employed at San Diego Miramar College ([I.C.5-11](#)).

All materials prepared for publication are also reviewed for content and accuracy. The College Catalog is reviewed and updated annually, which includes review of information describing the College mission, academic calendar, admissions and registration, student services, academic requirements, transfer, and degree curricula and certificate programs including student learning outcomes. Printed materials are managed by the Office of Public Information and ensure consistency of mission and message ([I.C.5-12](#)). These processes ensure College compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

The San Diego Community College District, under the leadership of the Chancellor, regularly reviews institutional policies, procedures and publications to assure integrity and alignment with the mission. This review includes broad consultation and communication through the District and college participatory governance groups.

#### *Policies and Procedures*

The Chancellor and Vice Chancellors are responsible for ensuring that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations, as well as District business processes in accordance with Board Policy *BP 2410* and Administrative Policy *AP 2410: Policy and Administrative Procedure*. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years ([I.C.5-13](#)).

Changes to policies and procedures undergo a thorough review and consultation by the districtwide councils, which include college faculty, staff and students; college constituents; the Chancellor's Cabinet; and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

In accordance with *BP/AP 2410*, changes to Board Policies undergo two readings at the Board of Trustees meetings, prior to approval. Once approved, they are posted to the District's website ([I.C.5-2](#)); ([I.C.5-14](#)).

Changes to administrative procedures are approved by the Chancellor after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution.

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

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

### *Publications*

The San Diego Community College District has a number of publications that support and promote the District mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community including: Annual Report to the Community; the District Administration and Governance Handbook; Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District; Safe and Sound, the District's Annual Safety Report; the WE (With Excellence) the District's news magazine; the Student Veterans Handbook; and the Financial Aid Bulletin. All major publications are available in both print and electronic format ([I.C.5-15](#)); ([I.C.5-16](#)); ([I.C.5-17](#)); ([I.C.5-18](#)); ([I.C.5-19](#)); ([I.C.5-20](#)); ([I.C.5-21](#)).

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

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has established a system of participatory governance that ensures regular review of institutional policy, procedures and publications. Faculty and classified staff play an important role in this review process to ensure integrity of information presented. In addition, the College participates in the review of districtwide policies and procedures through the District Comprehensive Policy and Procedure Review Plan.

While the College meets this standard, this area continues to be a focus for improvement. As described above, the College uses participatory governance to examine and evaluate policies, procedures, and some publications, and when necessary, make changes in accordance with the law and education code. However, implementation of changes and improvements can be slow, constrained by the amount of time it takes for the item to move through the various governance committees for review and approval. In addition, the campus has not established a regular process for review of website content as mentioned in Standard I.C.4. To address this, the College plans to evaluate the system of committees responsible for decision-making and recommendations, to ensure the most efficient and timely path for change. Initial work has been done in the College Governance Committee, which has designed a Governance Committee Assessment Tool for implementation in fall 2016.

- **Action Plan 1:** College Governance Committee will implement the College Governance Committee Assessment Tool to evaluate effectiveness of function and process. With assistance from the Planning and Research Analyst, faculty and staff will analysis the data and explore modifications to the governance system to maximize effectiveness.



**Action Plan 2:** Establish a process for the regular review of website content for accuracy, alignment with the College Catalog, and updates to accommodate any changes.

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

**Evidence of Meeting the Standard**

The San Diego Community College District accurately informs all students, as well as prospective students, of the total cost of education including all required fees and instructional materials in a number of ways. Board Policy *BP 3300: Fees* ([I.C.6-1](#)) specifies that all fees charged to students are established in accordance with the Education Code, and requires that all fees charged to students be approved by the Board of Trustees. In addition, *BP 3300* requires that all fee information be included in the college catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of *BP 3300* contains the Student Fee Schedule ([I.C.6-2](#)) which includes a detailed listing and description of all mandatory and optional fees, as well as the consumer fees charged of patrons of services for the various Career Technical Programs such as Automotive Technology, Cosmetology and Furniture Upholstery. The Student Fee Schedule is reviewed by various stakeholders and updated each academic year with final approval by the Board of Trustees ([I.C.6-3](#)).

All student fees are printed in the college catalogs as well as the schedule of classes, in both print and electronic formats ([I.C.6-4](#)); ([I.C.6-5](#)); ([I.C.6-6](#)). A comprehensive list of fees is also listed on Student Web Services, the online student portal ([I.C.6-7](#)). Various instructional materials fees for specific classes are also listed in the printed and online class schedule ([I.C.6-4](#)); ([I.C.6-5](#)); ([I.C.6-6](#)).

In accordance with the Higher Education Act, the online class schedule contains a listing and cost for all textbooks and other instructional materials for each class. This information is updated each semester. In addition, the total cost of education for Career Technical Certificate Programs is listed on the Gainful Employment webpage which is available on the District webpage under the Consumer Information link, as well as on the college webpage ([I.C.6-8](#)). The Gainful Employment webpage includes the total cost of each certificate program, the length of the program, jobs related to each program and the job placement rate. The webpage is updated annually by the District Instructional Services Division in collaboration with the colleges.

The District is in full compliance with all state and federal laws and regulations pertaining to accounting fees and informing current and prospective students of the total cost of instruction.

San Diego Miramar College follows District Board Policies regarding total cost of education by adhering to *BP 3300: Fees*, *AP 3300: Fees*, and *BP 3301: Nonresident Tuition* ([I.C.6-1](#)); ([I.C.6-9](#)); ([I.C.6-10](#)). The College informs both current and prospective

students about the total cost of education, including tuition, fees, and other expenses such as textbooks and instructional materials, through the College Catalog. The College Catalog contains a list of all fees, including enrollment fees, health services fees, nonresident tuition, and additional fees, so that students and the public have a clear summary of the total cost of education [\(I.C.6-6\)](#). This information can also be accessed through the student registration system, Reg-e [\(I.C.6-11\)](#). In addition, when students access the course schedule online, they can view the costs of required texts and additional instructional materials [\(I.C.6-12\)](#). The Financial Aid Office and Website provide information for students regarding cost of attendance, types of financial aid available and instructions on how to apply [\(I.C.6-13\)](#), and the Scholarship Office and Website provide students with available options and deadlines for scholarship applications [\(I.C.6-14\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College communicates all information regarding the total cost of education through multiple avenues, including the College Catalog, class schedule, Reg-e, and face-to-face information in the Division of Student Services. In addition, through the District, the College ensures full compliance with all state and Federal laws and regulations pertaining to fees and publishing requirements for the cost of instruction. As a result, in the 2015 Student Feedback Survey, 85% of student respondents felt that they were “accurately informed of the total cost of education, including tuition, fees and other required expenses” [\(I.C.6-15\)](#). San Diego Miramar College will continue to monitor its efforts in this area to ensure continued compliance and optimum communication.

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

### **Evidence of Meeting the Standard**

Given that the institution exists within a multi-college district, the District Board establishes clear policies with concern to academic integrity, academic freedom and responsibility, and the San Diego Miramar College adheres to these policies, California Education Code, and ER 13 (Academic Freedom). District Board Policy *BP 5030: Academic Freedom* describes how “free expression is essential to excellence in teaching, learning, critical inquiry and service to the community. As described in San Diego Miramar College’s 2016- 2017 Faculty and Staff Handbook, the College supports freedom of expression as it “affords the faculty, staff and students the right to speak and write freely in accordance with the constitutional protections of free speech” [\(I.C.7-1\)](#). While the District Board Policy clearly supports academic freedom, it also describes how “faculty, staff and students have responsibilities which are based upon principles of fairness, integrity, confidentiality, safety, professionalism, and respect for others.” The Miramar Academic Senate’s *Professional Code of Ethics* also

describes how “the obligation in maintaining academic freedom is to create a learning environment in the classroom which fosters the free exchange of ideas” [\(I.C.7-2\)](#). All of these policies are published on the College and District Website [\(I.C.7-3\)](#); [\(I.C.7-4\)](#); [\(I.C.7-5\)](#) and major policies affecting students can also be found in the College Catalog as well [\(I.C.7-6\)](#).

Course Outlines of Record (CORs) found in CurricUNET provide standards on the content of each course, in alignment with requirements. While the COR provides the content of each course, academic freedom in instruction of courses, regardless of delivery mode, is conducted in accordance with California Education Code Title 5, Section 5102312 and *BP 5030*. In addition to these policies and regulations, The American Federation of Teachers (AFT) union and Collective Bargaining Agreement (CBA) provide guidance and recommendations. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students [\(I.C.7-7\)](#).

The College and the District honor its policy on Academic Freedom. Board Policy *BP 5030* makes clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students [\(I.C.7-8\)](#). Specifically, the Board Policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on Academic Freedom is reviewed every six years. The last review was in 2016.

The policy on Academic Freedom is implemented and monitored for distance education courses and programs at the District level through the Online & Distributed Learning department. There is no difference between distance education and face-to-face instruction with regard to the District’s policy on academic freedom and freedom of expression.

For example, determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with district policy and Title 5 of the California Code of Regulations, Section 55374. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Online courses demonstrate that faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Clear policies have been established through the District (i.e. *BP 5030*), the College (i.e. Academic Senate’s *Professional Code of Ethics*), and the union (i.e. CBA). Together, these demonstrate a widespread commitment to academic freedom of expression and responsibility. In support of this, 71% of employees agreed that “the College supports academic freedom,” as seen in the 2015

Employee Feedback Survey [\(I.C.7-9\)](#). San Diego Miramar College will continue to monitor its efforts in this area to ensure continued compliance and protection of academic freedom of expression.

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

### **Evidence of Meeting the Standard**

Given that the College exists within a multi-college district, the District Board establishes clear policies that promote honesty, responsibility and academic integrity, which are published for employees and students on the District Website [\(I.C.8-1\)](#) and College Website on the bottom of each webpage [\(I.C.8-2\)](#). The District Board itself maintains high standards of ethical performance as described in Board Policy *BP 2715: Code of Ethics, Standards of Practice* [\(I.C.8-3\)](#). Faculty, staff and students must all adhere to standards set forth in Board Policy *BP 7150: Civility and Mutual Respect*, which outlines the district commitment to “foster[ing] an environment which maximizes student learning and employee performance, and a climate of civility among all employees and students of the District” [\(I.C.8-4\)](#). In addition, employees must adhere to California Education Code, Section 87732. The District Board Policies *BP 7360: Discipline and Dismissals- Academic Employees* and *BP 7365: Discipline and Dismissals- Classified Employees* describes policies in relation to the California Education Code, stating “a contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education Code Section 87732” [\(I.C.8-5\)](#); [\(I.C.8-6\)](#).

In reference to financial aid, San Diego Miramar College follows an *Employee Code of Conduct* [\(I.C.8-7\)](#). This document was designed in compliance with the Higher Education Opportunity Act (HEOA) in regards to participation in Title IV loan programs, and states that “all officers, employees, and agents of the institution are expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any matter in student financial aid.”

In regards to student academic honesty, the College follows District Policies and Procedures outlined in the District section below, including the *Student Code of Conduct*. These policies and procedures are provided to students through the College Catalog and as a link under “Student Life” on the College Website [\(I.C.8-8\)](#); [\(I.C.8-9\)](#). In addition, there is a review process in place to ensure fairness with regards to grading criteria. If abnormalities are found or suspected, a review panel is formed and academic records and processes are reviewed, in accordance with Administrative Procedures *AP 3001.1: Student Records, Release, Correction and Challenge*, *AP 3001.2: Grade Challenge*, and *AP 3001.4: Challenge Due to Alleged Discriminatory Treatment* [\(I.C.8-10\)](#); [\(I.C.8-11\)](#); [\(I.C.8-12\)](#).

The San Diego Community College District has clear policies and procedures that promote honesty, responsibility and academic integrity. These policies and procedures align with all

state and federal regulations and are published in the college catalogs, Student Web Services, which is the one stop online portal for students, and the college and District websites. In addition, the Student Code of Conduct, which includes expectations for honest academic conduct, is posted in various locations on campus including the classrooms [\(I.C.8-13\)](#).

- Board Policy *BP 3100: Student Rights, Responsibilities, Campus Safety and Administrative Due Process* [\(I.C.8-14\)](#).

Enumerates the rights and responsibilities of all students, including the *Student Code of Conduct* [\(I.C.8-13\)](#). The *Student Code of Conduct* establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity and overall responsibility at all times. In accordance with the *Student Code of Conduct*, students are subject to charges of misconduct concerning, but not limited to the following acts:

- a. Academic misconduct or dishonesty
  - b. Forgery, alteration, falsification or misuse of campus/District documents, records, electronic devices, or identification
  - c. All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, or reporting false information, or reporting a false emergency to officials acting in an official capacity.
- Administrative Procedure *AP 3100.3: Honest Academic Conduct* [\(I.C.8-15\)](#)

In accordance with Board Policy *BP 3100* [\(I.C.8-14\)](#), students are expected to be honest and ethical at all times in their pursuit of academic goals. *AP 3100.3* ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification, as well as an administrative sanction via the disciplinary process as outlined in *AP 3100.2*.
  - Administrative Procedure *AP 3100.2: Student Disciplinary Procedures* [\(I.C.8-16\)](#)

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

#### *Distance Education:*

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The District is in compliance with the Higher Education Opportunity Act (HEOA), Section 496. The District offers to faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments, and provides unique student logins. The student information system tracks students who are out-of-state residents. The District has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified that they are not eligible for Federal Financial Aid. A State Authorization statement is also posted on the web on the Student Web Services webpage. Students have a secure log-in and access is restricted to enrolled students, ensuring that student information is protected [\(I.C.8-17\)](#).

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed) [\(I.C.8-18\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College follows clear policies and procedures that promote honesty, responsibility and academic integrity that apply to all constituencies. In support of the College's efforts to communicate this information, results from the 2015 Student Feedback Survey indicate that 70% of student respondents felt that they "know where to find college policies that affect me as a student," an increase of 11 percentage points from 2009 [\(I.C.8-19\)](#).

District Board Policies exist to handle issues with regards to academic honesty, student behavior, and the fostering of responsibility on- and off-campus. The College is also responsible for implementing the policies consistently and ensuring that all constituencies are protected and have equal rights via the District Board Policies and California Education Code. In recent years, the Student Services Division has focused on increasing communication of policies and procedures to both students and faculty/staff/administrators. Notably, a Classroom Incident Response Trajectory document is circulated and discussed with faculty and staff at the beginning of the academic year, so that all parties are aware of procedures for the efficient implementation of policy regarding different levels of classroom incidents [\(I.C.8-20\)](#).

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

#### **Evidence of Meeting the Standard**

The District clearly supports academic freedom and the freedom of expression as described in Board Policy *BP 4030: Academic Freedom and Freedom of Expression*. However, faculty are held to professional standards in regards to course content and the manner in which they express their views. The College communicates this commitment in the Mission Statement [\(I.C.9-1\)](#), the College Governance Handbook [\(I.C.9-2\)](#), and the Faculty/ Staff Handbook [\(I.C.9-3\)](#). In addition, the Academic Senate has adopted a *Professional Code of Ethics*, which references the American Association of University Professors (AAUP) Statement on Professional Ethics [\(I.C.9-4\)](#).

Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, as long as controversial views are "addressed in a mutually respectful manner" [\(I.C.9-5\)](#). The Program Review process is used to ensure that classroom faculty follow the COR, which sets the standard discipline content, and that

faculty are expressing views appropriately and treating students with respect. As part of the Program Review process, faculty engage in assessment of course student learning outcomes (CSLOs). Faculty work collaboratively in this process at the course- and department-level to assess CSLOs and dialogue about learning outcome improvement strategies. As such, assessment, analysis, and action planning related to learning outcomes in the classroom helps to ensure that content is taught in a similar fashion across the discipline.

The College also ensures that it is effectively meeting this expectation through the faculty evaluation process ([I.C.9-6](#)). The faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi/ and the COR ([I.C.9-7](#)). Some departments also implement additional informal policies to control the standard (e.g. requiring a common textbook). Lastly, schools and departments convene regular meetings to allow for communication in distinguishing the difference between personal conviction and professionally accepted views in a particular discipline.

The above policies, processes and practices apply to courses taught in distance education mode, as well as in traditional mode. The College's academic freedom policy also appears in the College Catalog and are applicable regardless of location or method of instruction ([I.C.9-8](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College follows District Policy and validates that departments ensure distinction between personal conviction and professionally accepted views in a discipline through departmental discussion, student learning outcomes assessment, and the faculty evaluation process. It is important to remember that academic freedom is a special responsibility that requires faculty to examine both personal convictions and professionally accepted viewpoints. Faculty have an obligation to “exercise critical self-discipline and judgment in using, extending and transmitting knowledge ([I.C.9-9](#)). Faculty are made aware of this and are trained in various venues throughout the year. New adjunct and contract faculty are given an orientation with standards and guidelines as to academic freedom and are mentored by senior faculty as well ([I.C.9-10](#)).

In support of these efforts, the 2015 Employee Feedback Survey indicated that a majority of respondents felt that the “college supports academic freedom” (71%) ([I.C.9-11](#)) and that “faculty have a central role in assuring quality of instruction” (85%) ([I.C.9-12](#)). Furthermore, a consistent majority of student respondents (i.e. 87%-2009, 89%-2012, and 87%-2015 in the Student Feedback Surveys felt that “instructors attempt to be fair and objective in their presentation of course materials” ([I.C.9-13](#)). San Diego Miramar College will continue to monitor its efforts in this area to ensure compliance of faculty in the presentation of data and information in a fair and objective manner.

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

**This Standard does not apply to San Diego Miramar College.**

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

**This Standard does not apply to San Diego Miramar College.**

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

### **Evidence of Meeting the Standard**

San Diego Miramar College is committed to compliance with Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure. The College has responded positively to team visits and has responded expeditiously to Commission recommendations to remedy problems/inefficiencies. San Diego Miramar College submits all annual and midterm reports within required timelines, including the 2009 and 2016 Substantive Change Proposal Reports. As a result, the College maintains Accreditation status with ACCJC. To communicate all of this information, the College posts Accreditation-related reports, previous self-studies and communications from the Commission on the Accreditation Webpage of the College Website ([I.C.12-1](#)). Please refer to the Compliance with Commission Policies section for further details.

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

Board Policy *BP 0005: Accreditation*, articulates the Board of Trustees' commitment to adhering to all eligibility requirements and Accreditation Standards ([I.C.12-2](#)).

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

- The Board of Trustees has a subcommittee on Student Success and Accreditation that reviews periodic reports on the progress of the colleges' accreditation. The subcommittee is comprised of two Board members who meet at least once a semester along with the Vice Chancellor, Student Services who provides staff support to the subcommittee. The committee also receives regular reports on various aspects of



institutional effectiveness, including ongoing reports on student outcomes and accreditation [\(I.C.12-3\)](#).

- The Board of Trustees receives periodic reports on the status of Accreditation, at public meetings and at Board of Trustees Retreats. [\(I.C.12-4\)](#); [\(I.C.12-5\)](#)
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards. [\(I.C.12-6\)](#)
- The District publishes information on accreditation in its catalogs and on college and District websites [\(I.C.12-7\)](#). A public notice of disclosure and the student complaint process is also posted online with links to file complaints [\(I.C.12-8\)](#).
- The Chancellor's Cabinet agenda has a standing agenda item on accreditation where the leadership reviews status reports and closely monitors the accreditation process. [\(I.C.12-9\)](#)
- The Chancellor's Cabinet Retreat in August 2016 included an agenda item on Accreditation where the leadership team had the opportunity to discuss the status of meeting the Accreditation Standards and plan for the team visits [\(I.C.12-10\)](#).
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include: student demographics, student and employee diversity, enrollment, transfer, degrees conferred, learning communities, Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes and institution-set standards. All of these reports are posted on the District website, as well as the District's Institutional Research website [\(I.C.12-11\)](#); [\(I.C.12-12\)](#); [\(I.C.12-5\)](#); [\(I.C.12-13\)](#).

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

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College's commitment to compliance and disclosure is clear from its accreditation processes and communication of information. An example of this commitment is the strategic and efficient response to receiving a status of Warning in 2010 [\(I.C.12-14\)](#). There were a total of seven deficiencies that the College had to address in order to be removed from Warning. Upon the completion of the 2012 Follow-up Report, the Commission ruled that the College had indeed met the seven deficiencies and reaffirmed accreditation status. Since that time, the College has completed four annual status reports [\(I.C.12-15\)](#); [\(I.C.12-16\)](#); [\(I.C.12-17\)](#); [\(I.C.12-18\)](#) and a Midterm Report [\(I.C.12-19\)](#). The ongoing reporting of the College's status to the Commission and the continued efforts to prevent Warning status is strong evidence that the College is fully committed to continuous quality improvement as directed by the Commission.

To ensure continued compliance and improved efficiency, the College plans to evaluate

its own accreditation process and implement strategies for improvement.

- **Action Plan 1:** Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements.

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

### **Evidence of Meeting the Standard**

In accordance with ER 21 (Integrity in Relations with the Accrediting Commission) and District Board Policy and Procedure *BP 0005/AP 0005.1: Accreditation*, San Diego Miramar College maintains honesty and integrity with external agencies and ensures compliance with regulations and statutes ([I.C.13-1](#)); ([I.C.13-2](#)). The College is consistent and clear in communications with its accrediting agencies, students and the public, and communicates this in the College Catalog, on the College Website, and in other publications, in compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status ([I.C.13-3](#)); ([I.C.13-4](#)).

The College advocates and demonstrates honesty and integrity in communicating its accreditation status to internal and external stakeholders. As evidence, San Diego Miramar College has successfully maintained program-level accreditation and certification status with the following agencies:

- **Automotive:** Toyota T-TEN Certification; Honda PACT Certification; National Automotive Technician Education Foundation (NATEF); Master Automotive Services Technician Training (MAST) Certification
- **Aviation Maintenance:** Federal Aviation Administration (FAA) Part 147
- **Aviation Operations:** Federal Aviation Administration (FAA) Part 141
- **Child Development:** National Association for the Education of Young Children (NAEYC)
- **Paralegal:** American Bar Association (ABA)
- **Liberal Arts:** Military Installation Voluntary Education Revise (MIVER)
- **Basic Skills/ ESOL Lab Instructional Assistant Program:** National Association of Developmental Education (NADE) Advanced Certification
- **Medial Laboratory Technician Training:** CA Department of Public Health Laboratory Field Services; National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- **Administration of Justice:** Commission of Peace Officer Standards and Training (POST)
- **Emergency Medical Technician:** American Heart Association; Emergency Medical Services- San Diego County; National Registry of Emergency Medical

Technicians

- **Fire Protection Technology:** Cal Fire San Diego Unit; Fire and Emergency Services Higher Education (FESHE); Federal Emergency Management Agency; International Fire Service Accreditation Congress (IFSAC); National Professional Qualifications Board (PROBOARD)

San Diego Miramar College posts reports, past self-studies and communications from the Commission regarding accreditation status dating back to 2004 on the Accreditation Webpage of the College Website ([I.C.13-5](#)). In response to new initiatives from the Division of Institutional Effectiveness at the State Chancellor's Office of the California Community Colleges, in 2016 the College set a goal of Full Accreditation- No Action. The Miramar College IEPI Goals can be found on the College Website ([I.C.13-6](#)).

The San Diego Community College District is fully compliant with the regulations of the United States Department of Education with regards to all of its accrediting agencies.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has established and maintains a status of good standing by all programmatic accrediting and licensing organizations and agencies, and communicates this information clearly on the College Website and in the College Catalog. Moving forward, the College will focus on plans to improve the presentation of material in regards to all accrediting agencies on the College Website and ensure that effective communication is being made.

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

**This Standard does not apply to San Diego Miramar College.**

### **Master list of Evidence for Standard I.C.**

[I.C.1-1: San Diego Miramar College Catalog 2016-17](#)

[I.C.1-2: San Diego Miramar College Webpage](#)

[I.C.1-3: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)

[I.C.1-4: 2013 Miramar College Annual ACCJC Report](#)

[I.C.1-5: 2014 Miramar College Annual ACCJC Report](#)

[I.C.1-6: 2015 Miramar College Annual ACCJC Report](#)

[I.C.1-7: 2016 Miramar College Annual ACCJC Report](#)

[I.C.1-8: San Diego Miramar College Webpage, p. 2](#)

[I.C.1-9: San Diego Miramar College Catalog 2016-17, p. 13](#)

[I.C.1-10: Annual Report to the Community 2015-16](#)

[I.C.1-11: San Diego Miramar College Catalog 2016-17, pp. 131-234](#)

[I.C.1-12: Fall 2016 Class Schedule](#)  
[I.C.1-13: Class Schedule Webpage](#)  
[I.C.1-14: Student Services Webpage](#)  
[I.C.1-15: San Diego Miramar College Catalog 2016-17, p. 4](#)  
[I.C.1-16: Miramar College Accreditation Webpage](#)  
[I.C.1-17: San Diego Miramar College Institutional Research Website](#)  
[I.C.1-18: San Diego Miramar College Outcomes Assessment Webpage](#)  
[I.C.2-1: SDCCD College Catalogs Webpage](#)  
[I.C.2-2: San Diego City College Catalog 2016-17](#)  
[I.C.2-3: San Diego Mesa College Catalog 2016-17](#)  
[I.C.2-4: San Diego Miramar Catalog 2016-17](#)  
[I.C.2-5: 2016-17 Catalog Production Timeline](#)  
[I.C.2-6: Curriculum and Instructional Committee Catalog Taskforce](#)  
[I.C.2-7: San Diego Miramar College Catalog 2016-17, pp. 137-234](#)  
[I.C.2-8: San Diego Miramar College Catalog 2016-17, pp. 16-20](#)  
[I.C.3-1: San Diego Miramar College Outcomes Assessment Webpage](#)  
[I.C.3-2: Student Learning Outcomes Course Action Plan Report 2013-15](#)  
[I.C.3-3: Program Student Learning Outcomes List 2013-15](#)  
[I.C.3-4: Chemistry Program Scan Data Packet 2014-15](#)  
[I.C.3-5: MBEPS School Program Review Report 2015-16](#)  
[I.C.3-6: Administrative Services Division Six-Year Plan 2014-2020](#)  
[I.C.3-7: 2012 Human Resources Plan](#)  
[I.C.3-8: National Institute for Learning Outcomes Assessment Webpage](#)  
[I.C.3-9: San Diego Miramar College Institutional Research Website](#)  
[I.C.3-10: Miramar College Supervised Tutoring Report Fall 2009-Spring 2012](#)  
[I.C.3-11: Miramar College Basic Skills English/ESOL Instructional Assistance Report 2013/14](#)  
[I.C.3-12: Miramar College Basic Skills English/ESOL Lab Report 2014/15](#)  
[I.C.3-13: Miramar College English 43 Coordination Report 2014/15](#)  
[I.C.3-14: Miramar College English 49 Coordination Report 2014/15](#)  
[I.C.3-15: Miramar College English 42 Coordination Report 2014/15](#)  
[I.C.3-16: Miramar College English 48 Coordination Report 2014/15](#)  
[I.C.3-17: Environmental Scan of Communities Served by San Diego Miramar College Fall 2014-Spring 2017](#)  
[I.C.3-18: Institutional Student Learning Outcomes Mapping](#)  
[I.C.3-19: Institutional Student Learning Outcomes Assessment Fall 2015](#)  
[I.C.3-20: Outcomes Assessment Evidence of Student Learning Webpage](#)  
[I.C.3-21: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)  
[I.C.3-22: San Diego Miramar College Planning Website](#)  
[I.C.3-23: Miramar College Institutional Effectiveness Scorecard 2013/14](#)  
[I.C.3-24: Miramar College Awards Conferred 2014-15](#)  
[I.C.3-25: Success and Retention Rates of Online Students 2009/10 to 2013/14](#)  
[I.C.3-26: SDCCD Transfer Report: A Comprehensive Perspective 2010/11-2014/15 Report](#)  
[I.C.3-27: SDCCD Institutional Research and Planning Webpage](#)  
[I.C.4-1: San Diego Miramar College Catalog 2016-17, pp. 131-234](#)  
[I.C.4-2: Fall 2016 Class Schedule](#)

[I.C.4-3: Modified Institutional Student Learning Outcomes Webpage](#)  
[I.C.4-4: Business Communications Course Curriculum Report Example](#)  
[I.C.4-5: Business Organization and Management Course Syllabi Example Spring 2015](#)  
[I.C.4-6: San Diego Miramar College Outcomes Assessment Webpage](#)  
[I.C.4-7: Faculty Collective Bargaining Agreement](#)  
[I.C.4-8: Faculty Collective Bargaining Agreement, p. 112](#)  
[I.C.5-1: 2016 SDCCD Comprehensive Policy and Procedure Review Plan](#)  
[I.C.5-2: Board Policy 2410 Policy and Administrative Procedures](#)  
[I.C.5-3: SDCCD Board Policies Webpage](#)  
[I.C.5-4: Student Life Webpage](#)  
[I.C.5-5: Planning and Institutional Effectiveness Committee Webpage](#)  
[I.C.5-6: Academic Affairs Committee Webpage](#)  
[I.C.5-7: College Governance Committee Webpage](#)  
[I.C.5-8: Instructional Program Review/SLOAC Subcommittee Webpage](#)  
[I.C.5-9: Administrative Services Program Review Subcommittee Webpage](#)  
[I.C.5-10: Student Services Program Review Subcommittee Webpage](#)  
[I.C.5-11: Faculty Hiring Committee Webpage](#)  
[I.C.5-12: Annual Report to Community 2015-16](#)  
[I.C.5-13: SDCCD Policy and Procedure Flowchart](#)  
[I.C.5-14: Board of Trustees Agendas Dec 2015-March-2016](#)  
[I.C.5-15: SDCCD Annual Report to the Community](#)  
[I.C.5-16: SDCCD Administration and Governance Handbook](#)  
[I.C.5-17: SDCCD Endless Possibilities Publication](#)  
[I.C.5-18: Safe and Sound Annual Security Report 2012-14](#)  
[I.C.5-19: WE \(With Excellence\) Webpage](#)  
[I.C.5-20: SDCCD Student Veterans Handbook 2015-16](#)  
[I.C.5-21: 2016-17 SDCCD Financial Aid Bulletin](#)  
[I.C.6-1: Board Policy 3300 Fees](#)  
[I.C.6-2: BP 3300 Attachment A – Student Fee Schedule](#)  
[I.C.6-3: Student Fee Schedule Board of Trustees Agenda Item](#)  
[I.C.6-4: San Diego City College Catalog 2016-17, p. 28](#)  
[I.C.6-5: San Diego Mesa College Catalog 2016-17, p. 29](#)  
[I.C.6-6: San Diego Miramar College Catalog 2016-17, p. 26](#)  
[I.C.6-7: Student Web Services: Tuition and Fees Webpage](#)  
[I.C.6-8: SDCCD Gainful Employment Webpage](#)  
[I.C.6-9: Administrative Procedure 3300](#)  
[I.C.6-10: Board Policy 3301 Nonresident Tuition](#)  
[I.C.6-11: Reg-e Webpage](#)  
[I.C.6-12: Class Schedule Webpage](#)  
[I.C.6-13: Financial Aid Webpage](#)  
[I.C.6-14: Scholarship Office Webpage](#)  
[I.C.6-15: Miramar College 2015 Student Feedback Survey, item 8, p. 30](#)  
[I.C.7-1: 2016-17 Faculty & Staff Handbook, p. 18](#)  
[I.C.7-2: Academic Senate Professional Code of Ethics](#)  
[I.C.7-3: SDCCD Board Policies Webpage](#)  
[I.C.7-4: Instructional Services Division Webpage](#)

[I.C.7-5: Academic Senate Webpage](#)  
[I.C.7-6: San Diego Miramar College Catalog 2016-17, pp. 29-65](#)  
[I.C.7-7: Faculty Collective Bargaining Agreement](#)  
[I.C.7-8: Board Policy 4030 Academic Freedom and Freedom of Expression](#)  
[I.C.7-9: Miramar College 2015 Employee Feedback Survey, item 33, p. 12](#)  
[I.C.8-1: SDCCD Board Policies Webpage](#)  
[I.C.8-2: San Diego Miramar College Webpage](#)  
[I.C.8-3: Board Policy 2715 Code of Ethics, Standards of Practice](#)  
[I.C.8-4: Board Policy 7150 Civility and Mutual Respect](#)  
[I.C.8-5: Board Policy 7360 Discipline and Dismissals- Academic Employees](#)  
[I.C.8-6: Board Policy 7365 Discipline and Dismissals- Classified Employees](#)  
[I.C.8-7: Miramar College's Employee Code of Conduct Webpage](#)  
[I.C.8-8: Student Life Webpage](#)  
[I.C.8-9: San Diego Miramar College Catalog 2016-17, p. 30](#)  
[I.C.8-10: Administrative Procedure 3001.1 Student Records, Release, Correction and Challenge](#)  
[I.C.8-11: Administrative Procedure 3001.2 Grade Challenge](#)  
[I.C.8-12: Administrative Procedure 3001.4 Challenge Due to Alleged Discriminatory Treatment](#)  
[I.C.8-13: Student Code of Conduct Classroom Poster](#)  
[I.C.8-14: Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process](#)  
[I.C.8-15: Administrative Procedure 3100.3 Honest Academic Conduct](#)  
[I.C.8-16: Administrative Procedure 3100.2 Student Disciplinary Procedures](#)  
[I.C.8-17: SDCCD State Authorization Statement](#)  
[I.C.8-18: Curriculum and Instructional Council Minutes Webpage](#)  
[I.C.8-19: Miramar College 2015 Student Feedback Survey, item 7, p. 30](#)  
[I.C.8-20: Classroom Incident Response Protocol](#)  
[I.C.9-1: College Mission-Vision Statement Final Version](#)  
[I.C.9-2: San Diego Miramar College Governance Handbook May 2016, p. 4](#)  
[I.C.9-3: 2016-17 Faculty & Staff Handbook](#)  
[I.C.9-4: Academic Senate Professional Code of Ethics](#)  
[I.C.9-5: Board Policy 4030 Academic Freedom and Freedom of Expression](#)  
[I.C.9-6: Faculty Evaluation Form](#)  
[I.C.9-7: Faculty Collective Bargaining Agreement, p. 112](#)  
[I.C.9-8: San Diego Miramar College Catalog 2016-17, p. 5](#)  
[I.C.9-9: Academic Senate Professional Code of Ethics, p. 1](#)  
[I.C.9-10: New Faculty Orientation Agenda-2 Day](#)  
[I.C.9-11: Miramar College 2015 Employee Feedback Survey, items 33, p. 12](#)  
[I.C.9-12: Miramar College 2015 Employee Feedback Survey, items 25, p. 10](#)  
[I.C.9-13: Miramar College 2015 Student Feedback Survey, item 13, p. 5](#)  
[I.C.12-1: Accreditation Webpage of the College Website](#)  
[I.C.12-2: Policy 0005 Accreditation](#)  
[I.C.12-3: Student Success and Accreditation Subcommittee Agenda](#)  
[I.C.12-4: Board of Trustees Retreat Agendas October 2015-October 2016](#)  
[I.C.12-5: Board of Trustees Agenda Item 7/29/14](#)

[I.C.12-6: Board of Trustees Goals for 2015-16 & 2016-17](#)  
[I.C.12-7: SDCCD Accreditation Webpage](#)  
[I.C.12-8: SDCCD Student Complaint Process Webpage](#)  
[I.C.12-9: Chancellor's Cabinet Agendas Spring 2016](#)  
[I.C.12-10: Chancellor's Cabinet Retreat Agenda 8/12/16](#)  
[I.C.12-11: SDCCD Student Services Board Reports Webpage](#)  
[I.C.12-12: SDCCD Institutional Research Board Report Webpage](#)  
[I.C.12-13: Board of Trustees Information Webpage](#)  
[I.C.12-14: ACCJC Status Letter-February 2012](#)  
[I.C.12-15: 2013 Miramar College Annual ACCJC Report](#)  
[I.C.12-16: 2014 Miramar College Annual ACCJC Report](#)  
[I.C.12-17: 2015 Miramar College Annual ACCJC Report](#)  
[I.C.12-18: 2016 Miramar College Annual ACCJC Report](#)  
[I.C.12-19: 2013 San Diego Miramar College Midterm Report](#)  
[I.C.13-1: Board Policy 0005 Accreditation](#)  
[I.C.13-2: Administrative Procedure 0005.1 Accreditation](#)  
[I.C.13-3: San Diego Miramar College Catalog 2016-17, p. 4](#)  
[I.C.13-4: Miramar College Specialized Certifications and Accreditations](#)  
[I.C.13-5: Miramar College Accreditation Webpage](#)  
[I.C.13-6: 2016-17 Miramar College IEPI Goals, pp. 3-4](#)

# **Standard II: Student Learning Programs and Support Services**

## **Standard II.A.: Instructional Programs**

**Administrative Tri-Chair: Paulette Hopkins**

**Faculty Tri-Chair: Duane Short**

**Classified Tri-Chair: Arni Neff**



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## STANDARD II.A. INSTRUCTIONAL PROGRAMS

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

### **Evidence of Meeting the Standard**

#### ***Instructional Programs and Mission***

San Diego Miramar College’s mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity and success, while emphasizing innovative programs and partnerships to facilitate student completion; for transfer, workforce training, and/or career advancement. To ensure that instructional programs are consistent with the College mission and satisfy ER 9 (Educational Programs), the Curriculum Committee reviews all proposed instructional offerings, including distance education (DE) proposals. The Committee assures alignment with District Board Policies *BP 5020: Curriculum Development* and *BP 5025: Philosophy and Criteria for Associate Degree and General Education* and District Administrative Procedures and *AP 5026: Philosophy and Criteria for Certificates* ([II.A.1-1](#)); ([II.A.1-2](#)). The proposals are also assessed against the “five criteria” established by the California Community Colleges Chancellor’s Office (CCCCO), which includes alignment of programs with the institutional mission and meeting student needs in areas of degree or certificate attainment, employment preparation, or transfer. In addition, the criteria include review of student learning outcomes, course objectives, and other attributes of the course, which are necessary components for maintaining articulation of courses and demonstrating appropriateness of course in higher education. Members of the Curriculum Committee receive training in this process annually ([II.A.1-3](#)); ([II.A.1-4](#)).

The Academic Standards Subcommittee is responsible for instructional and curricular issues related to collegewide academic or interdisciplinary program requirements ([II.A.1-5](#)). This includes but is not limited to review and oversight of interdisciplinary degrees and certificates, review and oversight of general education patterns, and district requirements. The Subcommittee also serves as the reviewing and recommending body for the Academic Affairs Committee and Curriculum Committee on issues related to the implementation of college and districtwide academic policy and procedure, evaluation of coursework from other institutions, and the application of credit from previous educational experience.

#### ***Program and Course Offerings***

Historically, the College has defined Instructional Programs as a field of study that includes at least one award and at least one subject area, in alignment with District Board Policy *BP 5019: Instructional Program Review*. In fall 2014, dialogue surrounding revision and development of program (i.e. degree and certificate) student learning outcomes included an examination of the California Education Code, Title 5 definition of program, described as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a

diploma a license or transfer. From this point, college dialogue led to a revision of the instructional program list, to allow for meaningful assessment of student learning outcomes at the program level. Faculty used multiple factors in defining their programs, with consideration given to student learning outcomes and achievement [\(II.A.1-6\)](#), and which resulted in the 2015-2016 Program List [\(II.A.1-7\)](#).

San Diego Miramar College currently offers 40 programs consisting of 67 AA/ AS Degrees and 51 Certificates of Achievement in fields consistent with the College mission and for transfer, workforce training, and career advancement. Of these, 45 degrees and 23 certificates may be offered via distance education (DE) mode [\(II.A.1-7\)](#). Programs that can theoretically be completed by 50% or more of courses taken in DE format are separately reviewed and approved for DE delivery by ACCJC [\(II.A.1-8\)](#). Lastly, the College also offers 43 Certificates of Performance, which do not require CCCCO approval but represent skill-building in fields consistent with the College's mission [\(II.A.1-9\)](#).

San Diego Miramar College's programs include courses offered primarily on the main campus. Some courses are offered at various off campus locations (e.g. local high schools) and consist mostly of "early college" courses for high school students, career related courses for high school students, or in-service courses for public service agencies [\(II.A.1-10\)](#). The College also offers a number of general education courses at Marine Corps Air Station (MCAS) Miramar, to provide access to the College's active duty military population. Almost all of these are general education courses applicable to any degree or certificate [\(II.A.1-11\)](#). The College also provides counseling services at the base for our current or prospective students. The College offers a small number of Aviation courses at Montgomery Field to support the lab requirements for programs in Aviation Maintenance and Aviation Operations, including Aviation Maintenance 111D and 112D [\(II.A.1-12\)](#). The College's off campus location at NTC for the Fire Protection Technology and Emergency Medical Technician programs has been closed since the last accreditation report and is now relocated back on the campus.

A complete course-offering list can be found in the 2016-2017 College Catalog [\(II.A.1-13\)](#). Fall 2016 included 261 courses approved for DE mode [\(II.A.1-14\)](#). Before a course can be offered in DE mode, the course must go through a separate screening and approval process in which the Curriculum Committee reviews the proposed DE methods of instruction and frequency of contact, instructional techniques, SLO assessment, and additional resources [\(II.A.1-15\)](#); [\(II.A.1-16\)](#). All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, and DE courses are held to the same standards. Therefore, there is no distinction between DE and face-to face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via DE or face-to face instruction [\(II.A.1-8\)](#); [\(II.A.1-17\)](#).

### ***Evaluating Program Success through the Program Review Process***

In the Instructional Division, the College ensures that students are progressing to achieve their goals of transfer preparation, workforce training and/or career advancement by utilizing a cyclical Program Review process that aligns with District Administrative Procedure *AP 5019: Instructional Program Review*. The Instructional Program Review/ Student Learning Outcomes Assessment Cycle (IPR/SLOAC) Subcommittee is responsible for overseeing development and revisions of the Program Review process, as well as the coordination of Program Review efforts [\(II.A.1-18\)](#). Prior to 2013, the College used a yearly cycle for

Program Review, and created Word documents for the collection of this information, including analysis of student achievement, internal and external impact factors, and student learning outcomes assessment (SLO) data. In this manner, the College ensured that programs culminated in the attainment of SLOs and achievement of degrees, certificates, employment, or transfer to other higher education programs.

As the College dialogued on continuous quality improvement in SLO assessment, it became clear that to evaluate instructional programs effectively, the cycle for review should allow more time for implementation of improvement strategies and assessment of results. The IPR/SLOAC Subcommittee recommended a new three-year cycle, to coincide with a three-year cycle for SLO assessment, and the College Executive Committee (CEC) approved this for implementation in fall 2013. Furthermore, to align management of SLOs with program review processes, the Program Review template was developed in the Taskstream Accountability Management System (Taskstream). As described in Standard I.B.5, the Program Review process now requires that instructional programs review disaggregated student achievement data, including attainment of degrees and certificates, as well as attainment of SLOs at the course and program level ([II.A.1-19](#)). Programs are required to map program goals to the College's Strategic Plan Goals, which are grounded in the College mission, and as such provide a direct link between instructional programs and collegewide planning through the mission.

Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of student learning outcomes, and the results of these assessments are included in Program Review. The College as a whole also assesses students' perceptions and opinions about elements involved in online courses, such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning ([II.A.1-20](#)).

### ***Evaluating Program Success through Institution-Set Standards***

At an institutional level, the College evaluates program success, including student progress and outcomes, through assessment of the College's Strategic Plan Goals. As described in Standard I.B.3, the College has developed institution-set standards (i.e. benchmarks) for instructional programs as part of its Strategic Plan assessment process and in accordance with ER 11 (Student Learning and Achievement). The benchmarking process involves evaluation of indicators and measures, including transfer rates, degrees/certificates awarded, completion rates and CTE rates. These benchmarks are provided in the Program Review documents in Taskstream to guide self-evaluation, as individual programs review student achievement and develop programmatic goals, improvement strategies and resource requests ([II.A.1-21](#)) ([II.A.1-22](#)) ([II.A.1-23](#)). These institution-set standards are also reported collegewide with the publication of the Strategic Plan Assessment Scorecard ([II.A.1-24](#)). This provides direction in developing Main Plans and Operational Plans that address fulfillment of the College mission and ensures that appropriate changes and resource allocations are made to achieve this ([II.A.1-25](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College's instructional programs, regardless of location or means of delivery, including distance

education, are offered in fields of study consistent with the institution's mission; are appropriate to higher education; and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Notably, the College has developed a robust Program Review process, which includes course and program SLOs and student achievement analysis to serve as a foundation for program evaluation and improvement, regardless of location or means of delivery.

**II.A.2-Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### **Evidence of Meeting the Standard**

#### ***Review of Content and Method of Instruction***

The College ensures that the course content and methods of instruction meet the accepted academic and professional standards and expectations and adhere to District Board Policies and Administrative Procedures in *BP 5020/ AP 5020 Curriculum Development and AP 5022: Course Approval* ([II.A.2-1](#)); ([II.A.2-2](#)). As discussed previously in II.A.1, the Curriculum Committee plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against the “five criteria” established by the California Community Colleges Chancellor’s Office (CCCCO). These include alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. They also include alignment to student learning outcomes (SLOs) and other attributes of the course. Furthermore, the discipline faculty and the Curriculum Committee at all three colleges within the District review all courses at least once every six years.

Using CurricuNET, faculty are able to access course information in the Course Outline of Record (COR), which contains all elements required by the California Education Code, Title 5 and includes unit values, contact hours, requisites, catalog description, objectives, and content ([II.A.2-3](#)). This provides multiple levels of oversight, as all three colleges must agree on any changes. All faculty, including full time and adjunct, create course syllabi in reference to the COR, and the Department Chairs and Deans ensure that every course syllabus also includes the SLOs ([II.A.2-4](#)). In response to ACCJC requests, the District has worked with the colleges to list the SLOs for each College in the Course Curriculum Report (CR) of the COR ([II.A.2-3](#)).

Delivery modes for courses and programs are reviewed by the discipline faculty, Department Chair, Dean, and Curriculum Committee at the college and district levels before approval ([II.A.2-5](#)). When reviewing the proposal, the reviewers look at the appropriateness of the delivery mode for the curriculum and the student population. All courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. Courses offered via distance education (DE) mode follow similar tests and assessments for standards and

expectations as do the traditional face-to-face courses. A course will apply to a degree or certificate whether it is taken via distance education or face-to face instruction ([II.A.2-6](#)).

For programs, relevancy is determined at the time of program creation by the Curriculum Committee and the CCCCCO, which review all proposals for new programs. The program approval process also follows District Board Policies and Procedures set forth in BP 5020/AP 5020 Curriculum Development, BP 5025/AP 5025 Philosophy and Criteria for Associate Degree and General Education, and AP 5026: Philosophy and Criteria for Certificates ([II.A.2-1](#)); ([II.A.2-7](#)). In addition, programs must meet all five CCCCCO criteria. Programs that can be completed by 50% or more of courses taken distance education are separately reviewed and approved for DE mode by ACCJC. San Diego Miramar College received approval in 2009 and 2016 to offer the DE mode of delivery ([II.A.2-8](#)); ([II.A.2-9](#)). Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of SLOs, such that SLOs are measured in sections offered via DE as well as in sections offered face-to-face. Results of the outcomes assessment allows program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the College ([II.A.2-10](#)).

CTE programs must also be reviewed every two years per state mandate and have external accrediting bodies and/or advisory committees that aid in determining relevancy and needed program updates. The College obtains input and validates currency of occupational curriculum from its industry advisory committees. Committee input ensures that programs and course offerings reflect current industry technology, procedures, and business practices. Program Directors, Department Chairs, Deans, and faculty obtain industry input on the quality and currency of certificate programs and update competency levels and SLO goals through these semi-annual advisory committee 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 advisory committees, the following certifying entities participate in identifying competency levels and SLOs for their related program:

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

### ***Continuous Improvement***

Most courses incorporate a variety of techniques to address various student learning styles and evaluate these efforts to continuously improve instruction and success. Analysis and discussion of the relationship between these teaching methodologies and student success occur in many venues and in different formats, including

- Professional development and FLEX opportunities, including in-service training to learn about student learning needs and pedagogical approaches (e.g. monthly reading and writing discussion groups for faculty in disciplines where writing is required and teaching workshops conducted by the Math Department) ([II.A.2-11](#)).

- Analysis of student evaluations that investigate perceptions and opinions about instruction, including perceptions of delivery modes.
- Analysis of student evaluations that investigate perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication.
- Analysis of success and retention rates of online, hybrid, and on-campus courses (e.g. the Program Data Packet for Chemistry) [\(II.A.2-12\)](#).

To address improvement of programs and services collegewide, faculty and staff conduct periodic Program Review. This includes an assessment of SLOs/ Service Unit Outcomes and student achievement in the course or program/ service area, and is the primary mechanism used to assure currency, improve teaching and learning strategies, and promote student success. To ensure consistency, the Program Review process has been aligned for all instructional programs, as well as for Student Services and Instructional Support Services [\(II.A.2-13\)](#); [\(II.A.2-14\)](#); [\(II.A.2-15\)](#). A summary of this process is as follows:

- Programs and services are evaluated via the Program Review process by all associated faculty/ staff. This process was annual for all Divisions from 2010-2013, and currently Instruction, Instructional Support Services and Student Services follow a three-year cycle with interim update reports each year. Some instructional programs that also have external accreditation criteria participate in an additional separate review process.
- Faculty/staff assess outcomes at the course, program and/or service area level and include these assessment results in the analysis section of the Program Review. These outcomes are also aligned with the Institutional Student Learning Outcomes in Taskstream to allow for collegewide dialogue on SLOs [\(II.A.2-16\)](#).
- Faculty/staff evaluate their programs using a variety of data, including productivity, student characteristics, degrees or certificates awarded, retention, success, and attainment of SLOs [\(II.A.2-12\)](#), [\(II.A.2-17\)](#).
- Faculty/staff review institution-set standards and respond based on individual program characteristics [\(II.A.2-18\)](#) [\(II.A.2-19\)](#).
- Program Review includes a review of the program curriculum as published in the College Catalog and allows faculty the opportunity to dialogue on courses that are included in their program requirements but not taught in their discipline.

Changes/improvements in courses, programs and/or service areas are captured in Program Review. With the implementation of Taskstream, the College now has a software platform that provides diverse faculty, both full-time and part-time, with a means to communicate on student learning and achievement in both courses and programs. As outlined in Standard I.B.5, these changes/improvements are then used to inform higher level planning, as they are integrated into School Program Reviews, Division Plans, and ultimately the Educational Master Plan [\(II.A.2-20\)](#). Specifically, Program Review drives planning and budget by providing the evidence and justification for development of the Budget and Resource Development Subcommittee List for resource allocation of equipment and supplies [\(II.A.2-21\)](#), the Faculty Hiring Priority List [\(II.A.2-22\)](#), and the Classified Hiring Priority List [\(II.A.2-23\)](#).

Specific examples illustrating how program review, including analysis of SLOs and achievement data, has led to identification of improvement strategies, and the subsequent implementation of these strategies to increase student success, is as follows:

- **The School of Liberal Arts:** Program Review provided evidence of staffing needs that resulted in the hiring of additional new faculty and provided evidence for technology needs that resulted in the purchase of new technology for Communications classrooms ([II.A.2-24](#)).
- **The School of Public Safety:** Program Review provided evidence of staffing needs that allowed Administration of Justice to add another contract faculty ([II.A.2-25](#)) and provided evidence resulting in conversion of 3 classrooms into SMART classrooms ([II.A.2-26](#)).
- **The School of Math, Biological, Exercise, and Physical Sciences:** Program Review analysis has provided evidence that helped the Department of Exercise Science, Health & Nutrition convert a minimal use, AV-challenged classroom (i.e. J224/J225) to an exercise studio in which high demand activity courses can now enroll up to 45 students provided evidence justifying the development of new athletic programs (e.g. Men's Volleyball)([II.A.2-27](#)); provided evidence to hire specialize Instructional Laboratory Technicians (e.g. for Medical Laboratory Technician Training and Chemistry) in the Biological and Physical Science departments ([II.A.2-28](#)); ([II.A.2-29](#)); and resulted in state certification of courses Yoga 292 and 293 ([II.A.2-27](#)).
- **The School of Business, Technical Careers and Workforce Initiatives:** Program Review analysis in Business and Automotive Technology provided evidence for the hiring of new faculty in Accounting, Computer and Information Science, and Automotive Technology ([II.A.2-30](#)); ([II.A.2-31](#)); provided evidence for the Aviation Operations program to receive state-of-the-art training equipment (e.g. drones) needed to create an Unmanned Aerial System Program ([II.A.2-32](#)); provided evidence to expand partnerships across all CTE programs, particularly in Business, where a new dual-enrollment program was established with a local high school ([II.A.2-30](#)) and in Auto Technology where a new agreement with Chrysler-FIAT's CAP program was initiated in partnership with NC3 ([II.A.2-31](#)); and provide evidence to support development of a new Certificate of Achievement in Entrepreneurship/Small Business Management ([II.A.2-30](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets and exceeds this Standard.** The College follows both district and institutional processes to ensure continuous improvement of instructional courses, programs and directly related services to promote student success. This level of review provides multiple opportunities for faculty and staff to ensure content, currency and quality, with input from multiple constituencies.

An example that highlights the College's efforts in ensuring continuous improvement in learning and teaching can be seen in the fall 2015 recommendation from the Distance Education (DE) Subcommittee. The DE Subcommittee of the Academic Affairs Committee evaluates the relationship between teaching methodologies and student success. From these

discussions, the DE Subcommittee and Academic Senate recommended that all faculty complete online training in order to be considered for online instruction [\(II.A.2-33\)](#). This recommendation was moved forward by a directive from the Vice President of Instruction and Instructional Deans in order to support the goal of achieving a certification rate of 100% by spring 2017 for faculty teaching online [\(II.A.2-34\)](#).

Survey results also support the College's dedication to student success and continuous improvement. In the 2015 Student Feedback Survey, 80% of students agreed with the statement "I believe instructors care about my success," which was a 2% improvement from 2009 [\(II.A.2-35\)](#). Similarly, 86% of students agreed with the statement "I am satisfied with the overall quality of instruction," representing a 3% improvement from 2009 and exemplifies the collegewide efforts that San Diego Miramar College is making and will continue to make to provide the best possible educational experience for its students [\(II.A.2-36\)](#). In the 2015 Employee Feedback Survey, 85% of employees agreed with the statement "The faculty has a central role in assuring quality of instruction," representing a 4% improvement from 2009 [\(II.A.2-37\)](#).

In an effort to continuously improve instructional courses, programs and directly related services, the College has recently focused efforts on increasing the equity and access for students to course textbooks and other class materials. A Districtwide Textbook Affordability Taskforce began this work in February 2016 to evaluate methods for enhancing faculty use and involvement in developing stable and appropriate class materials using Online Educational Resources (OER). San Diego Miramar College currently has several examples of courses and programs that have developed OER for their students, improving access for students with financial difficulties [\(II.A.2-38\)](#); [\(II.A.2-39\)](#). The College plans on continuing these efforts in the coming year, to enhance student success for all its students.

- **Action Plan 1:** Perform assessment of textbook selection process and survey faculty use of Online Educational Resources (OER).
- **Action Plan 2:** Create a Resource Team at the College to provide guidance to faculty and departments on how to structure use of course materials in a way that can be evaluated with regard to its effectiveness on student access, equity, and success.
- **Action Plan 3:** Evaluate courses that have modified their course material accessibility and content and assess improvements in student success.

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

### **Evidence of Meeting the Standard**

#### ***Student Learning Outcomes and Assessment Plans***

Instructional SLOs are defined for all college courses (CSLOs) and degrees/ certificates/ programs (PSLOs) and can be found on the "SLO Statements" page of the Outcomes and



Assessment Webpage ([II.A.3-1](#)). Faculty, both full time and adjunct, are responsible for collaboratively developing the learning outcome statements and assessment plans, assessing student attainment of outcomes, dialoguing about the results, and implementing improvement strategies to increase student success ([II.A.3-2](#)); ([II.A.3-3](#)). In addition, faculty use a variety of assessment methods to measure SLOs, including but not limited to objective examinations, writing assignments, applied skills demonstrations, and portfolios. Assessment occurs on a three-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success, and is used to inform Program Review ([II.A.3-4](#)).

As faculty develop CSLOs, they are aligned (i.e. mapped) to PSLOs in Taskstream, and PSLOs are further aligned with the Institutional Student Learning Outcomes (ISLOs), providing an integrated perspective on SLOs collegewide ([II.A.3-5](#)) ([II.A.3-6](#)). The guidelines for SLO assessment in courses and programs are found in the following documents located on the Outcomes and Assessment: Resources Webpage, as well as in Taskstream:

- Instructional Guide for Course Assessment in Taskstream ([II.A.3-7](#))
- Instructional Guide for Program Assessment in Taskstream ([II.A.3-8](#))
- Guide to Writing SLOs for Programs ([II.A.3-9](#))
- Checklist for Developing Outcomes and Assessment Plans in Taskstream ([II.A.3-10](#))

As of fall 2016, the College has recorded the following data for SLO assessment:

- 98% of courses have defined CSLOs
- 89% of courses have ongoing assessment of CSLOs
- 99 % of programs have defined PSLOs
- 95 % of programs have ongoing assessment of PSLOs  
([II.A.3-11](#)); ([II.A.3-12](#))

### ***Outcome Statements in Syllabi and Course Outline of Record***

San Diego Miramar College has officially approved and current Course Outlines of Record (COR), established in alignment with District Board Policies and Administrative Procedures *BP 5020/ AP 5020: Curriculum Development*. The CORs align within the District, but SLO statements are developed in collaborative discussions among the college's discipline faculty, to more directly reflect the needs of their student population. To address this situation, the District worked with the colleges to include SLO statements separately for each college within the District on the Course Curriculum Report (CR) attached to the COR. The SLOs are developed by faculty, recorded/ edited in Taskstream, and uploaded each semester to the CR of the Course Outline of Record in CurricUNET ([II.A.3-13](#)). In every class section, students receive a course syllabus including SLO statements([II.A.3-14](#)). Faculty are required to submit their course syllabi within the first two weeks of the semester, and the Dean's Office is responsible for ensuring that all syllabi contained the approved SLOs.

Outcome statements are also present on the College's Outcomes and Assessment Webpage, in Taskstream, and in the College Catalog (for PSLOs) ([II.A.3-1](#)); ([II.A.3-15](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has published SLOs that are assessed on a regular cycle at the course and degree/ certificate (i.e. program) level. In addition, CSLO statements are included on every syllabus and are attached to the approved COR. When surveyed, 90% of San Diego Miramar College's students agreed with the statement "my instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments." This result represents a 11% improvement since 2009 ([II.A.3-16](#)). Similarly, 86% of students agreed with the statement "my instructors tell me how I will be assessed before I begin an assignment or test." This result represents a 7% improvement since 2009 ([II.A.3-16](#)).

While the College meets this Standard, it is committed to continually improving outcomes and assessment at all levels. Over the past six years the College has made remarkable shifts to improve the process and increase the number of courses and programs that are using outcomes assessment to better the learning environment for students. Moreover, the College now uses outcomes assessment as a basis for improvement in the updated Program Review process, which fully integrates outcomes assessment with the traditional methods and metrics used to evaluate and improve the College's programs (see Standard I.B.5 for details).

Because of these improvements, there have been some changes to numbers reported for "ongoing assessment" in the ACCJC Annual Reports. From 2010-2013, the assessment cycle occurred each semester and results were captured using an in-house database system. During this time period, ongoing assessment was defined as the presence of at least one set of assessment findings for a course. However, as the College advanced in its vision for SLOs and assessment, the College shifted its focus from continual (i.e. each semester) assessment to the development and implementation of improvement strategies that could result in increased success for students. As a result of this dialogue and to achieve continuous quality improvement, the College now follows a three-year cycle for assessment.

The assessment activities within the three-year cycle include reviewing and revising outcome statements and measurement methods as needed; assessing student attainment of outcomes; dialoguing about the results with input from contract and adjunct faculty; and implementing improvement strategies to increase student success. Based on this shift in how "ongoing assessment" was defined, the College experienced an initial decrease in total numbers of courses counted for "ongoing assessment". However, the benefits of this shift have been numerous: the review and improvement of SLO statements and assessment plans that are measurable and that focus on student success; collaboration within departments, programs, and schools to scrutinize active course lists and identify courses for deactivation; and the development of enrollment management strategies to offer courses within an appropriate time frame to enable student completion. In addition, assessment results are now used to develop action plans that inform program evaluation through the Program Review process, as described in Standard I.B.5. As such, faculty use changes to courses or programs, because of outcome assessment, to inform development of program goals, and these goals are used to inform higher level planning through the College's integrated planning process.

As the College continues to improve these processes, it has developed the following plans:

- **Action Plan 1:** Provide more robust support to faculty and staff through the PR/SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment.
- **Action Plan 2:** Work with District offices to optimize process for extracting SLO statements from Taskstream and for the regular upload of SLOs into CurricUNET, in order to capture changes that might occur due to improvement strategies.
- **Action Plan 3:** Revise Strategic Plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission.

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

### **Evidence of Meeting the Standard**

#### ***Pre-Collegiate Level Curriculum***

In alignment with Administrative Procedure *AP 3002.3: Basic Skills Coursework*, the College decides to offer developmental or pre-collegiate curriculum in cases where it is necessary to serve the student population in terms of readiness for college-level work ([II.A.4-1](#)). However, all courses and programs go through the same approval process and follow District Board Policy *BP 5020: Curriculum Development* ([II.A.4-2](#)). Pre-collegiate level courses are offered in similar formats to college level courses, including face-to-face, self-paced, and distance education (DE) formats ([II.A.4-3](#)). An overview of the criteria and process is below:

- All courses, regardless of level, are developed and proposed by discipline faculty, go through a faculty led review in the Curriculum Committee, and are approved by the Board of Trustees and the California Community Colleges Chancellor's Office (CCCCO) ([II.A.4-4](#)); ([II.A.4-5](#)).
- Appropriate credit type is determined using standards established by state-level regulation and policy, including standards set by the CCCC and also by the California State University (CSU) system for transfer level courses ([II.A.4-6](#)).
- Delivery mode is proposed, along with other attributes of a course, by discipline faculty. However, courses proposed for DE must be approved for that delivery mode in a separate curriculum approval action that includes faculty scrutiny of the proposed methods of ensuring course quality and instructor-student interaction. In addition, programs in which it is possible for students to complete 50% or more of the course requirements via DE are separately reviewed and approved by ACCJC through a substantive change proposal ([II.A.4-7](#)).
- The method of evaluating pre-collegiate level courses/programs is the same as for college level courses/programs and is described in Standards II.A.1 and II.A.3.

The College offers developmental/pre-collegiate programs in English, English as a Second Language, and Mathematics ([II.A.4-3](#)). The College also enrolls international students, but

those students participate in the College's regular courses/programs (i.e. the College has no international student courses or programs distinct from its other offerings). The College does not offer continuing and community education, study abroad, contract education, or short-term training courses or programs at this time.

### ***Alignment of Pre-Collegiate Level Curriculum with College Level Curriculum***

Courses are determined to be pre-collegiate or collegiate through the curriculum review process in the Curriculum Committee, relying primarily on the advice and recommendations of the discipline faculty. Discipline faculty coordinate to align pre-collegiate with collegiate level coursework. In addition, they evaluate student success data measuring basic skills through transfer level pathways ([II.A.4-8](#)); ([II.A.4-9](#)). Pre-collegiate courses are developed for those students who assess below college level courses. Assessment results can be used to inform enrollment management, indicating which and how many sections of these courses need to be offered in a given semester ([II.A.4-10](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College offers pre-collegiate level curriculum to support students in succeeding at the college level. In support of this work, the Basic Skills Initiative, Student Success and Support Program (SSSP), and Student Equity Plan (SEP) grants significantly augment the general fund tutoring and academic success campus efforts. Research shows that San Diego Miramar College is improving in moving more students towards the transfer level, although the College strives to improve in this area ([II.A.4-11](#)).

A recently awarded grant, the Basic Skills and Student Outcomes Transformation (BSSOT) grant, will allow the College to enhance current strategies, as well as employ additional faculty/ staff that can augment current efforts. Specifically, the College will focus on multiple means of assessment for placement and the development of accelerated course paths to transfer level classes ([II.A.4-12](#)). Meanwhile, San Diego Miramar College will continue to monitor efforts and measure performance in this area.

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

### **Evidence of Meeting the Standard**

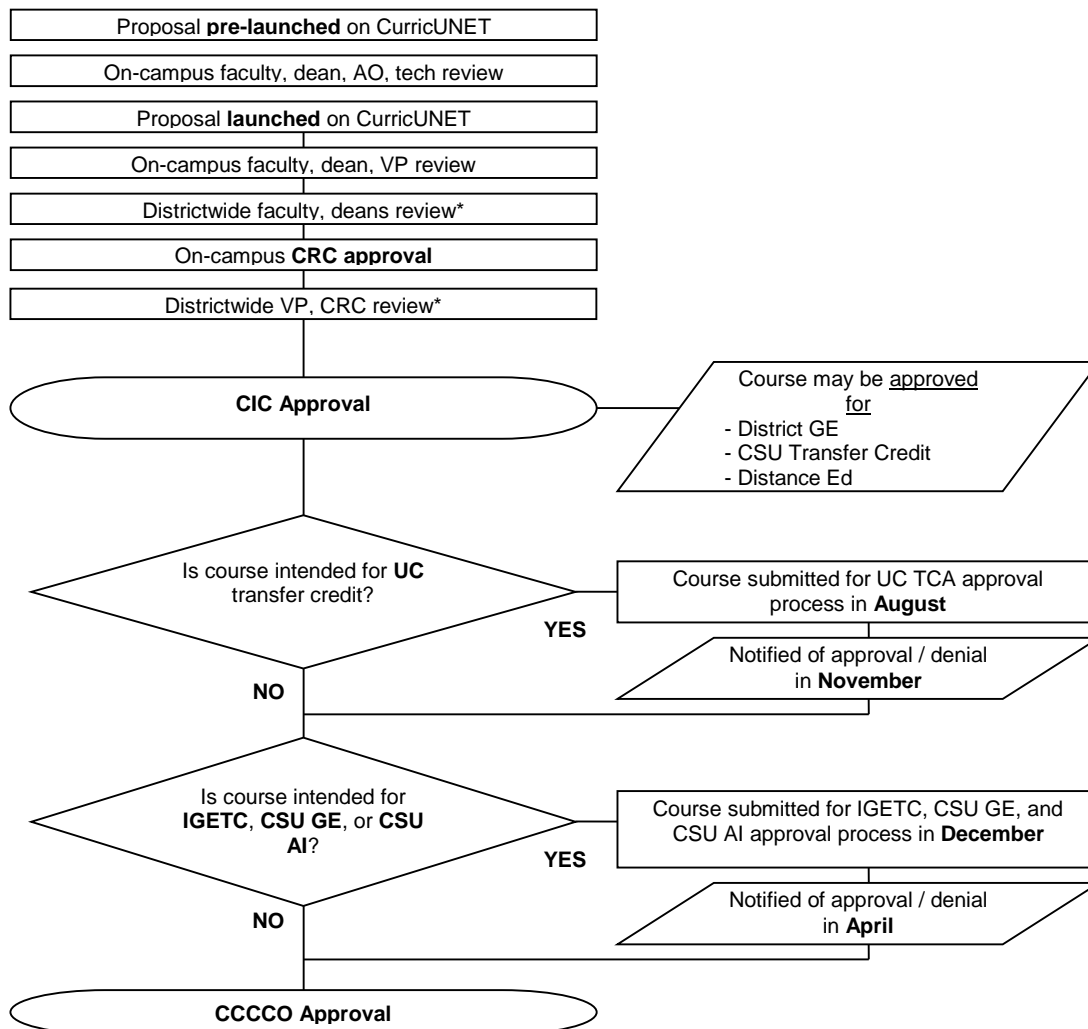
San Diego Miramar College's curriculum development and approval process, facilitated by the College's Curriculum Committee, ensures that all courses and programs are developed by faculty experts in the discipline and follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, and synthesis of learning. Furthermore, the campus and district Curriculum Committees ensures compliance with ER 12 (General Education) by

- “defining and incorporating into all of its degree programs a substantial component of general education,”
- “including an introduction to some of the major areas of knowledge,” and
- ensuring “degree credit for the general education component is consistent with levels of quality and rigor appropriate to higher education.”

Courses are reviewed and updated at least once every six years to ensure these standards are maintained. Programs are also reviewed at least once every three years and updated as necessary as part of the College’s Program Review process, which is the instrument used to demonstrate quality of instruction.

Each new or revised program, regardless of mode of delivery, is reviewed thoroughly at both the college and district level and follows District Board Policies and Administrative Procedures *BP 5020/ AP 5020: Curriculum Development*, *BP 5025/ AP 5025 Philosophy & Criteria for Associate Degrees & General Education*, and *AP 5026: Philosophy and Criteria for Certificates* ([II.A.5-1](#)); ([II.A.5-2](#)); ([II.A.5-3](#)). At San Diego Miramar College, this process begins with discipline faculty creating a program proposal and state application. The proposal is then reviewed by the Curriculum Technical Review Subcommittee for technical items such as unit requirements, standard outline format, and conformation to California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH) guidelines ([II.A.5-4](#)). Once the technical review process is completed, the College’s Curriculum Committee reviews the proposal, including the factors described above. The Committee uses state-level curriculum regulation and policy, including the PCAH and criteria specified in the California Code of Regulations, Title 5, as guidelines when reviewing proposals ([II.A.5-5](#)). These criteria include quality standards related to grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level. Definitions of each of these criteria are provided in Title 5, Section 55002 ([II.A.5-6](#)). Title 5 also requires each degree program to consist of a minimum of 60 semester units. Total unit requirements for each Degree and Certificate are maintained in CurricUNET and published in the College Catalog.

Once approved at the college level, the proposal is reviewed an additional time for technical items at the District Office of Instructional Services and then again by the Curriculum Instructional Council (CIC) (i.e. district-level Curriculum Review Committee) using the same guidance as the college-level Curriculum Committee ([II.A.5-7](#)). For details, please see the below section titled “District’s Role in Curriculum Development.” After CIC and Board approval, the CCCCCO provides the final level of proposal review and approval. Once approved, records of all programs are maintained in the District’s curriculum system, CurricUNET ([II.A.5-8](#)). The flowchart below summarizes this process:



The College Curriculum Committee also determines appropriate credit type for its courses, by reviewing the proposed course outline against the criteria specified in Title 5. Courses may be approved as pre-associate degree level, associated degree level, or baccalaureate level. Courses that are proposed as baccalaureate level are reviewed against criteria provided for that purpose from the CSU Academic Senate (II.A.5-9). There is no direct connection between the determination of a course’s credit type and the approval of a course for the distance education (DE) mode; they are two separate and distinct decisions made by the College’s Curriculum Committee and CIC.

There is also no difference in the approval processes between courses and programs that are approved to be offered in DE mode and those that are not. In other words, the College has one set of courses and programs that are established and evaluated in the manner described above; some of those courses and programs are also approved to be offered via DE, while others are not (see Standard II.A.2 and District section below for details). A course will apply to a degree or certificate whether it is taken via distance education or face-to face instruction. San Diego Miramar College’s procedures above certify that all instructional

programs, regardless of location or means of delivery, including DE, are designed to meet student needs and align with the College mission ([II.A.5-10](#)). However, before a course can be offered via DE, it must be separately proposed and approved for that purpose. The proposal must include a description of the type and frequency of contact between instructor and student; a list of techniques to ensure high quality instruction; and a list of methods used to evaluate student achievement of SLOs.

Additional dialogue about the curricular quality and other characteristics of the College's programs occurs during the Program Review process. This dialogue occurs at the program and school levels, with summary and suggestions for improvement informing the integrated planning process occurring at the institutional level. The Program Review process facilitates dialogue about a program's strengths, accomplishments, and needs in a variety of different areas: student learning outcomes, curriculum, faculty, budget, facilities, technology, staff development, and scheduling ([II.A.5-11](#)); ([II.A.5-12](#)). All of San Diego Miramar College's programs, degrees and certificates were last reviewed in 2015 as part of the College's Program Review process (see Standard I.B.5 for details).

Distance education courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes. Distance education courses go through the same rigorous curriculum approval process as traditional courses although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and are in alignment with United States Department of Education (USDE) definitions. Furthermore, the department of Curriculum Services follows Title 5 of the California Code of Regulations sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy and California Code of Regulations, Title 5, section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. Distance education courses are separately approved by the college curriculum review committees, but they follow the same official course outline of record.

Faculty members in the particular department determine whether the program is offered in DE mode. In addition, faculty from the three colleges and Continuing Education participate in the districtwide Curriculum and Instructional Council (CIC). Faculty members in the subject discipline confer and decide which programs/courses to offer at a distance. Each proposed or existing course offered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow the curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other

courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** All degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. The College does not offer degrees at the baccalaureate level. The College and District will continue to monitor this area to ensure compliance.

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

#### **Evidence of Meeting the Standard**

San Diego Miramar College's curriculum development process, as described in Standard II.A.5, ensures that the College's "degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes," in alignment with ER 9 (Educational Programs). As part of this process, the College uses a standard of two years for expected completion of certificate and degree programs. Proposed new programs must provide a course sequence chart showing how a student would progress through the program semester-by-semester ([II.A.6-1](#)), ([II.A.6-2](#)). The only exception to the two-year standard is in some specialized high unit programs that may require more than 60 units of coursework because of program level accreditation ([II.A.6-3](#)).

Program length for certificates is determined individually based on course requirements and sequencing, external accreditation requirements (if present), and student need. For example, program length for the Flight Instructor certificate is determined by the sequential courses required for flight training; the set of courses required for FAA accreditation; and student demand. Programs culminating in certification or licensure (e.g. MLTT, EMGM, Police Academy, etc.) are structured so that the certification examination is completed at the conclusion of the program, either as part of the program curriculum or as a separately administered exam by the certifying or licensing body. At the curriculum level, the College Curriculum Committee considers proposed courses in regards to the "Resources" criterion to determine if they can be offered at least once every two years in order to facilitate student degree completion. Courses that build on one another in a chain of prerequisites are scheduled sequentially (i.e. fall-spring-fall-spring) so that students may progress continually through the sequence ([II.A.6-2](#)).



To assist with achieving this Standard, the District has coordinated the implementation of the Enrollment Management System (EMS), a system that calculates and provides enrollment information derived from the Class Schedule. Administrators are able to access information regarding enrollment that helps plan section offerings. For example, the EMS supports analysis of individual courses sections and enrollment by day of the week and the time of the day. This information helps to guide the class schedule decisions so that course sections are optimized for students. Additionally, the EMS supports the creation of “what if” scenarios to see how different schedules are likely to impact enrollment. Administrators have approximately three years of data available, which also makes longitudinal studies possible. The colleges are looking into expanding the capabilities of the EMS by incorporating degree and certificate data.

The Vice President of Instruction offers leadership in the planning and direction for scheduling each semester. To ensure that course scheduling is maximized for “students to complete certificate and degree programs within a period of time consistent with established expectations in higher education”, college enrollment and scheduling decisions rely on multiple data sources and these decisions are made collaboratively by the Vice President of Instruction, Program Directors, Department Chairs, & Deans. In addition to the EMS data and analysis described above, the College uses Program Review to assess effectiveness of learning and student achievement, identifying trends and/or gaps used to inform scheduling. The College has also adopted Strategic Enrollment Management Guiding Principles, which provide guidelines for scheduling discussions and show relationship to the College mission through the Strategic Plan Goals [\(II.A.6-4\)](#). These Guiding Principles are also used by the Vice President of Instruction and Instructional Deans to help identify specific enrollment objectives and strategies for planning in the coming year [\(II.A.6-5\)](#). The discussions and decisions based on these data are held primarily in Dean’s Council and in the Academic Affairs (AA) Committee and the Planning and Institutional Effectiveness Committee (PIEC). The AA Committee, consisting of the Deans, Department Chairs, Articulation Officer, VP of Instruction and VP of Student Services, is the primary body that makes recommendations on enrollment management: [\(II.A.6-6\)](#). The PIEC also acts as a resource in enrollment management, in that the Committee’s goal is to ensure that the College’s integrated planning process is in alignment with the College mission, Accreditation Standards, and compliance with applicable Federal, State, and local requirements [\(II.A.6-7\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College uses multiple sources of data and collaborative, collegewide participation to develop a course schedule that maximizes a student’s opportunity for completion. The outcome of these efforts can be seen in the increasing number of degrees awarded by the College in recent years. In 2014-2015, San Diego Miramar College awarded 705 AA/AS Degrees. In 2015-2016, the College awarded 754, which is a substantial 7% increase in degrees awarded over that time [\(II.A.6-8\)](#).

The College’s Strategic Plan emphasizes the continued efforts to increase completion rates. However, in evaluating the College’s performance in meeting this standard, the College could increase success rates for degrees and certificates if additional funding was provided

for growth. In 2015-2016, San Diego Miramar College was given significantly more Full time equivalent faculty (FTEF) funding to offer additional sections, including capstone courses. The 25% increase in degrees awarded is a direct result of additional funding, allowing the College to offer more sections. Given the measured high demand for specific courses, the re-design of class schedules would focus on increased sections of high demand courses each semester. To forward these efforts, the College has developed the following plans:

- **Action Plan 1:** Develop two-year course sequence chart for all programs (i.e. degrees and certificates). Course sequencing charts will be published on program webpages and be shared with the Counseling Department for maximum student exposure.

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

#### **Evidence of Meeting the Standard**

##### ***Delivery Modes and Teaching Methodologies***

San Diego Miramar College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students. The Curriculum Committee oversees the process used to determine which delivery modes are appropriate for the student population. Details on how courses are approved for distance education (DE) mode can be found in Standard II.A.5. However, one example that illustrates the College's understanding of student needs is the course offerings at the Marine Corps Air Station (MCAS) Miramar. The College offers general education courses on the local MCAS base to accommodate military students' duty schedules and military commitments ([II.A.7-1](#)). These students also benefit from courses offered in a non-traditional delivery mode, particularly while on deployment. Non-traditional delivery modes include fully online, partially online (i.e. more than 50 percent is offered online), hybrid (i.e. 50 percent or less offered online), and web-enhanced, on-campus courses. Each mode of delivery utilizes Blackboard, and the SDCCD Online Learning Pathways (SDOLP) staff supports all modes ([II.A.7-2](#)). Technology support is provided to both faculty and students 24 hours a day, 7 days a week. SDOLP also provides training in the latest technologies used in distance education, as well as in instructional design ([II.A.7-3](#)).

The Distance Education Subcommittee of the Academic Affairs Committee is also charged with facilitation of DE discussions on campus ([II.A.7-4](#)). In this venue, faculty, staff and administrators discuss what teaching methodologies are commonly used in DE programs and the relationship between the selected teaching methodologies and student performance. Most recently, the results of these discussions prompted the DE Subcommittee to recommend a resolution that all online instructors must first complete an Online Teaching Certification program. Faculty completing the certification program learn about state and federal laws and regulations for distance education. They also learn how to use the tools in the Learning Management System (LMS) and how to design courses using best practices. The Academic

Senate has supported this recommendation, and instructional Deans have committed to assign only certified faculty to online classes, effective spring 2017 [\(II.A.7-5\)](#).

Regardless of mode of delivery or location, the College Curriculum Committee, through the faculty-led curriculum development process, determines which assessment methods should be available to measure student learning. Courses, including those offered in distance education DE mode, are developed and approved to ensure that there are multiple assessment methods available to meet the needs and learning styles of its students [\(II.A.7-6\)](#). Faculty have the primary responsibility in this area, as well as in the discussion of how teaching methodologies affect student performance. Faculty use the Program Review process to capture this dialogue, including assessment of learning via achievement and learning outcomes data, which then supports efforts to improve teaching and learning. For more details on the curriculum development process, discussions and outcomes please see Standards II.A.2 and II.A.5.

### ***Learning Support Services***

The College has the following learning support services on campus:

- **Tutoring Services**, including the Personal Learning Assistance Center (PLACe), the Math Lab, the English Writing Center, the Chemistry Peer-Led Tutoring Project, and the Biology Help Room Project
- **Instructional Support Services**, including the Independent Learning Center (ILC) and the Library

The College also provides an extensive array of instructional and student support services to both traditional and DE students and faculty. The online services are designed to mirror the services provided on campus. Furthermore, the Student Success and Support Program (SSSP) and Student Equity Plan (SEP) provide funds dedicated to facilitating tutoring services for disproportionately impacted students [\(II.A.7-7\)](#); [\(II.A.7-8\)](#). A variety of tutorial services are offered on-campus, online, inside the classroom, outside of the classroom, and in group and one-one-one settings [\(II.A.7-9\)](#); [\(II.A.7-10\)](#); [\(II.A.7-11\)](#). For details on these services, please see Standard II.B (Library and Learning Support Services) and II.C (Student Support Services).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students. With implementation of the Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), Student Equity Plan (SEP), and the new Basic Skills and Student Outcomes Transformational Program (BSSOT), the College will continue to investigate the relationship between teaching methodologies/ learning support services and the diverse student population, to maximize student success. Additionally, the implementation of mandatory online training certification for all online teachers, effective spring 2017, will ensure instructor knowledge of state and federal laws for distance education, and best distance education practices, and as such will support equity and success for all students.

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

**Evidence of Meeting the Standard**

***Department wide Course Examinations***

Discipline faculty are continually in discussions about how best to assess students, and every effort is made to reduce test bias and enhance reliability. An example of this can be seen in the Department of English, Communications and World Languages, which uses department wide course examinations. Prior to 2012, department wide examinations were conducted in English 043 (English Review) and English 049 (Basic Composition) utilizing a standardized exam, which was graded using a holistic, department wide rubric [\(II.A.8-1\)](#). The department used several methods to insure inter-rater reliability:

- Exams are graded by a group of English instructors following the prepared rubric and grading procedures.
- Students provide their ID numbers on the text booklets and do not include names or class identifiers.
- Exam questions are not released to any student prior to the exam date.
- All course sections adhere to the same test administration procedures.

As an example of the College's commitment to ongoing improvement, the English faculty examined the course SLOs and revealed that the exam method did not provide the multiple measures of assessment recommended by organizations such as the National Education Association [\(II.A.8-2\)](#). In addition, the departmental exam was perceived by students as a high-stakes "exit exam." Because of extensive discussion and curriculum development work, the department has begun a pilot program that changes the way that English 49 (Basic Composition) is taught.

Formerly, the emphasis was placed on a student developing the ability to complete timed writings, which culminated in a timed writing assessment. Currently, the students create a portfolio that incorporates the timed writing essay as one of many components. In English 43, faculty meet to discuss a representative sample (25%) of student work, not only to establish norms for scoring, but to review best instructional practices at the end of each semester. In English 49, the portfolio, has become a level best practice. Norming occurs for a timed essay (as noted above) but does not occur for the final portfolio. Instead, 49 uses a cohort-model where the instructor of record can request to meet with a cohort lead to review the portfolio if it is a borderline passing/not passing. After this discussion, the instructor of record determines the final grade. This allows the grading discussion to include professional development for both new and seasoned instructors. Current portfolio assessment supports success and retention of developmental writers because it assesses students' entire body of work over the period of a semester. The timed essay has become a yardstick for revisions throughout the semester, instead of a final, where there is no chance to do further work. In

English 49, rates consistently reach 75% – 85% at this course level, up from a 54% pass rate before portfolio assessment was first instituted ([II.A.8-3](#)). English faculty continue to pursue improved and more widely applicable methods for multiple methods assessment.

Professional development opportunities are being used to collect best practices from community colleges throughout the State to bolster the campus “toolbox” for assessing student competency in all levels of English. For instance, English faculty have attended workshops on best practices in Basic Skills, including, the Application Workshop - Community Colleges Basic Skills and Student Outcomes Transformation Program through Institutional Effectiveness Partnership Initiative (IEPI) and Basic Skills Student Outcomes Transformation Program Kick-Off Summit, also through IEPI. In addition, English 49 has developed targeted professional development, based on faculty's actual needs, during Flex week. Previous topics have included: supporting ESOL students in English 49, teaching critical analysis, using the SLO and DCO as pedagogical tools, the pedagogical strategy of generous reading and how it applies to norming, and the sharing of best practices in writing units and topics. English 49 coordinators have also utilized faculty survey to determine which topics are most useful for faculty in planning professional development opportunities ([II.A.8-4](#)).

The Chemistry department also uses standardized exams in all transfer-level courses ([II.A.8-5](#)). The Chemistry department purchases updated American Chemical Society (ACS) standardized final exams every three to five years as part of the department’s quality control of its curriculum. The ACS Exams Institute ([II.A.8-6](#)) provides exams and detailed directions on how to administer the exams to reduce or eliminate bias ([II.A.8-7](#)). Such practice offers validity for these required transfer-level courses and results of the exams are used as the department’s program SLO criteria. Lastly, the department uses their students’ score average to compare to national to provide evidence for Program Review on the quality and rigor of their curriculum ([II.A.8-8](#)).

The College also uses math and English placement tests to assess preparedness for purposes of correct placement in remedial or college-level math and English courses. The College uses the ACCUPLACER system for this purpose ([II.A.8-9](#)). ACCUPLACER is an adaptive test in which question difficulty increases or decreases based on previous responses. A 2009 study of the validity of ACCUPLACER indicated “the percentage of students that were placed correctly ranged from 58 to 84 percent. Overall, results indicated a moderate to strong relationship between ACCUPLACER scores and course success, demonstrating that ACCUPLACER test scores provide utility in terms of placing students into courses in which they are likely to succeed.” ([II.A.8-10](#)) Students are encouraged to prepare or review for the ACCUPLACER placement tests prior to taking them, in order to be familiar with the format and types of questions. Students can access sample questions on the College Website.

### ***Department wide Program Examinations***

No programs require program level examinations for graduation. However, a variety of programs prepares students for standardized examinations administered by external agencies such as the Federal Aviation Administration, California Commission on Peace Officer Standards and Training, and San Diego County Emergency Medical Services Authority.

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning, and ensures that processes are in place to reduce test bias and enhance reliability. The College will monitor this area to ensure continued compliance.

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

## **Evidence of Meeting the Standard**

### ***Awarding Credit, Degrees and Certificates Based on Attainment of Student Learning Outcomes***

In alignment with ER 10 (Academic Credit), San Diego Miramar College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, including California Code of Regulations, Title 5, Section 51002: *Standards in Scholarship*. The College provides appropriate information about the awarding of academic credit in the College Catalog, including institutional policies on transfer and award of credit ([II.A.9-1](#)). The standard for one unit of credit is 16-18 hours for lecture and 48-54 hours for laboratory, clinical, or other learning configurations as noted in the California Community College Chancellor's Office Program and Course Approval Handbook ([II.A.9-2](#)). The same standards are applied to courses offered via distance education ([II.A.9-3](#)).

At the course level, credit is awarded based on demonstration of content mastery and achievement of course student learning outcomes (CSLOs). Discipline faculty members define and assess CSLOs for every course on a regular cycle. More specific learning objectives are also established for every course. The learning objectives are the "components" that together build up to the CSLOs ([II.A.9-4](#)). Achievement of CSLOs, and associated learning objectives, is the primary way students demonstrate mastery of the course content. Faculty assess student achievement of these measurable outcomes by using a variety of assessment methods described in the COR. This process assures that units of credit for a course are based on the attainment of CSLOs and are consistent with accepted equivalencies in higher education.

Some of the College's courses are eligible to be offered in a credit-by-exam format. Students choosing this option complete a comprehensive faculty-approved evaluation that assesses student proficiency in all learning outcomes. The credit-by-exam policies and procedures are described in District Board Policy *BP 5235: Credit by Examination*, *BP 3900: Academic Credit for Non-Traditional Education*, and Administrative Procedure *AP 3900.1: Credit by Examination* and conform with Title 5 regulations ([II.A.9-5](#)); ([II.A.9-6](#)); ([II.A.9-7](#)).

At the program level, the combination of courses required for each degree or certificate allows students to achieve the stated program learning outcomes (PSLOs) upon completion of an entire course of study ([II.A.9-8](#)); ([II.A.9-9](#)). As a degree or certificate is only awarded when the student completes all the required courses, PSLOs can only be met if the student attains the CSLOs for courses within that degree/certificate. In this manner, departments can use CSLO results to determine achievement of PSLOs. Because course-level assessments are graded and are a factor in the awarding of course credit towards degrees and certificates, the process ensures that achievement of the PSLOs are the basis for awarding degrees/certificates. The use of Taskstream to capture SLO data has allowed the College to create visual maps showing the relationship between CSLO and PSLOs, providing evidence of the link between courses and programs ([II.A.9-9](#)); ([II.A.9-10](#)).

### ***Units of Credit and Clock Hours***

San Diego Miramar College awards academic credit in accordance with federal regulations (34CFR 600.2); California Code of Regulations, Title 5, Section 55002.5; and District Board Policy *BP 5020: Curriculum Development* ([II.A.9-11](#)). These regulations are consistent with the Carnegie unit model used as generally accepted norms in higher education. All of the instructional programs assign credit by the standard Carnegie unit, including career technical programs that are accredited by external accrediting organizations. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For additional details, see Standard II.A.5.

The College follows District Board Policies and Procedures regarding grading standards and publishes these in the College Catalog ([II.A.9-12](#)). The Catalog also contains statements regarding the grading system and grading options, such as pass / no pass, withdrawals from a class, and incomplete, and in-process grades.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this standard.** The College awards credit based on student achievement, which includes achievement of CSLOs and/or PSLOs. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, and demonstrate compliance with Commission Policy on Institutional Degrees and Credits.

To reach this level of functionality, the College has undergone extensive evaluation and dialogue since the last ACCJC Accreditation visit. From 2013-2014, the College engaged in a collaborative discussion about Institutional Student Learning Outcomes (ISLOs). The culmination of this dialogue was the development and adoption of a new set of ISLOs based on the Association of American Colleges and Universities' (AAC&U's) "Essential Learning Outcomes." (See Standard I.B.2 for details) ([II.A.9-13](#)); ([II.A.9-14](#)).

In 2014-15, as a result of continuing dialogue about student learning outcomes and tools for continuous assessment and quality improvement, the College adjusted its definition of "program," to better align with the state definition and to create more meaningful and directly applicable program level SLOs. As a result of this change, all degrees and certificates are now organized by SLOs instead of SLOs being assigned to related groups of

certificates and degrees, as in our previous system ([II.A.9-15](#)). This work has ensured that students awarded a degree or certificate are in fact attaining appropriate and meaningful program-level SLOs.

While the College currently meets this Standard, it will continue to monitor this area and make improvements on the processes when necessary.

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

### **Evidence of Meeting the Standard**

The San Diego Community College District has a centralized records and evaluations department that is responsible for evaluating transfer credits. Credits transferred into the District are reviewed by the District records office in accordance with District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, as well as generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. All credits earned by students at the three colleges of the District - City, Mesa and Miramar - are posted on a single District transcript to facilitate the mobility of students within the District and to transfer institutions ([II.A.10-1](#)).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and follow all District and state guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with state guidelines and District policies and business practices. One example is a recent change to *AP 3900.1: Credit by Exam* ([II.A.10-2](#)) that was modified to clarify the timeline for petitioning for credit for articulated noncredit courses. Policies and information are included in the college catalog as well as on Student Web Services, the online portal for students as follows:

#### ***Credits from Other Regionally Accredited Institutions***

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

#### ***Upper Division Coursework***

The District accepts all lower division courses taken at U.S. regionally accredited colleges. All lower division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper division coursework. Petitions to use upper division



courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. All petitions for exception must be approved by the faculty in the discipline or an appropriate designee, and/or college committee.

### ***International Transfer Credit***

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

### ***Academic Credit for Nontraditional Education***

In accordance with Administrative Procedure *AP 3900.4* academic credit may be available to currently enrolled students for skills or knowledge not obtained by formal scholastic experience, or for prior course work with content determined equivalent to District courses ([II.A.10-3](#)). Credit is available through the following:

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

### ***Credit by Examination***

In accordance with Administrative Procedure *AP 3900.1* students may receive Credit by Examination for courses designated and approved by the faculty in individual disciplines. The term “examination” means any written, oral or performance standards determined by the individual departments. Students must meet specific criteria to be eligible for credit by examination ([II.A.10-4](#)).

### ***Credit for Non-college Credit Vocational Courses***

Students who successfully complete non-college credit articulated courses that are equivalent in subject matter, content, educational objectives, length of course, and performance standards, and pass a college faculty approved examination for the course offered by the college, may have these courses converted to college credit, via credit by exam, in accordance with an agreed-upon articulation agreement with the high school district ([II.A.10-4](#)).

### ***Articulated Non-Credit Continuing Education Courses***

Students who successfully complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination ([II.A.10-4](#)).

### ***Acceptance and Application of Military Credit***

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education (ACE) ([II.A.10-5](#)). Students must submit documentation of educational experiences during military service.

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

Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide, and faculty approval ([II.A.10-6](#)); ([II.A.10-7](#)); ([II.A.10-8](#)).

### ***High School Courses for College Credit (Credit by Exam)***

High school students may earn college credit equivalence for approved articulated courses in accordance with *AP 3900.1* ([II.A.10-4](#)). To receive credit, students must: demonstrate acquisition of the College's student learning outcomes by earning a grade of 'B' or better in the approved course and on the college-approved examination ([II.A.10-9](#)); ([II.A.10-10](#)); ([II.A.10-11](#)); ([II.A.10-12](#)).

### ***Articulation Agreements***

The Colleges has numerous articulation agreements with local institutions, as well as higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. Articulation agreements are developed by the Articulation Officer at the College, in consultation with the faculty.

The College uses ASSIST as the official repository of articulation information for California's public colleges and universities ([II.A.10-13](#)).

### ***Distance Education:***

The District does not differentiate courses taken via Distance Education. Credit is granted in the same manner as traditional courses.

The District Evaluation Office uses learning outcomes along with other attributes of a course (units, topics, etc.) when determining course equivalency for transfer. In cases where the District Evaluation Office cannot determine equivalency, the student may petition the appropriate academic department or collegewide committee to determine if the previous coursework is sufficient to meet the College's degree requirement. In making that determination, the College faculty use learning outcomes along with other attributes of a course (e.g. units, topics, etc.). All policies and procedures ensure compliance with ER 10 (Academic Credit).

Miramar College offers 146 Associate Degrees and Certificates of Achievement and 800 courses that are either required or restricted electives of the degrees. Of these, 241 courses have an online option. The majority of students attending San Diego Miramar College are enrolled in programs that lead to degrees and/or transfer to the university. Information about degrees, course credit requirements, length of study for each degree program, general education courses and requirements for each degree offered, and catalog designation of college level courses for which degree credit is granted is found in the College Catalog. Data on the number and percentage of San Diego Miramar College awards conferred over a five-year period can be viewed in the Miramar College Awards Conferred Report, which represents all programs and courses, both online and on campus. ([II.A.10-14](#)).

The College has expanded its offerings of distance education as an option for 50% or more of the required coursework in 10 additional Certificates of Achievement and 32 additional Associate Degrees including Associate Degrees for Transfer (ADTs). The purpose of the ADTs, which were developed in response to the Student Transfer Achievement Reform Act (SB 1440) of 2010, are to facilitate transfer between San Diego Miramar College and the California State Universities ([II.A.10-15](#)) (See Standards I.C.2, I.C.12, II.A.9, and II.A.10 for details).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College 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 and in alignment with *BP 5050/AP 5050.2: Articulation*.

Transfer of credit policies and procedures have been developed collaboratively and follow all federal and state guidelines, as well as generally accepted practices in higher education. Transfer of credit policies are made available to students both electronically and in print form in the catalog and on the college websites. Records and evaluation are centralized functions in the District responsible for evaluating transfer credits in consultation with faculty discipline experts. Transferred courses are reviewed in accordance with District policies and procedures, and expected learning outcomes, relying primarily on the faculty. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. The college has numerous articulation agreements with higher education institutions throughout the country based upon patterns of enrollment between institutions and the mission of the college. All agreements are developed in consultation with the faculty discipline experts to facilitate mobility of students between institutions.

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

### **Evidence of Meeting the Standard**

#### ***Program Development and Student Learning Outcomes***

The College ensures that all of its programs have the appropriate length, breadth, course sequencing and time to completion, and faculty have the primary responsibility for developing program student learning outcomes (PSLOs). In 2012, the College began a dialogue about the key competencies that are important for all students to achieve. This discussion culminated in a revision of existing Institutional Student Learning Outcomes (ISLOs) and the merging of ISLOs and General Education SLOs, as students who fully engage with the College, and thus are appropriate for attainment of ISLOs, will be engaged

in degrees with the GE component. The new ISLOs are also aligned with the Association of American Colleges and Universities' (AACU's) LEAP Essential Learning Outcomes ([II.A.11-1](#)) and include statements in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives ([II.A.11-2](#)), as outlined below:

- **ISLO 1: Knowledge of Human Cultures and the Physical and Natural World**  
Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study
- **ISLO 2: Intellectual and Practical Skills**  
Communication  
Critical Thinking  
Problem Solving  
Quantitative Literacy  
Information Literacy
- **ISLO 3: Personal and Social Responsibility**  
Local and global civic knowledge and engagement  
Intercultural knowledge and competence  
Ethical reasoning and action  
Foundations and skills for lifelong learning  
Pursuit of high quality collegiate educational and extracurricular experiences  
Successful navigation of the postsecondary education system to achieve educational goal(s)
- **ISLO 4: Integrative and Applied Learning**  
Synthesis and advanced accomplishment across general or specialized studies  
Demonstration of applied skills required for the student's chosen career field

All students completing a degree must complete GE as a part of that degree, and the College has determined appropriate courses to meet each GE area. Thus, these outcomes/competencies are applied to all GE patterns, including IGETC and CSUGE Breadth and are a component of all degree programs. Certificates prepare students in a particular subject area and so do not include a separate GE requirement. However, each certificate does include these competencies as appropriate to the certificate program level and subject area ([II.A.11-3](#)).

All program student learning outcomes are aligned with the key competencies found in the ISLOs (i.e. GE SLOs). To ensure achievement of these outcomes, the College undergoes assessment of ISLOs through a variety of mechanisms, including mapping course and program SLO data in Taskstream, student surveys, and direct measures of learning. Details on these assessment methods are found on the Assessment Plans subpage of the Outcomes and Assessment Webpage ([II.A.11-4](#)).

### ***Appreciation of Diversity and Information Competencies***

The College is committed to promoting student understanding and appreciation of diverse perspectives, represented by ISLO 3 as well as GE requirements. ISLO 3 (Personal and Social Responsibility) includes the following competencies:

- Local and global civic knowledge and engagement

- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Pursuit of high quality collegiate educational and extracurricular experiences
- Successful navigation of the postsecondary education system to achieve educational goal(s)

As an institution, over 400 outcomes have been mapped with alignment to this area, a strong indicator of collegewide commitment ([II.A.11-5](#)). In addition, the College adheres to the following GE requirements in supporting student's understanding of diversity:

- Social and Behavioral Science GE Requirement includes courses that “promote appreciation of how societies and social subgroups operate” ([II.A.11-6](#)).
- Humanities GE Requirement includes courses that “help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves...” ([II.A.11-6](#)).
- District Requirement 6 requires “a course related to the culture of one or more of the ethnic groups which are represented in American society. The course shall include a focus on the role of men and women in the origin, development, and current status of these cultures” ([II.A.11-7](#)).

Similarly, the College emphasizes Intellectual and Practical Skills in ISLO 2, including:

- Communication
- Critical Thinking
- Problem Solving
- Quantitative Literacy
- Information Literacy

Faculty and staff have indicated that many of their course, program and service area outcomes align with this area, totaling 124 mapped items collegewide ([II.A.11-5](#)). In addition, the College adheres to the following GE requirements:

- District Requirement 1: Competence in Reading and Written Expression ([II.A.11-8](#))
- District Requirement 2: Competence in Mathematics ([II.A.11-8](#))
- Language and Rationality GE Requirement: “...develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.” ([II.A.11-9](#))

Lastly, the Library and Learning Resource Center offers courses such as Library Science 101, which is designed to enhance the students' information literacy and research skills ([II.A.11-10](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College includes in all of its programs as appropriate, student learning outcomes, in communication competency, information competency, quantitative competency, analytic inquiry skills,

ethical reasoning, the ability to engage diverse perspectives, and other program specific learning outcomes. The College will continue to monitor this area and has current plans to improve methods to assess collegewide attainment of these competencies:

- **Action Plan 1:** Modify ISLO (i.e. GE SLOs) assessment tools to include direct assessment of learning.

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

### **Evidence of Meeting the Standard**

The College awards the Associate in Arts Degree, the Associate in Science Degree, and the Certificate of Achievement to students who complete specific major, district, general education, and other requirements as specified in the College Catalog ([II.A.12-1](#)). San Diego Miramar College ensures alignment with ER 12 (General Education) by following District Board Policies and Procedures regarding general education requirements for degrees as described in *BP 5025/ AP 5025: Philosophy and Criteria for Associate Degree and General Education* ([II.A.12-2](#)). District policy and procedure describes how general education is based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas:

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

As mandated by California Code of Regulations, Title 5, Section 55063, the general education program consists of 18 semester units within the following four areas: Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality. California Code of Regulations, Title 5, Section 55806 defines each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four. The College provides the option for students to complete one of four different general education (GE) options, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the District's GE core and competencies specified above. These options are:

- **The SDCCD General Education Pattern** and district requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
- **The California State University General Education (CSU GE) Breadth Pattern**
- **The Intersegmental General Education Transfer Curriculum (IGETC) Pattern**
- **The SDCCD General Education Pattern** (only available for some transfer-specific majors) ([II.A.12-3](#))

To enhance the scrutiny of courses proposed to be included in the general education curriculum, the District Curriculum Instructional Council (CIC) has altered its approval process for all general education courses. All GE courses are reviewed concurrently to ensure they meet specific requirements as outlined in District Board Policy *BP 5025: Philosophy and Criteria for Associate Degrees and General Education*. Some GE courses are also offered in distance education mode, but all courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. GE courses offered via distance education follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A GE course will apply to a degree whether it is taken via distance education or face-to face instruction ([II.A.12-4](#)).

Discipline faculty propose courses in their own discipline as appropriate for inclusion in general education, based upon student learning outcomes and competencies appropriate to the degree level. The College Curriculum Committee, which includes faculty with expertise in GE requirements, reviews and approved proposed additions in alignment with District Policy and Procedure *BP 5020/ AP 5020: Curriculum Development*. The proposals are also reviewed by faculty at the other District colleges, by District Instructional Services, and by the District Curriculum Instructional Council (CIC). Because GE courses are common to all three campuses within the District, discipline faculty, Department Chairs, School Deans, and Vice Presidents of Instruction also review courses proposed for general education at each campus. This review consists of comparing the content, student objectives, and student learning outcomes in the course to the standards and criteria established for various GE categories. Final approval rests with the District's Board of Trustees as per District Board Policy *BP 5020* and Administrative Procedure *AP 5022: Course Approval* ([II.A.12-5](#)).

GE proposals are reviewed and approved as a separate curricular action twice per year at CIC and comply with ER 12 (General Education). San Diego Miramar College's general education patterns determine the intellectual inquiry and breadth of knowledge expected of all graduates. For example, the Natural Sciences GE requirement includes instruction to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of relationships between science and other human activities. The Humanities GE requirement includes instruction encouraging an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another and an understanding of ethical behavior as it applies to the human condition. Each of these requirements serve both to promote separate kinds of intellectual inquiry and to expose students to different types of knowledge.

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

- **For Associate Degree GE**, the breadth is prescribed by California Code of Regulations Title 5, Section 55063 [\(II.A.12-6\)](#).
- **For the CSU GE pattern**, the breadth is prescribed by CSU Executive Order 1100 [\(II.A.12-7\)](#).
- **For the IGETC pattern**, the breadth is prescribed by the IGETC Standards document [\(II.A.12-8\)](#).

As described in Standard II.A.11, the College has determined that SLOs for general education are the same as those for the institution, culminating in a single set of Institutional SLOs (ISLOs). The ISLOs include statements on student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences [\(II.A.12-9\)](#). College constituency groups, culminating with the College Executive Committee, reviewed and approved the ISLOs, and they are published in the College Catalog [\(II.A.12-10\)](#).

### **Analysis and Evaluation**

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

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

### **Evidence of Meeting the Standard**

All instructional programs that lead to an Associate Degree at San Diego Miramar College are designed to provide students a significant introduction to the broad areas of knowledge, relevant theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core/area of emphasis [\(II.A.13-1\)](#). All of the College’s degree programs include focused study in at least one area of inquiry, typically 18 units in the discipline or related disciplines. All the College’s degree programs also meet State Chancellor’s Office requirements for degree compliance, including a concentration of units in a discipline or related disciplines.



The discipline faculty who create a program in a particular field of study design it to meet a transfer or career technical education (CTE) purpose. Programs that are designed for transfer incorporate courses with competencies and student learning outcomes that are appropriate to the baccalaureate level, while programs that are designed for CTE incorporate courses with competencies and program-level SLOs that are needed for the particular target occupation or career field [\(II.A.13-2\)](#). Some programs incorporate both of these purposes, so they are not mutually exclusive. Program-level SLOs and competencies are listed for each program in the College Catalog and in Taskstream. In each program, specific courses are required to ensure students achieve the desired SLOs and competencies. In Taskstream, specific course SLOs are mapped to program SLOs to ensure each program level SLOs and competencies are being met by required courses in the program [\(II.A.13-3\)](#).

In addition, both the programs and courses are screened and approved for the appropriate degree level by the College Curriculum Committee, using curriculum policy, regulation, and other state level guidance (see Standard II.A.5 for details).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has a curriculum development process that involves multiple levels of review at both the college and district level. As described in Standard II.A.5, faculty are responsible for initiation and development of degree programs that include one area of inquiry or in an established interdisciplinary core. In addition, they identify specialized courses in an area of inquiry or interdisciplinary core based upon student learning outcomes and competencies at the appropriate degree level within the field of study. The College will continue to monitor to ensure compliance with this Standard.

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

#### **Evidence of Meeting the Standard**

San Diego Miramar College ensures that graduates completing career and technical education (CTE) degrees and certificates demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. As a part of this process, the College utilizes two external resources for information on standards and competencies, specifically program-level accreditation and advisory committees, as described in District Board Policy and Administrative Procedure *BP 5102/ AP 5102 Career and Technical Education Programs*.

The following is a list of CTE programs that collaborate with outside agencies or industry partners:

- Accountancy
- Administration of Justice

- Automotive Technology
- Aviation Maintenance Technology
- Aviation Operations
- Biotechnology
- Business Management
- Child Development
- Computer Business Technology
- Diesel Technology
- Emergency Medical Technician
- Fire Protection Technology
- Medical Laboratory Technology
- Paralegal
- Exercise Science
- Personal Training
- Yoga Teacher

Each program has an industry advisory committee consisting of local industry partners and professionals, program faculty, and college administrators. The advisory committees meet at least once a year to discuss program issues pertinent to curriculum currency, certificate and degree requirements, job opportunities, internships, and training needs. Much of the input from advisory committee assists the program in ensuring currency in the training and education needs of the industry. For example, in 2014-15, three new courses were added to the curriculum for the Paralegal program in order to address specific training needs in the local [\(II.A.14-1\)](#).

Several CTE programs also have program level accreditation by state, federal, or professional accreditation or licensing authorities. Examples include the Paralegal program, accredited by the American Bar Association, and the Aviation Maintenance Technology program, accredited by the Federal Aviation Administration. Programs with this level of accreditation are evaluated on a regular basis by the accrediting body, to ensure the program is adequately preparing students for licensure or certification in the applicable career field. Details on programs accredited by professional accreditation or licensing authorities are found in Standard II.A.2.

Some CTE programs include the final licensure or certification requirement as part of the program curriculum. For example, the College provides certified training programs for state law enforcement and firefighter certification agencies. Students who complete the Law Enforcement or Firefighter Academy programs receive certification in those areas upon successful completion of the program. In those cases, the College acquires reliable information about its students' ability to meet these requirements because the College tracks the students' completion of the required courses in the program and therefore the students' completion of the licensure or certification requirements. In other CTE programs, students apply for licensure or certification from an organization other than the College after completing the College's preparation program. In those cases, the College usually relies on students' self-reported pass rates; this information is more readily available in some programs than it is in others. For example, students in the College's Emergency Medical Technician (EMT) program usually take the EMT exam shortly after completing the program, and therefore often provide timely information. In 2014 and 2015, students

completing this program demonstrated a cumulative pass rate of 88% [\(II.A.14-2\)](#). In contrast, students who complete the College's Aviation Operations program might wait many months after completing the program before they take the FAA Private Pilot exam, because of the time and expense required to complete the practical in-flight training.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College will continue to monitor this area to ensure that students can demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

In addition to maintaining the standard, the College has plans to expand and develop its CTE programs, in response to the Strong Workforce Program Initiative. In 2016, the California Community Colleges Board of Governors launched the Task Force on Workforce, Job Creation, and a Strong Economy (i.e. Strong Workforce Task Force) to address the projected shortfall in middle-skill workers. Recommendations from this Taskforce led to the creation of the Strong Workforce Program, which was established to allow California community colleges to expand and improve the quality of career technical courses, programs and services to enable students to access the current and future job market. As a result, new funding was allocated to San Diego Miramar College to supplement the career technical programs in meeting the requirements of this new initiative. The College is developing a plan for integration of the Strong Workforce Requirements into current and future CTE programs. In fall 2016, a workshop was held for the College that explained the key components of the new program and addressed the preliminary first-year plan integration. Topics included funding, key elements, outcome metrics, and plans for implementation. Further plans for integration include the following:

- **Action Plan 1:** Build the infrastructure necessary to support CTE program growth, improvements and recruitment (Year 1).
- **Action Plan 2:** Focus efforts on expansion of existing programs, including increasing program capacity within CTE specific programs; equipment replacement and enhancement; exploring new program development possibilities that will afford students certificates and degrees leading to living wage jobs; expanding career services; and building a sustainable marketing plan (Year 1).
- **Action Plan 3:** Focus on new program development and implementation and continued program enhancements across CTE programs (Year 2).
- **Action Plan 4:** Implement Year 2 new and continuing program development activities and program improvements, to address Strong Workforce Taskforce recommendations and outcome metrics (Year 3).

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

**Evidence of Meeting the Standard**

San Diego Miramar College department faculty regularly review courses and programs to determine if modifications are necessary in order to continue to meet the program's goals and learning outcomes. This review occurs in alignment with the District Administrative Procedure *AP 5019: Instructional Program Review* and as part of the College's Program Review process, but departments may also revise programs at other times if needed. Programs are modified through the addition or removal of course requirements. All such changes must be approved by the College Curriculum Committee, the District Curriculum Instructional Council, and the District Board of Trustees, in alignment with Administrative Procedure *AP 5020: Curriculum Development*. Program modifications take effect in fall semesters when the new academic year's College Catalog is published. Minor changes to programs are reported to the California Community College Chancellor's Office (CCCCO) as an information item. Major changes to programs must be approved by the CCCCCO prior to implementation. Substantive changes, as defined by ACCJC/ WASC, must also be submitted as a Substantive Change Proposal for approval.

Course instructors, counselors, and the College Catalog are used to notify students of program changes. Students may establish catalog rights to the College Catalog in effect at the time they began their studies at any California Community College, California State University, or University of California, or the San Diego Miramar College Catalog in effect at the time of graduation. In addition, students who have been in continuous enrollment may petition a counselor to graduate under another catalog in effect while continuously enrolled, based upon changes to program requirements ([II.A.15-1](#)). College counselors assist students in modifying their education plans to address program changes. Students may also petition to graduate with different requirements when courses required for a student's intended program are no longer offered. Student catalog rights and the petition process extend to programs that have been eliminated. Therefore, a student may receive a degree or certificate in a program that was discontinued in the past and no longer appears in the College Catalog. However, if a student breaks continuous enrollment, they are no longer eligible to follow the original catalog and must complete the requirements of the revised or new program.

When a program is marked for discontinuance, the College follows the District Administrative Procedures in *AP 5021: Instructional Program Discontinuance*. Specifically, a program is marked for discontinuance when it no longer meets the requirements of four-year institutions or is no longer serving any need of the student, business, industry, or community. Program discontinuance procedures are based on the recognition that the responsibility for program discontinuance is shared cooperatively between College faculty and College administrators, and that the Board of Trustees will make the final decision regarding the discontinuance of an instructional program. San Diego Miramar College is in the process of formalizing the plan and practices currently followed for program discontinuance. This will include

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

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 minimum disruption. The college has a clearly defined policy to review programs. In accordance with the policy of the Board of Trustees and through mutual agreement with the Academic Senates, program discontinuance procedures shall be established by the colleges and Continuing Education that include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community.

*Distance Education:*

Courses within a program may or may not be offered via the distance education mode. There are no differences in the procedures for the elimination or change in program requirements for distance education.

**Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. To align with the new District Administrative Procedure AP 5021 established in fall 2016, San Diego Miramar College is in the process of establishing a formal plan that will outline the details and recommended timeline for phasing out programs.

- **Action Plan 1:** Complete the plan for Program Discontinuance at San Diego Miramar College, with input and support from college governance committees and groups and with ultimate approval from the College Executive Committee.

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

## **Evidence of Meeting the Standard**

Since 2010, San Diego Miramar College has been committed to the continuous improvement of college processes and practices to ensure maximum learning and achievement for students. This has required the collaborative and collegial efforts of faculty, staff and administrators and details are discussed throughout Standards I and II. The list below provides a summary of the results of these efforts:

- The Program Review process, led by college faculty, provides regular evaluation of all instructional programs, including collegiate, pre-collegiate, and career and technical education (CTE) courses and programs, regardless of delivery mode or location. This process includes review of quality, relevancy, student outcomes and achievement, and currency of information, standards and competencies (see Standard I.B.5).
- The curriculum development and approval process ensures that all courses, regardless of mode of delivery or location, are reviewed and updated at least once every six years (see Standard II.A.5).
- Program Review processes are aligned in Taskstream between Instruction, Instructional Support Services, Student Services, and Administrative services, to ensure maximum integration of efforts to systematically improve student success (see Standard I.B.2).
- Institutional planning uses Program Review as the primary source to identify strategies and actions that will lead to accomplishment of the college's Mission Statement and Strategic Plan Goals (see Standards I.B.5, I.B.7, and I.B.9). The following institutional processes and plans also rely primarily on information provided in Program Review:
  - Division Plans (i.e. Instructional Services, Student Services, and Administrative Services)
  - Budget Resources Review
  - Human Resources Plan
- Assessment of student learning outcomes and achievement, including plans for improvement, occurs systematically and is part of the Program Review process. Achievement data is provided by the Office of Planning, Research and Institutional Effectiveness and is disaggregated by course, program and equity group to provide program faculty and staff with a comprehensive view of program performance. Student learning outcomes data for courses and programs are provided by faculty and are linked to resource and budget requests to improve student learning (see Standards I.B.4 and I.B.5).

## **Analysis and Evaluation**

**As evidenced above and throughout Standard II.A, San Diego Miramar College meets this Standard.**

## **Master list of Evidence for Standard II.A.**

- [II.A.1-1: Board Policy 5020: Curriculum Development](#)
- [II.A.1-2: Board Policy 5025: Philosophy and Criteria for Associate Degree and General Education](#)
- [II.A.1-3: Curriculum Committee Minutes 9/3/14](#)
- [II.A.1-4: Curriculum Committee Minutes 9/2/15](#)
- [II.A.1-5: Academic Standards Subcommittee Webpage](#)
- [II.A.1-6: Instruction Guide for Program Assessment Plans](#)
- [II.A.1-7: 2015-2016 Program List](#)
- [II.A.1-8: ACCJC Substantive Change Letter 5/20/16](#)
- [II.A.1-9: 2016-2017 Miramar College Catalog, p. 98](#)
- [II.A.1-10: 2016-17 High School Partnership List](#)
- [II.A.1-11: Fall 2016 Class Schedule, p. 22](#)
- [II.A.1-12: Fall 2016 Class Schedule, pp. 6-7](#)
- [II.A.1-13: 2016-2017 Miramar College Catalog, p. 131](#)
- [II.A.1-14: Fall 2016 Class Schedule, pp. 25-34](#)
- [II.A.1-15: Curriculum Committee Minutes 3/2/16](#)
- [II.A.1-16: Curriculum Committee Minutes 2/3/16](#)
- [II.A.1-17: Distance Education 3/31/16, p. 38](#)
- [II.A.1-18: Instructional Program Review/SLOAC Subcommittee Governance Page](#)
- [II.A.1-19: Biology Department Program Review Report 2016-17](#)
- [II.A.1-20: Online Course Satisfaction Survey Report Fall 2014](#)
- [II.A.1-21: Instructional Awards Conferred and Program Benchmarks](#)
- [II.A.1-22: Instructional Program Benchmark Form](#)
- [II.A.1-23: Instructional Program Benchmark Results](#)
- [II.A.1-24: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)
- [II.A.1-25: 2015-16 SPAS-Identified Implementation Parties](#)
- [II.A.2-1: Board Policy 5020 Curriculum Development](#)
- [II.A.2-1: Board Policy 5020 Curriculum Development](#)
- [II.A.2-2: Administrative Procedure 5020 Curriculum Development](#)
- [II.A.2-3: Business Communications Course Outline of Record Example](#)
- [II.A.2-4: Business Organization and Management Course Syllabi Example Spring 2015, p. 2](#)
- [II.A.2-5: Six Year Review Course Revision CurricUNET Quick Start Guide](#)
- [II.A.2-6: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 38](#)
- [II.A.2-7: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education](#)
- [II.A.2-8: ACCJC Substantive Change Letter 5/20/16](#)
- [II.A.2-9: ACCJC Substantive Change Letter 3/18/09](#)
- [II.A.2-10: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16](#)
- [II.A.2-11: Developmental Math Teaching Seminar Flyer](#)
- [II.A.2-12: Chemistry Program Scan Data Packet 2014-15](#)
- [II.A.2-13: Instructional Division Program Review Template](#)
- [II.A.2-14: Student Services Division Program Review Template](#)
- [II.A.2-15: Instructional Support Services Program Review Template](#)

[II.A.2-16: Institutional Student Learning Outcomes Alignment Report](#)  
[II.A.2-17: Student Learning Outcomes Course Action Plan Report 2013-15, pp. 54-58](#)  
[II.A.2-18: Instructional Program Benchmark Form](#)  
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# **Standard II: Student Learning Programs and Support Services**

## **Standard II.B.: Library and Learning Support Services**

**Administrative Tri-Chair: Lou Ascione**

**Faculty Tri-Chair: Mary Hart**

**Classified Tri-Chair: Aster Keleta**

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## STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

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

### **Evidence of Meeting the Standard**

San Diego Miramar College provides its students, faculty and staff with a state-of-the-art library and a variety of student learning facilities and learning support services as identified in district Board Policy *BP 5040: Library and Learning Support Services* ([II.B.1-1](#)); ([II.B.1-2](#)). Library and learning support service needs are identified by faculty in Instructional Program Review, as well as by faculty and staff in the Instructional Support Services Program Reviews, and these needs guide the continued development of services and resources therein ([II.B.1-3](#)). In alignment with ER 17 (Information and Learning Resources), the facilities and services are consistent with the size of the institution, the characteristics of the student population, and the mission of the College, and many are conveniently housed in the College's Library and Learning Resource Center (LLRC) building. Learning support services housed in the LLRC include the Miramar Library; the Personal Learning Assistance Center (PLACe); the English Center; and the Independent Learning Center (ILC). The nearby Math Lab is housed in the same building where math instruction is offered, so that students can easily move from class lectures to tutoring support.

### ***Library and Library Collections***

San Diego Miramar College provides all students with an on-campus library and online library services to support students enrolled in face-to-face classes as well as those in distance education classes ([II.B.1-4](#)). The Miramar College Library facility is 42,600 square feet with a seating capacity for 1,265 students and 88 computer workstations. There are also two library classrooms where 71 students can participate in Bibliographic Instruction (BI) orientations. Each classroom is outfitted with computers at each student workstation and utilizes LanSchool 7.7 classroom management software for instruction

The college's Library ensures that all students, including distance education students, and college instructional programs are equally supported by library services and accessible through a variety of resources: print collections, eBook collection, online databases, BI orientations, On-Demand Library Services through Blackboard, and LibGuides. All students are also able to access library materials 24/7 electronically.

LibGuides is a Content Management System that librarians create for instructors and their classes to aid in content delivery and can be found on the college Library's webpage under "Research Guides." These research guides typically include an assignment that is initially being introduced to the students; embedded videos, links to print books, eBooks, and

subscription databases that are topically related to the assignment; and citation (APA/MLA) videos through Blackboard OnDemand. There are also written citation examples of various resources to assist students creating a bibliography. LibGuides are ADA compliant ([II.B.1-5](#)). During Spring 2016, a FLEX presentation entitled “Bring the Library to Your Classroom through LibGuides” was offered to the campus. This presentation demonstrated how LibGuides are created and what types of content can be inserted, including books from the catalog, YouTube videos, assignments, rubrics, and Internet websites ([II.B.1-6](#)).

The Miramar Library is also equipped with the following:

- Student computers outfitted with Microsoft Word 2010, PowerPoint 2010, and Excel 2010 equipped with printing capabilities in color and/or black & white
- Nine subscription databases: ProQuest, EBSCOhost, Gale Virtual Reference Library, SIRS Knowledge Source, JStor, ArtStor, CountryWatch, CQ Researcher, and Facts on File) ([II.B.1-7](#))
- 32,813 print book titles ([II.B.1-8](#))
- 29,195 electronic book titles ([II.B.1-8](#))
- 65 print periodical subscription titles ([II.B.1-8](#))
- 2,036 A/V or media “volumes” ([II.B.1-9](#))
- 1 color printer; 2 black and white printers
- 3 copy machines
- 1 Tele Sensory Versicolor XL magnifier

### ***Ongoing Library and Learning Support Instruction***

During hours that the college Library is open, a reference librarian is available to answer questions and provides guidance through the research process. Supplementing these face-to-face hours, the library participates in QuestionPoint 24/7, in which students remotely interact with a librarian ([II.B.1-10](#)). In October 2015, the library joined the QuestionPoint 24/7 service through the Community College League (CCL) consortium, whereby all students have access to a librarian’s assistance at all times. Monthly printouts of librarian/user contact are made available through the consortium hub. San Diego Miramar College students are identified, as well as independent users of the service ([II.B.1-11](#)). QuestionPoint supports San Diego Miramar College’s on-campus and distance education needs equally.

Librarians also conduct Bibliographic Instruction (BI) orientations in each school to provide ongoing library services instruction and to ensure that students understand and demonstrate information competency. These orientations are geared toward specific assignments, with the librarians working closely with faculty to better prepare the students for successful completion of the course ([II.B.1-12](#)). To illustrate the number of students served in this manner, below are numbers for the school years indicated:

- **2010/11:** 42 BI orientations, servicing 1,369 students ([II.B.1-13](#))
- **2011/ 12:** 38 BI orientations, servicing 1,341 students ([II.B.1-13](#)).
- **2012/13:** 49 BI orientations, servicing 1,327 students; additional 2 library tours, servicing 55 students ([II.B.1-14](#)).

- **2013/14:** 61 BI orientations, servicing 1,371 ([II.B.1-15](#))
- **2014/15:** 59 BI orientations, serving 1,556 students([II.B.1-16](#))
- **2015/16:** 72 BI orientations serving 1,783 students ([II.B.1-17](#))

During these orientations, faculty and librarians collaborate to design learning opportunities that target diverse student needs. For example, a specialized library orientation might engage students in exploring and discovering library resources, such as articles databases, instead of merely talking about these resources. To help illustrate this collaborative culture, the following is an example from an English 48/49 course ([II.B.1-18](#)). Library orientations for English 48/49 courses include a hands-on component, in which students immediately put to use the skills provided during the orientation. Students are tasked with locating a book within the collection using the library catalog, checking the availability status, identifying the campus holdings (provided it's owned by San Diego Miramar College), locating the book on the library's shelves, and checking it out at the circulation desk. If the book is owned by another campus, the student must request an interlibrary loan and submit the paperwork to the circulation staff for processing.

The College also provides specialized workshops focusing on MLA citation formatting, administered by faculty librarians ([II.B.1-19](#)). In addition, a faculty librarian liaison works with instructional faculty who request an “embedded” librarian for a particular class, providing an “Ask a Librarian” link in their Blackboard course shell and face-to-face class ([II.B.1-20](#)). Embedding librarians in a specific classroom can provide students direct support on-site. This creates a culture in which different resources for students are integrated, maximizing exposure and improving chances for student success. Librarian liaisons also work with the campus tutoring center's (i.e. the PLACe) faculty and staff to offer research guidance. Lastly, the College offers the course Library Science 101 (Information Literacy and Research Skills), which provides an overview of information resources and the skills to use them effectively and aligns with student learning outcomes in information competency.

### ***The PLACe Tutoring Center***

The PLACe at San Diego Miramar College provides students with academic support services that go beyond the classroom. Students come to the PLACe to utilize the tutoring services to further develop their math, writing, or college reading/study skills across the curriculum. Students also receive assistance in improving the way information is processed and organization management. The services offered at the PLACe include one-on-one, embedded, and online tutoring; open writing and math labs; ongoing study groups and workshops; independent study; and training and mentoring of future tutors via the course Education 100 “Tutor Training” ([II.B.1-21](#)).

The PLACe also provides Supplemental Instruction (SI) and workshops on selected topics in developmental/ transfer level writing and beginning/ intermediate algebra. These services are available free of charge to students who are currently enrolled in classes offered at San Diego Miramar College ([II.B.1-22](#)). The physical facility is also a resource for students who wish to study independently and includes:

- An open study area with tables that each seat 6-8 people
- Study suites (4) that can each comfortably accommodate 4-6 people. The suites

contain a table, chairs, and whiteboards. Students can check out dry-erase markers and erasers from the front reception desk.

- Computer work stations (12) with Internet access
- Pay-For-Print services and an Add Value machine

In addition, the PLACe offers students supplementary materials, including interactive computer tutorials, video tapes, audio tapes, and most course textbooks in subjects across the curriculum.

### ***Learning Centers***

#### **The English Center**

The English Center, housed in the Independent Learning Center (ILC), supports academic reading, writing, and study skills support to transfer-level, Basic Skills English and ESOL students ([II.B.1-23](#)). Staffed by Professors, Instructional Assistants (IAs), and peer tutors, the English Center provides drop-in tutoring support for students in all levels of English and ESOL. The Center holds weekly discussion groups for ESOL students, hosts a weekly Book Club for students, and offers workshops on a variety of topics to support student success.

#### **The Math Lab**

The Math Lab, housed in the M (Math) Building, provides tutorial services in support of student learning and achievement in the area of mathematics ([II.B.1-24](#)). The Math Lab offers one-on-one or group tutoring for students enrolled in math courses at the College.

### ***Computer Laboratories and Learning Technology- The Independent Learning Center (ILC)***

The ILC is a facility open to the College's students. It houses 141 computers, 3 printers, and two staff members at all times to allow students access to computers and computer assistance while on campus ([II.B.1-25](#)). Student computers are outfitted with Microsoft Suite, which includes Word 2013, PowerPoint 2013, and Excel 2013. The computers are also equipped with printing capabilities in color and/or black & white.

These services ensure that students, who do not typically or regularly have computer access and/or controlled and quiet settings in which to do work, have a space to study, do research, write papers, complete assignments, and/or take care of personal matters while on campus. In addition, the ILC has 4 study suites that can comfortably accommodate 6-8 students. Each study suite contains a table, chairs, whiteboards and a computer to complete group assignments. The staff members working in the ILC are all trained to assist students in utilizing computers, using specific computer software, formatting papers and assignments, using auxiliary equipment such as printers, scanners and general internet navigation.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College offers high quality, comprehensive library and learning support services to all students, whether they are taking classes through traditional or DE mode. The College's various library and learning support services target a wide array of student learning needs and offers resources that help students achieve their educational objectives. In support of this, in the 2015 Student Feedback Survey, 84% of students agreed that "the campus library has an adequate selection



of books, periodicals, and other resource materials for my needs,” which is an increase of 25% from 2009 [\(II.B.1-26\)](#). In addition, 80% of students agreed that “the availability of open computer labs is sufficient to meet my educational needs,” representing an increase of 6% since 2009 [\(II.B.1-27\)](#).

The College’s learning support services described above also include embedded tutoring, in the form of Supplemental Instruction (SI), which has been shown to be highly effective in increasing the success and retention rates for students enrolled in courses with historically low success and/or retention rates. Research has shown that those courses are also the “gatekeeper” courses that may keep underrepresented students from transitioning to the courses that prepare them for their major for transfer or for the core courses leading to an Associate Degree. SI has been provided at the PLACe for selected Basic Skills courses since 2010. Research collected as part of the Basic Skills Initiative shows that the retention and success of students in course sections with an SI Coach (i.e. an embedded tutor) is higher than for course sections without an SI Coach. However, the number of courses and sections served has been limited by availability of funding and by the restriction on serving only those students enrolled in courses identified as Basic Skills courses [\(II.B.1-28\)](#). The College will continue its efforts to further enhance the learning support services available to students.

Evidence of the effectiveness of the tutoring programs at the College can be seen in recent student achievement data of students who received tutoring versus students who did not receive tutoring. In general, the data show that the more students are exposed to tutoring services, the more successful the students are at the college. [\(II.B.1-29\)](#). For example, Math Lab data from fall 2015 and spring 2016 show a positive general trend of increased success rates for students that received incremental hours of tutoring, ranging from 1 hour to 10 plus hours [\(II.B.1-30\)](#). Retention rates showed the same trend among the same student population.

Both the English Center and PLACe data show a more in depth picture regarding student success. Because of funding through SEP, the college has been able to extend tutoring services beyond basic skills courses. For instance, the English Center results show that students who received tutoring showed higher successful course completion rates, retention rates, had higher overall GPAs, and completed a higher amount of units compared to students who did not receive tutoring. Furthermore, students that received tutoring for transfer level courses showed a general trend of higher successful course completion rates, retention rates, had higher overall GPAs, and completed a higher amount of units compared to students who received tutoring for basic skills courses [\(II.B.1-31\)](#).

However, the PLACe’s data showed mixed results. In particular, students who had an SI embedded in their basic skills English 48 and Math 46 courses showed higher retention rates relative to those students that did not have an SI embedded in their courses during spring 2016. This same trend held true for transfer level Physics 195 course. However, the opposite trend was observed for basic skills English 49 and Math 38 as well as transfer level Chemistry 200 courses. fall 2015 shows this similar trend across all basic skills courses. All the aforementioned trends were seen for successful course completion metric as well. [\(II.B.1-32\)](#). Finally, students who took advantage of online tutoring earned an average grade of C, whereas students who did not received online tutoring earned an average grade of D. Additionally, the percentage of students who failed or withdrew was only 10% for those who took advantage of online tutoring, in comparison to nearly 42% of students who did not use

online tutoring ([II.B.1-33](#)). Additional research is needed to understand the variables that influenced this data and the results, so that appropriate measures can be implemented to increase success overall.

- **Action Plan 1:** Investigate mechanisms to better communicate learning support services available to students.
- **Action Plan 2:** Conduct additional research to identify potential reasons for the mixed results regarding tutoring services and student success as described in the Legislative Office Presentation Report.

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

### **Evidence of Meeting the Standard**

#### ***Educational Equipment and Materials to Support Student Learning***

Both library and tutoring personnel work with college faculty and staff to ensure that services and material selection support student learning needs. Maintaining the currency of the book collection, both electronic and print, is a vital task performed by the librarians on a continuous basis. The library database evaluation process begins by meeting with database vendors, demonstrations and trial periods. The librarians collaborate with classroom faculty during this process to determine depth of content and quality of resources required to supplement their course materials.

Another strategy used to ensure that the library materials are coordinated with the current instructional offerings is to have instructional faculty provide copies of their syllabi and/or assignments to the librarians, who then research the collection to ensure there are sufficient materials available for students to successfully complete the course. Any gaps in materials can then be listed for purchase for the library. Faculty are also encouraged to meet personally with the librarians and discuss the print and electronic resources that their students will be using during the semester. Furthermore, librarians create a collection development plan for the library resources and submit it to the instructional faculty to solicit input regarding the proposed expenditures for each area of resources requested ([II.B.2-1](#)). This process provides one more opportunity to identify gaps or imbalances in the library resources and/or materials.

Another key instrument that can be used to identify educational materials and learning support services needs is the Program Review process. Instructional faculty provide course and program needs through Instructional Program Review, and those needs can inform School and Division Program Reviews for higher level planning. Similarly, equipment and material needs are identified through the Instructional Support Services Program Review process, which includes the Personal Learning Assistance Center (PLACe), the Independent Learning Center (ILC), the Audiovisual Department, the Instructional Computing Support Department, and the Miramar Library ([II.B.2-2](#)). All goals and resource needs identified in Program Review are linked to the College's Strategic Plan Goals, which are based on the

college mission, thus ensuring achievement of the mission through evaluation of these services.

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

### ***Effectiveness and Maintenance of Learning Support Services***

The effectiveness of library and learning support equipment and materials, in terms of quantity, quality, depth and variety, is done using the Instructional Support Services Program Review Process as well ([II.B.2-2](#)). In addition, usage statistics provided through LibGuides, the eBook collection, online databases, and the On-Demand library services indicate how often they are accessed during the course of the academic year ([II.B.2-4](#)); ([II.B.2-5](#)); ([II.B.2-6](#)); ([II.B.2-7](#)). Instructional faculty can also request library orientations, during which the students have access to computers and actively participate in the learning process during the class instruction. Successful completion of learning modules provided during library orientations provides feedback to the librarian as to the effectiveness and quality of the instruction. Lastly, in fall 2016 the librarians began using the clicker/polling devices to garner feedback to the effectiveness of the bibliographic instruction.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College works collaboratively to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. This collaboration is evidence in the Employee Feedback Survey, in which 80% of employees rated their level of satisfaction with library resources high, an increase of 24% since 2009 ([II.B.2-8](#)). Furthermore, 67% of employees agreed that “librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources” ([II.B.2-9](#)). Campus development projects enhancing learning support facilities have led to improvements in service as well. In 2015, 64% of employees agreed that “the library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function,” an increase of 16% since 2009 ([II.B.2-9](#)).

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

### **Evidence of Meeting the Standard**

#### ***Evaluation of Library Services***

Every year the Miramar Library engages in an evaluation of services and a needs analysis through the Program Review process ([II.B.3-1](#)). Library faculty also carry out ongoing evaluation of the library collections, taking into account usage statistics, course offerings,

course assignments, publishing output, and input from students and faculty. The annual Program Review process allows the library to identify its needs based on data from the previous year. Specifically, the library has identified and measures four service unit outcomes (SUO) in meeting student learning needs. These SUOs are analyzed and key action items are developed in order to measure progress on the effectiveness of library services rendered [\(II.B.3-2\)](#).

Once the assessment from the previous year is conducted, it serves as the basis for the Program Review Report. The library uses the Program Review process to identify departmental goals and reports major changes that have occurred within the past year. The department goals are then detailed out with identified resources needed in the upcoming year that will allow the library to better serve students [\(II.B.3-3\)](#). Based on 2015-16 Program Review, one of the library's goals is to increase database, books, and supply budgets for student learning. Due to an increase in state Instructional Equipment Library Material (IELM) funds, the college has been able to increase the purchase of both books and databases to serve student needs. However, it is important to note that these ongoing funds are contingent on the attainment of continued state funding based on the College's long-term IELM plan. That is, the Budget and Resource Development Subcommittee adopted a 5 year IELM plan which allocates 80% of IELM funds each year to technology resources and 20% to library resources [\(II.B.3-4\)](#).

Both the SUOs and department goals are aligned with the mission of the College. The SUOs are mapped to the Institutional Student Learning Outcomes (ISLOs), whereas the department goals are mapped to the College's Strategic Plan Goals. Because the ISLOs and Strategic Plan Goals directly support the College's mission, this alignment ensures that the College is allocating resources in a streamlined manner to better meet student need.

As a means for evaluating the effectiveness of the Library services, the library also utilizes an evaluation survey that provides feedback from the faculty, staff, and administrators as to the effectiveness of the learning support services. Student input through the library point-of-service surveys provides direct feedback about the library's resources and whether or not their needs are met [\(II.B.3-5\)](#).

### ***Evaluation of Learning Support Services***

All learning support services at the College (e.g. the PLACe, ILC, Math Lab, English Center, etc.) are included in the campus Program Review process [\(II.B.3-6\)](#); [\(II.B.3-7\)](#); [\(II.B.3-8\)](#). The format and template for Instructional Support Services Program Review is aligned with the other Divisions of the College and includes a report on service unit outcomes assessment. Through Program Review, these services analyze data in order to assess their success in achieving annual goals, determine program needs for the future, to create dialogue regarding the effectiveness of the services, and to develop action plans for the next academic cycle. Resource allocation is then determined by the campus based on the needs assessment of program review. All support services also utilize student surveys to get direct feedback regarding the satisfaction of the students with the services offered.

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar meets this Standard.** The College utilizes the Program Review process and other assessment tools to continually evaluate all learning support services and uses these evaluations as the basis for improvement.

While the College meets this Standard, it is committed to continual improvement. One of the measures used to evaluate the library's effectiveness is how readily and comprehensively reference questions are answered by the librarians. Results from the California Community College's Annual Data Survey during the time period from 2010 to 2014 indicated a decline in the number of reference questions answered ([II.B.3-9](#)); ([II.B.3-10](#)); ([II.B.3-11](#)); ([II.B.3-12](#)). The decline in numbers might be based on the change in positioning of the reference desk once the move was made to the new library location in the LLRC. The reference desk no longer sits directly in front of the doors so there is less general activity. Additionally, the way the reference desk statistics are recorded has been modified by State guidelines since 2011/12.

In addition, as part of the culture of collaborative inquiry, faculty and administration are currently engaged in a multi-level, campuswide discussion about ways to improve, fund, and coordinate learning support services. During the budget crisis, the full-time faculty position for coordinating the College's main tutoring center, the PLACe, was eliminated and replaced with a part-time, grant-dependent coordinator. Subsequently, funding for tutoring coordination and services relied on sources such as the Basic Skills Initiative (BSI) and, more recently, qualifying portions of services covered by the Student Equity Plan (SEP). Faculty and administrators involved in these independently-run projects would need to meet regularly in committees such as the Basic Skills Subcommittee and the PLACe Advisory Group, a task force of the Academic Affairs Committee.

To streamline efforts and improve coordination, the College is investigating the possibilities and the feasibility of institutional coordination at the level of an Associate Dean ([II.B.3-13](#)); of reinstating a full-time faculty coordinator position; or of designing a collaboration that would include both administrative and faculty coordination. Other discussions have centered on whether tutoring services should be combined or reconfigured to better meet student learning support needs. For example, a consortium model, in which the role of the PLACe Advisory Group would expand to include faculty from all student learning support centers, has been discussed. The consortium would meet to ensure continuity in training and mentoring; equitable distribution and implementation of funding; and non-duplication of services as part of a culture of collaborative inquiry. Both long-term and interim proposals are currently under consideration as part of the participatory governance process.

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

### **Evidence of Meeting the Standard**

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

- **San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC).** This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing ([II.B.4-1](#)).
- **Community College League (CCL).** The Miramar Library is a participating member in CCL, which is a statewide organization of all community college libraries and whose subcommittee evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost and SIRS Knowledge Source ([II.B.4-2](#)).
- **Library Advisory Group (LAG).** LAG includes librarians from all three of the Colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including upgrading the libraries' online catalog to be interactive with the Internet and accessible through the library websites; management of subscriptions to common databases and e-book collections; and creation of common elements of the 2009 Learning Resource Center (LRC) Point of Service Surveys for the three libraries ([II.B.4-3](#)).

The College enjoys many benefits from the cooperative relationships above. SDICCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. For example, the consortium media library is a resource for the faculty, but most faculty have come to prefer locally-owned media. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. For San Diego Miramar College, an example of the use of these funds is the subscription to PrepStep 2 by Learning Express.

The College takes responsibility for and assures the security, maintenance and reliability of services provided directly. All services provided directly by San Diego Miramar College are evaluated through the Program Review process (see Standard III.C for details).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Through the Program Review process, the College ensures that any collaborative resources and/or services are adequate for the institution's intended purpose, are easily accessible, and are utilized effectively. The College will continue to monitor this area to assure effectiveness.

### **Master list of Evidence for Standard II.B.**

- [II.B.1-1: Board Policy 5040 Library and Learning Support Services](#)
- [II.B.1-2: 2015-16 Library Program Review Report](#)
- [II.B.1-3: Personal Learning Assistance Center Program Review report 2015-16](#)
- [II.B.1-4: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 11](#)
- [II.B.1-5: Library LibGuides Webpage](#)
- [II.B.1-6: LibGuide FLEX Description](#)
- [II.B.1-7: Library Database Webpage List](#)
- [II.B.1-8: 2014-15 Library-Learning Resources Annual Data Survey, p. 18](#)
- [II.B.1-9: 2014-15 Library-Learning Resources Annual Data Survey, p. 19](#)
- [II.B.1-10: QuestionPoint Overview](#)
- [II.B.1-11: Fall 2015 Miramar College QuestionPoint Data, p. 2](#)
- [II.B.1-12: Communication Studies Bibliographic Instruction Worksheet Example](#)
- [II.B.1-13: 2010-11 & 2011-12 Library-Learning Resources Annual Data Survey, p. 15](#)
- [II.B.1-14: 2012-13 Library-Learning Resources Annual Data Survey, p. 8](#)
- [II.B.1-15: 2013-14 Library-Learning Resources Annual Data Survey, p. 11](#)
- [II.B.1-16: 2014-15 Library-Learning Resources Annual Data Survey, Item 40, p. 25](#)
- [II.B.1-17: Department Chair Email Correspondence 8/24/16](#)
- [II.B.1-18: English 48 Bibliographic Instruction Worksheet Example](#)
- [II.B.1-19: Faculty Email Referencing MLA Workshop](#)
- [II.B.1-20: San Diego Miramar College Library Webpage](#)
- [II.B.1-21: San Diego Miramar College Personal Learning Assistance Center Webpage](#)
- [II.B.1-22: Miramar College Supervised Tutoring Report Fall 2009-Spring 2012, p. 3](#)
- [II.B.1-23: San Diego Miramar College English Center Webpage](#)
- [II.B.1-24: San Diego Miramar College Math Lab Webpage](#)
- [II.B.1-25: San Diego Miramar College Independent Learning Center Webpage](#)
- [II.B.1-26: Miramar College 2015 Student Feedback Survey, item 24, p. 8](#)
- [II.B.1-27: Miramar College 2015 Student Feedback Survey, item 55, p. 25](#)
- [II.B.1-28: Personal Learning Assistance Center Basic Skills Proposal 2015-16, p. 3](#)
- [II.B.1-29: Legislative Analyst Office Visit Presentation 7/22/16, pp. 71-87](#)
- [II.B.1-30: Legislative Analyst Office Visit Presentation 7/22/16, pp. 86-87](#)
- [II.B.1-31: Legislative Analyst Office Visit Presentation 7/22/16, pp. 72-76](#)
- [II.B.1-32: Legislative Analyst Office Visit Presentation 7/22/16, pp. 80-82](#)
- [II.B.1-33: Personal Learning Assistance Center Basic Skills Proposal 2015-16, p. 4](#)

[II.B.2-1: Library Collection Development Memo](#)  
[II.B.2-2: 2015-16 Library Program Review Report](#)  
[II.B.2-2: 2015-16 Library Program Review-Final Report](#)  
[II.B.2-3: Library Online Book Collection Webpage](#)  
[II.B.2-4: 2010-11 & 2011-12 Library-Learning Resources Annual Data Survey](#)  
[II.B.2-5: 2012-13 Library-Learning Resources Annual Data Survey](#)  
[II.B.2-6: 2013-14 Library-Learning Resources Annual Data Survey](#)  
[II.B.2-7: 2014-15 Library-Learning Resources Annual Data Survey](#)  
[II.B.2-8: Miramar College 2015 Employee Feedback Survey, item 21, p. 7](#)  
[II.B.2-9: Miramar College 2015 Employee Feedback Survey, item 42, p. 17](#)  
[II.B.2-9: Miramar College 2015 Employee Feedback Survey, item 45, p. 17](#)  
[II.B.3-1: 2015-16 Library Program Review Report](#)  
[II.B.3-2: 2014-15 Library Assessment Report, p.2-10, p. 2](#)  
[II.B.3-3: 2015-16 Library Program Review Report, p. 2](#)  
[II.B.3-4: IELM 5-year Plan](#)  
[II.B.3-5: Library Point of Service Library Results](#)  
[II.B.3-6: Personal Learning Assistance Center Program Review report 2015-16](#)  
[II.B.3-7: Math Department Program Review Report 2015-16 \(Includes Math Lab\), p. 6](#)  
[II.B.3-8: English Department Program Review Report 2015-16 \(Includes English Center\), p. 6](#)  
[II.B.3-9: 2010-11 & 2011-12 Library-Learning Resources Annual Data Survey, p. 14](#)  
[II.B.3-10: 2012-13 Library-Learning Resources Annual Data Survey, p. 7](#)  
[II.B.3-11: 2013-14 Library-Learning Resources Annual Data Survey, p. 10](#)  
[II.B.3-12: 2014-15 Library-Learning Resources Annual Data Survey, p. 22](#)  
[II.B.3-13: Associate Dean Position Announcement](#)  
[II.B.4-1: SDICCLRC Joint Powers Agreement; SDICCLRC Agenda 4/22/16](#)  
[II.B.4-2: Library Database Webpage List](#)  
[II.B.4-3: Library Advisory Group Agenda 10/16/15](#)



# **Standard II: Student Learning Programs and Support Services**

## **Standard II.C.: Student Support Services**

**Administrative Tri-Chair: Gerald Ramsey**

**Faculty Tri-Chair: Naomi Grisham**

**Classified Tri-Chair: Sam Shoostary**

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## STANDARD II.C. STUDENT SUPPORT SERVICES

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

### Evidence of Meeting the Standard

San Diego Miramar College assures the quality of student support services by focusing on student access, learning, and success, in alignment with the College’s Mission Statement (see Standard I.A for details). The College’s broad spectrum of student support services ensures equal access to learning opportunities, resources, and tools for success for all students in order to support student learning and to enhance the achievement of the Mission, Vision, and Values of the institution. In compliance with ER 15 (Information and Learning Resources), the student support services are available to students in all College courses and programs, regardless of the location or means of deliver, as seen in the table below:

Student Services	Office Providing Services
Admissions & Records	Admissions Office
General Inquiries, Applications/Enrollment	Admissions Office
Adds/Drops/Student Petitions	Admissions Office
Help Line	Admissions Office
Enrollment	Admissions Office
Verification	Admissions Office
On-Line Services, Reg-e	Admissions Office
Residency	Admissions Office
Services for International Students	Admissions Office; Counseling Department
Student Records	Admissions Office (Records)
Assessment	Outreach Assessment Offices
Associated Students (Student Life/Clubs)	Student Affairs Office
Books and Supplies	Bookstore; EOPS
Special Services to Students with Dependent Children	EOPS/CARE and CalWORKs Office
Career Services and Student Employment	Career Center
Child Care	Child Development Center
College Police	College Police
Counseling (Academic, Personal, and Mental Health)	Counseling Department; DSPS; EOPS/CARE & CalWORKs; Student Health Services (Mental Health & Wellness); Transfer Center
Services for Students with Disabilities	DSPS Office, DSPS Hi-Tech Center
Special Services for Disadvantaged and Foster Youth	EOPS/CARE and CalWORKs
Evaluations of Student Records	Admissions Office
Student Financial Assistance	Financial Aid Office; EOPS/CARE
Student Health Services	Health Services Center
International Student Information	Admissions and Counseling Office
Library Services	Library, Learning Resource Center

Outreach Services, Relations with High Schools, Campus Tours	Outreach & Assessment Office
Student Activities, Student Complaints, Free Speech Areas, Vendor Visitation	Dean's Office of Student Affairs
Matriculation Service Inquiries and Information	Dean of Matriculation & Student Development
Transfer Assistance (to 4-year institutions)	Transfer Center
Tutorial Assistance	The PLACe; Writing Center; Math Lab
Veterans' Assistance	Admissions Office; Veterans Affairs

### ***Evaluation of Student Support Services through Program Review***

The quality of student support services is evaluated during the annual Program Review process, which includes a comprehensive Program Review every three years with annual updates in the intervening years. Program Review includes evaluation of how Student Support Service areas directly support student learning and enhance accomplishment of the mission. The last comprehensive Program Review was completed in 2015 with the current comprehensive Program Review process set to be conducted in spring 2018. The format of the Student Services Program Review template is aligned with Program Reviews in the other Divisions (i.e. Instruction and Administrative Services). This allows the information collected as a result of student services evaluation and student services learning outcome assessment to be captured in parallel with the other divisions and considered equally in collegewide planning ([II.C.1-1](#)). Using Taskstream, the Student Services Program Review template includes the following components:

- **Standing Requirements**
  - **Service Area Mission Statement:** Field for identification of the Program's Mission Statement which is aligned with the College's mission.
  - **Program Goals:** Service Area Goals are directly mapped to the college's Strategic Plan Goals, which directly support the college mission. This linkage is evidence of how student support services enhance accomplishment of the mission of the institution.
  - **Service Area Learning Outcomes (SLO) Reports:** Field where Student Service areas publish their Student Learning Outcomes Reports.
- **Cyclical Information**
  - **Action Plan:** Field used to identify Action Plans that will be used to achieve Program Goals. Action Plans include details of the activity, resource requests, and any substantiating evidence or documentation. For years where only a Program Review Update is required, student service areas update this information and add new actions or goals as needed.
  - **Status Report:** Field used to identify status on progress of Action Plan.
  - **Accomplishments:** Field used to identify accomplishments within the academic year.
  - **Evaluation:** Field used to provide feedback of the Program Review by the Student Services Program Review Committee.

Evaluation performed in the Student Services Program Review is also used to provide evidence for resource requests to inform the Budget and Resource Development Subcommittee list ([II.C.1-2](#)), the Faculty Hiring Priority List ([II.C.1-3](#)), and the Classified Hiring Priority List ([II.C.1-4](#)). In line with the College's annual planning cycle, action plans and strategies to improve student learning and success are also collected for inclusion in the Student Services Division Plan and are used to inform collegewide planning ([II.C.1-5](#)). In

addition, District Institutional Research and Planning office provides resources for the comprehensive program review conducted every three years.

As part of the Student Services Program Review, service areas must assess and demonstrate their direct support of student learning. One hundred percent of student service areas have identified SLOs and have been successfully assessing SLOs for the past six years, making programmatic improvements in accordance with the results [\(II.C.1-6\)](#). In addition, the College has made the transition to Taskstream to house the SLO data, and SLO statements can be mapped to the College's Strategic Plan Goals and Institutional Student Learning Outcomes (ISLOs). Assessment of these SLOs and identification of improvement strategies is included in the annual Program Review report as described above.

In addition, the Vice President of Student Services chairs monthly meetings with managers and program directors to provide a venue to discuss relevant topics including SLOs, Program Review, resource allocation, hiring prioritization, and annual planning. Meetings include Student Services Council (once a month) and Student Services Leaders (once a month) [\(II.C.1-7\)](#); [\(II.C.1-8\)](#).

***Evaluation of Student Support Services through the Student Success and Support Program (SSSP) Plan and Student Equity Plan (SEP)***

In 2014, the College developed and implemented the Student Success and Support Programs (SSSP) Plan in alignment with District Board Policies and Administrative Procedures *BP 3050/ AP 3050.1: Student Success and Support Programs; And Student Equity* [\(II.C.1-9\)](#); [\(II.C.1-10\)](#); [\(II.C.1-11\)](#). The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals. Assessment, orientation, and abbreviated student educational plan data is provided by the district Student Services Division, which assesses the frequency of services provided and determines areas of improvement [\(II.C.1-12\)](#). The data are reviewed by the appropriate departments and included in the annual Student Services Program Review process.

Programs and activities included in the SSSP plan are assessed on a regular basis. Monthly review of SSSP data identifies any gaps in services as number of students missing orientation, assessment, counseling and follow-up. This in turn leads to an examination of current strategies used to encourage student participation, evaluation and selection of new strategies to improve student numbers, as well an assessment of those new strategies to ensure effectiveness [\(II.C.1-12\)](#).

In 2014, the College also developed a Student Equity Plan (SEP) in alignment with *BP 3050* and *AP 3050.1* [\(II.C.1-13\)](#). The SEP goals are to close the achievement gaps that the College has identified in subpopulations of students. Broad activities were outlined in the plan, and faculty and staff were able to submit specific Request for Proposals (RFPs) for projects which would support these activities [\(II.C.1-14\)](#). These activities are also evaluated on a regular schedule to ensure program effectiveness and to identify areas of improvement.

Student Equity data are reviewed on an annual basis [\(II.C.1-13\)](#). At this time, San Diego Miramar College has reviewed two years of equity data and is beginning to identify disproportionate impact within the following categories:

Categories	Gender	Ethnicity	DSPS	Veteran	Economically Disadvantaged	Other
Access	Female	African American Latino White	DSPS	Not Veteran	Not Economically Disadvantaged	NA
Course Completion	NA	African American	NA	NA	NA	Disqualification Probation
Degree and Certificate Completion	Male	African American American Indian Latino Pacific Islander	DSPS	NA	Not Economically Disadvantaged	NA
ESL and Basic Skills	NA	African American Asian Filipino Latino White Other	NA	NA	NA	Disqualification Probation
Transfer	NA	African American American Indian Filipino Latino Pacific Islander	DSPS	NA	NA	NA

(\*AA = African American, AI = American Indian, PI = Pacific Islander)

Based on this data, San Diego Miramar College has begun a dialogue to bring faculty, staff, and students together to brainstorm how to reduce the gaps in the disproportionately impacted populations ([II.C.1-15](#)); ([II.C.1-16](#)); ([II.C.1-17](#)).

Both the SSSP Plan and SEP serve as Operational Plans that feed into the Student Services Division Plan, ensuring that evaluations and improvement strategies inform the collegewide annual planning cycle and align with the College’s Integrated Planning Framework. Data from the annual SEP data reviews and monthly SSSP data help to inform the decision making process within Student Services Division.

***Evaluation of Student Support Services through Student Surveys***

The College also identifies the need for student support services through Student Feedback Surveys ([II.C.1-18](#)). Survey collection requires a minimal amount of time and resources to collect information about the college’s services delivered to students. This process allows current students an opportunity to evaluate services in real time and to provide feedback to the service area about student satisfaction and effectiveness of services provided ([II.C.1-19](#)). Through the survey results, programs are encouraged to make informed decisions regarding changes in operation, implementation of new activities or closing out of activities. These changes are then noted in the Program Review, tracked, and monitored. In addition, the College prepares and monitors DE student success through implementation of the online student orientation ([II.C.1-20](#)); ([II.C.1-21](#))

**Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Student support services, regardless of location and means of delivery, are regularly evaluated and assessed. As part of the ongoing assessment of effectiveness and continuous improvements, all areas within the Student Services Division complete program reviews every three years with annual updates in accordance with the College Annual Planning Cycle. All service areas

have identified student learning outcomes and have been actively assessing these SLOs. In addition, service areas are evaluated and enhanced through the SSSP Plan and SEP, and student input is collected via point-of-service satisfaction surveys as well.

Ongoing assessment and improvement are critical to ensure the College enhances its ability in meeting the needs of its students to achieve its mission. Much of the dialogue in student support services takes place at the Monthly Division Meetings led by the Dean of Student Development and Matriculation ([II.C.1-22](#)); ([II.C.1-23](#)); ([II.C.1-24](#)). Review of data and brainstorming of strategies lead to collaboration across units and ultimately successful student outcomes. With SLOs incorporated into the Program Review process, student support services will continue to work to determine if the identified SLOs appropriately and adequately assess how well learning is occurring and /or how efficiently services are being provided. Results from this process will lead to improvement and expansion of student support services and programs.

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

***Student Support Services SLO Statements***

As discussed in Standard II.C.1, as part of the Student Services Program Review, student support service areas are required to assess and demonstrate their direct support of student learning. One hundred percent of student service areas have identified student learning outcomes (SLOs), which can be found on the Student Learning Outcome Statements webpage ([II.C.2-1](#)). These areas have also been successfully assessing SLOs for the past six years, making programmatic improvements in accordance with the results ([II.C.2-2](#)). In addition, the College has made the transition to Taskstream to house the SLO data, in which SLO statements can be mapped to the College's Strategic Plan Goals and Institutional Student Learning Outcomes (ISLOs). Assessment of these SLOs and identification of improvement strategies are included in the annual Program Review report as described above ([II.C.2-3](#)). For example, assessment results were used to make improvements through the consolidation of Outreach with Assessment and through hiring of additional staff in Assessment, Outreach, Counseling, Mental Health and Wellness, Career and Student Employment Office.

***Continuous Improvement of Student Support Programs and Services***

The College uses assessment data and evaluation of services from Program Review, as well as information from additional evaluation methods described in Standard II.C.1, to continuously improve student support services and programs. Student Services Program Review feeds into Student Services Division Six-Year Plan 2014-2020 ([II.C.2-4](#)).

Improvements include:

- Extended office hours to provide enhanced access for students and the public
- Additional hiring of full-time counselors and five full-time support staff
- Consolidation of Outreach and Assessment units to enhance the availability of services to feeder high schools and the public

- Fifty percent (50%) increase in number of students assessed
- Enhanced on-line orientation
- Development and implementation of group orientation for prospective students and parents
- Implementation of “Super Saturday” Student Education Plan session
- Development of “Passport to Success” to facilitate smoother student pathways
- Increase in number of students participating in Jets Jump Start orientation program
- Increase in number of assessment sessions offered, including weekends, evenings, and at feeder high schools
- Redesign of Summer Bridge Program to follow college planning framework and to serve as a feeder for the First Year Experience Program
- Identification of peak periods to offer incoming student “Student Education Planning Sessions,” which assist students in developing an abbreviated education plan
- Decrease in “wait time” to meet with general counselors, due to increased number of students participating in Student Education Planning Sessions
- Streamlining the steps of matriculation and providing notification to students of these steps when they apply to San Diego Miramar College

The College utilizes surveys, evaluation tools, and review of data (e.g. SLO Assessment, Program Review, etc.) to ascertain effectiveness of student support services. Results are discussed within department meetings and division meetings and strategies are then put into place accordingly. An example of this type of evaluation is the monthly SSSP data showing the number of students missing Education Plans, Orientation, and/or Assessment. To address this gap, the District Student Services Office sends out an electronic letter to these students to direct them to General Counseling at the College.

The District also runs a zip code report ([II.C.2-5](#)) to determine where students come from. In addition, the student information system tracks students who are out-of-state residents. The District has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the College Website ([II.C.2-6](#)). Online students go through the same assessment process as on-campus students. First time online students are also encouraged to take the Online Student Orientation ([II.C.2-7](#)).

Student performance is continuously tracked, including distance education (DE) student populations. With the expansion of the College’s student population, degrees, and online offerings, discussion to expand and/or modify services has taken place in Department Meetings and Division Meetings ([II.C.2-8](#)); ([II.C.2-9](#)); ([II.C.2-10](#)); ([II.C.2-11](#)); ([II.C.2-12](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** San Diego Miramar College has utilized survey data and quantitative data in conjunction with the Student Services Division Plan in order to make informed decisions regarding delivery of services. SSSP mandates, as part of the Student Services Division Plan, provide an organizational guideline of points of “direct service” to assist a student towards completion of their comprehensive goals. Monthly review of the SSSP data provides direction on how to

address those students who may have missed the points of direct service. Discussions through department meetings and division meetings provide responses to these gaps to be followed up through the following monthly data. The data dictates effectiveness of interventions and allows for informed decision making regarding continuation or overhaul of the intervention. With the implementation of the online orientation, students have unlimited access to the information regarding services and operations in Student Services as well as resources available at San Diego Miramar College. This online orientation is web-based and can be accessed as many times as needed.

- **Action Plan 1:** Implementation of California Online Education Initiative's (OEI) tools. Discussions are in progress with each department to address this initiative and demo dates have been scheduled for the California OEI to provide information and respond to concerns. As the population for San Diego Miramar College continues to grow both on site and DE, this is a gap that needs to be addressed.

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

#### **Evidence of Meeting the Standard**

The College's Student Services are offered in accordance with California Code of Regulations, Title 5 and District Board Policies ([II.C.3-1](#)); ([II.C.3-2](#)); ([II.C.3-3](#)); ([II.C.3-4](#)); ([II.C.3-5](#)); ([II.C.3-6](#)); ([II.C.3-7](#)); ([II.C.3-8](#)); ([II.C.3-9](#)); ([II.C.3-10](#)); ([II.C.3-11](#)); ([II.C.3-12](#)); ([II.C.3-13](#)); ([II.C.3-14](#)); ([II.C.3-15](#)); ([II.C.3-16](#)); ([II.C.3-17](#)); ([II.C.3-18](#)); ([II.C.3-19](#)); ([II.C.3-20](#)); ([II.C.3-21](#)); ([II.C.3-22](#)); ([II.C.3-23](#)); ([II.C.3-24](#)); ([II.C.3-25](#)). Services are developed, provided, and evaluated in response to student need and to assure equitable access to all students, regardless of service location or delivery method. The College also assures access to appropriate, comprehensive, and reliable services, such as orientation, tutoring, and counseling, to students with remote access to information via online counseling, online tutoring, online library materials, 24/7 Help Desk, and access to course materials 24/7 ([II.C.3-26](#)). The majority of San Diego Miramar College's on-campus student services are now housed in close proximity within the two new "K" Student Services buildings ([II.C.3-27](#)). Descriptions of these services, both on-campus and online, are as follows:

- **Admissions & Records** offers prospective and new students the ability to apply online or in person. Steps for matriculation are provided online and in person ([II.C.3-28](#)). The college application asks students for information that can be used to identify support programs or services that could assist students. The College is currently transitioning to CCCApply, the system wide online application which is available in English and Spanish. The transition will be complete and ready for student use in fall 2017 ([II.C.3-29](#)).
- **Assessment** offers information, instructions and recommendations regarding assessment and is provided online; in-person at various student service offices; and via SDCCD email. Students are able to take the Accuplacer assessment offered on campus, or they may bring in assessment scores they received at another California



- Community College. Instructions are provided for using alternative measures such as high school Advanced Placement scores [\(II.C.3-30\)](#).
- **Bookstore** provides students with supplies and textbooks.
  - **Career & Job Placement Center** offers career assessments; information on job search techniques and interview skills; resume and cover letter critiques; and job postings for off-campus positions [\(II.C.3-31\)](#).
  - **General Counseling** provides services to assist students in achieving academic goals, including one-on-one semester planning assistance, educational planning assistance, and coordination of student education plan sessions, and aligns with District Policies and Procedures *BP/AP 5110: Counseling* [\(II.C.3-32\)](#). Descriptions of services offered is given below [\(II.C.3-33\)](#):
    - **Orientations (Online and on-site):** Coordinates with Outreach to offer College orientation events such as Jets Jump Start, which is offered prior to the start of the fall semester and includes all components pursuant to California Code of Regulations, Title 5, Section 55521 [\(II.C.3-34\)](#).
    - **One-on-one appointments:** Offers year-round appointments for students to develop a comprehensive education plan [\(II.C.3-33\)](#).
    - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
    - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and are available, when appropriate, through the use of enhanced computer hardware [\(II.C.3-35\)](#). These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.
  - **Disability Support Programs and Services (DSPS)** offers a variety of services for students with verified disabilities to assist them in achieving their academic goals. Services include identifying individual educational limitations and appropriate respective accommodations; utilizing appropriate disability management strategies; assistance with developing student education plans; and assisting students in identifying College and community resources [\(II.C.3-36\)](#).
    - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
    - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not

able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.

- **Extended Opportunity, Programs, and Services (EOPS)** provides services to students who are economically and educationally disadvantaged, in order to engage students in a community college program of study, and aligns with *BP 5150: EOPS* ([II.C.3-37](#)); ([II.C.3-38](#)).
  - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
  - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and are available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.
- **California Work Opportunity & Responsibility to Kids (CalWorks)** provides vocational counseling, childcare assistance, tutoring assistance, career and life skills workshops, job placement assistance and referrals to on-campus and off-campus resources to students who are eligible ([II.C.3-39](#)).
- **Cooperative Agencies and Resources for Education (CARE)** provides single parents with additional support to help them attain economic self-sufficiency by earning an Associate Degree, a Certificate of Achievement, or by transfer to a four-year college. Services include gas cards, grant money, bookstore vouchers, CARE specific workshops, assistance in working with Employment Case Managers, and assistance in meeting TANF/CalWORKs requirements if appropriate ([II.C.3-40](#)).
- **Financial Aid** provides assistance to students who are looking to continue their education but lack the financial resources, and aligns with *BP 5130: Financial Aid* ([II.C.3-41](#)). This service also processes Federal Application for Federal Student Aid, manages disbursement of funds, oversees work-study processes, and oversees Scholarships ([II.C.3-42](#)).
- **International Students** provides students with support of paperwork related to studying in the United States in addition to an assigned counselor to assist students through their academics.
- **Student Health Services** provides medical and emotional care for students on campus by licensed care providers, and aligns with *BP 5200: Student Health Services* ([II.C.3-43](#)); ([II.C.3-44](#)).
  - **Mental Health & Wellness** provides short term clinical services to help students optimize their learning and to help decrease stress for academic and personal success. The unit works with students who are seeking help to learn coping strategies and problem solving skills. Crisis intervention and referrals are also provided.

- **Transfer Center** provides students with assistance in the transfer process to four-year universities to ensure a smooth and positive transition, and aligns with *BP 5120: Transfer Center* ([II.C.3-45](#)). Offers field trips, university representatives, library of university information and brochures, and coordinates annual college fairs, application reviews, and workshops. Transfer Center also offers workshops throughout the year in person and online to assist students in developing an education plan in accordance with their individual goals ([II.C.3-46](#)).
  - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
  - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and are available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.
- **Veterans Affairs** provides information for veterans and active duty personnel to assist in continuing with their education. It also provides certification of classes to facilitate receipt of funds ([II.C.3-47](#)).
- **Outreach** conducts outreach to feeder high schools and staffs local events and college fairs to inform students about opportunities at San Diego Miramar College. This office is also responsible for facilitating tours, orientation for new students, and providing support for in-reach events on campus.
  - **Orientations (Online and on-site):** Coordinates with General Counseling to offer college orientation events. College orientation events provided on-site, such as Jets Jump Start (group summer orientation), continue to be provided prior to the start of the fall semester and include all components pursuant to Title 5. An improvement since the last Self-Evaluation Report is the requirement that non-exempt, first time students participate in orientation; in the past, this was optional ([II.C.3-34](#))
- **Student Affairs** offers a variety of services designed to get students engaged in co-curricular activities. Student leadership opportunities, including involvement with the Associated Students, and a variety of student clubs are a focal point of services offered. Other services include organization of campus postings; management of student grievances and discipline; monitoring of free speech areas; assistance with portions of the Common Applications; coordination of MLK Day Parade and Pride Day Parade; and Commencement ([II.C.3-48](#)).

Below is a summary table indicating which information and services are provided in person and/ or online:

Student Support Services Office or Unit	Information Available in Person	Information Available Online*	Service Available in Person	Service Available Online*
Admissions & Records	X	X	X	X
Assessment	X	X	X	X
Bookstore	X	X	X	X
Career and Job Placement Services	X	X	X	
Counseling	X	X	X	X
DSPS	X	X	X	X
EOPS/CalWORKs/CARE	X	X	X	X
Financial Aid	X	X	X	X
Student Health Services	X	X	X	X
International Students	X	X	X	X
Mental Health Services	X	X	X	
Outreach and Assessment Orientation	X	X	X	X
Student Affairs	X	X	X	
Transfer Center	X	X	X	X
Veterans Affairs	X	X	X	X

*\*Online is defined as electronic (use of CCC Confer, Skype, or other conference-capable site, phone or email)*

As described above, student services are provided in-person, by phone, on-line and in some instances, through communications with students via email and social media. Application, admission, matriculation and program-specific information and instructions are also available to students through the College Website as stated evidenced above. The information is also available in the College Catalog ([II.C.3-49](#)). The College has also attempted to increase student awareness and access to information by utilizing social media such as Facebook and Twitter ([II.C.3-50](#)). The College developed and currently offers a downloadable free app called “Miramar Touch,” which is the official Mobile Application of San Diego Miramar College and is available to android and Apple users. It provides students, faculty, staff, and the public with a convenient and easy way-finding tool and access to the College’s events, activities, campus news and deadlines, general information, on-line registration, class schedules, College Catalog, and other website information ([II.C.3-51](#)).

Due to recent improvements to the College budget, service hours have increased, providing additional access to students during the evenings, Fridays, on select Saturdays and before the start of the semester ([II.C.3-52](#)). To further enhance coordination and reliability of these services, the College is in the process of hiring a Dean of Student Development and Matriculation ([II.C.3-53](#)). The Dean of Student Development and Matriculation is primarily responsible for overseeing the SSSP Plan and Student Equity Plan, as well as the following units: Assessment/ Outreach, Career Center, Counseling, DSPS, EOPS and Transfer Center.

As described in Standard II.C.2, the College’s Student Support Service areas continue to assess how well they are meeting the needs of the student. Service areas develop and improve services based on assessment of identified SLOs through the annual Program Review process and based on the following additional sources of information: Student

Feedback Surveys, Employee Feedback Surveys, the District Fact Books, Student Equity Reports, and Student Services Division Six-Year Plan (2014-2020) ([II.C.3-54](#)); ([II.C.3-55](#)); ([II.C.3-56](#)); ([II.C.3-57](#)); ([II.C.3-58](#)); ([II.C.3-59](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Services are developed, provided, and evaluated in response to student need and to assure equitable access to all students regardless of service location or delivery method. The College also assures access to appropriate, comprehensive, and reliable services, such as orientation, tutoring, and counseling, to students with remote access to information via online counseling, online tutoring, online library materials, 24/7 Help Desk, and access to course materials 24/7 ([II.C.3-26](#)).

Results from the 2009, 2012 and 2015 Student Feedback Surveys indicate that (a) in general, students are satisfied with student services provided at San Diego Miramar College and (b) student responses indicate improvement in areas related to access and student understanding of information ([II.C.3-60](#)). Results of the 2015 Student Feedback Survey indicate the following:

- 79% of respondents believe that Admissions staff was helpful throughout the application and registration process (95% increase from 2012).
- 75% of respondents believe the student orientation is effective in helping new students adjust and become familiar with the College (15% increase from 2012).
- 76% of the respondents believe that assessment tests were offered at times that were convenient (7% increase from 2012).
- 81% of respondents believe that Financial Aid information is available to them when they need it (13% increase from 2012).
- 61% of student respondents believe that they have a substantial voice in matters related to programs and services (17% increase from 2012).

While the College meets this Standard, it continues to assess effectiveness and implement improvement strategies. The College will continue effective services as based on survey results, Program Review and SLO Assessment. The Division will also focus on providing integrated services to students, organized by the Loss/ Momentum Phases of the College's Integrated Planning Framework ([II.C.3-57](#)). The Student Services Division Plan includes goals from across the Division, which are mapped to the College Strategic Plan Goals. These can be summarized as follows:

- **Goal #1 (Focus – Global)** Ensure and facilitate student academic success by providing high quality supportive services responsive to the needs of the diverse population.
- **Goal #2 (Focus – Global)** Working collaboratively with Administrative and Instructional Services to implement the Requirements for the Student Success and Support Program and Student Equity Program.
- **Goal #3 (Focus – Planning)** Ensure that a comprehensive planning document exists, beginning with existing services and projecting services needed to properly serve student in the future.

- **Goal #4 (Focus – Organization)** Build a Division structure that is flexible, logical, meaningful, spirited and entrepreneurial. The intent is to create a structure that encourages innovation and risk-taking, while emphasizing student-centered objectives and effectiveness and allowing each unit leader to do the best job possible for the campus and its students.
- **Goal #5 (Focus – Coordination)** Ensure that all units of the Division operate at maximum efficiency with minimum duplication. This ensures that all other functional units of the College have been considered before new processes, practices or programs are developed and/or implemented.
- **Goal #6 (Focus – Control)** Insure that the Division leadership exercise only that degree of control needed to support faculty and staff in the performance of their duties and encourage the development of student-centered ideas, student-centered initiatives and student-centered processes.
- **Goal #7 (Focus - Evaluation)** Insure that each Division unit has an evaluation plan that provides effective ways of measuring qualitative and quantitative service quality and supports the college planning and program review processes.

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

**Evidence of Meeting Standard:**

The mission of the College is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement ([II.C.4-1](#)). All programs, including instructional and co-curricular/ athletics, are aligned with this mission and follow sound educational policy and standards of integrity.

***Athletics Programs***

In direct alignment with the College’s mission and Board Policy *BP 5700: Athletics*, the Mission Statement of San Diego Miramar College Intercollegiate Athletics is to strive for academic and athletic excellence by offering model programs that fit the needs, interests, and abilities of both male and female student-athletes. Excellence is focused on physical, emotional and intellectual well-being to develop meaningful standards of character, respect, responsibility, integrity, leadership, and sportsmanship within the educational social environment through highly qualified educators, coaches, and state-of-the art facilities ([II.C.4-2](#)); ([II.C.4-3](#)). In addition, the College is a member in good standing of the California Community College Athletics Association (CCCAA, formerly Commission on Athletics or COA). As authorized by the State Legislature, the CCCAA establishes the rules and regulations to administrate the intercollegiate athletics activities of the California Community Colleges ([II.C.4-4](#)). To ensure compliance, the college’s Athletic Program conducts a self-

review in partnership with the regional Pacific Coast Conference (PCC) of the California Community College Athletics Association (CCCAA). The last review was positive and is housed in the School of Math, Biological, Exercise, and Physical Sciences (MBEPS) Dean's Office ([II.C.4-5](#)).

At San Diego Miramar College, the athletic programs reside within the MBEPS, and are supervised by the Dean of MBEPS . All athletic programs are offered as courses with instructors who meet California Community Colleges minimum qualifications for faculty. The Exercise Science department has a full-time faculty member acting as the Athletic Program Director, as well as a 1.0 FTE Athletic Trainer and a .40 FTE Clerical Assistant to support the program. The program budget is funded by college co-curricular funds and maintained by the College Business Office. Budget spending and requests adhere to standard college approval processes ([II.C.4-6](#)).

San Diego Miramar College offers the following athletic programs:

- Men's basketball
- Men's water polo
- Women's soccer
- Women's water polo
- Men's volleyball

In alignment with the College's Strategic Plan Goals, the goals of the Intercollegiate Athletics program are as follows ([II.C.4-7](#)):

- Ensure all student-athletes are provided with opportunity and support in their efforts to achieve their academic and athletic goals.
- Provide the best possible environment to enable each student-athlete to compete to the fullest extent of his or her capabilities.
- Establish support systems enabling student-athletes to develop into well-rounded, responsible, successful and mature individuals.
- Encourage student athletes to assume positive leadership roles both on campus and in the community.

The student-athlete conduct and ethics general conduct are as follows ([II.C.4-8](#)):

- Understand and abide by the San Diego Miramar College "Student Conduct Code," which is available in its entirety in the Office of Student Affairs and appears the College Catalog.
- Obey all federal, state and local laws.
- Do not use tobacco products, alcohol and/or non-therapeutic drugs.

### ***Co-Curricular Programs***

The Student Affairs Office oversees student clubs, student organizations and campus activities. Policies regarding club procedures, membership, constitution, and district guidelines are outlined in the Procedures for the Registration of Student Clubs and Organizations as well as in District Board Policies and Procedures *BP/AP 3200: Associated Students Organizations/ Guideline for Student Clubs and Organizations*, *BP 5410/ AP 3200.2: Associated Student Elections*, *BP 5420: Associated Students Finance*, and *BP/ AP 5510: Off Campus Student Organization Locations* ([II.C.4-9](#)); ([II.C.4-10](#)); ([II.C.4-11](#)); ([II.C.4-12](#)); ([II.C.4-13](#)); ([II.C.4-14](#)); ([II.C.4-15](#)); ([II.C.4-16](#)).

The College offers the following co-curricular programs, such as clubs and other campus activities:

Club/Organization	Purpose
<b>Anime Club</b>	The purpose of this organization is to reach out to students who share a passion for anime and to form a strong network.
<b>Anthropology Club</b>	The purpose of this organization is to explore the five fields of anthropology and share our knowledge with others.
<b>Child Development Professionals (CDP)</b>	The purpose of the Child Development Professionals is to promote Child Development as a recognized profession by sharing common goals and experiences with other Child Development Professionals in Mira Mesa, Tierrasanta, Poway, Peñasquitos, Scripps Ranch, and University City .
<b>Coordinate Club</b>	The purpose of this organization is to enhance the wellness of the community , to promote and perform philanthropic duties, and to strengthen character .
<b>Diesel Skills Club</b>	The purpose of this organization is to meet regularly to discuss topics related to diesel powered equipment. We will hold a competition to determine a candidate to participate in the Skills USA Competition.
<b>Filipino American Student Association (FASA)</b>	The purpose of Filipino American Student Association is to build pride, unity and friendship among Filipino Americans. To promote awareness of ourselves as Filipino Americans. To remember and learn about Filipino culture and values. To join forces for professional, educational, and social affairs.
<b>Fire/EMT Club</b>	The purpose of this organization is to further introduce the perspectives of the fire and emergency medical services. To help provide viable resources in order to be recognized within the fire services. Providing networking sources through the use of the advisor and club members to broaden the choices of jobs within the fire services. To meet new friends and interact with each other with their passion and interest. To fund raise through the use of club activities that will support any activities the fire services has to offer.
<b>Find Inspiration Today Club (F.I.T.)</b>	The purpose of this organization is to empower students to start living more inspired, fulfilled lives. In this wellness-focused club, students will explore various aspects of the lives and will discover and apply strategies to help themselves and others lead healthier , active, more purposeful lives.
<b>Hip-Hop Culture Club</b>	The purpose of this organization is to increase graduation and understanding of the hip-hop community.
<b>Miramar Business Club</b>	To encourage and recognize accomplishment among students of business pursuing associate degrees, certificate programs, or transfer , as well as to promote personal improvement and life distinguished by honorable service.
<b>Miramar College Pay It Forward (MCPiF)</b>	The purpose of this organization is to come together to give back to the community through random acts of kindness, and to promote the idea of paying it forward. In its orientation and activities, this organization shall be primarily social service and self-improvement.
<b>Our Colors</b>	The purpose of this organization is to provide a safe, supportive, and educational space on campus for students of all gender, romantic, and sexual identities to socialize and express themselves.
<b>Paralegal Club</b>	The purpose of this organization shall be to develop, maintain, and focus on skills relevant to succeed as a Miramar College paralegal student.
<b>Parent Student Advisory Board (PSAB)</b>	The purpose of the PSAB is to establish lines of communication between parents, students, and children.
<b>Partnership to Encourage and Empower Parent Students (P.E.E.P.S.)</b>	The purpose of this organization is to encourage and empower parent student in academic, social, educational, creative, and career purposes.
<b>Phi Theta Kappa</b>	The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.
<b>Pre-Health Student Alliance</b>	The purpose of this organization is to inspire a community of future physicians through education and opportunity. In its orientation and activities, this club shall be categorized as an academic, career , and educational organization.
<b>Science Club</b>	The purpose of this organization is to come together and participate in activities and events that promote the science on our campus and in our community . In its orientation and activities, this organization shall be primarily academic, social, educational, and career related.
<b>Student Veterans Organization</b>	The purpose of this organization shall be to promote and support public services, academic, and social activities for student veterans and service members.
<b>Vocal Tones</b>	The purpose of this organization is to give the student body an art-based outlet through performance in music, whether it be by singing, dancing, acting, playing an instrument, etc. while also creating/boosting self-confidence within the performance, socially and academically .



## **Analysis and Evaluation:**

**As evidenced above, San Diego Miramar College meets this Standard.** The College ensures that students have access to resources and activities that will enrich their college experience. In support of the College's efforts in this area, the 2015 Student Feedback Survey indicated that 72% of students were "satisfied with student life such as college athletics, clubs and activities," an increase of 15 percentage points since 2009 ([II.C.4-17](#)). In addition, 69% of students "believe that the co-curricular activities (e.g. clubs, service learning), or athletic programs have enhanced [their] educational experience at the college" ([II.C.4-17](#)).

San Diego Miramar College acknowledges that the past statewide financial crisis had a huge impact on the College. Resources have been limited and the institution is just now beginning to provide expanded services to students. One example has been the establishment of a College Hour in 2014. College Hour focused on educational seminars for the first year, but student feedback indicated that entertainment was preferable. To increase student interest and attendance, the second year's focus was entertainment, which will continue to be the format for the current year. College hour takes place in the middle of the day and typically on Wednesdays, to accommodate the majority of student schedules and encourage participation ([II.C.4-18](#)).

As evidenced by the College's Integrated Planning Framework, San Diego Miramar College plans to continuously address the six factors of student success by hosting more extracurricular activities and encouraging clubs and organizations. Over the past year, there has been an increase in student club start-ups, and participation in student government has grown. Student clubs have grown from 17 in 2014-2015 to 24 in 2015- 2016. ([II.C.4-19](#)). The College will continue its efforts in this area and investigate new ways to foster success in its students.

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

## **Evidence of Meeting the Standard**

### ***Counseling and Academic Advising Programs***

In compliance with Board Policy and Administrative Procedure *BP/ AP 5110: Counseling*, San Diego Miramar College provides academic counseling and advising for special populations, as well as mental health counseling services in support of student development and success. Organizationally, the counseling services are delivered in five areas ([II.C.5-1](#)); ([II.C.5-2](#)):

- 1. Counseling Department:** The campus' primary hub for counseling services, often referred to as "General Counseling," is staffed by eleven counselors, who are supported by a classified supervisor and classified support staff ([II.C.5-3](#)).

2. **Disability Support Programs and Services (DSPS):** This unit is staffed by four counselors, three of whom provide direct counseling services and one who oversees the DSPS High-Tech Center. Counselors are supported with classified support staff ([II.C.5-4](#)).
3. **Extended Opportunity Programs and Services (EOPS), CARE & CalWORKs:** These three units, housed and operated as one area, are staffed by two tenure-track counselors, one of whom serves as the programs' coordinator. The EOPS unit also provides services for Foster Youth. Foster Youth receive extra counseling, book grants, gas cards, food cards as services. In addition, San Diego Miramar College facilitates a College Connection Day, inviting local foster youth groups to the College for an orientation. Staffing is augmented with adjunct counselors on an as-needed basis. In fall 2016, eight adjuncts were hired for 2.4 FTE. In spring 2016, five adjuncts were hired for 1.2 FTE. Counselors are supported by classified support staff ([II.C.5-5](#)); ([II.C.5-6](#)); ([II.C.5-7](#)).
4. **Student Health Services, including Mental Health & Wellness:** In 2013 -2014, Mental Health Counseling, which was previously a part of the Counseling Department, was coupled with Student Health Services. Mental Health Services is provided by two counselors. This includes a new position that was added in fall 2016. Counselors are supported by a classified supervisor and classified support staff ([II.C.5-8](#)).
5. **Transfer Center:** The center is staffed by one counselor who serves as the center's coordinator and provides specialized counseling, related to the transfer process. The coordinator is supported by classified support staff ([II.C.5-9](#)).

Subcategories of these larger programs include Foster Youth, California Work Opportunity and Responsibility to Kids (CalWORKS), Cooperative Agencies and Resources for Education (CARE), International Students, and First Year Experience ([II.C.5-10](#)). While these programs meet jointly to discuss information relevant to student access, matriculation and transfer, each program operates individually to provide services specific to their function and student population. As an example, students receiving services from EOPS or DSPS may elect to receive academic counseling from General Counseling, but they also may elect to receive counseling from counselors in their programs.

The Counseling Department meets bi-monthly to discuss College offerings, student feedback, transfer requirements and District degree requirements. The Student Service Division meets monthly to include faculty and staff in collaborative dialogue to discuss changes in policies, procedures, and requirements ([II.C.5-11](#)); ([II.C.5-12](#)); ([II.C.5-13](#)); ([II.C.5-14](#)); ([II.C.5-15](#)). District counseling programs meet collectively once per year for training and collaborative purposes to discuss "best practices" used at each campus, in addition to identifying gaps or weakness to student service programs ([II.C.5-16](#)).

All counseling programs align with California Education Code Chapter 6, Article 2, Counseling Services; Title 5 Counseling related sections; CCC Academic Senate Reports – the Role of Counseling, Faculty and Standards of Practice for California Community College Counseling and Faculty and Programs; CCCCO Matriculation Handbook; Legal opinion on Mandatory; Student Success and Support Program recommendations; and Transfer Recommended Guidelines ([II.C.5-17](#)). EOPS follows the guidelines set forth by Title 5. DSPS follows Title 5 Implementing Guidelines and Regulations, as well as the Americans

with Disabilities Act with 2008 Amendments and Section 504 of the Rehabilitation Act of 1973. All counseling services connect to resources and links through California Community Colleges Chancellor's Office Division of Student Services and District Board Policies related to Student Services (refer to Standard II.C.3 for all Board Policies related to Student Services).

Counseling training and continued professional development is provided to counseling faculty and staff as follows:

- Intern, Adjunct and New Counselors within EOPS, DSPS, and General Counseling are mentored and trained prior to and during direct contact with students.
- Counseling department meetings include guest speakers with information from Financial Aid, Veterans, Basic Skills, Transfer Center, instructional programs, and the Articulation Office. The regular attendees include Transfer Center, EOPS, DSPS, and general counselors ([II.C.5-14](#)); ([II.C.5-15](#)).
- District Counselor Retreat (Districtwide Counseling Meetings) occurs once per year for training and collaborative purposes to discuss "best practices" used at each campus, in addition to identifying gaps or weakness to student service programs ([II.C.5-16](#)).

The counseling programs, through counselors from General Counseling, EOPS, DSPS, and Transfer Center, provide the following services to students:

- Student educational planning, including timely and accurate information about academic requirements, transfer policies, graduation policies, and Associate Degree/Certificate requirements
- Career counseling
- Assistance with academic petitions
- Study skills and academic strategies
- Personal growth strategies
- Education regarding and guidance for career/vocational degrees

The Counseling Department utilizes the Scheduling and Reporting System (SARS) for scheduling student appointments and walk-in advising opportunities. Counselors utilize the Integrated Student Information System (ISIS) to review student matriculation information and academic progress. San Diego Miramar College, along with San Diego City College, San Diego Mesa College and San Diego Continuing Education, is currently working with software developers to replace ISIS with a student management system: Enterprise Resource Planning, PeopleSoft. This software system will provide increased "real time" access for students to review their progress and to run educational plan queries, taking into account what courses they have completed and what courses remain to earn college degrees and certificates. Members from General Counseling and Admissions and Records currently serve on this ERP (i.e., Campus Solutions) committee to facilitate transition to the new software system ([II.C.5-18](#)).

In addition to individual counseling appointments, the Counseling Department provides in-reach classroom presentations to Career/Technical and Basic Skills students. These presentations educate students about the importance of planning, study strategies and various requirements necessary for degree completion, as well as guidance regarding course sequences for English and math degree competencies. EOPS and DSPS faculty provide

classroom presentations to educate students and faculty regarding program information [\(II.C.5-19\)](#).

All services are offered online for easy access through the Miramar College Student Services webpage [\(II.C.5-52\)](#). In addition to web-based information, the following are offered online:

- Online Orientation is provided to educate/orient new students to San Diego Miramar College's programs, resources and services to increase student success.
- Online Counseling is available for students through General Counseling, DSPPS, EOPS, and the Transfer Center.
- Services offered through non-traditional means such as phone, email, video-conferencing, are comparable to on-site services provided to students.

The College's Counseling Services are evaluated through student feedback and Program Review. Through one-on-one counseling appointments with students, counselors are able to determine specific needs of DE/CE students. Through Counseling Department meetings, new initiatives and/or revised initiatives are discussed and implemented based on feedback and survey results [\(II.C.5-14\)](#); [\(II.C.5-15\)](#).

### *Evaluation of Programs and Student Success*

Both general and program-specific counselors must meet minimum qualifications. Counseling faculty are evaluated in accordance with the Collective Bargaining Agreement and must participate in ongoing training and professional development [\(II.C.5-20\)](#). Counseling Department faculty and staff serve on various campus committees and attend related counselor conferences such as annual California State University and University of California conferences. Faculty are encouraged to serve as mentors for graduate school interns as well as mentors to San Diego and Imperial Counties Community Colleges Association (SDICCCA) interns for one year.

The evaluation of how counseling and/or academic advising enhances student development and success occurs as follows:

- **District Counselor Retreats**[\(II.C.5-16\)](#) provide counselors with data and best practices to continue working toward overall student success, mitigating gaps on the college Scorecard, and meeting Strategic Plan Goals.
- **Student Equity Plan** [\(II.C.5-21\)](#) analyses provide counselors with areas showing disproportionate impact, identifying topics for Counseling Department meetings to enhance student development and success [\(II.C.5-14\)](#).
- **Adjunct and Contract Faculty Evaluations** are conducted by the Counselor Chair, EOPS Director, DSPPS Coordinator and Dean on a regular basis to ensure quality of services from each individual counselor [\(II.C.5-22\)](#).
- **Assessment of Program SLOs** [\(II.C.5-23\)](#) evaluates the effectiveness of each program in student achievement of outcomes, leading to informed changes in continuation, termination, or revision of services.
- **Program Review** process evaluates whether goals for each program have been met. Program Review for counseling follows the Program Review process for all Student Support Service areas (see Standard II.C.1 for details). Results lead to informed changes in continuation, termination or revision of services [\(II.C.5-24\)](#).
- **District Student Services Council and the College Student Success and Support Program Advisory Committee** evaluate admissions and assessment instruments and

practices. These committees recommend changes and/or enhancements that will benefit students in the matriculation process.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** In support of this, the 2015 Student Feedback Survey indicated that 71% of student respondents believe that they were accurately advised by the College on clear pathways for completing a degree, certificate, or transfer ([II.C.5-25](#)). Results from the 2015 Employee Feedback Survey indicate that 70% of respondents believe that students are accurately advised on clear pathways for completing degrees, certificates and transfer ([II.C.5-26](#)).

While there is data in support that students are receiving accurate advising, only 42% of employee respondents believe that Student Services at the College have sufficient staff/resources to meet student needs. This is an increase from 36% during 2012 and 40% from 2009 ([II.C.5-27](#)). With the mandates of SSSP and SEP, certain counseling functions have become mandatory versus optional for students.

The College has addressed this issue by adding additional staff. Staffing in the areas providing counseling services has been enhanced with the addition of counselors and support staff positions have been approved, funded and filed. This includes two counseling positions in the Counseling Department, one counselor position in the DSPS Department, one counselor position in the Mental Health program, one counselor in the Career Services Center, one support staff in Counseling Department, one support staff in the DSPS Department and one support staff in the Career Services Center

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

### **Evidence of Meeting the Standard**

The San Diego Community College District has adopted and adheres to admission policies consistent with its mission. Admissions policies fully comply with state regulations and are published in the college catalog as well as on college and District websites, including Student Web Services, the one-stop student portal([II.C.6-1](#)); ([II.C.6-2](#)); ([II.C.6-3](#)); ([II.C.6-4](#)). In accordance with Board Policy *BP 3000: Admission of College Students*, admission is open to all persons who possess a high school diploma or California High School proficiency exam certificate, or high school equivalency certificate ([II.C.6-5](#)). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are admitted provisionally. The District also has a number of policies and procedures specific to admission of special categories of students:

Special Admission High School Students

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

- Students must have completed the 10<sup>th</sup> grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- Enrollment in Exercise Science classes is not permitted.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.
- Students are given college credit for all courses. Grades will be part of the student's permanent college record.
- Concurrently enrolled high school students whose college grade point average falls below a 2.0, or who do not complete 60% of all units attempted, will not be permitted to re-enroll without approval from a college counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal ([II.C.6-6](#)).

#### F-1 Visa Students

The college accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the college catalog. Admission is granted based upon the following criteria: prior to acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL score, demonstrated financial independence, health clearance and program of study ([II.C.6-7](#)); ([II.C.6-8](#)); ([II.C.6-9](#)); ([II.C.6-10](#)).

#### Special Program Admission

All specialized programs with selection processes such as Nursing and Radiologic Technology include detailed admissions information on departmental websites, as well as a general overview in the college catalog, with links to the department website([II.C.6-11](#)); ([II.C.6-12](#)).

San Diego Miramar College is committed to providing access to potential, new, continuing, and returning students in accordance with its mission. The College Catalog and College Admissions Website specify requirements and qualifications of students appropriate for its programs ([II.C.6-13](#)); ([II.C.6-14](#)); ([II.C.6-15](#)); ([II.C.6-4](#)). All admission requirements are consistent with District Board Policy *BP 3000: Admission of College Students*, Administrative Procedure *AP 3000.2: Student Admission Status*, and with ER 16 (Admissions) ([II.C.6-5](#)); ([II.C.6-16](#)).

The College Catalog and Website list courses required for completion of the College's degree offerings. General Education and District Requirements are listed within the College Catalog, on the College Website, and are reviewed with students during counseling appointments provided by General Counseling, EOPS, DSPS and at the Transfer Center. In-person, distance and online appointments are provided to student's dependent upon need ([II.C.6-17](#)); ([II.C.6-18](#)). In addition, the College's Counseling Department Website hosts hard copy worksheets listing general education and district requirements for Associate Degrees and General Education requirements towards transfer to CSUs and UCs ([II.C.6-19](#)). The Transfer Center also provides valuable information, such as schedules for transfer workshops, articulation agreements, transfer

recommendations, and a GPA converter ([II.C.6-20](#)). Website and College Catalog information are updated on an as-needed basis.

While the College has consistently focused heavily upon meeting student needs through the traditional matriculation process, the College has provided student with additional training, support, and enhanced self-evaluation through the Student Success and Support Program (SSSP) ([II.C.6-21](#)). Students are strongly encouraged to complete all parts of the matriculation process (i.e. Admissions, Orientation, Assessment, and Educational Planning) so that they not only receive individualized guidance towards meeting their goals, but also benefit from an earlier registration date. Services that support the matriculation process are described below:

- **Admissions**

Admission information is provided via the College Website, outreach and in-reach presentations, campus tours, and pre-registration campus workshops such as Jets Jump Start and Parent Night. The College Admissions Website provides step-by-step admission and matriculation guidance ([II.C.6-15](#)). The College Admissions Office is located within the Student Services Building. Hours of operation have been modified to provide flexibility for evening students ([II.C.6-52](#)).

- **Orientation**

Orientation is provided in-person and online. In-person options include, but are not limited to, pre-registration information events such as Jets Jump Start and New Student Orientation planning sessions provided by General Counseling. By attending these events, students are introduced to the College, its processes, its support services and general recommendations for course selection. First Year Experience provides individualized orientation in addition to mentoring, college credit, priority registration and individualized guidance and follow up supports. Online orientation is provided through the campus website and students may log in at any time to complete the orientation requirement ([II.C.6-22](#)).

- **Assessment**

The college Assessment Office is located in the College Welcome Center along with the Outreach Office. College Assessment/Placement testing is provided in-person using Accuplacer to determine English and math skill levels. Skill levels may be determined based upon alternative measures that do not require on-campus assessment. These include counseling and/or district evaluation review of advanced placement high school courses, standardized tests, or placement scores from other California Community Colleges. Hours of operation have been modified to increase access to new and continuing students. ([II.C.6-23](#))

- **Educational Planning**

General Counseling, EOPS, DSPS and the Transfer Center provide academic planning and advising. Advising is dependent upon each student's goal. Major and career guidance is provided to determine path of study or personal development. Counselors utilize the College Catalog (both hard copy and online) to review and develop educational plans with students. Counseling is dynamic and fluid, dependent upon the interests and/or educational plan of the student. The College Catalog and Website list course options to meet the requirements for Certificates, Associate

Degrees and General Education requirements for transfer to the California State University (CSU) and University of California (UC) systems. Students may work with General Counseling, EOPS and DSPS to submit petitions for a variety of purposes, to clear prerequisites, and to petition for transcript evaluation or graduation. Those taking courses via distance education format are offered the same supports and services as those taking courses via traditional format ([II.C.6-24](#)).

Students are able to receive an individualized educational plan specific to their major(s), certificate(s), transfer or personal goal(s). These plans may include a comprehensive educational plan and/or a semester-by-semester educational plan which lists a prospective sequence of courses towards their goal(s) ([II.C.6-25](#)).

The College's Counseling Department meets to discuss changes to policies, procedures, opportunities, challenges and changes to the matriculation process. The Department meets to evaluate and determine changes to meet the needs of students and access for students. Student Services leadership is made up of Student Services Program Coordinators, Directors, and the Dean of Matriculation and Student Development. This group meets to discuss program specific needs, changes, and areas of improvement. The College's Student Services Division meets to discuss issues campuswide, which include the majority of faculty, staff and administrators from all of the College's Student Services programs ([II.C.6-26](#)); ([II.C.6-27](#)); ([II.C.6-28](#)); ([II.C.6-29](#)); ([II.C.6-30](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College evaluates student matriculation data through District Office of Institutional Research and Planning, to determine the proportion of certificate and degree earners as well as transfer rates. The College reviews data specific to SSSP to determine where there may be gaps in the matriculation process. As referenced in Standard II.C.5, 71% of student respondents believe that they were accurately advised by the College on clear pathways for completing a degree, certificate, or transfer ([II.C.6-31](#)).

San Diego Miramar College is committed to continuous improvement, and Student Service programs evaluate Point of Service Surveys, Student and Faculty Feedback, Program Review and internal Student Learning Outcomes for the continued improvement of services. The College will continue its efforts as seen in the current action plans found in the Student Services Division Plan, SSSP and SEP.

### **II.C.7-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### **Evidence of Meeting the Standard:**

The colleges in the San Diego Community College District use an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-second language courses including:



- Computerized Accuplacer for Math and English
- CELSA for ESL
- MDTP for Math (paper version)
- Accuplacer Companion for English (paper version)

All of the assessment instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations ([II.C.7-1](#)). The instrument validation conducted at the District includes three specific validation processes: 1) content-related validity to determine appropriateness of the test for placement into a course or course sequence, 2) criterion-related and/or consequential validity to determine appropriate cut-scores, and 3) disproportionate impact to determine test bias ([II.C.7-2](#)).

In addition to the state approved standardized instruments listed above, the colleges employ a variety of multiple measures that help to more fully assess students' preparation levels. These multiple measures are self-reported and include:

#### Math

1. High school GPA
2. Years since last math class

#### English

1. High school GPA
2. Reading Comprehension score
3. Sentence Skills score
4. Primary language

#### Optional Questions

1. The length of time the student has been out of school
2. The number of years of English that the student completed in high school
3. The grade the student received in the last English class completed
4. The students high school grade point average
5. The highest level of math class completed
6. The grade received in the last math class completed.
7. What is the highest level of education attained by either of your parents?

#### ***Common Assessment and the Multiple Measures Assessment Program (MMAP)***

The colleges in the San Diego Community College District will comply with the statewide Common Assessment Initiative. Beginning academic year 2016-2017 the District colleges, working with discipline faculty will begin validating and piloting the statewide Common Assessment, CCCAssess. Instrument validation including (e.g., content mapping), will be completed prior to implementation of the new assessment instrument. disproportionate impact, and determining cut scores. In addition, the District also plans will eventually attempt plans to work with the other colleges in the San Diego/Imperial Valley region to establish common cut scores and policies on recency and repeatability so that students may easily matriculate from one college to another within the region as needed. In addition to the Common CCCAssessment, the District has already piloted and fully implemented the Multiple Measures Assessment Program (MMAP) protocols, which is an alternate means of assessing student preparation levels for placement in English and mathematics courses. Students from the feeder high schools that share their student transcript data with CalPASS, a statewide repository for high school and college student transcript data, are eligible for

placement using high school transcript information (e.g., GPA and math and English grades) in addition to their standard assessment test results. The MMAP protocols were fully implemented as of in fall 2015. Evaluation of the protocols will continue through 2016/2017 with longitudinal analyses of each cohort, as well as snapshot analyses and surveys. The District Detailed information is archived in the Assessment Plan for Placement on the Research website. Assessment Plan for Placement contains detailed information about the MMAP pilot and analysis for details [\(II.C.7-3\)](#).

For more information on placement validation tests, including consequential validity and disproportionate impact studies, and the MMAP assessment plan and analysis, can be found on go to: <http://research.sdccd.edu/Research-Reports/assessment.cfm> [\(II.C.7-4\)](#).

#### *Distance Education:*

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

San Diego Miramar College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate and is at least age 18, without requiring Scholastic Aptitude Tests. As an open-access institution of higher learning, San Diego Miramar College's admissions policies and practices are consistent with the College Mission Statement, the California Education Code, Title 5 regulations, and the statewide mission for the California Community Colleges. These policies are printed in the College Catalog and posted on the College Website [\(II.C.7-5\)](#); [\(II.C.7-6\)](#). High school students at the junior or senior level requesting concurrent enrollment may also apply for admission to San Diego Miramar College as "special part-time" students with the permission of and documentation from a parent/guardian and a high school principal [\(II.C.7-6\)](#).

Students are encouraged to take English, English as a Second Language, and math placement assessments to identify their skill levels and ensure proper class placement. The College uses placement instruments that have been approved by the State Chancellor's Office and then evaluated using district institutional research (for details, see District response below). Students' placement results are based upon a combination of test scores and other data ensuring that multiple measures are included. The College uses the Accuplacer English and math assessments, which are administered via computer [\(II.C.7-7\)](#). Accommodations for alternative assessments are offered to students with disabilities through DSPTS. English as a Second Language exams are paper/pencil tests administered on a regularly-scheduled basis through the Assessment Office. For more details on placement assessment, see Standard II.A.8.

Students who believe their assessment results do not accurately reflect their skill level have the option of "challenging" the prerequisite by taking additional tests developed by individual departments as described in District Board Policy *BP 5250: Prerequisites and Corequisites* [\(II.C.7-8\)](#); [\(II.C.7-9\)](#). If the student passes the challenge exam, he/she may advance to the next level course. Additionally, under the one-year retest policy, counselors may render a "Resting Referral" card on behalf of the student, if the counselor recommends the student [\(II.C.7-10\)](#). Students may retest in both math and English if they have satisfied the one-year retest policy, provided a student has not received a substandard grade in a math or English course.

In addition to the regular department Program Review process, both the district Student Services Council and the College Student Success and Support Program Advisory Committee evaluate admissions and assessment instruments and practices. These committees recommend changes and/or enhancements that will benefit students in the matriculation process.

Working with the District Institutional Research and Planning Office, department faculty review sample tests for matches to local curriculum and for cultural sensitivity or bias. Initial cut scores are established by faculty of the respective subjects and evaluated by the Institutional Research and Planning Office at the district level. In addition, final grades are evaluated for consequential validity and disproportionate impact across student populations [\(II.C.7-11\)](#); [\(II.C.7-12\)](#). The Disproportionate Impact and Consequential Validity studies are completed by District Institutional Research and Planning. The most recent studies were both conducted in 2012 [\(II.C.7-2\)](#). Numbers served are compared to MIS data at the district office.

### **Analysis and Evaluation:**

**As evidenced above, San Diego Miramar College meets this Standard.** In 2014, the Assessment Office moved to a much larger and more central campus location and merged with the Outreach Department, forming the Assessment and Outreach Center. This move not only increased hours of operations and the ability to serve more students, it also unified campus efforts in developing essential partnerships and reaching out to the local community. The connection with the local community provided students with an avenue to pursue a seamless transition to higher education as prospective students were provided information and services early and at locations convenient to them [\(II.C.7-13\)](#).

The Assessment Office now has two permanent contract staff that are dedicated to student testing and to supporting area high school testing, new matriculating students, and enrolled students. The Assessment Office staff assists students with assessment preparation, online orientation, study material, and referrals to appropriate websites and Student Services departments.

The improvements to Assessment are also reflected in the 2015 Student Feedback Survey, as described below:

- Seventy-five percent of respondents agreed that “the reading and writing assessment test helped [them] enroll in the appropriate English class level”, an increase of 14 percentage points since 2009 [\(II.C.7-14\)](#).
- Seventy-six percent of respondents agreed that “the math assessment test helped me enroll in the appropriate math class level,” an increase of 12 percentage points since 2009 [\(II.C.7-14\)](#).
- Seventy-three percent of respondents agreed that “after completing [their] assessment test, [they] had a clear understanding of [their] placement level,” an increase of 9 percentage points since 2012 [\(II.C.7-14\)](#).

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

**Evidence of Meeting the Standard:**

The San Diego Community College District complies with all state and federal laws, as well as District policy with regard to confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored and all student records are maintained in a secured database, including nightly backups and off-site storage. The District's Records Retention Manual ([II.C.8-1](#)) identifies the various classifications of student records along with the process for disposition and destruction in accordance with state regulations. Information about release of student records is published in college catalogs, websites, and Student Web Services, the District's student portal ([II.C.8-2](#)); ([II.C.8-3](#)); ([II.C.8-4](#)); ([II.C.8-5](#)); ([II.C.8-6](#)).

***Secure Storage***

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

The ISIS Student System is also integrated with a records Imaging System provided by Imagesource which maintains key document images which are indexed by the corresponding student identification number or the course reference number. Examples of these images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and attendance forms, as well as various Student Aid Management forms (Financial Aid related). The Imagesource system is on an imaging application server which is used to scan, save or search for the electronic images and a backend Microsoft SQL Server which stores and serves up the images to the application server. Both of the imaging system servers are backed up every night on high speed LT06 tape drives. The tapes are numbered and electronically cataloged and then picked up by Corodata to be stored in their digital media storage vault, similar to the ISIS tape backups. These backups would allow the District IT staff to perform a complete server (or full image system) restore for either server

should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

### ***Confidentiality***

Student record information is contained in a centralized student information system (ISIS) accessible to users, with approved access throughout the District. Users are granted access based upon role and responsibilities, and must have approval of their supervisor. Requests for user access are maintained by the Vice Chancellor Student Services in accordance with District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information, other than what would to data that would otherwise be classified as directory information ([II.C.8-7](#)).

User and department passwords are changed annually. In addition, Department Security Supervisors are required to review and delete inactive users on an ongoing basis. As part of the annual password change process, all users are also required to reaffirm their understanding of the confidentiality of student records, and sign a new confidentiality statement ([II.C.8-8](#)).

Periodic trainings on the confidentiality of student records are provided by the Vice Chancellor of Student Services at department meetings, at workshops, and at the leadership development academies provided by Human Resources ([II.C.8-9](#)); ([II.C.8-10](#)); ([II.C.8-11](#)); ([II.C.8-12](#)); ([II.C.8-13](#)); ([II.C.8-14](#)); ([II.C.8-15](#)).

### ***Release of Student Records***

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

### ***Student Records Classification and Destruction***

The District adheres to procedures which provide expectations and guidelines for the classification, storage and destruction of student records. The District produces a Records Retention Manual ([II.C.8-1](#)), in consultation with the colleges, which contains a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically and a backup is stored in an off-site location.

In some cases, the College maintains paper records on campus.

San Diego Miramar College 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. This process ensures compliance with the Family Educational Rights and Privacy Act (FERPA), the California Education Code, and Title 5 regulations regarding the management of student records, and is in alignment with District Board Policies *BP 3001: Student Records* and with Administrative Procedures *AP 3001.1: Student Records, Release, Correction and Challenge* and *AP 3103.2: Release of Student Information*

*for Recruiting Purposes* (refer to Standard II.C.3 for all Board Policies related to maintenance of student records).

The Student Services Supervisor II is the official point of contact for student records. FERPA requirements are strictly followed regarding the release of student records. The College provides inquiring students and the general public with information regarding the confidentiality of student records in accordance with FERPA and Title 5. Information on District Policies and Procedures governing the release of student records is printed in the College Catalog, in the printed class schedule, and on the student portal web page. Copies are also available in the College's Vice President of Student Services Office. A "Consent to Release Student Educational Records" form is available on the College's Admissions Office. Students must provide written consent to release non-directory information to third parties not listed ([II.C.8-18](#)).

DSPS, Student Health Services, and Counseling Department also comply with mandated program requirements governing student records for those student cohorts. Improved scanning methods and optical imaging have been implemented to improve immediacy of access and help alleviate storage issues. Inactive/deactivated student information is maintained in archived computer files that are locked in a secure storage room in the Admissions Office. All files are readily retrievable as needed.

San Diego Miramar College uses the Student Information System and optical imaging system, in which each user is given customized access via a unique password based on department, position, responsibilities, and need-to-know. The District Vice Chancellor of Student Services Office creates, maintains, and routinely changes user passwords to ensure confidentiality and appropriate access. Employees sign a confidentiality statement related to the release of student records.

District mainframe/database records are routinely backed up to maintain accuracy and security. Manual student records are sent for permanent storage or secure destruction as required. San Diego Miramar College follows the established District Administrative Procedure *AP 3001.1: Student Records, Release, Correction and Challenge*, which specifies the permanency and length of retention as mandated by California Code of Regulations, Title 5 ([II.C.8-17](#)). The District Student Services Office, in collaboration with the Colleges, continues to explore emerging technology for more efficient methods to maintain and update student records as evidenced by the migration to PeopleSoft student records system.

### **Analysis and Evaluation:**

**As evidenced above, San Diego Miramar College meets this Standard.** District mainframe/database systems are routinely backed up. PeopleSoft program development and training are ongoing. Staff is aware of the confidentiality of records and ensures that records are secure. All employees are trained to be conscientious about appropriate release of student records and compliance with FERPA guidelines. The College continues to work with the district office to ensure that student records are kept on password protected programs, and the information is released to the appropriate body only if a consent form is properly documented.

The District's procedures for Classification, Retention, Release and destruction of student records is in full compliance with state and federal law. All permanent records are securely maintained and backed up nightly and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Students must provide a written request to provide access to their records to a third party, in accordance with Federal and State law. Staff are granted access based on a "need to know" basis with approval of the appropriate manager. All employees must sign an acknowledgement of the confidentiality of student records when receiving access to the student records data base, and annually thereafter. Training on the confidentiality of student records is provided periodically by the Vice Chancellor, Student Services who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for release of student records in all publications and on the District and college websites.

### **Master list of Evidence for Standard II.C.**

[II.C.1-1: Student Services Division Program Review Report 2015-16](#)

[II.C.1-2: Budget and Resource Development Subcommittee Request for Funding Instructions 2016-17](#)

[II.C.1-3: Faculty Hiring Committee Webpage](#)

[II.C.1-4: San Diego Miramar College Classified Staff Hiring Procedure](#)

[II.C.1-5: Student Services Division Six-Year Plan 2014-2020](#)

[II.C.1-6: Student Services Unit Outcomes Summary Report 2014-15](#)

[II.C.1-7: Student Services Committee Minutes 9/2/15](#)

[II.C.1-8: Student Services Committee Agenda 5/4/16](#)

[II.C.1-9: Student Success and Support Program \(SSSP\) Plan 2015-16](#)

[II.C.1-10: Board Policy 3050 Student Success and Support Programs](#)

[II.C.1-11: Administrative Procedure 3050.1 Student Success and Support Programs; And Student Equity](#)

[II.C.1-12: SDCCD Monthly SSSP Report Example May 2016](#)

[II.C.1-13: Student Equity Plan 2015-16](#)

[II.C.1-14: Student Equity Plan Request for Proposal Email 5/20/15](#)

[II.C.1-15: Student Equity Workshop Presentation 9/5/14](#)

[II.C.1-16: Student Equity Workshop Presentation 11/7/14](#)

[II.C.1-17: Student Equity Workshop Presentation 10/6/15](#)

[II.C.1-18: Miramar College 2015 Student Feedback Survey, p. 13](#)

[II.C.1-19: Admissions Point of Service Results Example](#)

[II.C.1-20: Online Student Orientation Webpage](#)

[II.C.1-21: Student Education Planning Sessions Feedback Results](#)

[II.C.1-22: Student Services Division Minutes 3/24/15](#)

[II.C.1-23: Student Services Division Minutes 10/27/15](#)

[II.C.1-24: Student Services Division Minutes 11/10/15](#)

[II.C.2-1: San Diego Miramar College Outcomes Assessment Webpage](#)

[II.C.2-2: Student Services Unit Outcomes Summary Report 2014-15](#)

[II.C.2-3: Student Services Division Program Review Report 2015-16](#)

[II.C.2-4: Student Services Division Plan](#)

[II.C.2-5: San Diego Miramar College Zip Code Report 2015-16](#)

[II.C.2-6: State Authorization Statement](#)

[II.C.2-7: Online Student Orientation Webpage](#)  
[II.C.2-8: Student Services Division Minutes 3/24/15](#)  
[II.C.2-9: Student Services Division Minutes 10/27/15](#)  
[II.C.2-10: Student Services Division Minutes 11/10/15](#)  
[II.C.2-11: Counseling Department Meeting Agenda 3/22/16](#)  
[II.C.2-12: Counseling Department Meeting Agenda 8/30/16](#)  
[II.C.3-1: Policy Student Services C2071 L Legal or Assumed Names, Use of by Students](#)  
[II.C.3-2: Board Policy 3000 Admission of College Students](#)  
[II.C.3-2: Board Policy 3900 Academic Credit for Non-Traditional Education](#)  
[II.C.3-3: Board Policy 3001 Student Records](#)  
[II.C.3-4: Board Policy 3002 Student Enrollment](#)  
[II.C.3-5: Board Policy 3050 Student Success and Support Program and Student Equity](#)  
[II.C.3-6: Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process](#)  
[II.C.3-7: Board Policy 3102 Student Publications](#)  
[II.C.3-8: Board Policy 3103 Student Directory Information](#)  
[II.C.3-9: Board Policy 3105 Academic Accommodations and Disability Discrimination for Students with Disabilities](#)  
[II.C.3-10: Board Policy 3108 Accessibility Standards For Electronic And Information Technology](#)  
[II.C.3-11: Board Policy 3110 Attendance Accounting; Board Policy 3120 Off-Campus Student Activities](#)  
[II.C.3-12: Board Policy 3125 Transportation of Students](#)  
[II.C.3-13: Board Policy 3200 Student Government and Organizations](#)  
[II.C.3-14: Board Policy 3300 Fees - Direct Costs to Students](#)  
[II.C.3-15: Board Policy 3301 Nonresident Tuition](#)  
[II.C.3-16: Board Policy 3303 College Enrollment Fees](#)  
[II.C.3-17: Board Policy 3304 Instructional and Other Materials](#)  
[II.C.3-18: Board Policy 3305 Health Fees](#)  
[II.C.3-19: Board Policy 3306 Course Materials Adoption and Procurement](#)  
[II.C.3-20: Board Policy 3601 Financial Aid Program Participation Agreement - Code of Conduct](#)  
[II.C.3-21: Board Policy 3910 Course Repetition, Academic Renewal and Grade Alleviation](#)  
[II.C.3-22: Board Policy 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling and Free Speech on Campus](#)  
[II.C.3-23: Board Policy 4030 Academic Freedom and Freedom of Expression](#)  
[II.C.3-24: Board Policy 5015 Residence Determination](#)  
[II.C.3-25: Board Policy 6100 Web Policy](#)  
[II.C.3-26: SDCCD Online Learning Pathways Webpage](#)  
[II.C.3-27: San Diego Miramar College Campus Map](#)  
[II.C.3-28: Online Matriculation Steps Webpage](#)  
[II.C.3-29: Online Applications Guide](#)  
[II.C.3-30: San Diego Miramar College Assessment Webpage](#)  
[II.C.3-31: San Diego Miramar College Career and Job Placement Office Webpage](#)  
[II.C.3-32: Board Policy 5110 Counseling](#)  
[II.C.3-33: San Diego Miramar College Counseling Webpage](#)



[II.C.3-34: San Diego Miramar College Orientation Webpage](#)  
[II.C.3-35: San Diego Miramar College Online Counseling Webpage](#)  
[II.C.3-36: San Diego Miramar College Disability Support Programs and Services Webpage](#)  
[II.C.3-37: Board Policy 5150 EOPS](#)  
[II.C.3-38: San Diego Miramar College Extended Opportunity, Programs, and Services Webpage](#)  
[II.C.3-39: San Diego Miramar College California Work Opportunity & Responsibility to Kids Webpage](#)  
[II.C.3-40: San Diego Miramar College Cooperative Agencies and Resources for Education Webpage](#)  
[II.C.3-41: Board Policy 5130 Financial Aid](#)  
[II.C.3-42: San Diego Miramar College Financial Aid Webpage](#)  
[II.C.3-43: Board Policy 5200 Student Health Services](#)  
[II.C.3-44: San Diego Miramar College Student Health Services Webpage](#)  
[II.C.3-45: Board Policy 5120 Transfer Center](#)  
[II.C.3-46: San Diego Miramar College Transfer Center Webpage](#)  
[II.C.3-47: San Diego Miramar College Veteran Affairs Webpage](#)  
[II.C.3-48: San Diego Miramar College Student Affairs Webpage](#)  
[II.C.3-49: San Diego Miramar College Catalog 2016-17, pp. 67-81](#)  
[II.C.3-50: San Diego Miramar College Webpage](#)  
[II.C.3-51: San Diego Miramar College Facebook Webpage](#)  
[II.C.3-52: Student Services Landing Webpage](#)  
[II.C.3-53: Dean of Matriculation and Student Development Position Announcement](#)  
[II.C.3-54: SDCCD Monthly SSSP Report Example May 2016](#)  
[II.C.3-55: Student Equity Plan 2015-16](#)  
[II.C.3-56: Admissions Point of Service Results Example](#)  
[II.C.3-57: Student Services Division Six-Year Plan 2014-2020](#)  
[II.C.3-58: Miramar College 2015 Employee Feedback Survey](#)  
[II.C.3-59: Miramar College 2015 Student Feedback Survey](#)  
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[II.C.4-1: College Mission-Vision Statement Final Version](#)  
[II.C.4-2: Board Policy 5700 Athletics](#)  
[II.C.4-3: San Diego Miramar College Athletic Handbook 2014-15, pp. 4-8](#)  
[II.C.4-4: California Community College Athletics Association Webpage](#)  
[II.C.4-5: San Diego Miramar College Athletic Program Self Review Report Spring 2011](#)  
[II.C.4-6: Athletic Department Budget Approval](#)  
[II.C.4-7: San Diego Miramar College Athletic Handbook 2014-15, p. 5](#)  
[II.C.4-8: Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process](#)  
[II.C.4-9: Manual 3200 Procedures and Operating Guidelines for Student Clubs and Organization](#)  
[II.C.4-10: Board Policy 3200 Associated Students Organizations](#)  
[II.C.4-11: Administrative Procedure 3200 ASSOCIATED STUDENTS ORGANIZATIONS AND GUIDELINES FOR STUDENT CLUBS AND ORGANIZATIONS](#)  
[II.C.4-12: Board Policy 5410 Associated Students Elections](#)  
[II.C.4-13: Administrative Procedure 3200.2 Associated Students Elections](#)

[II.C.4-14: Board Policy 5420 Associated Students Finance](#)  
[II.C.4-15: Board Policy 5510 Off Campus Student Organization Locations](#)  
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[II.C.4-17: Miramar College 2015 Student Feedback Survey, item 52, p. 23](#)  
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[II.C.4-18: College Hour Email to College 9/9/16](#)  
[II.C.4-19: San Diego Miramar College Student Affairs Webpage](#)  
[II.C.5-1: 2016-2017 Student Services Organization Chart](#)  
[II.C.5-2: Short-term and Long-term Education Plan Forms\):](#)  
[II.C.5-3: San Diego Miramar College Counseling Webpage](#)  
[II.C.5-4: San Diego Miramar College Disability Support Programs and Services Webpage](#)  
[II.C.5-5: San Diego Miramar College Extended Opportunity, Programs, and Services Webpage](#)  
[II.C.5-6: San Diego Miramar College Cooperative Agencies and Resources for Education Webpage](#)  
[II.C.5-7: San Diego Miramar College California Work Opportunity & Responsibility to Kids Webpage](#)  
[II.C.5-8: San Diego Miramar College Student Health Services Webpage](#)  
[II.C.5-9: San Diego Miramar College Transfer Center Webpage](#)  
[II.C.5-10: San Diego Miramar College New Students Webpage](#)  
[II.C.5-11: Student Services Division Minutes 3/24/15](#)  
[II.C.5-12: Student Services Division Minutes 10/27/15](#)  
[II.C.5-13: Student Services Division Minutes 11/10/15](#)  
[II.C.5-14: Counseling Department Meeting Agenda 3/22/16](#)  
[II.C.5-15: Counseling Department Meeting Agenda 8/30/16](#)  
[II.C.5-16: SDCCD Counselor Retreat Presentation](#)  
[II.C.5-17: California Community College Chancellor's Office Student Services Division Webpage](#)  
[II.C.5-18: SDCCD Student Services Campus Solutions Committee Members Email, p. 3](#)  
[II.C.5-19: Basic Skills Action Plan 2015-16, pp. 6-7](#)  
[II.C.5-20: College Faculty Appraisal Guide 2016, p. 36](#)  
[II.C.5-21: Student Equity Plan 2015-16](#)  
[II.C.5-22: Faculty Collective Bargaining Agreement 2016-18, p. 113](#)  
[II.C.5-23: Student Services Unit Outcomes Summary Report 2014-15](#)  
[II.C.5-24: EOPS Department Program Review Report 2015-16](#)  
[II.C.5-25: Miramar College 2015 Student Feedback Survey, item 39, p. 15](#)  
[II.C.5-26: Miramar College 2015 Employee Feedback Survey, item 41, p. 15](#)  
[II.C.5-27: Miramar College 2015 Employee Feedback Survey, item 37, p. 14](#)  
[II.C.5-52: Student Services Landing Webpage](#)  
[II.C.6-1: SDCCD Admission Requirements Webpage;](#)  
[II.C.6-2: City College Catalog Admission Criteria, p. 17](#)  
[II.C.6-3: Mesa College Catalog Admission Criteria, p. 17](#)  
[II.C.6-4: Miramar College Catalog Admission Criteria, p. 15](#)  
[II.C.6-4: San Diego Miramar College Catalog 2016-17, p. 15](#)  
[II.C.6-5: Board Policy 3000 Admission of College Students](#)  
[II.C.6-6: Supplemental Application and Certification of Special Part-Time High School](#)

## Students

- [II.C.6-7: Administrative Procedure 3000.4 International Students;](#)
- [II.C.6-8: City College Catalog International Students, p. 27](#)
- [II.C.6-9: Mesa College Catalog International Students, p. 27](#)
- [II.C.6-10: Miramar College Catalog International Students, p. 25](#)
- [II.C.6-11: City College Nursing Education Admission Webpage](#)
- [II.C.6-12: Mesa College Radiologic Technology Program Admission Webpage](#)
- [II.C.6-13: San Diego Miramar College Matriculation Steps Webpage](#)
- [II.C.6-14: San Diego Miramar College New Students Webpage](#)
- [II.C.6-15: San Diego Miramar College Admissions and Records Webpage](#)
- [II.C.6-16: Administrative Procedure 3000.2](#)
- [II.C.6-17: San Diego Miramar College Counseling Webpage](#)
- [II.C.6-18: San Diego Miramar College Online Counseling Webpage](#)
- [II.C.6-19: 2015-16 Associate Degree Worksheet](#)
- [II.C.6-20: San Diego Miramar College Transfer Center Webpage](#)
- [II.C.6-21: Student Success and Support Program \(SSSP\) Plan 2015-16](#)
- [II.C.6-22: Online Student Orientation Webpage](#)
- [II.C.6-23: San Diego Miramar College Assessment Webpage](#)
- [II.C.6-24: San Diego Miramar College Catalog 2016-17, p. 18](#)
- [II.C.6-25: Short-term and Long-term Education Plan Forms](#)
- [II.C.6-26: Student Services Division Minutes 3/24/15](#)
- [II.C.6-27: Student Services Division Minutes 10/27/15](#)
- [II.C.6-28: Student Services Division Minutes 11/10/15](#)
- [II.C.6-29: Counseling Department Meeting Agenda 3/22/16](#)
- [II.C.6-30: Counseling Department Meeting Agenda 8/30/16](#)
- [II.C.6-31: Miramar College 2015 Student Feedback Survey, item 39, p. 15](#)
- [II.C.6-52: Student Services Landing Webpage](#)
- [II.C.7-1: Placement Test Validation Timeline](#)
- [II.C.7-2: Consequential Validity Follow-Up Report 2012](#)
- [II.C.7-3: SDCCD Assessment Plan for Placement](#)
- [II.C.7-4: SDCCD Multiple Measures Assessment Project \(MMAP\) Webpage](#)
- [II.C.7-5: San Diego Miramar College Catalog 2016-17, p. 15](#)
- [II.C.7-6: San Diego Miramar College Admissions and Records Webpage](#)
- [II.C.7-7: San Diego Miramar College Assessment Webpage](#)
- [II.C.7-8: Board Policy 5250 Prerequisites and Corequisites](#)
- [II.C.7-9: San Diego Miramar College Catalog 2016-17, p. 23](#)
- [II.C.7-10: Student Re-test Referral Form](#)
- [II.C.7-11: Consequential Validity Report 2011](#)
- [II.C.7-12: Disproportionate Impact Report 2011](#)
- [II.C.7-13: Miramar College Assessment Department Statistics 2015-16](#)
- [II.C.7-14: Miramar College 2015 Student Feedback Survey, item 35, p. 14](#)
- [II.C.7-14: Miramar College 2015 Student Feedback Survey, item 36, p. 14](#)
- [II.C.7-14: Miramar College 2015 Student Feedback Survey, item 37, p. 14](#)
- [II.C.8-1: SDCCD Records Retention Manual](#)
- [II.C.8-2: San Diego City College Catalog 2016-17, p. 83](#)
- [II.C.8-3: San Diego Mesa College Catalog 2016-17, p. 93](#)

[II.C.8-4: San Diego Miramar College Catalog 2016-17, p. 62](#)  
[II.C.8-5: SDCCD FERPA Notification](#)  
[II.C.8-6: SDCCD Student Services Key Resources Webpage](#)  
[II.C.8-7: SDCCD Confidentiality Acknowledgement Statement](#)  
[II.C.8-8: SDCCD Memo to Users on Password Change](#)  
[II.C.8-9: Student Records Trainings-Faculty 3/11/16](#)  
[II.C.8-10: Student Records Trainings-Supervisory 10/6/16](#)  
[II.C.8-11: Student Records Trainings-Management 3/11/15](#)  
[II.C.8-12: Student Records Trainings-Supervisory Retreat 3/14](#)  
[II.C.8-13: Student Records Trainings- Management Retreat 10/5/16](#)  
[II.C.8-14: Student Records Trainings-Miramar Deans 6/25/12](#)  
[II.C.8-15: Student Records Trainings- Supervisory Retreat 3/12](#)  
[II.C.8-16: Board Policy 3001 Student Records](#)  
[II.C.8-17: Board Policy BP 3001: Student Records, and AP 3001.1 Student Records, Release, Correction and Challenge](#)  
[II.C.8-17: Administrative Procedure 3000 Student Records, Release, Correction and Challenge](#)  
[II.C.8-18: Consent Form to Release Confidential Information](#)

# Standard III: Resources

## Standard III.A.: Human Resources

**Administrative Tri-Chair: George Beitey**

**Faculty Tri-Chair: Joan Thompson**

**Classified Tri-Chair: Elaine Vega**

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COLLEGE



## STANDARD III.A. HUMAN RESOURCES

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

### **Evidence of Meeting the Standard**

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

The College assures the integrity and quality of its programs and services by employing personnel who are qualified through appropriate education, training and experience. As defined in Administrative Procedure *AP 4001.1: Personnel Administration*, all positions are created by the Board and all appointments are made by the Board ([III.A.1-1](#)). During the Program Review process, the College conducts a self-evaluation and needs assessment in consideration of the College's Strategic Plan Goals. As a part of the self-evaluation, long-term planning is conducted to determine each Division's staffing needs. Instructional departments consider both academic and classified staffing needs. Student Services departments consider academic and classified staffing needs. Administrative Departments consider classified staffing needs. Each Division then identifies and ranks its staffing needs. Academic staffing needs are also evaluated and ranked for the College by the Faculty Hiring Committee ([III.A.1-2](#)). Classified staffing needs from each Division are evaluated and ranked by a committee of Vice Presidents. Each of the combined collegewide lists is then passed through the College's participatory governance process to the College Executive Committee (CEC). Through consensus, the CEC approves the ranked lists, and when resources become available, these lists are used to determine the next prioritized position to be hired ([III.A.1-3](#)).

Minimum qualifications for faculty positions are established by the State Chancellor's Office and reaffirmed through Board Policy *BP 7120: Recruitment and Hiring* including those job descriptions for faculty teaching within baccalaureate degree programs or positions teaching within distance education and Continuing Education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following *AP 4200.1: Employment of College Faculty* and *AP 4200.5: Continuing Education Contract Faculty Hiring Procedure*. These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees to

include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and *AP 7211: Equivalency Determination Procedure*, as developed by the Academic Senates, as a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under *AP 7211*, the governing Board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." [\(III.A.1-4\)](#); [\(III.A.1-5\)](#); [\(III.A.1-6\)](#); [\(III.A.1-7\)](#); [\(III.A.1-8\)](#)

In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certification needed in order to meet specific programmatic needs.

There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency [\(III.A.1-9\)](#).

In the case of adjunct faculty, hiring is done by the college per *AP 4200.2: Employment of Instructional Staff - Adjunct*. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the college deans and chairs who screen the applications for program or service area needs and minimum qualifications. Once the hiring department makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment [\(III.A.1-10\)](#).

Classified positions are defined in *BP 7230: Classified Employees*. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on: requirements identified by the hiring manager; requirements contained in bargaining agreements; review of work to be performed; and review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified [\(III.A.1-11\)](#).

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook [\(III.A.1-12\)](#). Like other academic positions, minimum qualifications, and equal employment opportunity principles, along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening Committee. Qualified candidates are forwarded for a second interview by the college president who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees.

All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency. Each recruitment process follows a comprehensive approach by providing worldwide Internet access to our online

job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for all positions within the District. There is no difference between distance education and face-to-face faculty qualifications ([III.A.1-13](#)); ([III.A.1-14](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The hiring processes outlined above demonstrate that the institution uses integrity and planning in employing qualified administrators, faculty and staff. This is demonstrated in the 2015 Employee Feedback Survey by increased satisfaction scores on staffing resources (increase of 4%) and the procedures for hiring employees (increase of 4%) from 2010 to 2015 ([III.A.1-15](#)) ([III.A.1-16](#)).

**III.A.2-Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### **Evidence of Meeting the Standard**

San Diego Miramar College utilizes the Program Review process described in Standard I.B.5 to determine each department/ service area's faculty hiring needs ([III.A.2-1](#)); ([III.A.2-2](#)). Hiring needs are then sent to the Faculty Hiring Committee for ranking based on a set rubric ([III.A.2-3](#)). Once a faculty position has been ranked and is approved for hiring, a faculty search committee is formed, which determines the hiring criteria and faculty qualifications, including professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the institution ([III.A.2-4](#)). Faculty are important members of the faculty search committees, as they review the applications and are an integral part of the interview process ([III.A.2-5](#)). The committee reviews the applications based on the established hiring criteria, and only those ranking highest during the screening process are invited to interview with the faculty search committee. The top candidates are invited back for a second interview. This interview includes the hiring manager, the College President and the respective Vice President. The College determines that the faculty selected for a position has the subject matter expertise and requisite skills based on evidence that the candidate presents on their application and during the interview process, as well as through transcripts and references. The College relies on a two-pronged process to verify the qualifications of the applicants and newly hired personnel: the District validates the



transcripts and the College validates the references. For equivalency, evaluation of non-U.S. Degrees is required, and the candidate provides this at their expense. Most faculty interviews also require a sample teaching demonstration, which allows the faculty search committee to assess the candidate's knowledge of subject matter and teaching skills. The faculty search committee then scores the effectiveness of the teaching via criteria on the Ratings Sheet [\(III.A.2-6\)](#).

There are safeguards in place by the District to assure that hiring procedures are applied consistently in each College. Equal Employment Opportunity (EEO) representatives are required on every search committee and all committee members are required to go through EEO training every three years per EEO Plan, Policy #7120, Plan Component #7 [\(III.A.2-7\)](#). The Site Compliance Officer also reviews each Question and Criteria form to ensure that questions meet EEO standards. The College President also certifies an Adverse Impact document provided by District EEO. This Adverse Impact document allows review of the committee make-up to ensure that it is representative [\(III.A.2-8\)](#).

When faculty are hired to teach in distance education (DE) mode, the same faculty search process is utilized. Faculty expertise in distance education is identified through proof of certification or attendance of an online training course. The College defines and evaluates "effective teaching in distance education" in its search process for faculty through review of resume, experience with Learning Management Systems and certifications of the applicant.

In order to ensure that the College hires highly qualified faculty members, subsequent to the hire, faculty members must go through the faculty evaluation process as outlined in Article XV of the Collective Bargaining Agreement and the Faculty Appraisal Guide 2016 [\(III.A.2-9\)](#).

Adjunct faculty apply to the appropriate District discipline pool. They need to meet the same minimum qualifications as contract faculty. When a position becomes available, the hiring manager and chair review applications and invite candidates for interviews.

The College assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted or adjunct, and who are qualified through appropriate education, training and experience. As defined in *BP 7120: Recruiting and Hiring*, all academic employees shall possess the minimum qualifications for their positions [\(III.A.2-10\)](#). Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees [\(III.A.2-11\)](#). Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or Bachelor's degree or equivalent foreign degree.

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the Academic Senates developed *AP 7211: Equivalency Determination Procedure*, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Sub-committee. Approved equivalency requests are forwarded to Human

Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file ([III.A.2-12](#)); ([III.A.2-13](#)).

All applications of the job posting are forwarded to the screening committee for assessment and evaluation of adequate and appropriate knowledge of their subject matter which includes faculty teaching within baccalaureate degree programs or positions teaching within distance education and Continuing Education. Screening committees evaluate applicants for effective teaching through application evaluation, interviews, and teaching demonstrations.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following *AP 4200.1: Employment of College Faculty*, *AP 4200.5: Continuing Education Contract Faculty Hiring Procedure*, and *AP 4200.2: Employment of Instructional Staff - Adjunct*. The District strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure and any measures that enable the faculty member to be a life-long learner, and well prepared to serve the academic needs of our student population ([III.A.2-14](#)); ([III.A.2-15](#)); ([III.A.2-16](#)).

#### *Distance Education:*

Faculty are hired according to their expertise within their fields and other criteria set out by the hiring committees. There is no difference between DE and face-to-face criteria. When hired, faculty are then assigned DE courses at the discretion of their department chairs. Faculty who are assigned to teach at a distance are encouraged to complete the Online Faculty Certification Program ([III.A.2-17](#)); ([III.A.2-18](#)); ([III.A.2-19](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District has several policies in effect to ensure qualified faculty are hired. Faculty search committees have clearly stated criteria for hiring and the procedures for employment are strictly followed. Eighty-four percent of students agree that San Diego Miramar College is committed to higher education. One student stated in the open ended comments from the 2015 Student Feedback Survey, Miramar has "Amazing Professors" ([III.A.2-20](#)).

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

#### **Evidence of Meeting the Standard**

The College assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training and experience for academic and classified positions. As defined in Board Policy *BP 7120: Recruiting and Hiring*, ([III.A.3-1](#)) all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. *BP 7250: Educational Administrators* ([III.A.3-2](#)) specifically addresses the employment process for academic administrators, and with specific reference

to academic employment contracts. *BP 7260: Classified Supervisors and Managers* ([III.A.3-3](#)) specifically addresses the employment process for classified supervisors and managers.

The process of annual performance evaluations and careful review of renewal of employment contracts is held in high regard with the goal of sustaining institutional effectiveness and academic quality. This process of evaluations and contracts is outlined in the Management Employees Handbook ([III.A.3-4](#)). Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([III.A.3-5](#)). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings ([III.A.3-6](#)). In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focus on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for administrative positions within the District.

### **Analysis and Evaluation**

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

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

**Evidence of Meeting the Standard**

The College assures the integrity and quality of its academic programs and services by employing administrators and other employees who meet the qualifications through appropriate education, training and experience for academic and classified positions.

As defined in *BP 7120: Recruitment and Hiring* (III.A.4-1), all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by the District to insure compliance is the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs (III.A.4-2). If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) (III.A.4-3). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Faculty who are involved in offering distance education courses meet the same standard degree requirements as those who teach on-campus. SDCCD Online Learning Pathways offers an Online Faculty Certification Program (III.A.4-4). Upon completion of the program, faculty will be able to identify strategies to promote academic integrity, communication strategies, and best practices in instructional design. The Online Faculty Certification Program is designed using various research on best practices in the field, pedagogy, and implementation of state and accreditation requirements (III.A.4-5)

Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and *AP 721:1 Equivalency Determination Procedure*, as developed by the Academic Senates. These protocols are a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under *AP 721:1 Equivalency Determination Procedure*, the governing Board relies on the “advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” (III.A.4-1); (III.A.4-5); (III.A.4-6); (III.A.4-7); (III.A.4-8)

**Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District has

Board Policies and Administrative Procedures designed to evaluate foreign degrees for equivalency. Employment Services in the District HR Department will initially screen to verify that all applicants for contract and adjunct positions possess minimum qualifications. If Employment Services has determined that an applicant does not meet minimum qualifications and if that applicant has requested a review for equivalency at the time of application, then the applicant's request for equivalency will be forwarded to and reviewed by the Equivalency Subcommittee of the Screening Committee. Once the Committee determines that the applicant meets equivalency, the application shall be included in the balance of the selection process.

The members of the Screening Committee who are faculty members in the discipline may review requests for equivalency only if there are two or more discipline members on the screening committee. If there are not at least two full-time members of the discipline in question on the screening committee, the Screening Committee may call on full-time or part-time discipline faculty within the College to help in this task. These discipline faculty members shall constitute the Equivalency Subcommittee of the Screening Committee.

The Equivalency Subcommittee of the Screening Committee shall send its recommendations concerning equivalency to their college's Academic Senate Equivalency Committee (ASEC) using the approved Equivalency Evaluation Form. Once an applicant has been deemed by the ASEC of any college in the District to meet minimum qualifications in a discipline via this equivalency process, the equivalency will apply districtwide. No department is under any obligation to hire someone based solely upon their having been granted an equivalency.

The Academic Senate Equivalency Committee (ASEC) shall be composed of three faculty appointed by the Academic Senate who are outside the discipline for which the applicant is being considered. A member of the Equivalency Subcommittee of the Screening Committee may attend as needed for clarification.

The final decision to grant equivalency lies with the Board of Trustees (Education Code 87359), which must rely primarily on the input from the discipline specialists (AB 1725).

The District utilized the U.S. Department of Education Database of Accredited Postsecondary Instructions and Programs to ensure required degrees held by faculty are from a U.S. accredited institution. In the event an applicant states that they possess a degree, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree.

Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

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

### **Evidence of Meeting the Standard**

The District assures the effectiveness of its human resources through formal evaluation. Evaluations are determined by District policies and procedures, the Human Resources Instruction Manual, the various collective bargaining agreements, and the Meet and Confer Handbooks. Performance evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as faculty are codified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process ([III.A.5-1](#)). The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement ([III.A.5-2](#)). Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form, which encompasses both a self-appraisal and supervisor/manager appraisal ([III.A.5-3](#)); ([III.A.5-4](#)).

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook ([III.A.5-5](#)) utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form) and adhering to stated timelines ([III.A.5-6](#)).

In contrast, Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook. The process utilizes an external firm to disseminate and collect survey results based on twenty-three statements listed on

the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with his/her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and time frames in the Management Employees Handbook ([III.A.5-7](#)); ([III.A.5-8](#)); ([III.A.5-9](#)); ([III.A.5-10](#)).

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies in areas needing improvement ([III.A.5-11](#)); ([III.A.5-12](#)); ([III.A.5-13](#)); ([III.A.5-14](#)); ([III.A.5-15](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Faculty evaluations are conducted per the guidelines and timelines listed in the AFT Guild (Local 1931) Faculty Bargaining Unit agreement. Supervisors are evaluated based upon guidelines set forth in the Supervisory and Professional Administrators Association Handbook ([III.A.5-5](#)). Managers are evaluated based upon guidelines set forth in the Management Employees Handbook ([III.A.5-7](#)). Classified employees in Office Technical, Food Service and Maintenance and Operations positions are evaluated based upon guidelines set forth in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers bargaining agreement.

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

### **Evidence of Meeting the Standard**

San Diego Miramar College and the District use the evaluation of faculty, academic administrators, and other personnel directly responsible for student learning to assess how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Faculty evaluation at the College follows the processes established in the AFT Guild (Local 1931) Faculty Bargaining Unit agreement ([III.A.6-1](#)). Criteria are listed on the Faculty Appraisal Form to summarize and document the evaluation findings for both adjunct and contract faculties. College Faculty Appraisal booklets for contract and adjunct faculty, last updated in January 2016, function as guides in the process, providing helpful information regarding the criteria for evidence of effectiveness with examples of performance for each criteria ([III.A.6-2](#)). These guidebooks are posted on the College Website for faculty, department chairs and managers access ([III.A.6-3](#)).

The College Instructional Faculty Appraisal Form is organized in five broad categories (domains) that contain a total of 18 criteria. The following domains / criteria can be used to evaluate a faculty member's effectiveness in administering student learning outcomes (SLO) and using the results of the SLO assessment to improve teaching and learning ([III.A.6-4](#)):

- Subject Matter Mastery
- Current Subject Area Knowledge/ Professional Development
- Knowledge of Learning Theory
- Preparation for Teaching
- Course Conceptualization/ Integration Teaching (In the Classroom)
- Assessment of Student Learning Skills
- Skill in Creating the Learning Environment
- Department/College/District Knowledge and Involvement

To fully evaluate a faculty member's use of SLO assessment with an emphasis on student learning, many sources are considered, including the Course Outline of Record (COR), the Course Curriculum Report (CR), the syllabus, classroom observations, sample assignments, student evaluations, and faculty self-appraisals. Students are able to contribute their opinions, as substantive indirect assessment, about how well the course outcomes are being achieved or have been achieved. In addition, the faculty self-appraisal document and during interactions with evaluation committee members, faculty describe their work in SLO development, SLO assessment, and how this work has led to improvements in teaching and learning. In the final steps of the process, committee members provide written and verbal feedback to the faculty member on areas of observed strengths and progress, and offer suggestions for improvement and for determining future goals. This dialogue during the evaluation process assures continued development and improvement in effectiveness of achieving student learning outcomes.

Faculty members participate as individuals, as well as members of departments and programs to address student learning outcomes. These discussions are captured in the SLO management system, Taskstream, and faculty use this platform to record action plans that are designed to improve student achievement of SLOs [\(III.A.6-5\)](#). Course SLO Action Plan Reports provide an excellent mechanism for determining how SLO assessment leads to improvement in teaching and learning. All administrators and employees are evaluated based on their performance in the listed job descriptions. The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A – Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. The Management Feedback Survey includes assessment of learning outcomes as one of the items listed for feedback. Question 20 of this survey asks if the evaluated, “considers demographics, student learning and enrollment patterns in decisions.” One of the purposes in evaluating managers is to assess managers’ effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form, and Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency and evaluation instruments [\(III.A.6-6\)](#); [\(III.A.6-7\)](#); [\(III.A.6-8\)](#); [\(III.A.6-9\)](#).

Other classified employees are evaluated specifically on major job duties or responsibilities utilizing self-appraisal and Supervisory and Management Appraisal forms.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement [\(III.A.6-1\)](#) and implemented as part of the evaluation process.



One of the purposes in evaluating faculty is to assess teaching effectiveness. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant ([III.A.6-2](#)).

Evidence of effectiveness is determined through class visit and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. All class syllabi are required to contain student learning outcomes. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee professional and public service activities.

An Evaluation Committee is assembled to review the action and the Performance Review Files of the faculty member. All tenure/tenure-track and/or promotional recommendations are further reviewed by the Tenure and Promotional Review Committee (TPRC). The purpose of the TPRC is to verify that recommendations are procedurally correct and meet general college and District standards. Any action taken is based on the outcomes of the evaluation. In cases where the decision is to recommend a denial of promotion, or when the committee's overall summary rating is less than competent, a development plan is established.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A – Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. The Management Feedback Survey includes assessment of learning outcomes as one of the items listed for feedback ([III.A.6-6](#)). One of the purposes in evaluating managers is to assess managers' effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form, and Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency and evaluation instruments ([III.A.6-8](#)); ([III.A.6-7](#)); ([III.A.6-9](#)).

*Distance Education:*

The evaluation of faculty is according to the Contract Bargaining Agreement. Faculty are evaluated in the physical classroom and in their online classes when appropriate. When requested, the Dean, Online and Distributed Learning, provides resources for online pedagogy and if the faculty are referred for training, SDCCD Online Learning Pathways staff will assist faculty in improving their online course.

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The faculty evaluation process measures criteria that encourage good teaching and student learning and it ensures discussion of all aspects of faculty work, including use of student learning outcome assessment. College administrators are provided a feedback survey that evaluates demographics, student learning and enrollment patterns in decision making processes. Other classified personnel responsible for student learning are evaluated on specific job duties or responsibilities.

Evidence of the work the College has done to create a culture that embraces SLO assessment can be seen in the 2015 Employee Feedback. In particular, 69% of respondents agree that their department/program/discipline use the results of student learning outcomes assessment to make improvements in instruction or support services ([III.A.6-10](#)).

**III.A.7-The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

## **Evidence of Meeting the Standard**

District Board Policy *BP 7210: Academic Employees* requires compliance with its goals under the Education Code regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty ([III.A.7-1](#)); ([III.A.7-2](#)).

Human Resources provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report. The California Code of Regulations (CCR) Title 5, Section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES ([III.A.7-3](#)); ([III.A.7-4](#)); ([III.A.7-5](#)).

Based on recent increases in funding in the last several years, San Diego Miramar College has begun increasing its contract faculty positions. This increase has initially helped to bring the College back to its staffing levels prior to the 2008 recession, and only quite recently has there begun a net increase. This has coincided with the FTES growth increase the College has been experiencing.

### *Distance Education:*

The College maintains a sufficient number of qualified faculty including full-time and part-time to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. Qualified faculty, both full-time and part-time, are assigned courses delivered via the distance education mode as appropriate within the program ([III.A.7-6](#)); ([III.A.7-7](#)); ([III.A.7-8](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District's Full-Time Faculty Obligation (FON) Report for fall 2014 shows the percentage Full Time Equivalent Faculty attributable to full-time faculty to be 51.38%, exceeding the required percentage for the District. In addition, records for prior years show the District's compliance with the FON requirements dating back to 2005. The College will continue to hire faculty as funding becomes available. In 2014-2015, two new Board approved faculty positions were hired, and in 2015-2016, nine new Board approved faculty positions were hired.

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

## **Evidence of Meeting the Standard**

In alignment with Board Policy *BP 7160: Professional Development*, the College is committed to providing adjunct faculty with the skills and knowledge required to perform competently and hosts orientation meetings for adjunct faculty each semester ([III.A.8-1](#)). These meetings provide adjunct faculty with all the same quality information that contract faculty require in performing their jobs. In addition, adjuncts are invited to attend college convocation, workshops and department meetings.

Oversight, evaluation, and professional development are also provided to adjunct faculty as outlined in the AFT collective bargaining agreement, Article XV, Section 15.1 ([III.A.8-2](#)). Adjunct faculty are encouraged to participate in convocation and take an active role in advancing the mission and goals of the College.

All adjunct faculty are regularly evaluated by tenured or tenure-track faculty. This evaluation oversight falls on a contract faculty member with release time beyond three evaluations to perform this process.

In summary, the institution fully meets its commitment to ensuring all adjunct faculty members are given every opportunity to excel.

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The current year has seen a dramatic improvement in the process for training new and returning adjunct faculty. An increase in FLEX professional development opportunities for all faculty, contract and adjunct, has been critical for driving the improvement. School and department meetings are well attended, and the number of adjunct faculty actively participating in activities involving more complex facets of faculty duties and obligations has increased.

Information regarding Student Learning Outcomes, Program Review and Accreditation is disseminated to all adjunct faculty through email, adjunct orientation, convocation, flex activities and department meetings. This information is provided with the expectation that they would be evaluated in the future regarding their knowledge and participation in these important areas of faculty involvement.

**III.A.9-The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

**Evidence of Meeting the Standard**

The District supports the colleges by assuring the integrity and quality of its academic programs and support services by employing a sufficient number of staff members at the campuses and administrative offices who meet the qualifications for the non-academic positions. The District recognizes that providing a high quality of instruction and non-instructional support for the students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of the current students, potential registrants and general public.

At each campus and administrative office division, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to insure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

As defined in Board Policy *BP 7120: Recruitment and Hiring* ([III.A.9-1](#)), all classified and academic employees shall possess the qualifications for their positions. *BP 7230: Classified Employees* ([III.A.9-2](#)) further defines the category defined as the Classified Service. Each staff member is required to meet the qualifications as stated in the job announcement. A careful and balanced review of qualifications is conducted by the screening committee in accordance with Equal Employment Opportunity (EEO) policy and procedures ([III.A.9-3](#)) and mission statement ([III.A.9-4](#)).

If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified in the application process that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([III.A.9-5](#)). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings ([III.A.9-6](#)). In addition, the District routinely utilizes a broad advertising campaign for all District staff positions identified for recruitment. The advertising targets a very diverse population; sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. This comprehensive approach is in support of reaching the most qualified candidates for positions within the District.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** At each campus and administrative office division, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to insure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([III.A.9-7](#)). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review ([III.A.9-8](#)). Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor ([III.A.9-9](#)).

**III.A.10-The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

### **Evidence of Meeting the Standard**

The District assures the integrity and quality of its academic programs and support services by employing a sufficient number of administrators, both managers and supervisors, at the campuses and administrative offices, who meet the qualifications for the academic and classified positions. The District recognizes that providing high quality of instruction and non-instructional support for the students necessitates strong and effective leadership from responsible administrators capable of directing the

activities of teams of employees for daily operations and long-term planning.

The executive leadership within the Chancellor's Cabinet, regularly reviews current administrative staffing levels to make it a priority to minimize administrator vacancies, and effectively and efficiently address the workload responsibilities for vacant positions currently under recruitment, all in order to meet the evolving needs of the District.

As defined in Board Policy *BP 7120: Recruitment and Hiring* ([III.A.10-1](#)), all classified and academic employees shall possess the qualifications for their positions. *BP 7250: Educational Administrators* ([III.A.10-2](#)) specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. *BP 7260: Classified Supervisors and Managers* ([III.A.10-3](#)) specifically addresses the employment process for classified managers and supervisors.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook ([III.A.10-4](#)). Like other academic positions, minimum qualifications, desired qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening Committee. Qualified candidates are forwarded for a second interview by the college president or Vice Chancellor who makes a recommendation to the Chancellor.

Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

Appropriate preparation and expertise to provide continuity and effective leadership and services is further supported and enhanced by the District's attention to succession planning. This has materialized in the development of a customized leadership development program for all District employees, with particular emphasis on the Management Leadership Development Academy ([III.A.10-5](#)). Among the many components of the academy are interactive modules with leadership facilitators, presentations by District leaders about the challenges and opportunities in their various roles as managers in our public institution of higher learning, and a mentorship program. The progressive leadership series provides numerous ongoing resources and opportunities for attendees to serve as the learner, as well as the presenter of their expertise in a positive environment of shared learning and networking.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** With the focus on the institution's Mission Statement and Strategic Plan Goals, the number of qualified administrators who represent their respective areas ensures the institution is well positioned to provide effective leadership and continuity.

Program Review is used to determine recommended staffing numbers. Funding and ultimately Board approval determines actual staffing numbers.

The College's administrators consist of the College President, three Vice Presidents, eight Deans and four special project managers. This group forms the Management Team of the College. All prospective administrators are selected based not just on minimum qualifications, but on preferred qualifications, as described in each job announcement. The hiring manager determines preferred qualifications based on the position's functions, roles and responsibilities. These consist of both educational backgrounds as well as employment history.

There is a well-defined chain of leadership within this group. Vice Presidents are selected as Acting President whenever the College President is absent from the College. There is always someone pre-selected to govern the institution in the absence of a higher ranked administrator. The College President delegates this responsibility via email to the appropriate Vice President at her discretion and notifies campus management as necessary.

The Management Team also meets regularly as the Miramar Managers Group. This group meets regularly to discuss pressing issues affecting the overall effectiveness of the institution ([III.A.10-6](#)); ([III.A.10-7](#))

The Vice Presidents oversee three critical areas of the College: Instruction, Student Services and Administrative Services. Each School within the College is represented by a Dean. These Deans oversee each of their School's respective programs and service areas. There are also three Student Services Deans who represent Student Affairs, Matriculation & Student Development, and Equity and Success.

All of these administrators work cooperatively to serve the institution's best interests: the students.

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

**Evidence of Meeting the Standard**

San Diego Community College District systematically establishes, publishes and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process ([III.A.11-1](#)). Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation ([III.A.11-2](#)). Final approval of policies is via action by the Board of Trustees.

The policies and procedures are readily available to students, staff and members of the public. Policies and procedures had previously been available in print format in the

President's Office and via the District intranet. However, to increase access to the students, staff and members of the public, policies and procedures were moved to open Internet access in summer 2009 via the District's website ([III.A.11-3](#)). In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures ([III.A.11-4](#)).

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has Board Policy *BP 3410: Nondiscrimination* and Administrative Procedure *AP 3410: Nondiscrimination* ([III.A.11-5](#)); ([III.A.11-6](#)) that require equity in its employment and personnel matters. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has *BP 3430: Prohibition of Harassment* and *AP 3435: Discrimination and Harassment Investigations* ([III.A.11-7](#)); ([III.A.11-8](#)) in place that allow for faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks ([III.A.11-9](#)); ([III.A.11-10](#)); ([III.A.11-11](#)); ([III.A.11-12](#)); ([III.A.11-13](#)); ([III.A.11-14](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** District Board Policies and Procedures are published on the District Website. San Diego Miramar College ensures that it administers its personnel policies consistently by following District Policies and Procedures. Oversight of adherence to these Policies and Procedures is the responsibility of College managers and supervisors and the College's Business Office.

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

### **Evidence of Meeting the Standard**

San Diego Community College District and the College create and maintain appropriate programs, practices and services that support its diverse personnel. The District offers extensive professional development opportunities, programs and training through the Employment and Professional Development department in Human Resources. The District has established a Leadership Development Academy Series available to employees, which includes the following: Management Leadership Development Academy, Supervisor Leadership Development Academy, Classified Development Academy; and a Faculty Leadership Development Academy currently being created and launched. The Academy series also offers a corresponding mentoring program for Academy graduates ([III.A.12-1](#)).



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

The District provides incentives for personnel to take classes and further their education, in that staff receive reimbursement for tuition for completed course work and are eligible for advancement on the salary schedule based on units completed as stipulated in collective bargaining agreements for faculty and staff ([III.A.12-2](#)); ([III.A.12-3](#)); ([III.A.12-4](#)); ([III.A.12-5](#)); ([III.A.12-6](#)); ([III.A.12-7](#)), ([III.A.12-8](#)).

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). Services are confidential and available 7 days a week, 24 hours a day and include support, assistance and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety and stress ([III.A.12-9](#)).

In addition, the College offers programs, workshops and staff development through Instructional Improvement (FLEX) events and college specific offerings.

The District has an active Campus and Diversity Advisory Council (CDAC) that includes members from all of the colleges and Continuing Education diversity committees. CDAC meets regularly and its members share ideas and the council offers support to the individual Diversity Committees at the colleges and Continuing Education. The college has its own separate diversity committee that supports its diverse personnel by providing a variety of educational and cultural events on campus ([III.A.12-10](#)); ([III.A.12-11](#)); ([III.A.12-12](#)); ([III.A.12-13](#))

The District and the College regularly assesses their record in employment equity and diversity consistent with their missions. The college regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The Fact Book annually details this information. In addition, the Chancellor's Cabinet reviews quarterly the statistical diversity data for all of the colleges, Continuing Education and the District Office. This information is presented annually to the governing Board ([III.A.12-14](#)).

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO & Diversity Training for screening committees at each of the colleges, Continuing Education and the District Office. Per the District's EEO Plan, this training is mandatory for all persons who participate in screening committees. The training provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias ([III.A.12-15](#)); ([III.A.12-16](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Along with the District Legal Services/Equal Employment Opportunity (EEO) & Diversity Office and in alignment with *BP 3420: Equal Employment Opportunity*, San Diego Miramar College is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The College recognizes that cultural competency is an important component of being qualified, and that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students ([III.A.12-17](#)). The College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement. The College is committed to a hiring and staff development process that support the goals of equal opportunity, diversity, and cultural competency and provides equal consideration for all qualified candidates. The District Board adopted the revised Equal Employment Opportunity Plan on July 2014 ([III.A.12-18](#)).

This Plan reflects the District's commitment to equal employment opportunity and promotes practices that are nondiscriminatory. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the California Code of Regulations, Title 5 (Section 53000 et seq.). The Plan includes the requirements to comply with Title 5 and provisions relating to equal employment opportunity programs; establishment of equal employment opportunity and diversity committees; methods to support equal employment opportunity; and procedures for dissemination of the Plan.

The College has an established Site Compliance Officer ([III.A.12-19](#)) who conducts training to certify employees to become EEO representatives, chairpersons, and screening committee members ([III.A.12-20](#)). Equal Opportunity complaints are filed with the Site Compliance Officer ([III.A.12-21](#)).

### **III.A.13-The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

San Diego Community College District has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted Board Policy *BP 4460: Conflict of Interest* and Administrative Procedure *AP 4460.2: Conflict of Interest* ([III.A.13-1](#)); ([III.A.13-2](#)). These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted *BP 7150: Civility and Mutual Respect* ([III.A.13-3](#)), which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild College Faculty Agreement,

Appendix 1 ([III.A.13-4](#)), includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715 *Code of Ethics/Standard of Practice* ([III.A.13-5](#)). The Vice Chancellor, Human Resources, has drafted a general formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the participatory governance review and approval process ([III.A.13-6](#)).

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible to ensure that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years ([III.A.13-7](#)).

In addition, professional ethics are addressed through professional development workshops, which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace. The College has a rich history of supporting professional ethics among all of its personnel ([III.A.13-8](#)).

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

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Tracking of all complaints handled by the institution's Site Compliance Officer is overseen by the District EEO office. This ensures not only prompt handling, but also that investigations are completed thoroughly and objectively. Additionally, in September 2015, the District established a Title IX Coordinator and a Title IX Investigator. These positions are supported by Title IX training to include the role of Board of Trustees in processes; understanding institutional liability; and requirements to prevent and end discrimination and harassment based on gender supporting professional ethics for all personnel.

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

### **Evidence of Meeting the Standard**

The College offers and supports an array of professional development programs, in alignment with Board Policy *BP 7160: Professional Development* ([III.A.14-1](#)). Some of these professional development opportunities are offered through either the District or the College. For instance, leadership academies, new faculty mentor programs, faculty sabbatical programs, and Instructional Improvement (i.e. FLEX) opportunities are all examples of

professional development opportunities ([III.A.14-2](#)). The FLEX coordinator periodically sends emails announcing FLEX opportunities. The College is able to identify the teaching and learning needs of its faculty and other personnel through an array of avenues such as the Staff Development Committee, and collaborations between the Academic Senate, Classified Senate and District's Professional Development department. FLEX activities focused on teaching and learning needs are held periodically, and additional information including ideas for FLEX credit and instructional improvement activities can be found on the College's FLEX Webpage ([III.A.14-3](#)). Adjuncts are also informed of FLEX opportunities and obligations during adjunct orientation each semester and on the website ([III.A.14-4](#)).

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

Both the Staff Development committee and the FLEX Coordinator ensures they provide requested workshops and activities to address identified professional development needs of College personnel. Budget and Resource Development Subcommittee (BRDS) established a Professional Development fund for supervisors and campuswide professional development activities ([III.A.14-5](#))

The College has a Faculty FLEX Coordinator who receives 0.2 FTEF release time. The Coordinator reports to the Vice President of Instruction (VPI). The faculty who assumes this assignment participates in the District FLEX Committee. As FLEX Coordinator, the faculty member acts as a liaison and resource for the Staff Development Committee and will work with faculty and the VPI to schedule, coordinate and post approved FLEX activities on the District FLEX website. The FLEX Coordinator is responsible for ensuring compliance with Title 5 for Independent Project and FLEX activities; listing FLEX programs; assigning FLEX number to programs; tracking the status of faculty who have/have not completed FLEX requirements; reporting to Academic Senate and other committees that request information about FLEX; coordinating with the VPI's Office; conducting faculty surveys regarding FLEX; and submitting an annual report to the State. These responsibilities are outlined in the FLEX Coordinator job description 2014-2015.

In fall 2015, San Diego Miramar College's Academic Senate started discussions about developing a formal Professional Development Committee for the campus. The committee, composition, and potential release time for coordination are still under discussion.

In support of the vision of the Chancellor and Board of Trustees for succession planning and continuity of leadership for the future of the District, San Diego Community College District's 2009-2012 Strategic Plan stated as Strategic Goal #4: Establish Leadership Development Program/Academy in support of succession planning. The Strategic Plan Annual Update – 2010 stated for Goal #4: The establishment of the Professional Development Office has resulted in a number of initiatives related to staff development and succession planning ([III.A.14-6](#)); ([III.A.14-7](#)).

The District's 2013-2017 Strategic Plan states as Strategic Goal #2: Strengthen our institutional effectiveness through innovation, continuous process and systems

improvement, staff development, and enhanced internal collaboration. This Strategic Goal has as one of its specific objectives to “expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success.” ([III.A.14-8](#))

The District has put this objective into action by creating the Leadership Development Academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. Four versions of the Academies are specifically designed for: Management, Supervisors, Classified Staff, and Faculty ([III.A.14-9](#)); ([III.A.14-10](#)); ([III.A.14-11](#)); ([III.A.14-12](#)).

The District Board of Trustees Self-Evaluation and Accomplishments for 2014-2015 outlines in further detail the District’s accomplishments in relation to its commitment to professional development, through its leadership development and succession planning, with 360 graduates of the Leadership Academies to date. In addition, the Leadership Academy Mentoring Program has created 34 successful teams of mentors and mentees to further enhance graduates professional development ([III.A.14-13](#)).

In addition to the Leadership Development Academies, training is available to all employees online through the Keenan SafeColleges website. The District has partnered with Keenan as a training provider for OSHA-approved courses, inter-personal and work related courses, sexual harassment prevention training, and many more. Employees have free access to these courses ([III.A.14-14](#)).

Individual workshops are also provided to respond to specific departmental needs such as computer training, *evolving pedagogy*, *learning needs*, health improvement workshops, communication, and customer service ([III.A.14-15](#)).

In addition to training sponsored by The District, staff are offered a tuition reimbursement program as well as educational incentive for completing higher education courses.

Faculty are offered a Professional Development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional Development may also be sought by Faculty members through Travel and Conference addressed in Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the AFT Guild Faculty Agreement. Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan ([III.A.14-16](#)); ([III.A.14-17](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College and District offer many opportunities for professional development. With increased funding, more opportunities should become available. Overall, employees indicate

satisfaction with the opportunities for professional development and feel they stay current in their fields of expertise (III.A.14-18).

At the beginning of fall 2014, the College held a convocation that focused on the theme of “Teaching and Learning in the Classroom.” The purpose of this event was to extract professional development ideas from faculty so that activities can be developed throughout the year in aiding them to become better instructors in the classroom. This event utilized the Six Factors of Student Success as a vehicle to highlight a student panel which shared their experiences of teaching and learning in the classroom. Upon the conclusion of the student panel, there was a break-out session, consisting of groups with cross constituency representation that engaged in structured dialogue about professional development ideas. The professional development ideas were then collected and sent to the FLEX Coordinator for follow-up and implementation. Please refer to Standard I.B. for further detail.

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

**Evidence of Meeting the Standard**

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his/her personnel records. In addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file.

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

Faculty evaluations are maintained on campus and are kept secured. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level.

All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District’s affairs or supervision of the employee.

Employees must initiate an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each of the District's Classification Collective Bargaining Agreements ([III.A.15-1](#)).

Procedures exist in the District Human Resources Desk Manual that provide direction for inspection of the file by those administrative employees with a need to inspect and for employees to access their personnel file ([III.A.15-2](#)); ([III.A.15-3](#)); ([III.A.15-4](#)); ([III.A.15-5](#)); ([III.A.15-6](#)); ([III.A.15-7](#)); ([III.A.15-8](#)); ([III.A.15-9](#)).

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

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

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Official personnel records are kept secured and confidential at District Human Resources. With the exception of Faculty, Administrator, Supervisor and Classified evaluation files, there are no official records kept at the campus. There is strong evidence that all records are kept secure by the District and the College at all times.

### **Master list of Evidence for Standard III.A.**

[III.A.1-1: Administrative Procedure 4001.1 Personnel Administration](#)

[III.A.1-2: Faculty Hiring Committee Webpage](#)

[III.A.1-3: College Executive Committee Minutes 12/8/15](#)

[III.A.1-4: Board Policy 7120 Recruitment and Hiring](#)

[III.A.1-5: Administrative Procedure 4200.1 Employment of College Faculty](#)

[III.A.1-6: Administrative Procedure 4200.5 Continuing Education Contract Faculty Hiring Procedure](#)

[III.A.1-7: California State Education Code 87359](#)

[III.A.1-8: Administrative Procedure 7211 Equivalency Determination Procedure](#)

[III.A.1-9: National Association of Credential Evaluation Services Webpage](#)

[III.A.1-10: Administrative Procedure 4200.2 Employment of Instructional Staff - Adjunct](#)

[III.A.1-11: Board Policy 7230 Classified Employees](#)

[III.A.1-12: SDCCD Management Employees Handbook](#)

[III.A.1-13: SDCCD Sample Job Postings](#)

[III.A.1-14: SDCCD Sample Classification Descriptions](#)  
[III.A.1-15: Miramar College 2015 Employee Feedback Survey, Items 20, p. 7](#)  
[III.A.1-16: Miramar College 2015 Employee Feedback Survey, Items 57, 58, p. 23](#)  
[III.A.2-1: Liberal Arts School Program Review Report 2016-17](#)  
[III.A.2-2: Public Safety School Program Review Report 2016-17](#)  
[III.A.2-3: Faculty Hiring Committee Webpage](#)  
[III.A.2-4: San Diego Miramar College Sample Job Announcement-Dean](#)  
[III.A.2-5: Criteria Form for Screening and Hiring-Academic](#)  
[III.A.2-6: SDCCD Interview Rating Form](#)  
[III.A.2-7: SDCCD Equal Employment Opportunity Plan 2014-2017, p. 9](#)  
[III.A.2-8: SDCCD Adverse Impact Analysis Report Form](#)  
[III.A.2-9: SDCCD Faculty Collective Bargaining Agreement-Article XV, p. 113](#)  
[III.A.2-10: Board Policy 7120 Recruitment and Hiring](#)  
[III.A.2-11: California State Minimum Qualifications Handbook, p. 78](#)  
[III.A.2-12: California State Minimum Qualifications Handbook](#)  
[III.A.2-13: Administrative Procedure 7211 Equivalency Determination Procedure](#)  
[III.A.2-14: Administrative Procedure 4200.1 Employment of College Faculty](#)  
[III.A.2-15: Administrative Procedure 4200.5 Continuing Education Contract Faculty Hiring Procedure](#)  
[III.A.2-16: Administrative Procedure 4200.2 Employment of Instructional Staff – Adjunct](#)  
[III.A.2-17: SDCCD Online Faculty Certification Program Webpage](#)  
[III.A.2-18: SDCCD Sample Faculty Job Posting](#)  
[III.A.2-19: SDCCD Classification Descriptions](#)  
[III.A.2-20: Miramar College 2015 Student Feedback Survey](#)  
[III.A.3-1: Board Policy 7120 Recruitment and Hiring](#)  
[III.A.3-2: Board Policy 7250 Educational Administrators](#)  
[III.A.3-3: Board Policy 7260 Classified Supervisors and Managers](#)  
[III.A.3-4: SDCCD Management Employees Handbook](#)  
[III.A.3-5: National Association of Credential Evaluation Services Webpage](#)  
[III.A.3-6: SDCCD Online Job Postings Webpage](#)  
[III.A.4-1: Board Policy 7120 Recruitment and Hiring](#)  
[III.A.4-2: USDE Database of Accredited Postsecondary Institutions and Programs Webpage](#)  
[III.A.4-3: National Association of Credential Evaluation Services Webpage](#)  
[III.A.4-4: SDCCD Online Faculty Certification Program Webpage](#)  
[III.A.4-5: Administrative Procedure 4200.1 Employment of College Faculty](#)  
[III.A.4-6: Administrative Procedure 4200.5 Continuing Education Contract Faculty Hiring Procedure](#)  
[III.A.4-7: California State Education Code 87359](#)  
[III.A.4-8: Administrative Procedure 7211 Equivalency Determination Procedure](#)  
[III.A.5-1: SDCCD Faculty Collective Bargaining Agreement-Article XV, p. 113](#)  
[III.A.5-2: SDCCD Classified Staff Collective Bargaining Agreement-Article XVI, p. 72](#)  
[III.A.5-3: Performance Appraisal Report Form – Self Evaluation](#)  
[III.A.5-4: Performance Appraisal Report Form – Managers/Supervisors](#)  
[III.A.5-5: SDCCD Supervisory and Professional Administrators Handbook-Article XVIII, p. 48](#)  
[III.A.5-6: Supervisory and Professional Administrators Association Evaluation Form](#)



[III.A.5-7: SDCCD Management Employees Handbook-Article XVII, p. 51](#)  
[III.A.5-8: Management Feedback Survey Procedures](#)  
[III.A.5-9: Management Evaluation Form](#)  
[III.A.5-10: Management Feedback Survey](#)  
[III.A.5-11: SDCCD Police Officer Association Agreement-Article XXI, p. 56](#)  
[III.A.5-12: SDCCD Association of Confidential Employees Handbook-Article VI, p. 10](#)  
[III.A.5-13: Confidential Employee Evaluation](#)  
[III.A.5-14: Performance Criteria Examples](#)  
[III.A.5-15: Rater Guidelines for ACE Evaluations](#)  
[III.A.6-1: SDCCD Faculty Collective Bargaining Agreement-Article XV, p. 113](#)  
[III.A.6-2: SDCCD College Faculty Appraisal Guide](#)  
[III.A.6-3: San Diego Miramar College Instructional Services Webpage](#)  
[III.A.6-4: SDCCD College Faculty Appraisal Guide, p. 28](#)  
[III.A.6-5: Course SLO Action Plan Summary](#)  
[III.A.6-6: SDCCD Management Employees Handbook-Article XVII, p. 51](#)  
[III.A.6-7: Management Feedback Survey Procedures](#)  
[III.A.6-8: Management Evaluation Form](#)  
[III.A.6-9: Management Feedback Survey](#)  
[III.A.6-10: 2015 Miramar College Employee Feedback Survey, Item 31, p. 11](#)  
[III.A.7-1: Board Policy 7210 Academic Employees](#)  
[III.A.7-2: California State Education Code 87482.6](#)  
[III.A.7-3: Title 5 Sections 51025 and 53300](#)  
[III.A.7-4: California Community Colleges Full-Time Faculty Obligation Fall 2014](#)  
[III.A.7-5: California Community Colleges Full-Time Faculty Obligation Compliance for Preceding 10 years](#)  
[III.A.7-6: SDCCD Approved Distance Education Course List](#)  
[III.A.7-7: Board Policy 0001 Governance – District Educational Master Plan](#)  
[III.A.7-8: Administrative Procedure 4200.2 Employment of Instructional Staff - Adjunct](#)  
[III.A.8-1: Board Policy 7160 Professional Development](#)  
[III.A.8-2: SDCCD Faculty Collective Bargaining Agreement-Article XV, p. 113](#)  
[III.A.9-1: Board Policy 7120 Recruitment and Hiring](#)  
[III.A.9-2: Board Policy 7230 Classified Employees](#)  
[III.A.9-3: SDCCD EEO Policies and Procedures Webpage](#)  
[III.A.9-4: SDCCD Legal/EEO Diversity Office Mission Statement Webpage](#)  
[III.A.9-5: National Association of Credential Evaluation Services Webpage](#)  
[III.A.9-6: SDCCD Online Job Postings Webpage](#)  
[III.A.9-7: District Office Action Planning and Program Review](#)  
[III.A.9-8: 2016-17 District Divisions and Departments Action Plans](#)  
[III.A.9-9: SDCCD Employee Counts 2008 and 2016](#)  
[III.A.10-1: Board Policy 7120 Recruitment and Hiring](#)  
[III.A.10-2: Board Policy 7250 Educational Administrators](#)  
[III.A.10-3: Board Policy 7260 Classified Supervisors and Managers](#)  
[III.A.10-4: SDCCD Management Employees Handbook](#)  
[III.A.10-5: SDCCD Management Leadership Development Academy Agenda Spring 2015](#)  
[III.A.10-6: Miramar Managers Agenda 8/19/16](#)  
[III.A.10-7: Miramar Managers Agenda 11/14/16](#)

[III.A.11-1: SDCCD Policy and Procedure Flowchart](#)  
[III.A.11-2: District Governance Council Description Webpage](#)  
[III.A.11-3: SDCCD Board Policies and Procedures Website](#)  
[III.A.11-4: SDCCD Human Resources Annual Notices of Policies and Procedures](#)  
[III.A.11-5: Board Policy 3410 Nondiscrimination](#)  
[III.A.11-6: Administrative Procedure 3410 Nondiscrimination](#)  
[III.A.11-7: Board Policy 3430 Prohibition of Harassment](#)  
[III.A.11-8: Administrative Procedure 3435 Discrimination and Harassment Investigations](#)  
[III.A.11-9: SDCCD Faculty Collective Bargaining Agreement-Article IV, p. 6](#)  
[III.A.11-10: SDCCD Classified Staff Collective Bargaining Agreement-Article XXI, p. 92](#)  
[III.A.11-11: SDCCD Association of Confidential Employees Handbook-Article XVII, p. 43](#)  
[III.A.11-12: SDCCD Police Officer Association Agreement-Article XIX, p. 52](#)  
[III.A.11-13: SDCCD Supervisory and Professional Administrators Handbook-Article XVII, p. 45](#)  
[III.A.11-14: SDCCD Management Employees Handbook-Article XV, p. 46](#)  
[III.A.12-1: SDCCD Human Resources Professional Development Webpage](#)  
[III.A.12-2: SDCCD Faculty Collective Bargaining Agreement-Article VIII, p. 35](#)  
[III.A.12-3: SDCCD Classified Staff Collective Bargaining Agreement-Article XV, p. 68](#)  
[III.A.12-4: SDCCD Naval Technician Training Program Collective Bargaining Agreement-Article VI, p. 12](#)  
[III.A.12-5: SDCCD Association of Confidential Employees Handbook-Article VII, p. 11](#)  
[III.A.12-6: SDCCD Management Employees Handbook-Article XIV, p. 45](#)  
[III.A.12-7: SDCCD Police Officer Association Agreement-Article VI, p. 19](#)  
[III.A.12-8: SDCCD Supervisory and Professional Administrators Handbook-Article VI, p. 14](#)  
[III.A.12-9: SDCCD Employee Assistance Plan Information](#)  
[III.A.12-10: City College's Diversity Committee Webpage](#)  
[III.A.12-11: Mesa College's Diversity Committee Webpage](#)  
[III.A.12-12: Miramar College's Diversity Committee Webpage](#)  
[III.A.12-13: Continuing Education's Diversity Committee Webpage](#)  
[III.A.12-14: SDCCD Annual College Demographics – Fact Book Webpage](#)  
[III.A.12-15: SDCCD EEO-Diversity Screening Committees Training PowerPoint](#)  
[III.A.12-16: SDCCD Quarterly Employee Diversity Report](#)  
[III.A.12-17: Board Policy 3420 Equal Employment Opportunity](#)  
[III.A.12-18: SDCCD Equal Employment Opportunity Plan 2014-2017](#)  
[III.A.12-19: SDCCD Site Compliance Officers Webpage](#)  
[III.A.12-20: SDCCD EEO Training Schedule 2016](#)  
[III.A.12-21: SDCCD EEO-Diversity File A Complaint Webpage](#)  
[III.A.13-1: Board Policy 4460 Conflict of Interest](#)  
[III.A.13-2: Administrative Procedure 4460.2 Conflict of Interest](#)  
[III.A.13-3: Board Policy 7150 Civility and Mutual Respect](#)  
[III.A.13-4: SDCCD Faculty Collective Bargaining Agreement-Appendix 1, p. 177](#)  
[III.A.13-5: Board Policy 2715 Code of Ethics/Standard of Practice](#)  
[III.A.13-6: SDCCD Policy on Code of Ethics](#)  
[III.A.13-7: SDCCD EEO Representative Documents](#)  
[III.A.13-8: SDCCD EEO and Diversity Documents](#)  
[III.A.14-1: Board Policy 7160 Professional Development](#)

[III.A.14-2: New Faculty Orientation Agenda-2 Day](#)  
[III.A.14-3: San Diego Miramar College FLEX Webpage](#)  
[III.A.14-4: FLEX-Adjunct Frequently Asked Questions Document](#)  
[III.A.14-5: 2016-17 Budget and Resource Development Subcommittee RFF Unrestricted Budget](#)  
[III.A.14-6: SDCCD 2009-2012 Strategic Plan-Goal #4](#)  
[III.A.14-7: SDCCD Strategic Plan 2010 Annual Update-Goal #4](#)  
[III.A.14-8: SDCCD 2013-2017 Strategic Plan](#)  
[III.A.14-9: SDCCD Management Leadership Development Academy Agenda Spring 2015](#)  
[III.A.14-10: SDCCD Supervisory Leadership Development Academy Agenda Spring 2014](#)  
[III.A.14-11: SDCCD Classified Leadership Development Academy Agenda Fall 2014](#)  
[III.A.14-12: SDCCD Faculty Leadership Development Academy Agenda Spring 2016](#)  
[III.A.14-13: SDCCD Board of Trustees Self-Evaluations 2014-15](#)  
[III.A.14-14: Keenan Online Training Course List](#)  
[III.A.14-15: SDCCD 2016-2017 Flex Offerings](#)  
[III.A.14-16: SDCCD Classified Staff Collective Bargaining Agreement](#)  
[III.A.14-17: SDCCD Faculty Collective Bargaining Agreement](#)  
[III.A.14-18: Miramar College 2015 Employee Feedback Survey, items 61, p. 24](#)  
[III.A.15-1: SDCCD Classification Collective Bargaining Agreements Webpage](#)  
[III.A.15-2: SDCCD Faculty Collective Bargaining Agreement-Article XX, p. 158](#)  
[III.A.15-3: SDCCD Classified Staff Collective Bargaining Agreement-Article IV, p. 9](#)  
[III.A.15-4: SDCCD Naval Technician Training Program Collective Bargaining Agreement-Article VI, p. 12](#)  
[III.A.15-5: SDCCD Association of Confidential Employees Handbook-Article II, p. 2](#)  
[III.A.15-6: SDCCD Police Officer Association Agreement-Article IV, p. 11](#)  
[III.A.15-7: SDCCD Supervisory and Professional Administrators Handbook-Article II, p. 4](#)  
[III.A.15-8: SDCCD Human Resources Desk Manual: Employees Access of their Personnel Files](#)  
[III.A.15-9: SDCCD Human Resources Desk Manual: Access of Personnel File](#)

# Standard III: Resources

## Standard III.B.: Physical Resources

**Administrative Tri-Chair: Brett Bell**

**Faculty Tri-Chair: Laura Gonzalez**

**Classified Tri-Chair: Annaliza Soriano**

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## STANDARD III.B. PHYSICAL RESOURCES

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

### **Evidence of Meeting the Standard**

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

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements ([III.B.1-1](#)); ([III.B.1-2](#)).

The second is the use of Facility Master Plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus. The Facility Master Plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization. Additionally, the plan looks at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program the new Facilities Master Plan will be tied to each campus' Educational Master Plan ([III.B.1-3](#)); ([III.B.1-4](#)); ([III.B.1-5](#)).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build and renovate facilities to support the educational mission. This money, coupled with the Facilities Master Plan, allows the District to ensure that the facilities we it builds are in compliance with all codes and regulations. In an effort to maintain transparency and keep our constituents informed, the rainbow report is provided as a quick reference document. The rainbow report is posted on the bond webpage and allows anyone who is interested in the progress of our bond projects to see our current status. Additionally, the District utilizes an American Disabilities Act Transition Plan created for the District to identify deficiencies that need to be addressed to ensure access to our campuses ([III.B.1-6](#)); ([III.B.1-7](#)); ([III.B.1-8](#)), ([III.B.1-9](#)); ([III.B.1-10](#)).

The fourth is through a Districtwide security plan and annual safety report, which identifies measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate information

and make decisions that will facilitate the best allocation of resources ([III.B.1-11](#)), ([III.B.1-12](#)).

The fifth is the District safety website. In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the District Safety Coordinator ([III.B.1-13](#)).

The sixth is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues ([III.B.1-14](#)).

The seventh is through an annual inspection process for District offsite locations. This process was implemented this year for our offsite facilities, and provides a documented site visit to our active offsite locations ([III.B.1-15](#)).

In addition to meeting the policies and procedures as set by the District, San Diego Miramar College maintains its own set of internal standards. These standards include the ways in which the College insures access to its facilities, maintains control over off-site facilities, identifies the need for equipment and other facilities, and evaluates the effectiveness of equipment and facilities in meeting the needs of College programs and services.

The College assures access to its facilities through ADA compliance, meeting student and employee population needs, and funding construction and improvements through bond projects ([III.B.1-16](#)); ([III.B.1-17](#)); ([III.B.1-18](#)); ([III.B.1-19](#)). The College maintains control over off-site facilities in order to ensure their quality by utilizing the same standards as used on-site. Off-campus sites, including Marine Corps Air Station (MCAS) Miramar naval base, determine safety and sufficiency through the same internal processes as on-campus sites ([III.B.1-20](#)); ([III.B.1-21](#)). MCAS Miramar must comply with all district and campus regulations in addition to base regulations.

In order to determine the sufficiency of its facilities and to assess the effectiveness of how facilities support and assure the integrity and quality of its program and services, the College utilizes multiple mechanisms, as described below:

- **Facilities Work Order System.** The Facilities Work Order System ([III.B.1-22](#)) allows individuals to make requests with urgent/non-urgent instructions for service ([III.B.1-20](#)). When a Work Order is closed (i.e. completed), an email is sent to the individual who initiated the request.
- **Campus Site Improvement Request Form** ([III.B.1-23](#))
- **Facilities Committee Review of Annual Goals.** This Committee reviews all plans and makes recommendations for the construction, remodeling, and/or reassignment of

existing facilities. In addition, the Committee reviews Annual Goals, and ensures they are met. For example, the Facilities Committee Minutes from March 2014 state in Item III.2. that the Committee is “moving forward on tracking identified goals.” In addition, Items IV.1 and IV.2 report discussions of campus signage and way-finding. This topic is listed on the Facilities Committee Annual Goals 2013-14 as item 19 ([III.B.1-24](#)); ([III.B.1-25](#)).

- **Course Waitlists.** Waitlists are also used to determine whether students can enroll in classes, which may be based on facility needs, budgetary restraints, and/or staffing issues ([III.B.1-26](#)). As shown by the evidence, waitlisted sections dropped from 72% to 66% from fall 2011- fall 2013, and waitlisted seats dropped from 31% to 28% of total seats during the same period. These are still fairly high numbers, showing a continued demand for classes. However, the unmet demand is not necessarily limited to an insufficiency of facilities alone, but by other factors such as course offerings.
- **Online student surveys.** Students are also surveyed every other year (annually prior to 2014) using the Online Course Satisfaction Survey, to measure students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning ([III.B.1-27](#)). The College also supports the equipment needs of distance delivery modes through funding of the District Online Learning Pathways ([III.B.1-28](#))
- **Employee and Student Feedback Surveys** ([III.B.1-29](#)); ([III.B.1-30](#))
- **Program Review Process.** For each instructional and non-instructional program review, faculty and staff identify facility needs and link them to student outcomes assessment, student achievement and/or program goals ([III.B.1-31](#)). The Program Review needs are passed to the Facilities Committee which is then charged with developing annual goals and prioritizing the college needs in relation to these goals. Projects are then completed in order of priority and funding availability ([III.B.1-32](#));([III.B.1-33](#)).

Safety and security are of the utmost importance to determining facilities and physical resources needs, as well as determining the effectiveness of existing facilities and physical resources. The College improves facilities and safety based on evaluations through the Facilities and Safety Committees, respectively. Improvements to facilities are demonstrated in the Facilities Master Plan Update ([III.B.1-34](#)).

Short and long term goals of the Facilities and Safety Committees are integrated with Strategic Goals 1-3 (i.e., Safety: Goal 3; Facilities: Goals 1, 2, 3) ([III.B.1-35](#)); ([III.B.1-36](#)). For example, in the Safety Committee Annual Goals for 2015-16, all items are linked to Strategic Goal 3: “Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices” ([III.B.1-36](#)).

To evaluate and ensure safety of its facilities, the College uses the following:

- Criteria set by State and Federal legislation, District standards (as outlined above), and College standards ([III.B.1-37](#)); ([III.B.1-38](#)); ([III.B.1-39](#)); ([III.B.1-40](#)); ([III.B.1-41](#)).

- Communications between administrators and Campus Police ([III.B.1-37](#)).
- Internal processes set forth by the District (as outlined above), College, and Citizens' Oversight Committee ([III.B.1-42](#)); ([III.B.1-43](#)).
- Annual external evaluation by a third party agency (Keenan and Associates) ([III.B.1-44](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Evidence from Program Review indicates that the facilities on- and off-campus meet and exceed the needs for the current student population ([III.B.1-31](#)). For example, the Anthropology program, within the Social and Behavioral Sciences Department, stated a need for rolling carts to move skeletal materials from the designated storage closet to classrooms. The need for this cart was linked to the growth of the Anthropology program, and the need for additional classrooms ([III.B.1-45](#)).

In support of this, student level of satisfaction with facilities and physical resources has increased in all measured areas since 2012. In the 2012 Student Satisfaction Surveys, student satisfaction ranged from 70%-86%, which in part is due to improvements from construction projects from Props S & N ([III.B.1-30](#)). Completed and future Prop S & N construction projects are listed in detail on the Prop S & N website and the Facts on File reports ([III.B.1-46](#)); ([III.B.1-47](#)); ([III.B.1-48](#)).

In addition, the recent 2015 Student Feedback Survey showed an even greater increase in student satisfaction in all areas of facilities. Eighty-six percent of students perceive that classroom facilities are adequate for instruction, while 89% of students feel there is enough study space on campus. Student perception of safety on campus also increased in all measured areas, including adequate exterior lighting and campus signage. Eighty-seven percent of students say they feel safe on campus ([III.B.1-30](#)).

Employee level of satisfaction with facilities and physical resources is now the highest it has been since 2009. In 2012, employee satisfaction ranged from 57%-80%, with the cafeteria lowest at 32%. The cafeteria satisfaction level was the only item to decrease in the reporting period between 2009 and 2012 according to the Employee Satisfaction Survey results. Level of satisfaction with physical resources ranged from 69%-84% ([III.B.1-49](#)). In the 2015 Employee Feedback Survey, perceptions of facilities and physical resources were more positive, with increased satisfaction in nearly all areas. Employees' level of satisfaction with Student Services facilities increased from 35% to 64%. In the area of Library and Support Services, the bookstore increased from 57% to 86%; and technology resources increased from 67% to 84%. Of the lab space on campus, employee satisfaction with science labs remained steady at 72%; career technical labs increased from 54% to 67%; and computer labs increased from 72% to 85%. Satisfaction with both classroom and assigned working space increased 33% and 32%, respectively. The cafeteria facilities received a significant increase from 34% to 74% ([III.B.1-50](#)), ([III.B.1-51](#)).

In the area of Physical Resources, employee satisfaction is high, and has increased in every category since 2009. Ninety percent of employees agree that the grounds are pleasing and



adequately maintained. Eighty-eight percent agreed that the exterior of campus buildings are adequately maintained and 70% also agreed the interior is maintained. Satisfaction with exterior lighting has increased from 69% in 2012 to 77% in 2015 ([III.B.1-29](#)).

The one area that showed slight dissatisfaction was parking from 80% to 76%, which is likely due to changing parking availability during construction. Parking needs are one of the on-going central concerns of the Facilities Committee. The Facilities Committee Chair, Vice President of Administrative Services (VPA), regularly walks the campus to assess potential parking issues. Every semester, the VPA presents a list of the occupied and unoccupied parking stalls in each parking area on campus. The committee assesses whether modifications or mitigations are necessary ([III.B.1-52](#)); ([III.B.1-53](#)).

### **III.B.2-The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

#### **Evidence of Meeting the Standard**

The San Diego Community College District is constantly assessing the physical resources necessary to accomplish its educational mission. This includes support for all modalities including distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support the District's services and programs to achieve its educational mission. The bond program has delayed the need for a comprehensive replacement plan because the bond provided new equipment throughout the District. As this equipment ages, the District is in the process of formalizing a more sustainable equipment replacement strategy. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet the District's upgrade and replacement needs ([III.B.2-1](#)); ([III.B.2-2](#)).

The second is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans were created with participation from faculty and staff and have provided the blueprints for the facility modernization. Additionally, the plans look at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program, the new facilities master plans will be tied to each campus Educational Master Plan. The plan, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals ([III.B.2-3](#)); ([III.B.2-4](#)); ([III.B.2-5](#)).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build, renovate and provide equipment for facilities to support the

District's educational mission. The bonds provide the fiscal resources which, coupled with the facilities master plan, allow the District to ensure that the facilities it builds and outfits with equipment are in compliance with all codes, regulations, services and program requirements ([III.B.2-3](#)); ([III.B.2-4](#)); ([III.B.2-5](#)); ([III.B.2-6](#)).

The fourth is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five-year outlook. The District submits this plan every year to the state, but because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited. The resources allocated for capital improvement are exercised by the Vice Chancellor of Facilities Management ([III.B.2-6](#)); ([III.B.2-7](#)).

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required ([III.B.2-8](#)); ([III.B.2-9](#)).

The sixth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure the District is getting the best value for the resources it allocates. The District uses the Association of Physical Plant Administrators (APPA) metrics and standard when evaluating programs. This is most evident in the analysis of custodial manning levels. Additionally, an annual survey is sent out to the community college population which allows direct feedback on the effectiveness of maintenance efforts and operations ([III.B.2-10](#)); ([III.B.2-11](#)); ([III.B.2-12](#)).

The seventh item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of their instructional equipment. The plan will continue to be developed through the governance process ([III.B.2-9](#)); ([III.B.2-13](#)).

#### *Distance Education:*

Access to distance education classes is provided through computer labs on each campus. Student access computers follow the same maintenance and processes as outlined above. The institution contracts with Blackboard, a learning management system for distance education. Blackboard was selected by the Districtwide Distance Education Steering Committee (DDESC) after a year-long process of review and testing at each of the campuses. The contract with Blackboard includes managed hosting whereby Blackboard has its own servers and schedules its own maintenance. SDCCD, through the IT department, uploads selected student and course information. In this way, students' privacy is protected.

The process for selecting Blackboard included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and SDCCD Online Learning Pathways periodically reviews the

performance of Blackboard during its monthly meetings([III.B.2-14](#)); ([III.B.2-15](#)); ([III.B.2-16](#)).

San Diego Miramar College has also established and maintains effective procedures to ensure that selection, maintenance, inventory, and replacement of all equipment are accomplished systematically to support institutional programs, services, and mission. Equipment selection begins with departmental identification of needs during the Program Review process. Program Review gives individual programs the opportunity to identify equipment needs, including both replacement and maintenance of existing equipment, which are linked to student achievement, outcomes and success, and are used to support program goals to increase student success. Please refer to Standard I.B.5 for a full description of the Program Review process. Requests for Funding (RFF) are then submitted to the Budget and Resource Development Subcommittee for consideration when funds are available for the purchase of new equipment ([III.B.2-17](#)); ([III.B.2-18](#)); ([III.B.2-19](#)); ([III.B.2-20](#)).

The above mentioned resource allocation process has augmented funds provided through the Federal Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV / CTEA), and donations from college partners such as Hawthorn Machinery, Toyota, and Honda. The College also has a small minor improvements budget allocated each year that may be used to address campus needs for repairs and renovations ([III.B.2-21](#)). Requests for these funds are made directly to the Vice President of Administrative Services and assessed and ranked in the Facilities Committee when funding becomes available. Technology standards have been developed to ensure that equipment for smart classrooms and its placement comply with Americans with Disabilities Act (ADA) requirements and meet teaching and learning needs. Please refer to Standard III.C.3 for a full description of the technology maintenance review process.

The College promotes effective utilization through comprehensive ADA transitional planning and building design standards that address Green Policies, Crime Prevention, Signage, Universal Design, and Furniture Standards (see Standard III.B.1 for details). The Safety Committee also makes ongoing assessments and recommends actions to ensure a safe and secure campus environment ([III.B.2-22](#)).

Propositions S and N have allowed the College to provide the much needed physical resources to meet student need. While the bond measures are at the end of their respective campaigns, the College continues to grow. During spring 2015, the College was approved by the District to begin exploring a capital campaign to design and build a performing arts center on campus. The Dean of Liberal Arts was assigned the task of initiating the requisite research to determine the best building design based on the proposed usage, future program needs and community value, and to work with faculty and staff to develop program plans for future usage of this facility.

After an initial meeting with the Arts and Humanities faculty to get a sense of purpose for the new building, meetings and visitations were set up at several other performing arts centers in the San Diego area to speak with their administrators and staff to better understand what services are being offered by other performing arts centers and what building designs seemed to be most successful. At these meetings, the pros and cons of various programs and building designs were discussed. Feedback was also solicited regarding the community

needs that are not being satisfied in the greater San Diego area. This information helped to guide our plans for the proposed Miramar Performing Arts Center.

As a result of this research, a proposed plan to enhance the existing Program Review was created by the Dean of Liberal Arts and the department of Arts and Humanities, outlining the desired design and function of a performing arts center to be constructed adjacent to the Arts and Humanities building [\(III.B.2-23\)](#). Along with this proposed plan is a chart regarding the building specifications that was created by the district architect in consultation with the Dean of Liberal Arts and the Arts and Humanities faculty, as well as a proposed set of music and dance program curricula that would emerge in conjunction with this new facility [\(III.B.2-24\)](#); [\(III.B.2-25\)](#); [\(III.B.2-26\)](#). These plans were also presented to the representatives of the School of Liberal Arts as a School Forum for additional feedback and awareness.

The Dean of Liberal Arts has also become a board member of the NFC (Neighborhood First Coalition), which is a community based forum for enhancing community services in the Mira Mesa area. This is done to help ensure that the proposed performing arts center meets the needs and the approval of the surrounding community as well as the campus program needs [\(III.B.2-27\)](#); [\(III.B.2-28\)](#).

Discussions regarding this project are ongoing between the Dean of Liberal Arts and the department faculty, and progress reports are standing items on the College Executive Committee (CEC) agendas, the Management meeting agendas, and the Dean of Liberal Arts meeting agendas. In this way, the campus as a whole is kept informed as to the status of this important project [\(III.B.2-29\)](#); [\(III.B.2-30\)](#), [\(III.B.2-31\)](#). Currently, the campus is awaiting confirmation regarding available funds and campaign strategies to begin acquiring the necessary budget for this immense undertaking.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College uses both Program Review and college governance committees to manage the physical resources and their effective utilization to support the programs and services on campus.

In support of this, surveys indicate that satisfaction is on the rise in regards to the new facilities. According to the 2015 Employee Feedback Survey results, respondents expressed a 35% increase in their satisfaction regarding the new physical facilities between 2009 and 2015 [\(III.B.2-32\)](#). Similarly, student satisfaction regarding the grounds, and exterior and interior building maintenance show an upward trend. Student satisfaction in these three respective areas has increased 16% to 18% between 2009 and 2015 [\(III.B.2-33\)](#). The College will continue to assure effective utilization and the quality necessary to support its programs and services and achieve its mission.

**III.B.3-To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Evidence of Meeting the Standard**

San Diego Miramar College also has implemented a number of its own plans and procedures to ensure effective use of physical resources in supporting institutional programs and services, in addition to actively participating in the district processes described below. From an overall planning perspective, the integrated Facilities Master Plan serves to document the current status of building projects on campus and provides an update on projects completed, projects currently in construction, projects in design, other campus projects and ranked facilities needs for the 2014-15 academic year ([III.B.3-1](#)). Members of the College Facilities Committee include faculty, staff, administrators, and students, and all are involved in the planning and resource allocation of facility needs ([III.B.3-2](#)). All facility needs are aligned and integrated with the College Strategic Plan Goals, which directly support the College mission.

The Program Review process is another important source of data for evaluating effectiveness in this area. Short and long term goals of the Facilities and Safety Committees are integrated with Strategic Goals 1-3 (i.e., Safety: Goal 3; Facilities: Goals 1, 2, 3) ([III.B.3-3](#)); ([III.B.3-4](#)). The annual goals are prioritized by the Facilities Committee in relation to Program Review (see III.B.1 for details), Safety and Instruction needs. Projects are completed in order of priority and funding available. The College Budget and Resource Development Subcommittee links its work with the Program Review process to respond to equipment needs through identifying potential funding sources for program/service needs and reviewing and prioritizing the College's annual Program Review-generated Requests for Funding (RFF).

Finally, instructional equipment acquisition, particularly for career and technical education training, needs to be linked to a continual assessment and integration of technology advances.

The College strives to ensure such a connection through the College Technology Plan. For example, the 2014-2017 Technology Plan describes a key activity to provide technology support to programs such as Automotive Technology and Biotechnology for vendor supplied technology ([III.B.3-5](#)).

The San Diego Community College District is a complex organization in a very dynamic environment. In order to ensure accomplishment of its educational mission, the District uses data driven tools to provide critical information to decision makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities to include distance education and all levels of courses taught. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements ([III.B.3-6](#)); ([III.B.3-7](#)).

The second is through the automated work order process employed throughout the District. Megamation, the automated worker order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues

that threaten life safety, and the process ensures there are always proper resources allocated to these types of issues [\(III.B.3-8\)](#).

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required [\(III.B.3-9\)](#).

The fourth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that utilize principles that ensure the Districts assessment includes all identifiable costs. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs, and conducts an annual survey which is sent out to the community college population to allow direct feedback on the effectiveness of its maintenance efforts [\(III.B.3-10\)](#); [\(III.B.3-11\)](#); [\(III.B.3-12\)](#).

The fifth is the District Services Survey that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess its effectiveness at accomplishing its service mission and provide a metric to base resource allocation [\(III.B.3-11\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Through the Management Services Council, the automated work order process, the state scheduled maintenance program, and the Facilities Operations and Maintenance Outlook, the District supports the physical needs, institutional programs and services of the colleges. San Diego Miramar College also relies upon its Facilities Master Plan, Program Review, and College Technology Plan to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

### **III.B.4-Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

#### **Evidence of Meeting the Standard**

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The Facilities Master Plan, when coupled with the individual campus Educational Master Plans, provides a framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related cost so an informed decision can be made. The Board of Trustees through its Sustainability Policy promotes this type of sustainable activity. In principle we have looked at the following:

**Purchase Cost + Maintenance Cost + Hidden Cost = Actual Cost**

**Some of the hidden costs are listed below:**

- **Acquisition costs:** the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something.
- **Upgrade / Enhancement / Refurbishing costs**
- **Reconfiguration costs**
- **Set up / Deployment costs:** the costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services
- **Operating costs:** for example, human (operator) labor, or energy/fuel costs
- **Change management costs:** costs of user orientation, user training, and workflow/process change design and implementation
- **Infrastructure support costs:** costs brought by the acquisition for heating/cooling, lighting, or IT support
- **Environmental impact costs:** costs of waste disposal/clean up, pollution control, or the costs of environmental impact compliance reporting
- **Insurance costs**
- **Security costs**
- **Physical security:** security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services
- **Electronic security:** security software applications or systems, offsite data backup, disaster recovery services, etc.
- **Financing costs:** loan interest and loan origination fees
- **Disposal / Decommission costs**
- **Depreciation expense tax savings (a negative cost)**

Additionally, long term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in many ways.

The first is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus ([III.B.4-1](#)); ([III.B.4-2](#)); ([III.B.4-3](#)). The Facility Master Plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization that has occurred throughout the District. At the end of the bond program the new Facilities Master Plan will be tied to each campus Educational Master Plan ([III.B.4-1](#)); ([III.B.4-2](#)); ([III.B.4-3](#)).

The second is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Normally when this plan is created, it uses data driven metrics to identify projects. Currently, this plan highlights the bond program's planned five-year outlook.

Because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited [\(III.B.4-4\)](#); [\(III.B.4-5\)](#).

The third item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure all costs are identified. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs and conducts an annual survey, which is sent out to the community college population to allow direct feedback on the effectiveness of maintenance efforts [\(III.B.4-6\)](#); [\(III.B.4-7\)](#); [\(III.B.4-8\)](#).

The fourth item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process [\(III.B.4-9\)](#).

San Diego Miramar College works with the District to develop long-range capital and equipment replacement plans in support of collegewide master planning efforts, which are updated annually in the Facilities Committee [\(III.B.4-10\)](#); [\(III.B.4-3\)](#); [\(III.B.4-11\)](#). One component of Propositions S and N 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 were initiated. This guarantee, which was written into the bond language, protected both the taxpayers and the College from building facilities that it cannot staff or support [\(III.B.4-12\)](#); [\(III.B.4-13\)](#). To comply with the bond measure, there was a districtwide facilities reorganization that took place, and facility management practices were reviewed by District Facilities Management and the campus-based Regional Facilities Officer.

Long range capital projects are linked directly to institutional planning by the College's Facilities Master Plan [\(III.B.4-14\)](#). Members of the College's Facilities Committee from faculty, staff and student constituent groups are involved in the planning and resource allocation for facility's needs. All facilities needs are aligned with the College's Strategic Plan Goals, which directly support the College mission.

A significant effort has been made to reduce long-range operational and maintenance costs by LEED certifying every Proposition S and N facility and installing smart meters. SD Engineers was contracted to complete Energy Audits to assess and improve the energy saving measures that can be implemented with Prop 39 funds. The recommendation to improve the HVAC monitoring controls, unoccupied lighting controls and parking lot lighting occupant controls can all be implemented with Prop 39 funding.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** By relying on the College's Facilities Master Plan, the District's Five Year Capital Improvement Plan, and the District's Facilities Operations and Maintenance Outlook, the College ensures that long-range capital plans support institutional improvement goals.



Looking to the future, San Diego Miramar College and the District have mitigated increased cost of ownership by building LEED certification into new building design and performing energy audits on existing facilities. The College will continue these efforts to ensure that capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

### **Master list of Evidence for Standard III.B**

- [III.B.1-1: Management Service Council Minutes 2010-12](#)
- [III.B.1-2: Management Service Council Minutes 2013-15](#)
- [III.B.1-3: City College Facilities Master Plan](#)
- [III.B.1-4: Mesa College Facilities Master Plan](#)
- [III.B.1-5: San Diego Miramar College Facilities Master Plan](#)
- [III.B.1-6: City College Facilities Master Plan](#)
- [III.B.1-7: Mesa College Facilities Master Plan](#)
- [III.B.1-8: San Diego Miramar College Facilities Master Plan](#)
- [III.B.1-9: SDCCD Rainbow Report](#)
- [III.B.1-10: SDCCD American Disabilities Act Transition Plan](#)
- [III.B.1-11: SDCCD Safety and Security Master Plan](#)
- [III.B.1-12: SDCCD Annual Safety Report 2012-14](#)
- [III.B.1-13: SDCCD Safety Webpage](#)
- [III.B.1-14: SDCCD Facilities Department Work Order Webpage](#)
- [III.B.1-15: Off-Campus Site Visitation Record](#)
- [III.B.1-16: Section 504 of the Rehabilitation Act-1973 Webpage](#)
- [III.B.1-17: 2010 Americans with Disabilities Act \(ADA\) Regulations Webpage](#)
- [III.B.1-18: Miramar College Disability Support Programs & Services Office Webpage](#)
- [III.B.1-19: Miramar College ADA Transition Plan](#)
- [III.B.1-20: SDCCD Facilities Department Work Order Webpage](#)
- [III.B.1-21: MCAS Work Request Entry Sample\).](#)
- [III.B.1-22: Evidence: Miramar College Facilities Services Webpage](#)
- [III.B.1-23: Miramar College Site Improvement Request Form](#)
- [III.B.1-24: Facilities Committee Minutes 10/3/13, pp. 1-2](#)
- [III.B.1-25: Facilities Committee Minutes 3/6/14, p. 1](#)
- [III.B.1-26: Higher Demand Report Spring 2015](#)
- [III.B.1-27: SDCCD Institutional Research and Planning Survey Results Webpage](#)
- [III.B.1-28: SDCCD Online Learning Pathways Webpage](#)
- [III.B.1-29: Miramar College 2015 Employee Feedback Survey, pp. 28-30](#)
- [III.B.1-30: Miramar College 2015 Student Feedback Survey, pp. 27-29](#)
- [III.B.1-31: Instructional Division Program Review Report 2015-16](#)
- [III.B.1-32: 2014-15 Facilities Plan Project Ranking](#)
- [III.B.1-33: Facilities Committee Minutes 4/9/15, p. 2](#)
- [III.B.1-34: Facilities Master Plan Update 2014](#)
- [III.B.1-35: 2015-16 Facilities Committee Annual Goals](#)
- [III.B.1-36: 2015-16 Safety Committee Annual Goals](#)
- [III.B.1-37: San Diego Miramar College Emergency Plan 2015](#)
- [III.B.1-38: San Diego Miramar College Evacuation Plan 2015](#)
- [III.B.1-39: SDCCD Board Policies for Facilities and Equipment](#)

[III.B.1-40: SDCCD Building Design Standards](#)  
[III.B.1-41: Citizen's Oversight Committee for Prop S & N Spending Reports](#)  
[III.B.1-42: San Diego Miramar College Workplace Inspection Report Form](#)  
[III.B.1-43: Safety Committee Minutes 3/15/15-Injury/ Illness and Accident Investigation Report, p. 1](#)  
[III.B.1-44: Keenan & Associates Campus Safety Inspection Report](#)  
[III.B.1-45: Anthropology Department Resource Response Form](#)  
[III.B.1-46: Facts on File: Report on Academic Year 2014 -2015, p. 16](#)  
[III.B.1-47: San Diego Miramar College Construction Updates Propositions S & N](#)  
[III.B.1-48: San Diego Community College District-Propositions S & N](#)  
[III.B.1-49: Miramar College 2015 Employee Feedback Survey, p. 20](#)  
[III.B.1-50: Miramar College 2015 Employee Feedback Survey, Student Support Services, pp. 14-16](#)  
[III.B.1-51: Library and Learning Support Services, pp. 18-22](#)  
[III.B.1-52: Facilities Committee Minutes 6/4/15](#)  
[III.B.1-53: Parking Space Allocation Spring 2016](#)  
[III.B.2-1: Management Service Council Minutes 2010-12](#)  
[III.B.2-2: Management Service Council Minutes 2013-15](#)  
[III.B.2-3: City College Facilities Master Plan](#)  
[III.B.2-4: Mesa College Facilities Master Plan](#)  
[III.B.2-5: San Diego Miramar College Facilities Master Plan](#)  
[III.B.2-6: SDCCD Rainbow Report](#)  
[III.B.2-7: SDCCD 5 Year Capital Improvement Plan](#)  
[III.B.2-8: State Schedule Funding List 2015-16](#)  
[III.B.2-9: 2016-17 Certification Physical Plant and IELM/Equipment Replacement Plan](#)  
[III.B.2-10: SDCCD Facilities Operations and Maintenance Outlook](#)  
[III.B.2-11: SDCCD Institutional Research and Planning Survey Results Webpage](#)  
[III.B.2-12: SDCCD Square Footage Per Custodian](#)  
[III.B.2-13: SDCCD Equipment Replacement Plan](#)  
[III.B.2-14: SDCCD Blackboard Contract](#)  
[III.B.2-15: SDCCD Blackboard Meeting Notes](#)  
[III.B.2-16: Districtwide Distance Education Steering Committee Meeting Notes Webpage](#)  
[III.B.2-17: Budget & Resource Development Subcommittee Email to College 9/25/15](#)  
[III.B.2-18: Budget & Resource Development Subcommittee Request for Funding Form](#)  
[III.B.2-19: Budget & Resource Development Subcommittee Request for Funding Instructions](#)  
[III.B.2-20: Budget & Resource Development Subcommittee Minutes 11/6/15](#)  
[III.B.2-21: San Diego Miramar College Minor Improvement Budget 2015-16](#)  
[III.B.2-22: Safety Committee Minutes 3/15/15, p. 2](#)  
[III.B.2-23: Miramar College Performing Arts Center Proposal](#)  
[III.B.2-24: Performing Arts Building Draft Proposal](#)  
[III.B.2-25: Miramar College Dance Degrees Proposal](#)  
[III.B.2-26: Miramar College Music Programs Proposal](#)  
[III.B.2-27: Neighborhood First Coalition Meeting Agenda 4/12/16](#)  
[III.B.2-28: Neighborhood First Coalition Meeting Minutes 3/15/16](#)  
[III.B.2-29: College Executive Committee Minutes 4/26/16, p. 2](#)

[III.B.2-30: Management Meeting Agenda 4/18/16](#)  
[III.B.2-31: Dean's Council Meeting Agenda 7/6/16](#)  
[III.B.2-32: Miramar College 2015 Employee Feedback Survey, p. 18](#)  
[III.B.2-33: Miramar College 2015 Student Feedback Survey, pp. 27-29](#)  
[III.B.3-1: Facilities Master Plan Update 2014](#)  
[III.B.3-2: Facilities Governance Handbook Page](#)  
[III.B.3-3: 2015-16 Facilities Committee Annual Goals](#)  
[III.B.3-4: 2015-16 Safety Committee Annual Goals](#)  
[III.B.3-5: San Diego Miramar College Technology Plan Fall 2014-Spring 2017, ICS 1.8, p. 14](#)  
[III.B.3-6: Management Service Council Minutes 2010-12](#)  
[III.B.3-7: Management Service Council Minutes 2013-15](#)  
[III.B.3-8: SDCCD Facilities Department Work Order Webpage](#)  
[III.B.3-9: State Schedule Funding List 2015-16](#)  
[III.B.3-10: SDCCD Facilities Operations and Maintenance Outlook](#)  
[III.B.3-11: SDCCD Institutional Research and Planning Survey Results Webpage](#)  
[III.B.3-12: SDCCD Square Footage Per Custodian](#)  
[III.B.4-1: City College Facilities Master Plan](#)  
[III.B.4-2: Mesa College Facilities Master Plan](#)  
[III.B.4-3: San Diego Miramar College Facilities Master Plan](#)  
[III.B.4-4: SDCCD 5 Year Capital Improvement Plan](#)  
[III.B.4-5: SDCCD Rainbow Report](#)  
[III.B.4-6: SDCCD Facilities Operations and Maintenance Outlook](#)  
[III.B.4-7: SDCCD Square Footage Per Custodian](#)  
[III.B.4-8: SDCCD Equipment Replacement Plan](#)  
[III.B.4-9: SDCCD Certification for Expenditures 2016-17](#)  
[III.B.4-10: SDCCD Local Scheduled Maintenance Report 2015-16](#)  
[III.B.4-11: SDCCD Five Year Construction Plan 2016-2017](#)  
[III.B.4-12: Proposition S Board Resolution, pp. 1-3](#)  
[III.B.4-13: Proposition N Board Resolution, pp. 1-3](#)  
[III.B.4-14: Facilities Master Plan Update 2014](#)

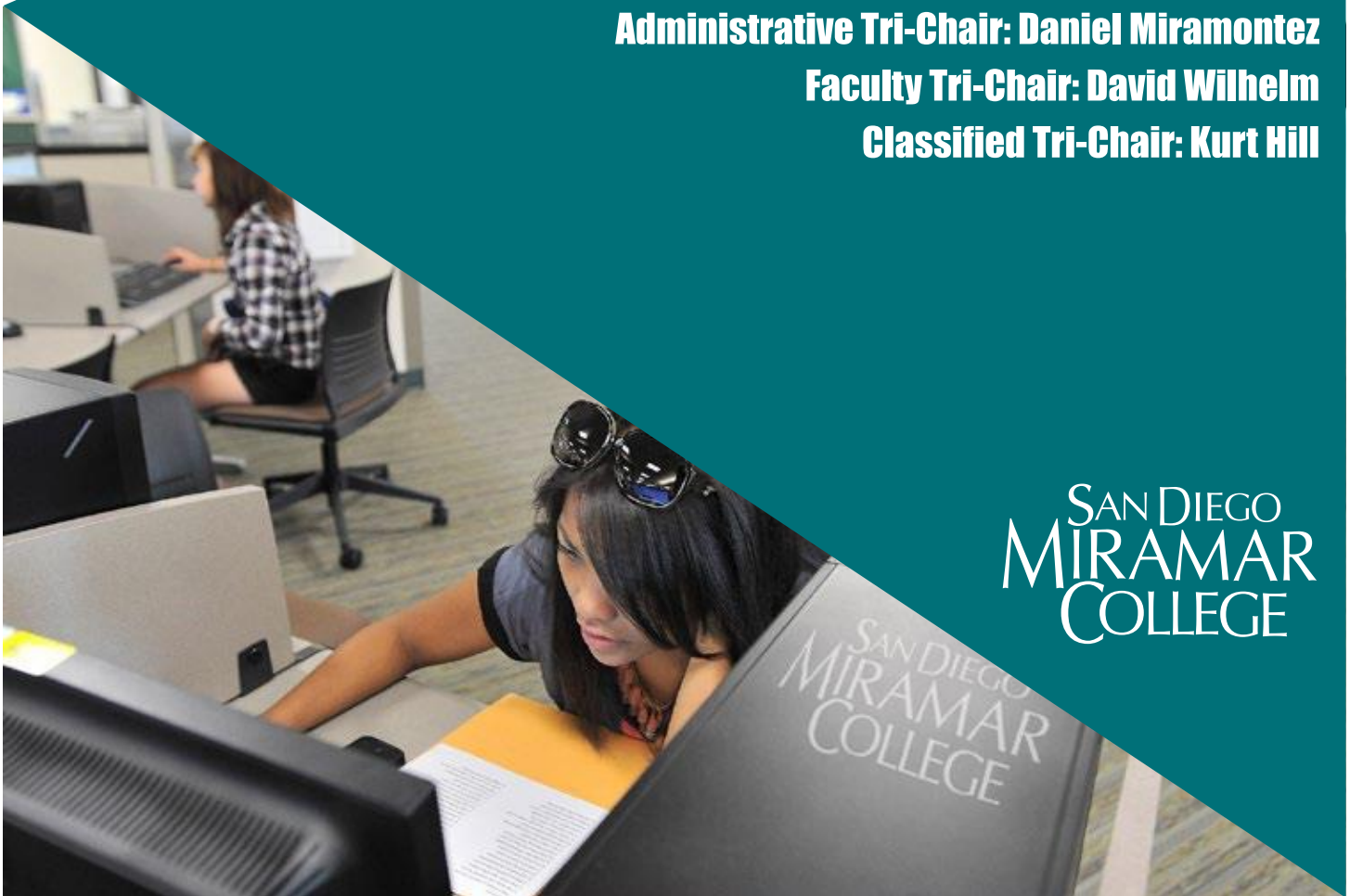
# Standard III: Resources

## Standard III.C.: Technology Resources

**Administrative Tri-Chair: Daniel Miramontez**

**Faculty Tri-Chair: David Wilhelm**

**Classified Tri-Chair: Kurt Hill**



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## STANDARD III.C. TECHNOLOGY RESOURCES

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

### **Evidence of Meeting the Standard**

San Diego Miramar College provides technology services and support to the institution at several levels. At the college level information technology services are provided by Administrative and Instructional Computing Support (ACS & ICS) departments, and the Audiovisual (AV) department supports the audio/visual needs of the campus. The College ensures its own support staff are proficient and current by providing various training resources such as online technical libraries (e.g. Safari Books online) and sending staff to appropriate training or conferences such as Infocomm and Drupalcon ([III.C.1-1](#)); ([III.C.1-2](#)).

Certain technology service functions such as distance education, human resources and student information systems, and other enterprise wide administrative systems (e.g. email, Enterprise Resource Planning, etc.) are supported at the district level and are utilized by all colleges within the District

Identification of technology needs takes place as part of the Program Review process. Each department, program or service area prepares a Program Review needs analysis, during which the faculty and staff identify resource needs including technology that will lead to improved teaching, learning, and student success. Instructional programs identify needs specific to their program, but service areas, especially the Information Technology (IT) and Audiovisual (AV) departments, identify collegewide needs ([III.C.1-3](#)); ([III.C.1-4](#)). Once the annual Program Review process has concluded, departments or service areas prepare “Requests for Funding” (RFF) that are submitted to the Budget and Resource Development Subcommittee (BRDS). Technology-related requests are then passed directly to the Technology Committee for review and prioritization ([III.C.1-5](#)); ([III.C.1-6](#)); ([III.C.1-7](#)); ([III.C.1-8](#)). The Technology Committee’s recommendations are then passed back to BRDS, where they can be integrated back into the non-technology requests and a complete recommendation for funding expenditures is then sent through the participatory governance process.

Certain other funding sources, such as Proposition S and N funds, grants, and assigned departmental discretionary budgets, do not utilize the Program Review/BRDS/ Technology Committee process described above. In the case of Prop S and N funds or large grants, technology needs are identified in consultation between the stakeholders in the new/ remodeled building and the appropriate IT or AV department representatives ([III.C.1-9](#)); ([III.C.1-10](#)). Departmental funds do not require the Program Review/ BRDS process; however, all technology purchase requisitions are passed through the appropriate IT or AV department for approval ([III.C.1-11](#)); ([III.C.1-12](#)). This allows the College to ensure the consistency and quality of the technology.

Instructional technology systems are administered by the campus Instructional Computing Support (ICS) department, which ensures reliability of those systems through technology

such as VMWare's Enterprise Virtualization and regular backups to tape of critical data. Computer workstations are purchased from a district-authorized vendor with a four-year warranty. Out of warranty systems are maintained through a roll-down process and through keeping a stock of older systems for replacement parts ([III.C.1-13](#)).

The Audiovisual Department regularly monitors and maintains the District's investment in Smart classroom technology by performing tasks, such as keeping projector filters clean and monitoring lamp hours. The Audiovisual Department is working to update devices and promote efficiency by monitoring AV devices and components online via the Extron Global Viewer ([III.C.1-14](#)); ([III.C.1-15](#)).

Distance learning is supported both by the College and the District. The District maintains the servers, data backups and data connections, which students use both on and off campus to access their Blackboard online courses. The College and all computer labs provide the necessary browser plug-ins to support distance learning courses. Additionally, the College Library provides several online article and research databases, which are available both on campus and remotely to enrolled students.

Technology in the San Diego Community College District is a critical component of multiple aspects of learning, teaching and student support as well as the foundation and infrastructure for all administrative and business operations throughout the District. As a multi-college District serving multiple campuses and locations throughout the City of San Diego, there are aspects of technology that are centralized to the District Office's Information Technology Services department and others which are decentralized to the colleges' Information Technology areas. The Technology Master Plan 2016-2018 Draft provides the framework by which technology is addressed at the District ([III.C.1-16](#)). Technology related services, hardware, and software are regularly evaluated, upgraded and maintained in order to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

As described in the Technology Master Plan 2016-2018 Draft, the colleges support the teaching and learning technology service related needs of the academic programs at each institution with the District's IT department providing districtwide network infrastructure, hardware and software, telephone operations, data center and "helpdesk" services to all three colleges in addition to being responsible for the District Office's various locations and all Continuing Education sites. The District IT department is also responsible for the districtwide Library system and web servers; the administrative ERP (Enterprise Resource Planning) system's hardware and software configuration, installation and maintenance, and the standards for all technology software and hardware used throughout the District ([III.C.1-16](#)).

The District IT department maintains enterprise agreements with Microsoft and Adobe ([III.C.1-17](#)); ([III.C.1-18](#)). The Microsoft enterprise agreement, which the District is contracted for is commonly referred to as the Microsoft Campus Agreement but recently has changed its name to the Microsoft Open Value Subscription Agreement for Education Solutions. The Adobe agreement, for which the District has contracted, is called the Adobe Creative Cloud Enterprise Term License Agreement. These enterprise agreements make sure the District's administrative and academic programs have access to the most current software applications as possible which includes Microsoft Windows, Microsoft Office, and Adobe

Creative Cloud products; such as, Acrobat Pro, Photoshop, Illustrator, Dreamweaver, Premier, and Flash.

The District participates in the Foundation for California Community Colleges' master license agreement for the Blackboard Learn Course Management system and for the faculty and student Blackboard Help Desk Service Agreement.

Distance learning programs are supported by the Blackboard Learn Course Management System ([III.C.1-19](#)). The Blackboard Learn software was selected by the Online Learning Pathways faculty after several pilot courses were implemented. The Blackboard Learn software is remotely hosted by the vendor firm, Blackboard, which is also responsible for the server maintenance and hardware. Blackboard's Managed Hosting solution was selected because of its ability to scale and match the District's increasing demand for online programs and courses ([III.C.1-20](#)); ([III.C.1-21](#)).

The Blackboard Learn courses are available from any computer and select mobile devices with Internet access 7 days a week, 24 hours a day. All Blackboard system upgrades are planned for and communicated in advance and are usually completed without any course and student downtime. The course content and student information are archived on a two-year cycle and the entire system is backed up nightly. Archives are also kept on external hard drives located at the SDCCD Online Learning Pathways offices (SDOLP).

All student records are secured by multiple technologies including firewalls installed on local servers. The student and course data is refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Blackboard system. In addition, the District IT department and the college IT areas make sure all campus computers can connect to the Blackboard hosting centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high speed internet access. All of the systems are monitored on a daily basis for reliability and bandwidth capacity ([III.C.1-22](#)); ([III.C.1-20](#)); ([III.C.1-23](#)); ([III.C.1-24](#)).

The District does not provide "Personally Identifiable Information (PII)" data for students to the Blackboard Learn system. Only the student assigned District ID is provided and matched along with course reference number information in order to build Blackboard Learn course rosters. The instructor of record manages the coursework in Blackboard and is responsible for inputting attendance and grade information into the District's administrative Enterprise Resource Planning (ERP) system.

The District has been using the Blackboard Managed Hosting System for approximately six years and has not experienced any unplanned downtime. Blackboard's communications with the District have been exceptionally good with regard to planned application or data upgrades. Blackboard's Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the Blackboard Managed Hosting System agreement ([III.C.1-25](#)).

San Diego Online Learning Pathways (SDOLP) reviews hosted storage usage on an annual basis. Courses are archived on a regular basis and hard drives are kept up to date. The equipment in the Production and Training Lab are maintained on a regular basis with

software updates. The hardware in the lab is updated every three or four years depending on the requirements of emerging technologies [\(III.C.1-26\)](#).

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting, which is funded by a general fund maintenance budget to maintain and refresh technology every 4-6 years depending on the useful life of the equipment and the vendor's product support lifecycle for replacement parts [\(III.C.1-27\)](#).

District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. This data is shared with the colleges and District planning groups to ensure resources are efficiently and effectively expended. [\(III.C.1-23\)](#) An example of this planning and collaboration was the work with the instructional support staff, in September 2015, to avoid performing Windows and antivirus signature updates during peak usage hours of the network and WAN segments.

The District IT department also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed on a monthly basis to determine any trends in equipment failures or support service failures [\(III.C.1-28\)](#).

Several districtwide advisory committees ensure compliance with standards as they relate to technology and acquisition particularly with regard to technology equipment, applications and support services bid documents (RFPs). The advisory committees serve as a resource to the District's Director, Information Technology Services in order to solicit input from the campuses with regard to network and technology infrastructure capacity in order to ensure the District is able to support the academic and administrative program needs of the campuses IT services. The advisory committees also serve as an informal information sharing opportunity with regard to information technology to ensure standards are established and adhered to districtwide. An example of a Districtwide Advisory committee is the Microcomputer Advisory Group (MAG), which addresses administrative and academic computer and printer standards.

Examples of the Districtwide Advisory Committees are listed in Section III.C.2. They are the Microcomputer Advisory Committee (MAG) for administrative and academic computer and printer standards and the Campus Audio Visual Equipment group or CAVE, which is responsible for setting and ensuring adherence to Audio Visual standards for all conference rooms, smart classrooms, classroom smart podiums, and compliance standards for DSPS instructor and student requirements.

RFP's communicate the district's equipment and construction standards to which vendors need to bid on or be in compliance with in their bids, solution designs, and installations. The construction standards as they relate to technology are addressed in construction related RFPs for new and existing buildings to ensure compliance with standards.

Examples of District IT department supported systems are:

- Administrative ERP Systems (Student System including Financial Aid, Finance, HR and Payroll)
- Campus based local area networks (LANS)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)



- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones and emergency communication systems)
- Telephone PBX systems and telephones
- District Web Services
- Remote Access Services
- SirsiDynix/Horizon Library System
- Student, Course and Instructor data for Blackboard Course Management System
- Prop S and N New Building Communications and Audio Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget ([III.C.1-27](#)). Major system replacements are a capital budget project request, which are funded through the District Office's districtwide budget prioritization process.

#### *Distance Education:*

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. SDCCD Online Learning Pathways is advised of needed support via the Districtwide Distance Education Steering Committee (DDESC) ([III.C.1-29](#)).

SDCCD Online Learning Pathways archives courses that are from the previous academic year ([III.C.1-26](#)). Archives are kept on hard drives and are accessible only by written request by authorized personnel. Hard drives are kept at a separate location to ensure security and for disaster prevention. In addition, the course management system is hosted on a remote server and is backed-up on a regular basis with redundancy. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data is uploaded to the server. Student information is not archived.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** In all, technology support has been perceived favorably by employees. In particular, the majority of respondents in the 2015 Employee Feedback Survey are satisfied with both technical and audio-visual support throughout the College (80% & 87%, respectively) ([III.C.1-30](#)). Employee respondents also show high levels of satisfaction with technology resources and computer labs (84% & 85%, respectively) ([III.C.1-31](#)). Both of these items showed an increased trend toward higher levels of satisfaction between 2009 and 2015.

These results are further corroborated by student perception. In particular, the majority of student respondents in the 2015 Student Feedback Survey strongly agreed that the computer labs are equipped with updated computers and software (81%) and that the availability of open computers labs is sufficient to meet students' educational needs (80%) ([III.C.1-32](#)). The observed increases in satisfaction levels from both surveys may be due to the recent restoration of funding, allowing the College to replace outdated equipment. Furthermore, because of the integrated Program Review process, decisions made by the Technology Committee and the campus technology support areas are informed by collegewide data.

To support the integration of technology services with collegewide planning, the Technology Committee has included IT and AV staff as committee members [\(III.C.1-33\)](#). This allowed the campus technology departments, with a campuswide view of technology needs, to provide input and feedback and act as a centralized clearinghouse. For instance, one department's technology needs may be handled best by "rolling down" suitable technology from another campus area rather than expending funds (see Standard III.C.2 for details) [\(III.C.1-34\)](#). The College will continue to refine this process so that fund stakeholders are connected with support departments in a more meaningful was.

### **III.C.2- The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

#### **Evidence of Meeting the Standard**

The colleges and District's IT department ensure that various types of technology needs are identified, updated and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the District IT department and colleges collaborate on technology related issues. Each college has an Information Technology Committee with constituency representation serving on the committee to provide input for planning, budgets and timelines to address technology issues at each institution.

To ensure coordination of districtwide technology needs, the District's Information Technology Services Director attends the various college IT committee meetings in order to share planning information related to districtwide operational technology projects and Propositions S and N capital construction projects' technology requirements to ensure alignment between the District and the college projects and priorities. In addition, the District is intending to add a districtwide Technology Committee, as defined in the District's Technology Master Plan 2016-18 Draft, consisting of individuals possessing technical and functional technology skills and knowledge representing the District offices, the three colleges and Continuing Education. The Technology Committee is being formed in order to ensure a venue exists by which broad based communications related to districtwide technology support and services may be addressed [\(III.C.2-1\)](#).

An example of the planning activities and outcomes of the collaboration efforts between the District IT department and the colleges is the Dark Fiber upgrade project where the WAN capacities were upgraded every three years to meet changing demands. After several upgrades, District IT realized the only way to get ahead of the increasing demand was to convert the AT&T based, WAN data circuits, to leased fiber and maintain the optical transport equipment themselves. The plan was vetted with the College IT committees and approved in October 2015 using Proposition N funding.

Examples of District IT and the District Facilities bond related project collaboration and implementation:

1. Campuswide Fiber optic cable infrastructure that included new conduit pathways and single mode and multi-mode fiber optic cable to every new and existing building on campus.
2. Relocation of the telecom Main Point of Entrance (MPOE) from the old A building to a new larger environmentally controlled and externally accessible room in the lower parking level of the LLRC building.
3. New copper Cat6 data communications infrastructure where required and the installation of campus safety stations (Talkphone emergency telephones) that ring down directly to college police.
4. Dark Fiber project to replace the IT telecom WAN infrastructure from an AT&T OpT-Man circuit to the installation of diverse, redundant dark fiber circuits with an initial data speed of 40 gigabits per second.
5. Prop S and N funded IT and AV construction standards adhered to for all new classrooms.

Plans and priorities were put in place to increase Internet bandwidth through CENIC (Corporation for Education Network Initiatives in California), which was selected as the primary Internet Service Provider by the California Community Colleges' Chancellor's Office, and then to increase WAN bandwidth by implementing a dark fiber infrastructure, install more wireless access points on campuses, and then increase the wireless session speed to support high quality video on mobile devices ([III.C.2-2](#)); ([III.C.2-3](#)); ([III.C.2-4](#)); ([III.C.2-5](#)); ([III.C.2-6](#)).

In addition to working with the districtwide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in the development of all Requests for Proposal (RFP) related to technology acquisitions and development of technology standards districtwide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software tool, which enables automatic tracking, status and dispatch of support staff for problem or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer and audio visual standards as necessary, as well as, vendor support issues ([III.C.2-7](#)).

As part of both the District's Microcomputer Bid and the Audio Visual Bid requirements, the winning bidder for each bid is required to utilize the District's Track-IT software for receiving work requests and updating the work requests on an ongoing basis, so district personnel are not constantly calling the vendors asking for updates on when work is going to be scheduled, or what work was done so far and what is left to be completed. All this information would be updated on a regular basis and stored in a centralized database that key district personnel already have access to including the technical staff at all of the campus sites.

The winning bidder for the Microcomputer bid and the winning bidder for the AV bid are required to use Track-IT as part of the bid requirements. By having both District personnel and the vendor personnel using Track-IT, we not only have improved communications between the vendor and the departments requesting the service, but we are also able to track vendor response times, trouble ticket trends for failing equipment, etc.

An example of this analysis and how it is used for assessment and improvement is: the District was experiencing too many premature hard disk failures with Western Digital Blue

Series hard disks and even though the vendor was replacing them under warranty as obligated it was requiring too much end user downtime, so we changed the District standard to the Western Digital Black Series hard disk for \$20 more and the hard disk failures diminished by approximately 90%. Most of all the various Track-IT reports are on staff and vendor response times, time to complete the requests and on the types of work or equipment for which the requests are created.

Examples of districtwide advisory groups, comprised of administrative and academic representatives, are:

- Microcomputer Advisory Group (MAG) which advises District IT Services with regard to Administrative and Academic computer and printer standards, disk imaging procedures, and reviews technical issues reported through the IT Help Desk and any related to vendor response or support issues ([III.C.2-8](#)).
- Campus Audio Visual Group (CAVE) which establishes standards for classrooms and conference rooms districtwide to include smart classroom equipment, podium and compliance standards such as DSPS height and clearance standards ([III.C.2-9](#)); ([III.C.2-10](#)).
- Districtwide Distance Education Steering Committee (DDESC) advises SDCCD Online Learning Pathways with regard to technological software needs for distance learning. The Department of Online and Distributed Learning works closely with District IT to ensure that software loaded onto district servers will be secured and maintained ([III.C.2-11](#)).

In an effort of continuous improvement to operations, in 2012 the District began a process to solicit for and implement a new Enterprise Resource Planning (ERP) software application to support all of its business and administrative processes for Fiscal, Human Resources and Student Services operations. Oracle's PeopleSoft system was selected in 2013 along with Ciber, Inc. serving as implementation consultants. The new ERP software system enabled the District to move from its Colleague and Legacy systems into a fully integrated software system to support business and administrative functions of the District. The Finance pillar of the PeopleSoft application went live as of July 1, 2015 and the Human Resources pillar, "Human Capital Management", went live as of January 1, 2016. The Student Services pillar, "Campus Solutions" is scheduled to go live fall 2017. The new PeopleSoft ERP system will provide the District a more technically advanced architecture, particularly with regard to web, portal, and seamless access while also integrating all functional business and administrative processes for the District once all pillars are fully implemented.

#### *Distance Education:*

The District makes decisions about the use and distribution of its technology resources in relation to distance education through the Districtwide Distance Education Steering Committee (DDESC). An example is moving to a new learning management system, Canvas, which is the common learning management system selected by the State's Online Education Initiative (<http://ccconlineed.org/>). The DDESC members participated in a pilot of Canvas and recommended that the District begin review of the learning management system in the fall of 2016 ([III.C.2-11](#)).

DDESC also reviews new technological resources and makes the decision to acquire those resources. Recently, TaskStream e-Portfolio was introduced to the committee via video

conferencing. After discussing the product, DDESC voted not to acquire it. Similarly, DDESC members piloted and reviewed a new learning management system, Canvas. DDESC recommended that the District delay the process of review until the implementation of the new ERP (student information system) was closer to completion.

The District assures a robust and secure technical infrastructure for distance education through managed hosting with Blackboard. Blackboard uses redundant servers and does periodical maintenance upgrades to ensure reliability of services and security. Technical infrastructure is evaluated and maintained by Blackboard. Reliability of the resources are monitored through the 24/7 Help Desk, Presidium. In addition, other technological resources are subscribed to and the services are maintained by the vendor sites.

SDCCD Online Learning Pathways administers a student satisfaction survey bi-annually to ensure that the students' needs are met. Results of the survey are shared with the Districtwide Distance Education Steering Committee who, in turn, make recommendations accordingly. For example, survey results have shown that students needed more technological support. Based on the survey results and upon recommendation of the DDESC, a subscription to Presidium, a 24/7 Help Desk provided through Blackboard was purchased. SDCCD Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. As an example, staff reviewed the inquiries and found that the most frequent problem that students were having was logging into Blackboard. To help solve the issue, automatic emails are sent to all registered online students on how to login to Blackboard prior to the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule [\(III.C.2-11\)](#); [\(III.C.2-12\)](#); [\(III.C.2-13\)](#); [\(III.C.2-14\)](#).

San Diego Miramar College utilizes the Program Review, Budget and Resource Development Subcommittee (BRDS), and Technology Committee processes described in Standard III.C.1, in conjunction with other processes identified by the Technology Committee, when planning for and updating technology. The Technology Committee has routinely practiced a process called "roll-down" [\(III.C.2-15\)](#), where new computers and technology replace computers that are still usable in student areas such as open labs or classrooms. The older computers are then "rolled-down" to other areas, such as administrative offices, or labs with even older computers. In this manner, only the oldest computers on campus are discarded, maximizing the lifespan of the equipment. Additionally, the BRDS adopted a five- year Instructional Equipment Library Material (IELM) plan, which allocates 80% of IELM funds each year to technology refresh. The campus Technology Committee reviews and updates a three-year rolling technology plan on an annual basis [\(III.C.2-16\)](#).

The College ensures that all classrooms meet a minimum standard (i.e. smart classroom) which includes access to either a projection or other display, podium with computer and "guest" laptop hookup [\(III.C.2-17\)](#). The Audiovisual (AV) technicians work with vendors, contractors, and end users to ensure all parties comply with ADA regulations related to AV installation. The AV department meets with end users to develop plans for new construction projects and ensures that all end user needs are met [\(III.C.2-18\)](#).

The Program Reviews of technology service support areas such as AV and IT departments, are campuswide in scope, and incorporate inventory information in their planning process.

AV equipment is tracked and monitored through the AV equipment database tracking system. AV also maintains an ongoing transfer list and dedicated transfer area to track obsolete equipment. Instructional Computing Support (ICS) tracks all computers and related equipment, as well as warranty status, in its own database ([III.C.2-19](#)); ([III.C.2-20](#)). When considered in conjunction with instructional Program Reviews, better-informed decisions can be made about where to place new equipment and where to use roll-down equipment.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Since the adoption a five-year IELM plan, IT now has a more consistent funding source than in the past ([III.C.2-21](#)), which allows for better planning. In 2014-2015 academic year, the campus has replaced over 10% of its computer systems ([III.C.2-22](#)) and initiated a thin-client pilot as part of a plan to ensure delivery of the most up-to-date technology and maximize lifespan of the existing desktop.

According to the 2015 Employee Feedback Survey results, more than half of the respondents (60%) agreed that technology planning is effectively integrated with institutional planning ([III.C.2-23](#)). While this is a good percentage, it indicates that technology services and planning hasn't reached maximum satisfaction with employees. As a result, in 2015 the Technology Committee revitalized the Technology Plan process and format ([III.C.2-24](#)); ([III.C.2-25](#)), discarding the simple report style in favor of a more forward-looking plan. This new plan format includes factual data and a clear goal illustrating future direction for technology services, along with data analysis and action items. Revisions and updates to the Plan will closely follow the existing three-year Program Review format, consisting of three-year goals which are reviewed and updated annually.

### **III.C.3-The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

#### **Evidence of Meeting the Standard**

San Diego Miramar College offers seventeen computer classrooms, six labs, and hundreds of laptops used in classroom situations such as Chemistry and POST, totaling approximately 1,600 systems. The College ensures the security and stability of its computer systems through several means. First, all systems are protected by an enterprise-level antivirus product. Windows systems are protected with Avast!, and Apple/OSX systems are protected via ESET ([III.C.3-1](#)); ([III.C.3-2](#)). Instructional computing systems are further secured with DeepFreeze – a product that ensures that any changes an end user may make or any information saved or cached locally are not present after a reboot. This ensures a consistent user experience in the labs day-to-day, as well as providing a level of privacy and security for end-users.

The Audiovisual department (AV) is responsible for the maintenance and security of audiovisual equipment throughout the campus. AV ensures installed equipment is secured

through lock-boxes, alarms and projector cages. Signatures are required when checking out AV equipment. The AV department performs regularly scheduled maintenance on campus projectors to ensure maximum life and performance from the equipment ([III.C.3-3](#)). New faculty are required to go through a short orientation provided by AV before being given lock-box codes to access the equipment installed in the smart-classrooms. This allows the College to ensure that all faculty have some level of training on the equipment (e.g. how to turn off projectors after use), thus extending equipment life.

Instructional Computing Services (ICS) provides a standardized image for all computer systems across campus ([III.C.3-2](#)) by utilizing automated deployment of software where possible. By installing software and configuration settings through automation tools such as Group Policy, EMCO MSI Builder, SCCM, etc., ICS ensures consistent application availability and configuration across campus and across hardware platforms. All production servers have been virtualized and are hosted on the VMWare vSphere/ESXI 5.x platform, which provides much greater scalability and reliability. The failure of a physical server can be automatically detected and corrected with downtime measured in minutes vs. hours or days.

ICS also strives to maintain consistency in hardware at the building and lab level. When systems become available for replacement in a lab, great efforts are made to ensure all systems are replaced in the lab. When new Prop S and N buildings began coming on line, all computer purchases were consolidated into a single large purchase ([III.C.3-4](#)). Thus, the number of images to maintain for the campus is kept to a manageable level. ICS also performs regular “lab walks” which involve a series of hands-on tests of various systems in the actual labs to ensure proper performance.

In all, as described in Standard III.C.1, nearly all technology-related purchases are routed to the appropriate department (ACS, AV or ICS) for review to ensure adherence to standards. Furthermore, the District is able to provide secure firewall protection due to the centralization of Internet connectivity at the District Data Center. Anti-spam/anti-phishing protection is integrated with the district email as well.

District IT systems are operational 7 days a week, 24 hours a day and outfitted with redundant power supplies, and full RAID 5 or better for fully redundant data disks and redundant processors. Backups are completed at least once a day, and for some critical systems multiple times a day. All backups are sent off site every day to Cordata’s environmentally controlled, earthquake and fire hardened, secure facility ([III.C.3-5](#)).

The District IT department is responsible for a maintenance budget that covers all of the hardware and software it supports and is responsible for throughout the District. The District maintains various maintenance and support contracts depending on the critical nature of the systems and the impact of downtime. Critical systems such as the Administrative Enterprise Resource Planning hosts (HR/Payroll, Finance, Student and Financial Aid) have 7 days a week, 24 hours a day on site maintenance agreements, other less critical systems have 5 days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts in advance of receiving the failed part). Spare in the air support agreements are always preferred because the supplier is responsible for sending the replacement part upon contact rather than waiting to receive and verify the failed part which may often take days to receive a new replacement part ([III.C.3-6](#)); ([III.C.3-7](#)).

In addition, the District maintains a stock of key spare parts for the IT staff to use for replacement purposes, which is usually quicker service than vendors are able to provide. Examples of such parts: are network switches and blades, servers and raid array hard disks.

In addition to offsite data backup storage for all systems, the District maintains a sourcing agreement with CCS Disaster Recovery Systems guaranteeing a one to five day hardware replacement for any hardware located in the Data Center (i.e., IBM mainframe, minicomputers, microcomputers, file and email servers, network switches and routers, etc.) [\(III.C.3-8\)](#).

The District uses Blackboard Managed Hosting System services with top tiered (redundant network, Internet and power providers, and full environment and natural disaster controlled) data centers in northern and southern Virginia with a fully redundant network and database infrastructure. Their primary data center is VA2 in northern Virginia which operates 24x7x365, along with their other data centers. By way of the managed hosting agreement, Blackboard provides highly available active-active network storage systems that are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team. Active-active is the best type of data redundancy which requires disparate hard disk subsystems that are always in use. If one disk subsystem fails, the other one remains fully operational [\(III.C.3-9\)](#).

All Blackboard Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the managed hosting agreement. The District IT Director is a member of the Online Learning Pathways Distance Education Committee and participates as appropriate, in program, budget and service level reviews as well as via regular communications with the Dean of the Online Learning Pathways program [\(III.C.3-10\)](#); [\(III.C.3-11\)](#).

The District IT department also utilizes various network management tools to daily monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of District computers visible to the public to internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to District servers [\(III.C.3-12\)](#); [\(III.C.3-13\)](#); [\(III.C.3-14\)](#).

With regard to security, all Active Directory servers used to authenticate user accounts and passwords, as well as, web servers utilize Secure Socket Layer (SSL) encryption for data security which prevents hackers from being able to see or steal employee login ID's and passwords.

The District IT department provides and supports the network infrastructure including the file servers, and makes sure the core set of data and telecom services are available at all District locations. These include telephone service with local four digit dialing for internal District calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System (ISIS), Financial Aid, (and the PeopleSoft) Finance and Human Resources departments.



## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The combination of DeepFreeze and AntiVirus software has shown to be effective at maintaining computer systems in a stable and safe manner. Although DeepFreeze itself would eliminate any virus infection at a reboot, providing Antivirus software ensures protection to students in between reboots. Furthermore, once a system has been prepared with needed software, DeepFreeze ensures the system remains stable and consistent from day to day.

The standards-based approach to both computer and audiovisual technology has been very effective in ensuring that faculty are able to easily move between classrooms or buildings. By leveraging various enterprise technologies such as Active Directory and application packagers ICS is able to deploy many necessary updates (e.g. Flash, Java, etc.) in a reasonable time. By continuing to enhance the VMWare virtual server “back end,” ICS continues to increase reliability and availability of services to the point where systems can survive a physical server failure with little or no downtime.

### **III.C.4-The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

#### **Evidence of Meeting the Standard**

In many cases, San Diego Miramar College plans for training as a part of the rollout of new technology. This is evidenced by the training modules developed and delivered as part of the new Enterprise Resource Planning (ERP) training sessions system ([III.C.4-1](#)) held to train faculty/staff on website or mobile app content editing; training new faculty/staff on AV equipment; and training on the new Taskstream Accountability Management System ([III.C.4-2](#)); ([III.C.4-3](#)); ([III.C.4-4](#)); ([III.C.4-5](#)); ([III.C.4-6](#)).

The AV Department trains all new incoming faculty and staff on the use of campus smart AV equipment and on AV Department policies and procedures. Training is conducted on location in the new faculty/staff members’ respective operating areas and includes training on all of the following equipment/functionality: AV switchers/controllers, PC projection, ADA lectern operation, regular (non-Marshall) lectern operation, laptop smart AV connectivity, DVD/VHS operation/projection, Smart Board podium operation, wireless PowerPoint clickers, classroom voice amplification and microphones, assistive listening systems, document cameras, and lock box operation ([III.C.4-7](#)).

Instruction and support of staff and administrators at the District Office related to the use of technology and technology systems is primarily done on an as needed basis via requests made through the District Help Desk. As new technology applications or equipment comes on board at the District Office, the District IT department offers training opportunities e.g., staff and administrators attended a training sessions when the new Microsoft Office version

was implemented. In addition, in coordination with the District's Human Resources department, the District IT department funds a 50 concurrent-user license account subscription with the Virtual Training Company (VTC) for self-paced, professional development service for all employees to remain current on over 100 products including Microsoft Windows, Microsoft Office Suite, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many more [\(III.C.4-8\)](#).

In regard to the new ERP system, both the District and College have committed resources to train all personnel on the roll-out and implementation of new system. The first phase of this training has already occurred in a classroom format, and training modules have been made available online [\(III.C.4-9\)](#). The training modules are also available within the ERP system itself.

Key personnel and departments, such as the college Public Information Officer (PIO) and Student Services, have been trained on San Diego Miramar College's mobile app (Miramar Touch), enabling the College to provide students timely access to information. As the mobile app is not intended to be open for everyone to update, training is often handled one-on-one by the College Web Designer.

Ongoing training needs are assessed by department, program or service area through Program Review as a means to seek regular funding for such training. Occasional or one-time needs may be addressed through staff development funding requests.

The College made a larger commitment to technology training for IT & AV staff in recent years by funding annual trips to flagship industry events such as Drupalcon for IT, or Infocomm and NAB for AV.

### ***Online Technology Training***

With regard to faculty, staff and administrators training related to the use of technology and technology systems related to teaching and learning, the District in partnership with the colleges provides training and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations using several methods to obtain feedback to include the following:

- An Online Student Satisfaction Survey, which is administered bi-annually. [\(III.C.4-10\)](#)
- At the end of each technology training workshop, a short questionnaire is submitted by participants regarding other technological training needed. [\(III.C.4-11\)](#)
- Faculty mentors serve on the Distance Education Committee at the campuses and report to the Dean, Online & Distributed Learning about any requests for training requested.
- Also, the Flex Coordinator at each campus solicits suggestions for faculty training.
- The campuses also rely heavily on the District Online Learning Pathways to provide technology training for distance education teaching. Online Learning Pathways regularly offers the Online Faculty Certification Program and the On-Campus Faculty training program (use of Blackboard). As evidenced in the following tables by the increasing number of certification completions: [\(III.C.4-12\)](#)

**Online Certificate Program and On-Campus Program  
Number of Certified Faculty by Campus**

**Online Faculty Certification Program Completions:**

<b>Campus</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Total</b>
CE	2	4	1	0	0	7
City	8	23	74	22	25	152
Mesa	123	42	29	31	48	273
Miramar	10	12	11	6	22	61
<b>Totals</b>	<b>143</b>	<b>81</b>	<b>115</b>	<b>59</b>	<b>103</b>	<b>501</b>

**Blackboard Training for On-Campus Faculty Program Completions:**

<b>Campus</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Total</b>
CE	2	0	3	1	2	8
City	12	14	6	6	2	40
Mesa	63	47	30	22	14	176
Miramar	13	6	9	6	0	34
<b>Total</b>	<b>90</b>	<b>67</b>	<b>48</b>	<b>35</b>	<b>18</b>	<b>258</b>

The District’s Online Learning Pathways (OLP) offers extensive training to faculty and staff in the use of the Blackboard Learn Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology seminars pertinent to both online and classroom instruction is offered by SDCCD Online Learning Pathways staff. These seminars may be face to face, online synchronous, or online asynchronous. Topics addressed include media production, accessibility, mobile learning, and many more. At the end of each session, evaluations are received from the participant either through face-to-face evaluations, email, or via an online questionnaire ([III.C.4-13](#)); ([III.C.4-14](#)); ([III.C.4-11](#)). (<http://www.sdccdonline.net/faculty/training/index.htm>)

The Districtwide Distance Education Steering Committee (DDESC) is comprised of faculty and administrative representatives from each campus. The DDESC informs SDCCD Online Learning Pathways of faculty and campus needs pertaining to training and instructional design assistance ([III.C.4-15](#)). In addition, OLP provides faculty mentors at each campus to inform and to gather input regarding training and support needs of both faculty and students. OLP, through Institutional Research, conducts an online student satisfactory survey. The survey results help to inform OLP and faculty at large of student needs and what is being done right or what improvements might be needed ([III.C.4-10](#)).

OLP provides a training and certification course for online faculty. The rigorous certification activity which is facilitated and graded by our instructional designers is self-paced and requires an average of 20-30 hours to complete. Over 500 faculties, both contract and

adjunct, have completed the course and have received certification. The course is required for online teaching ([III.C.4-12](#)); ([III.C.4-16](#)).

In addition, OLP have made available a Student Orientation to Online Learning ([III.C.4-17](#)). Students are strongly encouraged by their faculty to go through the orientation. The orientation covers time management, organizational skills, and navigating through the LMS. OLP maintains a training and production lab in its offices, which is located at Miramar College with staff available to assist students and faculty with any issues accessing online materials. OLP has a 24x7 Help Desk to support both faculty and students with technology related problems accessing Blackboard ([III.C.4-14](#)); ([III.C.4-18](#)).

The District's Online Learning Pathways also provides training for the Enrollment Management System. Training occurs at the request of the campuses when new reports are made available. The EMS reports are currently being constructed and when a new release is implemented, staff will train campus users on the new features. The EMS Advisory Group comprised of the Vice Presidents of Instruction, District Instructional Services staff, and District Student Services staff, meets monthly to advise the development of new reports or modifications of existing reports ([III.C.4-19](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** According to the 2015 Employee Feedback Survey, 65% of respondents agreed that the College provided "adequate training to faculty and staff in the application of information technology" ([III.C.4-20](#)). This particular item showed an increasing trend in satisfaction survey results between 2009 and 2015 (i.e. 55% in 2009 to 65% in 2015). These survey results indicate that the College has engaged in successful training for faculty, staff, and administrators in the application of information technology such as the College's website content management system, ERP system, online teaching, and Taskstream.

In all, the College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. This allows the College to meet student need both inside and outside the classroom.

### **III.C.5-The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

San Diego Miramar College follows policies and procedures that guide the appropriate use of technology in the teaching and learning process as evidenced in Board Policy *BP 5020: Curriculum Development* and Administrative Procedure *AP 5105: Distance Education*. According to *AP 5105*, the Vice Chancellor of Instructional Services, or designee in collegial consultation via the District Governance Council, shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and

practices that are effective in verifying student identification. In addition, guidelines for good practice are included in the Online Faculty Certification Program [\(III.C.5-1\)](#); [\(III.C.5-2\)](#); [\(III.C.5-3\)](#) .

On-campus technology use is fairly open, in that the College has not enacted a large number of arbitrary procedures. However, all computers are protected by an anti-virus product, and, with few exceptions, DeepFreeze. This ensures that students are afforded a level of protection and that the systems remain consistent and stable from day-to-day.

Maintaining the technology infrastructure is challenging. With the near-completion of proposition S & N funded expansion, technology support demands have more than tripled in many areas. In order for ICS to provide effective service to so many systems, it is critical that all systems be grouped into large blocks of identical systems. This practice allows for the maintenance of a single hard-drive image, making it much easier for ICS to update an image to provide the latest software. The collegewide practice that all computer purchases go through ACS or ICS for signatures allows these departments to review and ensure all systems purchased are standard, or that there is a justification for deviating from the standard.

The Budget and Resource Development Subcommittee (BRDS) and Technology Committee oversee the allocation of campuswide finds such as IELM. Because a technology representative from ICS is a defined member of the BRDS committee, technology purchases can be examined at the collegewide as well as departmental levels. Systems can then be replaced under a roll-down process (please see Standard III.C.2 for details), so that individual requests from departments Requests for Funding are aggregated into a single large block-purchase of identical systems when possible [\(III.C.5-4\)](#). This block of computers can then replace computers in large labs, providing “roll-down” systems to handle the needs of smaller labs or various departmental requests. Furthermore, BRDS has adopted a standard plan for the use of resources, allocating 80% of IELM funds towards “technology refresh” [\(III.C.5-5\)](#).

The College uses a Content Management System (CMS) to drive its website and has adopted procedures to ensure appropriate administrators, faculty, and staff are trained on updating their content [\(III.C.5-6\)](#); [\(III.C.5-7\)](#).

ICS has engaged in a pilot program to test thin-client & Virtual Desktop Infrastructure (VDI) as a means to provide access to the latest technology/software on older systems or less-expensive thin-client hardware. During fall 2015, several new servers have been installed to provide the back-end compute capability for the VDI project [\(III.C.5-8\)](#), with an estimated capability of supporting at least several hundred VDI sessions. One week of professional consulting [\(III.C.5-9\)](#); [\(III.C.5-10\)](#) is implemented to move from a small pilot to a larger production deployment.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The BRDS adoption of an ongoing plan for the allocation of IELM resources has allowed for longer term planning by Instructional Computing Support (ICS). As a result, multi-year projects (e.g. thin-client) and more comprehensive planning is possible. Currently, the Technology Committee is overhauling the Campus Rolling Technology Plan using the new BRDS

allocation framework, which promotes continuous improvement in processes and systems. In support of this, in the 2015 Student Feedback Survey, 85% of respondents were satisfied with “instructor’s use of technology in and out of the classroom.” This particular item shows an increasing trend between 2009 and 2015 (i.e. 78% in 2009 to 85% in 2015) ([III.C.5-11](#)). The roll-down process plays a large part in ensuring that the newest technology is made available to students, and the large-block purchases make it feasible to keep systems images included with the necessary software. Pilot programs, such as thin-client, and a concerted effort to utilize enterprise technology also play a role in managing the large number of computer systems now on campus.

### **Master list of Evidence for Standard III.C**

[III.C.1-1: 2014 AV-InfoComm Travel Request](#)

[III.C.1-2: 2016 ICS-Drupalcon Travel Request](#)

[III.C.1-3: 2015-16 AV Program Review](#)

[III.C.1-4: 2015-16 ICS Program Review](#)

[III.C.1-5: Technology Committee Minutes 10/28/14](#)

[III.C.1-6: TTechnology Committee Agenda 11/03/15](#)

[III.C.1-7: 2014 RFF Technology Committee Prioritization Spreadsheet](#)

[III.C.1-8: 2015 RFF Technology Committee Prioritization Spreadsheet](#)

[III.C.1-9: Police Academy A-200 Building AV Plan](#)

[III.C.1-10: Student Resource & Welcome Center Building AV Plan](#)

[III.C.1-11: AV Home Depot Blanket Purchase Order 2015](#)

[III.C.1-12: ICS VDI Server Requisition Order 2015](#)

[III.C.1-13: ICS Independent Learning Center Inventory](#)

[III.C.1-14: AV Maintenance Log-Main Lamps](#)

[III.C.1-15: ; AV Lamp Reading Summer 2015](#)

[III.C.1-16: SDCCD Technology Master Plan 2016-18](#)

[III.C.1-17: Microsoft Open Value Subscription Agreement](#)

[III.C.1-18: Adobe Creative Cloud Enterprise Term License Agreement](#)

[III.C.1-19: Distance Education Handbook](#)

[III.C.1-20: Blackboard Managed Hosting Webpage](#)

[III.C.1-21: District's Managed Hosting Agreement](#)

[III.C.1-22: FCCC Blackboard Agreement](#)

[III.C.1-23: Network Monitoring Example](#)

[III.C.1-24: WAN Daily Monitoring Example](#)

[III.C.1-25: Blackboard Managed Hosting System Agreement](#)

[III.C.1-26: Districtwide Distance Education Steering Committee Meeting Notes Webpage](#)

[III.C.1-26: District Distance Education Steering Committee Meeting Notes Webpage](#)

[III.C.1-27: IT Technology Maintenance and Refresh Analysis document](#)

[III.C.1-27: IT Technology Maintenance and Refresh Analysis document](#)

[III.C.1-28: IT HelpDesk Monthly Call Log](#)

[III.C.1-29: SDCCD Online Learning Pathways Webpage](#)

[III.C.1-30: Miramar College 2015 Employee Feedback Survey, items 23 & 24, p. 8](#)

[III.C.1-31: Miramar College 2015 Employee Feedback Survey, items 48 & 51, pp. 18-19](#)

[III.C.1-32: Miramar College 2015 Student Feedback Survey, items 54 & 55, p. 25](#)

[III.C.1-33: San Diego Miramar College Governance Handbook May 2016, p. 25](#)

[III.C.1-34: San Diego Miramar College Computer Roll Down Summary](#)  
[III.C.2-1: SDCCD Technology Master Plan 2016-18](#)  
[III.C.2-2: Mesa College Information Technology Council Minutes 5/15/15](#)  
[III.C.2-3: City College Wireless Coverage Plan](#)  
[III.C.2-4: Mesa College Wireless Coverage Plan](#)  
[III.C.2-5: Miramar College Wireless Coverage Plan](#)  
[III.C.2-6: Continuing Education Wireless Coverage Plan](#)  
[III.C.2-7: SDCCD Microcomputer and Printer Equipment Standards](#)  
[III.C.2-8: SDCCD Microcomputer and Printer Equipment Standards](#)  
[III.C.2-9: SDCCD Audio-Visual Equipment Standards](#)  
[III.C.2-10: SDCCD Audio Visual Equipment Construction Standards](#)  
[III.C.2-11: Districtwide Distance Education Steering Committee Meeting Notes Webpage](#)  
[III.C.2-12: SDCCD Institutional Research and Planning Survey Results Webpage](#)  
[III.C.2-13: IT HelpDesk Ticket Summary](#)  
[III.C.2-14: Online Student Login Instructions](#)  
[III.C.2-15: San Diego Miramar College Computer Roll Down Summary](#)  
[III.C.2-16: San Diego Miramar College Technology Plan: : Three Year Rolling Technology Plan Fall 2014-Spring 2017](#)  
[III.C.2-17: General AV Guidelines-Smart Classroom](#)  
[III.C.2-18: S6 Science Expansion Building AV Plan](#)  
[III.C.2-19: 2015-16 AV Equipment Database](#)  
[III.C.2-20: ICS Independent Learning Center Inventory](#)  
[III.C.2-21: Budget & Resources Development Subcommittee Minutes 2/21/14, p. 2](#)  
[III.C.2-22: 2014-15 Hybrid IELM Requisition Log](#)  
[III.C.2-23: Miramar College 2015 Employee Feedback Survey, item 64, p. 26](#)  
[III.C.2-24: Technology Committee Minutes 9/22/15, p. 2](#)  
[III.C.2-25: San Diego Miramar College Technology Plan 2.0: The Next Generation-Draft 9/22/16](#)  
[III.C.3-1: San Diego Miramar College Technology Plan 2.0: The Next Generation-Draft 9/22/16](#)  
[III.C.3-2: ICS Office Image Checklist](#)  
[III.C.3-3: 2015-16 AV Projector Filter Maintenance Log](#)  
[III.C.3-4: ICS Library Learning Resource Center Building Requisition Log](#)  
[III.C.3-5: Corodata Media Storage Agreement](#)  
[III.C.3-6: SDCCD Network Management Example](#)  
[III.C.3-7: IT Maintenance and Refresh Analysis document](#)  
[III.C.3-8: CCS Webpage](#)  
[III.C.3-9: Blackboard Managed Hosting Webpage](#)  
[III.C.3-10: Management Service Council Minutes 2013-15](#)  
[III.C.3-11: Districtwide Distance Education Steering Committee Meeting Notes Webpage](#)  
[III.C.3-12: Network Monitoring Example](#)  
[III.C.3-13: WAN Daily Monitoring Example](#)  
[III.C.3-14: SDCCD IT Network Diagram](#)  
[III.C.4-1: ERP Payroll Training Email 1/07/16,](#)  
[III.C.4-2: Web Content Training Email 11/12/15](#)  
[III.C.4-3: Mobile App Training Email 10/14/15](#)

[III.C.4-4: Taskstream Training Flyer #1](#)  
[III.C.4-5: Taskstream Training Flyer #2](#)  
[III.C.4-6: Taskstream Training Flyer #3](#)  
[III.C.4-7: AV Lectern Instructions](#)  
[III.C.4-8: Virtual Training Company Webpage](#)  
[III.C.4-9: ERP Finance Online Training](#)  
[III.C.4-10: SDCCD Institutional Research and Planning Survey Results Webpage](#)  
[III.C.4-11: SDCCD Technology Training Survey Results](#)  
[III.C.4-12: OLP Certification Program Completion Webpage](#)  
[III.C.4-13: Blackboard Training for On-Campus Faculty](#)  
[III.C.4-14: OLP Faculty-Staff Training Webpage](#)  
[III.C.4-15: Districtwide Distance Education Steering Committee Meeting Notes Webpage](#)  
[III.C.4-16: OLP Certification Program Webpage](#)  
[III.C.4-17: Online Student Orientation Webpage](#)  
[III.C.4-18: IT HelpDesk Ticket Summary](#)  
[III.C.4-19: SDCCD Online Learning Pathways Enrollment Management System \(EMS\) Webpage](#)  
[III.C.4-20: Miramar College 2015 Employee Feedback Survey, item 66, p. 26](#)  
[III.C.5-1: Board Policy 5020 Curriculum Development](#)  
[III.C.5-2: Administrative Procedure 5105 Distance Education](#)  
[III.C.5-3: Online Faculty Certification Program Good Practice Guidelines](#)  
[III.C.5-4: ICS Library Learning Resource Center Building Requisition Log](#)  
[III.C.5-5: IELM 5-year Plan](#)  
[III.C.5-6: Web Content Training Email 11/12/15](#)  
[III.C.5-7: Web Content Training Email 3/16/15](#)  
[III.C.5-8: ICS-Dell Blade Server Purchase](#)  
[III.C.5-9: 2014-15 Hybrid IELM Technology Refresh Spreadsheet](#)  
[III.C.5-10: ICS-Dell VDI Consulting](#)  
[III.C.5-11: Miramar College 2015 Student Feedback Survey, item 23, p. 7](#)



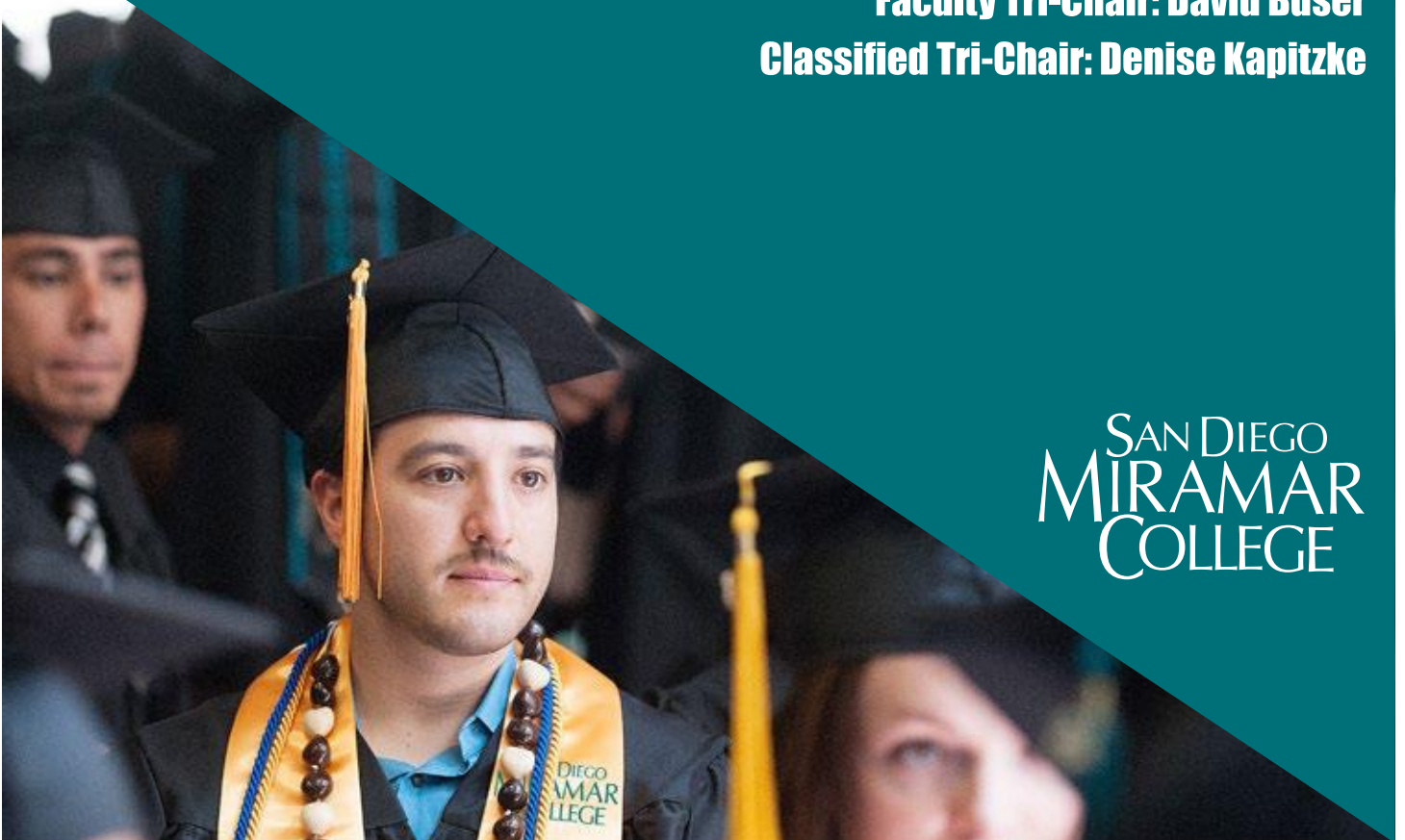
# Standard III: Resources

## Standard III.D.: Financial Resources

**Administrative Tri-Chair: Brett Bell**

**Faculty Tri-Chair: David Buser**

**Classified Tri-Chair: Denise Kapitzke**



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## STANDARD III.D. FINANCIAL RESOURCES

**III.D.1-Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### **Evidence of Meeting the Standard**

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources allocated provides a reasonable expectation of both short and long-term financial solvency. Financial resource planning at the District, colleges and Continuing Education level is consistently integrated with institutional planning.

The Districtwide “Budget Planning and Development Council” (BPDC) is entrusted with the task of making recommendations to the Chancellor on districtwide budget and planning issues. The Council is comprised of constituency representatives from throughout the District as defined in the District’s “Administration and Governance Handbook”, which is reviewed and updated annually. The Council reviews the Campus Allocation Model and budget assumptions used in the development of the annual tentative and adopted budget. District, colleges and Continuing Education’s Educational Master Plans provide the underlying guidelines for budget planning and development. The BPDC meets on a monthly basis with discussions focusing on state and local funding and non-collective bargaining aspects of the annual expenditure budget from a District perspective. Each of the colleges and Continuing Education then develop its own budget based upon its planning and resource allocation processes [\(III.D.1-1\)](#); [\(III.D.1-2\)](#).

Resource allocation to the colleges and Continuing Education is based upon full-time equivalent student (FTES) targets, which are calculated using the state apportionment cap assigned to the District plus an additional minimum of 1% FTES in an effort to support and respond to local community demand regardless of whether all of the FTES will be funded by the state [\(III.D.1-3\)](#). The primary operating fund of the District is the General Fund Unrestricted (GFU) and Restricted (GFR) representing revenues and expenditures that support instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the District’s mission, goals and planning documents.

The GFR fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts and other state funded programs such as Student Success and Support Program (SSSP), Student Equity, Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs, TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative. In addition to state restricted funds, the District’s federal and local income averages approximately 30% of the District’s General Fund Adopted Budget.

The District's Funds other than General Fund (GFU and GFR) represent approximately one-half of the District's total Adopted Budget, which are established in accordance with and as defined in the Budget and Accounting Manual of the California Community College system. The supplemental funds characterize a wide range of revenues and expenditures from specific sources such as, the Child Development Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Propositions S & N Construction Programs ([\(III.D.1-4\)](#); [\(III.D.1-3\)](#); [\(III.D.1-5\)](#); [\(III.D.1-6\)](#); [\(III.D.1-7\)](#), [\(III.D.1-8\)](#); [\(III.D.1-9\)](#); [\(III.D.1-10\)](#); [\(III.D.1-11\)](#); [\(III.D.1-12\)](#); [\(III.D.1-13\)](#); [\(III.D.1-14\)](#); [\(III.D.1-15\)](#) ; [\(III.D.1-16\)](#); [\(III.D.1-17\)](#); [\(III.D.1-18\)](#); [\(III.D.1-19\)](#); [\(III.D.1-20\)](#); [\(III.D.1-21\)](#); [\(III.D.1-22\)](#); [\(III.D.1-23\)](#); [\(III.D.1-24\)](#); [\(III.D.1-25\)](#); [\(III.D.1-26\)](#); [\(III.D.1-27\)](#); [\(III.D.1-28\)](#)).

With regard to the General Fund (GFU and GFR), the District is primarily dependent upon state apportionment revenue funding, which represents approximately 90% of the total GFU revenues. GFU represented 51% of the District's Total General Fund as of June 30, 2015. GFR adopted budget revenue represented 49% of the District's Total General Funds as of June 30, 2015 and was the third largest source of revenue received by the District in FY 2014-15.

A campus based allocation process determines the level of resources allocated to the colleges, Continuing Education, the District Office and District Service Center. The "Campus Allocation Model" (CAM) determines the actual amount allocated to the colleges and Continuing Education based upon FTES targets established each year as part of the budget planning and development process at the District level ([\(III.D.1-3\)](#)). The CAM then flows through to the "Budget Allocation Model" (BAM), which includes all District divisions and departments, projected salary and benefit costs for contract positions and other districtwide commitments including collective bargaining and "Meet and Confer" agreements ([\(III.D.1-5\)](#)). The District's "Resource Allocation Formula" (RAF) establishes the proportional share of dollars available to each employee unit, with each unit then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF document defines the methodology and supporting documentation in support of the calculations as agreed upon by all employee units in the three-year RAF document ([\(III.D.1-29\)](#)).

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([\(III.D.1-30\)](#)). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

SDCCD Online Learning Pathways financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. SDCCD Online Learning Pathways supports training, professional development, and provides funding

for online faculty mentors to attend conferences. Financial resources are also available for the maintenance and upgrade/replacement of equipment in the Production Lab which supports faculty development of online courses ([III.D.1-4](#)).

Distance education (DE) courses, programs, services and professional development resources are provided to the District's Instructional Services Division, which administers and manages districtwide DE planning, maintenance and enhancement of DE courses.

In concert with the District, San Diego Miramar College has a mature and robust resource allocation process that sustains student learning programs and services and improves institutional effectiveness. The distribution of resources follows a tentative and adopted budget development process to allocate resources to each college and Continuing Education. The budget model first identifies enrollment management targets for the budget year and then allocates FTES targets which, in turn, fund full-time equivalent faculty (FTEF) allocation to each campus. From the total FTEF allocation, the campus first allocates contract FTEF. The remaining FTEF is then available for adjunct ([III.D.1-31](#)).

The model fully funds contract salaries, annual step and column increases, and employer paid benefits. In addition, the model funds substitute, extended service units (ESU), other reassigned time, and Department Chair reassigned time. The model then funds the balance of contract filled and vacant non-classroom positions. Separately, the model clearly allocates FTES, FTEF, and budget goals for intersession and summer terms. For San Diego Miramar College, the model also includes an allocation for the Regional Public Safety Institute. Within this allocation, the District identifies resources for Academy, In-service, and Instructional Service Agreements. The model then allocates resources for campus discretionary use. This allocation is formula based and consists of a funding rate multiplied by the FTES target for the budget year. Lastly, the model allocates resources for adjusting contractual items and ending balances. These items include Pro-rata, AFT Travel, library release time and DSPS funding. In order to encourage fiscally responsible spending, the District returns 25% of ending balances to the campus to be used as an emergency reserve.

With the adopted budget approved by the Board of Trustees each September, the College begins its internal integrated allocation and re-allocation process. The Budget and Resource Development Subcommittee (BRDS), the Planning and Institutional Effectiveness Committee (PIEC), the campus constituency groups (i.e. Academic Senate, Classified Senate, Associated Student Government, and Managers), and the College Executive Committee (CEC) manage these processes.

Each of these committees recommends allocations and re-allocations in consideration of the Program Review process which is completed by October. The Program Review process allows for the identification of resource needs and how these needs are linked to the Campus Strategic Goals and Outcomes Assessment.

The Dean's Council reviews the addition of FTEF resources and allocations by school are adjusted to meet the Program Review and Strategic Plan Goals of the College. At the completion of the Program Review process, additional classified and certificated hiring prioritizations are completed by each Division and recommended to the CEC. The change in discretionary budget from one year to the next is evaluated at BRDS, PIEC and CEC. The College conducts data gathering and requests after the Program Review process has been completed. Requests for additional discretionary resources are justified from Program

Review and prioritized by School, Division and the BRDS. Final recommendation for allocation goes to PIEC and CEC.

On an annual basis, new discretionary resources allocated in the Budget Model are identified and reviewed for campus allocation. BRDS initiates this process by asking each Division lead to complete a Discretionary Resources Allocation Form [\(III.D.1-32\)](#). The Division requests, prioritizes and justifies each request based upon Program Review and institutional planning priorities. BRDS provides final prioritization, which is reviewed by the PIEC and then moved to CEC for approval.

During budget development, each Division uses a similar process as described above to reallocate existing discretionary resources. If resources need to be reallocated between Divisions, the Division leads provide recommendation.

At the completion of Program Review each year, the campus completes a Request for Funding (RFF) process. This process is managed by BRDS and utilizes one-time funds to purchase equipment, supplies and technology. Typical funding sources are BRDS Unrestricted Fund, IELM and Lottery [\(III.D.1-33\)](#).

#### *Distance Education:*

San Diego Miramar College is effective and efficient in using its resources to facilitate and achieve its mission and educational purposes, and student learning outcomes as evidenced by data collected in the College Fact Book and annual Scorecard. Based on the premise that there is no financial and resource distinction between courses through traditional modes versus a distance learning mode, special consideration for additional human, physical, technology and financial resources is not required solely for courses offered as distance education at this time. Instead, all resources are considered in the overall planning and budgeting for instructional services, learning support services, and student support services [\(III.D.1-34\)](#).

Funding for distance education (DE) at San Diego Miramar College is provided in two distinct areas: DE infrastructure/ support and course/ program offerings. DE infrastructure and support is provided by the District's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the District Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as upgrades of Blackboard, instructional software, the District Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each college; and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to San Diego Miramar College at no additional cost, regardless of the number of DE courses offered. Funding for course offerings is provided for in the College operating budget. Since there is no financial distinction between courses offered on campus or through DE, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the College's course and program offerings.

Accordingly, campus decision-making about the appropriate mix of course delivery methods is based entirely on the needs of San Diego Miramar College's student population and the pedagogical issues associated with delivering high-quality instruction in a DE format. Ongoing analysis and future planning DE programs and services is integrated in College's master planning process. Technological support and coordination is addressed and prioritized through the College Technology Committee and the Districtwide Distance Education Steering Committee. Practices to ensure quality online instruction and student services are addressed in the campus Distance Education Subcommittee. The College's Planning and Institutional Effectiveness Committee brings together the long-range planning components of strategy and policy development to provide annual priorities ([III.D.1-35](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered districtwide ([III.D.1-3](#)). The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget ([III.D.1-4](#)). Any deficit budgeting is a result of realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in over-allocation of expense budgets. The District has consistently ended each fiscal year without a financial deficit, where actual expenses do not exceed actual revenues. In addition, the District consistently maintains adequate cash reserves, avoids external borrowing costs and meets all state mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number) to name a few.

The budget and financial affairs of the District are widely and regularly communicated through various participatory governance councils and committees, through the Chancellor's Forums, campus meetings, and budget messages and various internal and external publications distributed throughout the course of the fiscal year ([III.D.1-2](#)); ([III.D.1-36](#)); ([III.D.1-37](#)); ([III.D.1-38](#)). The financial stability of the District is demonstrated by the District's annual externally prepared audits consistently being opinioned as "unmodified" by the independent auditors. The District's financial stability is further demonstrated by the District consistently receiving the highest bond rating for a California community college that is apportionment funded from Standard and Poors (S&P), which in October 2016 moved the District from an AA+ "stable" outlook to an AA+ "positive" outlook and Moody's Investment Services (Moody's) upgrading the District in October 2016 from Aa1 to Aaa, which is Moody's highest rating possible for any entity ([III.D.1-39](#)), ([III.D.1-40](#)); ([III.D.1-41](#)), ([III.D.1-42](#)); ([III.D.1-43](#)); ([III.D.1-44](#)).

Through Program Review and governance committee work, the College conducts an integrated distribution of resources. The College meets this Standard by allocating resources to prioritize and hire new contact faculty and classified employees ([III.D.1-45](#)); ([III.D.1-46](#)). Additionally, during the campus budget development cycle, the Budget and Resource Development Subcommittee identifies new resources available from the District's Budget Model and provides an integrated process to allocate new resources and re-allocate existing resources ([III.D.1-32](#)). The College and District will continue their efforts in this area.

**III.D.2-The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **Evidence of Meeting the Standard**

San Diego Miramar College’s mission is the foundation for the College’s Strategic Plan Goals (see Standard I.A for details) and provides a foundation for integrated financial planning. The College’s financial planning follows all State and District Board Policies (*BP 6200: Budget Preparation, BP 6205: Final Budget, BP 6250 Budget Management, and BP 6300: Fiscal Management*), as well as all associated Administrative Procedures ([\(III.D.2-1\)](#); [\(III.D.2-2\)](#); [\(III.D.2-3\)](#); [\(III.D.2-4\)](#)). The majority of the financial planning occurs in the College’s Budget and Resource Development Subcommittee (BRDS), which is responsible for annual budget review process as described in the committee goals:

- Assist with development and dissemination of annual updates of the College funding sources.
- Identifying potential funding sources for program/service needs.
- Reviewing information regarding potential funding sources as identified by the campus and/or grants office.
- Reviewing & prioritizing the College annual Program Review-generated campus requests for funding.
- Reviewing emergency requests for funding and facilitating identification of funding sources [\(III.D.2-5\)](#).

The BRDS reports directly to the Planning and Institutional Effectiveness Committee (PIEC), which ensures that financial planning processes are aligned with institutional plans for content and timelines. One of the main charges of BRDS is the annual request for funding process. Programs and service areas must link resource requests to Program Review goals, learning outcomes, and the College Strategic Plan Goals [\(III.D.2-6\)](#). Additional processes assist the BRDS in making prioritization decisions that are based on institutional plans (i.e. Program Review and the College Strategic Plan Goals). To allocate new resources, the College uses a Continuous GFU Discretionary Resource Allocation model prepared by BRDS. Any requests for funding are submitted to BRDS each fall, and funding requests require justification based on Program Review to ensure alignment with planning [\(III.D.2-7\)](#). This document is then used to inform the reallocation of existing resource in the spring [\(III.D.2-7\)](#). Together, these financial planning documents help to create the annual Miramar College Adopted Budget [\(III.D.2-8\)](#). These budget documents provide evidence that past fiscal expenditures have supported achievement of institutional plans.

In a given budget cycle, the College must also speak to full-time equivalent student (FTES) goals that are set districtwide and that are evaluated weekly at the Chancellor’s Cabinet and at the College Executive Committee (CEC) [\(III.D.2-9\)](#). To meet these goals, the Instructional Division identifies full-time equivalent faculty (FTEF) allocations that annually translate to resource allocations [\(III.D.2-10\)](#). In all, the financial planning processes rely

primarily on the College's plans for content and timelines, as evidenced in the College's Annual Planning Calendar [\(III.D.2-11\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College's existing resource allocation is rooted in Program Review and is integrated into the BRDS and PIEC processes. In the 2015 Employee Feedback Survey, when asked if the College processes for budget development are clearly communicated, 54% of the respondents agreed, 27% neither agreed nor disagreed, and only 20% disagreed with this statement [\(III.D.2-12\)](#).

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 College's 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 was addressed through the planned implementation of a new administrative software system that sought to fully integrate financial and personnel systems. Finance has gone live as of July 1, 2015; Human Capital Management has gone live in January 2016; and Campus Solutions will go live fall 2017.

While the campus financial planning processes are based on the institution's mission and goals, the College is committed to continuous improvement and providing a more direct link between the institutional planning processes. Currently the College is revising the BRDS information online and updating the resource allocation documents to provide a direct link to the College's Strategic Plan Goals.

- **Action Plan 1:** Develop a BRDS information page to supplement the current information available on the College Website. Provide more detailed information on how various financial planning processes intersect to create the annual Miramar College Adopted Budget.
- **Action Plan 2:** Update the fall Continuous GFU Discretionary Resource Allocation model documents to include a direct link to the College Strategic Plan Goals.

### **III.D.3-The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

#### **Evidence of Meeting the Standard**

As discussed in Standard III.D.2, the College has an established process for financial planning and budget development within the Budget and Resource Development Subcommittee (BRDS) [\(III.D.3-1\)](#). As part of the College participatory governance system, BRDS planning and budgeting processes are open to participation by all members of the College community. The Subcommittee also has membership representing all facets of the College, including the Vice Presidents of Administration, Student Services, and Instruction; seven faculty representatives, including an Academic Senate designee to the District Budget



Council and at least one person from Student Services and from a career and technical education program; four classified staff, including the Accounting Supervisor and one member from the technology support service area; and a student representative designated by the Associate Student Council [\(III.D.3-2\)](#). In addition, request for funding applications are available to all departments and service areas, and BRDS meetings are open to all faculty and staff, providing opportunity for input and participation.

As a subcommittee of the Planning and Institutional Effectiveness Committee (PIEC), the BRDS allocation process ensures that recommendations and ranking of requests come from priorities set at department and program level, school level, and institutional level [\(III.D.3-3\)](#). The BRDS supplies information concerning available financial resources to the PIEC, and the committee processes this information, along with inputs from program review updates and external environmental scans, to produce collegewide goals and objectives for the coming year. These goals and objectives, in turn, are passed down to the BRDS to assist in the prioritization process for the following year's funding [\(III.D.3-4\)](#).

Annually at the fall convocation, the Vice President of Administrative Services provides a Budget Update. This update is followed closely by the Chancellor's Forum presentation that outlines current and future financial planning. This presentation looks both at State and District financial environments to validate current year financial planning and to prepare for future planning [\(III.D.3-5\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College has an established process and guidelines for financial planning and budget development, which includes all College constituencies. In the 2015 Employee Feedback Survey, employees were asked if they had "appropriate opportunities to participate in budget development for the College through its participatory governance processes." Fifty-four percent of the respondents indicated that they agreed with this statement and 25% of the respondents neither agreed nor disagreed [\(III.D.3-6\)](#).

Through BRDS, PIEC and CEC, the College identifies annual dates for financial planning and budget development. These dates are followed to ensure an integrated process that dovetails with District budget development timelines. All constituents are involved in the referenced committee process and in the development of dates for financial planning. San Diego Miramar College will continue efforts to monitor this area for continued compliance.

### **III.D.4-Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Evidence of Meeting the Standard**

Financial assessment is a shared responsibility of the colleges, Continuing Education and the District. The District's Strategic Planning Committee regularly reviews its Strategic Plans priorities and goals, which inform the colleges and Continuing Education's Strategic Plans and vice versa [\(III.D.4-1\)](#); [\(III.D.4-2\)](#) The colleges and Continuing Education develop their

Strategic Plans and ensure alignment with the District's plan. The colleges and Continuing Education systematically assesses the effective use of financial resources in alignment with planning documents, using a variety of methods and tools such as audits, program planning and review, Educational Master Plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program review.

The District's Executive Vice Chancellor of Business and Technology Services is charged with overseeing and monitoring the District, colleges and Continuing Education financial resources, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundations, institutional investments, and assets. The colleges and Continuing Education's President and Vice President of Administrative Services are responsible for the development, administration, and control of their institution's budgets, with oversight by the District's Executive Vice Chancellor of Business and Technology Services.

Additional budget requests for the colleges, Continuing Education and District divisions are submitted to the Chancellor's Cabinet for review, discussion and potential approval of augmented budget allocations. Cabinet discussion include assessment of funding sources such as re-allocation of existing budgeted expenditures due to budgeted but vacant positions, as well as, additional revenue augmentation. In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon [\(III.D.4-3\)](#). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor. The State and District's budget status is a standing agenda item at the weekly Chancellor's Cabinet meetings, the bi-monthly District Governance Council (DGC) meetings and monthly District Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed on a weekly basis at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation with a focus on student learning being a primary priority. Enrollment management is also a standing agenda item for the BPDC [\(III.D.4-2\)](#); [\(III.D.4-4\)](#); [\(III.D.4-5\)](#).

In the budget development process, San Diego Miramar College's Instructional Division proactively determines the percent of total full-time equivalent faculty (FTEF) to be allocated to each school [\(III.D.4-6\)](#). This planning document is used to realistically allocate resources and also provides performance evaluation as the terms progress.

During Strategic Enrollment processes, the District has accelerated the College's full-time equivalent student (FTES) growth by directing an additional 100 FTES target (plus any additional added during the year) to the budget allocation for the College. The goal is for San Diego Miramar College to reach a 10,000 FTES target by 2019, thus moving from a small-sized college to a medium-sized college.

San Diego Miramar College tracks all FTEF resources on a weekly basis [\(III.D.4-7\)](#). The Vice President of Instruction reports on FTEF budgeted and actual FTEF scheduled by Instruction. This data is used to control overall budget and to ensure that Miramar reaches its FTES targets. At each fall convocation, the Vice President of Administrative Services provides a high-level overview of prior year budget compared to current year budget [\(III.D.4-8\)](#). This update includes State financial status and impact upon California Community Colleges and the San Diego Community College District. This presentation also reports upon FTES targets and FTEF allocations.

Lastly, Budget and Research Development Subcommittee (BRDS) allocates resources on a one-time basis during the RFF process. This process considers the College's Strategic Plan; how the request is integrated into Program Review; and if the request has safety, accreditation, certification or other implications [\(III.D.4-9\)](#). In addition to these one-time allocations, the campus considers Program Review goals to allocate new Discretionary resources and to justify re-allocation of existing resources.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Based upon the 2015-16 FTES target allocation of 8,337 to San Diego Miramar College, it is anticipated that the College will have sufficient financial resources to apply to its plan to grow to 10,000 FTES.

**III.D.5-To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

To assure the financial integrity of the District and responsible use of financial resources, internal controls are evaluated and reported annually by the external auditors. The internal control structure has appropriate control mechanisms and uses the results of the review to improve upon internal control systems throughout the District. The internal controls are followed at the District, colleges and Continuing Education level and are in accordance with Generally Accepted Accounting and Auditing requirements. The District's internal controls allow management and employees in their normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. Separation of duties within functional operational areas are reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy and Administrative Procedure *BP/AP 6125: Fraud Procedure and Whistleblower Protection* provide a process by which irregularities can be reported and appropriately addressed. The external independent auditors have consistently determined that the District's internal control structure has appropriate control mechanisms

in place, which are strong and adequate to support sound financial decision making and fiscal stability of the District ([III.D.5-1](#)); ([III.D.5-2](#)); ([III.D.5-3](#)); ([III.D.5-4](#)); ([III.D.5-5](#)); ([III.D.5-6](#)); ([III.D.5-7](#)); ([III.D.5-8](#)); ([III.D.5-9](#)); ([III.D.5-10](#)); ([III.D.5-11](#)).

The District's financial administrative management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. Non-contract staffing is funded and administered at the campus and District Office level from allocated budgets on an annual basis. The Campus Allocation (CAM) and Budget Allocation Model (BAM) are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drives the allocation of resources to the District, colleges and Continuing Education. Credibility of the information with constituents is achieved by transparency and regular on-going communications to appropriate institutional leadership and constituents.

The Board's Budget Study and Audit Sub-committee meets with the external auditors, the Chancellor, Executive Vice Chancellor and Controller to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had five consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and, San Diego Community College Auxiliary Organization ([III.D.5-1](#)); ([III.D.5-2](#)); ([III.D.5-3](#)); ([III.D.5-4](#)); ([III.D.5-5](#)); ([III.D.5-6](#)); ([III.D.5-7](#)); ([III.D.5-8](#)); ([III.D.5-9](#)); ([III.D.5-12](#)); ([III.D.5-13](#)); ([III.D.5-14](#)); ([III.D.5-15](#)). In addition to the auditors' opinion for all five audits being unmodified, no findings or recommendations have been identified in any of the five audits for the fifth consecutive year.

In addition to meeting with the Board's Budget Study and Audit Subcommittee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees ([III.D.5-16](#)).

San Diego Miramar College's Vice President of Administrative Services and the Academic Senate President sit on the District Budget Planning Council (DBPC). This District committee defines reviews the campus allocation funding model and proposes budgets to the Chancellor's Cabinet Board of Trustees for approval ([III.D.5-17](#)).

San Diego Miramar College'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 operating costs. The College planning processes provide for the development of prioritized needs for budget and other resources. Prior to tentative and final budget adoption, open Board of Trustees meetings allow input from faculty, staff, and the general public. Board meetings are currently scheduled at various campuses throughout the year to encourage participation. Copies of the tentative budget and the approved budget are disseminated to the College President and Vice Presidents (VPs), with the expectation that the VPs will provide budget information to schools and departments. To supplement budget information, the Business Office provides monthly Budget and Activity reports to VPs, Deans, and managers. These reports provide current budget, expenditures to date, encumbrances, and available balances ([III.D.5-18](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** To assure financial integrity, the College has developed three internal control structures. The first is a Budget to Actual report ([III.D.5-19](#)) for College general fund activity. The second is a Budget to Actual report ([III.D.5-20](#)) for Public Safety. Because of its unique structures and outcomes, the budget to actual performance of these activities are separated from other College GFU activities. Lastly, at the end of each fiscal year the VPA and College President review total College budget to actual performance ([III.D.5-21](#)) to validate performance and to inform next budget year's planning assumptions.

### **III.D.6-Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Evidence of Meeting the Standard**

The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula that ensures an appropriate level of resources is allocated to each college and Continuing Education to support student learning programs and services. Financial documents go through a thorough review process to insure a high level of transparency and accuracy in order to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports, enrollment management decisions which drive FTES targets, the annual Campus Allocation Model and budget assumptions used in the development of the annual budget ([III.D.6-1](#)); ([III.D.6-2](#)); ([III.D.6-3](#)).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet ([III.D.6-4](#)), ([III.D.6-5](#)). In addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year even though this is not a state requirement. The Preliminary Budget provides an opportunity for faculty and staff to be kept informed before the end of a current academic year of some of the issues to be considered in the development of the upcoming year's Tentative and Adopted Budgets.

The Chancellor also regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Forums each fall on the colleges and Continuing Education campuses and at the District Office, where she and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year ([III.D.6-6](#)); ([III.D.6-7](#)); ([III.D.6-8](#)); ([III.D.6-9](#)); ([III.D.6-10](#)); ([III.D.6-11](#)); ([III.D.6-12](#)).

District budget allocations are developed based upon FTES targets, which are converted into Full Time Equivalent Faculty (FTEF) requirements in order to achieve the targeted FTES, allocation rates as defined within the Districtwide Campus Allocation Model, and budget assumptions in accordance with the Budget Allocation Model's projected revenues. The districtwide budget allocations are then used by the colleges and Continuing Education to develop their annual budgets in support of student programs at each institution [\(III.D.6-2\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Through the collaborative work between the Board, District and College, strategic enrollment management processes provide a budget with a high degree of credibility and accuracy. The input and feedback loop of the District Budget Development Council allows for planned support of student learning programs and services. The Vice Presidents of Administration, along with the College's Academic Senate and Classified Senate Presidents, work together with the District Vice Chancellors of Student Services and Human Resources to review the information and provide feedback for the development of the campus annual budgets at the District Budget Planning and Development Council that is chaired by the Executive Vice Chancellor of Business and Technology.

Additionally, the credibility and accuracy of the budget is supported by a broad based review. The budget summary, including FTEF and FTES allocations, are reviewed at convocation. The Chancellor conducts budget reviews on campus for all constituents to attend and provide input.

Lastly, the College President and Vice President of Administrative Services review the year end budget to actual performance of the College to assist in planning assumptions for the next year's budget development. This review is intended to assure appropriate allocations to support student learning programs and services.

### **III.D.7-Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **Evidence of Meeting the Standard**

The District's audits have consistently been identified by the external auditors as "unmodified" (formerly known as unqualified) audits. In addition over the past five annual audits, through fiscal year ended June 30, 2015, the District has had no findings or recommendations noted in any of its five audits performed by the external independent auditors [\(III.D.7-1\)](#); [\(III.D.7-2\)](#); [\(III.D.7-3\)](#); [\(III.D.7-4\)](#); [\(III.D.7-5\)](#). The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet with the external auditors to review the annual audits in advance of being brought to the full Board for consideration during a public meeting of the Board of Trustees in early December of each year.

Generally speaking, the external auditors are engaged by the District for a three-year period with two one-year renewals for a maximum of five years. In advance of the fifth year, the District publishes an RFP solicitation for external auditing services in accordance with its practice of awarding a contract for up to a period of five years to ensure truly independent objective review of the financial documents of the District.

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results districtwide. The information provided is sufficient in content and provided in a timely manner to support institutional and financial planning and management. The District's audits have consistently been identified by the external auditors as unmodified audits.

In the event findings are identified during the audit discovery process, the Controller reviews the items identified through random sampling methods determined by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during field work well in advance of finalization of the annual audit.

In addition of the District contracted audit, the College engages an external CPA firm to audit its Foundation. This audit follows an interim fieldwork and year end testing schedule. This audit is communicated to the Foundation President and the College President who serve as the Board's Audit Committee. The final audit is presented at the Foundation's annual planning meeting. There have been no material weaknesses identified in past audits and for the past six years the Foundation has had neither findings nor recommendations noted [\(III.D.7-6\)](#); [\(III.D.7-7\)](#); [\(III.D.7-8\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District has not received any audit findings or negative reviews during the last five years. Therefore, no corrections to audit exceptions and management advice have been necessary to be timely communicated.

### **III.D.8-The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

The District's financial and internal control systems are evaluated and assessed regularly for validity and effectiveness and results are used for improvements. The external auditors annually review internal control processes throughout the District by performing random sampling processes identified by them during their field work efforts at the District. In planning and performing their audit of the District's financial statements, the auditors consider the District's internal control over financial reporting in order to determine whether the controls are appropriate, under any given circumstance, for the purpose of their expressing an opinion on the financial statements. The auditors review consists of ensuring

that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District ([III.D.8-1](#)); ([III.D.8-2](#)); ([III.D.8-3](#)); ([III.D.8-4](#)); ([III.D.8-5](#)); ([III.D.8-6](#)); ([III.D.8-7](#)); ([III.D.8-8](#)); ([III.D.8-9](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the most recent annual District audit for the year ended June 30, 2015. In addition to the referenced fieldwork, the external auditor performs a review of San Diego Miramar College's internal controls. This review is open, transparent and collaborative with the District and College and results in valid and efficient financial performance.

**III.D.9-The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

### **Evidence of Meeting the Standard**

The District consistently maintains sufficient cash reserves in order to maintain stability and support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences. During the recent great recession to hit California, the District did not borrow cash at any time in spite of the state's deferral of timely apportionment revenue payments; regularly applying deficit reductions to total computation apportionment revenue earned and to be funded in the state system; and, the significant FTES workload reductions imposed on all districts in the state.

The District's Fiscal Services department, under the leadership of the District Controller, monitors cash flow on a daily basis and projects future cash flow requirements over a revolving twelve-month cycle. Bank statements are reconciled on a monthly basis. The District is fiscally independent and its Cash Reserve is held in the County of San Diego's treasury pool ([III.D.9-1](#)); ([III.D.9-2](#)).

San Diego Miramar College maintains a reserve that is composed of GFU ending balances from prior years. Prior to the economic downturn, the College was encouraged to spend responsibly. As an incentive for fiscal responsibility, the San Diego Miramar College was allowed to keep 50% of its ending balances in 4000, 5000, and 6000 accounts. As a result of the great recession, the District found it necessary to suspend in 2008 the practice of allowing the College to maintain 50% of its ending fund balance from its discretionary budgets. This was in order to minimize the need for layoffs or other take-aways due to the massive cuts imposed by the state. During the 2015-16 fiscal year, the College was allowed to keep 25% of ending balances from the 2014-15 fiscal year. The College uses this fund to address unforeseen needs that arise during the fiscal year.

The College reserves and expenses from 2008 to 2016 are noted in the following table:



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<b>Fund Balance</b>	154,623	154,623	153,623	153,623	153,623	153,623	153,623	204,241
<b>Expenses</b>	0.00	1,000	0.00	0.00	0.00	0.00	0.00	2,437
<b>Ending Balance</b>	154,623	153,623	153,623	153,623	153,623	153,623	153,623	201,804

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As represented by the above Reserves table, the College demonstrates appropriate fiscal control and has needed minimal support from local reserves. In addition, the District was able to operate without incurring additional expenses related to debt borrowing due to the District consistently maintaining adequate cash to meet operational requirements. The Cash Reserve as of June 30, 2015 was 7.5% of the General Fund expenditures, which was well in excess of the state recommended 5% and in accordance with Board Policy *BP 6200: Budget Preparation*, which states that general fund cash reserve shall not fall below 5%. The District's total reserves and set-asides as of July 1, 2015 was \$78,171,460. The District's Cash reserve, which is in a restricted fund, was instrumental in allowing the District to maintain financial stability during the recent great recession to hit the state and nation ([III.D.9-3](#)); ([III.D.9-4](#)); ([III.D.9-5](#)); ([III.D.9-6](#)).

### **III.D.10-The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **Evidence of Meeting the Standard**

While San Diego Miramar College does not have an auxiliary nor institutional investments and assets, it does participate in the oversight of finances, financial aid, grants, externally funded programs, contractual relationships and its foundation. In accordance with the statements below from the District, the College plays a key internal control role. The College does have a 501 c 3 Foundation. This entities' primary focus is Student Scholarship. The Miramar College Foundation is audited annually by a contracted external auditor. The Foundation's last three years of audits have had neither findings nor questioned costs ([III.D.10-1](#)); ([III.D.10-2](#)); ([III.D.10-3](#)).

Financial oversight occurs throughout the District at both the campus and District Office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system in accordance with generally accepted accounting principles and Education Code requirements ([III.D.10-4](#)); ([III.D.10-5](#)); ([III.D.10-6](#)); ([III.D.10-7](#)); ([III.D.10-8](#)); ([III.D.10-9](#)).

The colleges and Continuing Education foundations are separate legal entities with a Board of Directors overseeing operations. The District collaborates and oversees the colleges and Continuing Education foundations in accordance with the terms and conditions of Memorandums of Understanding executed with each entity by the District as to the role,

relationship and responsibilities of each foundation and the District ([III.D.10-10](#)); ([III.D.10-11](#)); ([III.D.10-12](#)); ([III.D.10-13](#)).

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with the mission, policies and priorities of the District. The SDCCAO is a separate 509 (a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501 (a) and 501 (c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The SDCCAO is also exempt from state franchise or income tax under Section 23701 (d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity. SDCCAO operates under the leadership of a Board of Directors consisting of District staff, administrators and students as a component unit of the District and was formed by the District's Board of Trustees in 1991 ([III.D.10-14](#)).

The District monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department along with the college Financial Aid Directors monitor student loan default rates which are consistently below the 30% federal limit.

Contracts & Grants are also monitored, in accordance with District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight ([III.D.10-15](#)); ([III.D.10-16](#)); ([III.D.10-17](#)).

Investments are held in the County of San Diego investment pool with the Board of Trustees receiving quarterly reports from the County which are reviewed and considered as part of a public meeting agenda. The Board also reviews and adopts the County's Investment Policy on an annual basis ([III.D.10-18](#)); ([III.D.10-19](#)); ([III.D.10-20](#)). The only other District investment is the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust within the Community College League of California (CCLC) under a Joint Powers Authority (JPA) organization established by CCLC. The Executive Vice Chancellor, Business and Technology Services serves on the Board of the JPA and the District Controller serves as an alternate. The JPA Board consists of district member representatives assigned by each member district to serve on the JPA Board ([III.D.10-21](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College and District have strong historical evidence of compliance and sound financial management, as evidenced by external contracted audits, and will continue efforts in this area. The College assesses its use of financial resources systematically and effectively and uses the results of this evidence as a basis for improvement.

**III.D.11-The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### **Evidence of Meeting the Standard**

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. Worker's Compensation costs undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted for on an annual basis [\(III.D.11-1\)](#). The District maintains reserves for vacation leave accrual, insurance costs and building maintenance and operations costs to support those long-term obligations.

With respect to the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million previously held in a fund reserve of the San Diego Community College District for the purpose of funding the OPEB, to be transferred into an irrevocable trust in the CCLC-JPA [\(III.D.11-2\)](#).

After a six-year hiatus (i.e. 2008 -2015), due to the recession, the District has resumed its practice of returning ending balances to the campus to support long term planning and emergency purchases. Historically 50% of unspent budget in supplies, other operating expenses and capital equipment was returned. In this first year, 25% was returned. San Diego Miramar College has kept its reserves intact for the past five years to address unfunded, one-time emergencies. The College expects that this reserve will grow, and a plan will be developed to link larger needs to the College's Strategic Plan Goals and fund these needs as resources become available.

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations as evidenced by the significant operational, cash, and irrevocable reserves of the District, which as of October 2016 was calculated at \$108 million. The level of financial reserves provides a reasonable expectation of the institution's short and long-term financial solvency.

The College considers short-term solvency by retaining a minor reserve to accommodate unexpected expenses. The College has also adopted a five-year rolling funding structure using IELM funds to support ongoing technology needs and the costs of replacement. Lastly, the College has set aside a reserve generated from Civic Center revenues to replace and repair equipment purchased by its Proposition S and Proposition N General Obligation Bonds. The College will continue its efforts in this area to ensure compliance.

To improve on the current system, the College is developing more robust documentation of links between larger needs and the College's Strategic Plan Goals, to enable a clear path for funding when resources become available.

- **Action Plan 1:** Update the fall Continuous GFU Discretionary Resource Allocation model documents to include a direct link to the College Strategic Plan Goals.

**III.D.12-The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

#### **Evidence of Meeting the Standard**

In April 2015, the most recent actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of \$34.6 million. The accrued liability at the time of the 2015 study was \$22.4 million with \$18.5 million invested in an irrevocable trust with the Community College League of California's Joint Powers Authority (CCLC-JPA). Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with Governmental Accounting Standards Board (GASB) 43 and 45 requirements ([III.D.12-1](#)).

On June 25, 2015, GASB issued two new statements in order to improve upon the accounting and financial reporting for postemployment health benefits. GASB 74 will be effective for fiscal years beginning after June 15, 2016 and will replace GASB 43 and expands upon its requirements requiring more extensive note disclosures. GASB 75 is effective for fiscal years beginning after June 15, 2017 and will require more extensive financial reporting of the OPEB liability. The two recently issued GASB statements will ensure that all community college districts clearly identify, plan and allocate resources for payment of liabilities and future obligations.

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Meeting this Standard is evidenced by the fact that the District's 2015-16 annual independently prepared actuarial report reflects the reporting requirements of GASB 74. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, is evidenced by the District's most recent actuarial study, as required under GASB, which reported that the District's OPEB (Other Post-Employment Benefits) is funded at 83% of the accrued liability based upon the assets invested in the CCLC-JPA irrevocable trust.

**III.D.13-On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

Through sound financial management and strong reserves, the District has not incurred any local debt instruments with the exception of its General Obligation 39 bond debt capital project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers.

**Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District has no local debt obligations other than the General Obligation 39 bond debt for its Proposition S and N capital bond projects, which is debt directly paid through the County of San Diego based upon local taxpayers' property tax assessments. The fact that the District has consistently maintained the highest bond rating for an apportionment based California community college of AA+ by Standard & Poors and was upgraded in October 2016 to Aaa by Moody's, which is their highest rating for an entity, demonstrates the sound fiscal management of the District.

**III.D.14-All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

**Evidence of Meeting the Standard**

The District and campus business offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored on a regular basis to ensure proper accounting for various financial resources and the use of funds in accordance with their intended purposes for all auxiliary activities and grants. The District does not have any outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District's local taxpayers as Proposition S (2002) and Proposition N (2006) are used with integrity in the manner consistent with the intended purpose of the taxpayers. This is further evidenced by both propositions undergoing annual financial and performance audits, consistent with GO 39 legislation, related to bond construction programs resulting in unmodified audits with no findings or recommendations noted by the external independent auditors ([\(III.D.14-1\)](#); [\(III.D.14-2\)](#); [\(III.D.14-3\)](#); [\(III.D.14-4\)](#); [\(III.D.14-5\)](#); [\(III.D.14-6\)](#); [\(III.D.14-7\)](#); [\(III.D.14-8\)](#); [\(III.D.14-9\)](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District does not have any local, federal or state debt. The only debt recorded on the District's financials is the general obligation debt established by Proposition S and N. General obligation debt is not debt of the District as the debt is paid by the taxpayers of the District as assessed by the County of San Diego.

The College President serves as an Ex-officio Foundation Board Member, the Vice President of Administrative Services (VPA) serves as the Treasurer, and there is also representation from the Academic and Classified Senates. All Foundation accounting is supervised by the VPA, and the VPA and his accounting staff support the annual contracted external audit. This audit consistently has resulted in an unmodified opinion with no questioned costs. The College and District will continue efforts in this area to ensure compliance.

**III.D.15-The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

## **Evidence of Meeting the Standard**

The San Diego Community College District monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department along with the college Financial Aid Directors monitor student loan default rates which are consistently below the 30% federal limit.

The District has a Financial Aid Subcommittee of the District Student Services Council, comprised of the Financial Aid Officers from all three colleges—San Diego City College, San Diego Mesa College, and San Diego Miramar College--along with District Student Services, Business Services and Information Technology staff. The District Student Services Department coordinates bi-weekly meetings with the Financial Aid Subcommittee to monitor upcoming disbursement deadlines, monitor program balances, and review reports such as Federal SEOG disbursements ([III.D.15-1](#)). The group also routinely addresses compliance with changes to the Higher Education Act, as well as strategies for managing student loan defaults.

**Loan Default Rates:**

Below is a table of the three-Year cohort default rates for San Diego City, Mesa and Miramar Colleges for the 2011, 2012 and 2013 cohort years.

**San Diego City College**

<b>CDR Year</b>	<b>3 Year Rate</b>
2013	19.0 %
2012	26.7 %
2011	28.0 %

**San Diego Mesa College**

<b>CDR Year</b>	<b>3 Year Rate</b>
2013	15.7 %
2012	18.1 %
2011	19.0 %

**San Diego Miramar College**

<b>CDR Year</b>	<b>3 Year Rate</b>
2013	15.0 %
2012	16.8 %
2011	21.0 %

Source: *U.S. Department of Education, 5-Year Student Loan Default Report (III.D.15-2)*

One step has been to advise all students who wish to receive financial aid to complete the Free Application for Federal Student Aid (FAFSA). This allows the Financial Aid Office to determine financial need and provide eligible students access to grants (Pell and Cal Grant), waivers (Board of Governor’s Fee Waiver), and scholarship information prior to the use of loans.

If students are not eligible for other forms of financial aid and wish to pursue student loans, federal regulations and college policy require that all student loan applicants complete an entrance counseling session to understand the responsibilities and obligations students will assume when accepting student loans.

Another proactive measure to minimize student loan defaults is the use of a third party agency called Education Credit Management Corporation (ECMC) to assist with reducing student loan default rates through core management service. ECMC staff contact students at risk of defaulting on their loans and provides them with the available options to avoid defaulting including:

- Different repayment plans
- Deferments
- Forbearance
- Contact information of their loan servicer

In addition, the colleges have dedicated financial aid staff to specifically focus on assisting students who are delinquent on their loans, and provide personal, one-on-one debt management and default prevention services.

Another strategy to minimize loan default the colleges plan to utilize is through a series of workshops that will focus on academic success and avoiding defaulting on student loans.

Through a combination of regular Financial Aid Officers meetings with District Student Services, the consultation process with districtwide governance, and collaboration with statewide associations, the District makes a concerted effort to monitor student loan default rates, and conduct routine audits to ensure compliance with all other federal, state and local statutes. As a result, the colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Student Loan Default Report ([III.D.15-3](#))
- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act ([III.D.15-4](#))
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training ([III.D.15-5](#))
- Creation of Title IX website, including online student training ([III.D.15-6](#))
- Creation of a streamline online complaint process ([III.D.15-7](#))

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District is in full compliance with all federal requirements including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue streams to ensure compliance.

The default rates for San Diego City College, San Diego Mesa College and San Diego Miramar College are below the “30% for three-year” threshold established by the U.S. Department of Education.

San Diego City College, San Diego Mesa College and San Diego Miramar College review student default rates through bi-monthly Financial Aid Subcommittee meetings and annual reports ([III.D.15-8](#)); ([III.D.15-3](#)). During 2014, one of the colleges observed the student default rates were increasing ([III.D.15-3](#)). As a result, the Financial Aid Subcommittee worked together to create a districtwide action plan identifying a number of proactive steps to address the increasing student default rates and help mitigate the effects of students defaulting on their student loans ([III.D.15-9](#)).



**III.D.16-Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

San Diego Miramar College has developed an internal control mechanism to ensure that contracts entered into by the College have an integrated review and approval process. This internal control is documented by the Grant and Resource Proposal Procedure, Proposal Form – Concept, and Proposal Form – Funding ([III.D.16-1](#)); ([III.D.16-2](#)); ([III.D.16-3](#)). These three documents ensure that contracts are not entered into in a silo and that full vetting occurs. Obligations of Facilities, Staff, Matching Funds, and Institutionalization Requirements are identified and approval is required by Department Chair, Dean, Vice President, Vice President of Administrative Services and College President.

Contractual agreements with external entities are governed by policies adopted by the District’s Board of Trustees, which are consistent with the mission and goals of the District. The District’s Business and Technology Services Division implements these policies through procedures established by the Chancellor, which contain appropriate provision to maintain the integrity of the District and the quality of its programs, services and operations. The Board of Trustees has delegated the authority to the Chancellor to purchase supplies, materials, apparatus, equipment and services as necessary to the legal and efficient operation of the District, and to enter into contracts on behalf of the District. The Chancellor further delegates this responsibility to oversee and administer the procedures developed in support of the Board Policies to the Executive Vice Chancellor of Business and Technology Services ([III.D.16-4](#)); ([III.D.16-5](#)); ([III.D.16-6](#)); ([III.D.16-7](#)); ([III.D.16-8](#)); ([III.D.16-9](#)); ([III.D.16-10](#)); ([III.D.16-11](#)); ([III.D.16-12](#)); ([III.D.16-13](#)); ([III.D.16-14](#)); ([III.D.16-15](#)); ([III.D.16-16](#)); ([III.D.16-17](#)); ([III.D.16-18](#)); ([III.D.16-19](#)); ([III.D.16-20](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Contractual agreements with external entities are generated by institutional policies and are concurrent with the mission and goals of the District. All contractual agreements maintain the integrity of the institution including the quality of programs, services and operations.

### **Master list of Evidence for Standard III.D**

[III.D.1-1: 2016-17 SDCCD Administration and Governance Handbook](#)

[III.D.1-2: SDCCD Budget Development and Institutional Planning Advisory Committee Agenda-Minutes 2015-16](#)

[III.D.1-3: SDCCD Campus Allocation Model](#)

[III.D.1-4: 2015-16 SDCCD Adopted Budget](#)

[III.D.1-5: SDCCD Budget Allocation Model](#)

[III.D.1-6: Board Policy 6200 Budget Preparation](#)

[III.D.1-7: Administrative Procedure 6200.1 District Support for Associated Student](#)

## Organizations

[III.D.1-8: Administrative Procedure 6200.2 Budgeting for Minor Improvement Funds](#)

[III.D.1-9: Administrative Procedure 6200.3 Campus Budget Model](#)

[III.D.1-10: Administrative Procedure 6200.4 Revenue and Expense Projections](#)

[III.D.1-11: Administrative Procedure 6200.5 Preparation of Budget Book](#)

[III.D.1-12: Administrative Procedure 6200.6 Budget Preparation Automated Systems](#)

[III.D.1-13: Board Policy 6250 Budget Management](#)

[III.D.1-14: Administrative Procedure 6250.1 Associate Students Budget](#)

[III.D.1-15: Administrative Procedure 6250.2 Budget Management-Budget Transfers](#)

[III.D.1-16: Board Policy 6300 Fiscal Management](#)

[III.D.1-17: Administrative Procedure 6300.1 Purchase of Food and Refreshments](#)

[III.D.1-18: Administrative Procedure 6300.2 Library Overdue Notice -20](#)

[III.D.1-19: Administrative Procedure 6300.3 Student Emergency Loan Fund](#)

[III.D.1-20: Administrative Procedure 6300.4 Associated Students Petty Cash Fund](#)

[III.D.1-21: Administrative Procedure 6300.5 Associated Students Funds Purchase of Equipment](#)

[III.D.1-22: Administrative Procedure 6300.6 Associated Students Banking](#)

[III.D.1-23: Administrative Procedure 6300.7 Associated Students Loans for Books and Supplies](#)

[III.D.1-24: Administrative Procedure 6300.8 Remote Image Deposit Procedure](#)

[III.D.1-25: Administrative Procedure 6300.9 Disputed Credit Card Procedure](#)

[III.D.1-26: Administrative Procedure 6300.10 Revolving Cash Refunds](#)

[III.D.1-27: Administrative Procedure 6300.11 Student Refunds](#)

[III.D.1-28: Administrative Procedure 6300.12 District Cashiering Collections and Deposits](#)

[III.D.1-29: SDCCD Resource Allocation Formula 2014-17](#)

[III.D.1-30: District Office Action Planning and Self-Assessment Program Review](#)

[III.D.1-31: 2015-16 SDCCD Campus Allocation Model](#)

[III.D.1-32: 2015-16 New Discretionary Resources Allocation Request](#)

[III.D.1-33: 2016-17 Budget and Resource Development Subcommittee RFF Unrestricted Budget](#)

[III.D.1-34: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 30](#)

[III.D.1-35: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p. 14](#)

[III.D.1-36: Chancellor's Cabinet Action Items January-June 2016](#)

[III.D.1-37: District Governance Council Agendas and Minutes Webpage](#)

[III.D.1-38: Chancellor's Forum PowerPoint Presentations 2016](#)

[III.D.1-39: 2012 S-P Bond Rating Report](#)

[III.D.1-40: 2012 Moody's Bond Rating Report](#)

[III.D.1-41: 2012 SDCCD Financial Audit Report](#)

[III.D.1-42: 2013 SDCCD Financial Audit Report](#)

[III.D.1-43: 2014 SDCCD Financial Audit Report](#)

[III.D.1-44: Board Policy 6400 Financial Audits](#)

[III.D.1-45: Faculty Hiring Committee Webpage](#)

[III.D.1-46: San Diego Miramar College Classified Staff Hiring Procedure](#)

[III.D.2-1: Board Policy 6200 Budget Preparation](#)

[III.D.2-2: Board Policy 6205 Final Budget](#)  
[III.D.2-3: Board Policy 6250 Budget Management](#)  
[III.D.2-4: Board Policy 6300 Fiscal Management](#)  
[III.D.2-5: San Diego Miramar College Budget and Resource Development Subcommittee Webpage](#)  
[III.D.2-6: Instructional Program Review Resource Request Example](#)  
[III.D.2-7: 2015-16 New Discretionary Resources Allocation Request](#)  
[III.D.2-8: 2015-16 San Diego Miramar College Adopted Budget](#)  
[III.D.2-9: FTES Target Outlook Report 9/24/16](#)  
[III.D.2-10: 2015-16 FTEF Allocations](#)  
[III.D.2-11: 2016-17 Annual Planning Calendar/Cycle](#)  
[III.D.2-12: Miramar College 2015 Employee Feedback Survey, item 73, p. 31](#)  
[III.D.3-1: 2016-17 Annual Planning Calendar/Cycle](#)  
[III.D.3-2: San Diego Miramar College Budget and Resource Development Subcommittee Webpage](#)  
[III.D.3-3: Instructional Division Discretionary Resources Allocation Request](#)  
[III.D.3-4: Miramar College Strategic Plan Fall 2013-Spring 2020-Update](#)  
[III.D.3-5: Fall 2016 Convocation Budget Presentation](#)  
[III.D.3-6: Miramar College 2015 Employee Feedback Survey, item 74, p. 31](#)  
[III.D.4-1: District Strategic Planning Committee Agenda-Minutes Webpage](#)  
[III.D.4-2: 2013-17 SDCCD Strategic Plan](#)  
[III.D.4-3: District Office Action Planning and Self-Assessment Program Review](#)  
[III.D.4-4: Chancellor's Cabinet Action Items January-June 2016](#)  
[III.D.4-5: District Governance Council Agendas and Minutes Webpage](#)  
[III.D.4-6: 2015-16 FTEF Allocations](#)  
[III.D.4-7: 2015-16 FTEF Analysis Report](#)  
[III.D.4-8: Fall 2016 Convocation Budget Presentation](#)  
[III.D.4-9: Budget and Resource Development Subcommittee Request for Funding Instructions 2016-17](#)  
[III.D.5-1: 2012 SDCCD Financial Audit Report](#)  
[III.D.5-2: 2013 SDCCD Financial Audit Report](#)  
[III.D.5-3: 2014 SDCCD Financial Audit Report](#)  
[III.D.5-4: 2012 SDCCD Prop S Audit Report](#)  
[III.D.5-5: 2013 SDCCD Prop S Audit Report](#)  
[III.D.5-6: 2014 SDCCD Prop S Audit Report](#)  
[III.D.5-7: 2012 SDCCD Prop N Audit Report](#)  
[III.D.5-8: 2013 SDCCD Prop N Audit Report](#)  
[III.D.5-9: 2014 SDCCD Prop N Audit Report](#)  
[III.D.5-10: Board Policy 6125 Fraud and Whistleblower Protection](#)  
[III.D.5-11: Administrative Procedure 6125 Fraud and Whistleblower Protection](#)  
[III.D.5-12: 2014 SDCCD Social Security Audit Report](#)  
[III.D.5-13: 2012 SDCCD Auxiliary Audit Report](#)  
[III.D.5-14: 2013 SDCCD Auxiliary Audit Report](#)  
[III.D.5-15: 2014 SDCCD Auxiliary Audit Report](#)  
[III.D.5-16: Board Of Trustees Meeting 12/10/15](#)  
[III.D.5-17: 2015-16 SDCCD Campus Allocation Model](#)

[III.D.5-18: Budget and Activities Report Example](#)  
[III.D.5-19: Monthly Budget to Actual Report](#)  
[III.D.5-20: Monthly Budget to Actual Public Safety Report](#)  
[III.D.5-21: 2015-16 San Diego Miramar College Adopted Budget](#)  
[III.D.6-1: SDCCD Budget Development and Institutional Planning Advisory Committee  
Agenda-Minutes 2015-16](#)  
[III.D.6-2: SDCCD Campus Allocation Model](#)  
[III.D.6-3: SDCCD Budget Allocation Model](#)  
[III.D.6-4: Chancellor's Cabinet Action Items January-June 2016](#)  
[III.D.6-5: District Governance Council Agendas and Minutes Webpage](#)  
[III.D.6-6: Chancellor's Forum PowerPoint Presentations 2016](#)  
[III.D.6-7: Chancellor's Forum PowerPoint Presentations 2015](#)  
[III.D.6-8: Chancellor's Forum PowerPoint Presentations 2014](#)  
[III.D.6-9: Chancellor's Forum PowerPoint Presentations 2013](#)  
[III.D.6-10: Chancellor's Forum PowerPoint Presentations 2012](#)  
[III.D.6-11: Chancellor's Forum PowerPoint Presentations 2011](#)  
[III.D.6-12: Chancellor's Forum PowerPoint Presentations 2010](#)  
[III.D.7-1: 2016-17 SDCCD Administration and Governance Handbook](#)  
[III.D.7-2: SDCCD Budget Development and Institutional Planning Advisory Committee  
Agenda-Minutes 2015-16](#)  
[III.D.7-3: SDCCD Resource Allocation Formula 2014-17](#)  
[III.D.7-4: SDCCD Campus Allocation Model](#)  
[III.D.7-5: SDCCD Budget Allocation Model](#)  
[III.D.7-6: Miramar College Foundation Revised Report 2012-13](#)  
[III.D.7-7: Miramar College Foundation Report 2013-14](#)  
[III.D.7-8: Miramar College Foundation Revised Report 2014-15](#)  
[III.D.8-1: 2015 SDCCD Financial Audit Report](#)  
[III.D.8-2: 2015 SDCCD Auxiliary Audit Report](#)  
[III.D.8-3: 2015 SDCCD Social Security Audit Report](#)  
[III.D.8-4: 2015 SDCCD Prop S Audit Report](#)  
[III.D.8-5: 2015 SDCCD Prop N Audit Report](#)  
[III.D.8-6: 2016 SDCCD Financial Audit Report](#)  
[III.D.8-7: 2016 SDCCD Auxiliary Audit Report](#)  
[III.D.8-8: 2016 SDCCD Prop N Audit Report](#)  
[III.D.8-9: 2016 SDCCD Prop S Audit Report](#)  
[III.D.9-1: Board Policy 6200 Budget Preparation](#)  
[III.D.9-2: 2015-16 SDCCD Adopted Budget](#)  
[III.D.9-3: SDCCD Annual Financial and Budget Report 6/30/13](#)  
[III.D.9-4: SDCCD Annual Financial and Budget Report 6/30/14](#)  
[III.D.9-5: SDCCD Annual Financial and Budget Report 6/30/15](#)  
[III.D.9-6: Fiscal Trend Analysis 2011-2012 to 2015-2016](#)  
[III.D.10-1: Miramar College Foundation Revised Report 2012-13](#)  
[III.D.10-2: Miramar College Foundation Revised Report 2013-14](#)  
[III.D.10-3: Miramar College Foundation Revised Report 2014-15](#)  
[III.D.10-4: Board Policy 6520 SECURITY FOR DISTRICT PROPERTY AND RECORDS](#)  
[III.D.10-5: Administrative Procedure 6520.1 Equipment Inventory](#)

[III.D.10-6: Administrative Procedure 6520.2 Transfer of Equipment](#)  
[III.D.10-7: Board Policy 6550 Disposal of Property](#)  
[III.D.10-8: Administrative Procedure 6550.1 Disposal of Property](#)  
[III.D.10-9: Administrative Procedure 6550.2 Storage and Disposal of Records](#)  
[III.D.10-10: City College Foundation Memorandum of Understanding](#)  
[III.D.10-11: Mesa College Foundation Memorandum of Understanding](#)  
[III.D.10-12: Miramar College Foundation Memorandum of Understanding](#)  
[III.D.10-13: Continuing Education Foundation Memorandum of Understanding](#)  
[III.D.10-14: San Diego Community College Auxiliary Organization Constitution and Bylaws Minutes and Agendas](#)  
[III.D.10-15: Board Policy 6950 Auxiliary Organizations](#)  
[III.D.10-16: Administrative Procedure 6950.1 Auxiliary Organizations](#)  
[III.D.10-17: Administrative Procedure 6950.2 Equipment Purchase by Fiduciary/Trust, Auxiliary or Foundations](#)  
[III.D.10-18: Evidence: Board Policy 6320 Investments](#)  
[III.D.10-19: Administrative Procedure 6320.1 Investment of Associated Student Funds](#)  
[III.D.10-20: Administrative Procedure 6320.2 Investments](#)  
[III.D.10-21: CCLC-JPA Health Benefits Webpage](#)  
[III.D.11-1: SDCCD Worker's Compensation Actuarial Report](#)  
[III.D.11-2: Governmental Accounting Standards Board 45 Actuarial Valuation Report](#)  
[III.D.12-1: Governmental Accounting Standards Board 45 Actuarial Valuation Report](#)

[III.D.14-1: 2012 SDCCD Prop S Audit Report](#)  
[III.D.14-2: 2013 SDCCD Prop S Audit Report](#)  
[III.D.14-3: 2014 SDCCD Prop S Audit Report](#)  
[III.D.14-4: 2012 SDCCD Prop N Audit Report](#)  
[III.D.14-5: 2013 SDCCD Prop N Audit Report](#)  
[III.D.14-6: 2014 SDCCD Prop N Audit Report](#)  
[III.D.14-7: Board Policy 6320 Investments](#)  
[III.D.14-8: Administrative Procedure 6320.1 Investment of Associated Student Funds](#)  
[III.D.14-9: Administrative Procedure 6320.2 Investments](#)  
[III.D.15-1: SAM Meeting Notes 3/3/16](#)  
[III.D.15-2: SDCCD 5-Year Student Loan Default Report](#)  
[III.D.15-3: SDCCD Student Loan Default Report](#)  
[III.D.15-4: SDCCD Consumer Information Webpage](#)  
[III.D.15-5: SDCCD Drug and Alcohol Abuse Prevention Program Webpage](#)  
[III.D.15-6: SDCCD Title IX Campus Save Act Webpage](#)  
[III.D.15-7: SDCCD Student Complaint Webpage](#)  
[III.D.15-8: SAM Meeting Notes 2/26/14](#)  
[III.D.15-9: City College Student Services Council Minutes 3/6/14](#)  
[III.D.16-1: Miramar College Grant and Resource Proposal Procedure](#)  
[III.D.16-2: Miramar College Proposal Form Concept](#)  
[III.D.16-3: Miramar College Proposal Form Funding Source](#)  
[III.D.16-4: Board Policy 6330 Purchasing and Contract Services](#)  
[III.D.16-5: Administrative Procedure 6330.1 Purchase Requisitions](#)  
[III.D.16-6: Administrative Procedure 6330.2 Equipment and Supply Determination](#)

[III.D.16-7: Administrative Procedure 6330.3 Bids and Quotations](#)  
[III.D.16-8: Administrative Procedure 6330.4 Developing Bid Specifications](#)  
[III.D.16-9: Administrative Procedure 6330.5 Bids and Contracts](#)  
[III.D.16-10: Administrative Procedure 6330.6 Bid Request for Proposal Questions and Protest](#)  
[III.D.16-11: Administrative Procedure 6330.7 Contracts – Personal Services](#)  
[III.D.16-12: Administrative Procedure 6330.8 Contracts – Consultant](#)  
[III.D.16-13: Administrative Procedure 6330.9 Electronic Systems and Materials](#)  
[III.D.16-14: Administrative Procedure 6330.10 Accessibility of Information Technology](#)  
[III.D.16-15: Administrative Procedure 6330.11 Purchase Orders](#)  
[III.D.16-16: Administrative Procedure 6330.12 Purchase Orders – Standard](#)  
[III.D.16-17: Administrative Procedure 6330.13 Blanket Purchase Orders](#)  
[III.D.16-18: Administrative Procedure 6330.14 Purchase Orders – Emergency](#)  
[III.D.16-19: Administrative Procedure 6330.15 Purchase Orders – Emergency](#)  
[III.D.16-20: Administrative Procedure 6330.16 Returns and Exchanges](#)

# **Standard IV: Leadership and Governance**

## **Standard IV.A.: Decision-Making Roles and Processes**

**Administrative Tri-Chair: Lynne Ornelas**

**Faculty Tri-Chair: Wheeler North**

**Classified Tri-Chair: Joan Mize**

SAN DIEGO  
**MIRAMAR**  
COLLEGE



## STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

**IV.A.1-Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.**

### **Evidence of Meeting the Standard**

#### ***College Commitment to Student Success and Academic Excellence***

San Diego Miramar College and its leaders are focused on encouraging all administrators, faculty, and staff to pursue excellence and take initiative to make innovative changes for improvement, in alignment with District Board Policy *BP 2510: Participation in Local Decision-making*. This is also clear in reviewing the College's mission, which emphasizes the institution's commitment to student success and educational excellence (see Standard I.A for details).

The Mission Statement forms the basis for the Strategic Plan Goals, which specifically highlight student success, meeting student needs, and providing student centered programs that align with industry and community objectives and expectations ([IV.A.1-1](#)); ([IV.A.1-2](#)). Using the mission as a base, the College has structured its governance system and integrated planning processes to ensure that ideas for improvement have a systematic path for implementation and that they encourage participation of all affected constituencies in the process.

#### ***Support for Innovation and Improvement***

The College and District regularly prepare and disseminate information to assist with planning and identification of strategies for improvement (see Standard I.B for details). These resources can be found on the College's Institutional Research Webpage under "Research Reports" ([IV.A.1-3](#)), on the College's Outcomes and Assessment Webpage ([IV.A.1-4](#)), and on the District's Institutional Research and Planning webpage ([IV.A.1-5](#)). The types of reports and information include

- Environmental Scan
- Ad-hoc Research Reports
- Student Outcome Reports
- Student Profile Reports
- Enrollment/ FTES Reports
- Program Review Data Packets
- Institutional SLO Assessment Reports
- Program and Service Area SLO Reports
- Course SLO Reports
- Basic Skills
- Fact Books
- Transfer Report



- Student Equity Data

The College also uses resources from the State in making planning decisions for improvement, including California Community Colleges Chancellor's Office Student Success Scorecard ([IV.A.1-6](#)); ([IV.A.1-7](#));([IV.A.1-8](#)).

The currency of any data or performance information is determined by the type of information and intended audience. For example, information about class scheduling and enrollment data is continually provided by Department Chairs, Deans and other academic staff, and weekly enrollment reports are distributed by the President's Office ([IV.A.1-9](#)). Other types of information, such as reports on student achievement are updated on an annual basis. Fiscal information is also constantly developing as legislation evolves, as grants are acquired or change, and as apportionment fluctuates. In preparing reports on this type of information, the level of detail will vary depending on audience. Although the Vice President of Administrative Services (VPA) needs a high degree of detail to effectively meet the requirements of developing the College's annual budgets, this level of detail is not necessarily meaningful in a broad collegewide conversation, such as Convocation ([IV.A.1-10](#)). Chancellor also regularly provide updates about internal and external matters affecting the colleges and District, such as funding and pending legislation, new facilities, and Board of Trustee actions([IV.A.1-11](#)); ([IV.A.1-12](#)).

Lastly, the College provides information on institutional performance in meeting the mission via the Strategic Plan Assessment Scorecard (SPAS). As described in Standard I.B.3, the updated Fall 2013-Spring 2020 Strategic Plan includes four goals; strategy statements that specify mechanisms to achieve the goal; indicators and measures to show progress toward achieving the goal; and planned activities that provide concrete actions on implementing the goal ([IV.A.1-13](#)). It also provides institution-set standards for achievement and communicates the progress in meeting those standards. The Strategic Plan and the SPAS provide structure for development of other plans collegewide ([IV.A.1-14](#)).

### ***Excellence through Institutional Planning***

There are several venues for College administrators, faculty and staff to evaluate institutional performance and recommend innovative ideas and strategies for improvement:

- **Program/ Unit Level**  
One of the primary and central mechanisms for developing innovative ideas begins with the Program Review process. As discussed in Standard I.B.5, the College has an integrated planning process designed to capture ideas developed by employees in the individual programs/ service units and move these ideas forward to inform higher level planning (i.e. Division Plans and Educational Master Plan) in a systematic manner with alignment to the College mission and Strategic Plan Goals.
- **Operational Level**  
Individual committees, groups or divisions may also develop Operational Plans. These might include ideas that have policy or significant institution wide implications, and as such will move through the participatory governance system for approval and planning purposes. These plans are aligned with the Strategic Plan Goals as well.
- **College Participatory Governance Committees**

All College participatory governance committee meetings are open and transparent. Any employee, student, and/or community individual may attend, provide input, and bring ideas forward for consideration. Once collaborative discussions have occurred, based on data and evidence, recommendations can be formed and passed through the college governance system for collegewide participation in planning and implementation ([IV.A.1-15](#)); ([IV.A.1-16](#)); ([IV.A.1-17](#)).

- **Grant Initiation Process**

Ideas for improvement that involve application for grant funding are also considered through systematic evaluation. The College has developed a process that ensures grants are consistent with the College's mission and do not encumber the College with ongoing obligations it cannot meet ([IV.A.1-18](#)).

- **College and District Leadership**

The College President maintains an open door policy by utilizing a designated "Open Hour," publicized on the collegewide master calendar ([IV.A.1-19](#)). The District Board similarly holds a local campus meeting at least once a year where an opportunity to meet individually with a Board member is provided. The District Chancellor also provides an annual opportunity for one on one interaction with any employee of the College ([IV.A.1-20](#)).

All of the College's planning documents are updated online as they are refined each cycle ([IV.A.1-21](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** San Diego Miramar College's leaders have developed and encouraged a culture that supports open, honest, and collaborative dialogue that focuses on strengthening the institution ([IV.A.1-22](#)). College practices in this area include the widespread sharing of information across participatory governance groups and developing opportunities for reflective discussions within and across those groups. A good example of this important practice is the Collegewide Planning Summits that allow for cross-constituency dialogue and input on matters that affect the institution ([IV.A.1-23](#)); ([IV.A.1-24](#)); ([IV.A.1-25](#)); ([IV.A.1-26](#)); ([IV.A.1-27](#)). In support of this, the 2015 Employee Feedback Survey results infer that a majority of employees believe in and understand the College's governance processes ([IV.A.1-28](#)).

While the College clearly meets this Standard, it is dedicated to improving the ability of employees to understand and participate in the College's governance process. In spring 2016, the College Governance Committee (CGC) developed a College Governance Committee Assessment Tool ([IV.A.1-29](#)). The assessment tool was implemented in fall 2016 and the subsequent review and analysis by the CGC to identify improvements strategies in this area is scheduled to occur in spring 2107 (CGC meeting minutes from 10/11/2016 and 11/8/2016. On Monday, 11/14/2016, Ms. Warren will remind North that she can post them online).

- **Action Plan 1:** Review and analyze results from implementing College Governance Committee Assessment Tool to develop improvement strategies

aimed at increasing collegewide understanding and participation in the College's governance processes and practices and at evaluating the efficiency and effectiveness of the existing participating governance committees.

- **Action Plan 2:** Implement improvement strategies and evaluate effectiveness and efficiency to identify gaps for further improvement.
- **Action Plan 3:** Institutionalize assessment of college governance system to ensure ongoing improvement.

**IV.A.2-The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

#### ***Institutional Policy and Procedures for Participation in Decision-making***

The College follows policies and procedures, as established by District Board Policy *BP 2510: Participation in Local Decision-making* and the District Governance Handbook, to define processes for administrator, faculty and staff participation in decision-making ([IV.A.2-1](#)); ([IV.A.2-2](#)). These policies and procedures are developed in consideration of the California Education Code, Title 5, Sections 51023.3/.5/.7, 53200-206 and 55002, which place specific requirements on who must participate, make recommendations, and who must approve curricular and other educational matters. The College Governance Handbook also describes the participatory governance process that delegates decision-making through various committee recommendations, which ultimately go to the College Executive Committee (CEC) for consideration ([IV.A.2-3](#)). Participatory committee membership is designed to include individuals from all constituency groups, including administrators, faculty, staff, and students. Each College committee, subcommittee, workgroup, or taskforce consists of members that are appointed through each respective constituency group leader. In addition, all the constituency group leaders are members of the CEC, which is the final decision-making body on campus.

Additional institutional processes that involve campuswide participation are defined in a variety of plans, such as the three Divisional Plans ([IV.A.2-4](#)); ([IV.A.2-5](#)); ([IV.A.2-6](#)). Furthermore, as requirements and funding changes within the State of California, additional planning and decision-making instruments are developed, such as the Student Success and Support Programs (SSSP) Plan and the Student Equity Plan (SEP) ([IV.A.2-7](#)); ([IV.A.2-8](#)). In total, these plans must be considered when developing procedures to ensure proper participation. The College's planning webpage illustrates a number of planning efforts, including its operational plans as discussed above ([IV.A.2-9](#)).

The College's participatory governance process delegates curricular and academic decision-making to the College's Curriculum Committee and Academic Affairs Committee for

developing recommendations, which are then routed through governance process to the Academic Senate in alignment with District Board Policy *BP 0210: Academic Senate and Faculty Council* ([IV.A.2-2](#)). Typically, most matters are routed to the CEC; however, curriculum changes and recommendations are typically routed to the District Curriculum and Instructional Council for coordination before moving forward for District Board approval ([IV.A.2-10](#)). The District attempts to maintain aligned curriculum across its credit and noncredit institutions through a centralized curriculum inventory system, CurricUNET ([IV.A.2-11](#)).

### ***Student Participation in Decision-making***

The inclusion of student participation in the participatory governance process is required by College and District policy, as well as State regulations ([IV.A.2-12](#)); ([IV.A.2-2](#)). The districtwide United Students Council is a representative body of students defined by Board Policy *BP 2510* and *BP 3200: Associated Student Organizations* ([IV.A.2-12](#)); ([IV.A.2-13](#)). The College also supports an Associated Student Government that acts in the College's governance process as the official voice of the students. In addition, the College's Associated Student Government President serves as the student representative on the District Board of Trustees.

College provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest are not limited to participation on governance committees. Student feedback is also solicited every three years via a districtwide Student Feedback Survey, which surveys student perception and opinion in the areas of Instruction, Student Services, Personal Development, Resources, and College Leadership ([IV.A.2-14](#)). In addition, the College and/or District develop specific surveys to solicit student feedback in order to guide planning in areas with heavy student impact. For example, in 2008 the District Governance Council created the Textbook Affordability Taskforce. Textbook affordability is a significant public policy issue that impacts access to higher education, and while community college fees have remained low, the cost of textbooks has soared. In spring 2016, the Taskforce initiated a survey to obtain information about student textbook purchasing behaviors and perceptions. This was done to gain a better understanding of textbook buying behavior, the amount students spend on textbooks, the extent to which textbook costs influence enrollment and the use of alternative textbook options, such as open source platforms and digital textbooks ([IV.A.2-15](#)).

The College not only values student input and participation in the participatory governance process but also uses the student experience as a framework to guide decision-making on campus. As described in Standard I.B, the College has adopted the Loss/Momentum Framework (LMF) as an organizational planning tool to help guide collegewide planning efforts ([IV.A.2-16](#)). The LMF is based on the student experience and its relationship to student success. In particular, the "student experience" refers to the series of interactions between the student and the College, starting when potential students first make a connection to higher education and continuing on their journey through to completion. The LMF has allowed the College to consider the various systems, protocols, departments and personnel that each and every student encounters on their educational journey, and use this to help inform decision-making ([IV.A.2-17](#)); ([IV.A.2-18](#)); ([IV.A.2-19](#)).

### ***Participation in Resource Allocation***

The District Administration and Governance Handbook contains policies for allocation of resources to adequately support and sustain the College ([IV.A.2-20](#)); ([IV.A.2-21](#)). Generally, resources are allocated to the College by the District with limited discretion as to how these funds may be used. This occurs for several reasons, including external limitations to the College and District (e.g. negotiated salaries, grant restrictions, legal requirements, etc.). However, the College does have discretion to make choices within two primary areas. These include the allocation of teaching load assigned to the College by the District and the allocation of other unrestricted, or discretionary funds, as they are available (see Standard IV.A.3 for details).

The Vice President of Instruction and Instructional Deans review the full-time equivalent faculty (FTEF) allocation from the District after consultation with Department Chairs. As described in Standard III.A.7, these individuals consider data and evidence such as recent courses offered, Program Review evaluation and needs assessment, student enrollment needs, and the academic goals identified in the Educational Master Plan when determining allocation of resources to the schools ([IV.A.2-4](#)). This process is then repeated at the school level with each Dean and their respective Department Chairs.

The other significant resource allocation process is conducted by the Budget and Resource Development Subcommittee (BRDS) ([IV.A.2-22](#)). Because district resources are most often allocated in a nondiscretionary manner, there are few one-time and ongoing resources with which the College can allocate and determine usage through due process. BRDS coordinates the annual process for allocation once they have identified all fiscal resources that are eligible for open allocation. This process, described in Standard III.D.3, allows for any College employee or constituent to identify resource needs for improving student success in Program Review. These needs are prioritized in a linear ranking that is then approved by each constituent group and finally by the CEC ([IV.A.2-23](#)). This list usually exceeds the available resources; however, it is maintained throughout the year in the event that unforeseen changes occur or additional resources become available.

The San Diego Community College District has had a long standing commitment to administrator, faculty, staff and student participation in decision making processes.

Board Policy *BP 2510* and Administrative Procedure *AP 2510: Participation in Local Decision-Making* ensures that faculty, staff, and students have the right to effectively participate in District governance ([IV.A.2-12](#)). The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further *BP/AP 2510* provide students the opportunity to participate effectively in District governance and affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all colleges.

Board Policy *BP 0210: Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes ([IV.A.2-24](#)).

*BP 2310: Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and a student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board* ([IV.A.2-25](#)).

The membership of the District Governance Council, the primary districtwide governance body, demonstrates the District's commitment to faculty, staff, administrator and student participation in decision making. The Council is comprised of the chairs of all of the District Governance Councils, the college and Continuing Education Presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees and representatives of the labor organization ([IV.A.2-26](#)); ([IV.A.2-27](#)); ([IV.A.2-28](#)). The District Governance Council meets once or twice a month, depending on the Board of Trustees' meeting schedule, to review the Board of Trustees' meeting agenda, and address District operational matters including: changes to policies and procedures; Council and Task Force reports; state budget updates; and significant changes to business processes. The Council also periodically appoints special Task Forces to address a specific topic. Examples of Task Forces include: Task Force on Textbook Affordability and the Threat Assessment Task Force ([IV.A.2-29](#)).

The broad composition of the other District governance councils and committees also demonstrates the important role faculty, staff, students and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council is described in the District Administration and Governance Handbook which is communicated throughout the District. The Handbook defines the role of each District Governance Council and committee, as well as the constituency representation for each. The Handbook is available electronically on the District website as well as in print format ([IV.A.2-1](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College complies with the laws and regulations requiring this Standard be met. As such, the College and District have policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes.

Governance roles within the District and specifically at the College are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Some examples of improvements that have occurred as a result of these participatory decision-making processes include improvements to both the District and College Strategic Plans ([IV.A.2-30](#)); ([IV.A.2-31](#)); implementation of Taskstream to support student learning outcomes assessment and program review processes ([IV.A.2-32](#)); ([IV.A.2-](#)

[33](#)); [\(IV.A.2-34\)](#); and implementation of the Student Equity and SSSP plans to support student success [\(IV.A.2-7\)](#); [\(IV.A.2-8\)](#).

**IV.A.3-Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

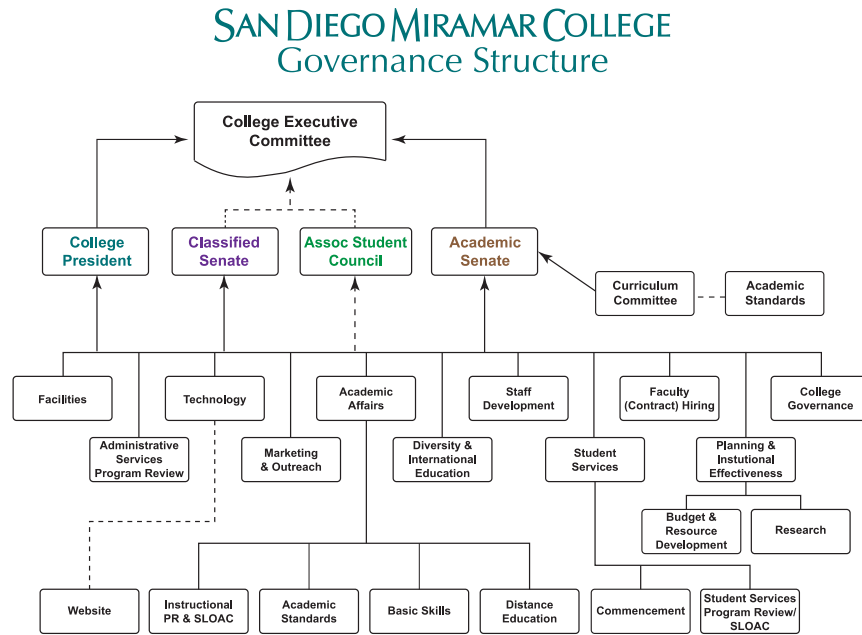
#### **Evidence of Meeting the Standard**

The institutional policies that govern San Diego Miramar College are defined by the District Board of Trustees, in alignment with California Education Code, Title 5, Sections 51023.3/.5/.7. Participatory governance at the College involves the three constituency groups: faculty, classified staff, and students as well as administrators (both academic and classified). All members of these constituencies and administrators have clearly defined roles in institutional governance at San Diego Miramar College. This is explicitly defined in the College Governance Handbook, which lists the roles of the three constituencies and administrators in the college governance system with regard to exercising a substantial voice in institutional policies, planning, and budget that directly relate to their areas of responsibility and expertise. All participatory governance committees also have defined roles and responsibilities, membership, goals, and procedures, described in the Handbook as well [\(IV.A.3-1\)](#). For example, the Planning and Institutional Effectiveness Committee (PIEC) reviews the collegewide Strategic Plan and annual planning cycle and the Budget and Resource Development Subcommittee (BRDS) oversees the annual review of the College's discretionary budget [\(IV.A.3-2\)](#); [\(IV.A.3-3\)](#)

Classified staff and students predominantly participate in areas that directly affect them. College administrators and faculty representatives are significantly involved in virtually all aspects of the institutions governance, policy, planning and implementation. As documented in the College Governance Handbook, the various college governance committees provide opportunities for constituents and administrators (both academic and classified administrators) to examine, review and make recommendations on issues that are moving forward through the governance processes. The final decision making body on campus is the College Executive Committee (CEC), which is co-chaired by the College President and the Academic Senate President. It is customary for decisions at the CEC level to be made by consensus between the two voting co-chairs, who are the College President and Academic Senate President [\(IV.A.3-4\)](#).

Each college within the District has a very consistent overview of processes and practices with regard to college governance. Although each college is somewhat unique with respect to the specificity of processes and the names of the committees, there is tremendous consistency with regard to the scope of the committee's charges and the opportunity for constituency groups to participate in planning and decision making. This arrangement is beneficial as it enables the integration of committee work between the district colleges.

The flow chart below shows the existence of College committees and subcommittees for specific purposes, and illustrates the flow of recommendations from committees to decision-making bodies:



A specific example of this can be shown in the College’s Faculty (Contract) Hiring Committee. This Committee is composed of faculty and administrators as voting members and classified staff and student representatives as non-voting members as shown below:

**Faculty (Contract) Hiring Committee**

**Chair Eligibility** – Co-Chairs: Chair of Chairs and Vice President of Instruction

**Chair Election** – designated by position held

**Chair Term** – Not Applicable

**Committee Membership**

Administrators (8)	Classified Staff (3) Non-Voting	Faculty (minimum of 16)	Students (3) Non-Voting
Vice President of Instruction	Representative 1	Articulation Officer	Representative 1
Vice President of Student Services	Representative 2	Counseling Chair	Representative 2
Dean, School of Math, Biological, Exercise and Physical Sciences	Representative 3	School of Math, Biological, Exercise and Physical Sciences (4)	Representative 3
Dean, School of Liberal Arts		School of Liberal Arts (4)	
Dean, School of Public Safety		School of Public Safety (4)	
Dean, School of Business, Technical Careers & Workforce Initiatives		School of Business, Technical Careers & Workforce Initiatives (4)	
Dean, School of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology		Library Chair	
Dean, Student Affairs		Academic Senate Executive Body	



This Committee annually reviews and prioritizes the College's full-time faculty needs. The ranked list of faculty needs is moved forward to the Academic Senate, where it requires two 'readings' or presentations in order to ensure that faculty members have the opportunity to take information back to their departments for discussion and provide appropriate feedback. The other constituency groups also have the opportunity to see the list, and once the prioritized list of faculty hiring needs is vetted it moves forward to CEC for final approval. At the other District colleges, the procedures and exact composition of the committees may vary to a slight degree, but the process is the same. Faculty and administrators work together to accommodate the full-time faculty needs, by creating a prioritized list of faculty needs with consensus from the constituency groups.

The San Diego Community College District has policies and procedures in place that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges and Continuing Education. The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

Development and review of policies and procedures are collegial efforts involving a variety of governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The Board agenda includes a standing item, titled *Call for Academic Senates' Agenda items for Discussion* intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board ([IV.A.3-5](#)).

Board Policy 2510 and Administrative Procedure 2510 *Participation in Local Decision-Making* ensures that faculty, students, and staff have the right to effectively participate in District governance ([IV.A.3-6](#)). The policy specifies that the Board will consult collegially with representatives of the Academic Senates, and rely primarily on their advice and judgment for educational matters. The policy also provides students the opportunity to participate effectively in District governance, including not taking any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures.

In addition, the policy affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all campuses.

Board Policy *BP 0210: Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes ([IV.A.3-7](#))

*BP 2310: Regular Meetings of the Board* also demonstrates a commitment to faculty, staff, and student participation in governance. It describes the format and structure of Board of

Trustees meetings as well as a commitment to participation. Included is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board* [\(IV.A.3-8\)](#).

With regard to budget and fiscal matters, the District has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to districtwide budget planning and development is the *Budget Planning and Development Council* [\(IV.A.3-9\)](#).

The District Administration and Governance Handbook provides a guide to the organization and delegation of function of the various departments and District governance structures. The Handbook is a clear illustration of the District's commitment to participatory governance. It includes a comprehensive delineation of function of District and college operations, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees [\(IV.A.3-10\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As shown in the College Governance Handbook, administrators and faculty are fully integrated in the institutional governance processes of the College's 16 governance committees and various sub-committees with diverse functions and responsibilities. Goals, procedures and membership for each committee are clearly defined in the Handbook and state the composition of the membership and the chair eligibility. Many require chair functions to be shared by a faculty member and an administrator. Active participation on governance committees is required of all College administrators and contract faculty. Assignments are made by the College President and Academic Senate President and monitored to ensure that members of these groups are given a voice in the decision-making processes of the College.

Review of key committees such as Academic Affairs, Planning & Institutional Effectiveness and Budget and Resource Development clearly demonstrates that administrators and faculty of the College are well represented and fully engaged in decision making processes related to institutional policy, planning and budget. The governance structure is clearly delineated and balanced with faculty and administrators at all levels of review, offering multiple opportunities for administrators and faculty to examine and provide comment on issues of relevance before reaching the College Executive Committee.

**IV.A.4-Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

***Responsibility for Curriculum and Student Learning Programs and Services***

The College follows District Policies and Procedures and well defined structures that describe the official responsibilities and authority that the faculty and academic administrators have in curricular and student learning program and services matters. Specifically, the College follows District Board Policies and Administrative Procedures as identified in:

- *BP 2510: Participation in Local Decision-making*
- *BP 5020: Curriculum Development*
  - *AP 5019: Instructional Program Review*
  - *AP 5020: Curriculum Development*
  - *AP 5021: Instructional Program Discontinuance*
  - *AP 5022: Course Approval*
  - *AP 5260 Requisites, Corequisites, Limitations, and Advisories*
- *BP 5025: Philosophy and Criteria for Associate Degree and General Education*
  - *AP 5025: Criteria for the Associate Degree and General Education*
- *BP 5040: Library and Learning Support Services*
- *AP 5105: Distance Education*

In alignment with the above Policies and Procedures, San Diego Miramar College and the District have the following structures, which are responsible for recommendations in these areas:

- College Curriculum Committee
  - Academic Standards Subcommittee
- College Academic Affairs Committee
  - Basic Skills Subcommittee
  - Distance Education Subcommittee
  - Instructional Program Review and Student Learning Outcomes Assessment Cycle Subcommittee
  - Honors Subcommittee
- College Academic Senate
- District Curriculum and Instructional Council ([IV.A.4-1](#)); ([IV.A.4-2](#)); ([IV.A.4-3](#)); ([IV.A.4-4](#)); ([IV.A.4-5](#)); ([IV.A.4-6](#)); ([IV.A.4-7](#))

The College's Governance Handbook and the District CurricUNET processes define the roles/ responsibilities and authority of faculty and academic administrators in curricular matters ([IV.A.4-8](#)); ([IV.A.4-9](#)). All of the College and District processes and procedures also ensure alignment with the California Education Code, Title 5, Section 55002, *Standards and Criteria for Courses* ([IV.A.4-10](#)). In addition, programs, degrees, and certificates available 50 percent or more via distance education mode have been reviewed using the above structures and the ACCJC Substantive Change process ([IV.A.4-11](#)).

Faculty and academic administrators also have responsibility for recommendations about student learning and support services outside of the curriculum. Additional College committees that make recommendations in this area include the Student Services Committee, Commencement Subcommittee and Student Services Program Review/ Student Learning Outcomes Assessment Cycle Subcommittee ([IV.A.4-12](#)); ([IV.A.4-13](#)); ([IV.A.4-14](#)). The College Governance Handbook defines the roles/ responsibilities and authority of faculty and academic administrators in these areas as well. Program Review and planning for Student Services using the above structures is functionally integrated into the College's planning efforts through the Student Services Division Plan ([IV.A.4-15](#)). In addition, with the increase in targeted funding by the State of California, the Student Services Division Plan takes into account the planning identified through the Student Success and Support Programs (SSSP) Plan and Student Equity Plan (SEP) ([IV.A.4-16](#)); ([IV.A.4-17](#)).

Functionality of these policies and procedures can be evidenced in several ways. The curriculum process requires a review of all courses within a six-year time frame. As a result of College and District policies, procedures, and structures, the College/ District has an updated rate of 97.6% ([IV.A.4-18](#)). Another example of this effectiveness is the College's response to the recent Associate Degree requirement changes, which necessitated the overhaul of many of the college's common transfer degrees. The Student Transfer Achievement Reform Act, described in Senate Bills SB 1440 and SB 440, placed requirements on all California Community Colleges to replace their existing four-year transfer degrees with degrees that aligned with State-developed templates. As evidence of the functionality and efficiency of the above policies and practices, San Diego Miramar College was able to develop and receive approval for the following degrees in response to this new legislation ahead of mandated deadlines: Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, Economics, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Studio Arts ([IV.A.4-19](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. In support of this, 75% of employees surveyed in the 2015 Employee Feedback Survey indicated that faculty were central to curricular decision-making ([IV.A.4-20](#)). The College, in collaboration with the District, will continue its efforts in this area.

**IV.A.5-Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**

The District Administration and Governance Handbook, the Miramar College Governance Handbook, and the San Diego Community College District Collective Bargaining Agreements have written policies on governance procedures which are specifically appropriate for all administration, faculty, staff and students [\(IV.A.5-1\)](#); [\(IV.A.5-2\)](#). The District Board Policies and Procedures also specify the academic roles of faculty in areas of student educational programs and service planning. All faculty, staff and administrators have access to these documents, and they are posted on the College Website as well to ensure collegewide communication. For the students, recent targeted funding from the State has led to significant improvements in preparing students for their journey through the College. Due to the Student Success Act of 2012 (SB 1456), students are now strongly incentivized through enrollment priorities to receive a comprehensive orientation and to engage in educational planning in an ongoing basis [\(IV.A.5-3\)](#).

As described above, there are contractual requirements for faculty to participate in governance activities. For faculty, this primarily includes committee work and other campus assigned activities, as determined by management [\(IV.A.5-4\)](#). Many departments also strategically seek committee assignments for their members. For example, if a department is involved in a building renovation, they may task one of their members to seek appointment to the Facilities Committee. Also, as San Diego Miramar College has shifted from a passive to active culture in terms of decision-making, resource allocation is now tied to active participation in Program Review process and collegewide planning, as evidenced by the College Annual Planning Calendar/Cycle [\(IV.A.5-5\)](#), and the Student Success Framework for Long-term Integrated Planning [\(IV.A.5-6\)](#). Lastly, the College prioritizes professional development and provides resources for faculty, staff, and administrators to understand and participate in the governance system.

The College follows District Board Policies and Procedures, as described in Standards IV.A.3 and IV.A.4, in the development and implementation of its college governance processes. This ensures the appropriate consideration of relevant perspectives and that decision-making is aligned with expertise and responsibility. It also creates structures that allow various groups to work in collaboration on behalf of institutional improvements. Each constituency group is represented on all primary committees, and recommendations from these committees are shared with each constituency group (i.e. faculty, staff, and students) and administrators for feedback, prior to moving recommendations forward to the College Executive Committee (CEC) for approval [\(IV.A.5-7\)](#).

Communication regarding the decision-making processes in the College participatory governance system is also achieved through the standardized reporting of all major college governance committees. Committees and participatory governance groups post their agendas and minutes online when required by the Brown Act [\(IV.A.5-8\)](#). In addition, broad communication of reports demonstrating progress directly related to institutional goals and

improvement of student learning occurs through presentations at collegewide venues, through email, on the College Website, and in governance committee meetings. For example, through the participatory governance process, the College developed a Strategic Plan and benchmarks for achievement in consideration of relevant perspectives and faculty, staff and administrator expertise (see Standard I.B.3 for details). The results of this process were captured in the Strategic Plan Assessment Scorecard, which was shared through the governance system and used to inform the College of gaps/priorities targeted for institutional action ([IV.A.5-9](#)).

The College also has a variety of indicators that show that the College ensures timely action on institutional plans, policies, curricular change, and other key considerations.

As evidence, the College Catalog and class schedule are published routinely and include courses and programs to meet student need ([IV.A.5-10](#)); ([IV.A.5-11](#)). The comprehensive College budget is developed and approved on time with due consideration for appropriate participation ([IV.A.5-12](#)). In addition, the College and District have successfully implemented a districtwide total of \$1.75 billion in bond funds to renovate and build new facilities at San Diego Miramar College ([IV.A.5-13](#)). In addition, through efficient governance and planning, the College has persevered through the years State of California mandatory reduction in financial commitment to higher education. While the College's capacity to offer classes was truncated, in some cases by more than 50 percent depending on the program, the College successfully managed this economic downturn without closing programs, laying off employees or entirely eliminating services to students.

The San Diego Community College District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog, and consideration of relevant perspectives in decision making throughout the District.

The Chancellor's expectation for timely action on institutional plans, policies and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting ([IV.A.5-14](#)). Each action item includes a timeline and specific follow up items. Another example is the annual Chancellor's Cabinet retreat where the agenda includes goals and accomplishments of the Cabinet members, as well as the planning agenda for the year ([IV.A.5-15](#)).

Board Policy *BP 2510: Participation in Local Decision-Making* clarifies the Board of Trustees' commitment to collegial governance, and ensures that faculty, students, and staff have the right to participate effectively in District governance ([IV.A.5-16](#)).

Board Policy *BP 0210: Academic Senate and Faculty Council* ensures that faculty have meaningful participation in the formation of policies and procedures on academic and professional matters. The policy formalizes the process for input as well as the responsibilities and recognition of the Academic Senate ([IV.A.5-17](#)).

*BP 2510* also maintains rights and responsibilities of the Academic Senate which are not specifically in statute or regulations, including the right to appear before the Board evidenced by a standing agenda item on the Board meeting agenda ([IV.A.5-18](#)). In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action on a matter significantly affecting students

until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI, of the AFT Guild Faculty Contract contains a commitment to faculty participation in committees based upon their expertise. The contract specifies that: *Tenure/tenure track faculty shall attend all District meetings, functions and activities which require the presence of the faculty members during their regularly scheduled on-campus work week* ([IV.A.5-19](#)).

*BP/AP 2510* specify the role of the faculty in the areas of planning for educational programs and services including all curricular and educational matters. *BP/AP 2510* also affirm the Board of Trustees' commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups in order to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District Governance Handbook that is widely published each academic year. The handbook describes the role and responsibilities of the various governance councils and committees as well as District administrative divisions and departments. The handbook is designed to effectively communicate the District's system of institutional governance, commitment to participation by all constituents, and the organizational structure to the District community ([IV.A.5-20](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Decision-making is aligned with expertise and all relevant perspectives, and these processes are comprehensively and clearly defined on the College and District Websites. In support of this, in 2015 76 % of employees surveyed indicated that they were “aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the College” ([IV.A.5-21](#)). Furthermore, the 2015 Student Feedback Survey results showed that 61% of respondents agreed they had “a substantial voice in matters related to programs and services” and 60% agreed that they “are a valued part of the decision making process at this campus” ([IV.A.5-22](#)). Both of these percentages represent increases in satisfaction from 2012 results (i.e. 16% and 17%, respectively).

While the College meets this Standard, it is committed to continue continuous improvement and wide-spread inclusion of all constituents and perspectives. Efforts are currently underway to improve the consistency and understanding of function and participation on college governance committees as described in IV.A.1.

#### **IV.A.6-The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

##### **Evidence of Meeting the Standard**

As previously mentioned, the District's Policies and Procedures, and the College's processes are documented on the College and District Websites [\(IV.A.6-1\)](#). Recommendations and decisions are also documented through participatory governance committee agendas and minutes, which are also communicated online and in compliance with the Brown Act. The College President, Academic Senate President, Classified Senate President and Associated Student Council President all attend many venues in an effort to both deliberate on decisions and collect information to communicate with others [\(IV.A.6-2\)](#); [\(IV.A.6-3\)](#).

As discussed in Standard I.B.9, each instructional school develops plans and priorities based upon departmental Program Review processes and documents these efforts in the School Program Reviews [\(IV.A.6-4\)](#). Non-instructional areas use an aligned Program Review process for identifying plans and priorities in student support services, instructional support services, and administrative services. Each Division (i.e. Instruction, Student Services, and Administrative Services) then engages in ongoing planning in consideration of the above, and planning decisions and priorities are documented as Division Plans on the College's Planning webpage [\(IV.A.6-5\)](#); [\(IV.A.6-6\)](#); [\(IV.A.6-7\)](#); [\(IV.A.6-8\)](#). The Educational Master Plan includes planning priorities identified in the Division Plans and Operational Plans, and all are aligned with the College's Strategic Plan Goals, grounded in the mission. To document these efforts and communicate the results, the College developed the Student Success Framework for Integrated Planning, an interactive figure that houses all decision-making processes and plans at the College [\(IV.A.6-9\)](#).

The District Board of Trustees also provides regular reports on District goals, activities and actions in the form of agendas and minutes [\(IV.A.6-10\)](#). The agendas are made public in the manner required by California's Open Meeting laws. The District Chancellor also provides regular electronic updates to all employees that are germane to high-level district and state activities and potential impact to the District [\(IV.A.6-11\)](#).

The Chancellor is committed to effective and timely communication on all important matters. The Chancellor and Board of Trustees use a number of communication vehicles to document and communicate decisions and important information that impact the organization.

Examples of communication include the following:

***Board of Trustees Reports*** – Provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization, as well as to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District [\(IV.A.6-12\)](#)

***Chancellor's Cabinet Updates*** – Provides a monthly report summarizing the major discussion and decisions of the Chancellor's Cabinet. The Chancellor's Cabinet is comprised of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Communications and Public Relations and the Executive Assistant to the Chancellor. The



Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to effectively meet its mission ([IV.A.6-13](#)).

***Chancellor's Open Forums*** – The Chancellor holds an open forum at each college and Continuing Education campus, as well as the District Office each year. The purpose of the Chancellor's open forum is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students ([IV.A.6-14](#)); ([IV.A.6-15](#)); ([IV.A.6-16](#)); ([IV.A.6-17](#)); ([IV.A.6-18](#)); ([IV.A.6-19](#)).

***Chancellor's Messages on Major Areas of Interest*** – The Chancellor sends periodic updates to the District community, as well as various community members, on major areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates and Facilities Updates. The Chancellor's Messages are available both electronically on the District website, and in printed format ([IV.A.6-20](#)); ([IV.A.6-21](#)); ([IV.A.6-22](#)); ([IV.A.6-23](#)); ([IV.A.6-24](#)); ([IV.A.6-25](#)).

***The WE (With Excellence)*** – A semesterly report showcasing significant programs, events and accomplishments of students, faculty and staff throughout the District. The report is widely distributed electronically throughout the community, and is available in both print and electronic copy on the District website ([IV.A.6-26](#)).

***NewsCenter*** – NewsCenter is the District's online news outlet which reports on a variety of events, activities and significant accomplishments throughout the District. The goal of NewsCenter is to ensure that the District community is apprised of the many exemplary ways the District is accomplishing its mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events going on throughout the District ([IV.A.6-27](#)).

In addition, the District Vice Chancellors and presidents are expected to broadly communicate on important matters to various constituencies. Communication includes emails, newsletters and various ongoing updates ([IV.A.6-28](#)); ([IV.A.6-29](#)); ([IV.A.6-30](#)). These communiqués are distributed broadly to both the internal and external community electronically, and in print format.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** All processes for decision-making in the College and District are well documented and accessible on the College and District Websites.

The 2015 Employee Feedback Survey indicated that more than 50% of respondents agreed that the “processes for decision-making and resulting decisions are widely communicated across the College” ([IV.A.6-31](#)). Reports on processes and decisions are routinely shared in collegewide forums, through the governance system, and in committees. While processes are documented and available online, this method of communication does rely on the constituency proactively seeking information and ongoing reminders of constituency leaders, participatory committee members, and administrators to share the information with their respective constituency members and colleagues.

**IV.A.7-Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

#### **Evidence of Meeting the Standard**

As outlined in the Miramar College Governance Handbook, a primary charge of the College Governance Committee (CGC) is to “*monitor, facilitate and, whenever necessary, evaluate the operation of the governance plan as outlined in this Handbook*”

[\(IV.A.7-1\)](#). The CGC is the guiding committee for creating and implementing evaluation processes and techniques for college governance committees to use, in addition to conducting analysis on the results of the evaluations for determining the effectiveness of the assessment tools and College’s participatory committees.

Updates to the college governance evaluation processes are generally instituted annually, primarily through the CGC. Similar to other governance committees, the CGC has representation of all constituencies, to ensure appropriate perspectives and expertise. In addition to the work performed by CGC, the College also applied for the Institutional Effectiveness Partnership Initiative (IEPI) grant to assess and strengthen procedures and processes for College’s Strategic Enrollment Management. With the tremendous growth in enrollment that the College has been experiencing, the assessment was aimed at ensuring that processes involved in planning for enrollment growth would fully incorporate and consider student success efforts.

In October 2015, the IEPI Partnership Resource Team (PRT) met with the College’s IEPI Taskforce to understand the College’s current status in relation to strategic enrollment management. The Taskforce includes:

- The College President
- The Planning and Institutional Effectiveness (PIE) Steering Committee (i.e. Vice Presidents of Instruction, Student Services, and Administrative Services; Research Subcommittee Chair; Budget and Resource Development Subcommittee Co-chairs; PIE Committee Co-chairs, and Classified Senate Representative)
- The Research and Planning Analyst
- The Collegewide Outcomes and Assessment Facilitator
- The Chair of Chairs
- Instructional School Deans
- A Chair representative from each School/Division
- The Academic Senate President
- The Public Information Office (PIO)
- The Associated Student Council (ASC) President

In addition to strategies for improving Strategic Enrollment management, the topic of college governance committee evaluation was discussed in detail with the Academic Senate President and Chair of Chairs. Several PRT members forwarded copies of the assessment tools used at their institutions to evaluate college governance committees. Copies of these

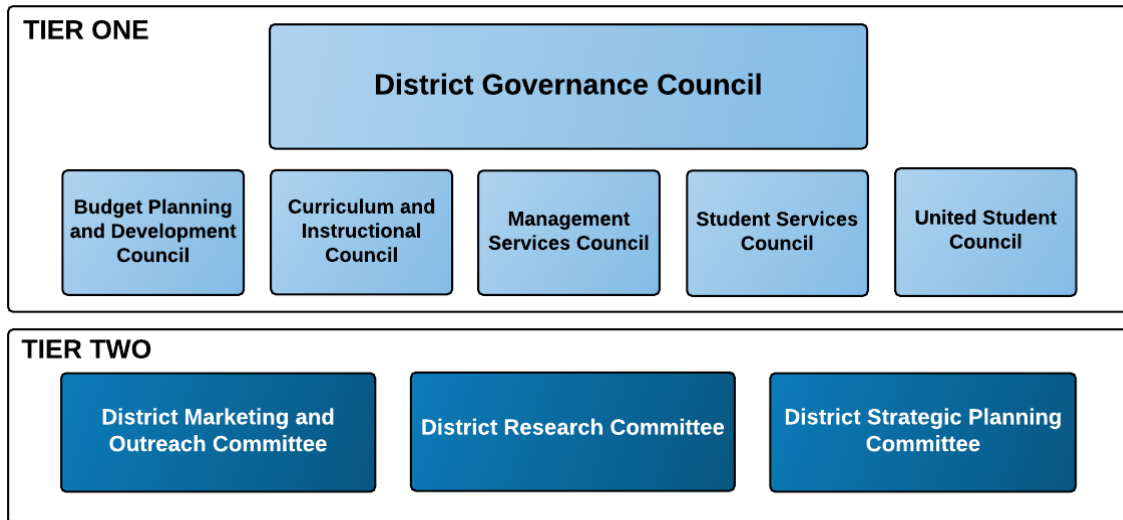
assessment tools were presented at CGC and Academic Senate meetings during the 2015-2016 year for constituency examination and input [\(IV.A.7-2\)](#); [\(IV.A.7-3\)](#).

During spring 2016, the CGC developed a customized assessment tool for the college governance committees that was vetted by all constituency groups and approved by the College Executive Committee (CEC). The goal of this tool was to evaluate committee functions, including leadership roles, procedures and processes therein, to ensure their integrity and effectiveness [\(IV.A.7-4\)](#); [\(IV.A.7-3\)](#); [\(IV.A.7-5\)](#); [\(IV.A.7-6\)](#). In spring 2016, this assessment tool was piloted by the CGC and the CEC and subsequently, the CGC approved the use of this evaluation tool by all committees during the fall 2016 semester. The CGC held workshops during the semester that are specifically designed to offer assistance to college governance committee chairs and co-chairs with regard to how to use the assessment tool, extract information and results, conduct analysis, and examine possible ways to improve the performance or effectiveness of a committee. To start the assessment process, the CGC distributed the assessment tool to the College in fall 2016 and a timeline for implementation was created [\(IV.A.7-7\)](#).

The College Governance Handbook is the primary means for communicating results of the evaluation process, in that governance committee changes will be reflected in this document. As a consequence of a governance committee evaluation, it may be that the composition of the committee or its goals, processes, position or function in the college governance flow chart may be changed in order to improve effectiveness. By designation, the Academic Senate Vice President (i.e. either Past President or President Elect) is the CGC Chair. This committee composition facilitates regular reporting of CGC plans to the Academic Senate and the CEC [\(IV.A.7-7\)](#); [\(IV.A.7-8\)](#); [\(IV.A.7-9\)](#).

Any weaknesses regarding governance committees that are identified in the evaluation process or by any other means are directed through the CGC. However, it is also possible for various College constituency groups to present and discuss the issues within their regularly scheduled constituency meetings, such as Management, Academic Senate, Classified Senate and Associated Student Council meetings, and bring concerns forward through the established governance structure. Once issues have been identified, they can be directed to the CEC through the four constituent groups as defined in the College Governance Handbook [\(IV.A.7-10\)](#).

Leadership roles and the institution's governance and decision making policies, procedures and processes are regularly evaluated to assure their integrity and effectiveness. The District currently has nine districtwide participatory governance councils and committees that are divided into two tiers. *Tier one* consists of six governance councils that have broad oversight and are each chaired by one of the District Vice Chancellors. *Tier two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy *BP 2510: Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook* [\(IV.A.7-11\)](#); [\(IV.A.7-12\)](#).



*Note: Ad hoc groups are periodically convened for a specific task or issue until resolved*

The District Governance Councils conduct a formal self-assessment of how each is contributing to the overall effectiveness of districtwide governance. The comprehensive evaluation of the districtwide participatory governance councils and committees is on a six-year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in fall 2015/spring 2016. The evaluation consists of an online survey that is distributed to members of the respective District Governance Councils and committees by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees make within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to districtwide governance, and make improvements to their operations accordingly. The summary reports are published online on the District's Institutional Research website ([IV.A.7-13](#)).

Based upon the results of the assessment, the DGC, as well as the individual councils make improvements to communications, processes and membership. For example, the assessment process and survey instrument was refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to better reflect its role, and the Student Services Council established a practice to meet periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website, as well as communicated in meeting minutes and on department websites ([IV.A.7-14](#)); ([IV.A.7-15](#))

Below is the annual timeline of the process for the comprehensive assessment of the governance structures:

- **Fall - Refine the Evaluation Rubric**  
The District Governance Council, working with the Director of Institutional Research and Planning (IRP), reviews and refines the evaluation rubric for all committees and

councils that comprise the districtwide participatory governance structure ([IV.A.7-16](#)). The evaluation rubric is based on context and behavioral anchors that were extracted from Board Policy *BP 2510*: Accreditation Standards, and the current functions and responsibilities of the nine districtwide participatory governance committees and councils.

- **February – Administer the Self-Assessment**

Each of the districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey that is based on the evaluation rubric.

- **April – Report Outcomes and Begin Action Planning**

Each of the districtwide participatory governance committees and councils discuss the results of their assessment, and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in changes to council/committee operations. Major changes are included in the Administration and Governance Handbook for the following academic year ([IV.A.7-11](#)); ([IV.A.7-15](#)).

In addition to the formal self-assessment, the councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. For example, the Strategic Planning Committee has restructured the membership and designed a planning calendar in response to feedback from the Chancellor’s Cabinet; the District Governance Council added three representatives from labor, one from classified, one from faculty, and one from the Police Officers Association. The District Research Committee was reconstituted to improve collaboration among the campus-based Research and Planning Analysts, and the Student Services Council changed its meeting schedule from weekly to bi-monthly to accommodate college priorities. Ongoing, formative assessment is also an important mechanism to ensure continuous quality improvement and facilitate an effective governance structure ([IV.A.7-17](#)); ([IV.A.7-18](#)).

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. Although the intent of the self-assessment was to be on an annual cycle, due to administrative changes, the timeline has varied by Division. In 2015-2016 the leadership team committed to resume the annual self-assessment cycle, and added an employee perception survey of the services of the District Administrative Divisions that was distributed to all employees in the District. The results show an overall high level of satisfaction with the District services. The survey results were incorporated into the various Divisional Action Plans and Self-Assessments. The comprehensive results are posted on the Division webpages ([IV.A.7-19](#)); ([IV.A.7-20](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College is currently in the process of meeting this Standard.** As the College implemented the Integrated Planning Framework, there have been specific areas identified by the College as needing improvement and expansion with regards to the evaluation processes for procedures and practices within the college governance committee structure. As a result, the College has developed a tool for evaluation of college governance committees. The pilot implementation of this College Governance

Committee Assessment Tool occurred during spring 2016. As a result of feedback, modifications were made to the tool and collegewide implementation started in fall 2016. The CGC conducted workshops to assist with the application of the evaluation tool and the analysis of the results. These workshops were also designed to provide a forum for all constituency groups to give feedback on the new assessment tool being used, and incorporate suggestions for improvement of college governance committee assessment and evaluation.

- **Action Plan 1:** Review and analyze results from implementing College Governance Committee Assessment Tool to develop improvement strategies aimed at increasing collegewide understanding and participation in the College's governance processes and practices and at evaluating the efficiency and effectiveness of the existing participating governance committees.
- **Action Plan 2:** Implement improvement strategies and evaluate effectiveness and efficiency to identify gaps for further improvement.
- **Action Plan 3:** Institutionalize assessment of college governance system to ensure ongoing improvement.

#### **Master list of Evidence for Standard IV.A.**

[IV.A.1-1: Miramar College Strategic Plan Fall 2013-Spring 2020-Update, p. 7](#)

[IV.A.1-2: San Diego Miramar College Catalog 2016-17, p. 13](#)

[IV.A.1-3: San Diego Miramar College Institutional Research Website](#)

[IV.A.1-4: San Diego Miramar College Outcomes Assessment Webpage](#)

[IV.A.1-5: SDCCD Institutional Research and Planning Webpage](#)

[IV.A.1-6: San Diego Miramar College Student Success Scorecard 2016](#)

[IV.A.1-7: DataMart](#)

[IV.A.1-8: California Community Colleges Chancellor's Office Fiscal Data Webpage](#)

[IV.A.1-9: Chancellor's Cabinet Enrollment Report Update 9/12/16](#)

[IV.A.1-10: 2015-16 SDCCD Adopted Budget The College President and District](#)

[IV.A.1-11: College Executive Committee Agenda 9/27/16](#)

[IV.A.1-12: College Executive Committee Agenda 9/20/16](#)

[IV.A.1-13: Miramar College Strategic Plan Fall 2013-Spring 2020-Update, p. 8](#)

[IV.A.1-14: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)

[IV.A.1-15: Governance Committee Recommendation Form](#)

[IV.A.1-16: Student Success Framework for Long-term Integrated Planning Fall 2016-Spring 2020](#)

[IV.A.1-17: 2016-17 Annual Planning Calendar/Cycle](#)

[IV.A.1-18: Miramar College Grant and Resource Proposal Procedure](#)

[IV.A.1-19: San Diego Miramar College Master Calendar November 2016](#)

[IV.A.1-20: On-Campus Board Meeting Email Invitation](#)

[IV.A.1-21: San Diego Miramar College Planning Website](#)

[IV.A.1-22: BRIC Technical Assistance Program Inquiry Guide, p. 18](#)

[IV.A.1-23: Fall 2012 San Diego Miramar Retreat Agenda](#)

[IV.A.1-24: Spring 2013 San Diego Miramar Retreat Agenda](#)

[IV.A.1-25: Spring 2014 San Diego Miramar College Retreat Agenda](#)

[IV.A.1-26: Spring 2015 Miramar College Collegewide Planning Summit Agenda](#)

[IV.A.1-27: Spring 2016 San Diego Miramar College Planning Summit Agenda](#)  
[IV.A.1-28: Miramar College 2015 Employee Feedback Survey, items 76-83, pp. 33-34](#)  
[IV.A.1-29: San Diego Miramar College Governance Evaluation Form](#)  
[IV.A.2-1: SDCCD Administration and Governance Handbook](#)  
[IV.A.2-2: San Diego Miramar College Governance Handbook May 2016](#)  
[IV.A.2-3: San Diego Miramar College Governance Handbook May 2016, p. 44](#)  
[IV.A.2-4: Instructional Services Division Six-Year Plan 2014-2020](#)  
[IV.A.2-5: Student Services Division Six-Year Plan 2014-2020](#)  
[IV.A.2-6: Administrative Services Division Six-Year Plan 2014-2020](#)  
[IV.A.2-7: Student Success and Support Program \(SSSP\) Plan 2015-16](#)  
[IV.A.2-8: Student Equity Plan 2015-16](#)  
[IV.A.2-9: San Diego Miramar College Planning Website](#)  
[IV.A.2-10: Curriculum and Instructional Council Minutes Webpage](#)  
[IV.A.2-11: CurricUNET Webpage](#)  
[IV.A.2-12: Board Policy 2510 Participation in Local Decision-Making](#)  
[IV.A.2-12: Board Policy 2510 Participation in Local Decision-Making](#)  
[IV.A.2-13: Board Policy 3200 Associated Students Organizations](#)  
[IV.A.2-14: Miramar College 2015 Student Feedback Survey](#)  
[IV.A.2-15: Textbook Survey Board Report 6/9/16](#)  
[IV.A.2-16: Loss-Momentum Framework Inquiry Guide](#)  
[IV.A.2-17: 2015-16 Instructional Division Accomplishments](#)  
[IV.A.2-18: 2015-16 Administrative Services Division Accomplishments](#)  
[IV.A.2-19: 2015-16 Student Services Division Accomplishments](#)  
[IV.A.2-20: SDCCD Administration and Governance Handbook, p. 22](#)  
[IV.A.2-21: Board Policy 6200 Budget Preparation](#)  
[IV.A.2-22: San Diego Miramar College Budget and Resource Development Subcommittee Webpage](#)  
[IV.A.2-23: College Executive Committee Minutes 9/13/16, p. 2](#)  
[IV.A.2-24: Board Policy 0210 Academic Senate and Faculty Council](#)  
[IV.A.2-25: Board Policy 2310 Regular Meetings of the Board](#)  
[IV.A.2-26: AFT Classified Bargaining Agreement, Article III – Employee Organization and Unit Member Rights, Section 3.15, p. 5](#)  
[IV.A.2-27: AFT Faculty Agreement, Article XII – Rights of Parties, Section 12.2.14, p. 105](#)  
[IV.A.2-28: POA Agreement, Article II – Association and Employee Security, Section 2.24, p. 3](#)  
[IV.A.2-29: District Governance Council Agendas and Minutes Webpage](#)  
[IV.A.2-30: Miramar College Strategic Plan Fall 2013-Spring 2020-Update](#)  
[IV.A.2-31: 2013-17 SDCCD Strategic Plan](#)  
[IV.A.2-32: Instructional Division Program Review Report 2015-16](#)  
[IV.A.2-33: Student Services Division Program Review Report 2015-16](#)  
[IV.A.2-34: Administrative Services Division Program Review Report 2015-16](#)  
[IV.A.3-1: San Diego Miramar College Governance Handbook May 2016](#)  
[IV.A.3-2: Planning and Institutional Effectiveness Committee Webpage](#)  
[IV.A.3-3: San Diego Miramar College Budget and Resource Development Subcommittee Webpage](#)  
[IV.A.3-4: College Executive Committee Webpage](#)

[IV.A.3-5: SDCCD Board of Trustees Documents Webpage](#)  
[IV.A.3-6: Board Policy 2510 Participation in Local Decision-Making](#)  
[IV.A.3-7: Board Policy 0210 Academic Senate and Faculty Council](#)  
[IV.A.3-8: Board Policy 2310 Regular Meetings of the Board](#)  
[IV.A.3-9: SDCCD Budget Development and Planning Council Handbook Page](#)  
[IV.A.3-10: SDCCD Administration and Governance Handbook](#)  
[IV.A.4-1: College Curriculum Committee Webpage](#)  
[IV.A.4-2: Academic Standards Subcommittee Webpage](#)  
[IV.A.4-3: Academic Affairs Committee Webpage](#)  
[IV.A.4-4: Basis Skills Subcommittee Webpage](#)  
[IV.A.4-5: Distance Education Subcommittee Governance Page](#)  
[IV.A.4-6: Instructional Program Review/SLOAC Subcommittee Webpage](#)  
[IV.A.4-7: Academic Senate Webpage](#)  
[IV.A.4-8: SDCCD CurricUNET User Guide](#)  
[IV.A.4-9: SDCCD CurricUNET User Guide Webpage](#)  
[IV.A.4-10: Title 5 Section 55002](#)  
[IV.A.4-11: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16](#)  
[IV.A.4-12: Student Services Committee Webpage](#)  
[IV.A.4-13: Commencement Subcommittee Webpage](#)  
[IV.A.4-14: Student Services Program Review Subcommittee Webpage](#)  
[IV.A.4-15: Student Services Division Six-Year Plan 2014-2020](#)  
[IV.A.4-16: Student Success and Support Program \(SSSP\) Plan 2015-16](#)  
[IV.A.4-17: Student Equity Plan 2015-16](#)  
[IV.A.4-18: Course Outline Update Report 12/10/16](#)  
[IV.A.4-19: ADT Tracker Report 8/04/16](#)  
[IV.A.4-20: Miramar College 2015 Employee Feedback Survey, item 79, p. 33](#)  
[IV.A.5-1: San Diego Miramar College Governance Handbook May 2016](#)  
[IV.A.5-2: AFT Faculty Bargaining Unit Agreement](#)  
[IV.A.5-3: Student Success and Support Program \(SSSP\) Plan 2015-16](#)  
[IV.A.5-4: AFT Faculty Bargaining Unit Agreement, p. 24](#)  
[IV.A.5-5: 2016-17 Annual Planning Calendar/Cycle](#)  
[IV.A.5-6: Student Success Framework for Long-term Integrated Planning Fall 2016-Spring 2020](#)  
[IV.A.5-7: College Governance Handbook, p. 44](#)  
[IV.A.5-8: College Executive Committee Webpage, p. 3](#)  
[IV.A.5-9: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)  
[IV.A.5-10: San Diego Miramar College Catalog 2016-17](#)  
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[IV.A.5-12: 2015-16 SDCCD Adopted Budget](#)  
[IV.A.5-13: Citizens' Oversight Committee for Prop S & N Spending Reports](#)  
[IV.A.5-14: Chancellor's Cabinet Action Items January-June 2016](#)  
[IV.A.5-15: Chancellor's Cabinet Retreat Agendas 2010-16](#)  
[IV.A.5-16: Board Policy 2510 Participation in Local Decision-Making](#)  
[IV.A.5-17: Board Policy 0210 Academic Senate and Faculty Council](#)  
[IV.A.5-18: SDCCD Board of Trustees Documents Webpage](#)



[IV.A.5-19: AFT Faculty Agreement, Article VI Section 6.7](#)  
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[IV.A.5-22: Student Feedback Survey Q 64, 65, p. 32](#)  
[IV.A.6-1: SDCCD Board Policies Webpage](#)  
[IV.A.6-2: SDCCD Administration and Governance Handbook](#)  
[IV.A.6-3: San Diego Miramar College Governance Handbook May 2016](#)  
[IV.A.6-4: MBEPS School Program Review Report 2015-16](#)  
[IV.A.6-5: San Diego Miramar College Planning Website](#)  
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[IV.A.6-8: Administrative Services Division Six-Year Plan 2014-2020](#)  
[IV.A.6-9: Student Success Framework for Long-term Integrated Planning Fall 2016-Spring 2020](#)  
[IV.A.6-10: SDCCD Board of Trustees Documents Webpage](#)  
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[IV.A.6-26: SDCCD With Excellence Webpage](#)  
[IV.A.6-27: SDCCD NewsCenter Webpage](#)  
[IV.A.6-28: SDCCD Instructional Services Newsletter 2015-16](#)  
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[IV.A.6-30: SDCCD Human Resources Notices and Updates](#)  
[IV.A.6-31: Miramar College 2015 Employee Feedback Survey, item 82, p. 34](#)  
[IV.A.7-1: San Diego Miramar College Governance Handbook May 2016, p. 14](#)  
[IV.A.7-2: College Governance Committee Minutes 4/12/16, p. 1](#)  
[IV.A.7-3: Academic Senate Minutes 5/17/16, p. 2](#)  
[IV.A.7-4: College Executive Committee Minutes 5/3/16, pp. 1-2](#)  
[IV.A.7-5: Classified Senate Agenda 5/5/16, pp. 2-4](#)  
[IV.A.7-6: Associated Student Government Agenda 9/30/16, p. 1](#)  
[IV.A.7-7: College Governance Committee Minutes 10/11/16](#)  
[IV.A.7-7: College Governance Committee Agenda 10/11/16](#)  
[IV.A.7-8: Academic Senate Agenda 10/4/16](#)  
[IV.A.7-9: College Executive Committee Agenda 5/3/16](#)

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[IV.A.7-12: Board Policy 2510 Participation in Local Decision-making](#)  
[IV.A.7-13: SDCCD Participatory Governance Councils-Committees Summary Report](#)  
[IV.A.7-14: District Governance Council Agenda Webpage](#)  
[IV.A.7-15: SDCCD Participatory Governance Self-Assessment](#)  
[IV.A.7-16: District Governance Council Agenda 8/20/14](#)  
[IV.A.7-17: SDCCD Planning & Governance Framework](#)  
[IV.A.7-18: SDCCD Strategic Planning Committee Webpage](#)  
[IV.A.7-19: District Offices Employee Survey Spring 2016](#)  
[IV.A.7-20: 2016-17 District Divisions and Departments Action Plans](#)

# **Standard IV: Leadership and Governance**

## **Standard IV.B.: Chief Executive Officer**

**Administrative Tri-Chair: Patricia Hsieh**

**Faculty Tri-Chair: Marie McMahon**

**Classified Tri-Chair: Terrie Hubbard**

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COLLEGE



## STANDARD IV.B. CHIEF EXECUTIVE OFFICER

**IV.B.1-The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

#### ***College President and Communication***

The College President acts as the institutional chief executive officer (CEO) for San Diego Miramar College. The College President communicates both in person and/or through delegation to constituency leaders the institutional values, goals, institution-set standards, budgets and directions to the College on an ongoing basis. This communication process starts at College Convocation, and continues at the various meetings on campus, including the following meetings: Planning and Institutional Effectiveness Committee (PIEC); Academic Senate; Classified Senate; Miramar Managers; Associated Student Council; College Governance Committee; College Executive Committee (CEC); Dean’s Council; the Annual Planning Summit; Academic Affairs; and On-campus Board Meeting ([IV.B.1-1](#)); ([IV.B.1-2](#)); ([IV.B.1-3](#)); ([IV.B.1-4](#)); ([IV.B.1-5](#)).

According to the Miramar College 2015 Employee Feedback Survey, 45% of College employees surveyed agreed with the statement “the College President communicates effectively with the students.” This result represents a 16% improvement in level of satisfaction compared with 2012 survey results ([IV.B.1-6](#)).

#### ***College President and Institutional Performance (Enrollment, Data, and Budget)***

The College President is familiar with the data and analysis regarding institutional performance. The College President regularly receives institutional effectiveness, student achievement/completion, and weekly enrollment data from the District and also the budget information from the Chancellor’s office. This information is shared and discussed with the CEC and then disseminated electronically to the entire campus for review, discussion, and action.

This information is further discussed at Dean’s Council ([IV.B.1-7](#)); ([IV.B.1-8](#)) and then at school meetings with the department chairs and then within each department. Data and information regarding institutional performance is periodically discussed at Academic and Classified Senates ([IV.B.1-9](#)); ([IV.B.1-10](#)); ([IV.B.1-5](#)).

In fact, 59% of College employees surveyed agreed with the statement “the College President provides effective leadership in planning and assessing institutional effectiveness.” This result represents a 12% improvement in this metric since 2012 ([IV.B.1-11](#)).

#### ***College President and Institutional Effectiveness (Planning and Organization)***

The College President communicates the importance of a culture of evidence, which focuses on student learning through evaluation of quantitative and qualitative data obtained using established processes. Guided by the College President, the College has established a process to identify the annual institutional research needs through the research agenda, in addition to

an ad hoc process to account for various other needs that were not included in the research agenda. The College President communicates and emphasizes the importance of a culture of evidence through the collegial consultation and approval processes. The College President regularly communicates the importance of a culture of evidence focused on student learning with the Vice President of Instruction, Dean of Planning, Research and Institutional Effectiveness (PRIE), CEC, Miramar Managers and the Collegewide Outcomes and Assessment Facilitator. The College President regularly reports this information as part of the CEO Challenges and Accomplishments report and dialogues with the District Board at their annual retreats [\(IV.B.1-12\)](#). Finally, the College research office reports directly to the College President. The College President has weekly meetings with the Dean of PRIELT to review topics related to institutional research functions, planning, and effectiveness [\(IV.B.1-13\)](#); [\(IV.B.1-14\)](#); [\(IV.B.1-15\)](#); [\(IV.B.1-16\)](#); [\(IV.B.1-17\)](#).

The College President has advocated for and supported the development and full implementation of the College's Integrated Planning Framework in linking institutional research to institutional planning efforts and resource allocation processes [\(IV.B.1-18\)](#); [\(IV.B.1-19\)](#); [\(IV.B.1-20\)](#); [\(IV.B.1-21\)](#); [\(IV.B.1-22\)](#); [\(IV.B.1-23\)](#).

According to the Miramar College 2015 Employee Feedback Survey, 57% of Miramar College employees surveyed agreed with the statement "the College President provides effective leadership in fiscal planning and budget development." This result represents a 5% improvement in level of satisfaction compared with 2012 survey results [\(IV.B.1-11\)](#).

#### ***College President and Hiring Processes***

The College President relies primarily on the well-established selection processes which are guided by the District hiring policies in selecting and developing personnel at San Diego Miramar College. The selection process takes into consideration that the college staff be reflective of the student population and also support the vision and mission of the campus programs [\(IV.B.1-24\)](#); [\(IV.B.1-25\)](#); [\(IV.B.1-26\)](#); [\(IV.B.1-27\)](#); [\(IV.B.1-28\)](#).

Currently, the Miramar College Diversity Plan includes a goal for the more effective recruitment of a diverse staff. Implementation of the Miramar College Diversity Plan is a standing agenda item for the CEC meeting. The task force of the Diversity/ International Education Committee (DIEC) is charged with making recommendations to CEC in order to identify specific strategies and actions for the implementation. A draft plan has been developed, shared with the constituency groups and administrators to solicit feedback. The plan is scheduled to be finalized by the end of spring 2017 for implementation in fall 2017 [\(IV.B.1-29\)](#).

Forty-nine percent of San Diego Miramar College employees surveyed agreed with the statement "the College President provides effective leadership in selecting and developing personnel." This result represents a 7% improvement in level of satisfaction compared with 2012 survey results [\(IV.B.1-11\)](#).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College President has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The College President also ensures that every newly hired manager at San Diego Miramar College is assigned one or more mentors by the immediate supervisor to help him/her acclimate into the College community to ensure success.

To provide leadership in the selection and development of personnel, the College President has supported the College's efforts to develop faculty mentoring programs that were designed to provide guidance and professional development to newly hired tenure track faculty. Due to the large number of new faculty hires, in 2014 the College developed a New Faculty Orientation Program ([IV.B.1-30](#)); ([IV.B.1-31](#)). The Program's objectives are to provide faculty with important information on college procedures and services, campus culture, and performance expectations and to encourage socialization and opportunities for new faculty to bond and interact with each other and other faculty program providers. The Program schedule involves a two-day workshop prior to the start of the semester, and four half-day workshops schedule monthly during the semester. Activities within the program include:

- Meetings with respective school deans and secretaries to inform faculty of performance expectations; and to sort out office assignments, keys and codes and administrative paperwork such as program cards, absence protocols and syllabi submission.
- Meetings with respective department chairs to inform faculty on department culture, Faculty Web Services for attendance and grade reporting, FLEX, instructional support tools, faculty evaluation process and faculty mentor assignments.
- Tours of campus facilities and support services to get layout of campus and meet instructional support personnel
- Tours of Student Services offices and meetings with office personnel to learn about where and what services are available to students
- Monthly workshop topics on the Collective Bargaining Agreement, faculty evaluation process, college Committee Service, student learning outcomes and assessment, strategies to manage student behavioral issues, professional development, online teach and use of Blackboard

The College President also supports the Classified Senate in developing a classified staff professional development week and an annual retreat to keep classified personnel abreast of the policy and procedure changes, as well as new state rules and regulations pertaining to their respective duties and assignments ([IV.B.1-32](#)); ([IV.B.1-33](#)).

**IV.B.2-The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

#### ***College President and Institutional Complexity***

As a College within a multi-college district, San Diego Miramar College’s organizational structure reflects having three Vice Presidents supported by Instructional and Student Services Deans and Associate Deans. In addition to effectively overseeing the administrative structure, based on the College’s mission and state mandate, the College President plans and evaluates the administrative structure to reflect the college’s purpose, size, and complexity to ensure the College is capable of providing required administrative support to the College’s operations. This information can be found in the minutes of the CEC meetings which are public documents [\(IV.B.2-1\)](#).

In line with district Board Policy *BP 2430: Delegation of Authority to Chancellor*, the District Board delegates to the Chancellor the executive responsibilities for administering the Board Policies and executing all Board decisions requiring administrative action. The Chancellor then delegates that authority to the College President [\(IV.B.2-2\)](#).

#### ***College President and Delegation of Authority***

*BP 2430* also allows the College President to delegate duties but maintains that the College President is still responsible to the Board for the final execution of these duties and powers. Thus, the College President delegates authority, in alignment with Board Policies such as *BP 7110: Delegation of Authority, Human Resources*, to the Vice Presidents of the College to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, physical and facilities management, and human resources. This delegation of authority is evident upon perusal of Board agendas, where each Vice President has a section devoted to his/her area of authority [\(IV.B.2-2\)](#); [\(IV.B.2-3\)](#).

At San Diego Miramar College, the College Governance Handbook provides the overview and the charge for each College committee and the connections between the various committees at the College. The College President also delegates the accreditation function to the Accreditation Steering Committee and Tri-Chairs (i.e. Administrator, Faculty, Classified Staff, and students when possible), who are responsible for the various Accreditation Standards [\(IV.B.2-4\)](#); [\(IV.B.2-5\)](#).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College President reviews the College’s Mission Statement and state mandates with the President’s Cabinet to identify the appropriate administrative structure with regard to the institutions size and complexity. Proposals coming from the President’s Cabinet are presented to all College constituency group leaders at the College Executive Committee (CEC) for discussion. This information is communicated by the constituency leaders to their membership. The

identification, refining and evaluation of the administrative structure is also delegated to the Vice Presidents and involves school Deans or Program Managers and area supervisors. The Program Review process is also integral to identifying staffing needs for administrative purposes.

In support of this, the 2015 Employee Feedback Survey indicated that 60% of San Diego Miramar College employees surveyed agreed with the statement “the college’s Administrative structure is organized and staffed to reflect the institution’s purpose, size, and complicity.” This result represents a 12% improvement in level of satisfaction compared with 2012 survey results [\(IV.B.2-6\)](#).

The College President recognizes the role and responsibilities in overseeing the entire operations of the College through the Vice Presidents and others. The daily operational responsibilities are appropriately delegated to the Vice Presidents according to their job descriptions, assigned duties and responsibilities. The College President also delegates responsibilities to individuals/representatives based on recommendations from the College’s participatory governance committees.

#### **IV.B.3-Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

#### **Evidence of Meeting the Standard**

As the Chief Executive Officer (CEO) of the College, the College President regularly communicates with the College regarding policies and procedures on an array of matters, including:

- The College’s mission, values, and vision [\(IV.B.3-1\)](#); [\(IV.B.3-2\)](#); [\(IV.B.3-3\)](#); [\(IV.B.3-4\)](#); [\(IV.B.3-5\)](#)
- College goals and direction of the College, by inclusion in all main planning documents and convocation programs [\(IV.B.3-6\)](#); [\(IV.B.3-7\)](#); [\(IV.B.3-8\)](#); [\(IV.B.3-9\)](#); [\(IV.B.3-10\)](#)
- Alignment of Program Review processes and goals with the College’s Strategic Plan Goals [\(IV.B.3-11\)](#)



- Inclusion of Strategic Plan Goals on governance committee agendas ([IV.B.3-12](#)), ([IV.B.3-13](#)), ([IV.B.3-14](#)), ([IV.B.3-15](#))
- Chancellor’s Cabinet discussions ([IV.B.3-16](#))
- Reports on enrollment, basic skills, degree certificates, completion rates, through weekly CEC reports ([IV.B.3-17](#))
- Surveys such as Employee and Student Feedback Surveys, briefings to present the data from the Employee and Student Feedback Surveys, and Benchmarking process workshop ([IV.B.3-18](#)); ([IV.B.3-19](#))
- College Planning Summit Discussions ([IV.B.3-20](#)); ([IV.B.3-21](#)); ([IV.B.3-22](#)); ([IV.B.3-23](#)); ([IV.B.3-24](#))

The aforementioned communications have allowed the College President to guide institutional improvement of the teaching and learning environment in the following manner:

- **Establishing a collegial process that sets values, goals, and priorities**  
Under the guidance of the College President, the Planning and Institutional Effectiveness Committee (PIEC) leads the collaborative process that establishes the college’s values, goals and priorities. The Committee oversees development of the College Mission Statement, which contains the values set forth by the College. College goals are identified during the development of the Strategic Plan, which sets goals to achieve key facets of the college mission. Priorities are then set by a two-layered process:
  1. At the college-level, the Strategic Plan Assessment Scorecard (SPAS) identifies gaps through the benchmarking process and communicates those gaps as priorities for the College (see Standard I.B.3 for details). These priorities can then be used by committees and groups in the development of both program and operational plans.
  2. At the program-level, individual departments and service units use the Program Review process to identify priorities aimed at increasing student success ((see Standard I.B.5 for details). Each School brings forward these priorities, which are in turn translated into a Division Plan to inform the collegewide integrated planning efforts.
- **Ensuring the College sets institutional performance standards for student achievement**  
In response to the 2014 Annual Report, the College President supported the College in the development of a benchmarking process. The College identified 11 indicators (consisting of 39 measures) which were benchmarked using a mixed qualitative/quantitative methodology. This methodology ensured inclusion of multiple sources of information and content expertise, taking into consideration major trends, impact factors, and comparison points for each indicator. The Scorecard consists of four parts: an introduction, the current year goal attainment, a five-year trend analysis, and a crosswalk that shows relationship to Strategic Plan Goals and operational definitions ([IV.B.3-25](#)). SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the college

Strategic Plan Goals and was used at the College's annual Planning Summit to identify areas in need of improvement and action (see Standard I.B.3 for details).

- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions**

Strongly supported by the College President, the College has developed a culture of evidence, in which both evaluation and planning are data driven. For example, planning processes rely on evaluation of program conditions, student achievement and student learning outcomes (SLO) data; non-instructional student learning/ service unit outcomes; student and employee surveys; and collegewide Institutional SLO assessment. To achieve high quality evidence based on data and research, the College has also focused on the development a culture of collaborative inquiry. An example of this is the creation and implementation of an annual collegewide planning summit for active examination of data that is directly related to student success and institutional effectiveness (see Standard I.B.1 for details). These activities ensure that the inquiry process will identify key research questions that will advance the College's mission and be used to inform the integrated planning process.

- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**

The College President has supported College efforts to develop a Program Review process that considers integrated planning processes and ensures appropriate budget allocations. The Program Review for each department and service area identifies the faculty, classified staff, supplies, facilities, and equipment needs that will increase success in a given area. The Program Review process serves as a 'needs assessment', based on data and inquiry, for programs and services to meet student need, and it provides a direct link to the College's Strategic Plan Goals and thus, mission (see Standard I.B.9 for details).

- **Ensuring that the allocation of resources supports and improves learning and achievement**

The College President is responsible for ensuring allocation of resources supports and improves learning and achievement, and this is accomplished through various mechanisms such as the College's integrated planning framework, Program Review process, and the Planning and Institutional Effectiveness Committee (PIEC). One of PIEC's Subcommittees is the Budget and Resource Development Subcommittee (BRDS), and this alignment ensures that appropriate budget allocations are linked to planning efforts to support student learning and achievement.

By conducting instructional program review, faculty and staff engage in analysis and dialogue regarding learning and achievement data, in addition to other internal and external factors of program success, to identify resource needs for improvement. The identified needs are then funneled to the appropriate venue, through the School Deans (see Standard I.B.4 for details).

- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution**

To ensure accountability, the College President directs the College to use identified benchmarks to assess the progress towards achieving Strategic Plan Goals, and thus

the College's mission (see Standard I.B.3 for details). During the 2016 Planning Summit, the College reviewed the benchmarking results in the Strategic Plan Assessment Scorecard and identified six gaps that the College wanted to prioritize. The College used data from multiple sources in order to address the identified gaps that were impeding student success (see Standard I.B.9 for details).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College President communicates the significance of a culture of evidence and collaborative inquiry with a focus on student learning and achievement through a variety of measures as outlined above. Furthermore, the College President encourages and supports data-driven evaluation and planning, such as the development of the Collegewide Outcomes and Assessment Plan ([IV.B.3-26](#)). In addition, the College's integrated planning efforts ([IV.B.3-27](#)) have linked student learning and achievement, institutional planning, and resources allocation processes.

In spring 2014, the College underwent administrative reorganization to create the Office of Planning, Research and Institutional Effectiveness (PRIE) with the new Dean of PRIE, Library and Technology. This reorganization involved placement of the Office of PRIE directly under the President's Office, since the Office and Dean functions and job duties, respectively, are collegewide ([IV.B.3-28](#)). The purpose of this reorganization was meant to streamline institutional effectiveness across the College (see Standard I.B. for details). The College will continue its efforts in this area.

**IV.B.4-The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

#### ***College President and the Accreditation Process***

With the College President's participation through a series of campuswide training and information workshops, the entire College is made aware of the district accreditation timelines and process. To summarize, the College President:

- Met with the President's Cabinet to determine the communication plan to inform the College of the upcoming Accreditation visit
- Met with the Dean of Planning, Research and Institutional Effectiveness (PRIE) to further refine the plan for communicating accreditation information and for inclusion of the appropriate constituency leaders and others required for the planning process ([IV.B.4-16](#)); ([IV.B.4-17](#)).
- Took the communication plan to the College Executive Committee (CEC) for input and to inform the constituency leaders.

- Instructed constituency leaders to inform their respective groups of the accreditation information

The College President also instructed the CEC to include the accreditation process as an ongoing agenda item at its weekly meeting. The information discussed and shared at the CEC meeting is then communicated by the constituency leaders and Vice Presidents to their respective groups [\(IV.B.4-1\)](#). Accreditation is also a standing item on the Academic Senate, Classified Senate and Associated Student Council meeting agendas [\(IV.B.4-2\)](#); [\(IV.B.4-3\)](#); [\(IV.B.4-4\)](#).

#### ***Faculty, Staff, and Managers Involvement in the Collegewide Accreditation Process***

To ensure faculty participation in the accreditation process, the College President instructed the College to identify an Accreditation Self-Evaluation faculty co-chair, along with the College's Accreditation Liaison Officer, the Dean of PRIE, to serve as a part of the two-member Accreditation Steering Committee. In 2008, the current College President instituted the tri-chair system (i.e. inclusion of a faculty, classified staff, manager, and sometimes a student rep when appropriate) to prepare the Self-Evaluation Report, and the College has continued to use this effective practice. The tri-chairs have the responsibility to solicit feedback from their respective groups, as well as search out evidence of meeting the Standards [\(IV.B.4-5\)](#).

Regularly scheduled campuswide informational and training workshops were held throughout the accreditation cycle [\(IV.B.4-6\)](#); [\(IV.B.4-7\)](#). Furthermore, public forums were held to ensure that all college members had the opportunity to engage in the process and understand the College's response to the Standards [\(IV.B.4-8\)](#); [\(IV.B.4-9\)](#).

An Accreditation webpage serves as an additional source of information. This webpage contains all documents that pertain to the Accreditation process [\(IV.B.4-10\)](#).

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The timeline for developing the 2016 Accreditation Self-Evaluation Report was created through the participatory governance process that commenced in fall 2014 [\(IV.B.4-11\)](#). Accreditation workshops and training sessions occurred from fall 2014 to spring 2016 [\(IV.B.4-12\)](#); [\(IV.B.4-13\)](#); [\(IV.B.4-14\)](#). In all, there was a total of nine workshops and training sessions [\(IV.B.4-15\)](#); [\(IV.B.4-16\)](#); [\(IV.B.4-17\)](#); [\(IV.B.4-18\)](#); [\(IV.B.4-19\)](#); [\(IV.B.4-20\)](#); [\(IV.B.4-21\)](#); [\(IV.B.4-22\)](#).

Through the entire Accreditation cycle, Accreditation was a standing item on the respective consistency group meeting agendas. This standard practice allowed the College to stay informed regarding the entire Accreditation process. In support of this, 63% of College employees surveyed agreed with the statement "the College President provides effective leadership for supporting the College's accreditation process" [\(IV.B.4-23\)](#).

While the College has a developed and functional system for approaching Accreditation, self-evaluation has led to the potential for improvement. The College is investigating mechanisms to further integrate the Accreditation Standards more directly into the function of governance committees.

- **Action Plan 1:** Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements.

**IV.B.5-The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

As discussed in Standard I.A, the implementation of statutes, regulations and governing board policies are consistent with the institutional mission:

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

The College President delegates responsibilities to the Vice Presidents based on their roles, duties and assignments to ensure that legal requirements in the district Board Policies are met. This delegation of authority is apparent upon the perusal of any board agenda, where each Vice President has a section devoted to his or her area of authority.

In line with California Education Code 84040 and *BP 6400: Audits*, the College is audited annually to ensure compliance with the fiscal guidelines required by law. The annual audit report is available for public viewing on the District Website ([IV.B.5-1](#)).

The District Office of Staff and Student Diversity/Equal Employment Opportunity (EEO) develops, revises, and monitors the District's Equal Employment Opportunity Plan to ensure equal employment opportunity in compliance with rules, regulations, laws, and diversity requirements. The Office interacts with the College's Diversity/ International Education Committee (DIEC) and provides training and feedback to the committee ([IV.B.5-2](#)); ([IV.B.5-3](#)); ([IV.B.5-4](#)); ([IV.B.5-5](#)); ([IV.B.5-6](#)).

The College site compliance officer reports directly to the College President and is responsible for the initial investigating, reporting, compiling and making recommendations for the resolution of both employee and student discrimination and sexual harassment complaints to the District Legal Services/EEO and Diversity office ([IV.B.5-7](#)).

The College President ensures financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. At the operational level, the role of the Budget Resource and Development subcommittee (BRDS) is pivotal and is detailed in Standard III.D.1 ([IV.B.5-8](#)); ([IV.B.5-9](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The College is held accountable by the guidelines in Title 5 of the Education Code and the Board Policies that govern the implementation of statutes, regulations and institutional practices at the College. The District Board meets regularly per *BP 2310: Regular Meetings of the Board*. All District Board meetings are open to the public and comply with the Brown Act provisions, except as required or permitted by law ([IV.B.5-10](#)).

As stated in *BP 2430: Delegation of Authority to Chancellor*, the College President is entrusted by the District Board in delegating any of duties, but is specifically responsible to the District Board for the final execution of these duties and powers. Thus, the College President delegates authority to the Vice Presidents of the College to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, physical and facilities management, and human resources.

The outcomes that are delivered by the College and the District are consistent with the statutes, regulations, and governing board policies. These practices also assure that the institutional practices at San Diego Miramar College and the District are consistent with the institutional mission and policies, including effective control of budget and expenditures.

### **IV.B.6-The CEO works and communicates effectively with the communities served by the institution.**

#### **Evidence of Meeting the Standard**

The College President works and communicates with the surrounding communities using a variety of methods, which include:

- College produced media and the College President's personal contacts.
- Communication efforts enhanced by the College's Public Information Officer (PIO).
- Communications Services department, which provides communications regarding both information from the College President and other various types of college-related information via the College Website, news releases, online newsletters, the Mira Mesa Living Magazine, program brochures, and various forms of social media (i.e. Facebook, Miramar Touch, and Twitter).
- Student events that provide information to the community.

The College President maintains community wide personal contact via participation in Foundation events; membership in community organizations; personal appearances by invitation from local groups and organizations; meetings with high school principals; and meetings with city, county, state, and federal elected officials ([IV.B.6-1](#)); ([IV.B.6-2](#)); ([IV.B.6-3](#)); ([IV.B.6-4](#)); ([IV.B.6-5](#)). More direct campus contact is achieved by the College President holding weekly open office hours, the president's formal address at fall Convocation, attendance at other campus activities, participation in community events held on campus, and campus events held on and off campus ([IV.B.6-6](#)); ([IV.B.6-7](#)); ([IV.B.6-8](#)); ([IV.B.6-9](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** In order to maintain effective communications with both internal and external stake holders, the College President uses multiple methodologies to generate and maintain relationships with the communities served by the College. To corroborate this Standard, the 2015 Employee Feedback Survey indicated that 54% of College employees agreed with the statement “the College President works and communicates effectively with the communities served by the College.” This result represents a 2% improvement in satisfaction level compared with the 2012 results ([IV.B.6-10](#)). The College President will continue to communicate effectively to promote the College and the students that it serves.

### **Master list of Evidence for Standard IV.B.**

- [IV.B.1-1: Fall 2016 President's Convocation Presentation](#)
- [IV.B.1-2: College Executive Committee Agenda 3/22/16](#)
- [IV.B.1-3: Classified Senate Meeting Agenda 3/5/15](#)
- [IV.B.1-4: Academic Senate Meeting Agenda 3/15/16](#)
- [IV.B.1-5: Associated Student Council Meeting Agenda 3/6/15](#)
- [IV.B.1-6: Miramar College 2015 Student Feedback Survey, item 68, p. 34](#)
- [IV.B.1-7: Dean's Council Agenda 8/17/16](#)
- [IV.B.1-8: Dean's Council Agenda 3/2/16](#)
- [IV.B.1-9: College Executive Committee Agenda 5/20/15; Classified Senate Meeting Agenda 9/18/14](#)
- [IV.B.1-10: Academic Senate Meeting Agenda 10/20/15](#)
- [IV.B.1-11: Miramar College 2015 Employee Feedback Survey, item 85, p. 36](#)
- [IV.B.1-11: Miramar College 2015 Employee Feedback Survey, item 87, p. 36](#)
- [IV.B.1-11: Miramar College 2015 Employee Feedback Survey, item 86, p. 36](#)
- [IV.B.1-12: Board Retreat Agenda 5/26/16](#)
- [IV.B.1-13: Research Subcommittee Minutes 2/8/16, p. 1](#)
- [IV.B.1-14: Planning and Institutional Effective Committee Minutes 2/26/16, pp. 2-3](#)
- [IV.B.1-15: College Executive Committee Agenda 4/19/16, pp. 2-3](#)
- [IV.B.1-16: PRIELT Dean-CEO Meeting Agenda 11/4/16](#)
- [IV.B.1-17: PRIELT Dean-CEO Meeting Agenda 3/30/16](#)
- [IV.B.1-18: College Executive Committee Agenda 5/3/16, pp. 2-9](#)
- [IV.B.1-19: Fall 2012 San Diego Miramar Retreat Agenda](#)
- [IV.B.1-20: Spring 2013 San Diego Miramar Retreat Agenda](#)
- [IV.B.1-21: Spring 2014 San Diego Miramar College Retreat Agenda](#)
- [IV.B.1-22: Spring 2015 Miramar College Collegewide Planning Summit Agenda](#)
- [IV.B.1-23: Spring 2016 San Diego Miramar College Planning Summit Agenda](#)
- [IV.B.1-24: Board Policy 7120 Recruitment and Hiring](#)
- [IV.B.1-25: Board Policy 7230 Classified Employees](#)
- [IV.B.1-26: Board Policy 7260 Classified Supervisors and Managers](#)
- [IV.B.1-27: Administrative Procedure 4200.6 Employment of Managers](#)
- [IV.B.1-28: Administrative Procedure 4200.1 Employment of College Faculty](#)
- [IV.B.1-29: College Executive Committee Agenda 5/3/16, p. 10](#)

[IV.B.1-30: New Faculty Orientation Agenda-2 Day](#)  
[IV.B.1-31: Academic Affairs Minutes 9/4/14, p. 1](#)  
[IV.B.1-32: Classified Staff Retreat Program 2016](#)  
[IV.B.1-33: Classified Staff Development & FLEX Opportunities Spring 2016](#)  
[IV.B.2-1: College Executive Committee Agenda 3/8/16](#)  
[IV.B.2-2: Board Policy 2430 Delegation of Authority to the Chancellor](#)  
[IV.B.2-3: Board of Trustees Agenda 8/25/16](#)  
[IV.B.2-4: San Diego Miramar College Governance Handbook May 2016](#)  
[IV.B.2-5: Accreditation Self-Evaluation Tri-Chair Assignments-Update 12/1/16](#)  
[IV.B.2-6: Miramar College 2015 Employee Feedback Survey, item 84, p. 36](#)  
[IV.B.3-1: San Diego Miramar College Home Page, p. 2](#)  
[IV.B.3-2: Miramar College President's Office Webpage](#)  
[IV.B.3-3: Miramar College Educational Master Plan Fall 2014-Spring 2020, p. 8](#)  
[IV.B.3-4: San Diego Miramar College Catalog 2016-17, p. 13](#)  
[IV.B.3-5: Miramar College Strategic Plan Fall 2013-Spring 2020-Updated, p. 7](#)  
[IV.B.3-6: Miramar College Strategic Plan Fall 2013-Spring 2020-Updated](#)  
[IV.B.3-7: Miramar College Educational Master Plan Fall 2014-Spring 2020, pp. 9-14](#)  
[IV.B.3-8: Instructional Services Division Six-Year Plan 2014-2020, pp. 3-4](#)  
[IV.B.3-9: Student Services Division Six-Year Plan 2014-2020, pp. 2-3](#)  
[IV.B.3-10: Administrative Services Division Six-Year Plan 2014-2020, pp. 2-3](#)  
[IV.B.3-11: PRIELT School Program Review Report 2015-16, p. 2](#)  
[IV.B.3-12: College Executive Committee Agenda 5/3/16, p. 1](#)  
[IV.B.3-13: Planning and Institutional Effectiveness Committee 5/13/16](#)  
[IV.B.3-14: Facilities Committee 3/3/16](#)  
[IV.B.3-15: Budget & Resource Development Subcommittee 4/15/16](#)  
[IV.B.3-16: College Executive Committee Minutes 4/26/16, p. 1](#)  
[IV.B.3-17: College Executive Committee Minutes 4/26/16, pp. 1-3](#)  
[IV.B.3-18: Accreditation Feedback Survey Briefing 10/30/15](#)  
[IV.B.3-19: Benchmark Workshop Flyer 5/19/14](#)  
[IV.B.3-20: Fall 2012 San Diego Miramar Retreat Agenda](#)  
[IV.B.3-21: Spring 2013 San Diego Miramar Retreat Agenda](#)  
[IV.B.3-22: Spring 2014 San Diego Miramar College Retreat Agenda](#)  
[IV.B.3-23: Spring 2015 Miramar College Collegewide Planning Summit Agenda](#)  
[IV.B.3-24: Spring 2016 San Diego Miramar College Planning Summit Agenda](#)  
[IV.B.3-25: 2015-2016 Miramar College Strategic Plan Assessment Scorecard](#)  
[IV.B.3-26: College Executive Committee Minutes 11/12/14, p. 1](#)  
[IV.B.3-27: Student Success Framework for Long-term Integrated Planning Fall 2016-Spring 2020](#)  
[IV.B.3-28: Dean of PRIE, Library and Technology Job Announcement](#)  
[IV.B.4-1: College Executive Committee Agenda 2/17/15](#)  
[IV.B.4-2: Classified Senate Meeting Agenda 9/18/14](#)  
[IV.B.4-3: Academic Senate Meeting Agenda 9/15/15](#)  
[IV.B.4-4: Associated Student Council Meeting Agenda 3/6/15](#)  
[IV.B.4-5: Accreditation Self-Evaluation Tri-Chair Assignments-Update 12/1/16](#)  
[IV.B.4-6: Accreditation Orientation Meeting Flyer 9/12/14](#)  
[IV.B.4-7: Self-Evaluation Training Workshop Flyer 10/31/14](#)



[IV.B.4-8: Accreditation Public Forum Round 1 Flyer 11/13/15](#)  
[IV.B.4-9: Accreditation Public Forum Round 2 Flyer 3/25/16](#)  
[IV.B.4-10: Miramar College Accreditation Webpage](#)  
[IV.B.4-11: Accreditation Self-Evaluation Timeline-Revised 8/26/16](#)  
[IV.B.4-12: Accreditation Public Forum Round 1 Announcement 11/13/15](#)  
[IV.B.4-13: Accreditation Public Forum Round 2 Announcement 3/25/16](#)  
[IV.B.4-14: Feedback Survey Briefing Announcement 10/30/15](#)  
[IV.B.4-15: Accreditation Orientation Meeting Presentation 9/12/14](#)  
[IV.B.4-16: PRIELT Dean-CEO Meeting Agenda 11/4/16](#)  
[IV.B.4-16: Accreditation Organizational Meeting Notes 10/17/14](#)  
[IV.B.4-17: PRIELT Dean-CEO Meeting Agenda 3/30/16](#)  
[IV.B.4-17: Self-Evaluation Training Presentation 10/31/14](#)  
[IV.B.4-18: Accreditation Update Meeting Presentation 5/8/15](#)  
[IV.B.4-19: Self-Evaluation Report Writing Process Presentation 9/4/15](#)  
[IV.B.4-20: Accreditation Feedback Survey Briefing Presentation 10/30/15](#)  
[IV.B.4-21: Public Forum Round 1 Presentation 11/13/15](#)  
[IV.B.4-22: Public Forum Round 2 Presentation 3/25/16](#)  
[IV.B.4-23: Miramar College 2015 Employee Feedback Survey, item 93, p. 38](#)  
[IV.B.5-1: SDCCD Financial Audit Report 2015](#)  
[IV.B.5-2: Board Policy 3410 Nondiscrimination](#)  
[IV.B.5-3: Board Policy 3430 Prohibition of Harassment](#)  
[IV.B.5-4: Board Policy 7100 Commitment to Diversity](#)  
[IV.B.5-5: Board Policy 6340 Bid and Contracts](#)  
[IV.B.5-6: SDCCD Campus Diversity Advisory Council Webpage](#)  
[IV.B.5-7: Site Compliance Officer's Job Description; Site Compliance Officer Email Announcement](#)  
[IV.B.5-8: 2015-16 SDCCD Adopted Budget](#)  
[IV.B.5-9: Resource Allocation Form VPI Example](#)  
[IV.B.5-10: Board Policy 2310](#)  
[IV.B.6-1: San Diego Maritime Museum Board Member Webpage](#)  
[IV.B.6-2: San Diego Miramar College Board Members Webpage, p. 2](#)  
[IV.B.6-3: Asian Business Association Webpage, p. 2](#)  
[IV.B.6-4: Mira Mesa Living Magazine November 2015](#)  
[IV.B.6-5: With Excellence Magazine May 2016](#)  
[IV.B.6-6: Miramar College Master Calendar Webpage April 2016](#)  
[IV.B.6-7: Fall 2014 Convocation Program](#)  
[IV.B.6-8: Fall 2015 Convocation Program](#)  
[IV.B.6-9: Phi Theta Kappa Induction Program 2015](#)  
[IV.B.6-10: Accreditation\\_Survey\\_Employee\\_2015.pdf, item 88, p. 37](#)

# Standard IV: Leadership and Governance

## Standard IV.C.: Governing Board

**Administrative Tri-Chair: Gerald Ramsey**

**Faculty Tri-Chair: Darrel Harrison**

**Classified Tri-Chair: Joyce Allen**



SAN DIEGO  
MIRAMAR  
COLLEGE

## STANDARD IV.C. GOVERNING BOARD

**IV.C.1-The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

The San Diego Community College District is governed by a five member locally elected board and one student member in accordance with the California Education Code. The Board of Trustees is well known for its stability and strong commitment to students and the community, which contribute significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in district-only elections and the two top candidates in each Trustee district run citywide in a general election. The Associated Students presidents, elected by the students at each college, collectively share the role of Student Trustees. They rotate as the “sitting Trustee” representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees also collectively prepare for matters before the Board that affect students through the United Student Council, comprised of student leaders from each college and Continuing Education, which is the designated District governance council for students.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services including regular reports at Board meetings on various student outcomes and accountability measures such as the review and approval of the Student Equity Plans, the Student Success Plans, the Student Success Scorecard, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters including updates on the \$1.6 billion construction bond program, and reports on various academic programs and services ([IV.C.1-1](#)). The agenda items for the Board retreats also reflect the Board’s commitment to academic quality. Agenda items have included: student loan default rates, Workforce Training Initiatives, Public Safety Training, Military Education, and Enrollment Growth/Planning ([IV.C.1-2](#)); ([IV.C.1-3](#)). The Board approves all new, and revisions to, courses and degree and certificate programs for both the credit and noncredit programs, after comprehensive review and approval by faculty. The Board also has a subcommittee on Student Success and Accreditation that carefully reviews data pertaining to student outcomes and success to inform planning and decision making ([IV.C.1-4](#)). The Board of Trustees receives routine reports at regular meetings on various student outcomes including: student demographic trends, persistence, retention, successful course completion, transfer rate and volume, degrees and certificates awarded annually, and the Student Success Scorecard, to monitor the effectiveness of student learning programs ([IV.C.1-5](#)).

The Board’s commitment to academic quality and institutional effectiveness is also evident in the Board’s annual goals that reflect a focus on quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards as well as the District’s Strategic Planning Goals ([IV.C.1-6](#)).

Several Board policies and procedures require sound fiscal and budget management

practices which help to ensure the financial stability of the District. The Board has a standing subcommittee; Budget Study and Audit Subcommittee, consisting of two board members. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services to review in detail the annual proposed, tentative and final adopted budgets prior to either of them being finalized and submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District ([IV.C.1-7](#)); ([IV.C.1-8](#)); ([IV.C.1-9](#)); ([IV.C.1-10](#)); ([IV.C.1-11](#)); ([IV.C.1-12](#)); ([IV.C.1-13](#)); ([IV.C.1-14](#)); ([IV.C.1-15](#)); ([IV.C.1-16](#)); ([IV.C.1-17](#)); ([IV.C.1-18](#)); ([IV.C.1-19](#)); ([IV.C.1-20](#)); ([IV.C.1-21](#)); ([IV.C.1-22](#)); ([IV.C.1-23](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The San Diego Community College District has a stable, deeply committed locally elected governing board that has authority over, and responsibility for policies and practices that assure academic quality, integrity and effectiveness of student learning programs and services, as well as the financial stability of the institution.

The quality of programs and integrity of institutional actions and effectiveness are a top priority of the Board as demonstrated through the District mission statement, Board policies and actions. The Board of Trustees consistently monitor outcomes and exercise oversight over academic quality and effectiveness of Student Learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness. The Board's subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight.

**IV.C.2-The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The Board of Trustees is comprised of five Board members who are committed to the mission of the District and the communities it serves. The Board members are collegial and highly regarded in the community. The Board members have varied backgrounds and perspectives which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in Board Policy *BP 2715: Code of Ethics/Standards of Practice*. Specifically, the policy states that: *Board members recognize that legal and effective functioning is by the Board as a whole*. Further the policy states that: *When speaking to members of the public, Board*

*members should always clarify whether they are speaking as a member of the Board or as a private citizen. BP 2715 also establishes an expectation of Board members for high ethical conduct, and addresses managing conflicts of interest, and handling special interest groups ([IV.C.2-1](#)); ([IV.C.2-2](#)).*

*In addition, BP 2715 establishes an expectation that the Board support its policies and procedures. For example, the policy states: *Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational opportunities to all members of the community while ensuring fiscal stability, institutional integrity and operational efficiency.**

The Board of Trustees meetings are conducted in a manner that ensures Board members have the opportunity to engage in a thorough discussion before taking final action on an item before the Board. Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed in accordance with *BP/AP 2410: Policy on Administrative Procedures* ([IV.C.2-3](#)); ([IV.C.2-4](#)) so that they are current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current. Examples of ongoing review of District policies and procedures include recent changes to *BP 3100, AP 3100.1, AP 3100.2, BP 3540, AP 3540* based upon guidance from the Office of Civil Rights pertaining to serving students with disabilities, and sexual misconduct on campus ([IV.C.2-5](#)); ([IV.C.2-6](#)); ([IV.C.2-7](#)); ([IV.C.2-8](#)); ([IV.C.2-9](#)) .

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District governing board is highly stable and effective. Three Board members have served more than fourteen years—one of whom has served for 26 years—one member for eight years and one member for four years. As a result, Board member acts collectively in support of decisions. In addition, Board members are active statewide and nationally which contributes to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and the integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District. During the preparation of the SER, it was noted that several policies had not undergone recent review. As a result, the schedule for policy review and revision was evaluated and updated including a six-year comprehensive review cycle. An Administrative Procedure was developed to ensure timely policy review in the future. The Board clearly demonstrates a commitment to support its own decision. The most recent example of this commitment is the implementation of the San Diego Promise program, a District initiative to ensure that all local high school graduates have the opportunity to go to college and complete their educational goal regardless of financial needs. The San Diego Promise program has quickly gained momentum locally, as well as statewide.

### **IV.C.3-The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.**

#### **Evidence of Meeting the Standard**

The Board follows Title 5 of the California Code of Regulations; the California Education Code; and Board Policy *BP 2431: Chancellor Selection*, and Board Policy *BP 2432: Chancellor Succession* in the selection of the Chancellor; and Board Policy *BP 2436: President Selection* and Board Policy *BP 7250: Educational Administrators* in the selection of college presidents and other academic administrators. The Board follows Board Policy *BP 2435* regarding the evaluation of the Chancellor, and Board Policy *BP 2437* pertaining to the evaluation of presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, the executive vice chancellor, vice chancellors and members of the Chancellor's Cabinet).

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations ([IV.C.3-1](#)); ([IV.C.3-2](#)); ([IV.C.3-3](#)); ([IV.C.3-4](#)); ([IV.C.3-5](#)); ([IV.C.3-6](#)); ([IV.C.3-7](#)).

#### ***Evaluation of Chancellor***

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. Board Policy *BP 2435* outlines the requirements for evaluation of the Chancellor.

Board Policy *BP 2435* indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents, union representatives, and outside agencies and others as designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the responsibilities referenced in Board Policy *BP 2430: Delegation of Authority to the SDCCD Chancellor* ([IV.C.3-8](#)).

The Human Resources Division is the designated District entity who works with the Board during this process and follows the Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey ([IV.C.3-9](#)); ([IV.C.3-10](#)); ([IV.C.3-11](#)); ([IV.C.3-12](#)).

The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation utilizing the Management Evaluation Form in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of Human Resources.

### ***Selection of College Presidents***

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Policy *BP 2436* specifies the President Selection procedures, and also involves national searches ([IV.C.3-3](#)).

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Policy *BP 2436*. Recent Board actions authorizing president searches include Mesa College (2011), Continuing Education (2015), and City College (2016).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of a minimum of two finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy *BP 2436*.

### ***Evaluation of College Presidents***

As detailed in Board Policy *BP 2437: Evaluation of President (College/Continuing Education)*, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and every three years thereafter. In this process, the president's self-evaluation is supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, as well as outside agencies and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation using the Management Evaluation Form, which is shared with the college president. This process follows: Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey ([IV.C.3-9](#)); ([IV.C.3-10](#)); ([IV.C.3-11](#)); ([IV.C.3-12](#)); ([IV.C.3-13](#)).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees has authority over and the responsibility in the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of Chancellor Cabinet, include college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

The last Chancellor search occurred prior to 7/1/04 and resulted in the selection of the current sitting Chancellor who has provided stability, leadership, and guidance to the San Diego Community College District since July 1, 2004. Since that time Board Policy *BP 2431* and Board Policy *BP 2432* were adopted on 12/14/06 and would be adhered to for any future vacancies in the Chancellor classification ([IV.C.3-14](#)).

### **IV.C.4-The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

#### **Evidence of Meeting the Standard**

The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the San Diego Community College District ([IV.C.4-1](#)). The Board also has a Student Trustee, elected by students for a one-year term. The Associated Students Presidents, elected by the students at each college, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions ([IV.C.4-2](#)). Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct



correspondence with the Board [\(IV.C.4-3\)](#). Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at the three colleges and Continuing Education campuses, in addition to the regularly scheduled meetings at the District Office. This practice helps broaden Board members' perspectives on issues affecting individual colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on community attitudes, opportunities and needs; and, advise the Board on whether the programs are meeting the needs of the citizenry [\(IV.C.4-4\)](#).

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed [\(IV.C.4-5\)](#). In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy provides guidance on areas such as: managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority and handling of administrative matters [\(IV.C.4-6\)](#). The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest [\(IV.C.4-7\)](#).

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocacy in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Through its legislative advocates in Sacramento and in Washington, DC, the

Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general.

**IV.C.5-The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

#### **Evidence of Meeting the Standard**

The Board of Trustees establishes policies consistent with the District mission to ensure the quality, integrity and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, Chancellor's Cabinet and the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity and improvement are demonstrated in a number of ways:

- The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes including: Degrees and Certificates awarded, Transfer, Student Demographic Trends, the Student Success Scorecard, Enrollment Trends, Learning Communities, Noncredit to Credit Transition, and Honors Program Outcomes ([IV.C.5-1](#)).
- The Board of Trustees' annual goals reference the respective Accreditation Standards, as well as the District's Strategic Planning Goals ([IV.C.5-2](#)); ([IV.C.5-3](#)).

The following Board of Trustees 2015-2016 goals illustrated the Board's commitment to quality and ongoing improvement:

- Provide leadership and support to ensure continuing progress and equity in student outcomes.
- Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influence decision-making at the college and District levels to best support student success and enrollment priorities.
- Review key Accreditation Standards and priorities for good governance and use them as part of the Board's annual self-evaluation process.

The Board's 2016-2017 goals further illustrate a strong commitment to quality and continuous improvement:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS) (Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13).
- Maintain governance practices and processes that have proved successful. (\*Strategic goals 1-5; ACCJC Accreditation Standard IV. C.)
- Ensure that the District expands Leadership Development and Succession Planning. (Strategic goal 2; ACCJC Accreditation Standard IV. C.5.)

- Provide leadership and support to ensure continuing progress in equity in student outcomes, and work with the Chancellor to ensure increased diversity in staffing, especially in faculty and administrative positions, through appropriate processes. (Strategic goals 1 and 2; ACCJC Accreditation Standard IV. C.4.)
- Ensure fiscal responsibility. (Strategic goal 4; ACCJC Accreditation Standard IV. C.1; IV. C.5.)

Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influences decision-making at the college and district levels to best support student success and enrollment priorities. (Strategic goals 1, 2, and 3; ACCJC Accreditation Standard IV.C.1; IV C.5; IV.C.8; IV.C.10; IV.C.13.)

The District’s Strategic Goals [\(IV.C.5-4\)](#) demonstrate the Board’s strong focus on quality programs, student support services and institutional effectiveness as follows:

- Maximize student access, learning and success through exemplary instruction and support services.
- Strengthen our institutional effectiveness through innovation, continuous progress and systems improvement, staff development and enhanced internal collaboration.
- Enhance fiscal solvency through sound fiscal planning and management.

A number of Board Policies reflect a commitment to quality of programs and services, financial integrity and institutional effectiveness:

- *BP 2200: Board Duties and Responsibilities* illustrates the Board’s ongoing focus on quality. The policy states “the Board’s commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District including: establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; monitor institutional performance and educational quality; assure fiscal health and stability” [\(IV.C.5-5\)](#).
- *BP 1200: District Mission* contains the Board’s Mission Statement: The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state. In addition, the District’s statement on shared values – shared vision states; ...teaching and learning are our highest priority as we move forward in the 21st century [\(IV.C.5-6\)](#).
- *BP 3050: Student Success and Support Program; and Student Equity* articulates the Board’s commitment to educational opportunity and academic success [\(IV.C.5-7\)](#).
- *BP 5025: Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding of the Associate Degree and general education courses [\(IV.C.5-8\)](#).
- *BP 5020: Curriculum Development* establishes standards for course and program approval [\(IV.C.5-9\)](#).
- *BP 5100: Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation [\(IV.C.5-10\)](#).

The Board has a standing Subcommittee on Student Success and Accreditation that monitors student outcomes and educational quality [\(IV.C.5-11\)](#). In addition, the Board receives ongoing reports on student achievement, academic programs and support services. In May

2016 the Board was provided a formal report on institution-set standards and analysis of student outcomes to inform future efforts to improve outcomes ([IV.C.5-12](#)).

### **Legal Matters**

- The Board has ultimate responsibility for legal matters and *BP 2200: Board Duties and Responsibilities* sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical and legal standards for college operations ([IV.C.5-5](#)).
- The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to *BP 2315: Closed Sessions*, the Board also regularly receives advice of counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters ([IV.C.5-13](#)).

### **Financial Integrity and Stability**

- The Board's standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District including the annual independently prepared external audits, the District's tentative and adopted annual budgets and compliance with state and federal regulations.
- The Board also reviews in detail any long-term obligations as a result of collective bargaining and "meet and confer" agreements with employee units prior to approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations to include funding of retiree future health benefits, vacation accruals, insurance deductibles and the significant increases all districts anticipate to the employer contribution rate expenses for Clasts and CalPERS pension obligations.
- *BP 6300: Fiscal Management* assures sound fiscal management including adequate internal controls, accurate, timely and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined ([IV.C.5-14](#)).
- *BP 6250: Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications ([IV.C.5-15](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees of the San Diego Community College District is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Boards' annual goals, policies and procedures. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for operation of the institution. The Board establishes, and regularly updates policies consistent with the mission of the District to ensure quality, integrity, and improvement of student learning programs and services. A number of Board policies address quality and integrity of academic programs as well as financial integrity and stability. All Board policies are thoroughly reviewed through the District participatory

governance structures. Board actions and policies reflect the Board's commitment to ensuring resources are provided to support student learning, programs and services. The Board's commitment and expectation for quality and continuous improvement is also evidence by its regular reports on student and program outcomes, the budget and the construction bond program.

#### **IV.C.6-The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

##### **Evidence of Meeting the Standard**

The Board of Trustees' policies pertaining to Board composition, responsibilities and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, Board goals, along with the Board meeting schedule, agenda, minutes and reports.

The following Board Policies address membership, responsibilities and operating procedures:

- *BP 2010: Board Membership* describes the Board membership in accordance with the California Education Code, Sections 72023, 72103, 72104 ([IV.C.6-1](#)).
- *BP 2015: Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board ([IV.C.6-2](#)).
- *BP 2100: Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections ([IV.C.6-3](#)).
- *BP 2105: Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board ([IV.C.6-4](#)).
- *BP 2110: Vacancies on the Board* addresses the process for filling a vacancy on the Board ([IV.C.6-5](#)).
- *BP 2200: Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees including: representing the public interest, establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations, hire and evaluate the CEO, delegate power and authority to the chief executive to effectively lead the District, assure fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District ([IV.C.6-6](#)).
- *BP 2210: Officers* describes the process for electing officers of the governing board as well as the term of office. The Policy also provides: the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor, as Secretary of the Board of Trustees ([IV.C.6-7](#)).
- *BP 2220: Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees ([IV.C.6-8](#)).
- *BP 2310: Regular Meetings of the Board* provides for the structure and operation of Board meetings ([IV.C.6-9](#)).

- *BP 2315: Closed Session Meetings* and *BP 2320: Special and Emergency Meetings* establishes the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings ([IV.C.6-10](#)); ([IV.C.6-11](#)).

In addition, a number of Board Policies address the specific conduct of the Board meetings including:

*BP 2330 Quorum and Votes; BP 2340 Agendas; BP 2345 Public Participation at Board Meetings; BP 2350 Speakers; BP 2355 Decorum; BP 2360 Minutes; BP 2365 Recording; BP 2710 Conflict of Interest; BP 2715 Code of Ethics/Standards of Practice; BP 2716 Political Activity; BP 2717 Board of Trustees Personal Use of Public Resources; BP 2720 Communications among Board Members; BP 2725 Board Member Compensation; BP 2730 Board Member Health Benefits; BP 2735 Board Member Travel; BP 2740 Board Education; and BP 2745 Board Self-Evaluation* ([IV.C.6-12](#)); ([IV.C.6-13](#)); ([IV.C.6-14](#)); ([IV.C.6-15](#)); ([IV.C.6-16](#)); ([IV.C.6-17](#)); ([IV.C.6-18](#)); ([IV.C.6-19](#)); ([IV.C.6-20](#)); ([IV.C.6-21](#)); ([IV.C.6-22](#)); ([IV.C.6-23](#)); ([IV.C.6-24](#)); ([IV.C.6-25](#)); ([IV.C.6-26](#)); ([IV.C.6-27](#)); ([IV.C.6-28](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies and Board goals in addition to the Board meeting schedule, agenda, minutes and reports. Board Policies pertaining to the size, District's responsibilities, structure and operating procedures are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

**IV.C.7-The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

### **Evidence of Meeting the Standard**

The San Diego Community College District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting ([IV.C.7-1](#)); ([IV.C.7-2](#)). The conduct of the meetings, meeting minutes and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed session meetings as well as special and emergency meetings are conducted in accordance with Board Policies (*BP 2310 – BP 2365*). Board Policies are established and revised in accordance with *BP/AP 2410: Policy and Administrative Procedure*. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four colleges and Continuing Education. These meetings provide the colleges and Continuing Education the opportunity to showcase their programs and interact directly with the Board ([IV.C.7-3](#)); ([IV.C.7-4](#)).

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or organizational needs in accordance with *BP/AP 2410*. The review process includes broad input from all of the governance groups throughout the organization including the District Governance Council, the District's primary participatory governance body ([IV.C.7-5](#)).

The District is a member of the Community College League of California Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate ([IV.C.7-1](#)); ([IV.C.7-6](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As new Board members, Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide an understanding of the Board's Policies and Administrative Procedures pertaining to Board operations. Board Policies are regularly reviewed and updated in accordance with *BP/AP 2410* and based upon changes to state and federal law. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure their accuracy.

**IV.C.8-To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievement including: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, the Student Success Scorecard, Honors Program outcomes and Learning Communities. The Board also reviews curriculum after review and approval by the faculty, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness. The most recent Board workshop was on student retention and success where the District's overarching student success goals were reviewed and the colleges and Continuing Education highlighted model programs focusing on student success at each institution ([IV.C.8-1](#)); ([IV.C.8-2](#)). Previous workshops topics have included: Accreditation, Student Mental Health Services, Participatory Governance, and Workforce Trends ([IV.C.8-3](#)); ([IV.C.8-4](#)); ([IV.C.8-5](#)).

The Board's Annual Goals also reflect a commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Goal one states:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS) (Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13) by:
  - Reviewing key accreditation standard and practices.
  - Reviewing and participating in the development of the colleges' and CE's Self-Evaluations Reports.
  - Receiving regular reports on the accreditation planning and preparation process.

The Board's goals reference the relevant Accreditation Standards, as well as the District's Strategic goals ([IV.C.8-6](#)). The Board of Trustees' annual goals serve as the foundation of the Board's Annual Self-Evaluation ([IV.C.8-7](#)).

Another important component of the Board's commitment to ensuring student success is the creation of a Board Subcommittee on Student Success and Accreditation that meets regularly to review student outcomes data in detail and prepare for accreditation. The Board Subcommittee was established in 2009 and is comprised of two Board members. The subcommittee is staffed by the Vice Chancellor, Student Services

Periodically, the Board Subcommittee on Student Success and Accreditation invites the Chancellor and presidents to meet to dialog on a specific area of interest such as enrollment



management and accreditation ([IV.C.8-8](#)). The Board Subcommittee members make periodic reports at public Board meetings on information discussed at the subcommittee meetings to keep the full Board informed about student achievement and institutional effectiveness ([IV.C.8-9](#)).

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate with the Board of Education of the San Diego Unified School District, which is the governing body for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs, and support services between the two districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the districts' progress accomplishing the prior year's goals. Examples of joint goals that focused on key indicators of student learning and achievement include: assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; English and mathematics curriculum alignment between high school and community college; and partnership programs between the colleges and feeder high schools in the Districts ([IV.C.8-10](#)); ([IV.C.8-11](#)); ([IV.C.8-12](#)); ([IV.C.8-13](#)); ([IV.C.8-14](#)); ([IV.C.8-15](#)); ([IV.C.8-16](#)); ([IV.C.8-17](#)); ([IV.C.8-18](#)).

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education. In 2016 the districts collaborated to create College and Career Access Pathway partnership agreements to expand concurrent enrollment of high school students, in accordance with new provisions in state law ([IV.C.8-19](#)).

Another important outcome of the commitment of both districts to collaboration is a formalized effort to align curriculum in English and mathematics between high school and community college courses to improve college-readiness and student success in college level classes. Math and English faculty from both Districts have been meeting to address the important need to examine curriculum and improve the successful transition from high school to college. The effort has been data-driven and outcomes-focused.

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board is fully engaged in discussions about student outcomes, and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes and ongoing collaboration with the Board of its feeder high school district.

The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation that was created in 2009, as well as through regular reports on student outcomes at Board meetings and Board retreats. The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness and student success, along with the Board's commitment to accreditation.

**IV.C.9-The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## **Evidence of Meeting the Standard**

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates semi-annual Board retreats, and schedules regular educational presentations to the Board throughout the year. Board members participate in both mandated training such as Ethics Training required under AB1234, and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance.[\(IV.C.9-1\)](#); [\(IV.C.9-2\)](#); [\(IV.C.9-3\)](#); [\(IV.C.9-4\)](#); [\(IV.C.9-5\)](#); [\(IV.C.9-6\)](#).

## **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** In addition to orientation of new Trustees, Board members participate in an annual retreat facilitated by the Chancellor, in consultation with the President of the Board. The Board of Trustees also

participates in mandated ethics training and engage in training through attendance at conferences where leadership development training is provided. The Board follows policy ensuring continuity of Board membership when vacancies occur.

**IV.C.10-Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success ([IV.C.10-1](#)); ([IV.C.10-2](#)); ([IV.C.10-3](#)); ([IV.C.10-4](#)); ([IV.C.10-5](#)); ([IV.C.10-6](#)); ([IV.C.10-7](#)).

#### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and available as part of the published agenda.

**IV.C.11-The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

The Board of Trustees has both a code of ethics and conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. *BP 2715: Code of Ethics/Standards of Practice*, documents the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing special interest groups, (5) using appropriate channels of communication and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter ([IV.C.11-1](#)).

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include conflict of interest (*BP 2710*), political activity (*BP 2716*), personal use of public resources (*BP 2717*), and communication among Board members (*BP 2720*) ([IV.C.11-2](#)); ([IV.C.11-3](#)); ([IV.C.11-4](#)); ([IV.C.11-5](#)).

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including *BP 2200: Board Duties and Responsibilities*, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, *Statement of Economic Interest*) each year that ensures there are no conflict of interests with Board members. Annual completion of these forms is conducted under the leadership of the Risk Management Office and completed forms are maintained on file for public inspection ([IV.C.11-6](#)). The Board members have no employment, family ownership or other personal financial interest in the District.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their

duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest of Board members.

**IV.C.12-The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy *BP 2430: Delegation of Authority to the Chancellor*, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations ([IV.C.12-1](#)).

The Chancellor and the Executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable ([IV.C.12-2](#)); ([IV.C.12-3](#)).

**Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

**IV.C.13-The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

The Governing Board is deeply committed to the importance of its role in Accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard as well as District Strategic Goals. The Governing Board also receives regular updates on Accreditation including: eligibility requirements, Accreditation Standards for both the colleges and Continuing Education, commission policies, Accreditation processes, and progress reports on the institutions' Self-

Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board Subcommittee on Student Success and Accreditation, which is comprised of two Board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public Board meetings. One example is a comprehensive report provided to the Board in July 2014 on the new Accreditation Standards in preparation for the 2017 Accreditation cycle ([IV.C.13-1](#)). Another example is a comprehensive update on Accreditation provided to the Board of Trustees at their Spring 2016 Board Retreat, which was open to the public. The report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning and policy and procedure review ([IV.C.13-2](#)).

Another indication of the Board's commitment to its role in Accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the Accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on Accreditation throughout the Accreditation cycle including periodically inviting the presidents and the Chancellor to dialog on the standards and institutional effectiveness ([IV.C.13-3](#)). Further, the Board Subcommittee reviews and discusses the colleges' and Continuing Education Self-Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self-Evaluation Reports are also reviewed by the full Board in advance of submission to the Commission ([IV.C.13-4](#)).

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee on the Board Self-Evaluation comprised of two board members. The subcommittee compares the results with previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted on the Board's webpage ([IV.C.13-5](#)); ([IV.C.13-6](#)); ([IV.C.13-7](#)). Based upon the feedback, the Board develops plans for improvement and acts upon them. For example, in the 2014 evaluation, the Board noted that respondents indicated they would like to see the Board members more visible on campus. The Chancellor was charged with providing more specific information about campus events that would be most important for Board members to attend. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation. In preparation for the Self-Evaluation reports, a meeting was held with the Board Subcommittee on Student Success and Accreditation and Standard IV Co- and Tri-Chairs from all four institutions to discuss the

role of and function of the Board in the accreditation process, as well as the districtwide governance structure and assessment of its effectiveness ([IV.C.13-8](#)).

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings includes a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow for the academic senate to address any matter before the Board ([IV.C.13-9](#)). The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times/year). Through these campus open sessions, the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor for follow up. The Chancellor follows up with the individual, and shares the response with Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters ([IV.C.13-10](#)). The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees ([IV.C.13-9](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Board of Trustees' annual goals include the relevant Accreditation Standard, as well as District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by the establishment of a Board Subcommittee on Student Success and Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board informs itself through individual meetings with constituents at campus open sessions where the Board invites the campus community to provide comment and feedback. Feedback from a yearly online survey conducted by the Board is reviewed and discussed by the Board Subcommittee on the Board Self-Evaluation. Based on feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The Board of Trustees is actively engaged in the accreditation process including evaluation of the Board's role and function in accreditation. The Board's Subcommittee on Student Success and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about Eligibility Requirements, Accreditation Standards, Commission Policies and Accreditation processes to ensure that Board policies support excellence. The Board reviews all Accreditation reports and the self-assessment reports, as well as changes to the Accreditation Standards.

## **Master list of Evidence for Standard IV.C.**

- [IV.C.1-1: SDCCD Board Presentations Webpage](#)
- [IV.C.1-2: SDCCD Board Report Updates 2015-16](#)
- [IV.C.1-3: SDCCD Board of Trustees Retreat Agendas](#)
- [IV.C.1-4: Board Subcommittee on Student Success and Accreditation Agendas](#)
- [IV.C.1-5: 2015-16 SDCCD Board Reports on Student Outcomes](#)
- [IV.C.1-6: SDCCD Board of Trustees Goals for 2015-16 and 2016-17](#)
- [IV.C.1-7: Board Policy 6250 Budget Management](#)
- [IV.C.1-8: Administrative Procedure 6250.1 Associate Students Budget](#)
- [IV.C.1-9: Administrative Procedure 6250.2 Budget Management-Budget Transfers](#)
- [IV.C.1-10: Board Policy 6300 Fiscal Management](#)
- [IV.C.1-11: Administrative Procedure 6300.1 Purchase of Food and Refreshments](#)
- [IV.C.1-12: Administrative Procedure 6300.2 Library Overdue Notice](#)
- [IV.C.1-13: Administrative Procedure 6300.3 Student Emergency Loan Fund](#)
- [IV.C.1-14: Administrative Procedure 6300.4 Associated Students Petty Cash Fund](#)
- [IV.C.1-15: Administrative Procedure 6300.5 Associated Students Funds Purchase of Equipment](#)
- [IV.C.1-16: Administrative Procedure 6300.6 Associated Students Banking](#)
- [IV.C.1-17: Administrative Procedure 6300.7 Associated Students Loans for Books and Supplies](#)
- [IV.C.1-18: Administrative Procedure 6300.8 Remote Image Deposit Procedure](#)
- [IV.C.1-19: Administrative Procedure 6300.9 Disputed Credit Card Procedure](#)
- [IV.C.1-20: Administrative Procedure 6300.10 Revolving Cash Refunds](#)
- [IV.C.1-21: Administrative Procedure 6300.11 Student Refunds](#)
- [IV.C.1-22: Administrative Procedure 6300.12 District Cashiering Collections and Deposits](#)
- [IV.C.1-23: Board Policy 6400 Financial Audits](#)
- [IV.C.2-1: Board Policy 2715 Code of Ethics-Standards of Practice](#)
- [IV.C.2-2: Board Policy 2710 Conflict of Interest](#)
- [IV.C.2-3: Board Policy 2410 Board Policies and Administrative Procedures](#)
- [IV.C.2-4: Administrative Procedure 2410 Board Policies and Administrative Procedures](#)
- [IV.C.2-5: Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process](#)
- [IV.C.2-6: Administrative Procedure 3100.1 Student Grievance](#)
- [IV.C.2-7: Administrative Procedure 3100.2 Student Disciplinary Procedures](#)
- [IV.C.2-8: Board Policy 3540 Sexual and Other Assaults on Campus](#)
- [IV.C.2-9: Administrative Procedure 3540 Sexual and Other Assaults on Campus](#)
- [IV.C.3-1: Board Policy 2431 Chancellor Selection](#)
- [IV.C.3-2: Board Policy 2432 Chancellor Succession](#)
- [IV.C.3-3: Board Policy 2436 President Selection-College/Continuing Education](#)
- [IV.C.3-4: Board Policy 7250 Educational Administrators](#)
- [IV.C.3-5: Board Policy 2435 Evaluation of the Chancellor](#)
- [IV.C.3-6: Board Policy 2437 Evaluation of President-College/Continuing Education](#)
- [IV.C.3-7: Administrative Procedure 4200.6 Employment of Managers](#)
- [IV.C.3-8: Board Policy 2430 Delegation of Authority to the Chancellor](#)
- [IV.C.3-9: Management Association Handbook Ch. XVII – Manager Evaluation](#)
- [IV.C.3-10: Management Association Handbook – Evaluation Form](#)



[IV.C.3-11: Management Association Handbook – Management Feedback Survey Procedures](#)  
[IV.C.3-12: Management Association Handbook – Management Feedback Survey](#)  
[IV.C.3-13: Board Policy 7360 Discipline and Dismissals – Academic Employees](#)  
[IV.C.3-14: Classification Chancellor Description](#)  
[IV.C.4-1: Board Policy 2100 Board Elections](#)  
[IV.C.4-2: Board Policy 2015 Student Membership](#)  
[IV.C.4-3: Board Policy 2350 Speakers](#)  
[IV.C.4-4: Board Policy 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation](#)  
[IV.C.4-5: SDCCD Board of Trustees Documents Webpage](#)  
[IV.C.4-6: Board Policy 2715 Code of Ethics-Standards of Practice](#)  
[IV.C.4-7: Board Policy 2710 Conflict of Interest](#)  
[IV.C.5-1: SDCCD Board of Trustees Documents Webpage](#)  
[IV.C.5-2: SDCCD Board of Trustees Goals for 2015-16](#)  
[IV.C.5-3: SDCCD Board of Trustees Goals for 2016-17](#)  
[IV.C.5-4: 2013-17 SDCCD Strategic Plan](#)  
[IV.C.5-5: Board Policy 2200 Board Duties and Responsibilities](#)  
[IV.C.5-6: Board Policy 1200 District Mission](#)  
[IV.C.5-7: Board Policy 3050 Student Success and Support Program; and Student Equity](#)  
[IV.C.5-8: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education](#)  
[IV.C.5-9: Board Policy 5020 Curriculum Development](#)  
[IV.C.5-10: Board Policy 5100 Graduation Requirements for Degrees and Certificates](#)  
[IV.C.5-11: Board Subcommittee on Student Success and Accreditation Agendas](#)  
[IV.C.5-12: Institutional Set Standards Board Report 5/12/16](#)  
[IV.C.5-13: Board Policy 2315 Closed Sessions](#)  
[IV.C.5-14: Board Policy 6300 Fiscal Management](#)  
[IV.C.5-15: Board Policy 6250 Budget Management](#)  
[IV.C.6-1: Board Policy 2010 Board Membership](#)  
[IV.C.6-2: Board Policy 2015 Student Membership](#)  
[IV.C.6-3: Board Policy 2100 Board Elections](#)  
[IV.C.6-4: Board Policy 2105 Election of Student Members](#)  
[IV.C.6-5: Board Policy 2110 Vacancies on the Board](#)  
[IV.C.6-6: Board Policy 2200 Board Duties and Responsibilities](#)  
[IV.C.6-7: Board Policy 2210 Officers](#)  
[IV.C.6-8: Board Policy 2220 Committees of the Board](#)  
[IV.C.6-9: Board Policy 2310 Regular Meetings of the Board](#)  
[IV.C.6-10: Board Policy 2315 Closed Session](#)  
[IV.C.6-11: Board Policy 2320 Special and Emergency Meetings](#)  
[IV.C.6-12: Board Policy 2330 Quorum and Votes](#)  
[IV.C.6-13: Board Policy 2340 Agendas](#)  
[IV.C.6-14: Board Policy 2345 Public Participation at Board Meetings](#)  
[IV.C.6-15: Board Policy 2350 Speakers](#)  
[IV.C.6-16: Board Policy 2355 Decorum](#)  
[IV.C.6-17: Board Policy 2360 Minutes](#)  
[IV.C.6-18: Board Policy 2365 Recording](#)

[IV.C.6-19: Board Policy 2710 Conflict of Interest](#)  
[IV.C.6-20: Board Policy 2715 Code of Ethics-Standards of Practice](#)  
[IV.C.6-21: Board Policy 2716 Political Activity](#)  
[IV.C.6-22: Board Policy 2717 Board of Trustees Personal Use of Public Resources](#)  
[IV.C.6-23: Board Policy 2720 Communications among Board Members](#)  
[IV.C.6-24: Board Policy 2725 Board Member Compensation](#)  
[IV.C.6-25: Board Policy 2730 Board Member Health Benefits](#)  
[IV.C.6-26: Board Policy 2735 Board Member Travel](#)  
[IV.C.6-27: Board Policy 2740 Board Education](#)  
[IV.C.6-28: Board Policy 2745 Board Self-Evaluation](#)  
[IV.C.7-1: SDCCD Board of Trustees Documents Webpage](#)  
[IV.C.7-2: SDCCD Board Reports Webpage](#)  
[IV.C.7-3: Board Policy 2410 BOARD POLICIES AND ADMINISTRATIVE PROCEDURES](#)  
[IV.C.7-4: Administrative Procedure 2410 Board Policies and Administrative Procedures](#)  
[IV.C.7-5: SDCCD Policy and Procedure Flowchart](#)  
[IV.C.7-6: SDCCD Board Policies Webpage](#)  
[IV.C.8-1: Board Workshop-Student Success and Retention Agenda 8/27/15](#)  
[IV.C.8-2: Board Workshop-Student Success and Retention Presentation 8/27/15](#)  
[IV.C.8-3: SDCCD Board Presentations Webpage](#)  
[IV.C.8-4: Board Workshop-Participatory Governance Agenda 11/6/14](#)  
[IV.C.8-5: Board Workshop-Participatory Governance Presentation 11/6/14](#)  
[IV.C.8-6: SDCCD Board of Trustees Goals for 2015-16](#)  
[IV.C.8-7: SDCCD Board of Trustees Self Evaluation Agenda Item 9/8/16](#)  
[IV.C.8-8: Board Subcommittee on Student Success and Accreditation Agendas](#)  
[IV.C.8-9: Board Reports Showing Board Subcommittee Updates](#)  
[IV.C.8-10: SDCCD-SDUSD Joint Board Meeting Minutes 2013](#)  
[IV.C.8-11: SDCCD-SDUSD Joint Board Meeting Presentation 2013](#)  
[IV.C.8-12: SDCCD-SDUSD Joint Board Meeting Minutes 2014](#)  
[IV.C.8-13: SDCCD-SDUSD Joint Board Meeting Presentation 2014](#)  
[IV.C.8-14: SDCCD-SDUSD Joint Board Meeting Minutes 2015](#)  
[IV.C.8-15: SDCCD-SDUSD Joint Board Meeting Presentation 2015](#)  
[IV.C.8-16: SDCCD/SDUSD Joint Board Meeting Agendas](#)  
[IV.C.8-17: SDCCD-SDUSD Joint Board Meeting Presentation 2016](#)  
[IV.C.8-18: SDCCD-SDUSD Joint Board Meeting Minutes 2016](#)  
[IV.C.8-19: College and Career Access Pathway Agreements 2016](#)  
[IV.C.9-1: Board Policy 2010 Board Membership](#)  
[IV.C.9-2: Board Policy 2110 Vacancies on the Board](#)  
[IV.C.9-3: Board Policy 2740 Board Education](#)  
[IV.C.9-4: AB 1234 Ethics Training Requirement](#)  
[IV.C.9-5: Community College League of California Leadership Development](#)  
[IV.C.9-6: Association of Community College Trustees Trustee Education Services & Resources](#)  
[IV.C.10-1: Board Policy 2745 Board Self-Evaluation](#)  
[IV.C.10-2: Board Policy 2740 Board Education](#)  
[IV.C.10-3: SDCCD Board of Trustees Goals for 2015-16 and 2016-17](#)

[IV.C.10-4: SDCCD Board of Trustees Self-Evaluations 2012-13](#)  
[IV.C.10-5: SDCCD Board of Trustees Self-Evaluations 2013-14](#)  
[IV.C.10-6: SDCCD Board of Trustees Self-Evaluations 2014-2015](#)  
[IV.C.10-7: SDCCD Board of Trustees Self-Evaluations 2015-16](#)  
[IV.C.11-1: Board Policy 2715 Code of Ethics-Standards of Practice](#)  
[IV.C.11-2: Board Policy 2710 Conflict of Interest](#)  
[IV.C.11-3: Board Policy 2716 Political Activity](#)  
[IV.C.11-4: Board Policy 2717 Board of Trustees Personal Use of Public Resources](#)  
[IV.C.11-5: Board Policy 2720 Communications among Board Members](#)  
[IV.C.11-6: SDCCD Board Conflict of Interest Forms](#)  
[IV.C.12-1: Board Policy 2430 Delegation of Authority to the Chancellor](#)  
[IV.C.12-2: Board Policy 2200 Board Duties and Responsibilities](#)  
[IV.C.12-3: Board Policy 2740 Board Education](#)  
[IV.C.13-1: SDCCD Board Agenda 7/29/14](#)  
[IV.C.13-2: SDCCD Board of Trustees Retreat 5/26/16](#)  
[IV.C.13-3: Board Subcommittee on Student Success and Accreditation Agendas](#)  
[IV.C.13-4: SDCCD Board of Trustees Minutes 7/8/10](#)  
[IV.C.13-5: SDCCD Board Agenda 8/24/15](#)  
[IV.C.13-6: SDCCD Board Agenda 9/8/16](#)  
[IV.C.13-7: SDCCD Board of Trustees Goals for 2015-16 and 2016-17](#)  
[IV.C.13-8: Board Subcommittee on Student Success and Accreditation-Standard IV Accreditation Meeting Materials](#)  
[IV.C.13-9: SDCCD Board of Trustees Documents Webpage](#)  
[IV.C.13-10: SDCCD Board of Trustees Retreat Agendas](#)

# **Standard IV: Leadership and Governance**

## **Standard IV.D.: Multi-College District or Systems**

**Administrative Tri-Chair: Brett Bell**  
**Faculty Tri-Chair: Daphne Figuerora**  
**Classified Tri-Chair: Briele Warren**

**SAN DIEGO  
MIRAMAR  
COLLEGE**



## STANDARD IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

**IV.D.1-In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### **Evidence of Meeting the Standard**

The Chancellor has served as the Chief Executive Officer of the District for twelve years. She is highly regarded both statewide and nationally. She has been instrumental in providing leadership in the implementation of a number of statewide initiatives, the most recent being the Bachelor's Degree Pilot Program. She is frequently called upon by legislators and community leaders for her expertise and exceptional leadership in higher-education. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District, and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with her Executive Cabinet to plan and establish priorities and expectations for the year ([IV.D.1-1](#)). In addition, she shares her annual goals and objectives, which serve as the broad planning framework for the year. The Chancellor's annual goals and objectives consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2015-2016 goals and objectives included: providing leadership for institutionalizing instructional and student services initiatives; continuing leadership and support for the bond programs and other facilities projects; support for the planning activities, decisions, and functions of the Board of Trustees; providing leadership for setting and achieving enrollment management goals; and developing budget plans and strategies to address stabilization and future needs. Each year, the Chancellor's evaluation conducted by the Board, includes an assessment of the Chancellor's major goals and objectives. The Chancellor's 2016-2017 goals and objectives reflect the same commitment to institutional excellence and effective operations of the institutions ([IV.D.1-2](#)).

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled on each campus and the District Office at the beginning of the fall semester. The date, time and location of the forums are widely communicated throughout the colleges and District community. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget, and District budget priorities among other items. The forums are attended by hundreds of faculty, staff, and students each year ([IV.D.1-3](#)); ([IV.D.1-4](#)); ([IV.D.1-5](#)); ([IV.D.1-6](#)); ([IV.D.1-7](#)); ([IV.D.1-8](#)); ([IV.D.1-9](#)).

The Chancellor also establishes expectations of excellence in her Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget and various major planning items such as the new Baccalaureate Degree Pilot ([IV.D.1-10](#)).

The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization.

The Chancellor also communicates expectations of educational excellence through the Chancellor's Cabinet Updates. Each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update which reports on districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format ([IV.D.1-10](#)). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget, and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

The Chancellor has established clearly defined roles and responsibility of the District Administrative departments through the District's *Delineation of Function Map* which is published in the District's Administration and Governance Handbook ([IV.D.1-11](#)). The map is reviewed and updated annually reflecting changes in roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups ([IV.D.1-12](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** As a long standing, highly respected Chief Executive Officer of the San Diego Community College District, the Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. The Chancellor's leadership is well known throughout the state and nation. She has been instrumental in many statewide initiatives that have contributed to the mission of the District and future of community colleges including the statewide Student Success Act and the Baccalaureate Degree Pilot program. Through careful planning and weekly meetings along with an annual retreat with her Executive Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor, the Chancellor ensures effective operation of the District and its institutions. Working with her Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization.

**IV.D.2-The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### **Evidence of Meeting the Standard**

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents and communicates operational responsibilities and functions of the District from those of the colleges, and consistently adheres to this delineation in practice. A *Delineation of Function Map* that describes the operational responsibilities and functions of the District departments and the colleges/Continuing Education was first produced in 2004, and is routinely updated each year ([IV.D.2-1](#)). It is widely disseminated districtwide through the Administration and Governance Handbook, as well as posted on the District's Accreditation Webpage. The District's Administration and Governance Handbook is also available on the District Website ([IV.D.2-2](#)). In addition, the District has created a functional map for the Accreditation Standards that delineate responsibility for meeting the Standards between the colleges and the District ([IV.D.2-3](#)).

The Chancellor holds each president responsible for the operation of their respective institution as articulated in the *Delineation of Function map*, and the presidents' job description. The Chancellor ensures that the colleges receive effective and adequate services provided by the District to assist them in achieving their mission in a number of ways. One example is that the Chancellor meets regularly with each college president to discuss operational matters. Another mechanism is through the Chancellor's Cabinet which is comprised of the Executive leadership of the District including the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor. The Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow up on matters before the Cabinet. The Chancellor's Cabinet meetings also serve as an important forum for the presidents to provide feedback on the services of the District divisions and departments, as well as the effectiveness of operational responsibilities ([IV.D.2-4](#)); ([IV.D.2-5](#)); ([IV.D.2-6](#)).

The weekly Chancellor's Cabinet agenda includes the following major operational areas:

- Instruction and Student Services
- Board Agenda
- Finance and Operations
- Human Resources and Collective Bargaining
- Facilities and Police
- National, State, Regional and Community Issues
- Conference, Events, and Information
- Personnel and Legal
- Roundtable

Under each major heading, there are standing and new items each week. For example, standing items under Instruction and Student Services include: Enrollment Report and Accreditation Planning, and under Finance and Operations, a standing item includes Budget Update. New weekly items have included The San Diego Promise pilot, The Student Success Scorecard, Policy & Procedure Review and The Baccalaureate Pilot Program [\(IV.D.2-4\)](#).

Further, periodically the Chancellor's Cabinet agenda includes a Policy and/or Major item for discussion where the meeting time is extended for significant dialog on an important policy matter. Items have included: accreditation, enrollment management, districtwide communication strategic planning, and funding for the San Diego Promise [\(IV.D.2-7\)](#). After each meeting, a list of action items including expected completion dates is distributed to all cabinet members for follow up [\(IV.D.2-5\)](#). Another example of the Chancellor's commitment to effective operations and support for the colleges in achieving their mission is that the Chancellor meets informally each semester with the Academic Senate presidents where she receives direct feedback on operations. The Chancellor also holds an open forum at each college, Continuing Education and the District Office each year. The purpose of the forums is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students [\(IV.D.2-8\)](#).

Each month the Chancellor also publishes and widely disseminates a Chancellor's Cabinet Update which reports on districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format [\(IV.D.2-6\)](#). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

The Chancellor also holds *open office hours* at both the colleges/Continuing Education and the District office where employees can meet directly with her to discuss concerns and provide feedback on institutional effectiveness, including operations both at the district office and the campus [\(IV.D.2-9\)](#).

To assess the ongoing effectiveness of District services provided to the colleges to support their effectiveness, a districtwide survey was conducted spring 2016, to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission and functions. The results were provided to the Chancellor, the presidents, the Vice Chancellors as well as to the colleges. The results have been published on the District website. The results show overall high satisfaction levels with the services provided by the District divisions and departments [\(IV.D.2-10\)](#). The District divisions also develop annual goals and undergo an assessment of those goals each year. While the intent of this program review process was that it be conducted annually, due to changes in leadership it has varied by division. However, the new leadership committed to resuming an annual review



beginning in 2015-2016. All of the divisions have completed their review and action plans for 2016-2017 incorporating the feedback obtained in the survey of the effectiveness of services. The annual plans and assessment will be relied upon by the Chancellor to determine future needs and requests for additional funding ([IV.D.2-10](#)); ([IV.D.2-11](#)).

Resources are allocated to each college through the District budget model that includes resources for fixed costs (i.e. personnel), enrollment (FTES) targets and other contractual commitments (i.e. reassigned time). In addition, resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the colleges including IT resources, student records maintenance, and legal services.

Several Board Policies and Procedures address budget preparation, budget and fiscal management along with several others related to asset management, inventory of records and property, disposal of property, investments, purchasing and contract services to name the most common relevant to fiscal related operations ([IV.D.2-12](#)); ([IV.D.2-13](#)); ([IV.D.2-14](#)); ([IV.D.2-15](#)); ([IV.D.2-16](#)); ([IV.D.2-17](#)); ([IV.D.2-18](#)); ([IV.D.2-19](#)); ([IV.D.2-20](#)); ([IV.D.2-21](#)); ([IV.D.2-22](#)); ([IV.D.2-23](#)); ([IV.D.2-24](#)); ([IV.D.2-25](#)); ([IV.D.2-26](#)); ([IV.D.2-27](#)); ([IV.D.2-28](#)); ([IV.D.2-29](#)); ([IV.D.2-30](#)); ([IV.D.2-31](#)); ([IV.D.2-32](#)); ([IV.D.2-33](#)); ([IV.D.2-34](#)); ([IV.D.2-35](#)); ([IV.D.2-36](#)); ([IV.D.2-37](#)); ([IV.D.2-38](#)); ([IV.D.2-39](#)); ([IV.D.2-40](#)); ([IV.D.2-41](#)); ([IV.D.2-42](#)); ([IV.D.2-43](#)); ([IV.D.2-44](#)); ([IV.D.2-45](#)). The previously referenced Policies and Procedures clearly delineate the responsibility of the District with regard to fiscal related functions and allocations. And, each college has a Business Services office responsible for budget allocation at the college level in support of its programs and operations.

District fiscal related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office. As part of the tentative and adopted budget development process each year, the District's Fiscal Services office calculates projected revenues for the next fiscal year based upon the state's prior years' estimated earned and funded FTES for the District. In addition, a 1% unfunded FTES is included in the districtwide targeted FTES to allow the District to fully serve student demand.

The targeted FTES is included in the General Fund Unrestricted (GFU) Budget Allocation Model (BAM) ([IV.D.2-13](#)), which estimates state apportionment revenue, other state and local funding to arrive at available continuous resources to be considered in the budget development process. The Campus Allocation Model (CAM) ([IV.D.2-12](#)) is used to convert FTES targets for each college into FTEF funding for noncontract personnel costs, contract personnel costs and other contractual commitments (e.g., reassigned time) which are added to other discretionary funding allocations in order to arrive at a GFU continuous budget expense allocation.

The continuous college costs are added to the District Office and districtwide support costs along with other reserves and set asides including collective bargaining agreements to arrive at the districtwide expenses required to support the projected districtwide revenue. In the event of a shortfall, it is offset by the estimated beginning balance. Conversely, an excess might be added to a GFU reserve fund or provide one-time funds for any expense not previously considered in the BAM. The colleges are then responsible for allocating its available resources identified in the CAM to college operations.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual

Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon [\(IV.D.2-46\)](#). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

The districtwide Budget Planning and Development Council [\(IV.D.2-47\)](#) meets monthly with the campus representatives to discuss state and district budget updates. In addition, information is shared with the Chancellor's Cabinet, the District Governance Council and the Board's Budget Study and Audit Subcommittee.

The District is responsible for identifying and calculating districtwide revenue resources and allocation of those resources to the colleges and district operations in support of student access. Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Chancellor clearly delineates, documents and communicates operational responsibilities and functions of the District administrative units from those of the colleges. This delineation of roles and responsibilities are consistently adhered to and reviewed periodically to ensure effective operation. The Chancellor holds the College President responsible for the overall operation of the college and ensures the college has adequate resources and support to achieve its mission. The administrative divisions of the District – Business and Technology Services, Instructional Services, Facilities Management, Human Resources, Communication and Public Information, and Student Services provide resources and support to the colleges in achieving their missions. The administrative divisions conduct annual planning and assessment of the effectiveness of operations in supporting the mission and functions of the institutions. In 2016, a survey of the effectiveness of services was added to the annual self-assessment to gather feedback from the institutions. The results of the survey are included in the division's action plans for the following year. This continuous feedback loop contributes to the overall effectiveness of District programs and services.

**IV.D.3-The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

**Evidence of Meeting the Standard**

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of the colleges, Continuing Education and the District. Board Policies and associated Administrative Procedures, which most relate to the allocation of resources and the effective control of expenditures are the following:

*BP 6100 and AP 6100.1: Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor ([IV.D.3-1](#)); ([IV.D.3-2](#)).

*BP 6200: Budget Preparation*

- *AP 6200.3: Campus Budget Model*
- *AP 6200.4: Revenue and Expense Projections* ([IV.D.3-3](#)); ([IV.D.3-4](#)); ([IV.D.3-5](#))

*BP 6250: Budget Management*

- *AP 6250.2: Budget Transfers* ([IV.D.3-6](#)); ([IV.D.3-7](#))

*BP 6300: Fiscal Management*

- *AP 6300.1 through AP 6300.12*, which address various fiscal related items ([IV.D.3-8](#)); ([IV.D.3-9](#)); ([IV.D.3-10](#)); ([IV.D.3-11](#)); ([IV.D.3-12](#)); ([IV.D.3-13](#)); ([IV.D.3-14](#)); ([IV.D.3-15](#)); ([IV.D.3-16](#)); ([IV.D.3-17](#)); ([IV.D.3-18](#)); ([IV.D.3-19](#)); ([IV.D.3-20](#))

Each of the previously stated Board Policies and Administrative Procedures clearly define the roles, responsibilities and allocation process related to resource and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state funded FTES increased by system wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the development of the District's annual budget and provide effective control of expenditures ([IV.D.3-21](#)). The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

The colleges, Continuing Education, districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations) and the District Offices are then responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District's *BP 6200: Budget Preparation*, *BP 6250: Budget Management* and *BP 6300: Fiscal Management* require that the budget preparation as well as, the budget and fiscal management of the District are in accordance with Title 5 and the California Community College Budget and Accounting Manual required of all 72 community college districts in the state. The previously referenced policies establish how resources are allocated and reallocated at the District in accordance with the State of California's enacted annual budget, which funds all 72 districts based upon a funding formula, which provides base and FTES apportionment funding for each district. While state funding of the 72 districts is not based upon a true cost of education formula, the adequacy of the funding is tied to each district's targeted annual funded FTES. The District funds the colleges and Continuing Education based upon each entities proportional share of the district's state targeted annual funded FTES. Therefore, the colleges and Continuing Education are adequately funded to support effective operations and sustainability as determined by the state. *BP 6300* also requires adequate internal controls to exist and *BP 6250*, in accordance with Title 5, regulates budget and expenditure limitations and policy.

Item 92 of the Miramar College 2015 Employee Feedback Survey was incorporated into the survey in 2012, and asked for responses on whether or not the District resource allocation model equitably supports the sister colleges. The employee responses varied, with 38% of those surveyed responding in agreement, 30% of those surveyed responding in disagreement, and 32% of those surveyed providing a neutral response. These 2015 employee responses were nearly identical to the survey results of 2012 ([IV.D.3-22](#)).

**IV.D.4-The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

### **Evidence of Meeting the Standard**

The Chancellor delegates full responsibility and authority to the College Presidents and supports them in implementing District policies at their respective colleges. College Presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. College Presidents are expected to strictly adhere to all District policies, and the Chancellor asks that communication between the college and the District be thorough and regular.

District policy clearly specifies the roles and responsibilities of the Chancellor and presidents. According to policy, “The President is a key position of education leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the College Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive.” ([IV.D.4-1](#)); ([IV.D.4-2](#)); ([IV.D.4-3](#)).

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** Board Policy *BP 0010: Governance – District Administrative Organization*, stipulates the College President is responsible for the total program assigned. Authority of the College Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. College Presidents are expected to strictly adhere to all District Policies and the Chancellor expects that all communication between the College and the District be thorough and regular.

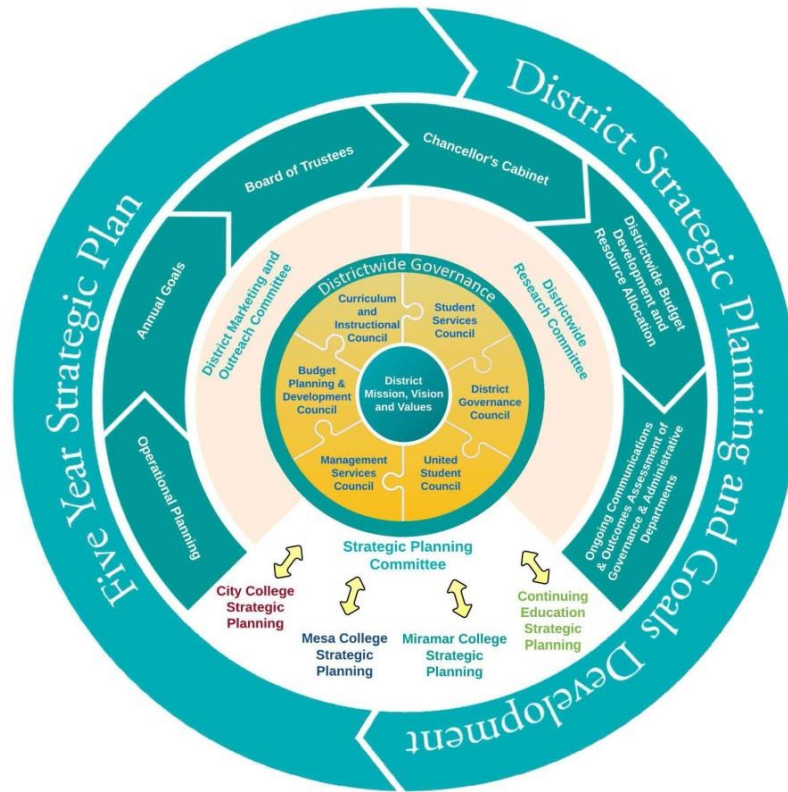
### **IV.D.5-District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

The District has been undergoing an evaluation of its integrated planning practices including reviewing and assessing the components of an integrated planning process in order ensure linkage of various planning processes into a holistic system. Evidence of this evaluation is Chancellor’s Cabinet and Vice Chancellor discussions and meetings of the District Governance Council which have resulted in the creation of a “Districtwide Integrated Planning Framework Model” to visually present how planning processes occur districtwide at the District.

As an overarching guide, the District has created a model to describe its integrated planning framework, which demonstrates the involvement of multiple stakeholders and stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 includes districtwide governance councils, districtwide committees, the Board of Trustees, the Chancellor’s Cabinet, the four-year Districtwide Strategic Plan and the Districtwide Strategic Planning Committee’s interface with the colleges and Continuing Education. This framework is the foundation by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occur at the District. The model was approved by the District Governance Council (DGC) and Chancellor’s Cabinet in November 2015 ([IV.D.5-1](#)); ([IV.D.5-2](#)).

Figure 1. Districtwide Integrated Planning Framework Model



The Districtwide Strategic Planning Committee (SPC) is the overarching planning committee for the District. The Districtwide Integrated Planning Framework model is used in the process to develop and implement the Districtwide Strategic Plan and pulls together all constituent groups. The Districtwide Strategic Plan is developed on a four-year cycle. Meetings are held regularly with representatives from across the District. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. During the annual planning cycle, the Strategic Planning Committee (SPC) meets once a semester during the two semesters of the academic year. When the strategic plan is under development, the committee meets more frequently [\(IV.D.5-3\)](#).

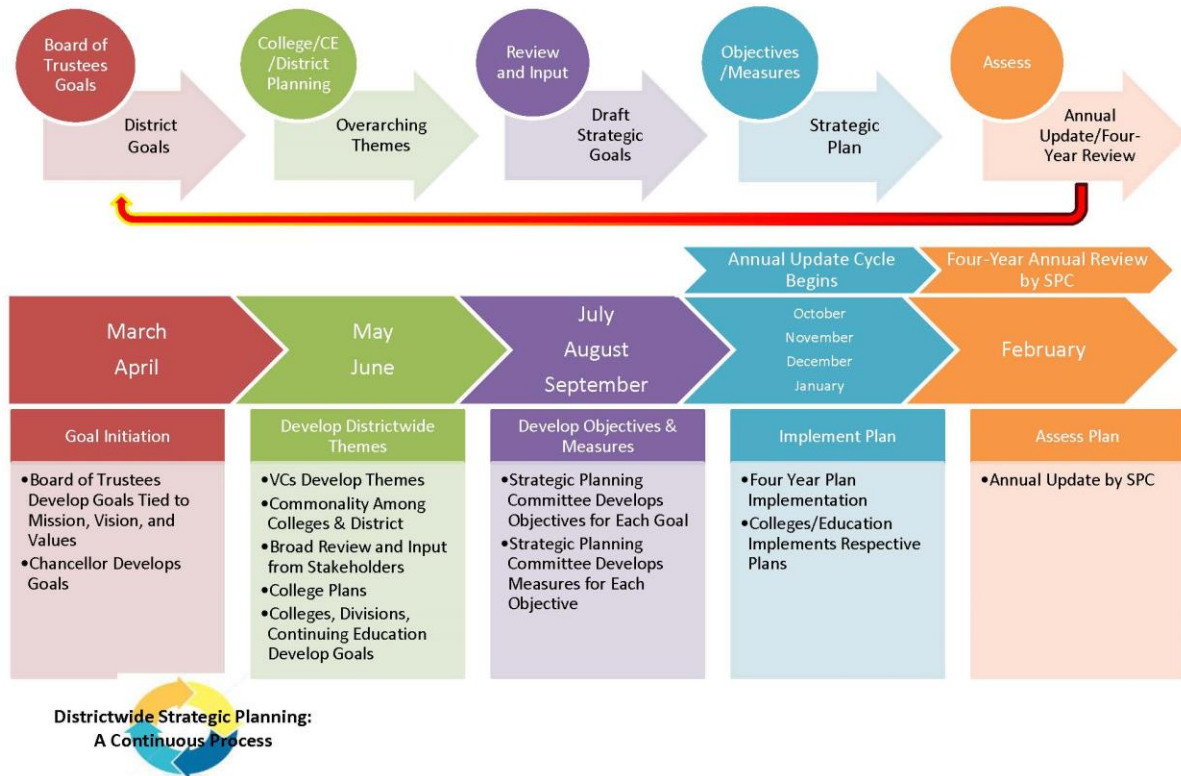
Each year, the SPC coordinates a review of the strategic plan objectives and publishes an Annual Update. Annual Updates are completed, published, and distributed by the Strategic Planning Committee [\(IV.D.5-4\)](#); [\(IV.D.5-5\)](#); [\(IV.D.5-6\)](#); [\(IV.D.5-7\)](#); [\(IV.D.5-8\)](#); [\(IV.D.5-9\)](#).

Additionally, the SPC reviews its own processes and effectiveness. In 2015-16, this review resulted in creating a Strategic Plan Development & Evaluation Cycle (see Figure 2) and evaluating opportunities to enhance the processes of the SPC.

## Figure 2. Strategic Plan Development & Evaluation Cycle

# Strategic Plan Development & Evaluation Cycle

[Mission, Vision, Values, Environmental Analysis]



The District’s efforts continue to strengthen its comprehensive and integrated system of planning, which informs the allocation of resources, involves multiple stakeholders, and is focused on student success and educational effectiveness. We will continue to look for ways to enhance the assessment and continuous improvement components of our planning cycle.

The District has created models to visually show how it integrates planning, resource allocation, and evaluation to accomplish the District’s goals and lead to improvement. The Districtwide Integrated Planning Framework model in Figure 1 includes Districtwide budget development and resource allocation, and outcomes assessment of governance and administrative departments. The Strategic Plan Development & Evaluation Cycle in Figure 2 illustrates the process by which the District evaluates short-range and long-range objectives in an annual assessment and a four-year assessment conducted at the conclusion of each Districtwide Strategic Plan.

Evaluation of the effectiveness of integrated planning:

The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s) as demonstrated in Figure 1. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 [\(IV.D.5-10\)](#).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The *District Offices Employee Feedback* survey was administered in Spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office [\(IV.D.5-11\)](#). The information will be used to help inform the department's self-assessments, and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon [\(IV.D.5-12\)](#). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** A detailed visual description of how planning is integrated between the District and the colleges is featured in the Districtwide Integrated Planning Framework model. The model shows the all-inclusive system developed by the District to ensure that planning is collaborative and effective. The District and San Diego Miramar College determine the effectiveness of integrated planning by utilizing a Strategic Plan Development & Evaluation Cycle, and through a Strategic Plan Assessment Scorecard (SPAS) developed by the College to set benchmarks and evaluate gaps with regard to student achievement, student learning, and the student experience. The Roadmap to Student Success, implemented by the College, also serves as a model for dialogue and assessment for the College to determine successful strategies (Please refer to Standard I.B. for further details).

With regard to decision-making roles and processes, item 83 of the Miramar College 2015 Employee Feedback Survey asked for employee responses on whether or not the College and



District integrated plans and goals improve student learning and institutional effectiveness. A majority of the employees surveyed responded in agreement 59%, with 30% of those surveyed responding in disagreement, and 11% of those surveyed providing a neutral response. This survey item was exclusive to San Diego Miramar College and was recently incorporated into the survey in 2015, with no longitudinal data to compare or reference. The results of this survey and the actions at the District and college levels clearly reflect that the District/system planning and evaluation are effectively integrated with College planning and evaluation to improve student learning and institutional effectiveness ([IV.D.5-13](#)).

#### **IV.D.6-Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

##### **Evidence of Meeting the Standard**

The San Diego Community College District values strong communication between the District Office and its colleges/Continuing Education. To ensure effectiveness, communication is two-way. The District Office employs a variety of methods to ensure strong two-way communication exists allowing for information to be shared easily. These methods include:

- **Chancellor’s Cabinet** – The SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus Presidents, District Vice Chancellors, the Director of Communications and Public Relations and other staff. The agenda for these meetings varies but generally includes a variety of items of districtwide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations and, conversely, important items of districtwide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepare an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and Continuing Education electronically and via print copies ([IV.D.6-1](#)); ([IV.D.6-2](#)).
- **Participatory Governance Councils and Committees-** An essential component of the District’s commitment to participatory governance, are the nine district governance councils and committees that meet regularly. The councils and committees are composed of representatives from faculty, staff and students throughout the District. The description and composition of the councils and committees is published in the District Administration and Governance Handbook ([IV.D.6-3](#)). In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting. Meeting agendas and minutes are posted on the departmental websites for the respective area (i.e., Student Services, Instructional Services, etc.). ([IV.D.6-4](#)); ([IV.D.6-5](#)); ([IV.D.6-6](#)); ([IV.D.6-7](#)); ([IV.D.6-8](#)); ([IV.D.6-9](#)). The meeting agendas and

minutes for the District Governance Council are posted on the District's webpage under the Administrative Departments link, District Governance Council ([IV.D.6-10](#)).

- **Regular presentations and campus meetings** – Meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four campus meetings held by the SDCCD Board of Trustees once a year at each of the Districts three colleges and Continuing Education ([IV.D.6-11](#)). In addition, the District Chancellor holds a “Chancellor’s Forum” meeting each fall at each of the three colleges and Continuing Education ([IV.D.6-12](#)); ([IV.D.6-13](#)); ([IV.D.6-14](#)); ([IV.D.6-15](#)). The date, time and location of the forums are broadly communicated and faculty and staff are strongly encouraged to attend. A summary of the meetings is shared and copies of presentations made are provided online ([IV.D.6-16](#)); ([IV.D.6-17](#)); ([IV.D.6-18](#)).
- **Board Reports** – To keep students, faculty, staff, and members of the public informed of the actions taken by the District Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each Board meeting ([IV.D.6-19](#)). This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.
- **Safety Information** – Consistent with the Jeanne Clery Act and other requirements, the District regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled “Safe and Sound, A Guide to Safety and Security in the San Diego Community College District” that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District ([IV.D.6-20](#)). In addition, timely notice and community safety alerts are shared widely as events dictate ([IV.D.6-21](#)). District Police also regularly hold town hall-style meetings at campus locations to provide updates and respond to questions.
- **Website Updates** – A variety of updated information is maintained by the District Office via the District Website ([IV.D.6-22](#)). This includes content provided by each of the District’s primary divisions: Human Resources, Business and Technology, Student Services, Communications and Public Relations, Instructional Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office. In addition, the District has recently developed a web portal for use by faculty, and staff ([IV.D.6-23](#)) and a portal for students is currently being developed and will be implemented with the new student system (ERP). As part of the District’s commitment to continuous improvement, the District is redesigning the District Website to be more intuitive and easy to navigate. The new website is scheduled to go live in fall 2016.
- **Email** - E-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information of districtwide interest ([IV.D.6-24](#)). Launched in

August 2015, SDCCD NewsCenter includes an email summary of districtwide news shared every other week.

- **Social Media** – The District manages a variety of social media platforms that, in addition to being used by members of the public, can be a highly effective method of sharing information with the District’s students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram ([IV.D.6-25](#)); ([IV.D.6-26](#)); ([IV.D.6-27](#)); ([IV.D.6-28](#)); ([IV.D.6-29](#)). In addition, District Office staff follow similar accounts managed by staff at the colleges and Continuing Education. In this way, updated information is easily shared within the District.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The District and colleges work jointly through communication through various forums such as the weekly Chancellor’s Cabinet meetings and reports, regular participatory governance councils, committee meetings involving representatives from the District and colleges, District and campus meetings such as the monthly/bi-monthly District Board of Trustees meetings, the annual Chancellor’s Forums, email, the District and college websites, and social media accounts. Not only are the meeting representatives informed to bring the information back to their respective colleagues, but meeting minutes and reports are generated to keep the District and colleges informed. The District’s governance, policies, and procedures are evaluated on a regular basis to ensure their reliability and effectiveness in relation to the colleges and the students. In doing so, clear and timely communication is shared efficiently and across the board.

Because of these venues and practices, the College is well-informed about District/system issues, governing board actions, and interests that have an impact on operations, educational quality, stability, and the ability to provide high-quality education to students.

**IV.D.7-The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Evidence of Meeting the Standard**

The Chancellor relies on both summative and formative assessment of the organization, governance and decision making processes to ensure integrity and effectiveness in meeting goals for student achievement and learning. The Chancellor relies on input from her Executive Cabinet that meets weekly to address operational matters, governance and decision making. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor’s Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has

expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board Agenda; Finance and Operations; Human Resources and Collective Bargaining; Facilities and Police; National, State, Regional and Community Issues; Conference, Events, and Information; Personnel and Legal; Roundtable.

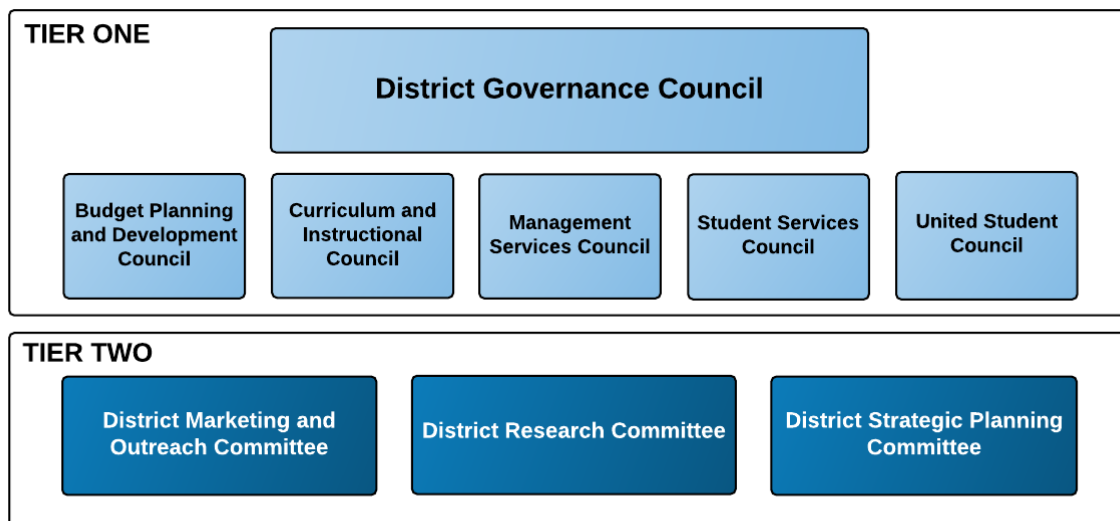
Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, assessment of business processes, operational challenges, and policy matters. Examples of agenda items include the Baccalaureate Pilot, progress on the Associate Degrees for Transfer (ADTs), the need to improve degree completion, student parking fees, student outcomes and effective communication strategies for the organization. After each meeting, the Chancellor's staff produces a list of meeting action items and expected completion dates ([IV.D.7-1](#)); ([IV.D.7-2](#)).

The Chancellor also has established an expectation that her leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities, as well as offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects that the Executive team provide her with regular updates on important matters, as well as any concerns that may be surfacing ([IV.D.7-3](#)); ([IV.D.7-4](#)); ([IV.D.7-5](#)); ([IV.D.7-6](#)); ([IV.D.7-7](#)).

A number of improvements have been made, as well as new initiatives launched as a result of various matters before the Chancellor's Cabinet. Following are some recent examples:

- Significant increase in the number of degrees and certificates awarded annually to improve student outcomes.
- Increase in College Police presence at San Diego City College to improve campus safety.
- Organizational changes at all of the institutions and district departments to improve operations and meet student needs.
- Increase in contract faculty positions to support academic programs and student success.
- Creation and approval of Baccalaureate Pilot Program at San Diego Mesa College.
- Developed strategic plan for accelerated growth at San Diego Miramar College to meet community demand.
- Reinstated Intersession based upon improvement in the State budget for community colleges to meet student demand and improve student outcomes.
- Modernization of the district's administrative systems (Human Resources, Finance and Student) to improve efficiencies and reporting.

## Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

The San Diego Community College District currently has nine districtwide participatory governance councils and committees that are divided into two tiers. *Tier one* consists of six governance councils—Budget, Planning and Development Council, Curriculum and Instructional Council, District Governance Council, Management Services Council, Student Services Council and United Student Council-- that have broad oversight and are each chaired by one of the vice chancellors. *Tier two* consists of three governance committees—District Marketing and Outreach Committee, District Research Committee, District Strategic Planning Committee-- that are more narrowly focused, and are chaired by either a Chancellor’s Cabinet member or report to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy *BP 2510* on participatory governance ([IV.D.7-8](#)). These functions and responsibilities are reviewed and reported annually in the *SDCCD Administration and Governance Handbook* ([IV.D.7-9](#)).

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the Board policy on governance and the Accreditation Standards, and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director of Institutional Research working with the District Governance Council, the District’s primary participatory governance body.

The evaluation of these districtwide participatory governance councils and committees is on a five-year cycle. The first formal evaluation was in spring 2010, with a subsequent evaluation in 2015 -2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and

responsibilities, and make improvements accordingly. The summary reports are posted on the Institutional Research webpage [\(IV.D.7-10\)](#).

District Offices Division/Department Planning and Self-Assessment



Figure 1: District Office—Division/ Department Planning and Assessment Cycle

The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s) as demonstrated in Figure 1. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 [\(IV.D.7-11\)](#).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The *District Offices Employee Feedback* survey was administered in spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office [\(IV.D.7-12\)](#). The information will be used to help inform the department's self-assessments,

and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IV.D.7-13](#)). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

### **Analysis and Evaluation**

**As evidenced above, San Diego Miramar College meets this Standard.** The Chancellor relies on a number of assessments of the effectiveness of roles and responsibilities, district governance, and district operations to ensure their integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the district divisions, and governance councils and committees. All of the district governance councils and committees undergo a self-assessment process, the results of which are shared with the groups through facilitated discussions and posted on the district institutional research website. The results of these assessments are used to make improvements in operations, membership, and responsibilities. The district divisions also undergo annual action planning and self-assessments of the effectiveness of their respective services in support of the mission of the colleges and the district. To further enhance this self-assessment, in 2015-2016, the district leadership included a survey of all district employees to ascertain the effectiveness of the various services in supporting the colleges, as a component of their annual self-assessments.

In addition, as part of the institutional self-evaluation process it was determined that there should be a more formal program review and resource allocation process for the district divisions. Therefore, the Chancellor convened the Vice Chancellors, Director of Communications and Public Relations, and her executive assistant to define a more formal process, linked to resources, that builds upon the action planning and self-assessment process established in 2009. The process has been underway for 2016-2017 and has been communicated with the colleges.

## **Master list of Evidence for Standard IV.D.**

- [IV.D.1-1: Chancellor's Cabinet Retreat Agendas 2010-16](#)
- [IV.D.1-2: Chancellor's Annual Goals 2016-17](#)
- [IV.D.1-3: Chancellor's Forum PowerPoint Presentations 2016](#)
- [IV.D.1-4: Chancellor's Forum PowerPoint Presentations 2015](#)
- [IV.D.1-5: Chancellor's Forum PowerPoint Presentations 2014](#)
- [IV.D.1-6: Chancellor's Forum PowerPoint Presentations 2013](#)
- [IV.D.1-7: Chancellor's Forum PowerPoint Presentations 2012](#)
- [IV.D.1-8: Chancellor's Forum PowerPoint Presentations 2011](#)
- [IV.D.1-9: Chancellor's Forum PowerPoint Presentations 2010](#)
- [IV.D.1-10: Chancellor's Cabinet Updates 2008-15](#)
- [IV.D.1-11: SDCCD Delineation of Functions Map](#)
- [IV.D.1-12: SDCCD Accreditation Functional Map](#)
- [IV.D.2-1: SDCCD Delineation of Functions Map](#)
- [IV.D.2-2: 2016-17 SDCCD Administration and Governance Handbook](#)
- [IV.D.2-3: SDCCD Accreditation Functional Map](#)
- [IV.D.2-4: 2015-16 Chancellor Cabinet Agendas](#)
- [IV.D.2-5: Chancellor's Cabinet Action Items January-June 2016](#)
- [IV.D.2-6: Chancellor's Cabinet Updates 2008-15](#)
- [IV.D.2-7: Chancellor's Cabinet Agendas Policy Matters](#)
- [IV.D.2-8: Chancellor's Open Forum PowerPoint Presentations 2015](#)
- [IV.D.2-9: Chancellor's Open Office Hours 2010-2016](#)
- [IV.D.2-10: District Office Employee Survey Results Spring 2016](#)
- [IV.D.2-11: 2016-17 District Divisions and Departments Action Plans](#)
- [IV.D.2-12: SDCCD Campus Allocation Model](#)
- [IV.D.2-13: SDCCD Budget Allocation Model](#)
- [IV.D.2-14: Board Policy 6200 Budget Preparation](#)
- [IV.D.2-15: Administrative Procedure 6200.1 District Support for Associated Student Organizations](#)
- [IV.D.2-16: Administrative Procedure 6200.2 Budgeting for Minor Improvement Funds](#)
- [IV.D.2-17: Administrative Procedure 6200.3 Campus Budget Model](#)
- [IV.D.2-18: Administrative Procedure 6200.4 Revenue and Expense Projections](#)
- [IV.D.2-19: Administrative Procedure 6200.5 Preparation of Budget Book](#)
- [IV.D.2-20: Administrative Procedure 6200.6 Budget Preparation Automated Systems](#)
- [IV.D.2-21: Board Policy 6250 Budget Management](#)
- [IV.D.2-22: Administrative Procedure 6250.1 Associate Students Budget](#)
- [IV.D.2-23: Administrative Procedure 6250.2 Budget Management-Budget Transfers](#)
- [IV.D.2-24: Board Policy 6300 Fiscal Management](#)
- [IV.D.2-25: Administrative Procedure 6300.1 Purchase of Food and Refreshments](#)
- [IV.D.2-26: Administrative Procedure 6300.2 Library Overdue Notice](#)
- [IV.D.2-27: Administrative Procedure 6300.3 Student Emergency Loan Fund](#)
- [IV.D.2-28: Administrative Procedure 6300.4 Associated Students Petty Cash Fund](#)
- [IV.D.2-29: Administrative Procedure 6300.5 Associated Students Funds Purchase of Equipment](#)
- [IV.D.2-30: Administrative Procedure 6300.6 Associated Students Banking](#)
- [IV.D.2-31: Administrative Procedure 6300.7 Associated Students Loans for Books and](#)



## Supplies

[IV.D.2-32: Administrative Procedure 6300.8 Remote Image Deposit Procedure](#)

[IV.D.2-33: Administrative Procedure 6300.9 Disputed Credit Card Procedure](#)

[IV.D.2-34: Administrative Procedure 6300.10 Revolving Cash Refunds](#)

[IV.D.2-35: Administrative Procedure 6300.11 Student Refunds](#)

[IV.D.2-36: Administrative Procedure 6300.12 District Cashiering Collections and Deposits](#)

[IV.D.2-37: Board Policy 6520 SECURITY FOR DISTRICT PROPERTY AND RECORDS](#)

[IV.D.2-38: Administrative Procedure 6520.1 Equipment Inventory](#)

[IV.D.2-39: Administrative Procedure 6520.2 Transfer of Equipment](#)

[IV.D.2-40: Board Policy 6550 Disposal of Property](#)

[IV.D.2-41: Administrative Procedure 6550.1 Disposal of Property](#)

[IV.D.2-42: Administrative Procedure 6550.2 Storage and Disposal of Records](#)

[IV.D.2-43: Board Policy 6320 Investments](#)

[IV.D.2-44: Administrative Procedure 6320.1 Investment of Associated Student Funds](#)

[IV.D.2-45: Administrative Procedure 6320.2 Investments](#)

[IV.D.2-46: District Office Action Planning and Program Review](#)

[IV.D.2-47: SDCCD Budget Development and Institutional Planning Advisory Committee](#)

[Agenda-Minutes 2015-16](#)

[IV.D.3-1: Board Policy 6100 Delegation of Authority](#)

[IV.D.3-2: Administrative Procedure 6100.1 Delegation of Authority](#)

[IV.D.3-3: Board Policy 6200 Budget Preparation](#)

[IV.D.3-4: Administrative Procedure 6200.3 Campus Budget Model](#)

[IV.D.3-5: Administrative Procedure 6200.4 Revenue and Expense Projections](#)

[IV.D.3-6: Board Policy 6250 Budget Management](#)

[IV.D.3-7: Administrative Procedure 6250.2 Budget Management-Budget Transfers](#)

[IV.D.3-8: Board Policy 6300 Fiscal Management](#)

[IV.D.3-9: Administrative Procedure 6300.1 Purchase of Food and Refreshments](#)

[IV.D.3-10: Administrative Procedure 6300.2 Library Overdue Notice](#)

[IV.D.3-11: Administrative Procedure 6300.3 Student Emergency Loan Fund](#)

[IV.D.3-12: Administrative Procedure 6300.4 Associated Students Petty Cash Fund](#)

[IV.D.3-13: Administrative Procedure 6300.5 Associated Students Funds Purchase of Equipment](#)

[IV.D.3-14: Administrative Procedure 6300.6 Associated Students Banking](#)

[IV.D.3-15: Administrative Procedure 6300.7 Associated Students Loans for Books and](#)

## Supplies

[IV.D.3-16: Administrative Procedure 6300.8 Remote Image Deposit Procedure](#)

[IV.D.3-17: Administrative Procedure 6300.9 Disputed Credit Card Procedure](#)

[IV.D.3-18: Administrative Procedure 6300.10 Revolving Cash Refunds](#)

[IV.D.3-19: Administrative Procedure 6300.11 Student Refunds](#)

[IV.D.3-20: Administrative Procedure 6300.12 District Cashiering Collections and Deposits](#)

[IV.D.3-21: SDCCD Budget Allocation Model](#)

[IV.D.3-22: Miramar College 2015 Employee Feedback Survey, item 92, p. 38](#)

[IV.D.4-1: Board Policy 10 Governance - District Administrative Organization](#)

[IV.D.4-2: Board Policy 2200 Board Duties and Responsibilities](#)

[IV.D.4-3: Board Policy 2430 Delegation of Authority to the Chancellor](#)

[IV.D.5-1: District Governance Council Minutes 10/7/15](#)

[IV.D.5-2: Chancellor's Cabinet Agenda 10/13/15](#)  
[IV.D.5-3: SDCCD Strategic Planning Committee Webpage](#)  
[IV.D.5-4: Evidence: Strategic Planning Committee Annual Update 2015-2016](#)  
[IV.D.5-5: SDCCD Strategic Planning Metrics 2013-2017](#)  
[IV.D.5-6: Strategic Planning 2014-2015 Annual Summary Worksheet—Mesa College](#)  
[IV.D.5-7: Strategic Planning 2015-2016 Annual Summary Worksheet—Mesa College](#)  
[IV.D.5-8: Strategic Planning 2015-2016 Annual Summary Worksheet—Miramar College](#)  
[IV.D.5-9: Strategic Planning 2015-2016 Annual Summary Worksheet—Continuing Education](#)  
[IV.D.5-10: 2016-17 District Divisions and Departments Action Plans](#)  
[IV.D.5-11: District Office Employee Survey Results Spring 2016](#)  
[IV.D.5-12: District Office Action Planning and Program Review](#)  
[IV.D.5-13: Miramar College 2015 Employee Feedback Survey, item 83, p. 34](#)  
[IV.D.6-1: 2015-16 Chancellor Cabinet Agendas](#)  
[IV.D.6-2: Chancellor's Cabinet Updates 2008-15](#)  
[IV.D.6-3: 2016-17 SDCCD Administration and Governance Handbook](#)  
[IV.D.6-4: SDCCD Student Services Council Meeting Webpage](#)  
[IV.D.6-5: SDCCD Curriculum & Instructional Council Minutes Webpage](#)  
[IV.D.6-6: SDCCD Management Services Council Minutes 2013-15](#)  
[IV.D.6-7: SDCCD Budget Development and Institutional Planning Advisory Committee Agenda-Minutes 2015-16](#)  
[IV.D.6-8: District Marketing and Outreach Committee Agendas and Minutes 2013-16](#)  
[IV.D.6-9: SDCCD United Student Council Agendas 2015-16](#)  
[IV.D.6-10: District Governance Council Agendas and Minutes Webpage](#)  
[IV.D.6-11: SDCCD Board of Trustees Minutes 2013-2016](#)  
[IV.D.6-12: Chancellor's Forum PowerPoint Presentations 2016](#)  
[IV.D.6-13: Chancellor's Forum PowerPoint Presentations 2015](#)  
[IV.D.6-14: Chancellor's Forum PowerPoint Presentations 2014](#)  
[IV.D.6-15: Chancellor's Forum PowerPoint Presentations 2013](#)  
[IV.D.6-16: Chancellor's Forum PowerPoint Presentations 2012](#)  
[IV.D.6-17: Chancellor's Forum PowerPoint Presentations 2011](#)  
[IV.D.6-18: Chancellor's Forum PowerPoint Presentations 2010](#)  
[IV.D.6-19: SDCCD Board Report Updates 2008-15](#)  
[IV.D.6-20: SDCCD Annual Safety Report 2013-15](#)  
[IV.D.6-21: Notice and Community Safety Alerts](#)  
[IV.D.6-22: SDCCD Webpage](#)  
[IV.D.6-23: PeopleSoft Login Webpage](#)  
[IV.D.6-24: SDCCD NewsCenter Webpage](#)  
[IV.D.6-25: SDCCD Facebook Webpage](#)  
[IV.D.6-26: SDCCD YouTube Webpage](#)  
[IV.D.6-27: SDCCD Twitter Webpage](#)  
[IV.D.6-28: SDCCD LinkedIn Webpage](#)  
[IV.D.6-29: SDCCD Instagram Webpage](#)  
[IV.D.7-1: 2015-16 Chancellor Cabinet Agendas](#)  
[IV.D.7-2: Chancellor's Cabinet Action Items January-June 2016](#)  
[IV.D.7-3: SDCCD Police Alerts Webpage](#)

[IV.D.7-4: SDCCD Student Services Newsletter Webpage](#)  
[IV.D.7-5: SDCCD PeopleSoft Newsletter 9/1/16](#)  
[IV.D.7-6: SDCCD Human Resources Notices](#)  
[IV.D.7-7: SDCCD Instructional Services Newsletter Webpage](#)  
[IV.D.7-8: Board Policy 2510 Participation in Local Decision Making](#)  
[IV.D.7-9: 2016-17 SDCCD Administration and Governance Handbook](#)  
[IV.D.7-10: SDCCD Governance Committees-Councils Self-Assessment Reports Webpage](#)  
[IV.D.7-11: 2016-17 District Divisions and Departments Action Plans](#)  
[IV.D.7-12: District Office Employee Survey Results Spring 2016](#)  
[IV.D.7-13: District Office Action Planning and Program Review](#)

# Quality Focus Essay



SAN DIEGO  
MIRAMAR  
COLLEGE

## QUALITY FOCUS ESSAY

San Diego Miramar College used the new Standards as an opportunity to evaluate current practices and examine effectiveness in accomplishing its mission in the context of student learning and student achievement. During the process of self-evaluation, Accreditation Tri-Chair teams worked to address the Standards and compile evidence to support the College’s practices and efforts in each area. This work required collaboration among faculty, staff, administration and students, and at its conclusion, a summary of performance against each of the Standards was compiled by the Accreditation Steering Committee for review by the College. The summary was used as an evaluative instrument to identify areas that may need improvement, or that could be enhanced by further development. This was also framed in the context of creating opportunities for institutionalization and/or expansion of current practices.

Some areas were targeted for immediate action with short-term plans for improvement. However, other areas involved multiple levels of action planning that would have significant impact on College’s efforts over a multi-year period. To determine the Action Projects for the Quality Focus Essay (QFE), the summary was brought to the College Executive Committee (CEC), which is composed of all constituency leaders and the College President and Vice Presidents. With input from all members, the CEC reviewed and discussed the performance gaps and identified two major areas as targets for improvement:

- **Student Learning/Service Unit Outcomes Assessment**
- **Institutional Effectiveness, Evaluation, and Review**

### Overview of Action Projects

The Action Projects (AP) are structured as individual components of a more comprehensive College plan to ensure continuous improvement, particularly in regard to student learning, student achievement, and accomplishment of the College mission. The primary objective of each AP, and the associated Standards, are identified in the table below:

Action Projects (AP) Focus for Continuous Improvement of:	Standards with Action Plans Related to AP	Objective
<b>I. Student Learning/Service Unit Outcome Assessment</b>	<ul style="list-style-type: none"> <li>• I.A.2</li> <li>• I.B.1</li> <li>• I.B.2</li> <li>• I.B.4</li> <li>• I.B.6</li> <li>• II.A.3</li> <li>• II.A.11</li> </ul>	To improve integration, consistency, and quality of student learning/service unit outcomes assessment, in order to provide a functional, consistent process for faculty and staff to assess student learning and use the results for continuous improvement.
<b>II. Institutional Effectiveness, Evaluation and Review</b>	<ul style="list-style-type: none"> <li>• I.A.2</li> <li>• I.A.3</li> <li>• I.B.3</li> <li>• I.B.4</li> <li>• I.B.5</li> <li>• I.B.7</li> <li>• I.B.9</li> <li>• I.C.5</li> <li>• I.C.12</li> <li>• II.A.3</li> <li>• II.A.15</li> <li>• IV.A.1</li> <li>• IV.A.7</li> <li>• IV.B.4</li> </ul>	<p>To evaluate and review the integrated planning and resources allocation efforts, maximizing efficiency of planning efforts on campus and ensuring functional alignment of plans with the College mission and strategic goals.</p> <p>To evaluate and review the functionality and effectiveness of participatory governance processes and groups, in order to ensure that implementation of changes designed to improve student achievement, learning, and success are being done in a timely manner; with proper participation and communication; and in support of the College mission.</p>

## **Action Project Philosophy and Development**

San Diego Miramar College uses the Mission Statement as a guide for all planning efforts on campus. As such, the identification of performance gaps from the self-evaluation process, and the subsequent development of action plans to mitigate those gaps, was done in the context of the mission and vision of the College. As described in Standard I.A, a primary focus of the College mission is the support of student achievement and success:

San Diego Miramar College's mission is **to prepare students to succeed** in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships **to facilitate student completion for transfer, workforce training, and/or career advancement.**

In light of the above, the College reviewed action plans arising from the self-evaluation process and identified general areas that could be targeted for improvement.

### ***I. Student Learning/ Service Unit Outcome (SLO/SUO) Assessment***

The first area of focus for the QFE concerns the analysis of student learning and use of student learning data to improve student success. Since 2010, the College has dedicated substantial resources to the development of its processes and structures to support a culture of evidence, including the infrastructure needed to collect, analyze and use SLO/ SUO assessment data. The College now uses the Taskstream Accountability Management System software to organize and streamline the learning outcomes and assessment work. To illustrate the potential benefits of this system, Taskstream software is also used by the Association of American Colleges and Universities (AAC&U), State Higher Education Executive Officers (SHEEO), and the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC), as they seek to create a nationally scalable approach to outcomes assessment based on authentic student work.

As seen in many colleges across the state, however, these efforts can take time and require considerable support from all college constituencies, and while the College has made substantial gains in this area there remains room for improvement. Specifically, in the process of this self-evaluation San Diego Miramar College assessed its alignment with the updated 2014 Accreditation Standards, which included more detailed and robust Standards concerning learning outcomes assessment. As a result, the College reviewed its efforts in collecting disaggregated achievement/ SLO assessment data and in using this information to identify groups or subpopulations in which there are performance gaps.

San Diego Miramar College's efforts are summarized below:

- The College disaggregates student achievement data by subgroups, including age, gender, race/ethnicity, socio-economic status, delivery mode, cohort groups, and CTE and Basic Skills/ESL programs.
- Disaggregated achievement data is provided to faculty and staff for use in identification of strategies to mitigate gaps during the annual Program Review process.
- Disaggregated achievement data is considered in establishing institution-set standards.

- Disaggregated achievement data is used to identify disproportionately impacted subpopulations in the Student Equity Plan (SEP).
- The College has established student learning/ service unit outcomes (SLO/ SUO) for courses, programs, and service areas, all of which support the Institutional SLOs.
- SLO/ SUO Assessment occurs on a cyclical basis in all areas.
- SLO/ SUO Assessment efforts are aligned and managed using the Taskstream Accountability Management System software, including the mapping of course, program/ service area, and institutional outcomes.
- The College disaggregates SLO/ SUO assessment data for use in improvement in a variety of ways:
  - By course
  - By program
  - By service area
  - By student educational objective (for ISLO assessment)
  - By student full-time/ part-time status (for ISLO assessment)

While there is a robust system for the collection and use of disaggregated student achievement data, the College has identified that the structures, processes, and practices for the disaggregation of student learning outcome assessment data are not as well developed. In support of this, many action plans arose from the self-evaluation that focused on improving integration, consistency, and quality of learning outcomes assessment:

- Establish a more robust review, feedback and support system for faculty/staff in developing and assessing course, program and service unit outcomes.
- Increase professional development opportunities to assist faculty with analysis of data and development of strategies for improvement.
- Investigate the advantages or disadvantages and the potential uses of SLO disaggregation by additional student subpopulations.
- Perform curriculum review of SLOs for courses and programs.
- Establish consistent application of how outcomes assessment is used for decision-making, resource allocation, and improvement collegewide.
- Explore mechanisms to more accurately evaluate how faculty, staff and administrators use results of outcomes assessment for improvement.
- Increase focus of student learning/ learning outcomes assessment in the College Mission Statement and Strategic Plan.

Because this Action Project will involve collegewide participation and support, there are several different individuals and governance committees that will be involved in the oversight and coordination of action plans. Primarily responsibility for coordination and oversight of action plans will be with the Collegewide Outcomes and Assessment Facilitator, the Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, and the Dean of Planning, Research, Institutional Effectiveness, Library and Technology (PRIELT). Action plans to achieve the overarching Action Project goal will be developed, implemented and evaluated over a three-year period (see Appendix I for details on Action Project timelines). Based on the nature of the work, the College's Program Review/ Student Learning Outcomes Assessment Cycle Committee(s) (i.e. Instruction, Student Services and Administrative Services PR/SLOAC Committees) will be

responsible for the development and implementation of the action plans. As a resource member of all current PR/SLOAC Committees, the Collegewide Outcomes and Assessment Facilitator will coordinate efforts between the multiple committees and groups. The Vice President of Instruction is the administrative co-chair for the Instructional PR/SLOAC Committee, which allows coordination and oversight of all instructional areas, while the Vice President of Student Services and Vice President of Administration are administrative co-chairs in their respective PR/ SLOAC Committees. Changes or modifications to learning outcome statements, assessment plans, and/or use of assessment data will involve coordination with Department Chairs, SLO Liaisons, service area leads, faculty and staff.

At the conclusion of each year, the Planning and Institutional Effectiveness Committee (PIEC) will evaluate progress and outcomes of that year's activities to achieve the Action Project and will track any evidence for future reporting cycles. Annual progress will be reported to the College community through the College Executive Committee and as a status update at fall Convocations.

## ***II. Integrated Planning, Evaluation and Review***

The second area of focus for the QFE concerns the collegewide process of integrated planning and resource allocation, and how evaluation and review of these processes leads to improvement in academic quality and student learning and achievement. Since 2010, the College has seen considerable advances in its ability to perform integrated planning and resource allocation, which are summarized below:

- Creation of the School of Planning, Research and Institutional Effectiveness, Library and Technology (PRIELT), including a new Dean of PRIELT (see Standard I.B for details on the above).
- Adoption of the Preventing Loss/ Creating Momentum Framework to ensure that planning dialogue is performed in the context of the student experience.
- Incorporation of the Roadmap to Student Success into integrated planning, ultimately creating the Student Success Framework for Long-term Integrated Planning.
- Integration of Program Review process with the Budget and Resource Development Subcommittee annual resources allocation, with technology, with facilities, and with human resources.
- Alignment of collegewide plans with the College's Strategic Plan and mission.
- Assessment of the College Strategic Plan Goals and identification of institution-set standards.

As the structures and processes for integrated planning have developed, the College has reached the point of systematically evaluating the effectiveness of these efforts. In doing so, this enables the College to identify any additional barriers that prevent optimum planning, resource allocation and evaluation methods that improve academic quality and student learning and achievement. As such, the following plans were identified in the process of this self-evaluation:

- Evaluate and review the integrated planning and resource allocation processes, including
  - Ensuring that Program Review is an integral part of decision-making in planning collegewide and is focused on student achievement and learning.



- Developing the College’s research capabilities to provide program-specific data disaggregated by student population, as well as division-specific data, which align with Strategic Plan Goals.
- Revising the College’s Strategic Plan to include variety of SLO/ SUO assessment levels as indicators of success in achieving the mission.
- Streamlining operational plans and develop a process for annual collection/ analysis of action plans from all planning documents.
- Revising the Educational Master Plan to more clearly describe link to the Strategic Plan Goals and to consider identified action plans from all operational plans.
- Considering how the College wants to address and communicate its commitment to Distance Education through its mission and planning process.
- Evaluate and review the functionality/ effectiveness of processes and groups on campus, including:
  - The college participatory governance committee system/process.
  - Accreditation process as a function of institutional effectiveness.
  - College-based processes and plans (e.g. Strategic Enrollment Management and Program Discontinuance).

Because this Action Project will involve collegewide participation and support, there are several different individuals and governance committees that will be involved in the oversight and coordination of action plans. Primary responsibility for coordination and oversight of action plans will be with the Academic Senate President, Classified Senate President, Vice Presidents, Associated Student Government, President, College President, and the Dean of PRIELT. Action plans to achieve the overarching Action Project goal will be developed, implemented and evaluated over a three-year period (see Appendix I for details on Action Project timelines). Based on the nature of the work, the Planning and Institutional Effectiveness Committee (PIEC), including the Vice Presidents, the Dean of PRIELT, and representative faculty and staff, will engage in the development and implementation of action plans involving evaluation and improvement of institutional effectiveness through integrated planning. As a subcommittee of PIEC, the Research Subcommittee will participate in and support these efforts. Evaluation of planning involving resource allocation will also include the participation of the other PIEC subcommittee- Budget and Resource Development Subcommittee. For evaluation of institutional effectiveness through college governance committees and processes, efforts will be led by the College Governance Committee, which includes the Academic Senate Vice President and representative administrators, faculty and staff. This Committee regularly reports recommendations to the Academic Senate, Classified Senate, the Associated Student Council and the College President, assuring wide-spread communication of efforts.

At the conclusion of each year, the PIEC will evaluate progress and outcomes of that year’s activities to achieve the Action Project and will track any evidence for future reporting cycles. Annual progress will be reported to the College community through the College Executive Committee and as a status update presented at fall Convocations.

## Responsible Parties and Resources to Implement and Sustain Action Projects

In order to implement the Action Projects and numerous action plans therein, the College has identified responsible parties, including individual faculty, staff, and administrators, as well as governance groups and committees who will oversee and coordinate the work.

Responsible parties were identified based on position or committee function. Resources include the additional support that will be necessary to implement the plans effectively and achieve the stated outcomes.

Action Projects (AP)	Oversight and Coordination of Action Plans for AP	Additional Resources
<b>I. Student Learning/Service Unit Outcome Assessment</b>	<ul style="list-style-type: none"> <li>• College-wide Outcome and Assessment Facilitator</li> <li>• Vice President of Instructional Services</li> <li>• Vice President of Student Services</li> <li>• Vice President of Administrative Services</li> <li>• Dean of PRIELT</li> <li>• Program Review/SLO Committee(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Compensation for coordination and implementation of disaggregation studies</li> <li>• Additional research and clerical support from the Office of PRIE</li> </ul>
<b>II. Institutional Effectiveness, Evaluation and Review</b>	<ul style="list-style-type: none"> <li>• College President</li> <li>• Academic Senate President</li> <li>• Classified Staff Senate President</li> <li>• Dean of PRIELT</li> <li>• Vice Presidents</li> <li>• Planning and Institutional Effectiveness Committee</li> <li>• Budget and Resources Development Subcommittee</li> <li>• Research Subcommittee</li> <li>• College Governance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Search for additional funding sources in efforts to upgrade the college's culture of evidence platform.</li> </ul>

# I. Student Learning/Service Unit Outcomes Assessment Action Project (AP) Timeline and Outcomes

Action plan for Implementation of AP	Phase I: Investigation and development of Action plans	Phase II: Implementation of Action Plans	Phase III: Evaluation and/or Modification to Rnsure Sustainable Practices	Desired Outcomes
Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts. (I.B.1)	2016-2017 Discuss efficiency of structures and potential modification of the current outcomes and assessment committees in the Planning and Institutional Effectiveness Committee (PIEC).  Move PIEC recommendations through the governance system for discussion, further modification, and approval.	2017-2018 Implement any recommended and approved changes to the committees charged with outcomes and assessment work.	2018-2019 Use college governance committee assessment tool to evaluate effectiveness of outcomes and assessment committees.	Optimized outcomes and assessment committee structures in place and evaluation completed.
Provide more robust support to faculty and staff through the PR/SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment. (I.B.2, II.A.3)	2016-2017 Begin dialogue on how to review SLO/SUO assessment plans and develop rubrics, feedback mechanisms, and/or additional support materials for training purposes.	2017-2018 Integrate SLO/SUO review function into the goals of outcomes and assessment committees. Develop timeline, train committee members, and perform pilot using review/feedback mechanism.	2018-2019 Distribute survey to faculty/staff involved in the pilot to assess effectiveness of review/feedback mechanism.	Pilot review/feedback mechanism complete. Survey results collected, analyzed, and shared with appropriate constituencies for continuous improvement of the feedback mechanism.
Revise and update guides on development of SLO statements and assessment practices to include current advances in the field. Integrate information from resources such as the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U) (I.B.2)	2016-2017 Revise and update all instructional guides for creating course and program student learning outcome assessment plans in Taskstream.  Develop guides for non-instructional areas (i.e. Student Services, Administrative Services, and Instructional Support).	2017-2018 Publish all updated guides.	N/A	Updated instructional guides and creation of instructional guides in non-instructional areas (i.e. Student Services, Administrative Services, and Instructional Support).
Investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement. (I.B.2, I.B.4, I.B.6)	2016-2017 Continue dialogue in outcomes and assessment committee(s) on value of different levels of SLO disaggregation for instruction. Identify subgroups for additional disaggregation pilot studies.  Begin dialogue in the Distance Education (DE) Subcommittee on potential value of SLO disaggregation in courses offered face-to-face versus online modalities.  Develop plan for pilot studies using Taskstream's Aqua software and/or other methods to perform disaggregated SLO analysis in identified subpopulations.	2017-2018 Perform pilot studies in identified subpopulations.	2018-2019 Collect assessment data from pilot studies on additional levels of SLO disaggregation.  Present results to outcomes and assessment committee(s), PIEC, and DE Subcommittee to determine sustainability for future assessment cycles.	Pilot studies of SLO disaggregation complete.  Results from assessment presented to College for review and future planning.

<p><b>Improve communication strategy to effectively share SLO assessment best practices, gaps identified through the assessment process, and successful strategies implemented to improve student learning. (I.B.6)</b></p>	<p>2016-2017</p> <p>Redesign the Outcomes and Assessment webpage to provide a more interactive and holistic picture of outcomes assessment on campus. Use the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework as a template.</p>	<p>2017-2018</p> <p>Solicit and collect best practices in SLO assessment through campus-wide process, including but not limited to email solicitation, FLEX workshops, Committee competitions, public forums, etc.</p> <p>Collect department information on gaps identified through SLO assessment.</p>	<p>2018-2019</p> <p>Use updated webpage to showcase best practices from each instructional and non-instructional school, as well as gaps identified through the process.</p>	<p>Updated Outcomes and Assessment webpage, including a subpage on best practices and gaps identified.</p>
<p><b>Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement. (I.B.6, II.A.11)</b></p>	<p>2016-2017</p> <p>Revise ISLO Assessment Survey to include a direct measure of learning in the area of critical thinking.</p> <p>Implement revised ISLO Assessment Survey in spring 2017.</p>	<p>2017-2018</p> <p>Collect data and perform analysis in collaboration with Miramar College's Office of Planning, Research, and Institutional Effectiveness.</p>	<p>2018-2019</p> <p>Evaluate results of survey in comparison to previous ISLO survey data.</p> <p>Identify gaps in learning, if any, and determine future approach for including direct measures of learning.</p>	<p>ISLO Survey distributed, assessment data collected, and analysis performed.</p> <p>Results of study communicated to the College community.</p>
<p><b>Revise Strategic Plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission. (I.A.2)</b></p>	<p>2016-2017</p> <p>Showcase the updated Fall 2013-Spring 2020 Strategic Plan to College community.</p> <p>Review 2015-2016 Strategic Plan Assessment Scorecard.</p>	<p>2017-2018</p> <p>Begin dialogue in PIEC regarding effective strategies for integrating student learning/service unit outcomes assessment as indicators of student success.</p>	<p>2018-2019</p> <p>Start to revise the Strategic Plan to include outcomes assessment.</p>	<p>Next iteration of Strategic Plan includes outcomes assessment data as indicator of student success and achieving mission.</p>
<p><b>Collaborate with the District to optimize the process for extracting learning outcomes statements and information from Taskstream and for the regular upload of SLO statements into CurricUNET. (II.A.3)</b></p>	<p>2016-2017</p> <p>Use District process to extract course SLO statements from Taskstream for spring 2017 update to CurricUNET.</p>	<p>2017-2018</p> <p>Evaluate efficiency of process and recommend changes, if any for improvement.</p>	<p>2018-2019</p> <p>Work with District to implement improvements to process.</p>	<p>Consistent and accurate update of course SLO statements to CurricUNET from Taskstream each semester.</p>

## II. Institutional Effectiveness, Evaluation, and Review Action Project (AP) Timeline and Outcomes

Action Plan for Implementation of AP	Phase I: Investigation and Development of Action Plans	Phase II: Implementation of Action Plans	Phase III: Evaluation and/or Modification to Foster Sustainable Practices	Desired Outcomes
Perform a comprehensive evaluation of all planning processes/documents to ensure consistency in that decision-making in human resources, technology, scheduling, diversity, and annual resource allocation are being made in consideration of program review, are optimized for timely implementation, and are focused on student achievement and learning. (I.A.3, I.B.9, II.A.3)	2016-2017 Perform mid-cycle review or Educational Master Plan (EMP) and Division Plans.  Continue development of Strategic Enrollment Management Principles and Program Discontinuance plan.	2017-2018 Develop plan and rubric for evaluation of planning processes/documents, including operational plans, master plans, Strategic Enrollment Management, Program Discontinuance, etc.  Identify mechanism to seamlessly integrate institution-set standards and identified priorities with operational and division plans.  Develop mechanism to evaluate consistency of integration of program review and SLO/SUO assessment into decision-making.	2018-2019 Implement recommended changes noted on evaluation.	Streamline plans and resources to meet student need
Develop a process for the annual collection and analysis of action plans arising from all planning documents, to better inform the integrated planning process. (I.A.2, I.B.5)	2016-2017 Develop mechanism for annual connection of action plans from planning documents.	2017-2018 Implement mechanism and collect action plans. Perform alignment and analysis.	2018-2019 Provide report on aligned action plans for college-wide consideration and use in the integrated planning framework.	Cyclical reports on action plans arising from planning documents college-wide.
Review and revise Educational Master Plan to ensure link to the Strategic Plan Goals and to consider action plans identified from all operational plans. (I.A.3)	2016-2017 Perform mid-cycle review of Educational Master Plan (EMP) and Division Plans.	2017-2018 Update the EMP based on mid-cycle review, if needed.	2018-2019 Use collected action plans to inform the next iteration of the EMP.	Next iteration of Educational Master Plan to include action plans from other planning documents.
Review and revise the Strategic Plan to incorporate elements of the Loss/Momentum Framework (LMF) phases and Institutional Student Learning Outcomes (ISLOs). (I.B.3)	2016-2017 Showcase the updated Fall 2013-Spring 2020 Strategic Plan to College community.  Review the 2015-2016 Strategic Plan Assessment Scorecard.	2017-2018 Start dialogue in PIEC on how to incorporate elements of the LMF phases and ISLOs.	2018-2019 Start to revise the Strategic Plan to include LMF phases and ISLOs.	Next iteration of Strategic Plan to include elements of LMF and ISLOs.
Evaluate efficiency and consistency of the Budget and Resource Development Subcommittee (BRDS) annual resource allocation process and identify strategies for improvement. (I.B.4)	2016-2017 Perform pilot using two methods of collecting annual resource request information from departments and services areas: • Request for Funding Form • Department Spreadsheet of all resource requests generated by Program Review in Taskstream.	2017-2018 Compare results from pilot study. Identify mechanisms to improve one or both methods.	2018-2019 Implement improved method for collecting annual resource requests.	BRDS annual resource allocation process that minimizes duplication of efforts, increases consistency, and assists in the seamless transfer of information from departments/services areas to BRDS.
Update the fall Continuous GFU Discretionary Resource Allocation model documents to include a direct link to the College Strategic Plan Goals. (III.D.2, III.D.11)	2016-2017 Update the request for funding form used in the GFU Discretionary Resource Allocation model document to include direct link to Strategic Plan Goals.	2017-2018 Implement updated form for the fall resource allocation process.	2018-2019 Evaluate process and use of updated form as evidence of resource allocation supporting College mission and Strategic Plan Goals.	Request for Continuous GFU Discretionary Resource Allocation form must provide link showing how resource will support Strategic Plan Goals.

<p><b>Develop a BRDS information page to supplement the current website content, providing more detailed information on how various financial planning processes intersect to create the annual Miramar College Adopted Budget. (III.D.2)</b></p>	<p>2016-2017</p> <p>Propose updates to the current link on the Student Success Framework for Long-Term Integrated Planning to provide a clearer representation of Fiscal Planning cycle to include summary of BRDS functions, Allocation of Continuous Resources, and Campus Adopted Budget Development.</p>	<p>2017-2018</p> <p>Implement changes to the landing page for Budget Resources Review on the Student Success Framework for Long-Term Integrated Planning.</p>	<p>2018-2019</p> <p>Evaluate effectiveness of additional communication related to cycle of Resource Allocation.</p>	<p>Website updated with information providing clear representation of BRDS functions; improved communication of BRDS functions.</p>
<p><b>Develop the College's research capabilities to provide program- and service area-specific data disaggregated by relevant subpopulations. (I.B.9)</b></p>	<p>2016-2017</p> <p>Identify types of data that are consistently requested by programs using the Research Request Form.</p> <p>Develop triennial process for programs to request program-specific information for Program Review.</p>	<p>2017-2018</p> <p>Implement process and collect program-specific requests.</p>	<p>2018-2019</p> <p>Provide program-specific data for Full Program Review.</p>	<p>Program Review data packets containing program-specific data disaggregated by relevant subpopulations, for faculty use in identifying strategies to mitigate performance gaps.</p>
<p><b>Develop and implement the "College Governance Assessment Tool" to evaluate day-to-day operations and effectiveness of governance committees. (I.B.7, I.C.5, IV.A.1, IV.A.7)</b></p>	<p>2015-2016</p> <p>Develop "College Governance Assessment Tool." Use information from pilot assessment study to modify and improve tool.</p>	<p>2016-2017</p> <p>Implement "College Governance Assessment Tool" college-wide</p> <p>Collect data from assessment and perform analysis. Identify areas and strategies for improvement.</p>	<p>2017-2018</p> <p>Implement strategies for improvement, efficiency, and effectiveness.</p>	<p>College-wide evaluation of committee functions and effectiveness.</p>
<p><b>Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements. (I.C.12, IV.B.4)</b></p>	<p>2017-2018</p> <p>Review consistent inclusion of Accreditation Standards as part of governance committee goals.</p> <p>Continue to align committees/groups with specific Accreditation Standards.</p>	<p>2018-2019</p> <p>Integrate Accreditation Standards into governance committee goals.</p>	<p>2019-2020</p> <p>Use College Governance Assessment Tool to evaluate whether Accreditation Standards are functionally integrated into governance committees.</p>	<p>Integration of Accreditation Standard language and requirements into governance committees.</p>

# Changes and Plans Arising out of the Self-Evaluation Process

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## CHANGES AND PLANS ARISING FROM SELF-EVALUATION

San Diego Miramar College began preparing for the 2017 Accreditation cycle in fall 2014. As discussed in Organization of the Self-Evaluation Process 2017, the College assembled an Accreditation Team consisting of Standard Tri-chairs and an Accreditation Steering Committee. In fall 2014, ACCJC conducted a regional training at MiraCosta College for institutions that were required to respond to the updated and revised Accreditation Standards. Core representatives of the College's Accreditation Team attended the training to acquire information and distribute it to the College. Using this information during the self-evaluation process, the College identified areas that could be either be immediately addressed to improve compliance with the Standards or be addressed through longer-term action plans. The two major areas of focus for planning are discussed in the Quality Focus Essay. All of the changes and additional plans arising from this Self-Evaluation are listed below and were developed with the end-goal of increasing student success.

Through this process, the College has implemented changes to better align with Standard requirements and ultimately improve student success. Some highlights of changes are described below:

- **Collegewide Integrated Planning.** In 2015, the College used institutional-set standards for a range of College elements to analyze performance and identify priorities as foci for collegewide planning. In addition, the College created the Roadmap to Student Success and the Student Success Framework for Integrated Planning to improve alignment of collegewide plans with the student experience.
- **Outcomes and Assessment Process.** In 2013, the College adopted a three-year cycle for outcomes assessment and ensured that outcomes assessment was fully integrated with Program Review with a focus on student success. The College incorporated the Outcomes and Assessment process with the Program Review process in Taskstream in fall 2015 and aligned the outcomes and assessment process across all areas of the College, including Instruction, Student Services, Instructional Support Services, and Administrative Services. The College also redesigned the Outcomes and Assessment Webpage to include user-friendly access to outcome statements, assessment plans, resources, evidence of student learning and use of student learning data. Lastly, in 2016 the College disaggregated ISLO assessment data to begin investigating the use of disaggregated assessment to identify subpopulations in need of improvement.
- **Program Review Process.** The College incorporated the outcomes and assessment process with the Program Review process in Taskstream in fall 2015 and aligned the Program Review process across all areas the College. In addition, the College created a Program Review webpage to provide information on program success to internal and external constituencies.
- **Planning, Budgeting, and Resource Allocation Processes.** In 2015, the College modified its Program Review process to create a streamlined mechanism for identifying how program and department resource needs (e.g. Faculty, Staff, Supplies, Equipment) are linked to assessment of student learning/ service unit outcomes and student achievement. College prioritizations for resource allocations,



faculty hiring lists, and classified hiring lists are informed by Program Review to improve student success.

- **College Communications.** For the 2016-2017 College Catalog, the College and the District worked together to reorganize the College Catalog to present information in a user-friendly manner, including all required items such as program student learning outcomes. In addition, in 2016 the College underwent a College Website review and is in the process of fact-finding to create an updated website that is easier to navigate.
- **Evaluation of College Governance.** As a part of the self-evaluation process, the College has undergone a systematic evaluation of the governance committee system and function. In 2016, the College implemented a College Governance Assessment Tool to evaluate the function and structure of its governance system.
- **Online Instruction.** To enhance the experience of students taking courses in distance education (DE) mode, in spring 2017 the College implemented mandatory online training certification for all online teachers.

The following Action Plans have been identified through the Self-Evaluation Report. Related Standards and inclusion in the Quality Focus Essay (QFE) are indicated as well.

Action Plans	Related Standards	QFE
Review and revise the College's Mission Statement in fall 2018 to better align with Standard language.	I.A.1	
Consider how the College wants to address and communicate its commitment to distance education through its mission and planning efforts.	I.A.1	
Review and revise the Strategic Plan during the next scheduled comprehensive review to incorporate elements of the Loss/Momentum Framework (LMF) phases and Student Learning/Service Unit Outcomes Assessment.	I.A.2, I.B.3, II.A.3	X
Streamline all operational plans and develop a process for ongoing collection and analysis of action plans from all planning documents.	I.A.2	X
Review and revise the Educational Master Plan to more clearly describe link to the Strategic Plan Goals and to consider identified action plans from all Division/Operational Plans.	I.A.3	X
Perform a comprehensive evaluation of all planning efforts/documents to ensure consistency that decision-making in human resources, technology, scheduling, diversity, and annual resource allocation are being made in consideration of program review; are effective and optimized for timely implementation; and are focused on student achievement and learning.	I.A.3, I.B.9, II.A.3	X
Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts.	I.B.1	X
Revise and update guides on development of SLO statements and assessment practices to include current advances in the field. Integrate information from resources such as the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U).	I.B.2	X
Provide more robust support to faculty and staff through the PR/SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment.	I.B.2, II.A.3	X
Investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement.	I.B.2, I.B.4, I.B.6	X

Evaluate efficiency and consistency of the Budget and Resource Development Subcommittee (BRDS) annual resource allocation process and identify strategies for improvement.	I.B.4	X
Examine ways to evaluate how the Action Plans arising from Program Review are aligned with Action Plans arising from Division/Operational Plans and other college-wide forums.	I.B.5	
Improve communication strategy for sharing outcomes assessment practices college-wide, best practices in SLO assessment, gaps identified through SLO assessment, and successful strategies implemented to improve student learning.	I.B.6	X
Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement.	I.B.6	X
Develop and implement the “College Governance Assessment Tool” to evaluate governance committees. Analyze results and implement improvement strategies as needed.	I.B.7, I.C.5, IV.A.1, IV.A.7	X
Continued development of the College’s research capabilities to provide program-specific data disaggregated by student population, as well as division-specific data, which align with Strategic Plan Goals.	I.B.9	X
Integration of the SPAS institution-set standards and identified gaps with Operational and Division plans to inform activities and improvement strategies (i.e. “closing the loop”).	I.B.9	X
Evaluate and improve process for ongoing, comprehensive review of official college communications, including the College website.	I.C.1	
Develop a set of standard information to be included on webpages for respective departments, units and divisions, to ensure consistency.	I.C.1	
Improve the quality of College research reports and include more targeted analysis of data by program or service area, with detail appropriate to the specific constituency.	I.C.3	
Continue dialogue and investigate mechanisms to efficiently communicate Program Review reports at the program and service-unit level with detail appropriate for the various constituencies.	I.C.3	
Develop a standard set of programmatic information that should be available on each program’s webpage.	I.C.4	
Establish a process for the regular review of website content for accuracy, alignment with the College Catalog, and updates to accommodate any changes.	I.C.4, I.C.5	
Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements.	I.C.12, IV.B.4	X
Perform assessment of textbook selection process and survey faculty use of Online Educational Resources (OER)	II.A.2	
Create a Resource Team at the College to provide guidance to faculty and departments on how to structure use of course materials in a way that can be evaluated with regard to its effectiveness on student access, equity, and success.	II.A.2	
Evaluate courses that have modified their course material accessibility and content and assess improvements in student success.	II.A.2	
Work with District offices to optimize process for extracting SLO statements from Taskstream and for the regular upload of SLOs into CurricUNET, in order to capture changes that might occur due to improvement strategies.	II.A.3	
Develop two-year course sequence chart for all programs (i.e. degrees and certificates). Course sequencing charts will be published on program webpages and be shared with the Counseling Department for maximum student exposure.	II.A.6	

<b>Modify ISLO (i.e. GE SLOs) assessment tools to include direct assessment of learning.</b>	II.A.11	X
<b>Build the infrastructure necessary to support CTE program growth, improvements and recruitment (Year 1).</b>	II.A.14	
<b>Focus efforts on expansion of existing programs, including increasing program capacity within CTE specific programs; equipment replacement and enhancement; exploring new program development possibilities that will afford students certificates and degrees leading to living wage jobs; expanding career services; and building a sustainable marketing plan (Year 1).</b>	II.A.14	
<b>Focus on new program development and implementation and continued program enhancements across CTE programs (Year 2).</b>	II.A.14	
<b>Implement Year 2 new and continuing program development activities and program improvements, to address Strong Workforce Taskforce recommendations and outcome metrics (Year 3).</b>	II.A.14	
<b>Complete the plan for Program Discontinuance at San Diego Miramar College, with input and support from college governance committees and groups and with ultimate approval from the College Executive Committee.</b>	II.A.16	
<b>Investigate mechanisms to better communicate learning support services available to students.</b>	II.B.1	
<b>Conduct additional research to identify potential reasons for the mixed results regarding tutoring services and student success as described in the Legislative Office Analyst Visit Presentation report.</b>	II.B.1	
<b>Implementation of California Online Education Initiative's (OEI) tools. Discussions are in progress with each department to address this initiative and demo dates have been scheduled for the California OEI to provide information and respond to concerns. As the population for San Diego Miramar College continues to grow both on site and DE, this is a gap that needs to be addressed.</b>	II.C.2	
<b>Develop a BRDS information page to supplement the current website content, providing more detailed information on how various financial planning processes intersect to create the annual Miramar College Adopted Budget.</b>	III.D.2	X
<b>Update the fall Continuous GFU Discretionary Resource Allocation model documents to include a direct link to the College Strategic Plan Goals.</b>	III.D.2, III.D.11	X
<b>Institutionalize assessment of college governance system to ensure ongoing improvements.</b>	IV.A.1, IV.A.7	X



# MY DREAM MY COLLEGE MY FUTURE

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(Mary Graham, Rich Giruch, Bernice Rhinerson, Maria Nieto Senuor, Ph.D., Peter Zebinske)*

**Constance M. Carroll, Ph.D., Chancellor**

SD Miramar College 12/16