

# COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, April 29, 2014 • 1:00 p.m. – 2:30 p.m. • L-108

**Members:** Hsieh, Bell, Ramsey, Haidar, Figueroa, Allen, Hubbard, Ledbetter and Akbari

**Attendees:** Trevisan, Beitey, & Jacobson

- A. Approval of the Agenda
- B. Approval of Previous Minutes
- C. Guests/Introductions:
- D. Updates from the Chancellor's Cabinet
- E. New Business

#	Item	*Strategic Goals	Initiator
1	Draft Summer Term Promotion Plan	1	Trevisan
2	Fall 2014 Convocation Program	1	Hsieh
3	Governance Committee Memberships	1	Figueroa and Haidar
4	Miramar College Reps on District Strategic Planning Committee	1	Hsieh

**F. Old Business**

#	Item	*Strategic Goals	Initiator
1	Status on Early College Proposal with MMHS ( <i>attachment</i> )	1	Hsieh & Haidar
2	College Hour (Due to CEC 3/18/14, Rep Names by 3/25/14, Survey Collected by 4/11/14) ( <i>attachment</i> )	2	Hsieh & Miramontez
3	2014-2015 College Annual Planning Calendar (Due to CEC on 4/15/14)	1	Miramontez & Figueroa
4	Progress on Student Support & Success Program Implementation ( <i>attachment</i> )	2	Ramsey
5	Program Processes Next Steps (College completion due date 12/10/13) – Review ( <i>attachment</i> )	1	Haidar

**Placeholder Items**

#	Item	*Strategic Goals	Initiator
1	Progress on Draft San Diego Miramar College Student Equity Plan (Due to CEC on 5/6/14)	2	Ramsey
2	Completion of Updating College's Master Educational Plan (Due to CEC on 5/6/14)	1	Hsieh & Miramontez
3	Updated College Operational Plans (Due to CEC on 5/6/14) ( <i>attachment</i> )	1	Miramontez & Figueroa

**G. Reports**

*(Please limit each following report to two minutes maximum. If you have any handouts, Please e-mail them to Lexie West ahead of time to be included for distribution electronically.)*

- Academic Senate
- Classified Senate
- Associated Student Council
- District Governance Council
- District Strategic Planning Committee
- District Budget Committee
- College Governance Committee

**H. Announcements**

**I. Adjourn**

**\* San Diego Miramar College 2013 – 2019 Strategic Goals**

**Goal 1:** Provide educational programs and services that are responsive to change and support student learning and success.

**Goal 2:** Deliver educational programs and services in formats and at locations that meet student needs.

**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.

**Goal 4:** Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.

**Please also see** <http://www.sdmiramar.edu/institution/plan> for San Diego Miramar College 2013-2019 Strategic Plan

**For courtesy, please let the President know if you cannot attend the meeting.**

## Proposed Early College “Pilot Program” with Mira Mesa High School -

*A Joint project between Mira Mesa High School and San Diego Miramar College*

As of 4/29/2014

### Goal:

To provide high achieving senior-year students from Mira Mesa High School an opportunity to experience the high quality teaching and learning experience in selected college level courses at San Diego Miramar College and enhance the academic preparation of potential incoming students to San Diego Miramar College and transfer students to four-year colleges/universities.

### Framework\*:

Starting **Fall 2015**, San Diego Miramar College (SDMC) will offer an early college experience to 5 Mira Mesa High School students who will applied to the program and be selected by Mira Mesa High School and San Diego Miramar College **in Spring 2015**.

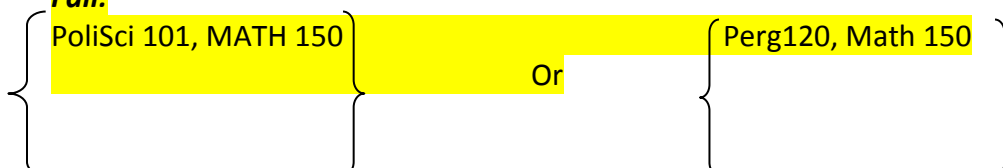
**\*This is a proposed timeline and this timeline will not be implemented until both San Diego Unified School District Board and San Diego Community College Board have approved this proposed Early College “Pilot Program” with Mira Mesa High School.**

### Structure:

1. All coursework for the Early College Program will be conducted at the SDMC campus and Early College students will be integrated with the general college population yet be handled as a cohort. Classes will be offered to the students in their senior year of high school, in the afternoons. Student can be released from high school at 11:40 am.
2. College counseling and other services, including assessment placement services will be conducted by SDMC with help from MMHS.
3. In **2015-2016** academic year, seats will be reserved for up to 5 students who place at college level in the math and English assessments:
  - a. Calculus (Math 150-151) – Fall & Spring semesters
  - b. Political Science (PoliSci 101-102)- Fall & Spring semesters. Pending: SDUSD board to clear the student’s graduation requirements of government/economics if student passes the PoliSci courses.
    - ❖ If PoliSci101-102 is unavailable, or not approved to waive graduation requirement, then Perg120 Fall Semester and Comm103 Spring Semester
4. All 5 selected students for the Early College will be a cohort with the PERG class counselor as their main counseling contact and support for student services.
5. The courses will be set up as LCOM classes.

### Proposed Course pattern: (\*still under discussion)

#### **Fall:**



**Spring:**

PoliSci 102, MATH 151

Coms 103, Math 151

- Pending upon Miramar Mesa High School's confirmation of Poli Sci will meet the SDUSD's graduation requirement.

**General Guidelines**, for selecting students for the Pilot program:

To be eligible to apply to pilot program, the students must:

1. take the English Accuplacer to assure they are ready to take on college level coursework. English Accuplacer will be waived if the student has a score of 500 on the SAT ENGL, 22 on the ACT ENGL or 151 on the CSU EPT assessment.
2. **Will** have completed honors pre-calc with a B or higher **OR** take and pass the Miramar Math Department challenge test to clear the prerequisite for Math 150.
3. have a 3.8 overall weighted high school GPA
4. submit a program application
5. submit a program contract and College application once selected

MMHS will recommend 10-15 students for the pilot program and final decision will be made by San Diego Miramar College counselor and subject area experts.

**Proposed Timeline for selection in Spring 2015**

- ❖ March 20—(10-15) students selected by MMHS Head Counselor/Kim George to fill out Program Application developed by Miramar and Online Miramar application.
- ❖ March 27—Assessment test (English) to be given to those students at MMHS by a Miramar staff member (TBD person and time)
- ❖ April 15—Miramar David Navarro will notify MMHS Head Counselor Kim George the ranking of those students based upon assessment test.
- ❖ April 18—MMHS will select 5 students and Kim George will notify David Navarro. Backup students will also be on the list.
- ❖ May 5—Kim George will have student's signed Miramar Program Contract and deliver to David Navarro.

**College Hour Survey**  
**At San Diego Miramar College**  
**DRAFT 4/15/14**

The “College Hour” is an hour designated on a weekday during the fall and spring semesters. During this designated one hour, students and faculty will be able to engage in on campus non classroom activities. The “College Hour” is a recommendation by the College faculty and the Associated Student Council and the College would like to gather further information about your interest.

1. I like the idea of having a “College Hour” as an opportunity for me to participate in student and/or general campus activities

Yes \_\_\_\_\_ No \_\_\_\_\_

2. If there are no classes you can/need to take after the designated “college hour,” do you plan to attend the “college hour”?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. What time do you prefer to have the college hour?

- a. 11:00 a.m. – 12:00 p.m.
- b. 11:30 a.m. – 12:30 p.m.
- c. 12:30 a.m. – 1:30 p.m.
- d. 1:30 a.m. – 2:30 p.m.
- e. Other, please specify: \_\_\_\_\_

4. What day during the week do you prefer to have the college hour? Please indicate your 1<sup>st</sup> and 2<sup>nd</sup> choice.

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday
- e. Friday

5. What kind of activities would you like to engage in during the college hour?

- a. Student club
- b. Workshops
- c. Office hour meeting with faculty members
- d. Opportunities to meet with four-year university representatives on campus
- e. Brown bag lunch meetings with various discipline faculty
- f. Poetry readings, music
- g. Department showcase
- h. Community engagement, please specify: \_\_\_\_\_
- i. Other: \_\_\_\_\_

**Information and Timeline Related to MM High School<sup>1</sup>**  
February 2014 - working and living draft (last update 2/21/14, 2/27/14)

1. MMHS established date for Outreach/Assessment to visit MMHS for purposes of FYE/Jump Start Orientation and assessment scheduling. ***This year's date is March 18, 2014 and was MMHS' decision.***
  - a. An earlier date was requested by SDMC, but HS counselors prefer a date closer to 4-year admissions notification dates
  - b. Historically MMHS counselors and staff work with their students prior to SDMC's arrival to ensure that admission applications have been submitted (Jay Leach, Counselor is point of contact)
    - i. Attendance of students has been exceptionally high (about 300 of a 500 student class)
    - ii. Of the 300 students (i), the percentage that have actually completed the SDCCD admissions application, at the time of SDMC's visit, has been historically low, approximately 20%, which causes major processing delays
    - iii. MMHS is encouraged to let us know how we can help improve the number in ii, above.
2. Assessment will occur for all student from March 11 – 31
  - a. To ensure that the maximum number of students are serviced, scheduled times dedicated to HS students (available to all feeder HS) have or will be established (target date for finalizing the assessment schedule is 3/7/14)
    - i. 3 p.m. to 6 p.m. twice p/week - Miramar (initial proposal is Tuesday & Wednesday but details are not complete)
    - ii. Pending HS response of available times some sessions will be scheduled at HS (facilities challenge)
    - iii. A Saturday schedule (Miramar) is under review for MMHS [w/plans to use the services of existing MMHS counselor, as an adjunct counselor]
3. Month of April
  - a. Continued assessment (as needed)
  - b. Pre-ed planning
  - c. Initial acceptance notifications to students
4. Month of May
  - a. Continued assessment (as needed)
  - b. Continued assessment (as needed)
  - c. Continued pre-ed planning
  - d. Summer registration
5. Month of June
  - a. Jump Start Orientation
  - b. Summer session begins
  - c. Continued assessment (as needed)
  - d. Final ed-planning

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<sup>1</sup> MMHS is referenced specifically but most dates apply to other feeder high schools as well

**Draft San Diego Miramar College Program Initiation, Institutionalization, and Discontinuance Processes**  
**November 2013**

Prepared by the *ad hoc* Program Processes Taskforce (PPT)  
Convened by the College Executive Committee (CEC)

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## **I. Introduction**

The initiation of a new program, significant program expansion, and other initiatives, as well as institutionalization or discontinuance of such efforts can have broad short and long-term impact on college operations and personnel.

In April 2013, the Academic Senate forwarded to the College Executive Committee (CEC) a Senate-approved request to form a taskforce to develop formal processes for approval of initiation and institutionalization of internally-funded programs and grant-funded programs, and for program discontinuance. The CEC approved the formation of the Program Processes Taskforce (PPT) and its membership to develop processes and to forward its recommendations to the CEC. The PP Taskforce was convened and held meetings in May 2013 and forwarded the recommendations included in this document.

### **Taskforce Membership**

#### **Administration Representatives (3)**

- Patricia Hsieh, College President
- Brett Bell, Vice President Administration
- Gerald Ramsey, Vice President of Student Services & Acting Vice-President of Instruction

#### **Academic Senate Representatives ( 3)**

- Buran Haidar, Academic Senate President
- Daphne Figueroa, Academic Senate Past-President
- Wheeler North, Aviation Faculty

#### **Classified Staff Representatives (2)**

- Joyce Allen, Classified Senate President
- Terrie Hubbard, Classified Senate member

#### **Associated Student Council (ASC) Representative (1)**

- Emalina Ledbetter, ASC President

## II. Definitions

Definition of programs varies for instructional, student services and administrative services programs. The Taskforce explored definitions and it was agreed that the Program Review Committees of the College divisions will review and revise their definition of program, as appropriate to guide the College Program Processes, in accordance with the Title 5 definition.

*(Forward to the Program Review Committees)*

### A. Instructional Program & Services

Alternative definitions explored by the taskforce for consideration during the review/revision of the Current SD Miramar College definitions, included:

1. *Title 5 § 55000. Definition*  
“**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.
2. ASCCC Curriculum Institute presentation, 2011  
An **Instructional Program** is defined as a discipline and as an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.
3. Other  
An **Instructional Program** is defined as a state approved degree or certificate or a series of basic skills courses that serve as a pathway to degree or certificate completion. *(Foothill College)*

*Current Miramar College PR/SLOAC committee definitions of:*

- **Program:** An instructional “program” is a field of study that includes at least one award and at least one subject area. Programs are designated by “grey box” sections in the Degree Curricula and Certificate Programs chapter of the San Diego Miramar College Catalog with the exception of Interdisciplinary Studies which is a grey box section but is not a program.
- **Instructional Service:** An instructional service is an organizational unit that has its own distinct mission, separate budget, and at least one full-time employee.

### B. Student Services

*Alternative non-limiting definitions explored by the taskforce for consideration during the review/revision included:*

1. A **Student Services Program** is defined as an offering of student services that primarily serve a non---instructional function and/or does not qualify as an Academic Program as defined above.*(Foothill College)*
2. A **Student Services Program** is defined as a unit providing non-instructional student services



of guidance and counseling at all levels, for new and for transfer students. (Definition discussed at the PP Taskforce meeting on 05/28/13)

3. Instructional PR/SLOAC-approved definitions 102511 part of "[SLO Glossary of Terminology](#)"

<b>Student Support Program</b>	Non-instructional services, such as advising, counseling, learning resources, financial aid, tutoring, mentoring, etc., that facilitate student success and provide strategies for students to overcome the many factors in life that may disrupt their education and reduce their success
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### C. Administrative Services

*(Alternative non-limiting definitions for consideration)*

1. An Administrative Services is defined as an offering of support services, primarily supporting faculty and/or staff, indirect student support, and/or does not qualify as an Instructional Program as defined above. *(Foothill College)*

## III. New Program Initiation Process using Internal or external Resources

The initiation of a new program and significant increase in a program or other work area can have broad short and long-term impact on college operations and resources. The new program initiation process is developed to ensure that all proposed programs align with the San Diego Miramar College Mission, its Strategic Plan, and its Educational master Plan to meet substantiated student need. And that before the program is in development stages, the college has the capacity to commit short-term and long-term resources to an additional program while maintaining fair and equitable distribution of resources to serve students in existing programs.

Taskforce members recognized the importance of setting up a process for prioritization of new program development and the PP Taskforce will be working on developing further details of the process to include identification of a "Program Prioritization Group" for College approval. *(PP Taskforce, Fall 2013~~4~~)*

Proposed membership of "Program Prioritization Group" by the Program Processes (PP) Taskforce

College President  
VPs  
PR Co-chair  
PIEC Co-chair

Academic Senate President  
Curriculum Chair  
PR Faculty Co-Chairs (Instruction & Student Services)  
PIEC Faculty Co-Chair

Classified Senate President  
ASC President

1. Program areas or Schools identify new programs, significant program expansions, or other initiatives to meet emerging student needs. This identification could be based on program review data, changing demographics or workforce needs, or developing technologies, etc...
  - a. To address initiation of a new program, program expansion, or other significant initiative using internal resources, the proposal must be addressed in the Program Review report, by filling the section on “New Program Proposal”, a new section to be added to the Program Review annual update and three-year reports. *(Forward to the Program Review Committees)*
  - b. To address initiation of a new grant-funded program, program expansions or other initiative funded by external resources, the proposal must align with the program goals as specified in the Program review report or its annual update and the college Mission and the Strategic Plan goals, and in-keeping with the College-approved program prioritization. Proposals for new grant-funded must be submitted using the College Resource Development Process and Procedure (Section VI. Appendix A, B, C & D)
  - c. All proposals for new internal/external funded programs must briefly address, as applicable:
    - Demand for the program external and internal.
      - Projection of number of students served, articulation, or transfer data
      - Employment data and other relevant information for CTE programs
    - New curriculum development, course offerings, and learning outcomes
    - Opportunity to realign or strengthen existing programs through: shared Curriculum with other programs, and cross-listing of courses
    - Faculty and Classified Staff and administrative workload and availability
    - Use of college facilities and services
    - Technology and Informational Technology
    - Supplies and Equipment
    - Health and safety considerations
  - i. New internally funded programs.
    1. All new internally funded program proposals are forwarded for discussion to the “Program Prioritization group”, for a preliminary recommendation to evaluate that the proposal matches the College priorities for new programs and to ascertain that the College has current adequate and potential future resources (budget including FTEF allocation, faculty, staff, technology, facilities, and other services) or current and future capacity (special safety considerations, impact on resource allocation to other college programs) to offer this new program.
    2. The recommendations of “Program Prioritization group” based on the long-term enrollment planning are next forwarded to the College constituencies following the college participatory governance process.
    3. After the new program proposal has been approved by the CEC, the program faculty

and Deans will then proceed with the development of the program curriculum through the Curriculum Committee and other college processes, as applicable.

ii. New externally funded programs

Development of all new externally-funded programs will follow the three steps of the college-approved Resource Development Process and Procedure (Appendix IV). Step one, completion of the initiation process; step two, completion of the concept approval process; and, step three, completion of the submission approval process. Steps one and two are intended as a “Quick Check” for the following purposes and outcomes

**Purposes**

- Establishing that the proposal fits with College mission and that other college mission efforts will/will not be disrupted by the proposal implementation.
- Identifying the proposal champion(s) and timeline to develop full proposal.

**Outcomes**

1. Proposal does not fit college mission or will be exorbitantly disruptive to other college operations.
2. Proposal does fit college mission and will affect other college areas, or will require external grant (e.g. new program or work effort that will increase or reallocate FTEF, staffing and other resources, will impact other service areas such as increasing demand on student services.)

If outcome is #1 – do not develop proposal

If outcome is #2 – engage process for full proposal development of new program and grant (as applicable)

**The** College Executive Committee (CEC) will be the oversight governance body for the “quick check” for the following reasons:

- Meets weekly
  - Four constituent leaders can be reached even quicker if needed
  - Approval is only to proceed with proposal development
  - Urgency shall not be a legitimate criteria for circumventing due process
  - Keeps constituent leaders directly in the loop on any items that may bear significant impact
  - Provides opportunity for high-level feedback to improve proposal
2. All new internally and externally-funded programs will complete a program review report after the first year and begin assessing student learning outcomes on an annual basis once the courses have been taught. All new initiatives will submit an annual update in the program review report of the appropriate area.

## IV. Program Institutionalization

### Institutionalization of Current Programs funded by External Resources

Program areas or Schools will submit a proposal for institutionalization of programs funded by external resources to ensure that the programs and initiatives, after the external resources is discontinued, still meet substantiated student need, and that the college is able to the commit long-term resources to the program, as it maintains its commitment to serve students in the existing programs

1. Program Directors, Deans and/or appropriate manager will submit a request for institutionalization, at least one year prior to the ending date of the external funding, to the “Program Prioritization Group” for consideration and recommendation to the CEC for approval and College adoption.

Institutionalization of externally-funded programs will be considered alongside existing program with considerations that include among others factors:

- a. Continued external or internal demand
  - b. Quality of outcomes
  - c. Size, scope, and productivity of the program
  - d. Costs and other expenses associated with the program
2. Institutionalization of programs with course offering and/or services beyond the grant funding period will take place in accordance with the college-approved prioritization and resources.

Institutionalization of instructional programs with course offerings will be considered together with other existing programs serving all students. No additional course offerings or scheduling of grant-funded programs can take place beyond the grant funding period prior to approval of the VP and College President, in accordance with the college-approved prioritization.

The institutionalization of services beyond the grant-funded period will focus on integrating such services within our existing college services and resources, pending successful renewal of the grant funding. Otherwise, grant initiated services and their delivery format will be re-evaluated for consideration in accordance with the college-approved prioritization and resources.

## V. Program Vitality and Discontinuance

This section is under development in accordance with SDCCD Board of Trustees Policy BP 5020:

“The Board hereby directs the Chancellor to develop procedures for the approval of courses of instruction and of educational programs that satisfy the requirements of the Education Code and Title 5 of the California Code of Regulations. The procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance shall remain flexible to permit timely response to change.

Furthermore, these procedures shall assure:

- a. The Colleges and Continuing Education faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- b. The Colleges and Continuing Education curriculum committees are recognized as the primary decision-making bodies that offer recommendations regarding courses, degrees and certificates to the Curriculum and Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor's Office, as appropriate.
- c. Regular review and justification of courses, degrees and certificates.
- d. Opportunities for training for persons involved in aspects of curriculum development
- e. Consideration of job market and other related information for vocational and occupational degrees and certificates.

## **Summary of Tasks to be forwarded to governance committees/group**

*(Cross-referenced to sections of the Program Processes document draft)*

### **Forward to Program Review Committees**

- Review and revise Program Definitions as necessary (Section II)
- Develop a new section for a new program, program expansion, or other significant initiative to be added to the Program Review annual update and three-year reports. (Section III.1.a)

### **Forward to the proposed "Program Prioritization group"**

- Develop a process for new program prioritization with guidelines, criteria, timeline, and rubrics for evaluation of requests for program initiation/institutionalization (Sections III. & IV.B.2 ). The College's prioritized new programs identified by the new process developed by the Program Prioritization group will guide the prioritization of faculty needs and classified staff needs of these programs.

## VI. Appendix

### A. Guidelines for SD Miramar College Resource Development Process and Procedures

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#### **Step One: Prepare Grant Funding Concept for Submission to the CEC**

Faculty, and/or administrator who identify a potential grant will:

- Meet with the respective Department Chair and Dean to discuss the proposed grant to ensure that acquiring the grant is consistent with Department, School and College goals and priorities and that the Department and School are committed to both the short and long-term grant commitments.
- Where grants span more than one School, multiple Department Chairs and Deans will be required to review the concept, before it is submitted to the CEC.
- If needed due to affecting more than one Department and/or School, the Dean or manager will then present the concept to the Deans' Council for consideration. If the concept is recommended to move forward for approval it will be submitted to the CEC for Concept Approval.
- Where matching resources are required from the college as a whole it is recommended that the matching resources have been explored and identified as potentially available prior to meeting with the CEC.

#### **Step Two: Submit and Present the Grant Concept Approval Form to the CEC**

The Grant Proposer will:

- Prepare the Grant Concept Approval Form, Project Description form, and supporting documents, and submit all the materials to the CEC for consideration.
- Meet with the CEC and present the forms and materials.
- Respond to CEC direction and either provide additional information or work to complete the grant proposal.

The CEC will:

- Review all submitted materials.
- Discuss the proposal and either give further direction and ask questions or approve the Concept for further development and submission.

(NOTE) The CEC will provide written guidance to the initiator as to key issues to address, if any. In providing direction the CEC will consider the college program link, the extent college

resources are required for match and/or grant implementation, amount of grant funding, timing of grant application and other key factors as it determines are appropriate. In consideration of these items, the CEC can indicate the concept is not sufficient to move forward, or is sufficient and sign off on the Grant Concept Approval form.

DRAFT

## B. GRANT CONCEPT APPROVAL FORM

Date:	Prepared by: Email/Phone:
Project Title	<input type="checkbox"/> New Project <input type="checkbox"/> Continuing
Project Description	Describe project on attached Project Description page
Project Director	Department(s): School(s):
Project Period	
Funding Period (if different than above)	
Funding Source	
Funding Amount	\$ _____ Match Requirement: \$ _____ Indirect _____% Amount \$ _____
College Commitment	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, If yes, please list and describe in detail on the attached PROJECT DESCRIPTION FORM
Partners / MOUs	
Application Deadline	Date: _____ <input type="checkbox"/> Postmarked <input type="checkbox"/> Received
	Acquire Prior to Presentation at CEC Meeting
Concept Approval Date:	Approval Signature – Chair(s)/Supervisor(s)/Lead person(s)
Concept Approval Date:	Approval Signature – Dean(s)
	Acquire Upon CEC Concept Approval
Concept Approval Date:	Approval Signature - Appropriate Vice President
Concept Approval Date:	Budget Approval - Vice President Administrative Services
Concept Approval Date:	Approval Signature - Academic Senate President
Concept Approval Date:	Approve Development and Submission of Grant Proposal - President
	Concept and Approval Form Included in CEC Minutes



## C. PROJECT DESCRIPTION FORM

Project Title	
Project Director	
Project Description:  This section is intended to be no longer than one page. It shall include an overview of the proposed grant that summarizes the basic goals and objectives to be achieved. The overview should be sufficient to give the reader a basic understanding of the proposal. In addition it must demonstrate a relationship between those goals and San Diego Miramar College Strategic goals and the respective Department Goals as contained in their Program Review. Finally, the overview should identify proposed outcomes and/or products.	
Description of College Commitment:  This section shall include a description of <b>all</b> college commitments. In addition to those areas identified on the Concept Approval Form, such commitments could include*: <ul style="list-style-type: none"><li>• Development of new curriculum/degrees/certificates:</li><li>• Commitment and/or use of college facilities:</li><li>• Work from Faculty/Staff/Managers:</li><li>• Commitment of other instructional areas, student services, or administrative resources:</li><li>• Provision of matching funds (indicate source and amount):</li><li>• Commitment to institutionalize all or even a portion of the program at grant completion:</li><li>• Research needed</li><li>• Other:</li></ul>	
(*) Please include supporting documents.	

**Deadline: 4/30/2014**

Review of Educational Master Plan for Discussion at PIEC April 2014 (Draft)

Divisional Plan	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of <u>4/11/14</u>
Instructional Services	Last annual updated 2012/13-Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPI	In progress-review format of plan
Student Services	Last annual updated 2012/13- Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPSS	In progress- review format of plan
Administrative Services	Last annual updated 2012/13- Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPA	In progress- review format of plan

Draft – Review of Operational Plans for Discussion at PIEC **April 2014**

Operational Plans	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of 4/ <u>11</u> /14
Human Resources	Updated 7/12/12	July 2015	VPA	N/A
Technology	2010-13	Now	Dean, PRIE, Lib & Tech	In progress
Marketing & Outreach Plan	2006-12	Now	PIO	<a href="#">Already gone to constituencies and will go back to comm for edits on April 9th</a>
<a href="#">Student Success Plan</a>	Committee recommended suspension of update / revision on 5/2/12; on 10/15/12 decided to extend suspension and to revisit in late spring 2013 pending State guidance <a href="#">New template that is due to the State October 17<sup>th</sup> 2014</a>	Now (in progress)- <a href="#">Establish a timeline for interval review and acceptance</a>	VPSS	Updated 1/13/14; out for circulation approval on 1/21/14.
Student Equity Plan	<b>Gap analysis from college-wide retreat to be included in report</b>	Now	VPSS/Dean of Student Affairs	<b>In Progress. Due to CEC April 8th</b>
Basic Skills Plan	Updated 2012-13	Spring 2014	Dean Lib Arts	In Progress
Career & Technical Education Plan	<b>College draft to be completed April 2014. Final plan will be ready for posting Fall 2014 (based on State timeline)</b>	Now	Dean, BTCWI	In Progress
<b>Student Learning Outcome (SLO )Plan</b>	<b>Last updated March 2013</b>	Now	<b>SLO Facilitator</b>	<b>Plan seems to reflect all 3 divisional outcome assessments</b>

**Deadline: 4/30/2014**

Student Services SLO Plan	Updated annually PIEC co chairs to review	Now	VPSS/ Student Services/PRSLOAG Sub-comm	? PIEC co chairs to review
Cultural and Ethnic Diversity Plan	Reviewed annually	Now	Diversity Committee	<a href="#">Currently being vetted through the participatory governance process</a> Currently being updated by comm
Facilities Plan	Identified goals for this year	Now	VPA/Facilities Comm	In Progress (to be completed Spring 2014)- <a href="#">April 30<sup>th</sup> deadline will be a draft for this plan-Completion is expected in May</a>