

Accreditation Mid-term Report 2021 Identified Leads

Action Plans	Related Standards	QFE	Related Improvement Recommendation(s)	Responsible Party
1) Review and revise the College's Mission Statement in fall 2018 to better align with Standard language.	I.A.1			PIEC
2) Consider how the College wants to address and communicate its commitment to distance education through its mission and planning efforts.	I.A.1			VPI and Distance Education Subcommittee
3) 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 (AP-1 & 2)		PIEC
4) Streamline all operational plans and develop a process for ongoing collection and analysis of action plans from all planning documents.	I.A.2	X (AP-2)		PIEC & Content Matter Leads
5) 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 (AP-2)		PIEC
6) 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 (AP-2)	3	Vice Presidents
7) Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts.	I.B.1	X (AP-1)		PRIELT Dean & Outcomes Assessment Facilitator
8) 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 (AP-1)		Outcomes Assessment Facilitator
9) 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 (AP-1)	2,4, & 6	Vice Presidents, PRIELT Dean & Outcomes Assessment Facilitator
10) 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 (AP-1)	2	VPI, VPSS, Outcomes Assessment Facilitator
11) 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 (AP-2)		VPA and BRDS
12) 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	X (AP-2)	3	Vice Presidents & Content Matter Leads
13) 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	X (AP-1)		Vice Presidents & Outcomes Assessment Facilitator
14) Develop the ISLO assessment process to include direct and indirect measures of learning and identify foci for improvement.	I.B.6	X (AP-1)		Vice Presidents, Deans, Department Chairs, Outcomes Assessment Facilitator

Accreditation Mid-term Report 2021 Identified Leads

15) 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 (AP-2)	8	College Governance Committee (CGC)
16) 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 (AP-2)		Research and Planning Analyst, Research Subcommittee
17) 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 (AP-2)		College President, Vice Presidents, Content Matter Leads
18) Evaluate and improve process for ongoing, comprehensive review of official College communications, including the College Website.	I.C.1			CGC, Outreach and Marketing Committee
19) Develop a set of standard information to be included on webpages for respective departments, units and divisions, to ensure consistency.	I.C.1			PRIELT Dean, Web Design Office, Deans, Department Chairs
20) 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			Research and Planning Analyst, Research Subcommittee
21) 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			Vice Presidents, IPR/SLOAC Subcommittee, Student Services Program Review Subcommittee, Administrative Services Program Review Committee
22) Develop a standard set of programmatic information that should be available on each program's webpage.	I.C.4			Vice Presidents, Department Chairs, and PRIELT Dean
23) 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			Vice Presidents, PRIELT Dean, Deans, Department Chairs
24) 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 (AP-2)		College Governance Committee (CGC)
25) Perform assessment of textbook selection process and survey faculty use of Online Educational Resources (OER).	II.A.2			VPI and Academic Senate President
26) 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			VPI and Academic Senate President
27) Evaluate courses that have modified their course material accessibility and content and assess improvements in student success	II.A.2			VPI and Instructional Deans
28) 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	X (AP-1)		Outcomes Assessment Facilitator
29) 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		5	VPI, VPSS, Instructional Deans, Department Chairs, Counselors

Accreditation Mid-term Report 2021 Identified Leads

30) Modify ISLO (i.e. GE SLOs) assessment tools to include direct assessment of learning.	II.A.11	X (AP-1)		Outcomes Assessment Facilitator, IPR/SLOAC Subcommittee, Student Services Program Review Subcommittee, Administrative Services Program Review Committee
31) Build the infrastructure necessary to support CTE program growth, improvements and recruitment (Year 1).	II.A.14			VPI, Instructional Deans, Department Chairs
32) 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).	II.A.14			VPI, Instructional Deans, Department Chairs
33) Focus on new program development and implementation and continued program enhancements across CTE programs (Year 2).	II.A.14			VPI, Instructional Deans, Department Chairs
34) 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.14			VPI, Instructional Deans, Department Chairs
35) 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	X (AP-2)		VPI, Instructional Deans, Department Chairs, Academic Senate
36) Investigate mechanisms to better communicate learning support services available to students.	II.B.1			Instructional Support Services Workgroup
37) 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.	II.B.1		2	PRIELT Dean & Faculty Coordinator
38) 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.2			VPI & Distance Education Subcommittee
39) 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	X (AP-2)		VPA & BRDS
40) 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	X (AP-2)		VPA & BRDS
41) Institutionalize assessment of college governance system to ensure ongoing improvement.	IV.A.1, IV.A.7	X (AP-2)	8	College Governance Committee (CGC)
Improvement Recommendations	Related Standards	QFE	Improvement Recommendation(s)	Responsible Party
1) In order to increase effectiveness and better determine whether its mission directs institutional priorities, the ACCJC team recommends that the College engage Administrative, Instructional Support, and Student Services programs in program review to address how well program missions align with the College mission.	I.A.2		1	VPA, VPSS, & PRIELT Dean

Accreditation Mid-term Report 2021 Identified Leads

2) In order to increase effectiveness, the ACCJC team recommends that the College analyze learning outcomes assessment results by meaningful disaggregation of data by subpopulations of students, instructional and tutorial delivery methods, learning support services, and locations to enhance dialogue and prompt appropriate action.	I.B.2, I.B.4, I.B.5, I.B.6, II.B.1,	X	2	VPI, VPSS, PRIELT Dean
3) In order to increase effectiveness, the ACCJC team recommends that the College develop a procedure for evaluating its program review processes for student services, administrative services, and instructional services to assure their effectiveness in supporting academic quality and accomplishment of the mission.	I.B.7	X	3	Vice Presidents
4) In order to increase effectiveness, the ACCJC team recommends that the College identifies and regularly assesses learning outcomes for all courses, programs, certificates and degrees using established institutional procedures.	II.A.1, II.A.2, II.A.3	X	4	VPI
5) In order to increase effectiveness, the ACCJC team recommends the College publish two-year course sequence charts in the College catalog.	II.A.6		5	VPI
6) In order to increase effectiveness, the team recommends that the College improve assessment for all Student Support Services and implement annual assessment tools in addition to the three-year student feedback surveys to document support of student learning for demonstrating continuous quality improvement.	II.B.2, II.B.3, II.C.1, II.C.7	X	6	VPSS, PRIELT Dean
7) In order to improve effectiveness, the ACCJC team recommends that the College aligns its plans for technology support staffing needs with its capital improvement projects.	III.C.1, III.C.3		7	Dean of PRIELT
8) In order to increase effectiveness, the ACCJC team recommends that the College follow through on its Actionable Improvement Plans and Action Project to better assess and improve its shared governance procedures and practices as delineated in the Quality Focus Essay (QFE).	IV.A.7	X	8	PIEC & CGC
Quality Focus Essay Action Projects	Related Standards	QFE	Related Improvement Recommendation(s)	Responsible Party
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.	I.A.2, I.B.1., I.B.2, I.B.4, I.B.6, II.A.3, II.A.11	Action Project 1 (AP -1): Student Learning/ Service Unit Outcomes Assessment	2,4,6,8	<ul style="list-style-type: none"> • Collegewide Outcome and Assessment Facilitator • Vice President of Instruction • Vice President of Student Services • Vice President of Administrative Services • Dean of PRIELT
<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>	I.A.2, I.A.3, I.B.3, I.B.4, I.B.5, I.B.7, I.B.9, I.C.5, I.C.12, II.A.3, II.A.15, IV.A.1, IV.A., IV.B.4	Action Project 2 (AP - 2): Institutional Effectiveness, Evaluation and Review	8	<ul style="list-style-type: none"> • College President • Academic Senate President • Classified Staff Senate President • Dean of PRIELT • Vice Presidents