

SAN DIEGO MIRAMAR COLLEGE

Accreditation
Mid-Term Report
March 2021

**ACCREDITATION MIDTERM REPORT
2021**

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:

March 15, 2021

CERTIFICATION OF THE ACCREDITATION MIDTERM REPORT

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

From: P. Wesley Lundberg, Ph.D.
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This Accreditation Midterm Report is submitted to the ACCJC as an update on the progress toward the priorities indicated in the College's quality focus essays, self-identified action plans, and the accrediting team's improvement recommendations.

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

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Report Preparation

During the fall 2019 and consistent with Miramar College's well-established accreditation reporting processes, the College's Accreditation Liaison Officer (ALO), the Academic Senate President, and the College President, prepared and disseminated the Accreditation Faculty Co-chair Announcement ([RP-1](#)) for the 2021 Accreditation Midterm Progress report. A Faculty Co-chair was appointed and announced to the College in January 2020. This faculty member, along with the ALO, comprises the Accreditation Steering Committee. The Steering Committee was primarily responsible for the following: reviewing the ACCJC accreditation visiting team Improvement Recommendations (IR) and preparing a formal response on the College's progress toward the recommendations for further increasing institutional effectiveness; providing a progress report on each of the College's Quality Focus Essays (QFE) and self-identified action items; overseeing the work of tri-chair resource teams; coordinating with the District on centralized district-level responses to the ACCJC team recommendations; communicating the progress of the accreditation midterm report development to the College; and monitoring and guiding new or forthcoming accreditation priorities and activities. The Steering Committee then worked with constituency leaders and appointed members to tri-chair resource teams. The tri-chair resource teams were primarily responsible for serving as resources in the development of the progress report.

The Steering Committee provided the tri-chair resource teams with an overview of their responsibilities and work plan in the production of the mid-term report, along with details of the ACCJC team Improvement Recommendations, QFE and self-identified action items ([RP-2](#)); ([RP-3](#)). Each tri-chair team was responsible for providing or confirming content and evidence in response to each ACCJC team IRs, the QFE, and self-identified action items to the Steering Committee. This provided the basis, content, and integrity during the development of the draft midterm report.

The report development process and draft updates were communicated regularly to the College constituencies during respective governance committee meetings, including the College Executive Committee (CEC) ([RP-4](#)). Additionally, the draft report was presented widely to our entire College community through two public forums. As with past accreditation reports, the entire College community was invited to scrutinize, and provide feedback and suggestions as needed. Due to COVID-19 pandemic, mandated emergency state and college closures resulted in requiring an electronic forum in-lieu of in-person forums. Our College website and dedicated Accreditation webpage housed the public forum feedback submission form and draft report. There were two opportunities to provide feedback through the public forums. Under the overarching lens of ensuring what we do every day directly supports our mission, as well as student learning and achievement; participants were asked to scrutinize for 1) Content accuracy, 2) Missing information, 3) Evidence to support the narrative. Feedback for Public Forum Round 1 was open from March, 24, 2020 through April 17, 2020 ([RP-5](#)). Following the Public Forum Round 1, suggested edits were incorporated into a second draft of the Midterm Report. The same procedure for obtaining feedback from the Midterm Report Draft 1 was used for Draft 2. On May 15, 2020 through May 29, 2020 the College opened its second Public Forum Round 2 to collect additional feedback from the entire college community ([RP-6](#)). Any suggested edits and feedback were submitted to the Accreditation Steering Committee for follow-up.

After Public Forum Round 2, the Steering Committee prepared the final draft of the Midterm Report, which was presented to the College on October 9, 2020 ([RP-7](#)) through each of our constituency groups for final review and began moving through the College governance approval process. The College Executive Committee (CEC) reviewed and approved the final draft on

December 8, 2020 [\(RP-8\)](#). Upon all College approval, the San Diego Miramar College Midterm Report was presented to the SDCCD Board of Trustees for acceptance on February 11, 2021 [\(RP-9\)](#). Throughout the process, updates on progress were communicated to the College through email and were a standing agenda item at the CEC; in which the Academic Senate, Classified Senate, and Associated Student Council were informed as the respective leadership sit on CEC. Please refer to the table below for timeline details.

Table 1. Accreditation Midterm Report Timeline

Accreditation Midterm Report Timeline

Recruit and select Faculty Co-chair	December 2019/January 2020
Tri-Chair Resource Teams established	February 2020
Draft 1 presented to College	March 24, 2020
Public Forum 1	March 24, 2020 through April 17, 2020
Draft 2 presented to College	May 15, 2020
Public Forum 2	May 15, 2020 through May 29, 2020
Catalog Evidence	Summer 2020
Technical editing/finalize draft	Summer & Fall 2020
Vet through College constituencies	Fall 2020
College and District Board Final Approval	December 8, 2020 (College) & February 11, 2021 (District)
Submit final report to ACCJC	March 15, 2021

Table 2. Plans Arising from Self-Evaluation Process

Plans Arising from the Self-Evaluation Process

	Action Plans	ACCJC Standard	Status/Progress	Additional Plans/ Timelines	Responsible Party	Evidence
1	Review and revise the College's Mission Statement in fall 2018 to better align with Accreditation standard language.	I.A.1	Complete College Mission statement was revised.	Next review is due fall 2021 in accordance with the college's short-term planning cycle.	Planning & Institutional Effectiveness Committee (PIEC)	1) (PA-1)
2	Consider how the College wants to address and communicate its commitment to distance education through its mission and planning efforts.	I.A.1	In Progress Distance Education (DE) coordinators and subcommittee have been working with faculty on online instructional delivery by strengthening professional development in a various areas such as pedagogy, equity, technology options, and best practices. Additionally, Miramar College's curriculum committee carefully considers all DE as separate course revision proposals and screens for Title V and accreditation standards.	In Spring 2020, the legal mandates for COVID-19 school closures prioritized the College's need to examine our distance education plans for current and future emergencies.	VPI, Distance Education Coordinator, and Distance Education Subcommittee	1) (PA-2) 2) (PA-3) 3) (PA-4) 4) (PA-5)
3	Review and revise the college's 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	In progress See item QFE #2.4 for details.	See item QFE #2.4 for details.	PIEC	See item QFE #2.4 for details.
4	Streamline all operational plans and develop a process for ongoing collection and analysis of action plans from all planning documents.	I.A.2	In Progress The College is piloting cyclical reports on action plans arising from planning documents college-wide. The Outcomes Assessment Facilitator as part of the team from the College's Office of Planning, Research, and Institutional Effectiveness (PRIE) had been researching and meeting with potential vendors to review short-term and long-term needs of the college in relation to outcomes assessment, program review, and planning. This included Watermark, our current vendor for managing outcomes assessment data who also had the potential to house our operational plans, at minimum.	Now that the Outcomes Assessment Facilitator has been filled, we anticipate resuming this action project in the subsequent 2020-2021 academic year.	PIEC, Outcomes Assessment Facilitator, & Content Matter Leads	See item QFE #2.2 for details.

5	Review and revise the college's Educational Master Plan (EMP) to more clearly describe link to the Strategic Plan Goals and to consider identified action plans from all Division/Operational Plans.	I.A.3	Complete (Ongoing improvements will occur) See item QFE #2.3 for details.	Next full review of EMP was scheduled for spring 2020, however it will be delayed due to campus closure from COVID-19 pandemic.	PIEC	See item QFE #2.3 for details.
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	Partially complete See item QFE #2.1 for details.	In the new governance redesign project, it is being proposed that a single program review/outcomes assessment subcommittee is under the Planning and Institutional Committee.	Vice Presidents	See item QFE #2.1 for details.
7	Evaluate efficiency of structures to manage college-wide learning outcomes and assessment work and coordination of efforts.	I.B.1	In Progress See item QFE #1.1 for details.	See item QFE #1.1 for details.	Planning Research & Institutional Effectiveness, Library & Technology (PRIELT) Dean & Outcomes Assessment Facilitator	See item QFE #1.1 for details.
8	Revise and update guides on development of Student Learning Outcomes (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	Completed (Ongoing improvements will occur) See item QFE #1.3 for details.	See item QFE #1.3 for details.	Outcomes Assessment Facilitator	See item QFE #1.3 for details.
9	Provide more robust support to faculty and staff through the Instructional Program Review /SLOAC Committees and additional workshops for improved development, implementation, analysis, and use of SLO assessment.	I.B.2, II.A.3	Completed (Ongoing improvements will occur) See item QFE #1.2 for details.	See item QFE #1.2 for details	Vice Presidents, PRIELT Dean & Outcomes Assessment Facilitator	See item QFE #1.2 for details.

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	Completed (Ongoing improvements will occur) See item QFE #1.4 for details.	See item QFE #1.4 for details Ongoing refinement and implementation toward improving student learning will occur. College has initiated discussions regarding integration of anticipated revised ACCJC standards and overall operational shift from compliance focus to student-centered and equity focused.	VPI, VPSS, Outcomes Assessment Facilitator	See item QFE #1.4 for details.
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	Completed See item QFE #2.5 for details.	See item QFE #2.5 for details.	VPA and BRDS	See item QFE #2.5 for details.
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	In Progress See item QFE #2.2 for details.	See item QFE #2.2 for details.	Vice Presidents & Content Matter Leads	See item QFE #2.2 for details.
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	Completed (ongoing improvements will occur) See item QFE #1.5 for details.	See item QFE #1.5 for details.	Vice Presidents & Outcomes Assessment Facilitator	See item QFE #1.5 for details.
14	Develop the Institutional Student Learning Outcomes (ISLO) assessment process to include direct and indirect measures of learning and identify foci for improvement.	I.B.6	Partially complete See item QFE #1.6 for details.	See item QFE #1.6 for details	Vice Presidents, Deans, Department Chairs, Outcomes Assessment Facilitator	See item QFE #1.6 for details
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	In Progress See items QFE #2.9 & 2.10 for details.	The College is currently vetting a new governance structure. Due to COVID-19 disruptions, the vetting process has been paused.	College Governance Committee (CGC)	See items QFE #2.9 & 2.10 for details.

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	Completed See item QFE #2.8 for details.	See items QFE #2.8 for details.	Research and Planning Analyst, Research Subcommittee	See item QFE #2.8 for details.
17	Integration of the Strategic Plan Assessment Scorecard (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	Completed The 2018 annual College-wide Planning Summit provided viable ideas and strategies to address the six college-wide priorities; and incorporated them into unit level planning such as program review and operational plans. SPAS was integrated in program review packets and new Program Review Equity Data Dashboard (PREDD) tool.	Each division will evaluate their program reviews in Fall 2020.	College President, Vice Presidents, Content Matter Leads	1) (PA-6) 2) (PA-7)
18	Evaluate and improve process for ongoing, comprehensive review of official College communications, including the College Website.	I.C.1	In Progress College website was redesigned in 2017.	College is currently going through a website improvement project.	CGC, Outreach and Marketing Committee	1) (PA-8) 2) (PA-9)
19	Develop a set of standard information to be included on webpages for respective departments, units and divisions, to ensure consistency.	I.C.1	Completed (Ongoing enhancements will occur) College website was redesigned in 2017.	College is currently going through a website improvement project.	PRIELT Dean, Website Office, Deans, Department Chairs	See Plans Arising Action Plan # 18 for details.
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	Completed (Ongoing enhancements will occur) Program Review Equity Data Dashboard (PREDD)		Research and Planning Analyst, Research Subcommittee	See item QFE #2.8 for details.
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	Initiated Consolidated Program Review Subcommittee.		Vice Presidents, IPR/SLOAC Subcommittee, Student Services Program Review Subcommittee, Administrative Services Program Review Committee	See item Improvement Recommendation #8 for details.
22	Develop a standard set of programmatic information that should be available on each program's webpage.	I.C.4	Completed Program webpages standardized.		Vice Presidents, Department Chairs, and PRIELT Dean	1) (PA-10) 2) (PA-11) 3) (PA-12) 4) (PA-13)
23	Establish a process for the regular review of website content for accuracy, alignment	I.C.4, I.C.5	In Progress Instructional Computing Support (ICS) office supervisor worked		Vice Presidents, PRIELT Dean, Deans,	1) (PA-14) 2) (PA-15)

	with the College Catalog, and updates to accommodate any changes.		with faculty assigned to catalog/curriculum responsibilities that sit on the college curriculum committee to establish a system of review for website content accuracy in comparing program webpages against college catalog information.		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	In Progress See item QFE #2.10 for details.	See item QFE #2.10 for details	College Governance Committee	See item QFE #2.10 for details.
25	Perform assessment of textbook selection process and survey faculty use of Online Educational Resources (OER).	II.A.2	In Progress Hired a full-time Instructional/OER Librarian during spring 2019.	Instructional/OER Librarian will work with both the college and district on building OER at the college.	VPI, Academic Senate President, Instructional/OER Librarian	1) (PA-16)
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	In Progress Miramar College launched efforts at the Feb 2017 Board of Trustees campus meeting. The college's Academic Senate appointed rep to the SDCCD Textbook affordability task-force, who also served as statewide ASCCC liaison for Online Education Resources (OER). As of 2019, Campus OER facilitators were appointed to work with district Office of Online and Distributed Learning to implement the districtwide OER adoption plan.	See Action Project #25 for additional plans.	VPI, Academic Senate President, Instructional/OER Librarian	1) (PA-17) 2) (PA-18)
27	Evaluate courses that have modified their course material accessibility and content and assess improvements in student success.	II.A.2	Faculty have identified courses in which to convert material to OER to facilitate an authentic teaching experience. Some examples include business and math subject areas.	See Action Project #26 for additional plans.	VPI and Instructional Deans	See Plans Arising Action Plan #26 for details.
28	Collaborate with the District to optimize the process for extracting learning outcomes statements and information from Watermark and for the regular upload of SLO statements into CurricUNET.	II.A.3	Completed See item QFE #1.8 for details.	See item QFE #1.8 for details.	Outcomes Assessment Facilitator	See item QFE #1.8 for details.
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	Completed The Vice President of Instruction and the instructional deans have worked with the website office to publish course sequences on the college website. Instructional services and student services faculty experts have increased and strengthened communication efforts on course sequences to ensure that the most up to date	The College is in the early stages of Guided Pathways re-design and needs to consider how this current effort for two-year course sequencing interacts with Guided Pathways in addressing the	VPI, VPSS, Instructional Deans, Department Chairs, Counselors	See Improvement Recommendation #5 for details.

			information is available to students for career exploration and clear educational planning.	State Chancellor's Vision for Success.		
30	Modify ISLO (i.e. GE SLOs) assessment tools to include direct assessment of learning.	II.A.11	<p>Partially complete</p> <p><i>Also, see Action Plan 14 above.</i></p> <p>1) ISLO Surveys were designed with direct and indirect measures, and distributed. Assessment data was collected and analyzed.</p> <p>2) ISLO were incorporated in college-wide planning process, and in unit level planning during FLEX in-service trainings which focused on developing SLO/Service Unit Outcomes (SUO) in alignment with ISLO.</p> <p>3) IPR/SLOAC reviewed and discussed feedback from Student Services program review. The following recommendations were implemented in order to identify success or gaps in learning: decrease bias in survey questions; review for alignment among course/ program/unit SLO and ISLO; and measure ISLO at completion through a graduation survey.</p>		Outcomes Assessment Facilitator, IPR/SLOAC Subcommittee, Student Services Program Review Subcommittee, Administrative Services Program Review Committee	See item QFE #1.6 for details.
31	Build the infrastructure necessary to support Career Technical Education (CTE) program growth, improvements and recruitment (Year 1).	II.A.14	<p>In Progress</p> <p>Hired a new Dean of Business, Career Technical, and Workforce Education in spring 2018.</p> <p>Created and hired a new Associate Dean of Strong Workforce in spring 2018.</p> <p>Both these positions were needed in order to upgrade the CTE infrastructure to align with the CCCCCO's Vision for Success.</p>	See items 32-24 below.	VPI, Instructional Deans, Department Chairs	1) (PA-19) 2) (PA-20)
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	<p>In Progress</p> <p>The College hired an Associate Dean to manage and integrate the Strong Workforce Program, Perkins grant, and other CTE grants and implement a CTE marketing plan.</p> <p>The Career Center was reorganized as Career Services with the addition of a work-based learning coordinator, job placement coordinator, and additional career counselors.</p>		VPI, Instructional Deans, Department Chairs	1) (PA-21) 2) (PA-22)
33	Focus on new program development and implementation and continued program	II.A.14	In Progress		VPI, Instructional Deans, Department Chairs	1) (PA-23) 2) (PA-24)

	enhancements across CTE programs (Year 2).		Expanding existing programs and creating new in-demand programs were prioritized in the Strong Workforce Program (SWP)/Perkins combined proposal document and evaluation rubric. A metrics worksheet was also included to encourage data-informed program enhancement and development, The proposal document was integrated with program review and institutional planning.			
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	In Progress An application rubric that prioritized new program development and implementation and continued program enhancements across CTE programs was used. New courses and awards were approved through the formal curriculum approval process. Enhanced career services and supplemental instruction tutorial services were integrated across all CTE programs.		VPI, Instructional Deans, Department Chairs	See Plans Arising Action Plan #33 for details.
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	Completed (Ongoing enhancements will occur) See item QFE #2.1 for details.	Upon implementation, it was determined that the procedure needed further clarification and possible revision. A recommendation has been made to review and clarify the procedure and is being vetted through the pertinent governance bodies.	VPI, Instructional Deans, Department Chairs. Academic Senate	See item QFE #2.1 for details.
36	Investigate mechanisms to better communicate learning support services available to students.	II.B.1	In Progress In Fall 2019 the School of PRIELT assumed responsibility for the college-wide Academic Success Center (ASC). Furthermore, a new Associate Dean of Academic Success and Integrated Support Services was hired.	Moving forward, the PRIELT Dean and Associate Dean of Academic Success and Integrated Support Services will shift focus for this action item.	Instructional Support Services Workgroup	1) (PA-25)
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	In Progress The Academic Success Center (ASC) conducted a full program review, which included establishment of tutoring service unit goals. The ASC annual report template was revised to include disaggregated data for individual students who used tutoring compared those who did not use tutoring.	The ASC, as identified in Program Review, is working on improving tools and methodologies for data collection and analysis. In particular, the ASC is gathering data utilizing SARS, and has begun researching additional tools	Associate Deans of Academic Success and Integrated Support Services & Faculty Coordinator	See item Improvement Recommendation # 2 for details.

				such as SARS Track, to better understand student engagement in tutoring services. Additionally, the ASC is reviewing PREDD data in order to develop intentional intervention strategies for academic support in alignment with our Equity Plan and Strong Workforce plans.		
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	In Progress DE coordinators have curated OEI tools, discussed proposed alliances with CVC/OEI, and made a series of recommendations to Academic Affairs. Additionally, the DE committee has had to respond to urgent needs due to the COVID-19 campus closure.	The DE Committee is currently vetting whether or not the CA OER recommended online rubric will be adopted by the College.	VPI & Distance Education Subcommittee	1) (PA-26) 2) (PA-27)
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	In Progress See item QFE #2.7 for details.	See item QFE #2.7 for details.	VPA & BRDS	See item QFE #2.7 for details.
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	Completed See item QFE #2.6 for details.	See item QFE #2.6 for details.	VPA & BRDS	See item QFE #2.6 for details.
41	Institutionalize assessment of college governance system to ensure ongoing improvement.	IV.A.1, IV.A.7	Completed (Ongoing enhancements will occur) See items QFE #2.9 and 2.10 for details.	Revisions will be made as needed based on proposed new college governance structure once implemented. See items QFE #2.9 and 2.10 for details.	College Governance Committee	See items QFE #2.9 and 2.10 for details.

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

Improvement Recommendation 1:

In order to increase effectiveness and better determine whether its mission directs institutional priorities, the 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. (ACCJC Standard I.A.2)

Status: In Progress. This improvement recommendation is partially completed.

Administrative Services, Instructional Services, and Student Services have engaged in program review to address alignment with the Miramar College mission.

Analysis/Considerations: The accreditation team determined that the college met the related standard and eligibility requirement (ER). However, the team's findings¹ mention that program review prompts Instructional Services to demonstrate how their mission supports the institutional mission, but the same is not true for Administrative Services, Instructional Support Services, and Student Services. For example, the IPR/SLOAC Subcommittee continually reinforces the connection between instructional program review and the college's mission statement through professional development opportunities. The trainings demonstrate for instructional faculty, program review analysis that begins and ends with the College's Mission Statement. Program review outcomes and goals are currently mapped in Watermark to the College-wide mission and strategic goals. The three areas identified in the team's recommendation for improvement have engaged in program review to address how well their unit, program, and/or division missions align with the College mission. Each area examined and compared the college mission to their service unit, program, and/or division mission and reviewed how the College currently serves students. As a result of this work, the college made a commitment to strengthen alignment between the missions, as well as develop and implement short-term planning (through program review) toward improvements in service delivery goals and service unit outcomes.

Updates:

Student Services - During spring 2017, each Student Services department discussed program review in relation to the College mission. During the month of April 2017, several meetings were held through which the mission statements for each department were updated to align with the College mission statement ([IR.1-1](#)); ([IR.1-2](#)). As the College's mission statement was updated in the Spring 2019, the Student Services division also went through a second round of department level mission statements in the spring 2020 ([IR.1-3](#)).

¹ The College determines whether educational programs meet the needs of its student population and support its mission through program review. The program review prompts Instructional Services to demonstrate how their mission supports the institutional mission. However, the program review does not prompt Administrative Services, Instructional Support Services, and Student Services to demonstrate how their mission supports the institutional mission. Equally important, program review prompts respondents to explain how actions support the program goals and the program or course learning outcomes, which map to the strategic plan goals and to the College mission. As part of this process, programs respond to prompts to analyze data on enrollment, course success, course retention, and learning outcomes assessment as the basis for creating goals and supporting requests for additional resources. (I.A.2)

Administrative Services- During the spring and summer of 2017, the Administrative Services division decomposed, analyzed, identified gaps, revised, and adopted an updated its mission statement. The aligned mission statement was adopted and integrated in July 2017 and helps guide the Administrative Services program review ([IR.1-4](#)).

Instructional Support Services- The departments that comprise Instructional Support Services within the School of Planning, Research and Institutional Effectiveness, Library and Technology (PRIELT), began a new three-year program review cycle during the fall 2018. The work included a full review of each departmental mission statement (Audiovisual, Library, Website, and Instructional Computing Support (ICS) departments) relative to the College's mission. Subsequently in the fall 2019, the Academic Success Center (ASC) moved under the School of PRIELT and underwent program review, which also included a full review of the department's mission statement relative to the College's mission ([IR.1-5](#)); ([IR.1-6](#)); ([IR.1-7](#)).

Improvement Recommendation 2:

In order to increase effectiveness, the 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. (**ACCJC Standards I.B.2, I.B.4, I.B.5, I.B.6, II.B.1 and Eligibility Requirement (ER) 11**)

Status: In Progress.

The College continues to engage in discussions about the important work needed around learning outcomes assessment, and thus faculty have begun to analyze learning outcomes assessment results by meaningful disaggregation of data in each of the areas identified in this particular improvement recommendation. The work toward completing this improvement recommendation is also identified in the goals established in our self-identified QFE #1.4 and Action Plan #10.

Analysis/Considerations: The College carefully considered the detailed feedback from the accrediting team's report² and has taken the opportunity to investigate potential strategies for systematically mapping and integrating demographic characteristics into various Student Learning Outcomes (SLO) through Watermark (formerly known as Taskstream). The College also considered the accreditation team's recognition that the potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement (ACCJC Standards I.B.4, I.B.5, I.B.6). To that end, the College has had extensive discussions and consultation among faculty, administrators, and researchers regarding the team's feedback to include the utilization of learning outcomes assessment data, such as disaggregated SLOs for a selected course in its data informed inquiry and decision making in order to identify subgroups in need of improvement. As the college further explored and discussed this recommendation, additional opportunities

² College extensively analyzes and discusses student learning and achievement data within the context of program resources, services, and uses the analysis to develop goals and activities to improve student learning and achievement. Specifically, the College uses Taskstream to integrate and align student learning outcome results, action plans, assessment reports, program review, resource requests, and Strategic Plan goals. Following the State initiated SEP across the California Community College (CCC) system, the College engaged in the creation of the College's SEP, and in data disaggregation and analysis of student achievement data to develop goals and associated activities and strategies to mitigate gaps. However, it is not clear how the college is systematically mapping and integrating demographic characteristics into various SLOs through Taskstream. Specifically, the College has disaggregated institutional learning outcome data by educational goal; however, the team found that the College's culture of data-informed inquiry and decision-making should include the utilization of learning outcomes assessment data, such as disaggregated SLOs for a selected course to increase effectiveness. The College's Standard I.B.6 Action Plan 1 states that the College clearly intends to investigate potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement. (I.B.4, I.B.5, I.B.6)

emerged including improved alignment of student learning outcomes and service unit outcomes with student performance data across the college. The College also identified an opportunity to explore ways to implement better data collection tools (i.e., SARS TRAK), gain access to useful data (i.e., student educational plans), and deliver a college-wide comprehensive understanding of how our student learning data interacts with student performance data in order to make improvements toward student success, completion, and transfer for all students.

Updates:

As a result of the discussions and consultation college-wide, the Instructional division and Instructional Support services initiated and implemented the actions described in detail below.

Instruction- The College engaged in the Institutional Effectiveness Partnership Initiative (IEPI) and focused on strategic enrollment management. Part of this focus was the formation of an IEPI SLO Disaggregation Team with faculty volunteers for disaggregation of course SLOs from each instructional school, along with the Outcomes Assessment Facilitator, Academic Senate President, and College Research and Planning Analyst ([IR.2-1](#)). The IEPI SLO Disaggregation Team performed preliminary pilot disaggregation using data obtained for MATH 38 (Pre-Algebra and Study Skills) from Fall 2016 ([IR.2-2](#); [IR.2-3](#)). The pilot used the following student characteristics for disaggregation: gender, ethnicity, age, and completion of educational plan. The results of the preliminary disaggregation were discussed between the IEPI Disaggregation Team and IPR/SLOAC Subcommittee and arrived at the conclusion that a full pilot with the same characteristics will be performed. Results of the study were shared with the IEPI SLO Disaggregation Team and IPR/SLOAC Subcommittee, who recommended to the College that the disaggregation study be discontinued because the student learning outcomes data did not significantly differ from the student performance data ([IR.2-4](#)). Therefore, collecting student performance data is sufficient for disaggregation of SLOs. Alternatively, a recommendation was made that a focus on SLO success and student course success by course modality be disaggregated in efforts to better inform our strategic enrollment management plans ([IR.2-5](#); [IR.2-6](#)).

In addressing this recommendation, the IPR/SLOAC Subcommittee reviewed and planned the course modality pilot during fall 2018 ([IR.2-7](#)). Subsequently, the course modality pilot was introduced to faculty ([IR.2-8](#)). Faculty from various disciplines volunteered as participants in this study and ultimately eight courses were selected to be included in the study. Findings of the modality disaggregation study showed a slight difference in some SLOs between the online and face-to-face environment when compared to course retention and success rates, the findings were similar to the previous study that SLO data aligned sufficiently with course success rates and that was not a significant identifiable difference between the two modalities ([IR.2-9](#); [IR.2-10](#)). Some course SLOs assessed higher in the face-to-face environment and other course SLOs scored higher in the online environment. The IPR/SLOAC Subcommittee presented their findings back to the participating faculty and asked for further analysis. The subcommittee advised study participants to review the SLO assessments for effectiveness in both online and face-to-face environments and to review course SLOs for possible clarity or revision. The subcommittee also advised study participants to include this data in their Program Review process as well. The IPR/SLOAC Subcommittee reviewed the participating faculty follow-up actions and analysis in fall 2019 and spring 2020.

The Program Review Equity Data Dashboard (PREDD) is designed to support the instructional program review process with program-level and course-level performance data infusing an equity

lens. More specifically, the tool will allow faculty to select and compare specific student performance data fields for disaggregation. Upon introduction and dissemination of the tool, trainings focused on increasing the quality of measuring different level of student learning outcomes (e.g. SLOs) have begun and are scheduled. When this tool is accompanied with SLO data, it will allow faculty to focus on the quality of measuring different levels of student learning outcomes. The subcommittee delivered a presentation to Academic Affairs that also included the use of the PREDD to help inform individual department's Program Review. As a follow up action, the IPR/SLOAC Subcommittee sent the results of the disaggregation from the PREDD to the instructional departments to support their discussions, facilitate analysis, and return feedback or any emerging needs for changes to improve SLOs to the IPR/SLOAC Subcommittee.

Instructional Support Services- As mentioned previously in IR. 1, oversight of the college-wide Academic Success Center (ASC) moved to the School of Planning, Research and Institutional Effectiveness, Library and Technology (PRIELT) in fall 2019 and underwent a full program review. This included the establishment of the tutoring service unit goals, which have been guiding the development of Service Unit Outcomes (SUO) during the current 2019-2020 academic year. The ASC is also concurrently investigating a data collection tool (SARS TRAK) designed to collect meaningful tutoring SUO data to be used as a basis for disaggregation. The ASC annual report format was also revised and now includes disaggregated data regarding individual students who utilized tutoring compared with individual students who did not utilize tutoring. Additionally, the Research Office is developing a Tutoring Data Dashboard that mirrors the PREDD, and will utilize data collected from SARS TRAK. Reviewing PREDD program and course level data and tutoring data will allow the ASC to design equity minded programs and services that support the instructional programs ([IR.2-11](#)); ([IR.2-12](#)); ([IR.2-13](#)).

Improvement Recommendation 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. (**ACCJC Standard I.B.7**)

Status: In Progress.

The College continues to work on developing and refining a procedure for evaluating the program review processes for student services, administrative services, and instructional services to assure their effectiveness in supporting academic quality and accomplishment of the mission. The work toward completing this improvement recommendation is also identified in Improvement Recommendation #8, the goals established in our self-identified QFE #2, and Action Plans #6 and #12.

Analysis/Considerations: The three divisions identified above each convened to discuss the strengths and opportunities in the feedback³ from their respective teams. While it was

³ The College regularly evaluates its practices across all areas of the institution with regard to the governance structure. Specifically, the college primarily uses program review, SLO assessment cycle, committees, and subcommittees to evaluate its governance structure. Any subsequent recommendations go to the CGC for discussion, the Academic Senate and other constituencies to finalize recommendations, and then to the CEC for approval. An 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. Because of this recommendation, the College modified its Program Review process to highlight the critical roles of student outcomes and achievement. However, the team found that evaluating program review practices is largely informal. Moreover, in interviews with the three program review subcommittees, the team found that the evaluation of how well program review is working is largely informal except for one survey administered to the instructional programs.

noted that the College regularly evaluates our practices along with all areas of the institution with regard to the governance structure using program review, SLO assessment cycle, committees, and subcommittees, evaluation of program review processes is largely informal. Student Services, Administrative Services, and Instructional Services determined that the lack of formalized evaluation of the College's program review practices needed to be an area of focus, and thus organized to address next steps, develop, and consider an action plan for formalizing and creating a more robust evaluation process of our program review procedures.

Updates: Details of the discussions and actions within each division toward addressing the recommendation to date are described below.

Administrative Services- An agenda item for action on the program review criteria was included on the Administrative Services Program Review committee as a result of working meetings over the course of a year.

The Facilities Committee began discussions on how integrated facilities needs can be extracted from Watermark (formerly Taskstream) instead of through manual collection. During the spring and fall of 2018, the Facilities Committee held working meetings to review Watermark processes and suggested criteria for prioritizing program review needs for facilities that have been collected and extracted through Watermark. The committee then drafted and agreed upon the criteria and instructions for completing facilities needs via program review and drafts were circulated to the Vice President of Instruction (VPI) and Vice President of Administrative Services (VPA) for review and comment. During the following semester in fall 2019, the committee evaluated ways to link college-wide priorities to division plans showing how these are aligned to program review action plans ([IR.3-1](#)); ([IR.3-2](#))

Instructional Services- The Instructional Services unit worked with the Instructional Program Review/Student Learning Outcomes Assessment Subcommittee (IPR/SLOAC) to create and administer a survey to gain feedback from faculty about the program review process. In fall 2019, the IPR/SLOAC subcommittee, in collaboration with the Research Office, created a program review rubric designed to assist in determining the quality of instructional program reviews. The program review rubric was vetted through the college governance process and the IPR/SLOAC Subcommittee distributed it in May 2020. The IPR/SLOAC Subcommittee has suggested that faculty utilize the rubric for the next program review update and provide feedback for improvements or changes. As this is the first iteration of the Program Review rubric, improvements will be made during the next cycle based on faculty feedback ([IR.3-3](#)); ([IR.3-4](#)); ([IR.3-5](#)).

Student Services- The Student Services division initiated program review during their fall 2018 cycle under the leadership of a new Vice President for Student Services. Additionally, in spring 2019 Student Services department leaders worked with the campus Outcomes Assessment Facilitator and the Institutional Research Office to review the existing Student Services program review process and annual self-study data collection tool. As a result of the on-going discussions, the timeline for the annual program review process was adjusted to better align with instructional program review, the College's budget allocation process, and a new data collection tool (PREDD) that was being developed. The Student Services division will evaluate the impact of these changes in the spring 2021 ([IR.3-6](#)); ([IR.3-7](#)).

The College recognizes the importance of the recommendation to formalize our evaluation process of program review and we continue to work toward fully meeting this goal. In addition, the College solicited assistance from the statewide Collegiality in Action Team (CIA) to improve and strengthen the College's governance structure and practices. In all, the College has proposed a single Program Review/Outcomes Assessment Subcommittee, which would help the college move in the direction towards a unified program review process across all divisions and be evaluated accordingly. The evaluation of the proposed unified program review process will need to be designed with common elements across all three divisions ([IR.3-8](#)).

Improvement Recommendation 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. (**ACCJC Standards II.A.1, II.A.2, II.A.3 and ER 11**)

Status: In Progress.

The College continues to work toward fully satisfying this recommendation as we approach the end of year two of implementation in our improved three-year institutional cycle for program review. The primary changes placed a strong emphasis on integrating student learning outcomes assessment for all courses, programs, certificates and degrees. The work toward completing this improvement recommendation is also identified in the goals established in our self-identified QFE #1.3 and Action Plan #4.

Analysis/Considerations: The perspective and feedback reflected in the accrediting team's report⁴ was critical to assisting the college in determining improvements to our approach in conducting meaningful outcomes assessment. While the team recognized that the College does identify and regularly assesses learning outcomes for all courses, programs, certificates, and degrees using established institutional procedures as demonstrated during the program review 2015-2018 cycle (e.g. closed out at 100%), the team urged the college to follow up and closely focus on the quality of the instructional student learning outcomes and program learning outcomes. It was also noted that one way in which the College works to ensure quality improvement is through utilizing outcomes assessments in our updated program review process, which occurs on a three-year cycle. The team agreed with our reasoning that given the implementation of the three-year cycle, the instructional area should have the requisite time to conduct meaningful outcomes assessment using collaboration within and across departments.

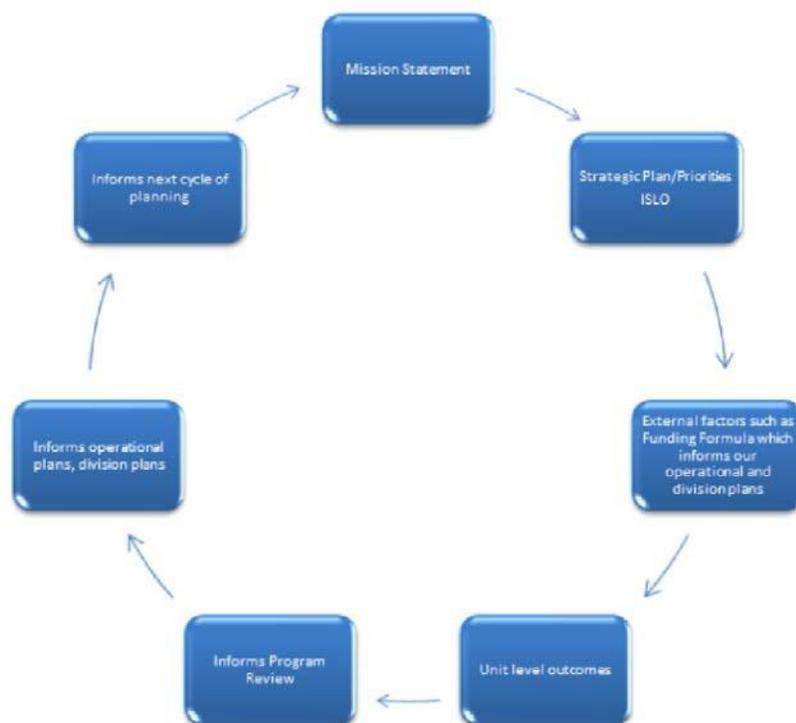
Updates: In response to the recommendations offered by the accreditation team, the Instructional Program Review/Student Learning Outcomes Assessment subcommittee (IPR/SLOAC) and the instructional division as a whole planned and delivered the following actions described in detail below.

Instruction- SLOlupalooza and SLO Day training workshops that were focused on meaningful outcomes assessment and Watermark input were planned and offered college-wide to

⁴ While the College has a high percentage of courses (98%) and programs (99%) with defined SLOs as well as a high percentage of courses (89%) and programs (95%) with ongoing assessments, the College recognizes that further work needs to be done to improve the quality of assessment and the outcomes for students. One way in which the College works to ensure quality improvement is through utilizing outcomes assessments in its updated program review process, which occurs on a three-year cycle

department chairs and other faculty for FLEX professional development activities during fall and spring each year beginning in 2017 through the current year 2020 (IR.4-1). The IPR/SLOAC Subcommittee and Outcomes Assessment Facilitator also regularly offered Watermark and SLO training opportunities to faculty and departments (IR.4-2). The focus of the trainings were to improve the quality of the process by developing meaningful SLOs and sharing best practices. As a result of the efforts and commitment to improving student learning and outcomes, a SLO assessment status of 100% was achieved for courses and programs at the close out of the 2015-2018 cycle (IR.4-3). In fall 2018, the start of the new three-year cycle (2018-2021), program workspaces for SLOs were created in Watermark for all programs (IR.4-4). During fall 2018, the Instructional Program Review/SLOAC Subcommittee also hosted a workshop alongside the Budget Resource Development Subcommittee (BRDS) that focused on how faculty can utilize program review to inform and support resource request. Additionally, the diagram below (Figure 1.) was created to highlight the existing planning structure to show the connection between unit level planning and college-wide planning in illustrating how each unit's work impacts the overall mission statement and success of each student. Each IPR/SLOAC Subcommittee member reached out to their respective schools with sample assessment timelines and an offer to attend school meetings to provide an in-service to review the information in detail. Professional development on outcomes assessment continued to be offered the following semester to discuss and explore further tools for course and programmatic improvement (IR.4-5).

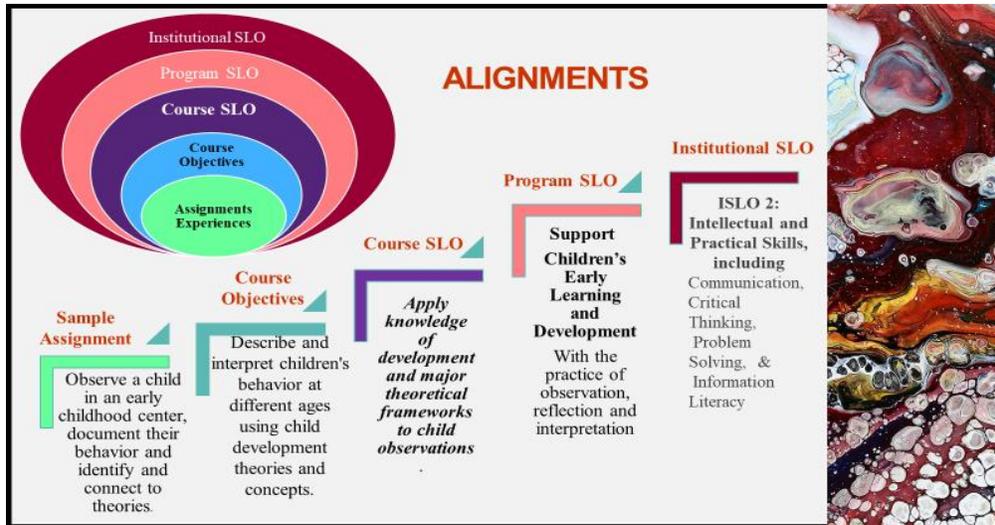
Figure 1. Illustration of Planning Cycle at San Diego Miramar College



Each IPR/SLOAC Subcommittee member worked with their respective schools with suggested assessment timeline table. The timeline table provide a means of distributing SLO and program review analysis over the six semesters in the three-year cycle. Subcommittee members attended various school meetings to discuss the assessment timeline and encourage to schedule course SLO assessments early in the cycle (semesters 1-4) to allow faculty sufficient time in semesters 5-6 to review their findings and make those reflect on those findings, to improve the quality of their

program review analysis and make supported connections to changes or improvements in instruction methodologies, materials, resources requests. Professional development on outcomes assessment continued to be offered the following semester to discuss and explore further tools for course and programmatic improvement. SLO workshops were offered remotely via Zoom in May 2020 during the campus closure for COVID-19 (IR.4-6); (IR.4-7). The workshops focus on improving the quality of SLOs, and visualizing the connections of course assignments to course SLOs and program outcomes to institutional outcomes. Examples showing how the analysis of SLOs link to program review were also provided (see Figure 2.).

Figure 2. Sample Alignment in Child Development (CHIL 101)



Improvement Recommendation 5:

In order to increase effectiveness, the ACCJC team recommends the College publish two-year course sequence charts in the College catalog. (**ACCJC Standard II.A.6**Status: **Complete**.)

This improvement recommendation is complete. The work completed for this improvement recommendation also satisfies the goals established in our self-identified Action Plan #29.

Analysis/Considerations: As noted in the accrediting team's report⁵, the college relies on data and informed discussion to make effective decisions on enrollment management. Similarly, the College considers data and informed discussion to determine effective strategies for impacting student success and the student experience. Accordingly, and as recommended for improvement by the accreditation visiting team, the College worked together across both the instructional and student services divisions to continue an already established and ongoing effort to organize and publish two-year course sequence charts on the college website. Further discussion will continue regarding the feasibility of publishing the charts in the college catalog, since the development and formatting of the catalog is a District function.

Updates: Following the ACCJC team visit, the Vice President of Instruction and the instructional deans worked with the Website Office to improve course sequencing displays on the college website ([IR.5-1](#)); ([IR.5-2](#)); ([IR.5-3](#)); ([IR.5-4](#)). Current two-year course sequence charts are also ready for inclusion in the College catalog should the opportunity be made available by the District Office. Furthermore, since certificate and degree requirements are regularly reviewed and may change, instructional services and student services faculty experts increased and strengthened communication efforts on course sequences. These efforts ensure that the most up-to-date information is available to students for career exploration and clear educational planning. Additionally, recent changes to the California Community Colleges System Office plans for student success known as the State Chancellor's Vision for Success, requires that colleges engage in the Guided Pathways Initiative to assess and re-design efforts in strengthening the student experience in order to attain completion. The College is in the early stages of Guided Pathways re-design and needs to consider how this current effort for two-year course sequencing interacts with Guided Pathways in addressing the State Chancellor's Vision for Success. As part of Miramar College's Guided Pathways work, the college competed and was selected to participate in cohort two of the California Guided Pathways (CAGP) for the period of 2020-2023 ([IR.5-5](#)). The CAGP project will support the college's efforts to further optimize the student experience and advance our student completion and success efforts. Additionally, the College is currently engaged in reviewing a reorganization of its programs and awards under broad areas of interest ([IR.5-6](#)). This work is being completed via survey and remote meetings in lieu of the college's annual college-wide planning event, canceled due to the COVID-19 pandemic closure. The deliverables resulting from this work are expected to be published to a proposed redesigned college website, currently underway.

⁵ Relying on data and informed discussion, the College has made effective decisions on enrollment management. The results may be seen in the increasing number of degrees awarded by the College. Recent, additional funding should lead to a greater increase in the number of certificates and degrees awarded over the next few years. Data show an increase in high demand classes. This has resulted in the College's plan to "re-design" course schedules that address this demand. Thus, two-year course sequence charts will be required of all degree and certificate programs. Also, they will be published on program webpages and shared with counselors. (II.A.6)

Improvement Recommendation 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. **(ACCJC Standards II.B.2, II.B.3, II.C.1, II.C.7)**

Status: In Progress.

Analysis/Considerations: The visiting team noted that some evidence of other indirect assessment tools are employed, but are not consistent among the services, and therefore recommended that all student services undergo other forms of assessment to demonstrate support for student learning⁶. As recommended, the college's Student Services Division has been engaged in review of student learning outcomes and annual assessment for each department within the division. As discussed in IR. 1 and IR. 3, a review of the College mission, existing process, timelines, and annual self-study data collection tool began in 2017 in which helped inform the division as they determined next steps.

Updates: The progress on this recommendation thus far has been limited to the review, understanding and analysis of all facets of program review for student services. The next phase is currently underway. The Student Affairs office led an effort to implement an annual survey of students who were graduating. The survey assesses student perspectives on their experience at Miramar College and their interaction with various departments. This data will be collected and reviewed by division leaders annually. It is anticipated that more departments will be implementing an annual assessment of their area beginning in the spring 2021 ([IR.6-1](#)); ([IR.6-2](#)).

In particular, the Extended Opportunity Programs and Services (EOPS) department has instituted a tool to assess student learning as it relates to program requirement comprehension. The tool is used to measure summative outcomes following a program orientation ([IR.6-3](#)). In addition, program compliance percentage is tracked on a semester basis, as well as tracking semester-to-semester and year-to-year retention. An example of an annual assessment is an Exit Survey provided at the end of the year to all EOPS students. The Exit Survey has questions in the areas of program services/benefits preference, future educational plans, and following COVID-19 a section was included on issues affecting student during the pandemic ([IR.6-4](#)).

Improvement Recommendation 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.

Status: In Progress.

The College continues to work toward fully satisfying this recommendation. It should be noted that the work toward completing this improvement recommendation requires coordination and alignment with the District Office and the District technology master plan. Elements of the actions taken to address this recommendation are also indirectly addressed in the college's self-identified Action Project #4.

⁶ The College regularly evaluates the quality and effectiveness of student programs, services, and delivery methods. The primary tool employed for evaluating these services seems to be the Student and Faculty Feedback Survey conducted by the district, every three years. There is some evidence of other indirect assessment tools employed, but are not consistent among the services and therefore it is recommended that all student services undergo, where appropriate, other forms of assessment to demonstrate support for student learning. (II.C.1-1, II.C.1-6, II.C.1.23, ER 15)

Analysis/Considerations: Miramar College’s Technology Committee met to discuss the feedback in the accrediting team’s report⁷ and has placed a high priority on integrating the District technology master plan with the college’s technology operational plan, including representative membership and participation on a Districtwide Technology Committee. While various circumstances, including retirements of district IT leadership team members and implementation of the Enterprise Resource Platform called PeopleSoft, have contributed to a delay in the District’s plan to create a Districtwide Technology Committee, these efforts have not delayed the college’s response in addressing the improvement recommendation. The College has been making tremendous strides to address this improvement recommendation where feasible and in the best manner possible.

Updates: Details regarding the steps and actions that Miramar College has taken to address this improvement recommendation are described as follows. While the District Office and each of its institutions are planning for the formation of the Districtwide Technology Committee, the College has revised its college technology operational plan to include linkages to the 2016-2018 District Technology Master plan. Furthermore, over the past few years the College has focused on the student experience in the ways it conducts business. Technology is no exception. In order for the College to adapt to student needs and help facilitate their success, the College moved forward two technology recommendations, which are also intended to help guide discussion of the anticipated Districtwide Technology Committee. The recommendations are as follows:

1. The College propose an internal organizational plan to ensure data is used appropriately and securely and the College administration advocate strongly to the District for regulated access using industry standard technologies (e.g., data connectors).
2. As students and faculty utilize their own digital devices more often, and the era of “Bring Your Own Device (BYOD)” is well established, the District should plan for support of scenarios, in the classroom, which allow for the flexible use of these types of devices (i.e. presenting video from personal tablets, smart-phones and laptops wirelessly using commonly accepted standards Chromecast, WiDi, screencast, etc., and sharing files easily, and securely, between their personal devices and classroom computers).

Finally, in coordination with the College Governance Committee and through the appropriate college-wide vetting process, the College reviewed and analyzed the membership of the Technology Committee which resulted in updates to include a District level supervisor/manager as a voting member ([IR.7-1](#)); ([IR.7-2](#)); ([IR.7-3](#)).

⁷ The District has a functioning IT planning processes with opportunities for input from participatory governance and advisory committees. With the exception of the Executive Vice Chancellor (VC) of Business and Technology Services, the IT leadership is either interim or acting, as a result of recent concurrent retirements. The District IT staff is appropriately represented at college planning, as illustrated in SDMC’s ISER; however, the District and Colleges have not integrated the District Technology Master Plan 2016-2018 (Draft) with the Colleges Technology Operational Plan. More coordination could be beneficial. The District’s Information Technology Services Director attends college IT committee meetings to share planning information related to districtwide operational technology projects. The District also has plans to convene a districtwide Technology Committee, as described in the District Technology Master Plan 2016-2018 (Draft) consisting of individuals with the appropriate technology skills from the three colleges and Continuing Education. This Technology Committee will provide a mechanism by which broad based communication related to districtwide technology support and services may be addressed. The Team found that the District Technology Master Plan 2016-2018 has not been integrated with the Colleges’ technology operational plan. (III.C.2) The District and colleges have effective participatory processes for identifying and funding technology needs, including regular input from students, faculty, and staff. Technology planning could be improved with better integration of the District Technology Master Plan 2016-2018 (Draft) and the Colleges’ Technology Operational Plan.

Improvement Recommendation 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).

Status: In Progress.

The College continues our work toward fully satisfying this recommendation. The college as a whole, through our four constituencies- students, faculty, classified professionals, and administrators-is committed to increasing effectiveness in all of our participatory governance procedures and practices so that the College is “ready for students”. The work toward completing this improvement recommendation is also identified in the goals established in our self-identified QFE #2.9 and #2.10; and Action Plans #15 and #41.

Analysis/Considerations: The accrediting team recognized that the College has also identified assessment of College governance operations and effectiveness as a high priority and area of opportunity in our Quality Focus Essay. At the time of the report⁸, the team found that Miramar College had done some initial work toward strengthening our College governance processes. However, the team noted that a status of progress was needed. This critical observation and feedback has helped Miramar College to take a deep dive in the evaluation of our governance structure and functionality. As part of our college-wide discussions over the last year and several months, the College considered both local and state impacts very seriously, including the State Chancellor’s Student-Centered Funding Formula, Guided Pathways Initiative, and Vision for Success, which affirms that students are at the center of college operations. Taking into consideration, students as well as each and all of these points, Miramar College affirmed our commitment to accomplishing the involved and complex work in this area.

Updates: In response to the recommendations offered by the accreditation team and to address the desired outcomes in our self-identified Quality Focus Essay #2 and action projects #15 and #41, the College engaged in and implemented the following actions described in detail below.

To begin examining the effectiveness of our college-wide participatory governance committees, the College Governance Committee (CGC) developed a college governance evaluation tool and collated responses from each committee. The results were made available in a written summary report which indicates. The results were made available in a written summary report in which 21 of the 27 committees and subcommittees at Miramar College (78%) completed and submitted the CGC Evaluation Tool. There were several themes that emerged from an analysis of the information, including the following:

- High percentage of committees/subcommittees had met quorum and were posting minutes and agendas within the required timelines. However, these numbers were self-reported, and there were instances where agendas and minutes were not available on the website, even though they were reported as posted by the committee.
- Many committees had an abundance of faculty participants, so much so that the term

⁸ The College has also identified assessment of College governance operations and effectiveness as part of one of their action projects in the Quality Focus Essay. The College has identified responsible parties, resources, created a timeline, and desired outcomes. The evidence shows the College is on track to complete the implementation of the assessment tool, analyze the data and identify areas and strategies for improvement. The team was unable to find a single source for the status of progress made thus far. (IV.A.7)

“Additional Faculty” was used to identify those participants who regularly attend the meetings but were not voting members.

- The majority of committees did not have complete classified professional or student representation.
- Hours of committee meeting service varied greatly, from one to 28 hours per academic year.
- Of the committees that completed the Evaluation Tool, eight did not have clerical support to assist with minute-taking and other clerical duties ([IR.8-1](#)).

The College’s four constituencies, then took a closer look at the structure, discussed, and analyzed strengths and opportunities. As the college-wide discussion ensued, we agreed to solicit specialized facilitation and technical assistance from the California Community College’s Collegiality in Action (CIA) consulting team. The team, comprised of the President of Community College League of California (CCLC), a former President of the Academic Senate for California Community Colleges (ASCCC), and a former California Community College (CCC) President assisted the College with the governance evaluation and recently completed their work offering a proposal for restructuring and mainstreaming our communication flow and decision-making governance processes ([IR.8-2](#)). Throughout the nearly two-year process and together with a college team of over 30 individuals, each from the four constituencies, the CIA conducted workshops to inform the college on progress to date ([IR.8-3](#)).

In our work and to further clarify and make progress, CIA recommended two groups be formed to address governance matters- 1) Participatory Governance Committee (PCM) and 2) Academic and Professional Matters Committee (APMC). This move helped the College tremendously and significant work has been done as a result of the focused work ([IR.8-4](#)). Specifically, the CIA consultants met with PCM and APMC, respectively, and worked on upgrading College’s governance structure and handbook. For instance, based on a comprehensive survey of our governance system, other systems within the CCC system, and input from the CIA facilitators, some of the following have been recommended as major changes to improve our structure and function: Clear identification of committees and groups that function outside of governance in a purely operational capacity; clear descriptions of the roles of different constituencies in decision-making; clear definitions and standardization of committee structures/functions- including use of proxies, quorum, agendas, minutes, and processes for moving recommendations forward; and clear understanding of the routing of information, recommendations, and decisions within our college governance system ([IR.8-5](#)). Upon finishing this component, CIA consultants concluded their service to the college so that we may continue refining our governance restructuring work and finalizing the handbook internally together ([IR.8-6](#)); ([IR.8-7](#)); ([IR.8-8](#)); ([IR.8-9](#)).

Currently, the College is moving the new governance handbook and structure through the feedback process with full implementations scheduled for spring 2021. All feedback will be considered and catalogued as transparently as possible (e.g., a college website), with the goal of utilizing, collecting, analyzing, and incorporating feedback into a final draft over a period of time and that will be forwarded through the participatory governance approval ([IR.8-10](#)).

District Office Recommendations for Improvement

In its role as a centralized support and oversight entity to each of the institutions, the SDCCD District Office augmented the aforementioned efforts and responded to ACCJC Improvement Recommendations as follows. The SDCCD district office's efforts toward satisfying Improvement Recommendations #1 and #3 below also support and strengthen Miramar College's efforts toward satisfying Improvement Recommendations #2, #3, #4, #6, and #7.

Improvement Recommendation 1:

Evaluate the District Office's Support for the Colleges' Capacity to Assess Student Learning in Order to Improve Educational Programs and Services (**I.B.6, II.A.1, II.C.2, III.A.9, III.B.2, III.C.2, III.D.1, IV.C.13, IV.D.2**)

Data for assessment of student learning outcomes are generated by the colleges. The colleges use indirect measures for course-level assessment of student learning. Data are entered through TaskStream by faculty and staff and are evaluated by the campus assessment coordinator. Each course offered is assessed once per academic year. Once data collection is completed conversations with faculty and staff take place and plans for assessment are developed. Finally the three-year program review cycle is conducted and adjustments are made to student learning outcomes as necessary.

Course level data for the campuses are preserved through TaskStream and are viewable with account access, which is requested and granted through each college. Summary-level data, measures, and progress is available publicly through each institution's website ([DIR.1-1](#)).

The SDCCD District Office's role in supporting the institutions is through the Office of Institutional Research and Planning publishes information and research reports on instructional and non-instructional programs ([DIR.1-2](#)). The reports in the linked section are used for college-level program review, program or institutional-level student learning outcomes and assessment, learning community evaluations, as well as special or grant funded program evaluations.

In spring 2017, the Chancellor and the Board of Trustees approved a new administrative procedure to formalize procedures for review of instructional programs ([DIR.1-3](#)). The program review process on each campus includes the assessment of student learning outcomes as part of the process for program review. Districtwide efforts include environmental scanning ([DIR.1-4](#)), campus climate studies, and other surveys ([DIR.1-5](#)) (such as human resources demographics, employee perceptions, among others) to determine effectiveness of assessment efforts. The development of an assessment plan is underway and will include input from participatory governance groups, such as the District Governance Council, Academic Senates, Classified Senates, and the Chancellor's Cabinet.

The District Disability Support Programs and Services ([DIR.1-6](#)) developed the goal to enhance effectiveness of DSPS services by embracing and championing innovation and continuous improvement. District DSPS worked to increase the participation and effectiveness of departmental strategic and action planning process, resulting in the partnership between the District Institutional Research and Planning department and the District Career Education and Workforce Development department. The partnership focused on a districtwide evaluation of DSPS program effectiveness with an emphasis on student success, career technical education, and employment outcomes, including analysis of quantitative data and qualitative student and

stakeholder input. The District's focus on data sharing and transparency resulted in a Tableau dashboard, which has a public view of District Fact Book information with DSPS program usage numbers ([DIR.1-7](#)).

In response to a student Survey for Textbook Affordability ([DIR.1-8](#)), the District formed a District Textbook Affordability Committee, which serves to collaborate in developing strategies to address the high cost of textbooks and other instructional materials. The SDCD Online Learning Pathways ([DIR.1-9](#)) department developed a Canvas course for faculty which supports the development of Open Education Resources ([DIR.1-10](#)) to help students with rising educational costs. The District also established an Instructional Software Workgroup that meets regularly to leverage resources in technology across the colleges. The group supports both the needs of faculty and students, and helps to work through common and uncommon technology issues stemming from the implementation of a new student information system and learning management system.

Improvement Recommendation 2:

Complete the Review and Update of Policies and Procedures and Establish a Formal Schedule for Their Regular Review and Publication (**I.B.9, II.A.1, III.A.14, III.B.2, III.B.4, III.C.2, III.D.2, III.D.4, IV.C.7**)

To ensure regular review of Board Policies and Administrative Procedures, the District subscribes to a Policy and Procedure Service, which provides bi-annual updates. In addition, Board Policies and Administrative Procedures shall undergo a comprehensive review every six years to ensure currency and compliance with state and federal laws and regulations. The Curriculum and Instructional Council and the District Policies and Procedures Committee have developed processes for approval with input and sign-offs on multiple levels.

In order to ensure currency and broad participatory input in the policy and procedure review process, three categories of review have been identified and detailed in the Board Policies and Administrative Procedures ([DIR.2-1](#)). Items in Category 2 and Category 3 will have a streamlined review process. However, any member of the participatory governance structure may recommend that it undergo a full review at the completion of its current approval process.

A policy and procedures update calendar is developed and used by the District Governance Council (DGC) annually. The most recent calendar was shared during the February, 5 2020, DGC meeting. The calendar outlines outcomes, dates, and responsible individuals and divisions. Policies and procedures updates are conducted using the process defined in the development flowchart ([DIR.2-2](#)). As the San Diego Community College District's Board Policies and Administrative Procedures are currently being updated, they are in the process of being renumbered to align with the Community College League of California's (CCLC) Policy and Procedure Service. When current policies are revised and new policies are written, they are approved by the governing board and posted to the web site. Administrative Procedures are signed by the Chancellor after DGC approval. During the revision process, there is occasional duplication of numbers. Once the process is completed, any duplication in numbering will be eliminated.

District DSPS began the ongoing convening of meetings with multiple stakeholder groups for purposes of strengthening linkages across the District. District DSPS convenes a bi-weekly

meeting with campus DSPS Coordinators for the purpose of collaboration across the Colleges and District for policy, procedure, and emergent issues that impact stakeholders. Examples of work are collaboration for the evaluation of and advocacy for the integration of new technology through the lens of service to students with disabilities; meetings have led to the representation of DSPS Coordinators on the Instructional Software Workgroup, and the District Distance Education Committee.

Effective January 2021, District DSPS convenes a bi-weekly meeting with campus 504 Officers for the purpose of collaboration across the Colleges and District for policy, procedure, and emergent issues that impact stakeholders related to disability compliant processes. Examples of work products are the evaluation of policies and procedures, development of training materials, convening of officers as a consultation council, and process mapping for purposes of technology integration into case processing.

Improvement Recommendation 3:

Enhance Efforts and Extend Support to Colleges to Strengthen Linkages and Alignment of Institutional Plans **(I.B.7, I.C.5, III.A.11, III.A.12, III.A.13, III.C.5, IV.C.7)**

Since the 2017 visit by the Accrediting Commission for Community and Junior Colleges, the District Strategic Planning Committee has been meeting each year to prioritize strengthening linkages and alignment of plans within the colleges and District Office. The District Strategic Planning Committee serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning in order to ensure good communication and effective oversight of planning processes, as well as an effective, complementary balance in planning activities between the District as a whole and the Colleges and Continuing Education.

The District's Strategic Plan 2017-2021 ([DIR.3-1](#)) serves as a living document for sustained, continuous quality improvement initiatives that facilitate the District's efficiency and effectiveness in achieving its mission, improving service delivery and operations, and promoting better-informed decisions for resource management.

The strategic planning process is a collaborative and comprehensive mechanism that promotes the development of a document that is assessed annually and evaluated for alignment and appropriateness in achieving the District's mission.

The San Diego Community College District (SDCCD) operates with the goal to help strengthen San Diego's economy. The SDCCD is always searching for innovative paths for collaborating with the public and private sectors to bolster the region's growing economic engine.

As the SDCCD looks to the future with this strategic plan, the District has defined five overarching goals in the broad areas below that will allow it to advance its ambitious mission:

1. Pathway to Completion
2. Institutional Effectiveness and Innovation
3. Community Collaboration
4. Fiscal Stewardship
5. Leader in Sustainability

The committee is one of nine districtwide participatory governance groups and has representation from all four institutions and the District Office. In 2018 and 2019, the Committee

developed a crosswalk worksheet ([DIR.3-2](#)), which highlights linkages between the California Community Colleges Chancellor's Office (CCCCO) Vision for Success and institutional strategic priorities within the goals and priorities of the District Strategic Plan. In addition, the District Office has been engaged with the planning efforts of the College educational master plans and facilities plans through an alignment table ([DIR.3-3](#)) and Strategic Planning Meetings. A human resources staffing plan has been developed to assist the District and its operational units to plan and effectively utilize its human resources. An Annual Update ([DIR.3-4](#)), developed by the District Office in collaboration with the District Strategic Planning Committee, continues to be published on the District's website and shows the progress made toward the goals and priorities of the District Strategic Plan over a four-year period. The District Strategic Planning Committee has begun the development of the 2022-2026 District Strategic Plan.

District DSPS developed a plan to improve student and academic support services strategies that better serve a more diverse community. The District DSPS department collaborated with the Online Learning Pathways department to ensure compliance with accessibility requirements, resulting in a support page for faculty with accessibility requirements and tools ([DIR.3-5](#)) to develop accessible instructional material.

In 2019-2020, the district supported each institution and across institutional planning to meet the requirements of the Perkins V CLNA and expanded consultation through a Perkins V Comprehensive Local Needs Assessment (CLNA) ([DIR.3-6](#)). This relates to District support of institutional specific and districtwide planning around needs within and across career education. A districtwide CLNA reporting guide ([DIR.3-7](#)) and worksheet packet ([DIR.3-8](#)) were developed in consultation with the four institutions to provide districtwide baseline requirements, structure, and consistent processes implemented within each institution. The resulting districtwide CLNA was produced and submitted to the State as part of our 2020-21 required application components and provides investment strategies for two years that are informed by gaps identified throughout the CLNA process. The plan also connects to the regional comprehensive local needs assessment and priority strong workforce sectors. All Perkins V information is housed within the District Perkins webpage ([DIR.3-9](#)).

In fall 2020, the District developed a districtwide reporting plan and process ([DIR.3-10](#)) for MIS SG21 work-based learning. The institutions have invested in the development of WBL infrastructure and are now growing and expanding these resources. Practitioner level SG21 reporting will help record and track this activity further supporting the institutions in their ability to assess the impact of this work on student outcomes and the ROI on these investments.

The plan includes five components - For each section, the reporting plan includes tasks, lead(s), status, and related notes as well as key recommendations and/or actions needed.

1. Coordination and Communication
2. Campus Solutions – Access to Reporting
3. Course and Section Level Reporting
4. Student Level Reporting
5. Student Self Reporting

An Academic Advising sub-committee, including a District-level director, District evaluator, the counseling chair from each campus, and institutional evaluators was developed to review and update counseling and evaluations business processes or Campus Solutions needs and issues and meets once per month.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards (for colleges reviewed after Spring 2016)

Student Learning Outcomes (Standard I.B.2)

What are the strengths of the process that helps lead the college to improve teaching and learning?

Miramar College has made important changes to our program review and student learning outcomes assessment process in order to strengthen our capacity for improving teaching and learning. The College's Institutional Program Review and Student Learning Outcomes Assessment Subcommittee (IPR/SLOAC) has included in its focus and efforts, greater support to instructional departments by outreaching to each department specifically to conduct SLO assessment at the start of each cycle, which is a duration of three years. The IPR/SLOAC Subcommittee provides reminders, training, and assistance throughout the cycle. Thus far, these targeted efforts have been successful and resulted in having 100% of SLOs in Watermark at the close of 2018 [\(OA-1\)](#). The College is in progress of the 2018-2021 cycle and IPR/SLOAC Subcommittee provided further support to faculty and staff by professional development opportunities [\(OA-2\)](#); [\(OA-3\)](#). Additionally, tools for course and programmatic improvement, including the Program Review Equity Data Dashboard (PREDD) designed to support the instructional program review with program-level and course-level performance data infusing an equity lens have been introduced to the IPR/SLOAC subcommittee. When this tool is accompanied with SLO data, it will allow faculty to focus on the quality of measuring different levels of student learning outcomes.

Miramar College's strengths and improvements to the process are also explained with additional details in our updates toward Improvement Recommendation #1-4, QFE #1.3 and Action Plan #4.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The College and its IPR/SLOAC Subcommittee is committed to continuous program improvement and refinement in assessing SLOs by strengthening processes (including centralizing information in Watermark), developing effective tools, and providing ongoing professional development for faculty and staff.

In a targeted effort to further refine its authentic culture of assessment, members of the College's IPR/SLOAC Subcommittee worked with our college Researcher Office to develop an instructional program review scoring rubric which was presented and approved for implementation as a pilot by the Academic Affairs Committee [\(OA-4\)](#). It was proposed that the rubric, which aligns with the instructional components structured in the Watermark platform, be piloted during the upcoming Fall 2020 round of program review and would be an optional tool for faculty [\(OA-5\)](#).

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

As described in detail in the College's update for its QFE #1, Action Project #1.4, and Improvement Recommendation #2. The IPR/SLOAC Subcommittee conducted two pilot studies

on SLO disaggregation. The first pilot SLO disaggregation study used data and student characteristics obtained for a basic skills MATH course. Data from the MATH study helped inform a decision to focus on course modality disaggregation for the MATH section level in a follow up second pilot phase [\(OA-6\)](#). In the follow up second pilot phase, courses in biology, child development, EMGM, and sociology were disaggregated by online and face-to-face modalities [\(OA-7\)](#). The results for child development courses revealed students enrolled in the course section with face-to-face modality shows a slightly higher success rate than their online counterparts, although the difference was not significant in student performance data between the two modalities. Through on-going analysis and discussion, the department decided to modify their SLOs regardless, in order to more closely reflect state and industry standards.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.

The current program review and student learning outcomes assessment cycle began in fall 2018. The College is currently on track with input and assessment at this stage in the cycle [\(OA-8\)](#). To ensure progress toward compliance as well as mitigate falling behind in any assessment area, the IPR/SLOAC Subcommittee sends regular reminders about the schedule with related milestones for completing the SLO cycle of assessment. More importantly, to ensure course improvements that facilitate student outcomes, achievement and success, the IPR/SLOAC supports faculty by providing data reports, including the outcomes summary report from Watermark [\(OA-9\)](#); [\(OA-10\)](#). The Watermark report was also provided to both Student Services division and Instructional Support Services area so they have a status update for the current 2018-2021 program review cycle. Additionally, as mentioned above, ongoing professional development for faculty and staff for various SLO topics is scheduled throughout the year. Full 100% completion is expected by the end of spring 2021.

Evidence: Provide evidence to support the information and narrative described above.

Evidence is already stated above.

**Institution Set Standards (Standard I.B.3)
Has the college met its floor standards?**

Over the past three years (2016/17-2018/19), the College has been consistently exceeding its institution-set floor standards for course completion, certificate completion, degrees awarded, and transfer.

Has the college achieved its stretch (aspirational) goals?

The College has also achieved/exceeded its stretch (aspirational) goals for success, completion, and transfer during 2017/18 and 2018/19.

What initiative(s) is the college undertaking to improve its outcomes?

As described in greater detail in our responses to Improvement Recommendations #1-4, #6, QFE #1 & #2, Action Projects #31-34. Miramar College's consistent success can be attributed to our undertaking of the following efforts/initiatives:

Strengthened alignment and integration of missions, plans and program review

Administrative Services, Instructional Support Services, and Student Services have worked on strengthening alignment between their unit, program, and/or division missions with the College mission. The alignment further strengthened unit level planning and its connection to college-wide planning (through program review processes). The three areas have witnessed better service delivery and achievement of unit outcomes.

Focus on intentional and meaningful outcomes assessment and performance data

The College participated the Institutional Effectiveness Partnership Initiative (IEPI), which engages the College in discussions about enrollment management and improving learning outcomes assessment by meaningful disaggregation of data by subpopulations of students and course modalities. The College has also developed interactive data tools that embed an equity lens and data coaching strategies to closely monitor enrollments, productivity, awards, and achievement gaps. Through the analysis of disaggregated learning outcomes assessment results as well as the performance data disaggregated by various student subpopulations, the College was able to identify student subpopulations in need of support and improvement; and strategically plan for course-level and programmatic improvement.

Implementation of Student Equity and Achievement Program

The Student Equity and Achievement (SEA) Program efforts have also impacted success outcomes by identifying disproportionately impacted student subpopulations; and correspondingly, planned and implemented activities for mitigating the achievement gaps.

Strengthened instructional support services

The College has also worked on strengthening its instructional support services. The Academic Success Center (ASC) went through an oversight change and completed a full program review. The ASC is also expanding services and seeking better data collection and evaluation of the tutoring services.

Evaluation of program review processes across divisions

The three divisions, Student Services, Administrative Services, and Instructional Services, have each convened to focus on developing and refining their procedure for evaluating their respective program review processes. The Instructional Services has collaborated with the Research Office to develop and implement an interactive data tool as well as a program review rubric to refine its program review work.

Leveraging the Strong Workforce Program model

The Strong Workforce Program also has enabled the College to gear more towards improving CTE program quality and CTE student success in terms of increasing the number of students completing or transferring programs, getting employed or improving their earnings.

Maximizing grants and initiatives to increase college-wide success and completion

Many of the grants that the College received also helped increase college-wide success and completion. Through implementing grants such as the Student Equity and Achievement Program (SEAP), Guided Pathways, and the Online Pathways grant, the respective areas had the opportunity to critically reflect their current practices and be able to intentionally design and implement plans to mitigate achievement gaps.

How does the college inform its constituents of this information?

Respective constituency groups have been in charge of these initiatives. The College's participatory governance structure has served as the main vehicle informing various constituents through the appropriate vetting and approval process.

Evidence: [\(ISS-1\)](#)

Report on the Outcomes of the Quality Focus Projects (for colleges reviewed after Spring 2016)

Quality Focus Essay (QFE) #1 – Outcomes Assessment

QFE 1 - In the first of its two QFEs, the College self-identified its desire to improve integration, consistency, and quality of student learning outcomes assessment (SLO) and service unit outcomes (SUO) assessment in order to provide a functional, consistent process for faculty and staff to assess student learning and use the results for continuous improvement. **ACCJC Standards (I.A. 2, I.B. 1, I.B.2, I.B.4, I.B.6, II.A.3, II.A.11)**

Status: In Progress.

The College continues to work toward fully meeting its goals and achieving desired outcomes for QFE 1; compiling and using data to meaningfully respond to any changes in student achievement and student learning. While phase one of the goal, which focused on examining and improving our structures is nearly complete; phase 2, which requires using the compilation of data to make meaningful changes for students has slowly begun although has not yet spread into all instructional areas as needed. The related QFE action projects discussed in detail below are nearly completed with the exception of action projects 1.1 and 1.6. The work toward achieving our desired outcomes of this QFE is also identified in Improvement Recommendations #2 and #8.

Analysis/Considerations: The College thoroughly reviewed its current status and inventory of data related to SLO and SUO assessment in conjunction with critical detailed feedback and strong encouragement from the ACCJC team⁹ to emphasize the systematic collection and analysis of SLO data that reflects (as directly as possible) the disaggregation of SLO data by College identified subpopulations. Upon further college-wide discussion about our current status, the team's key comments, and review and approval by the College Executive Committee (CEC), a plan was developed, which included eight action projects directly related to QFE 1 to strengthen use of student learning/service unit outcomes assessment to make meaningful changes at the course and program level for students. Each action project was designed with careful thought and consideration of our targeted desired outcomes, paying special attention to alignment with accreditation standards and our College's mission¹⁰ and strategic goals. The eight action projects are described in detail in the updates section below along with progress updates for each.

Updates:

Action Project 1.1 - The College has taken steps to evaluate efficiency of structures to manage

⁹ The team invites the College to consider emphasizing in these Action Projects, the systematic collection and analysis of student learning outcomes data that reflects as directly as possible, the disaggregation of SLO data by College identified subpopulations as stated in Standard I.B.6. In addition, when the College identifies performance gaps in the disaggregation of SLO data, it implements strategies to mitigate those gaps and includes in the actions a process to evaluate the efficacy of those strategies.

¹⁰ **Mission Statement** - San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

college-wide learning outcomes and assessment work and coordination of efforts. The College is in progress and optimistic about achieving the **desired outcomes** to ensure the College has effective outcomes and assessment committee structures in place and are ready for evaluation. To improve efficiency of processes, the Planning and Institutional Effectiveness Committee (PIEC) proposed a recommendation to the College Governance Committee (CGC) to create single Outcomes Assessment Committee ([QFE.1.1-1](#)). The CGC then discussed the possibility and consulted with additional pertinent committees and departments regarding this change including the Instructional Program Review/Student Learning Outcomes Assessment Committee (IPR/SLOAC), Student Services Program Review/Student Learning Outcomes Assessment Subcommittee, Administrative Services Program review Committee, and Instructional Support Services (ISS), and individual department representatives responsible for departmental program review. After consultation, further discussion, and careful consideration, some groups were in favor of the proposal as viable. However there did not appear to be consensus across all stakeholders to consolidate the committees at that time ([QFE.1.1-2](#)). As previously mentioned in the status of IR. 8, the College has since engaged in technical assistance from the CIA team, which has resulted in a reorganization of the college-wide governance restructure overall and includes a proposal for a single Program Review/Outcomes Assessment Committee ([QFE.1.1-3](#)). The proposed new structure and final decision is currently being vetted college-wide. (**ACCJC Standard I.B.1**)

Action Project 1.2 - The College has examined some ways to provide more robust support to faculty and staff through the IPR/SLOAC Subcommittees and additional workshops for improved development, implementation, analysis, and use of SLO assessment. The College has accomplished the **desired outcomes** of designing and piloting a review and feedback mechanism. It is important to note that the college recognizes this is a continuous process and its effectiveness will continue to be monitored. To that end, in-service activities such as a series of workshops on improvement of course and program SLO assessment plans were offered. Workshop attendees have acquired best practices on outcomes structures and implementation learned from the Academic Senate for California Community Colleges (ASCCC) SLO Symposium; from our colleagues within the Region 10 San Diego community colleges; and from a demonstration of the web-based technology tool, Course Key, showing the connection between learning and employment ([QFE.1.2-1](#)); ([QFE.1.2-2](#)). Additionally, IPR/SLOAC Subcommittee members expanded their services to include targeted outreach including bi-weekly office hours for faculty support on SLO assessment of new and existing courses and program review, and toward completion of their 2015-2018 program review assessment cycle and the start of the 2018-2021 assessment cycle ([QFE.1.2-3](#)); ([QFE.1.2-4](#)); ([QFE.1.2-5](#)); ([QFE.1.2-6](#)). Finally, the campus Curriculum/Technical Review Committees have enhanced their curriculum review processes to include monitoring of SLO statements. (**ACCJC Standard I.B.2, II.A.3**)

Action Project 1.3 - Miramar College has revised and updated guides on development of SLO statements and assessment practices to include current advances in the field and has integrated standards of practice from the National Institute for Learning Outcomes Assessment (NILOA) and the Association of American Colleges and Universities (AAC&U). The College has accomplished the **desired outcomes** of this action project to disseminate the guides to instructional and non-instructional areas (i.e. Student Services, Administrative Services, and Instructional Support) ([QFE.1.3-1](#)); ([QFE.1.3-2](#)); ([QFE.1.3-3](#)); ([QFE.1.3-4](#)). Additionally, training on use of the guides has been on-going and an outcomes and assessment web page has been completed ([QFE.1.3-5](#)). This activity also appears in Action Project #1.5. (**ACCJC Standard I.B.2**)

Action Project 1.4 - The College has investigated potential strategies for additional levels of SLO disaggregation to identify subgroups in need of improvement. The College's **desired outcomes**

of piloting SLO disaggregation studies have been accomplished and results from the assessment have been presented to the College for review and future planning. As indicated in Improvement Recommendation #2 and Action Plan #10, instructional faculty and Instructional Support Services have begun to analyze learning outcomes assessment results by meaningful disaggregation of data. With support from the Institutional Effectiveness Partnership Initiative (IEPI), we focused on strategic enrollment management and formed an IEPI SLO Disaggregation Team with faculty volunteers who disaggregated course SLOs from each instructional school, along with the Outcomes Assessment Facilitator, Academic Senate President, and College Research and Planning Analyst ([QFE.1.4-1](#)). The IEPI SLO Disaggregation Team performed preliminary pilot disaggregation using data and student characteristics obtained for a Fall 2016 basic skills MATH course ([QFE.1.4-2](#); [QFE.1.4-3](#)). The results of the preliminary disaggregation were discussed and it was concluded that a full pilot with the same characteristics will be performed ([QFE.1.4-4](#)). These results showed that learning outcomes data did not differ from the student performance data. Therefore, collecting student performance data is sufficient for disaggregation of SLOs and new recommendations were made to discontinue that particular disaggregation study and instead, focus on course modality disaggregation in efforts to better inform our strategic enrollment management plans ([QFE.1.4-5](#); [QFE.1.4-6](#)). Additionally, tools for course and programmatic improvement, including the Program Review Equity Data Dashboard (PREDD) designed to support the instructional program review process with program-level and course-level student performance data infusing an equity lens have been introduced to the IPR/SLOAC Subcommittee. When this tool is accompanied with SLO data, it will allow faculty to focus on the quality of measuring different levels of student learning outcomes.

Instructional Support Services (ISS), which includes the Academic Success Center (ASC), is now under the School of Planning, Research and Institutional Effectiveness, Library and Technology (PRIELT) and underwent a full program review in fall 2019 in which tutoring service unit goals were identified. ISS Service Unit Outcomes (SUO) are currently being developed during the 2019-2020 academic year ([QFE.1.4-7](#); [QFE.1.4-8](#); [QFE.1.4-9](#)). (**ACCJC Standard I.B.6**)

Action Project 1.5 - The College has improved its communication strategy to effectively share SLO assessment best practices, gaps identified through the assessment process, and successful strategies that have been implemented to improve student learning. The **desired outcome** of an updated and comprehensive outcomes and assessment webpage has been accomplished within two iterations ([QFE.1.5-1](#); [QFE.1.5-2](#)).

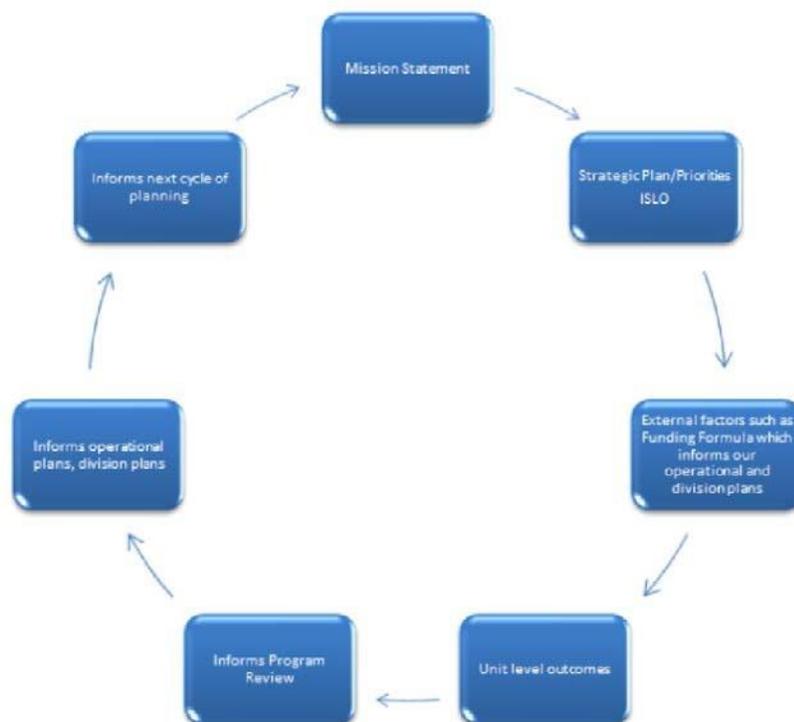
Action Project 1.6 - (ACCJC Standards I.B.6, II.A.11) The College has been developing and testing our Institutional Student Learning Outcomes (ISLO) assessment process to include direct and indirect measures of learning and identify foci for improvement. The College has partially satisfied this **desired outcome** of distributing an ISLO Survey; and collecting and analyzing the assessment data. Specifically, the ISLO assessment survey instrument focused on one ISLO (ISLO 2) as an initial step, as well as added two questions that provide direct measures of learning related to critical thinking ([QFE.1.6-1](#)). This was done as a result of the previous ISLO assessment and the college-wide focus on critical thinking ([QFE.1.6-2](#)). The survey instrument along with the data analysis and ISLO assessment summary report, prepared by the College's Outcomes and Assessment Facilitator, was discussed within various venues including IPR/SLOAC Subcommittee, departmental SLO meetings, college-wide flex professional development events, and individual meetings ([QFE.1.6-3](#); [QFE.1.6-4](#)). Critical feedback resulting from these discussions indicated a concern regarding possible bias in the questions, the need to incorporate questions to appropriately capture student equity data, and that ISLOs should

be measured at the completion of students' educational journey. Thus, an additional survey component was added by making a modification to the student services graduation survey as well as a recommendation to disseminate the next college-wide ISLO survey, which was administered in Spring 2019 ([QFE.1.6-5](#)). (**ACCJC** Standard I.B.6)

Action Project 1.7 - The College prioritized revising its strategic plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission. The College is in the process and on track to achieve the **desired outcome** of releasing the next iteration of our strategic plan in fall 2020 that is enhanced with this indicator and priority ([QFE.1.7-1](#)); ([QFE.1.7-2](#)). Various college-wide events and meetings including our annual spring planning summit and the College's Planning and Institutional Effectiveness Committee (PIEC) have been held to present, review, and analyze pertinent data such as our Strategic Plan Assessment Scorecard (SPAS), SLOs/SUOs, and college-wide priorities; and determine follow up action steps at the College and unit levels.

This strategy will help to inform PIEC in relation to our Strategic Plan. The 2018 College-wide Planning Summit focused on college-wide priorities developed from the benchmarking process of the Strategic Plan and encouraged units to consider setting goals in relation to the priorities and strategic plan ([QFE.1.7-3](#)). The diagram below is a product of the 2018 College-wide Planning Summit illustrating the direct connection of unit level planning in relation to College mission. In 2019, the Planning Summit also centered around the College mission, focusing on learning outcomes (i.e. soft skills) ([QFE.1.7-4](#)). The 2020 College-wide Planning Summit was canceled due to COVID-19 pandemic. (**ACCJC** Standard I.A.2)

Figure 3. Illustration of Planning Cycle at San Diego Miramar College



Action Project 1.8 - The College has collaborated with our SDCCD District Office of Instructional Services to optimize the process for extracting learning outcomes statements and information from Watermark (formerly Taskstream) and for the regular upload of SLO statements into CurricUNET, our districtwide, web-based curriculum management information system. The work being done to achieve this action project is also addressed in Improvement Recommendation #4 and Action Plans #7-10, 13, 14 & 28. The College has accomplished the **desired outcomes** of creating a system to ensure consistent and accurate update of course SLO statements to CurricUNET from Watermark (formerly Taskstream) each semester ([QFE.1.8-1](#)). The mechanism includes several exchanges such as extraction of SLO statements from Watermark for distribution to faculty who confirm accuracy or provide revisions and updates that are forwarded by Miramar College's Outcomes Assessment Facilitator via spreadsheet format to the district office ([QFE.1.8-2](#)). (**ACCJC Standard II.A.3**)

Quality Focus Essay (QFE) #2 – Institutional Effectiveness

QFE 2 - In the second of its two QFEs, the College self-identified our desire to integrate the program review process with Budget and Resource Development Subcommittee process for resource allocation requests of technology, facilities and human resources.

Status: In Progress.

The College continues to work toward fully meeting the goals and achieving desired outcomes for QFE #2. It is important to note that this QFE is quite comprehensive as it encompasses program review processes, planning, resource allocation, research, and governance. While the College has made positive progress in each of these areas, the work on a governance restructure detailed in IR. 8 has shown the most progress with the college-wide vetting of the proposal currently underway. The work toward achieving the desired outcomes of this QFE is also identified in Improvement Recommendations #3 and #8.

Analysis/Considerations: The College took into serious consideration, ACCJC 's recommendation and encouragement to continue with our action plan and meet our deadlines in the current and next fiscal year, and thus discussions about these recommendations took place within each of our pertinent governance committees immediately upon receiving them. The discussions were guided by the ten action projects in QFE #2 along with their corresponding desired outcomes, accreditation standards, our College's mission and strategic goals. The action projects are described in detail in the updates section below along with progress updates for each. The College also recognized that in order to fully address this action project, we must complete Improvement Recommendation #3 which is in regards to evaluation of the program review processes for each division. Additionally, as the College works on strategic planning for the next seven years (Fall 2020-Spring 2027), we are also keeping in mind the significant changes that have been mandated by the CCCC through the Vision for Success, Student Centered Funding Formula, Strong Workforce Program, and Guided Pathways while also keeping in mind students and equity as the center of our work. All of these significant factors have truly impacted the institutional effectiveness matters focused in this QFE, and emphasized the following needs: 1) The need for expansion of the Program Review Equity Data Dashboard (PREDD) tool to non-instructional areas. 2) The need to redesign our governance structure as demonstrated by the results of the governance evaluation tool (a new structure was proposed with vetting currently proceeding) 3) The critical need for building tighter connections between college-level planning (strategic) and unit-level planning (program review) in meeting student needs through resource allocation.

Action Project 2.1- Comprehensive evaluations of all planning processes/documents by the College have been underway in order to ensure consistency in decision-making in human resources, technology, scheduling, diversity, and annual resource allocation. As a priority in the review process, the College is ensuring that decisions will be made in consideration of program review, optimized for timely implementation, and focused on student achievement and learning. The College has partially accomplished the **desired outcomes** for this action project by streamlining our plans to meet student need; and we continue to work toward streamlining resources to meet student need. The College has completed a mid-cycle review of our Educational Master Plan (EMP) and our division plans, which have resulted in updates to all [\(QFE.2.1-1\)](#). Additionally, upon conclusion of the 2018 college-wide planning summit, the College determined that we will examine ways to incorporate the six college-wide priorities/institutional set standards into unit level planning such as program review [\(QFE.2.1-2\)](#); [\(QFE.2.1-3\)](#).

The College received technical assistance, a site visit, and a summary from the CCCCO IEPI to develop and implement our Strategic Enrollment Management Principles [\(QFE.2.1-4\)](#); [\(QFE.2.1-5\)](#); [\(QFE.2.1-6\)](#). Additionally, Miramar College's program viability procedure, an important component of program review and budget and resource development, was created through the leadership of the Academic Senate and was approved by the CEC in May 2018 [\(QFE.2.1-7\)](#); [\(QFE.2.1-8\)](#). **(ACCJC Standards I.A.3, I.B.9, II.A.3)**

Action Project 2.2- The College determined that a system for the annual collection and analysis of action plans arising from all planning documents was needed and would assist in better informing the integrated planning process. The work toward accomplishing the **desired outcomes** to have cyclical reports on action plans arising from planning documents college-wide was held due to a vacancy of the College's Outcomes Assessment Facilitator position. Prior to the vacancy, the Outcomes Assessment Facilitator as part of the team from the College's Office of Planning, Research, and Institutional Effectiveness (PRIE) had been researching and meeting with potential vendors to review short-term and long-term needs of the College in relation to outcomes assessment, program review, and planning. This included Watermark, our current vendor for managing outcomes assessment data and program review documents who also had the potential to house our operational plans, at minimum. We anticipate resuming this action project in the subsequent 2020-2021 academic year, as the position of Outcomes Assessment Facilitator has been filled [\(QFE.2.2-1\)](#); [\(QFE.2.2-2\)](#). **(ACCJC Standards I.A.2, I.B.5)**

Action Project 2.3 - The College completed a mid-cycle review and revision of the Educational Master Plan (EMP) to ensure link to the Strategic Plan Goals and to consider action plans identified from all operational plans. An update to the EMP resulting from the mid-cycle review was approved by the CEC [\(QFE.2.3-1\)](#). However, the **desired outcome** of including action plans from all other planning documents in the next full review and iteration of the EMP that was originally scheduled for fall 2020 has been postponed to allow a comprehensive examination and integration of the new CCCCO mandates- the Vision for Success (VFS), the Student Equity and Achievement Program (SEAP), Guided Pathways, and the Student Centered Funding Formula (SCFF) as well as the impact of COVID-19 . **(ACCJC Standard I.A.3)**

Action Project 2.4 - The 2015-2016 Strategic Plan Assessment Scorecard (SPAS) was reviewed during the Spring 2016 Planning Summit. The analysis of SPAS resulted in the update of the Fall 2013-Spring 2020 Strategic Plan, which was showcased to the College during Fall 2016 [\(QFE.2.4-1\)](#); [\(QFE.2.4-2\)](#). The College subsequently began working on reviewing and revising

the Strategic Plan to incorporate elements of the Loss/Momentum Framework (LMF) phases and Institutional Student Learning Outcomes (ISLOs). The **desired outcomes** to include elements of LMF and ISLOs in the next iteration of the Strategic Plan have been re-evaluated due to a shift of implementing Guided Pathways (GP). Upon college approval, the GP Four Pillars will replace the LMF phases. Similar to QFE #2 and Action Project #3, a full review of the College's current strategic plan (Fall 2013-Spring 2020) was initiated in Spring 2019 but was postponed in order to plan and respond to changes from the State Chancellor's Office regarding implementation of the Vision for Success, Student Equity and Achievement Program (SEAP), and Student-Centered Funding Formula (SCFF). The next full review and iteration of the Strategic Plan has commenced during the 2019-2020 academic year ([QFE.2.4-3](#)). (**ACCJC Standard I.B.3**)

Action Project 2.5 - The College evaluated the efficiency and consistency of the Budget and Resource Development Subcommittee (BRDS) annual resource allocation process and identified strategies for improvement. The College has completed the **desired outcomes** of establishing a 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. In preparation for an improved process and strategy, the IPR/SLOAC and BRDS Subcommittees collaborated and created a new program review template that captured information necessary for BRDS resource allocations. The template which can be downloaded from Watermark, was implemented in 2017-2018 and slightly modified in the second year of implementation to use an ordinal ranking system in place of the previous year's weighted ranking system ([QFE.2.5-1](#)); ([QFE.2.5-2](#)) (**ACCJC Standard I.B.4**)

Action Project 2.6 - The College has updated the fall continuous General Fund Unrestricted (GFU) discretionary resource allocation model documents to include a direct link to the College Strategic Plan Goals. The College has completed the **desired outcome** of requiring that all GFU resource requests include an explanation about how resources will support Miramar College's Strategic Plan Goals. To accomplish this, a new form that includes a data element for the strategic plan linkage was created, reviewed, approved and disseminated to each division for full implementation during the 2017-2018 cycle ([QFE.2.6-1](#)); ([QFE.2.6-2](#)); ([QFE.2.6-3](#)). (**ACCJC Standard III.D.2, III.D.11**)

Action Project 2.7 - The College's Administrative Services Division and BRDS worked together to develop a BRDS information page to supplement the current website content in order to provide more detailed information on how various financial planning processes intersect to create the annual Miramar College Adopted Budget. The College expects to meet the **desired outcomes** of launching an updated webpage that provides a clear representation and improved communication of BRDS functions upon final approval of the second draft reviewed in November 2019. The steps taken to accomplish this thus far include convening pertinent meetings and stakeholders, developing the proposal, reviewing the budget development process, development of the website content including diagrams, and review of website drafts ([QFE.2.7-1](#)); ([QFE.2.7-2](#)) (**ACCJC Standard I.D.2**)

Action Project 2.8 - The College's Research Office enhanced the College's research capabilities to provide program and service area specific data that is disaggregated by relevant subpopulations. The Research Office has completed the **desired outcome** of providing data packets containing this information for faculty use in identifying strategies to mitigate performance gaps ([QFE.2.8-1](#)). The data packet design was determined after consultation with IPR/SLOAC committee members, review of ad-hoc research requests by various departments, student outreach, and learning support programs (i.e. tutoring). The data packets were disseminated and

data coaching was made available to users. Improvements were made based on feedback regarding additional features. As a result, the Program Review Interactive Data Dashboard (PRIDD) in Excel was developed by the Research Office to provide more disaggregated and cross subject data to support instructional program review ([QFE.2.8-2](#)); ([QFE.2.8-3](#)). Additionally, these efforts have led the College to further strengthening our data and information potential to support the work toward addressing issues of student equity in learning and achievement. Thus, the Research office has developed the Program Review Equity Data Dashboard (PREDD) using Tableau. It was tested and a user guide was developed simultaneously for facilitating the use of the PREDD. The PREDD was fully implemented in support of the instructional program review due April 2019. Program leads, chairs, deans and the Vice President of Instruction (VPI) have gained access to the data tool through the Information Technology (IT) Department and the PRIE Office ([QFE.2.8-4](#)); ([QFE.2.8-5](#)). Data coaching in various format and modalities was also made available. The tool will continue to be maintained, updated, and refined. **(ACCJC Standard I.B.9)**

Action Project 2.9 - The College Governance Committee (CGC) developed and implemented the “College Governance Assessment Tool” to evaluate day-to-day operations and effectiveness of governance committees. Miramar College completed the **desired outcome** of conducting college-wide evaluation of our committee functions and effectiveness. As described in Improvement Recommendation #8, the CGC developed a college governance evaluation tool and collated responses from each committee ([QFE.2.9-1](#)). The results were made available in a written summary report (Please see Improvement Recommendation #8 for details). Our four constituencies took a closer look at our structure, discussed, and analyzed our strengths and opportunities. Upon conclusion of our robust discussions and analysis, we agreed to solicit specialized facilitation and technical assistance from the California Community College’s Collegiality in Action (CIA) consulting team who worked with us extensively to revamp our existing governance structure ([QFE.2.9-2](#)). The revamp resulted in the following proposed format for our governance structure: 1) Participatory Governance Committee (PCM) and 2) Academic and Professional Matters Committee (APMC) ([QFE.2.9-3](#)). Currently, the college is moving the new governance handbook and structure through the feedback process with full implementation scheduled for fall 2020 ([QFE.2.9-4](#)). **(ACCJC Standard I.B.7, I.C.5, IV.A.1, IV.A.7)**

Action Project 2.10 - The College’s investigation of the process for committee responsibility of Accreditation Standards in order to create a sustainable mechanism for continuous improvement and adherence to Standard requirements, will occur during the scheduled Fall 2020 launch of the proposed new College Governance structure. The College anticipates completion of the **desired outcomes** to integrate Accreditation Standard language and requirements into governance committees during the implementation phase accordingly- as we examine the best method for demonstrating how accreditation standards fit into our new governance format. The current standing practice has been to clearly document the linkage between our governance committee agenda items and accreditation standards; although new additional options for enriching communication and decision-making may be possible. Our proposed governance model, as detailed in the draft handbook, has been developed to facilitate recommendations and to comply with AB 1725 and Title 5, §§ 51023, 51023.5, and 51023.7, of the California Code of Regulations, 70902(b)(7) of the California Education Code, and the ACCJC Accreditation Standards. Through the extensive process of revamping our College Governance model, the College has strengthened, reaffirmed, and centered our College mission, aforementioned statutes and regulations, guiding principles, and ACCJC accreditation standards. The core workgroup in the process gained an increased understanding and commitment toward strengthening the alignment in order to streamline essential College business; promote good communication flow; and influence sound decision-making that will result in a better student experience and effective functioning of the college overall ([QFE.2.10-1](#)); ([QFE.2.10-2](#)). **(ACCJC Standards I.C.12, IV.B.4)**

Fiscal Reporting

(for colleges reviewed after Spring 2016)



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Annual Fiscal Report
Reporting Year: 2018-2019
Final Submission
04/02/2020

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

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	San Diego Community College District
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Brett A. Bell Vice President of Administrative Services 619-388-7815 bbell@sdccd.edu Bonnie Ann Dowd Executive Vice Chancellor, Business and Technology Services 619-388-6975 bdowd@sdccd.edu

DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCPS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
4.	a. Total Unrestricted General Fund Revenues	\$ 334,340,854	\$ 273,643,131	\$ 290,682,056
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 11,777,509	\$ 112,511,331	\$ 37,682,528

(Source: Unrestricted General Fund, CCPS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 100,145,777	\$ 77,984,029	\$ 67,021,882
	b. Net Unrestricted General Fund Ending Balance, including transfers In/out	\$ 25,388,757	\$ 6,565,629	\$ 23,889,870

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCPS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
6.	a. Total Unrestricted General Fund Expenditures(Including account 7000)	\$ 335,838,668	\$ 304,243,768	\$ 311,040,343
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 288,538,554	\$ 257,226,167	\$ 275,295,626
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 47,300,114	\$ 47,017,601	\$ 35,744,717
	d. Unrestricted General Fund Ending Balance	\$ 25,388,757	\$ 6,565,629	\$ 23,889,870

Liabilities

		FY 16/17	FY 17/18	FY 18/19
7.	Did the district borrow funds for cash flow purposes?	No	No	No

8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
a.	Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
b.	Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0
9.		FY 16/17	FY 17/18	FY 18/19
a.	Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	Yes	No	No
b.	What type(s)	General Obligation	N/A	N/A
c.	Total amount	\$ 626,035,000	\$ 0	\$ 0
10.	Debt Service Payments (Unrestricted General Fund)	FY 16/17	FY 17/18	FY 18/19
		\$ 0	\$ 0	\$ 0

Other Post Employment Benefits

	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 18/19
11.	a. Total OPEB Liability (TOL) for OPEB	\$ 43,058,564
	b. Net OPEB Liability (NOL) for OPEB	\$ 36,772,889
	c. Funded Ratio [Fiduciary Net Position (FNP)/TOL]	14.6 %
	d. NOL as Percentage of OPEB Payroll	16.1 %
	e. Service Cost (SC)	\$ 1,016,369
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 1,575,911
12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	11/29/19
13.	a. Has an Irrevocable trust been established for OPEB liabilities?	Yes
	b. Amount deposited into Irrevocable OPEB Reserve/Trust	FY 16/17: \$ 0, FY 17/18: \$ 0, FY 18/19: \$ 0
	c. Amount deposited into non-Irrevocable Reserve specifically for OPEB	FY 16/17: \$ 0, FY 17/18: \$ 0, FY 18/19: \$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	FY 16/17: \$ 18,970,480, FY 17/18: \$ 20,293,344, FY 18/19: \$ 6,285,675

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	FY 16/17	FY 17/18	FY 18/19
		\$ 93,437,603	\$ 70,968,041	\$ 78,054,073
15.	Does the district prepare cash flow projections during the year?	Yes		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	3/24/2020
	NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.	
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	
	FY 16/17	None

FY 17/18	Material Weakness Identified in the internal control over financial reporting. Significant deficiency in Federal Awards (Financial Aid).
FY 18/19	Significant deficiencies identified in the internal control over compliance.

Other District Information

		FY 16/17	FY 17/18	FY 18/19
18.	a. Final Adopted Budget ϕ budgeted Full Time Equivalent Students (FTES) (Annual Target)	44,440	44,597	40,004
	b. Actual Full Time Equivalent Students (FTES) from Annual CCPS 320	43,522	43,281	40,120
		FY 16/17	FY 17/18	FY 18/19
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0
a. During the reporting period, did the district settle any contracts with employee bargaining units?		Yes		
b. Did any negotiations remain open?		Yes		
c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues		<p>Fiscal impact described below were all achieved through the 2019 Resource Allocation Formula and effective January 1, 2019: American Federation of Teachers - Faculty Unit: Reduce lab hours from 17 to 16 \$415,614, add one new 2.75% step to class 6 and a new 1% step to class 6 \$389,142, 0.84% Cost of Living on top of new Adjunct/Overload class 6 steps \$3,270, reduced counselor assigned hours from 31 to 30 \$199,945, increase art gallery extended service units from 2 to 9 \$8,358, increase the contract salary schedule by 0.5% \$309,334, increase the adjunct/overload salary schedule by 0.84% \$539,722. American Federation of Teachers - Classified Unit: add stipend for 4 Classified Senate Executive Boards \$25,685, increase classified salary schedule across the board by 1.426% \$685,500. Police Officers Association: add 2.5% longevity differential for College Service Officers with at least 10 years of District service \$16,506, increase salary schedule across the board by 0.8263% \$28,476. Supervisory and Professional Administrators Association: increase salary schedule across the board by 1.48% \$44,078. Association of Confidential Employees: increase salary schedule across the board by 1.48% \$19,126. Management: increase salary schedule across the board by 1.48% \$194,970</p>		

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.				
		FY 16/17	FY 17/18	FY 18/19
21.	a. Final Adopted Budget ϕ budgeted Full Time Equivalent Students (FTES) (Annual Target)	9,337	10,004	9,504
	b. Actual Full Time Equivalent Students (FTES) from Annual CCPS 320	9,260	9,964	9,197
		FY 16/17	FY 17/18	FY 18/19
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 38,956,338	\$ 42,066,301	\$ 44,142,021
		FY 16/17	FY 17/18	FY 18/19
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 37,407,855	\$ 41,294,102	\$ 42,723,913
		FY 16/17	FY 17/18	FY 18/19
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 202,471	\$ 200,855	\$ 200,527
		FY 16/17	FY 17/18	FY 18/19
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	100 %	100 %	100 %
		Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	10 %	13 %	9 %
27.	Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District	Yes		

Please describe the leadership change(s)

**New Hire, Adrian Gonzales, Vice President of Student Services 8/15/18.
Retirement, Gerald Ramsey, Vice President of Student Services 8/16/18.
Termination (end of funding), Kimberly Teston, Special Project Manager 1/31/19.
Retirement, George Belley, Dean of Public Safety 4/19/19.**

The data included in this report are certified as a complete and accurate representation of the reporting college.

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Appendices

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[RP-4: College Executive Committee Minutes 05.26.20, p. 2](#)
[RP-5: Accreditation Mid-term Report Draft 1 Email to College](#)
[RP-6: Accreditation Mid-term Report Draft 2 Email to College](#)
[RP-7: College Executive Committee Minutes 05.26.20](#)
[RP-8: College Executive Committee Minutes 12.08.20](#)
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[PA-1: College Executive Committee Minutes 02.12.19, p. 7](#)
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[PA-5: Miramar Letter to ACCJC Fall 2020-Distance Education](#)
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[PA-25: Associate Dean of Academic Success and Integrated Support Services Job Posting](#)
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[IR.1-5: 2018-19 PRIELT Full Program Review-Combined Final-10.08.18, p. 4](#)
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[IR.1-7: 2019-20 PRIELT School Program Review Combined Final-Updated 10.15.19, p. 4](#)
[IR.2-1: Instructional Program Review-SLOAC Subcommittee Minutes 01.23.17, p. 2](#)
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[IR.2-3: MATH 38 Disaggregation Report Presentation-02.27.17](#)
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[IR.2-9: Instructional Program Review-SLOAC Subcommittee Minutes 04.06.20, p. 2](#)
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[IR.2-13: 2019-20 Academic Success Center Assessment Report, p. 50](#)
[IR.3-1: Facilities Committee Minutes 02.07.19, p. 1](#)
[IR.3-2: Program Review Facilities Requests 2018-19 Example](#)
[IR.3-3: Instructional Program Review-SLOAC Subcommittee Minutes 10.07.19, p. 1](#)
[IR.3-4: Instructional Program Review Rubric](#)
[IR.3-5: Instructional Program Review-SLOAC Presentation 04.16.20](#)
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