

COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, February 2, 2016 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Arancibia, Hubbard, Allen, & Light

Attendees: Ornelas, Jacobson, Ascione, Irvin, & Miramontez

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

#	Item	*Strategic Goals	Initiator

F. Old Business

#	Item	*Strategic Goals	Initiator
1	Accreditation	1	Miramontez
2	Performing Arts Center Capital Campaign	1 & 2	Ascione
3	Implementation of Cultural & Ethnic Diversity Plan (<i>attachment</i>)	3	Hsieh, Hubbard, & Patacsil
4	The Art of Communication Flex Activity	1 & 3	Hsieh & McMahon

G. Place Holders

#	Item	*Strategic Goals	Initiator
1	February 2016 On-Campus Board Meeting Presentation Topic	1	Hopkins & McMahon

H. Reports

(Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).

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

I. Announcements

J. Adjourn

As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.

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

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

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

Goal 3: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.

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

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

GOALS	ACTION PLAN	RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION	Responsible Parties for the Bi-annual Tracking report
<p><i>Goal 1</i> Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. <i>Strategy 3.2</i></p>	<p>1.1 Increase the hiring of a diverse staff that is reflective of the campus community and the SDCCD service area. This can be achieved by using the college environmental scan as well as department diversity data, and the data of student and faculty/classified staff demographics.</p>	<ul style="list-style-type: none"> • College President • Academic and Classified Senate Presidents • DIEC Rep • Hiring Committee Chairs/Co-chairs 	<p>DIEC Rep Researcher</p>
<p><i>Goal 2</i> Fostering an open and inclusive culture on campus with regard to diversity in the workplace which includes recognition, respect and celebration of the diverse languages, perspectives and experiences that comprise the Miramar College community. <i>Strategy 3.1</i></p>	<p>2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner.</p> <p>2.2 Provide input and any recommendations to the Office of Institutional Research and Planning on the Campus Climate Survey, as necessary for survey/question improvement that will capture better data.</p>	<ul style="list-style-type: none"> • Site Compliance Officer (SCO) • DIEC 	<p>SCO DIEC Researcher</p>
<p><i>Goal 3</i> Organizing and promoting events that demonstrate and reflect the dynamic communities Miramar College serves while also providing students and the campus community an opportunity to better understand diversity as a necessary component of a global citizenship. <i>Strategy 3.1, 3.3, 3.5</i></p>	<p>3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.</p>	<ul style="list-style-type: none"> • College President • VPI • VPSS • VPA • DIEC Member • Staff Development Committee 	<p>Staff Development Committee Co-Chairs, FLEX Coordinator DIEC or Designee</p>
<p><i>Goal 4</i> Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. <i>Strategy 3.1, 3.2</i></p>	<p>4.1 Recommend the institutionalization of relevant curriculum and programs of study to include Ethnic and Gender Studies Program(s). Develop and/or maintain Asian/Asian American Studies, Black Studies, Chicano Studies, Women's Studies, Filipino Studies and Filipino Language courses. These courses of study will provide opportunities towards a comprehensive program for degree, certificate, and/or transfer completion.</p>	<ul style="list-style-type: none"> • Academic Senate Designee • Faculty Discipline Experts • Curriculum Committee • VPI • DIEC Member 	<p>Curriculum Committee Chair</p>
<p><i>Goal 5</i> Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. <i>Strategy 3.3, 3.5</i></p>	<p>5.1 Support a "Campus Hour" that will allow a designated time(s) during the week to engage students in participating in several activities and to improve student life without disrupting class schedules.</p> <p>5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.</p>	<ul style="list-style-type: none"> • Dean of Student Affairs • DIEC Member 	<p>Dean of Student Affairs FLEX Coordinator</p>

A Bi-annual report will be prepared to track the plan implantation and will be presented at the last CEC meeting in November and the last CEC meeting in April.

11/09/2015: Plan Revision by the Diversity & International Education Committee

Accreditation Self-Evaluation Timeline-Final

Fall 2014

Events	Time
Accreditation Faculty Co-Chair Announcement is sent out	August 15, 2014
Accreditation Faculty Co-Chair Announcement closes	September 12, 2014
Accreditation Orientation Meeting	September 12, 2014
District IRP to update the accreditation surveys according to new standards	September 2014
Appointment of Accreditation Faculty Co-Chair by College President	September 26, 2014
Appointment of Standards Tri-chairs	October 3, 2014
Core accreditation team to attend training by ACCJC at Mira-Costa College	October 15, 2014
Accreditation Organizational Meeting	October 17, 2014
Accreditation Self-Evaluation Training Workshop	October 31, 2014
Review and vet the accreditation surveys among the colleges by District IRP, Accreditation Steering Committee to send to tri-chairs	October and November, 2014
Standard Tri-chairs start to collect evidence for the self-evaluation report	November-January, 2015
Colleges to provide feedback to District IRP on accreditation surveys	December 1, 2014-Tentative

Spring 2015

Events	Time
Finalize accreditation surveys by District IRP	January 2015
Administer accreditation surveys college-wide (i.e. student and employee)	Feb-March 2015

Events	Time
Accreditation Self-Evaluation Report Compilation due to tri-chairs for feedback	Ongoing

Summer 2015

Events	Time
Accreditation survey results are available (deliver reports and conduct briefings in fall 2015)	June 2015
Guide to Evaluating and Improving Institutions (contains guiding questions to address new standards) published by ACCJC	July 2015
PRIE Office to update and incorporate guiding questions into Google Doc grids	July/August 2015

Fall 2015

Events	Time
Accreditation Self-Evaluation Report Compilation due to tri-chairs for feedback	August 2015
Incorporate accreditation survey results into standards grids and self-evaluation compilation	August/ September 2015
Standard Tri-chair Accreditation Update Meeting (Share results from Accreditation Surveys)	September 2015
Standard Tri-chairs turn in first round responses of self-evaluation report to Steering Committee for compilation	September 18, 2015
Accreditation Self-Evaluation Draft 1 distributed to College for feedback	October 16, 2015
Standard IV Meeting with Board	November 5, 2015
Public Forum Round 1 (PFR 1)	November 13, 2015
Incorporate changes and suggestion from (PFR 1) by Steering Committee and Faculty Editor	December 2015/January 2016

Spring 2016

Events	Time
-Standard Tri-chairs turn in second round responses of self-evaluation report to Steering Committee for compilation -Incorporate changes and suggestion from (PFR 1) by Steering Committee and Faculty Editor	January 29, 2016
Accreditation Self-Evaluation Draft 2 distributed to College for feedback	February 26, 2016
Public Forum Round 2 (PRF 2)	March 25, 2016
Incorporate changes and suggestion from (PFR 2) by Steering Committee and Faculty Editor	March 28-April 15
Accreditation Self-Evaluation Draft 3 distributed to College for feedback (email feedback to Steering Committee)	April 15, 2016
Status Report to District Governance Council (DGC) and Chancellor Cabinet	March/April 2016
Status Report to Board of Trustees	April 2016
Draft 3 feedback due to Steering Committee	May 6, 2016
Incorporate changes and suggestion from Draft 3 by Steering Committee and Faculty Editor into Final Draft	May 9-May 21

Summer 2016

Events	Time
Catalog evidence for Self-Evaluation report	June/July 2016

Fall 2016

Events	Time
Distribute Final Draft to College	August 2016 (1 st day faculty officially return to work)
All Constituency Approval -Academic Senate (Tentatively 9/6/16 & 9/20/16) -Classified Senate (Tentatively 9/8/16 & 9/22/16) -Associate Students (TBD) -Managers (TBD)	September 2016

Events	Time
CEC approval of Self-Evaluation report (Tentatively 9/27/16)	September 2016
Send final draft of Self-Evaluation report to Vice Chancellor of Student Services Office	Early October 2016
Board Subcommittee review of the final Draft Self-Evaluation report	October 2016
Chancellor's Cabinet summary review of Self-Evaluation report	November/December 2016
District Governance Council (DGC) overview of Self-Evaluation report	November/December 2016
SDCCD Board approval of Self-Evaluation report	November/December 2016
Accreditation Self-Evaluation due to ACCJC	December 2016
Plan for Site Visit	November/December 2016

Spring 2017

Events	Time
Make Final arrangements for Site Visit	January/February 2017
Accreditation Site Team visit	March 13-17, 2017

Appendix F: The Quality Focus Essay

The Quality Focus Essay

When an institution undertakes self-evaluation for accreditation, it may identify policies, procedures, or practices in need of change or student outcomes it wishes to improve. An institution may make some changes or improvements immediately, before an evaluation team arrives. Other changes and strategies for improving outcomes will require a longer time to accomplish. These changes and strategies should be identified as the institution's plans for improvement (action plans), and should be integrated into the ongoing planning and decision-making processes at the college, with timelines for completion. Using the format of a Quality Focus Essay (QFE), an institution will identify two or three "action projects" for further study and action that have good potential for improving student outcomes. The projects should be related to Accreditation Standards, emerge from the institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement, be based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement. The *Guide* provides questions intended to stimulate discussion and assist the institution in selecting appropriate action projects for the QFE in boxed format preceded by the notation QFE. The QFE, with a 5,000 word limit, describes the projects in detail to include the following components:

- **Identification of the Projects:** The projects should be vital to the long-term improvement of student learning and achievement over a multi-year period;
- **Desired Goals/Outcomes:** The QFE should describe specific, well-defined goals expected to lead to observable results;
- **Actions/Steps to be Implemented:** The QFE (or an Appendix to the QFE) should provide the steps to be implemented for each project;
- **Timeline:** The QFE (or Appendix) should include a calendaring of all steps to be implemented;
- **Responsible Parties:** The QFE should provide clear lines of responsibility for implementation and sustainability;
- **Resources:** The QFE should include a realistic plan for the resources (human, physical, technology, or financial resources) the institution will need in order to implement and sustain the projects;
- **Assessment:** The QFE should include the institution's plan for evaluating the outcomes and effectiveness of the projects.

The comprehensive evaluation team and the Commission will review and provide constructive feedback on the QFE, with the goal of supporting institutional efforts to enhance student learning and achievement. At the Midterm, the institution will provide a progress report or, if the projects are completed, a final report on the outcomes of the projects.

Quality Focus Essay Topics

2017 Accreditation Self-Evaluation Report



CEC

FEBRUARY 2, 2016

Topic 1: Learning Outcomes and Assessment



Accreditation Item	Description	Plan/ responsible parties
I.B.5, I.B.6	Institution disaggregates learning outcomes data and uses analysis of data as basis for improvement	<ul style="list-style-type: none">- RFP submitted to SEP for pilot disaggregation study in disproportionately impacted populations using Aqua platform by Taskstream (Research Associate and Outcomes/Assessment Facilitator)- Disaggregation of programmatic data provided to instructional programs for inclusion in Program Review (Research Associate and Research and Planning Analyst)

Topic 1: Outcomes and Assessment



Accreditation Item	Description	Plan/ responsible parties
	32 Sub-standards require responses and evidence involving student learning outcomes assessment	
II.A.9	Institution awards credit/degrees based on attainment of learning outcomes.	
II.A.10	Institution certifies that learning outcomes for transferred courses are comparable to own courses.	
II.A.11	All programs include program learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, ability to engage diverse perspectives, and other program specific outcomes.	
III.A.2	Faculty job descriptions include development and review of curriculum as well as assessment of learning	
III.A.6	Evaluation of faculty/admin/other includes... consideration of how employees use the results of assessment of learning outcomes to improve teaching and learning	

Topic 2: Evaluation of College Governance Committees



Accreditation Item	Description	Plan/ responsible parties
IV.A.7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	<ul style="list-style-type: none">- Committee evaluation tool in development (CGC)- Plan for improvement based on findings(?)

Topic 3: Distance Education



Accreditation Item	Description	Plan/ responsible parties
	53 sub-standards require response and evidence involving DE and DE dialogue	<ul style="list-style-type: none">- Substantive Change Report for Distance Education for ACCJC will provide some information (Mara Palma-Sanft)- Mitigation of gaps (?)