

COLLEGE EXECUTIVE COMMITTEE MEETING

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

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Hubbard, Allen, & Romero

Attendees: Ornelas, Jacobson, Ascione, & 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	Accreditation Standard	Initiator

F. Old Business

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	Accreditation – Update on 2016 Self-Study	1	I, II, III, & IV	Miramontez
2	Follow-up on Diversity Faculty Hiring Report – Approval & Implementation	3	I, III, & IV	Hsieh
3	Implementation of Cultural & Ethnic Diversity Plan (<i>attachment</i>)	3	I, III, & IV	Hsieh, Hubbard, & Patacsil
4	IEPI Update (<i>attachment</i>)	1, 2, & 3	I	Miramontez
5	Status of Updating Program Information on College Website	1 & 2	I, II, & III	Hopkins
6	Status Report on Progress of Faculty Online Teaching Certification	1 & 2	II	Hsieh & Hopkins

G. Place Holders

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	Performing Arts Center Capital Campaign	1 & 2	II & III	Ascione

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

IEPI-PRT Innovation and Effectiveness Draft Plan

Student Success Framework for Long-term Integrated Planning

In the original IEPI proposal, the College posed the following question:

How can the college strategically integrate enrollment management into the College's Student Success Model?

The focus of the proposal was on two fundamental elements:

- 1) Student Learning Outcomes (What are students learning?)
- 2) Student Achievement (What are students achieving?)

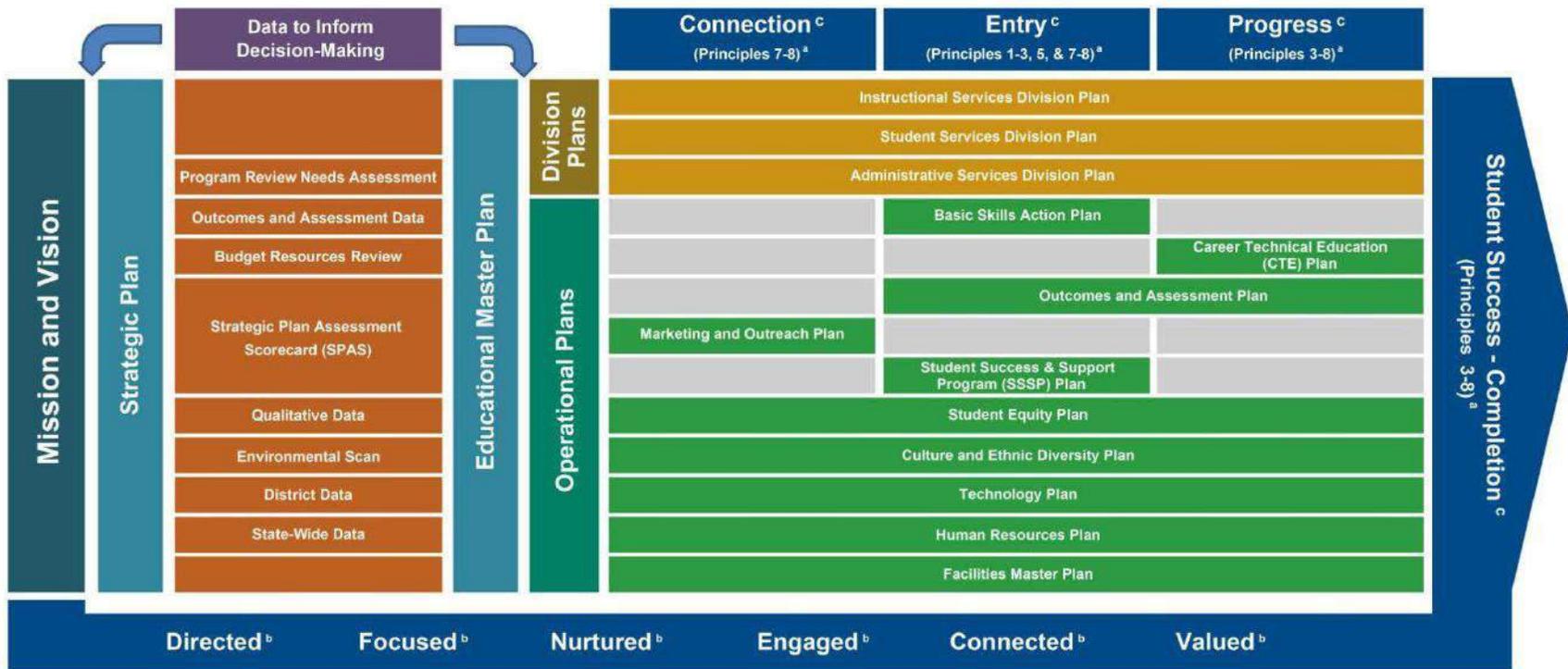
Since the original proposal was submitted, the college has made tremendous strides within its integrated planning efforts:

- 1) Implementation of the Roadmap to Student Success-culminating efforts of the Preventing Loss/Creating Momentum Framework (LMF), Six Factors of Student Success, and Eight Principles of Redesign. This student success model is predicated on two state-wide and national initiatives, namely Student Support Redefined and Completion by Design.
- 2) The automation and integration of outcomes assessment and program review processes into Taskstream-Taskstream is an accountability management system which allows the college to integrate its program review, outcomes assessment, and resource allocation processes into a single platform.
- 3) Development and implementation of the 2015-16 Strategic Plan Assessment Scorecard (SPAS)-SPAS evaluates the overall health of the college through setting internal benchmarks.

In Spring 2016, while the college was undergoing its self-evaluation for accreditation, several gaps presented themselves which needed to be addressed. In particular, the major gap between the Roadmap to Student Success and the college's Integrated Planning Process. Furthermore, there was a major gap on how the program review and outcomes assessment processes fit into the short-and-long term planning picture based on the college's Integrated Planning Process. The time had come for the college to unite the institutional effectiveness efforts stated above. In particular, how the college was going to maintain its cultures of evidence and collaborative inquiry, respectively, while starting to build a culture of action. The result of the unification of the institutional effectiveness efforts was the Student Success Framework for Long-term Integrated Planning depicted below:

SAN DIEGO MIRAMAR COLLEGE

Student Success Framework for Long-Term Integrated Planning • Fall 2016 - Spring 2020



^a Principles of Redesign (Source: Completion By Design Initiative)
^b Six Factors of Student Success (Source: Student Support Redefined Initiative)
^c Loss/Momentum Framework (Source: Completion By Design Initiative)

CEC Approved 5/3/16

See Annual Planning Cycle/Calendar for specific details

In the original IEPI proposal, the College wanted to focus on Strategic Enrollment Management (SEM). SEM is a very broad concept which encompasses many moving elements that interact to meet student need, and ultimately student success. SEM needs to support the College's strategic plan and student success and be grounded in the College's mission statement. When taking the above planning framework into consideration, along with learning and student achievement data, it puts the College in a better position to address enrollment management from a strategic point of view. However, in order to create strategies that would be effective in guiding enrollment for student success, it is important to consider the gaps within the student experience.

Student Achievement Gaps

In academic year 2014-15, benchmarks were set to address many elements of the College that reflect the student experience, achievement, and learning. In Spring 2015, the benchmark information was translated into a Strategic Plan Assessment Scorecard (SPAS) that communicated and highlighted the progress made in achieving the college's strategic goals. The SPAS consists of four parts: an introduction, the current year goal attainment, a 5-year trend analysis, and a crosswalk which maps to overall strategic goals and operational definitions. The SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the college strategic goals and could be used to close the loop on the inquiry process by identifying areas in need of improvement and action.

Based on an analysis of SPAS, during the college's annual Spring 16 Planning Summit, six key metrics were identified as gaps in meeting student need:

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

The aforementioned gaps represent elements of the student experience (e.g., completion, course sequence progression, and access) which impede students' momentum in achieving their educational goals. As such, the College can use this information to strategically address enrollment management, grounded in guiding principles, which can help bolster student achievement as they move through Miramar College.

Strategic Enrollment Management Guiding Principles

2016-17 Enrollment Strategies

Plans to spend funds

San Diego Miramar College
Self-Evaluation Report
Final Draft
August 26, 2016

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Introduction

INTRODUCTION

BRIEF HISTORY OF SAN DIEGO MIRAMAR COLLEGE

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San Diego Miramar College is one of three colleges of the San Diego Community College District (SDCCD). The SDCCD is comprised of San Diego Miramar College, San Diego City College, San Diego Mesa College, and 7 Continuing Education (CE) campuses. The SDCCD is California's second largest community college district and serves over 140,000 students annually. As a multi-college district, the planning process is shared. Respectively, operations and services at San Diego Miramar College and each of its sister institutions are conducted independently; however, the central district office provides support to its 4 institutions on collective districtwide priorities, services, operations and needs.

San Diego Miramar College, located in the Mira Mesa/Scripps Ranch suburban area of San Diego along the I-15 corridor, offers 67 associate degrees, 94 certificates, and comprehensive transfer programs to students looking to attend UC, CSU and private institutions (**Evidence: San Diego Miramar College Catalog 2016-17**). Established in 1969, the College now serves more than 20,000 students annually, and is the 17th fastest growing community college in the nation (**Evidence: Facts on File: Report on Academic Year 2014- 2015, p. 16**). San Diego Miramar College ranks 13th nationwide in the Highest Rated Junior and Community Colleges Top Lists for 2014-2015 released by Rate My Professors.com. San Diego Miramar College is one of only four community colleges in California to rank in the top 15 (**Evidence: Miramar News Release 9/18/2015**).

Partnerships with local industry and the city and county of San Diego help Miramar College prepare students for high demand, well-paying careers in a highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. San Diego Miramar College is home to the Southern California Biotechnology Center, Advanced Transportation and Technology Center, and San Diego Regional Public Safety Institute. Since its inception in 1969, the College has provided training for nearly all law enforcement officers and firefighters within San Diego County. The San Diego Regional Public Safety Institute also trains Emergency Medical Technicians (EMTs) and offers the only Open Water Lifeguard Associate Degree Program in the world (**Evidence: Facts on File: Report on Academic Year 2014-2015, p. 16**). Miramar has also consistently produced the highest number of licensed Medical Laboratory Technicians in the state since it was approved to offer the Medical Laboratory Technician Training Program in 2010 (**Evidence: Miramar News Release 10/20/2015**).

San Diego Miramar College hosts the Beta Iota Lambda chapter of Phi Theta Kappa. Four San Diego Miramar students have been recipients of the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship in recent years (2013-2015). Furthermore, Miramar's Honors students have also won recognition in the All-USA Community College Academic Team (**Evidence: Jets New April 2015, p.1-2**). As such, the College continues to participate in scholarship programs created by the

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All-USA Community College Academic Team, Coca-Cola Community College Academic Team, and New Century Scholars program, which is sponsored by various groups including Phi Theta Kappa (Evidence: President's email to College 9/29/2015).

Since 2010, the College has also undertaken extensive transformation of its physical facilities in order to meet the comprehensive instructional and student service needs of its growing student body. The following buildings have recently been completed or upgraded on the Miramar campus utilizing bond revenue from Propositions N & S: Mathematics and Business Building (2010), Arts & Humanities Building (2010), Expanded Auto Tech Building (2011), Parking Structure & Police Substation (2011), Library/Learning Resource Center (2012), Aviation Maintenance Building (2012), College Service Center (2012), Student Services Center (2013), Heavy Duty Advanced Transportation Center (2013), Fire Science & Emergency Medical Technician (EMT) Training Center (2014), MTS Transit Center (2014), Student Service Center (2014), Administration Building (2014), Science (S6) Building (2015), and Science Building (S5) Renovation (2015). (Evidence: San Diego Community College District-Propositions S & N). Better access from I-15 was established in 2014 when the San Diego Association of Governments (SANDAG) completed an express on and off ramp on Hillery Drive leading directly into the north end of campus.

MAJOR DEVELOPMENTS

- Fall 2012: The first group of San Diego-based Transportation Security Administration (TSA) officers received certificates of completion for a new three-semester credit Homeland Security Training Program.
- Summer 2014: The Basic Skills English/ESOL Lab Instructional Assistant supplemental instructional program received the highest possible national level recognition and certification (i.e., Advanced) from the National Association of Developmental Education (NADE). The program represents an integration of Miramar's English/ESOL Lab, Basic Skills English/ESOL classes, Basic Skills English/ESOL faculty, and graduate students from surrounding universities in San Diego.
- Fall 2014: The San Diego Regional Public Safety Institute, located on the San Diego Miramar College campus, graduated its 100th academy dating back to 1969.
- Spring 2015: The College debuted its 5th intercollegiate sports team, Men's Volleyball.
- Spring 2015: San Diego Miramar College received a renewal of four grants and three augmentations from the California Community Colleges Chancellor's Office (CCCCO) Economic and Workforce Development Program, totaling \$1,375,000.00. The money will be used to support biotechnology and advanced

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transportation and renewable energy programs at the San Diego campus and within the region.

- Fall 2015: San Diego Miramar College launched a 15-unit dual enrollment Business Program at Scripps Ranch High School. Sixty-three high school juniors enrolled in the program. Classes are taught on the Scripps Ranch High School campus by Miramar College faculty.
- Fall 2015: San Diego Miramar College and the City of San Diego Fire-Rescue Department extended a 5-year agreement for San Diego Miramar College to continue to provide in-service training for department personnel.
- Fall 2015: The Medical Laboratory Technician Training (MLTT) Program at San Diego Miramar College was awarded initial accreditation for a two-year period by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Board of Directors.
- Fall 2015: Miramar's Advanced Transportation Technology and Energy Center secured a \$2-million contract to drive a state effort that trains technicians to repair and maintain vehicles using alternative fuels and advanced transportation technologies.
- Fall 2015: The Aviation Department at San Diego Miramar College entered into partnership with Delta Airlines to provide interns to the air carriers San Diego operations. Currently, two San Diego Miramar College students have been selected to join Delta's internship program.
- Fall 2015: Victory Media, the leader in successfully connecting the military and civilian worlds, and publisher of *G.I. Jobs*®, *STEM Jobs*SM and *Military Spouse*, designated San Diego Miramar College a 2016 Military Friendly® School (Evidence: Miramar News Release 11/5/15). The Military Friendly® Schools designation is awarded to the top colleges, universities, community colleges and trade schools in the country that are doing the most to embrace military students, and to dedicate resources to ensure their success both in the classroom and after graduation.
- Spring 2016: The Beta Iota Lambda Chapter of Phi Theta Kappa at San Diego Miramar College was awarded the designation of a Five Star Chapter. Of the 104 chapters in the Nevada/California Region, only seven have achieved this status (Evidence: President's email to College 2/13/16).
- Summer 2016: The Automotive Technology General Program at San Diego Miramar College has received certification by the National Automotive Technicians Education Foundation (NATEF). The certification period runs through 2021. This is the second automotive technology program at San Diego

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Miramar College to secure NATEF certification. The Honda PACT/Toyota T-Ten program received its NATEF accreditation in 2012.

- Summer 2016: The Automotive Technology General Program at San Diego Miramar College has entered into a partnership agreement with Audi of America to become part of the Audi Education Partnership (AEP). The AEP will assist the College in the training of technicians who will be able to diagnose and repair some the most advanced luxury vehicles on the market, as well as assist in placing top technicians at Audi dealerships upon completion of the program (Evidence: PIO's email to College 8/12/16).

Enrollment Growth Trends

Projections indicate that San Diego Miramar College will face a growing student population over the next decade. The College predicts that it will surpass 10,000 FTES and will serve 16,430 students by the 2019 academic year. The state economy is improving, and it appears that the campus has more potential and room for growth than other district campuses. The College has developed an aggressive, yet realistic, growth plan based upon review of past performance and estimates of future capacity. The college's Educational Master Plan targets growth at 5% over the base year, 2013-14. Growth during the subsequent four years of the plan is targeted at 6% per year (Evidence: San Diego Miramar College Educational Master Plan Fall 2014 –Spring 2020, p.23-24).

Summary labor market data for San Diego County service area indicates that the civilian labor force increased 3.4% between 2009 and 2013. In particular, the employed labor force increased nearly 6%, while the unemployed labor force decreased 20% between the same time period. The unemployment rate displayed a decreasing trend from 2009 to 2013 (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 14).

Registered nursing is the top San Diego County occupation that requires an Associate Degree or post-secondary vocational training and is projected to grow approximately 18%, from 20,940 in 2010 to 24,850 in 2020 (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 15). Teaching is the top San Diego County occupation that requires a four-year degree and is projected to grow approximately 12%, from 16,620 in 2010 to 18,600 in 2020. The occupation with the greatest projected growth between 2010 and 2020 is market research analysts/market specialists (50%). The occupation with the least projected growth between 2010 and 2020 is secondary school teacher at 6.6% growth. (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 16).

Instructional and Student Services Update

During the California budget crisis of the past several years, the San Diego Community College District (SDCCD) lost a total of 33 million dollars, resulting in cuts to both instructional and student services. As a response to this problem, California voters passed Proposition 30 in November 2012. With the implementation of this proposition,

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SDCCD was able to add a significant amount of class sections, serving 15,000 additional students in the 2013-14 academic year. Furthermore, new full-time faculty members are being hired, and summer sessions were partially reinstated beginning in 2014. Projections for the next several years indicate that as the state budget begins to stabilize as a result of Proposition 30, SDCCD will be able to continue to rebuild as more funds become available over time (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 18).

Student Success Act (SB 1456)

The Student Success Act of 2012 was established to implement the recommendations of the State Chancellor's Student Success Task Force (SSTF): 1) Increase college and career readiness, 2) Strengthen support for entering students, 3) Incentivize successful student behaviors, 4) Align course offerings to meet student needs, 5) Improve education of basic skills students, 6) Revitalize and re-envision professional development, 7) Enable efficient statewide leadership and increase coordination among colleges, and 8) Align resources with student success recommendations (Evidence: State Academic Senate Presentation 2013).

In response, the Student Success and Support Program (SSSP) has been implemented across the state. SSSP is meant to re-purpose and re-focus matriculation on core services such as orientation, assessment, and counseling/advising to assist students in developing education plans. To implement these services, in 2013-2014 Miramar received \$723,290 (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, p. 19). In 2014-15, the College received \$1,630,588, and in 2015-16 it received \$2,132,365, to support continued growth of services to meet student need.

As such, the College has been able to enhance matriculation services which have yielded some positive results (Evidence: Student Success and Support Program Plan 2015-16). In particular, students that have received educational planning have shown higher persistence rates, retention rates, and successful course completion rates, compared to those that have not received educational planning. This difference is accounted for with students that are taking courses at the transfer level (Evidence: Student Success and Support Program Plan Presentation, slides.10-17)

Associate Degree for Transfer (SB 1440)

In 2010, a joint initiative (i.e., SB 1440 Student Transfer Achievement Reform Act) by the California Community Colleges (CCC) and California State University (CSU) was implemented with the goal of simplifying and streamlining the transfer process between the two systems. This new initiative allows for community college students, who complete an Associate Degree designated for transfer, to receive guaranteed admission to the CSU system with junior status. They are also given priority consideration when applying to their local CSU campus.

Both the CSU and CCC systems have worked collaboratively to approve a framework for Associate Degrees for Transfer, which is open to community college students willing to participate in the initiative. In accordance with SB 1440 (?), San Diego Miramar College

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has approved the following Associate Degrees for Transfer: Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, Economics, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Studio Arts (Evidence: ADT Tracker Report 08/04/16).

OFF-CAMPUS SITES

Military and Administration of Justice Agreements

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

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

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

High School Partnerships and Agreements

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

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

Serra High School
5156 Santo Road
San Diego, CA 92124

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

SPECIALIZED CERTIFICATIONS AND ACCREDITATIONS

Program/Other *	Outside Programmatic Accreditors	Other Special Certification
Automotive		<ul style="list-style-type: none">• Toyota Certification• Honda Certification• National Automotive Technicians Education Foundation

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

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

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structure dialogue aimed at promoting student success and thoughtful institutional decision-making. To create a culture of action, the College draws on these analyses and conclusions from the collaborative inquiry process to identify specific areas in which to implement change. (Evidence: Self Evaluation Report Writing Process Presentation-Final 09/04/15, slide 3). In conclusion, this Self-Evaluation Report will describe the policies, processes, and practices that help create a college culture which supports San Diego Miramar College's commitment to achieving its mission and promoting student success.

PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTIONAL-SET STANDARDS

San Diego Miramar College is committed to promoting institutional effectiveness based on using data and information from a variety of internal and external sources to make evidence-based decisions, fostering a culture of evidence. Since 2010, the College has succeeded in building a research infrastructure to advance this work, in collaboration with the District Office of Institutional Research and Planning (IRP). Moreover, the College has provided sufficient access to data and information necessary for sound planning and decision-making. The following information on student achievement was retrieved from the San Diego Community College District information system by the IRP office and San Diego Miramar College's Office of Planning, Research and Institutional Effectiveness.

Data/information was provided in this section for three student groups: 1) incoming students, 2) enrolled students, and 3) graduates. For each group, different indicators and measures were included to report achievement. In particular, student achievement data for each of the groups were disaggregated by various demographic variables and other impact factors. Terms and definitions of the data reported in this section are described as follows:

Basic Skills: The California Community College Chancellor's Office provides definitions that basic skills courses are those courses in reading, writing, math, computation, learning skills, study skills, and English as a Second Language, which are designated by the community college district as non-transferrable and non-degree applicable courses. For the SDCCD, this includes English 042, 043, 017A, 048, and 049; Math 034A, 038, and 046; and all ESOL courses.

Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.

First Time to College Students: Any first-time student who applied to a SDCCD college. Excluded from this definition are students concurrently enrolled in a four-year university, degree holders, and high school students.

Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service classes are excluded.

Persistence Rate –Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, N, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, N, NP, I, or RD (SDSU and

Presentation of Student Achievement Data and Institutional-set Standards

UCSD-only students and sections are excluded. Intercession, tutoring, in-service, and cancelled classes are excluded).

Retention Rates: The percentage of students who complete a course out the total course enrollments. The retention rate is calculated by dividing the number of students who received any grade notation except W (withdrawal) by the total number of valid enrollments as of official census, and multiplied by 100%.

Subsequent Enrollment: The number of students who successfully complete a predecessor course and then enroll in the subsequent course within a designated period of time. Cancelled classes are excluded.

Subsequent Success: The number of students who successfully complete a predecessor course with a grade of A, B, C or P and then subsequently enroll in the subsequent course within a designated period of time and complete the subsequent course successfully with a grade of A, B, C or P. Cancelled classes are excluded.

Successful Course Completion Rates: The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Total Tested: Students who completed an assessment test or submitted their scores from a standardized test (e.g., SAT, ACT, EAP, EPT, and ELM). **Not tested:** Students who did not complete an assessment test. Additionally, this group includes students that received a placement level from degree completion, transfer work, or course completion.

Transfer Volume: refers to the total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units from any one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution.

80% Rule: The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a highest performing reference subgroup.

% Change: The percentage change is calculated by taking the difference between two measured values of the first year and the last year, divided by the first year value, and multiplied by 100%.

1) Data on Incoming Students

In this section, placement data were first reviewed to indicate incoming students' preparedness for college. The data were categorized as "*tested*" or "*not tested*" and disaggregated by subject (i.e., English, ESOL, and Math). Also, incoming students'

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educational objectives self-reported during the application process were reported as the students' educational goals.

Student Placement

This section of the report examines the placement levels of first-time to college students who applied to the District during the three most recent years for which data was available (i.e. 2012/13, 2013/14, and 2014/15). Data on placement levels were disaggregated by English, ESOL, and math. For English, placement levels were further drilled down by English reading and English writing.

Reading Placement. On average, approximately 31% of incoming students who took the reading placement test placed into Basic Skills level, and another 9% placed into levels below Basic Skills between 2012/13 and 2014/15. During the same years, more than half of those who took a reading placement test (60%, on average) placed into Transfer/Associate Level. The number of incoming students placing into Basic Skills level increased from 350 in 2012/13 to 399 in 2014/15, yielding a 14% growth over the three years. The number of incoming students placed into Transfer/Associate-level demonstrated a similar trend with a 26% growth over the same year period (see Table x).

Table x. Reading Placement of First-Time Students

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

Source: Miramar College Basic Skills Report 2015, p. 5-6

Note. Percent change and average were based on counts.

Writing Placement. On average, 59% of incoming students who took the writing placement test placed into Basic Skills level, and another 9% placed into levels below Basic Skills between 2012/13 and 2014/15. The proportion of incoming students placing into Basic Skills level decreased from 59% in 2012/13 to 56% in 2014/15. However, the number of incoming students placing into Basic Skills level increased by 15%, from 691 in 2012/13 to 794 in 2014/15. Similarly, the number of incoming students who placed into Transfer/Associate-level increased by 35% from 2012/13 to 2014/15 (see Table x).

Table x. Writing Placement of First-Time Students

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

Source: Miramar College Basic Skills Report 2015, p. 5-6

Note. Percent change and average were based on counts.

ESOL Placement. On average, 60% of the incoming students who took the ESOL placement test placed into the first level (i.e. Level 19), whereas only 4% percent placed into the highest level (i.e. Level 40). The number of students who took the ESOL test and placed into Level 20 increased by 71%, from 17 in 2012/13 to 29 in 2014/15 (see Table x).

Table x. ESOL Placement of First-Time Students

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

Source: Miramar College Basic Skills Report 2015, p. 5-6

Note. Percent change and average were based on counts.

Math Placement. On average, 52% of incoming students who took the math placement test placed into Basic Skills level. Between 2012/13 and 2014/15, the percentage of students placing into Basic Skills math decreased from 54% to 50%; however, the number of the students increased by 14%, with 625 placing into Basic Skills in 2012/13 to 710 in 2014/15. The number of incoming students who placed into Transfer/ Associate level math increased 50% over the three year period (see Table x).

Table x. Math Placement of First-Time Students

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

Source: Miramar College Basic Skills Report 2015, p. 5-6

Note. Percent change and average were based on counts.

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While the placement data were discussed, it's worth taking into consideration that a relatively large percentage of incoming students did not take the English reading or writing placement test, nor the math placement test. Furthermore, an even larger percentage of incoming students did not take the ESOL placement exam. On average, 36% did not take the English reading, writing, or math placement test, and 96% did not take the ESOL placement test.

Student Educational Goals

Based on the data provided by incoming students during the application process, nearly half of the Miramar student population (44%) selected transfer to obtain a BA/BS, with or without completing an AA/AS degree, as the educational objective between Fall 2010 and Fall 2014. During the five terms being reported, the educational objectives that increased the most in selection were certificate/license maintenance (11%) and AA/AS (7%). In contrast, the number of students who selected high school diploma/GED and educational development as educational objectives decreased 25% and 32%, respectively (see Table x).

Table x. Miramar College Headcount by Educational Objective

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

Source: Miramar College Fact Book 2015, p. 10-11

Note. Percent change and average were based on counts.

2) Data on Enrolled Students

This section of the report looks at full/part time student enrollment and annual headcount during the most recent five years for which data are available: Fall 2010-Fall 2014. Full/part time student enrollment is presented by a crosstab of units attempted by units earned.

Miramar College annual headcount is disaggregated by student characteristics variables (e.g., gender, ethnicity, age, first generation status, DSPS, & EOPS status) and delivery mode (e.g., day, evening, & online status).

This section also summarizes student course completion and persistence rates. In particular, successful course completion rates and retention rates were reported as measures of course

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completion. Moreover, both course completion and persistence data were disaggregated by age, gender, and ethnicity to witness change over time.

For basic skills students, this section includes their completion rates of gatekeeper basic skills courses (i.e., the highest level of basic skills course for each respective subject). Then the students' subsequent enrollment and success in the transfer level courses are also reported in the section. For identifying student sub-groups that have been disproportionately impacted, the data were also disaggregated by various student characteristics variables including gender, ethnicity, age, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and Probation/Disqualification Status. The 80% Rule was applied to determine the disproportionate impact, if any, of specific subgroups within the sub-populations (e.g., gender). This methodology compares the outcome rate of each disaggregated group to the outcome rate of a reference group. The group with the highest outcome rate is designated as the reference group, and all other groups are compared against it. One exception to this rule is if the group's cohort size is very small. In this case, the next highest outcome rate is designated as the reference group. The threshold for the outcome rate for any given group is 80%; and any group whose outcome rate is less than 80% of that of the reference group is considered to be disproportionately impacted.

Finally, annual awards conferred, student program completion, and transfer volume are reported in this section. The number of annual awards conferred is reported by award type, which includes "*associate degrees*", "*certificates 60 or more units*", "*certificate 30 to 59 units*", and "*certificate 29 or fewer units*". In addition, career-technical education (CTE) awards are also included in this section of the report. For obtaining program completion data, the College identified instructional programs through the program review process. Then the College examined the number of each type of award for each program. The College also set benchmarks for each program. The transfer volume is reported, which refers to the total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units from any one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution.

Full/Part Time Student Enrollment

Table x. shows the interplay between units attempted (in rows) and units earned (in columns). The greatest proportion of students who earned the units attempted were those in the 0.1-2.9 unit range on average (89%). The lowest proportion of students who earned the units attempted were those in the 9.0-11.9 unit range on average (59%). The number of students who attempted and earned 12.0 or more units increased 35% between Fall 2010 and Fall 2014.

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Table x. Miramar College Headcount by Units Attempted by Units Earned

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

Source: Miramar College Fact Book 2015, p. 21-22

Note. Percent change and average were based on counts.

Annual Headcount

The annual headcount for San Diego Miramar College has been decreasing between 2010-11 and 2012-13 but leveled off in 2012-13. The average annual headcount was 20,463 over the past five years, which showed an overall decline of 13% (see Table x.).

Table x. Miramar College Annual Growth/Decline in Headcount

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

Source: Facts on File: Report on Academic Year 2014 - 2015, p. 16

Headcount by Term. Broken down by term, unduplicated headcount for Miramar College showed a 44% decrease, from 7,529 in Summer 2010 to 4,196 in Summer 2014.

Unduplicated headcount for Miramar College showed a 4% decrease, from 12,490 in Fall 2010 to 12,009 in Fall 2014. Unduplicated headcount for Miramar College showed a 3% decrease, from 13,655 in Spring 2011 to 13,258 in Spring 2015 (see Table x.).

Table x. Miramar College Overall Headcount (Summer, Fall, and Spring)

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	Summer 10	Summer 11	Summer 12	Summer 13	Summer 14	% Change Summer 10-14
Total	7,529	1,314	574	366	4,196	-44%

	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	% Change Fall 10-14
Total	12,490	12,920	11,487	12,082	12,009	-4%

	Spring 11	Spring 12	Spring 13	Spring 14	Spring 15	% Change Spring 11-15
Total	13,655	13,894	12,621	12,507	13,258	-3%

Source: Miramar College Fact Book 2015, p. 5

Headcount by Gender. Table x. shows that on average, the male student headcount (55%) was higher than their female student counterpart (45%), which has remained fairly consistent between Fall 2010 and Fall 2014. Both female and male student headcounts decreased (7% & 2%, respectively) from Fall 2010 to Fall 2014.

Table x. Miramar College Headcount by Gender

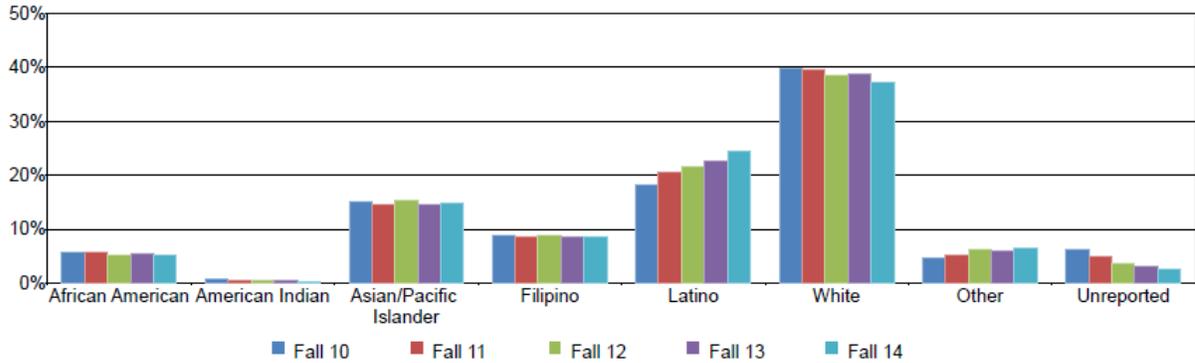
	Fall 10		Fall 11		Fall 12		Fall 13		Fall 14		% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
Female	5,641	45%	5,742	44%	5,182	45%	5,350	44%	5,271	44%	-7%	45%	50%
Male	6,847	55%	7,176	56%	6,304	55%	6,730	56%	6,738	56%	-2%	55%	50%
Unreported	2	0%	2	0%	1	0%	2	0%	0	0%	-100%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

Source: Miramar College Fact Book 2015, p. 6

Headcount by Ethnicity. Figure x. shows that the ethnic groups that comprised the largest headcounts between Fall 2010 and Fall 2014 were White students (39%), Latino students (22%), and Asian/Pacific Islander students (15%) on average. At Miramar College, the Latino student population increased 29%, while the White and Asian/Pacific Islander student populations declined 10% and 6%, respectively, between Fall 2010 and Fall 2014. Both the Latino and African American student headcounts at Miramar College (22% & 5%, respectively) were underrepresented compared to the Latino and African American student headcounts for all colleges in the District (33% & 8%, respectively). However, Asian/Pacific Islander, Filipino, and White student headcounts at Miramar College (15%, 9%, & 39%, respectively) were overrepresented compared to the same ethnic groups for all colleges in the District (12%, 5%, & 33%, respectively).

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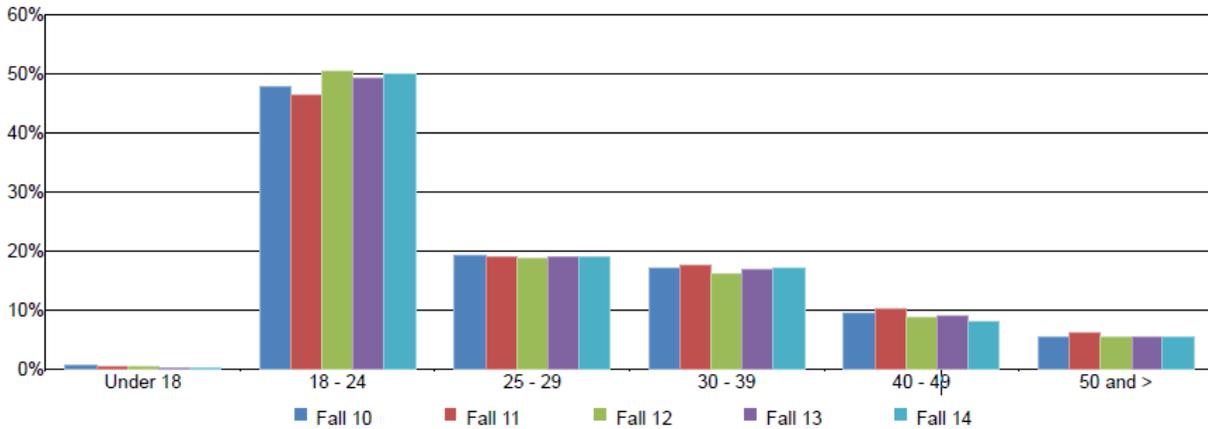
Figure x. Miramar College Headcount by Ethnicity



Source: Miramar College Fact Book 2015, p.7

Headcount by Age. Students who were between ages 18 and 24, on average, constituted almost half of the Miramar student population (49%). All of the age groups displayed a decrease in headcount between Fall 2010 and Fall 2014 except for students between ages 18 and 24, which remained relatively steady in headcount (1% increase). Student headcount for those who were between ages 18 and 24 displayed the greatest disparity at Miramar College when compared to the student headcount of the same age group for all colleges in the District (49% & 54%, respectively) (see Figure x.).

Figure x. Miramar College Headcount by Age



Source: Miramar College Fact Book 2015, p. 8

Headcount by First Generation. Between Fall 2010 and Fall 2014, 23% of the Miramar student population reported being first generation college students, on average. Between Fall 2010 and Fall 2014, there was a 2% increase in the number of first generation college students and a 5% decrease for those who were not first generation students.

Table x. Miramar College Headcount by First Generation

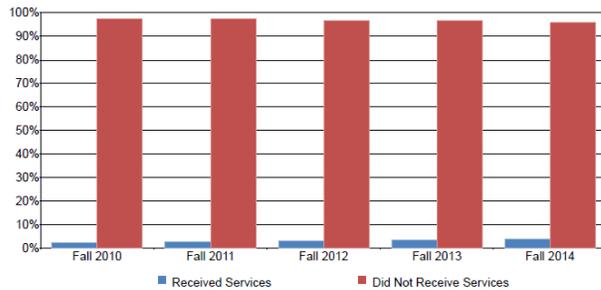
	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	% Change Fall 10-14	College Average Fall 10-14	All Colleges Average Fall 10-14
First Generation	2,823	2,972	2,696	2,854	2,869	2%	23%	28%
Not First Generation	9,646	9,937	8,778	9,217	9,131	-5%	77%	72%
Unreported	21	11	13	11	9	-57%	0%	0%
Total	12,490	12,920	11,487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

Source: Miramar College Fact Book 2015, p.15

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Headcount by Disability Support Programs and Services (DSPS): On average, 3% of the Miramar student population received disability support services between Fall 2010 and Fall 2014. This was equal to the percentage of students served by DSPS for all colleges in the District (3%). Moreover, the number of students who received disability services increased 60% between Fall 2010 and Fall 2014, while those who had not received disability services decreased 5%.

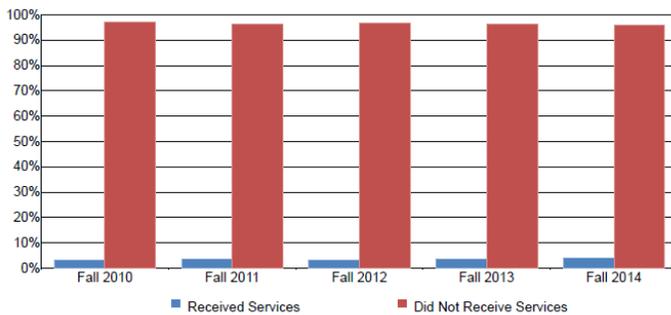
Figure x. Miramar College Headcount by Disability Support Programs and Services (DSPS)



Source: Miramar College Fact Book 2015, p.17

Headcount by Extended Opportunity Programs and Services (EOPS): On average, 4% of the Miramar student population received EOPS services between Fall 2010 and Fall 2014. This was comparable to the percentage of students served by EOPS for all colleges in the District (3%). While students at Miramar who had received EOPS services increased 27%, students who had not received EOPS services decreased 5% between Fall 2010 and Fall 2014.

Figure x. Miramar College Headcount by Extended Opportunity Programs and Services (EOPS)



Source: Miramar College Fact Book 2015, p.18

Headcount by Day, Evening, & Online Status. On average, 40% of the Miramar student population took day courses exclusively. Nearly one in five students (19%) took online courses exclusively. Students that took evening courses exclusively or online courses exclusively decreased 31% and 15%, respectively, while students that took both day and evening courses increased 13% between Fall 2010 and Fall 2014.

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Table x. Miramar College Headcount by Day, Evening, & Online Status

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

Source: Miramar College Fact Book 2015, p.19

Course Completion (Retention and Successful Course Completion)

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

Table x. Miramar College Overall Success Rates

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

Source: Miramar College Fact Book 2015, p.33

Success Rates by Gender. On average, female and male student success rates were comparable (73% & 74%, respectively) between 2010/11 and 2014/15. The success rates for both female and male students at Miramar College increased 4% and 3%, respectively, between 2010/11 and 2014/15. At Miramar College, both female and male students had higher average success rates compared to the average success rates of the female and male student populations of all colleges in the District (70% & 68%, respectively).

Table x. Miramar College Success Rates by Gender

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

Source: Miramar College Fact Book 2015, p.34

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

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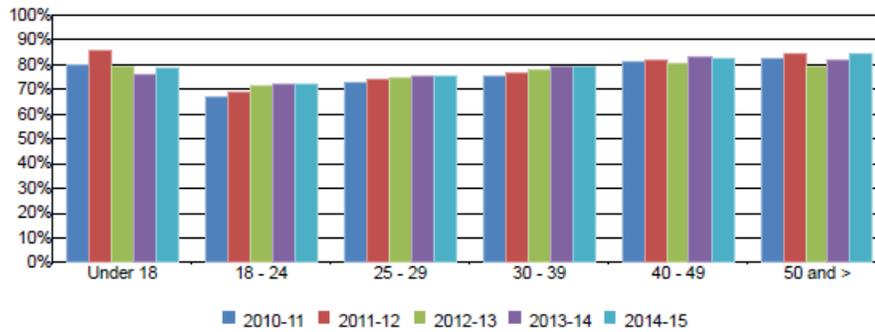
Table x. Miramar College Success Rates by Ethnicity

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

Source: Miramar College Fact Book 2015, p.35

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

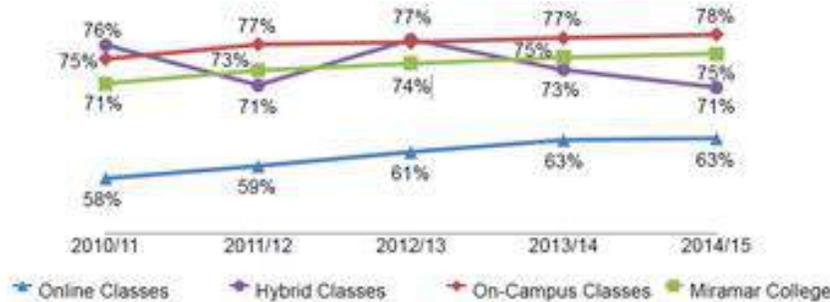
Figure x. Miramar College Success Rates by Age



Source. Miramar College Fact Book 2015, p.36

Success Rates by Course Modality. Figure x. shows the success rates for different modalities. The success rates for Online classes have increased between 2010/11 and 2014/15. The success rates for On-campus classes also have slightly increased, whereas, the success rates for Hybrid classes have fluctuated over the same period of time.

Figure x. Miramar College Success Rates by Course Modality



Source: Success and Retention Rates of Online Students 2009/10 to 2013/14, 17

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

Table x. Miramar College Retention Rates

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

Source: Miramar College Fact Book 2015, p.37

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

Table x. Miramar College Retention Rates by Gender

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
Female	86%	86%	88%	87%	87%	1%	87%	86%
Male	88%	88%	89%	89%	89%	1%	89%	86%
Unreported	85%	82%	71%	57%	---	---	---	86%
Average	87%	87%	88%	88%	88%	1%	88%	86%

Source: Miramar College Fact Book 2015, p.38

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

Table x. Miramar College Retention Rates by Ethnicity

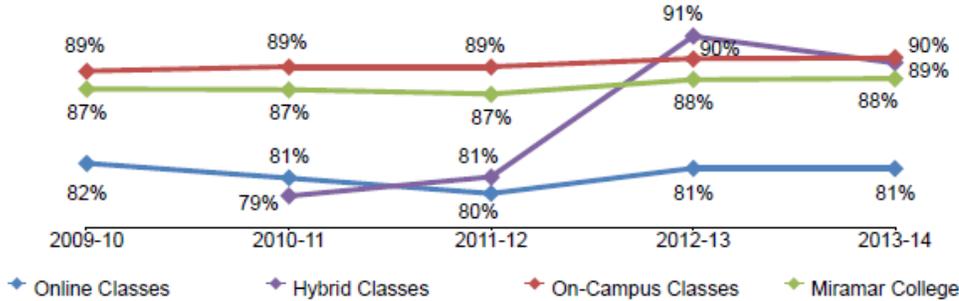
	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15	All Colleges Average 10/11 - 14/15
African American	82%	81%	86%	84%	84%	2%	83%	82%
American Indian	86%	85%	87%	86%	86%	0%	86%	84%
Asian/Pacific Islander	87%	88%	89%	89%	89%	2%	88%	88%
Filipino	87%	88%	88%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

Source: Miramar College Fact Book 2015, p.39

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Retention Rates by Course Modality. Figure x. shows the retention rates for different modalities. Both the success rates for online classes and on-campus classes have remained stable between 2009/10 and 2013/14. The retention rates for Hybrid classes have increased noticeably between 2010/11 and 2013/14 over the same period of time.

Figure x. Miramar College Retention Rates by Course Modality



Source: Success and Retention Rates of Online Students 2009/10 to 2013/14, p.17

Persistence

Overall Persistence. The average term persistence rate of first-time students at Miramar College was 69% among the Fall 2009 to Fall 2014 cohorts. The average annual persistence rate among the Fall 2009 to Fall 2013 cohorts was 49%. Overall, term persistence rates increased 12 percentage points, from 64% in Fall 2009 to 76% in Fall 2014. Annual persistence rates increased three percentage points, from 46% in Fall 2009 to 49% in Fall 2013. The average term and annual persistence rates of first-time Miramar College students were lower compared to the average term and annual persistence rates of first-time students enrolled in all colleges in the District (77% & 56%, respectively).

Table x. Miramar College Overall Persistence

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

Source: Miramar College Fact Book 2015, p.25

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

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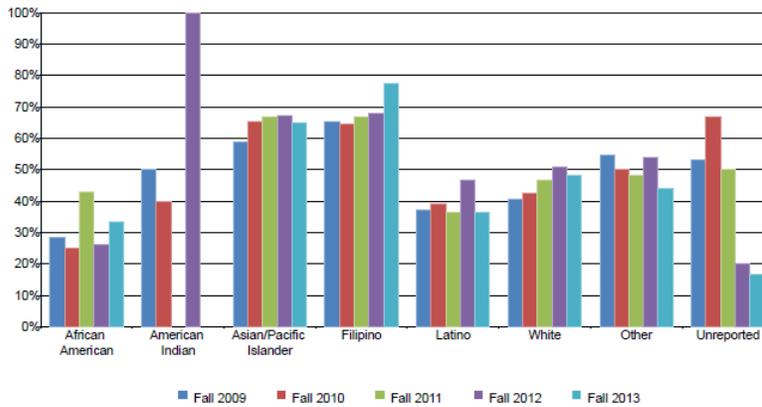
Table x. Miramar College Annual Persistence by Gender

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

Source: Miramar College Fact Book 2015, p.26

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

Figure x. Miramar College Annual Persistence by Ethnicity

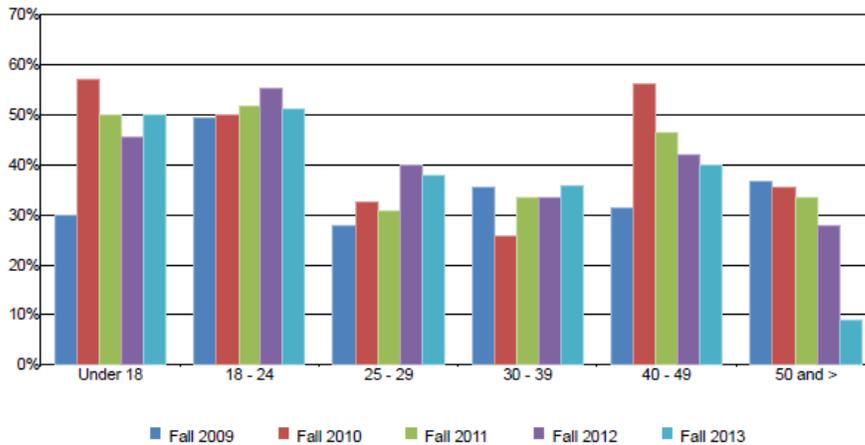


Source: Miramar College Fact Book 2015, p.27-28

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

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Figure x. Miramar College Annual Persistence by Age



Source: Miramar College Fact Book 2015, p.29

Basic Skills Completion and Progression to Transfer Level

English 048/049 to English 101/105. Subsequent enrollment and success in a college-level English course (English 101 or English 105) were examined for students who successfully completed the Basic Skills English 048/049 series within two years. On average, the majority of these cohorts (76%) subsequently enrolled in a college-level course within two years of completing the Basic Skills English course. Of those who subsequently enrolled in a college-level English course, the majority successfully completed the course (86%).

Upon breaking down the data by gender, age, ethnicity, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status, mixed trends were revealed for the student sub-populations. After applying the 80% rule to the data, African American students, White students, and students age between 40-49 years old were identified as being disproportionately impacted compared to the highest performing sub-population in the same groups.

Table x. Subsequent Successful Course Completion Rate

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

Source: San Diego Miramar College Equity Plan 2015, p. 35-36

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Table x. Subsequent Successful Course Completion Rate by Gender

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 36

Table x. Subsequent Successful Course Completion Rate by Ethnicity

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 36

Table x. Subsequent Successful Course Completion Rate by Age

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Under 18	5	5	100%	5	100%
18 - 24	361	287	80%	248	86%
25 - 29	45	32	71%	29	91%
30 - 39	50	30	60%	24	80%
40 - 49	14	7	50%	4	57%
50 and >	10	6	60%	6	100%
Total/Average	485	367	76%	316	86%

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

Source: San Diego Miramar College Equity Plan 2015, p. 36

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Table x. Subsequent Successful Course Completion Rate by DSPS Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 36

Table x. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 37

Table x. Subsequent Successful Course Completion Rate by Foster Youth Status

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

Cohorts: Fall 2010, Fall 2011, and Fall 2012

Source: San Diego Miramar College Equity Plan 2015, p. 37

Table x. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 37

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Table x. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

	ENGL 048/049	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Academic/Progress Disqualification	13	9	69%	9	100%
Academic/Progress Probation	42	30	71%	24	80%
Not Probation/ Disqualification	430	328	76%	283	86%
Total/Average	485	367	76%	316	86%

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

Source: San Diego Miramar College Equity Plan 2015, p.38

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

After breaking down the data by gender, age, ethnicity, DSPTS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status, mixed trends were revealed for the sub-student populations. In particular, upon applying the 80% rule to the data, White students, and students categorized as ‘Other’ ethnicities, students 50 years or older, and non-foster youth students were identified as being disproportionately impacted compared to the highest performing sub-population in the same groups.

Table x. Subsequent Successful Course Completion Rate

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

Source: San Diego Miramar College Equity Plan 2015, p.38

Table x. Subsequent Successful Course Completion Rate by Gender

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

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

Source: San Diego Miramar College Equity Plan 2015, p. 39

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Table x. Subsequent Successful Course Completion Rate by Ethnicity

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

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

Source: San Diego Miramar College Equity Plan 2015, p.39

Table x. Subsequent Successful Course Completion Rate by Age

	ESOL 040	ENGL 101/105			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Under 18	1	0	0%	0	---
18 - 24	78	31	40%	29	94%
25 - 29	46	11	24%	9	82%
30 - 39	69	27	39%	23	85%
40 - 49	33	8	24%	6	75%
50 and >	16	4	25%	2	50%
Total/Average	243	81	33%	69	85%

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

Source San Diego Miramar College Equity Plan 2015, p.39

Table x. Subsequent Successful Course Completion Rate by DSPS Status

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

Cohorts: Fall 2010 and Fall 2011

Source: San Diego Miramar College Equity Plan 2015, p.39

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Table x. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

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

Cohorts: Fall 2008, Fall 2010, and Fall 2011

Source: San Diego Miramar College Equity Plan 2015, p.40

Table x. Subsequent Successful Course Completion Rate by Foster Youth Status

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

Cohorts: Fall 2010 and Fall 2011

Source: San Diego Miramar College Equity Plan 2015, p.40

Table x. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p.40

Table x. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

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

Cohorts: Fall 2007, Fall 2009, and Fall 2011

Source: San Diego Miramar College Equity Plan 2015, p.40

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

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Basic Skills math course. Of those who subsequently enrolled in a college-level math course, the majority successfully completed the course (70%).

After disaggregating the data by gender, age, ethnicity, DSPS status, veteran/active duty military status, foster youth status, economically disadvantaged status, and probation/disqualification status, mixed results were revealed for the student sub-populations. After applying the 80% rule to the data, all ethnic groups except for American Indian and Pacific Islander students showed disproportionate impact. Students who were on academic/progress disqualification or academic/progress probation status were also identified as being disproportionately impacted when compared to the highest performing sub-population.

Table x. Subsequent Successful Course Completion Rate

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

Source: San Diego Miramar College Equity Plan 2015, p.41

Table x. Subsequent Successful Course Completion Rate by Gender

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

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

Source: San Diego Miramar College Equity Plan 2015, p.41

Table x. Subsequent Successful Course Completion Rate by Ethnicity

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

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Unreported	58	35	60%	21	60%
Total/Average	1,193	835	70%	584	70%

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

Source: San Diego Miramar College Equity Plan 2015, p.42

Table x. Subsequent Successful Course Completion Rate by Age

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Under 18	4	4	100%	3	75%
18 - 24	750	561	75%	377	67%
25 - 29	205	129	63%	95	74%
30 - 39	150	91	61%	74	81%
40 - 49	56	32	57%	23	72%
50 and >	27	18	67%	12	67%
Unreported	1	0	0%	0	---
Total/Average	1,193	835	70%	584	70%

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

Source: San Diego Miramar College Equity Plan 2015, p.42

Table x. Subsequent Successful Course Completion Rate by DSPS Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p.42

Table x. Subsequent Successful Course Completion Rate by Veteran/Active Duty Military Status

	MATH 046	MATH 096			
		Subsequent Enrollment		Subsequent Success	
	Cohort	Count	Rate	Count	Rate
Veteran/Active Duty Military	194	135	70%	105	78%
Not Veteran/Active Duty Military	999	700	70%	479	68%
Total/Average	1,193	835	70%	584	70%

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

Source: San Diego Miramar College Equity Plan 2015, p.42

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Table x. Subsequent Successful Course Completion Rate by Foster Youth Status

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

Cohorts: Fall 2010, Fall 2011, and Fall 2012

Source: San Diego Miramar College Equity Plan 2015, p.43

Table x. Subsequent Successful Course Completion Rate by Economically Disadvantaged Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p.43

Table x. Subsequent Successful Course Completion Rate by Probation/Disqualification Status

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

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

Source: San Diego Miramar College Equity Plan 2015, p.43

Student Program Completion

Table x. shows that Sociology, Fire Protection, Interdisciplinary Studies, and Child development received higher numbers of awards compared to the other programs. Over the five years between 2009/10 and 2013/14, the numbers of awards for these programs decreased. The recommended benchmark for each program is calculated based on the average and the standard deviation of the five-year data. The College recommends that each of the programs should reach half standard deviation above the five year average, which is set as an aspirational program goal.

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Table x. Miramar College Awards Conferred and Benchmarks by Program

Program	Subject	2009-10	2010-11	2011-12	2012-13	2013-14	Recommended Benchmark
Computer Business Technology	CBT-ADMINISTRATIVE ASSISTANT	6	1	4	3	7	5
	CBT-MICROCOMPUTER APPL	0	0	2	3	8	4
	Subtotal	6	1	6	6	15	9
Chemistry	CHEMISTRY STUDIES*	9	21	20	23	20	21
Child Development	CHID DEVELOPMNT SITE SUPERVISR	3	6	0	1	1	3
	CHILD DEVELOPMENT	26	13	16	19	9	20
	CHILD DEVELOPMENT TEACHER	40	14	22	25	14	28
	CHILD DEVELOPMNT ASSOC TEACHER	34	21	25	23	25	28
	CHILD DEVELOPMNT MASTER TEACHR	7	2	2	2	5	5
Subtotal	110	56	65	70	54	82	
Communication Studies	COMMUNICATION STUDIES	8	10	5	3	1	7
	COMMUNICATION STUDIES-TRANSFER	0	0	1	11	17	10
	Subtotal	8	10	6	14	18	14
Computer and Information Science	COMPUTER & INFORMATION SCIENCE*	13	12	7	11	11	12
	COMPUTER INFORMATION SYSTEMS*	0	0	1	0	0	0
	Subtotal	13	12	8	11	11	12
Diesel Technology	DIES-DIESEL EQUIPMENT REPAIR	3	0	1	2	2	2
	DIES-ENGI OVERH CATERPILLAR	5	3	4	9	1	6
	DIES-ENGI REPAIR CATERPILLAR	2	0	2	1	2	2
	DIES-ENGINE OVERH DETROIT D	2	0	3	6	0	3
	DIES-ENGINE OVERHAUL CUMMINS	5	3	5	6	1	5
	DIES-ENGINE REPAIR CUMMINS	1	0	0	1	2	1
	DIES-ENGINE REPAIR DETROIT D	3	2	1	1	2	2
	DIES-HEAVY DUTY TRANS TECH	8	5	8	10	9	9
	DIES-HEAVY EQUIP TECH	1	1	7	4	2	4
	Subtotal	30	14	31	40	21	32
English	ENGLISH	0	2	0	0	0	1
	ENGLISH/LITERATURE STUDIES	7	2	9	9	5	8
	Subtotal	7	4	9	9	5	8
Fire Protection Technology	FIPT - FIRE PROTECTION	10	10	10	10	1	10
	FIPT FIRE APPARATUS DR OPER	0	0	0	0	1	0
	FIPT FIRE TECHNOLOGY	105	89	107	104	95	104
	FIPT OPEN WTR LIFEGUARD PROF	0	2	0	2	1	2
	FIPT-FIRE PREVENTION	3	7	8	2	0	6
	FIPT-FIRE PROTECTION INTERMED	1	0	0	0	0	0
	FIRE PROTECTION TECHNOLOGY	1	0	0	0	0	0
	FIRE TECHNOLOGY	0	1	0	0	0	0
	Subtotal	120	109	125	118	98	119
Fitness Specialist	FITNESS SPECIALIST	8	9	13	18	19	16
Exercise Science	HEALTH/PHYSICAL EDU STUDIES	5	5	6	10	9	8
	KINESIOLOGY FOR TRANSFER	0	0	0	0	1	0
	Subtotal	13	14	19	28	29	24
History	HISTORY FOR TRANSFER	0	0	0	2	6	3
Humanities	HUMANITIES STUDIES	1	1	9	3	2	5
Interdisciplinary Studies	CSU GENERAL EDUCATION-BREADTH	69	9	3	2	1	31
	IGETC GENERAL EDUCATION	35	8	3	2	1	17
	OCCUPATIONAL/TECHNICAL STUDIES	1	1	2	0	1	1
	TRANSFER STUDIES CSU	64	36	15	5	0	37
	TRANSFER STUDIES IGETC CSU	0	0	1	0	0	0
	TRANSFER STUDIES IGETC UC	14	4	7	1	0	8
	TRANSFER STUDIES-T.A.G. - UC	0	0	1	0	0	0
Subtotal	183	58	32	10	3	94	
Mathematics	MATHEMATICS FOR TRANSFER*	0	0	0	0	1	0
	MATHEMATICS STUDIES*	14	15	24	21	24	22
	Subtotal	14	15	24	21	25	22
Medical Laboratory Technology	MEDICAL LABORATORY TECHNOLOGY	0	9	24	31	33	27
Music Studies	MUSIC STUDIES	1	3	3	1	5	3
Paralegal	PARALEGAL	42	29	49	62	33	50
Physical Sciences	EARTH SCIENCE STUDIES	0	5	1	0	4	3
	PHYSICS FOR TRANSFER	0	0	0	0	1	0
	PHYSICS STUDIES*	0	1	5	9	6	6
Subtotal	0	6	6	9	11	8	
Psychology	BEHAVIORAL SCIENCE-PSYCHOLOGY	0	0	1	0	0	0
	PSYCHOLOGY*	29	34	30	33	20	32
Subtotal	29	34	31	33	20	32	
Sociology	SOCIAL/BEHAVIORAL SCIENCES	117	131	131	125	88	127
	SOCIOLOGY FOR TRANSFER	0	0	0	8	7	5
	Subtotal	117	131	131	133	95	129
World Language Studies	WORLD LANGUAGE STUDIES	6	2	4	0	1	4
Other	ELEMENTARY EDUCATION	5	7	3	0	1	5
	HUMAN DEVELOPMENT STUDIES	9	7	6	7	3	7
	LEGAL ASSISTANT	1	4	0	0	0	2
	LIBERAL ARTS-OPTION I	3	1	1	1	0	2
	PRE-ENGINEERING STUDIES*	5	6	6	5	5	6
Subtotal	23	25	16	13	9	21	

Source: SDCCD Information System

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Awards Conferred

Annual Awards Conferred. On average, 58% of the total awards conferred at Miramar College were associate degrees. Associate degrees awarded increased 22%, from 574 in 2010/11 to 700 in 2014/15. Certificates requiring 29 or fewer units had a 68% increase, from 183 in 2010/11 to 307 in 2014/15. The share of associate degrees awarded at Miramar College, on average, was seven percentage points lower than the share of associate degrees conferred within all colleges in the District (65%).

Table x. Miramar College Annual Awards Conferred

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

Source. Miramar College Fact Book 2015, p.45

Annual Awards Conferred by Gender. Of the total awards conferred at Miramar College, female and male students, on average, received comparable shares of associate degrees (49% & 51%, respectively) between 2010/11 and 2014/15. Both female and male students displayed an increase in the number of associate degrees awarded (17% & 27%, respectively) between 2010/11 and 2014/15. Female students showed a decreasing trend (21%) in the number of certificates requiring 30 to 59 units that were awarded between 2010/11 and 2014/15, while male students showed an increasing trend (24%) during the same timeframe. Among AA/AS degrees and certificates requiring 30 or fewer units, female students earned a disproportionately low share of the awards at Miramar College compared to the female student population of all colleges in the District. Male students exhibited the opposite pattern.

Table x. Miramar College Annual Awards Conferred by Gender

		2010-11		2011-12		2012-13		2013-14		2014-15		% Change 10/11-14/15	College Average 10/11-14/15	All Colleges Average 10/11-14/15
AA/AS Degree	Female	296	52%	273	46%	306	51%	254	50%	346	49%	17%	49%	55%
	Male	278	48%	324	54%	295	49%	257	50%	354	51%	27%	51%	45%
	Unreported	0	0%	0	0%	0	0%	1	0%	0	0%	---	0%	0%
	Total	574	100%	597	100%	601	100%	512	100%	700	100%	22%	100%	100%
Certificate 60 or More Units	Female	0	0%	1	8%	0	0%	1	11%	1	6%	---	6%	6%
	Male	4	100%	15	94%	4	100%	8	89%	15	94%	275%	94%	94%
	Total	4	100%	16	100%	4	100%	9	100%	16	100%	300%	100%	100%
Certificate 30 to 59 Units	Female	73	41%	61	28%	90	36%	66	31%	58	31%	-21%	34%	47%
	Male	103	59%	155	72%	158	64%	144	69%	128	69%	24%	66%	53%
	Total	176	100%	216	100%	248	100%	210	100%	186	100%	6%	100%	100%
Certificate 29 or Fewer Units	Female	65	36%	75	45%	87	40%	74	36%	85	28%	31%	36%	43%
	Male	118	64%	93	55%	128	60%	131	64%	222	72%	88%	64%	57%
	Total	183	100%	168	100%	215	100%	205	100%	307	100%	68%	100%	100%
Grand Total	937	100%	997	100%	1,068	100%	936	100%	1,209	100%	29%	100%	100%	

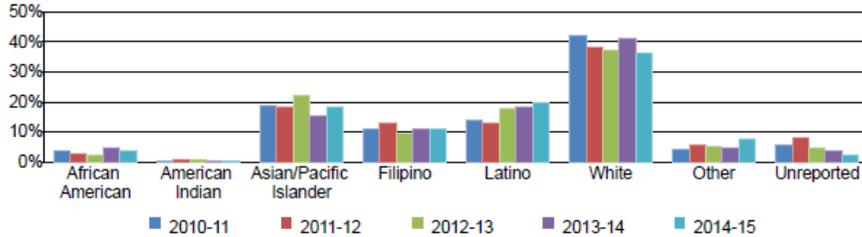
Source. Miramar College Fact Book 2015, p.46-47

Annual Awards Conferred by Ethnicity. From 2010/11 to 2014/15, White students had the greatest share of awards across all award categories. With the exception of AA/AS degrees, Latino students had the second highest share of awards conferred across the award categories. The number of associate degrees conferred at Miramar College increased across most reported

Presentation of Student Achievement Data and Institutional-set Standards

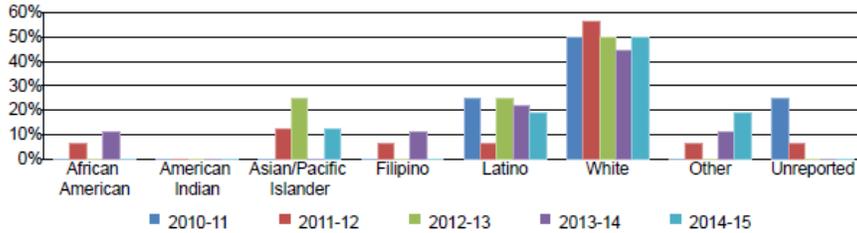
ethnicities between 2010/11 and 2014/15. African American and Latino students at Miramar College were consistently underrepresented across most award categories when compared to the same ethnic student populations within all colleges in the District, whereas both White and Filipino students were overrepresented across most types of awards conferred when compared to the same ethnic student populations within all colleges in the District.

Figure x. Miramar College Annual AA/AS Degrees by Ethnicity



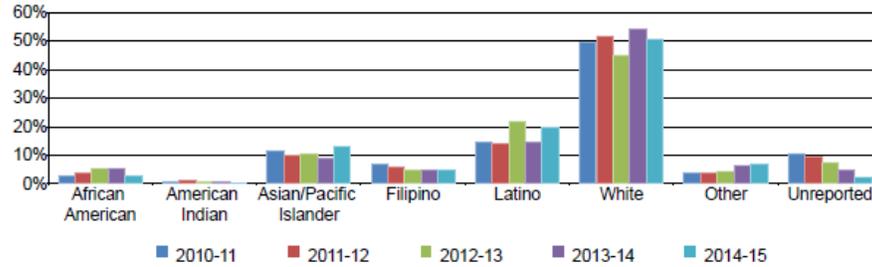
Source. Miramar College Fact Book 2015, p.48

Figure x. Miramar College Annual Certificates 60 or More Units by Ethnicity



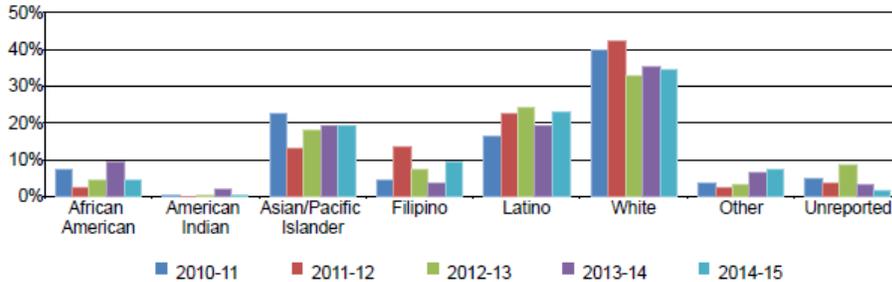
Source. Miramar College Fact Book 2015, p.48

Figure x. Miramar College Annual Certificates 30 to 59 Units by Ethnicity



Source. Miramar College Fact Book 2015, p.49

Figure x. Miramar College Annual Certificates 29 or Fewer Units by Ethnicity

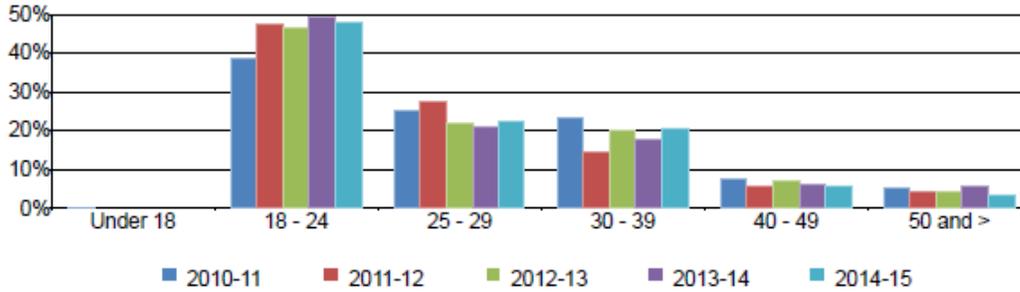


Source. Miramar College Fact Book 2015, p.49

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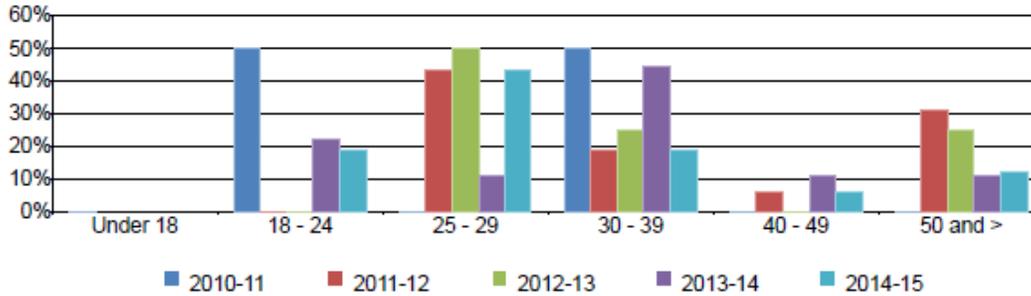
Annual Awards Conferred by Age. Approximately two thirds of the total share of associate degrees and half of the certificates awarded between 2010/11 and 2014/15 were to students between ages 18 and 29, on average. Students between ages 18 and 24 were overrepresented in the AA/AS degrees received at Miramar College when compared to the same age group within all colleges in the District.

Figure x. Miramar College Annual AA/AS Degrees by Age



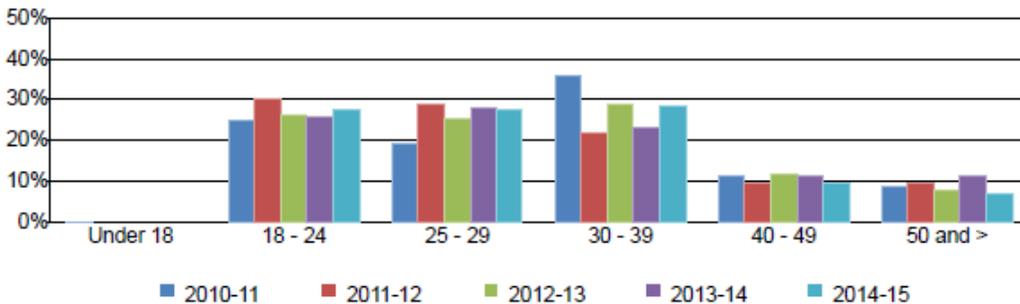
Source. Miramar College Fact Book 2015, p.52

Figure x. Miramar College Annual Certificates 60 or More Units by Age



Source. Miramar College Fact Book 2015, p.52

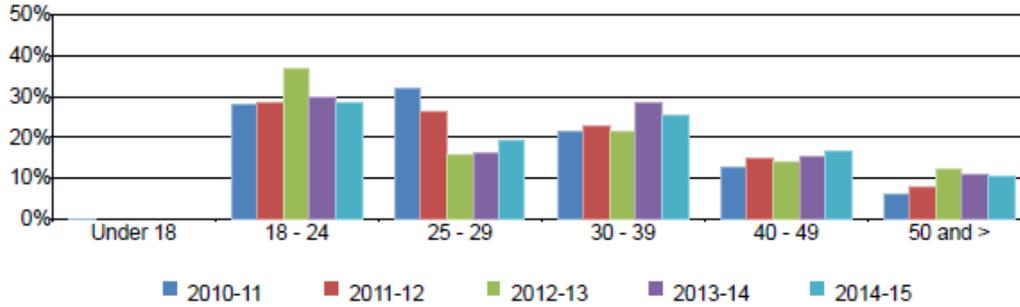
Figure x. Miramar College Annual Certificates 30 to 59 Units by Age



Source. Miramar College Fact Book 2015, p.53

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Figure x. Miramar College Annual Certificates 29 or Fewer Units by Age



Source. Miramar College Fact Book 2015, p.53

CTE Awards Conferred

Between 2014-15, Miramar College conferred 102 career-technical education (CTE) certificates and degrees. All of these CTE certificates and degrees have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification. The College adopted the standards set by the State Chancellor’s Office for licensure passage rates for one CTE certificate/degree. The College also adopted the standards set by the state Chancellor’s Office for graduate employment rates for the other 19 certificates/degrees.

Table x. Miramar College CTE awards and Benchmarks for 2014-2015

CTE Awards and Benchmarks	Counts
Number of career-technical education (CTE) certificates and degrees	102
Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification	102
Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates	1
Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates	19

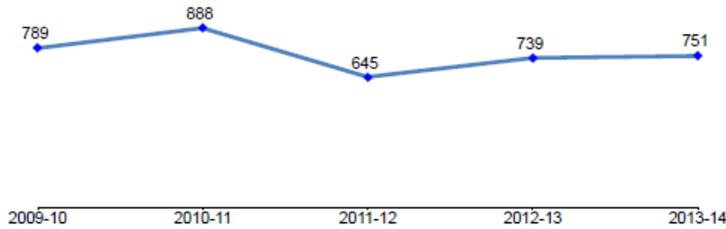
Source: 2016 Miramar College ACCJC Annual Report, p.2-3

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Transfer

Annual Transfer Volume. As Figure x shows, the annual transfer volume for Miramar College decreased 5%, from 789 in 2009/10 to 751 in 2013/14.

Figure x. Miramar College Annual Transfer Volume



Source. Miramar College Fact Book 2015, p.55

Annual Transfer Volume by Gender. Between 2009/10 and 2013/14, male students had a slightly higher transfer volume, on average, than their female student counterpart (52% & 48%, respectively). The transfer volume for female students decreased 15%, while the transfer volume for male students increased 7% between 2009/10 and 2013/14.

Table x. Miramar College Annual Transfer Volume by Gender

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

Source. Miramar College Fact Book 2015, p.56

Annual Transfer Volume by Ethnicity. Among those who transferred from Miramar College, 42% were White students, on average. Asian/Pacific Islander students accounted for 18% of the transfer volume and Latino students accounted for 14% of the transfer volume. Most of the ethnic groups displayed a decreased trend in transfer volume, with the exception of African American students (32%), Latino students (8%), and students categorized as "Other" ethnicities (47%).

Table x. Miramar College Annual Transfer Volume by Ethnicity

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

Source. Miramar College Fact Book 2015, p.57

Annual Transfer Volume by Age. The age groups with the highest transfer volume, on average, were students between ages 18 and 24 (54%), students between ages 25 and 29 (27%),

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and students between ages 30 and 39 (14%). Each of the age groups displayed a decreased trend in transfer volume, with the exception of students between ages 30 and 39 (8%).

Table x. Miramar College Annual Transfer Volume by Age

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

Source. Miramar College Fact Book 2015, p.58

3) Data on Graduates

This section of the report reviews achievement data on Miramar College graduates. Both the student job placement rates and the licensure/certification exam pass rates for CTE students are included in this section. The College adopted the standards set by the State Chancellor's Office for licensure passage rates for Medical Lab Technician program and set a standard for graduate employment rates for 19 other CTE programs. The tables below demonstrated the examination pass rates and job placement rates for the CTE programs.

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Student Job Placement

Table x. 2013-2014 job placement rates for students completing certificate programs and CTE degrees

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	71.44 %	66.67 %
ACCOUNTING	5203	71.44 %	52 %
BANKING AND FINANCE		71.44 %	42.86 %
BUSINESS ADMINISTRATION	5202	71.44 %	58.06 %
BUSINESS MANAGEMENT	5202	71.44 %	50 %
REAL ESTATE	5215	71.44 %	0 %
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	71.44 %	55.56 %
COMPUTER INFORMATION SYSTEMS	1101	71.44 %	66.67 %
PHYSICAL EDUCATION	3105	71.44 %	82.76 %
DIESEL TECHNOLOGY	4706	71.44 %	60 %
AUTOMOTIVE TECHNOLOGY	4706	71.44 %	80 %
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	71.44 %	47.06 %
APPLIED DESIGN – FINE & APPLIED ARTS	5004	71.44 %	0 %
EMERGENCY MEDICAL SERVICES	5100	71.44 %	50 %
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	71.44 %	52.38 %
PARALEGAL	2203	71.44 %	67.39 %
ADMINISTRATION OF JUSTICE	4301	71.44 %	84.4 %
FIRE TECHNOLOGY	4302	71.44 %	61.96 %
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	71.44 %	61.54 %

Source: 2016 Miramar College ACCJC Annual Report, p.3

Licensure/Certification

Table x. 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study

Program	CIP Code 4 Digits	Examination	Institution set standard (%)	Pass Rate (%)
Medical Lab Technician	1504	State	80%	88%
Aviation Technology	4706	National	70%	96%
Emergency Medical Technology	5100	National	80%	86%

Source: 2016 Miramar College ACCJC Annual Report, p.3

Institutional-set Standards

Besides setting/adopting the standards for specific licensures/certifications, the College also set standards for indicators identified for measuring the College's progress in meeting its mission. The College developed strategic goals, and designed and implemented activities to meet its mission.

During the 2013-14 academic year, the Strategic Plan was updated by streamlining the College's goals and strategies and identifying indicators, measures and planned activities. In all, the College identified four major strategic goals and 11 indicators which are reflected in the updated Fall 2013 –Spring 2020 Strategic Plan.

Upon the completion of the previous Fall 2013 – Spring 2019 Strategic Plan, the College established a comprehensive set of benchmarks to measure its progress in meeting its mission. Each of the 11 identified indicators was benchmarked using a rigorous benchmarking process. The College analyzed available data and took into consideration the major trends, impact factors, and comparison points when setting benchmarks for each indicator. The table below showcases the five-year trend analysis (2010/11 – 2014/15) in the current Strategic Plan Assessment Scorecard (SPAS). Please see Standard I.B. for further description on setting institutional-set standards

Presentation of Student Achievement Data and Institutional-set Standards

Table X. Strategic Plan Assessment Scorecard 5-year Trend Analysis from 2010/2011-2014/2015

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

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

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

Source: 2015-2016 Miramar College Strategic Plan Assessment Scorecard, p.5

ORGANIZATION OF THE SELF-EVALUATION PROCESS 2017

To prepare for the 2017 Accreditation Self-Evaluation Process, the Accreditation Liaison Officer (ALO) and the College President, in consultation with participatory governance constituency leaders, prepared and disseminated the Accreditation Faculty Co-Chair Announcement in August 2014 (Evidence: 2014 Accreditation Faculty Co-Chair Announcement). In September 2014, with consultation between the Academic Senate President and College President, a faculty member was appointed and announced to the College (Evidence: President's Email to College 9/19/14). This faculty member, along with the ALO, would comprise the Accreditation Steering Committee. The Steering Committee was primarily responsible for the following: (1) overseeing the work of the Standard Tri-Chair teams and communicating the progress of the 2017 Accreditation Process to the College; (2) reviewing the ACCJC Accreditation Standards and Policies to determine level of compliance of the College and (3) proposing accreditation-related measures and/or activities. In addition, the Steering Committee was responsible for developing the process and timeline for preparation of the Self-Evaluation Report.

In Spring 2015, the College identified a need for a faculty editor to assist in the Self-Evaluation Process. Subsequently, the Accreditation Steering Committee, along with the Academic Senate, prepared and disseminated the Faculty Editor Announcement to the College (Evidence: 2015 Accreditation Faculty Editor Announcement). In May 2015, a decision was made and the appointment of the Faculty Editor was announced to the College by the President (Evidence: President's Email to College 5/21/15).

Due to the resignation of the Accreditation Faculty Co-Chair in Summer 2015, a second Announcement for Accreditation Faculty Co-Chair was distributed in August 2015 (Evidence: 2015 Accreditation Faculty Co-Chair Announcement). In September 2015, the President announced a new Accreditation Faculty Co-Chair to the College (Evidence: President's Email to College 8/25/15).

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

On September 12, 2014, the College held an Accreditation Orientation Meeting to discuss the College's accreditation history, gauge participants' knowledge of the accreditation process, and provide common causes as to why institutions receive sanctions (Evidence: Accreditation Orientation Meeting Flyer 9/12/14). Subsequently following this event, on October 17, 2014, the Standard Tri-Chairs attended an Accreditation Team Organizational Meeting to discuss responsibilities of the Standard Tri-chairs Teams in the production of the Self-Evaluation Report. This meeting also included review of Self-Evaluation-related materials such as ACCJC publications, distribution of the Self-Evaluation Process timeline, and guidance on

Organization of the Self-Evaluation Process (2017)

how to organize the evidence and narrative responses to the Standards (Evidence: Accreditation Organizational Meeting Agenda 10/17/14).

On October 15, 2014, ACCJC conducted a regional training at MiraCosta College for institutions that were required to respond to the updated and revised Accreditation Standards. Core representatives of the Accreditation Team attended the training to acquire information and distribute it to the College. On October 31, 2014, the Steering Committee ran an Accreditation Team Self-Evaluation Training Workshop at Miramar College to update Tri-Chairs on the revised Standards (Evidence: Self-Evaluation Training Presentation 10/31/14).

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

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

On October 22, 2015, the Steering Committee distributed the first Self-Evaluation Draft Report to the College via email. Feedback was collected through a Survey Monkey link provided after each section of the report. Respondents were able to access the link and provide feedback on individual sections of the Standards. On October 30, 2015, the Accreditation Steering Committee and PRIE office hosted an Accreditation Feedback Survey Briefing in which results from both the Student and Employee Feedback Surveys were shared with the College (Evidence: 2015 Accreditation Feedback Survey Briefing Presentation 10/30/15). This provided examples of survey results organized by standard and illustrated how one could incorporate the results into the writing as evidence. Both of the surveys discussed were originally developed by the District Office of Institutional Research and Planning (IRP) and updated in consultation with the Accreditation Self-Evaluation Teams on all campuses. On November 13, 2015, the College held Public Forum Round 1 (PFR 1) to provide a venue for feedback from the college community at-large (Evidence: Public Forum Round 1 Presentation 11/13/15). In addition, the Steering Committee provided notes to the Tri-Chair Teams regarding areas of the Standards that contained missing content, incorrect information, and/or lacked evidence.

Organization of the Self-Evaluation Process (2017)

Following these events, the Tri-Chair Teams were given time to provide feedback on their Standard to the Steering Committee, and suggested edits were incorporated into a second draft of the Self-Evaluation Report and sent to the College on February 26, 2016. The same process for obtaining feedback from the Self-Evaluation Report Draft 1 was used for Draft 2. On March 25, 2016, the College held its second Public Forum Round 2 (PFR 2) to provide a venue for feedback from the college community at-large, and suggested edits were submitted to the Accreditation Steering Committee and Faculty Editor for follow-up (Evidence: Public Forum Round 2 Presentation 3/25/16).

After PFR 2, the Steering Committee and Faculty Editor prepared third draft of the Self-Evaluation report, which was sent to the College on April 15, 2016. The feedback again was provided to Accreditation Steering Committee and Faculty Editor for follow-up and inclusion in the final draft. On August 24, 2016 the Steering Committee distributed a final draft of the Self-Evaluation report to the College. The final draft report was circulated among the constituency groups for final review and approval in late September 2016 and approved by the Academic Senate on September 20, 2016. The College Executive Committee (CEC) reviewed and approved the final draft on September 27, 2016. Finally, the San Diego Miramar College Self-Evaluation Report was presented to the Board of Trustees for acceptance on December 8, 2016 (Evidence: Accreditation Self-Evaluation Timeline Revised 8/22/16).

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

Accreditation Self-Evaluation Abbreviated Timeline

Fall 2014	
Events (Activities)	Time Frame
Accreditation Faculty Co-Chair Announcement is sent out	August 15, 2014
Accreditation Orientation Meeting	September 12, 2014
Appointment of Accreditation Faculty Co-Chair	September 26, 2014
Appointment of Standard Tri-chairs	October 3, 2014
Accreditation Team representatives attend new/updated Standards by ACCJC	October 15, 2014
Accreditation Team Organizational Meeting	October 17, 2014
Accreditation Team Self-Evaluation Training Workshop	October 31, 2014
Standard Tri-chairs collect evidence related to Accreditation Standards	November-January, 2015

Organization of the Self-Evaluation Process (2017)

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

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

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

Spring 2016	
Standard Tri-chairs submit second round feedback on Self-Evaluation Report to Steering Committee for incorporation into Accreditation Self-Evaluation Draft 2	January 29, 2016
Steering Committee distributes Accreditation Self-Evaluation Draft 2 to College for feedback	February 26, 2016
Public Forum Round 2 (PFR 2)	March 25, 2016
Events (Activities)	Time Frame

Organization of the Self-Evaluation Process (2017)

Spring 2016	
Steering Committee and Faculty Editor incorporate suggested edits into Accreditation Self- Evaluation Draft 3	March 28-April 15
Steering Committee distributes Accreditation Self-Evaluation Draft 3 to College for feedback	April 15, 2016
Feedback on Accreditation Self- Evaluation Draft 3 due to Steering Committee	May 21, 2016
Summer 2016	
Steering Committee incorporate suggested edits into Final Draft	June/July 2016
PRIE office begin catalogs evidence for Self-Evaluation Report	June/July 2016
Fall 2016	
PRIE office distributes Final Draft to College	August 24, 2016
All Constituency approval of Self-Evaluation Report -Academic Senate (9/6/16 & 9/20/16) -Classified Senate (9/8/16 & 9/22/16) -Associate Students (9/9/16 & 9/16/16) -Managers (9/14/16)	September 2016
CEC approval of Self-Evaluation Report	September 27, 2016
Final Draft of Self-Evaluation Report sent to Vice Chancellor of Student Services Office	October 3, 2016
Board Subcommittee review of the Final Draft Self-Evaluation Report	November 1, 2016
Chancellor's Cabinet summary review of Self-Evaluation Report	November 29, 2016
District Governance Council (DGC) overview of Self-Evaluation Reports	November 30, 2016
SDCCD Board approval of Self-Evaluation Report	December 8, 2016
Accreditation Self-Evaluation Report due to ACCJC	January 2017
Spring 2017	
Accreditation Site Team visit	March 13-17, 2017

ORGANIZATIONAL INFORMATION



San Diego Community College District
Accreditation

Functional Map

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

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

A. Mission

	College	District
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-

Organizational Information

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-
B. Assuring Academic Quality and Institutional Effectiveness		
	College	District
Academic Quality	P	S
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.		
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	-
Institutional Effectiveness	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.		
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
	College	District
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has	P	-

Organizational Information

a shared understanding of its strengths and weaknesses and sets appropriate priorities.		
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH
C. Institutional Integrity		
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."	SH	SH
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	-
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
	College	District
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	S	P
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies,	SH	SH

Organizational Information

including faculty and students.		
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
	College	District
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Standard II: Student Learning Programs and Support Services

Organizational Information

A. Instructional Programs		
	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-
4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
	College	District
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-
7. The institution effectively uses delivery modes, teaching	P	-

Organizational Information

methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.		
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
	College	District
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The	P	-

Organizational Information

identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.		
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	SH	SH
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-

B. Library and Learning Support Services		
	College	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S Bond Measures
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	-
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support	P	-

Organizational Information

<p>services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.</p>		
C. Student Support Services		
<p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.</p>	P	S
<p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	P	S
	College	District
<p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	P	S
<p>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	S	-
<p>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</p>	P	-
<p>6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.</p>	SH	SH
<p>7. The institution regularly evaluates admissions and placement</p>	S	P

Organizational Information

instruments and practices to validate their effectiveness while minimizing biases.		
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

Standard III: Resources

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

Organizational Information

expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.		
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	SH	SH

	College	District
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality	S	P

Organizational Information

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

Organizational Information

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

Organizational Information

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

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Standard IV: Leadership and Governance		
A. Decision-Making Roles and Processes		
	College	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

Organizational Information

B. Chief Executive Officer		
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
	College	District
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> a. establishing a collegial process that sets values, goals, and priorities; b. ensuring the college sets institutional performance standards for student achievement; c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; e. ensuring that the allocation of resources supports and improves learning and achievement; and f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board		
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board	-	P

Organizational Information

reaches a decision, all board members act in support of the decision.		
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
	College	District
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	-	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	-	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P

Organizational Information

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P
	College	District
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P
D. Multi College Districts or Systems		
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	-	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	-	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	-	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
	College	District
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make	SH	SH

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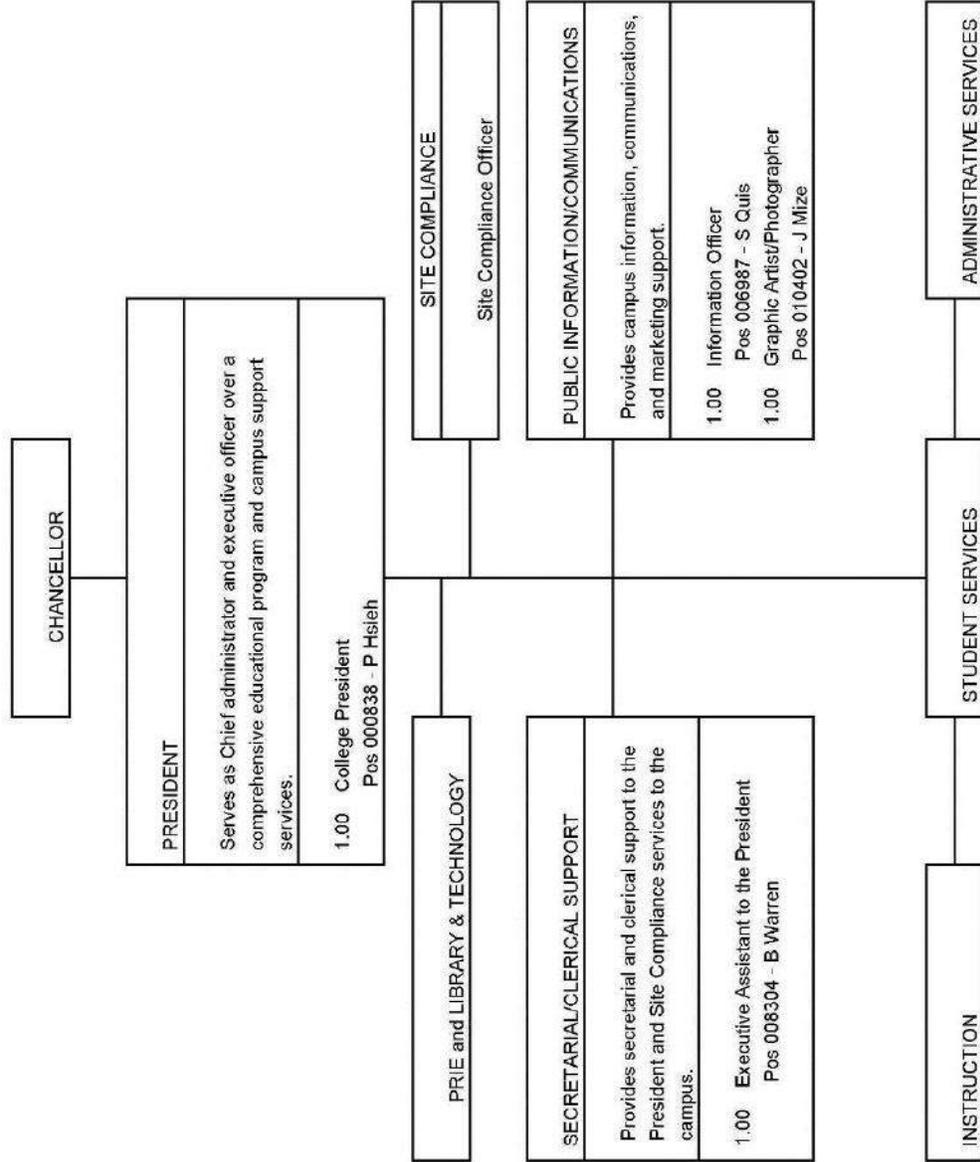
decisions effectively.		
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	-	P

Organizational Information

**Delineation of Functions to be Inserted Here
(District to provide)**

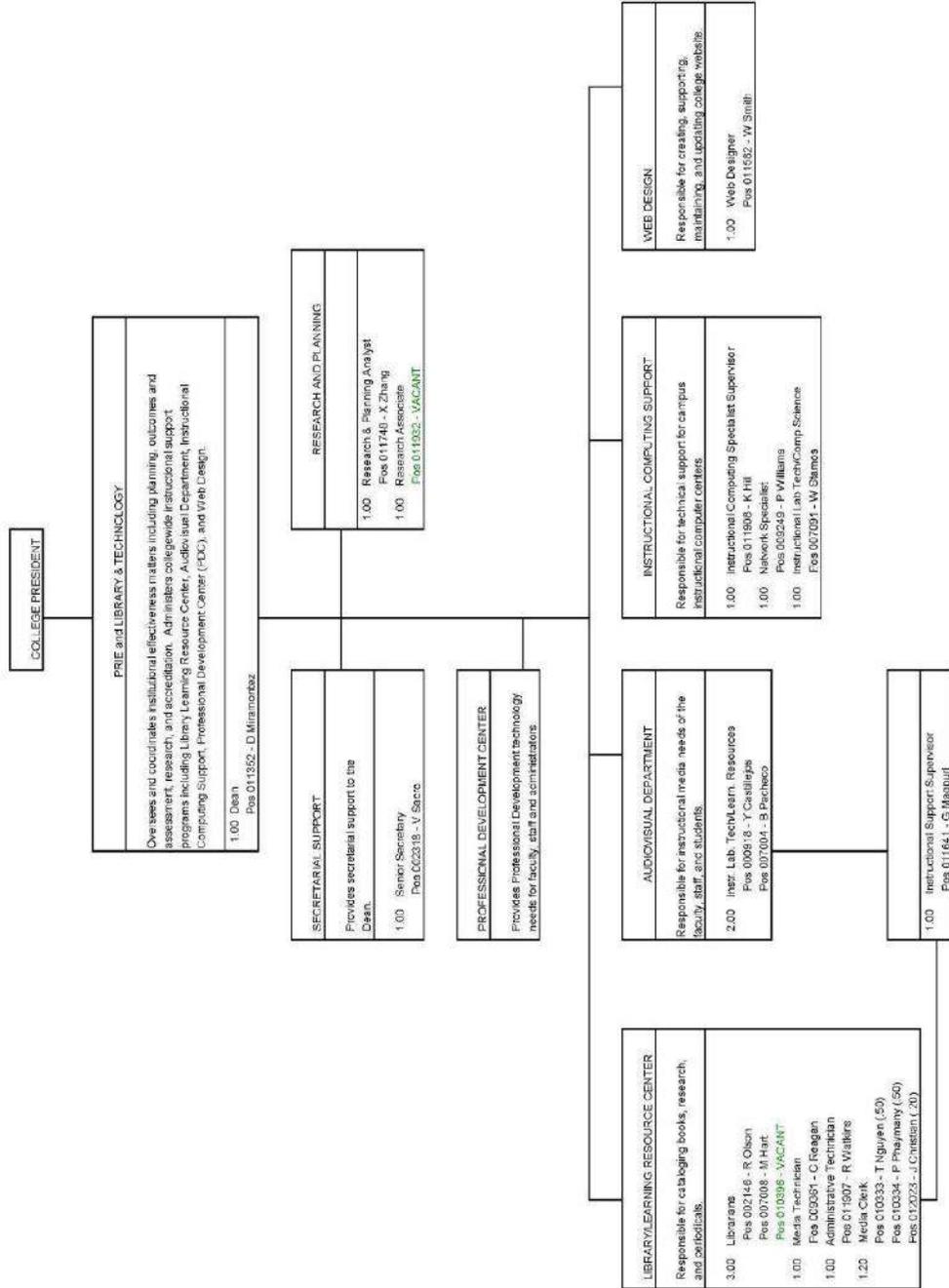
Organizational Information

MIRAMAR COLLEGE Organizational Charts



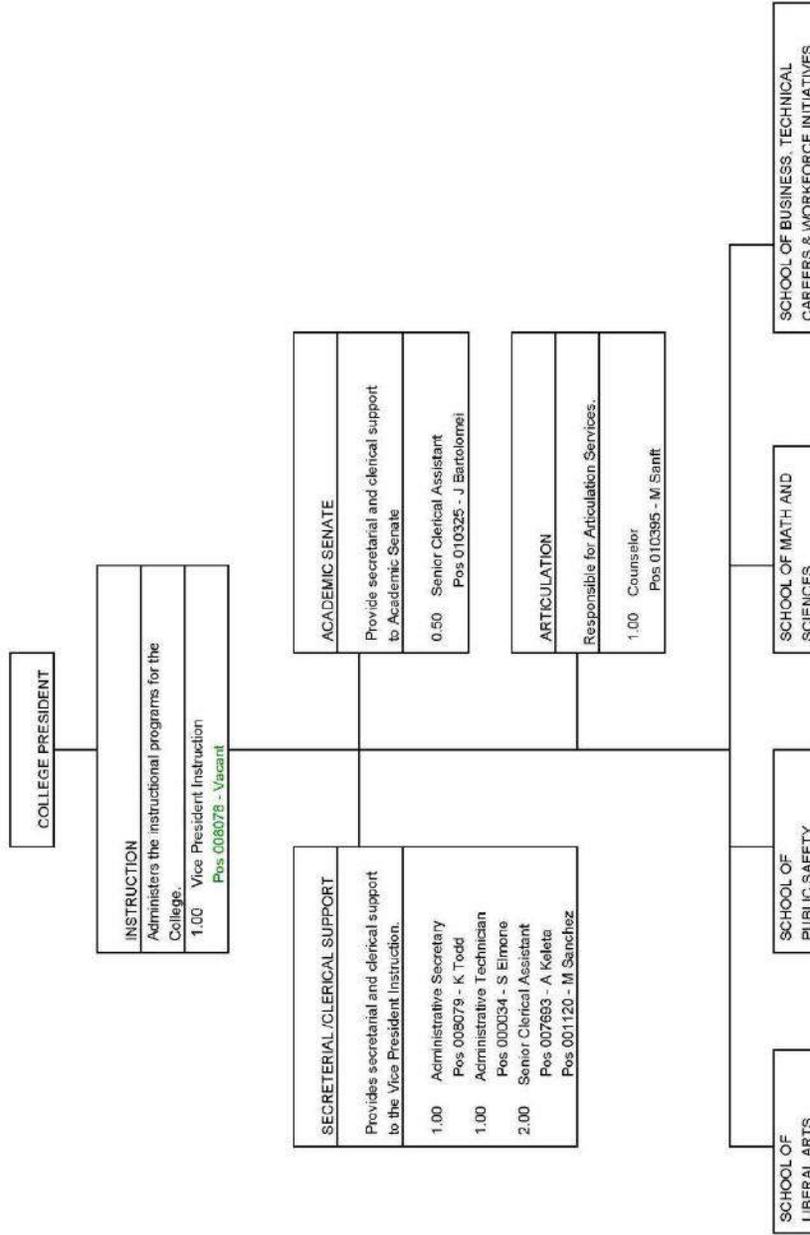
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MIRAMAR COLLEGE Organizational Charts



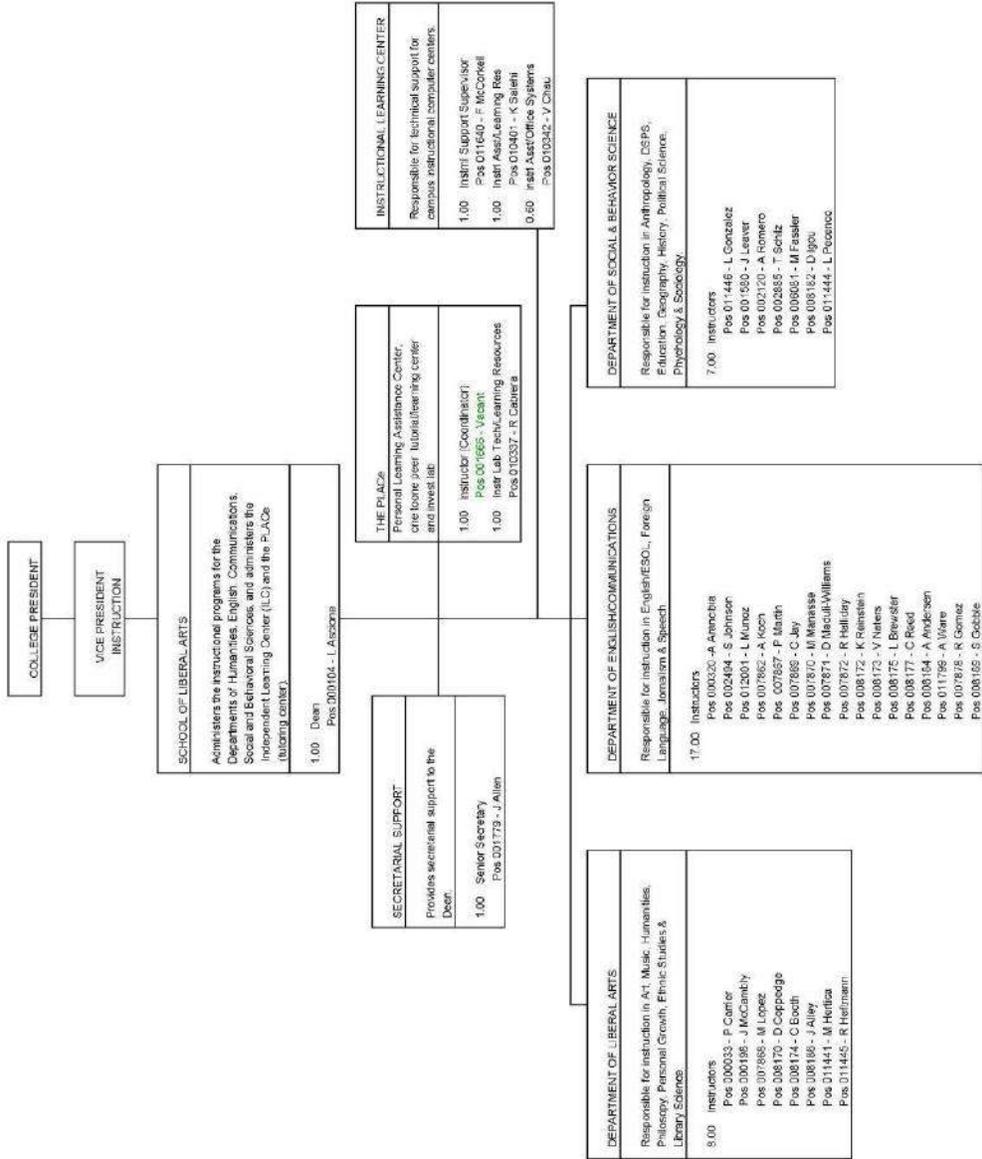
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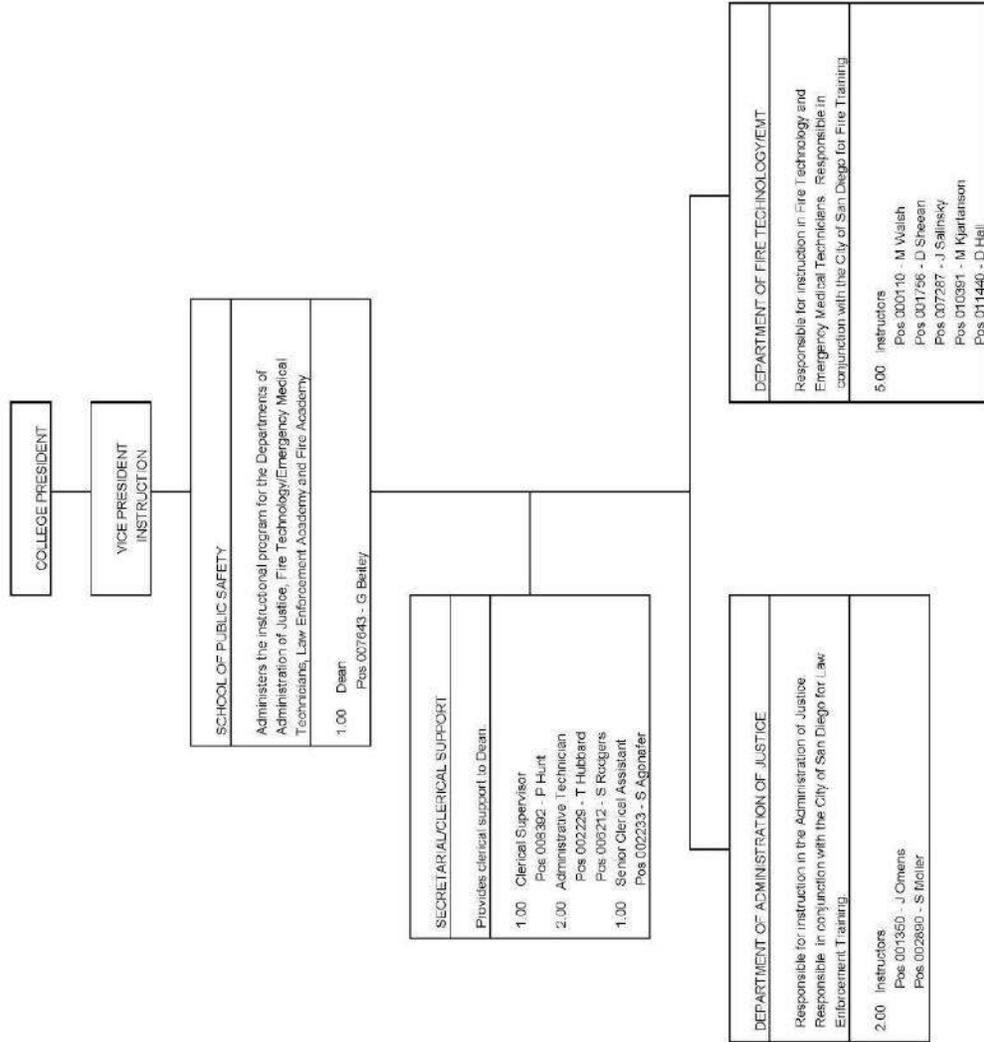
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MIRAMAR COLLEGE
Organizational Charts



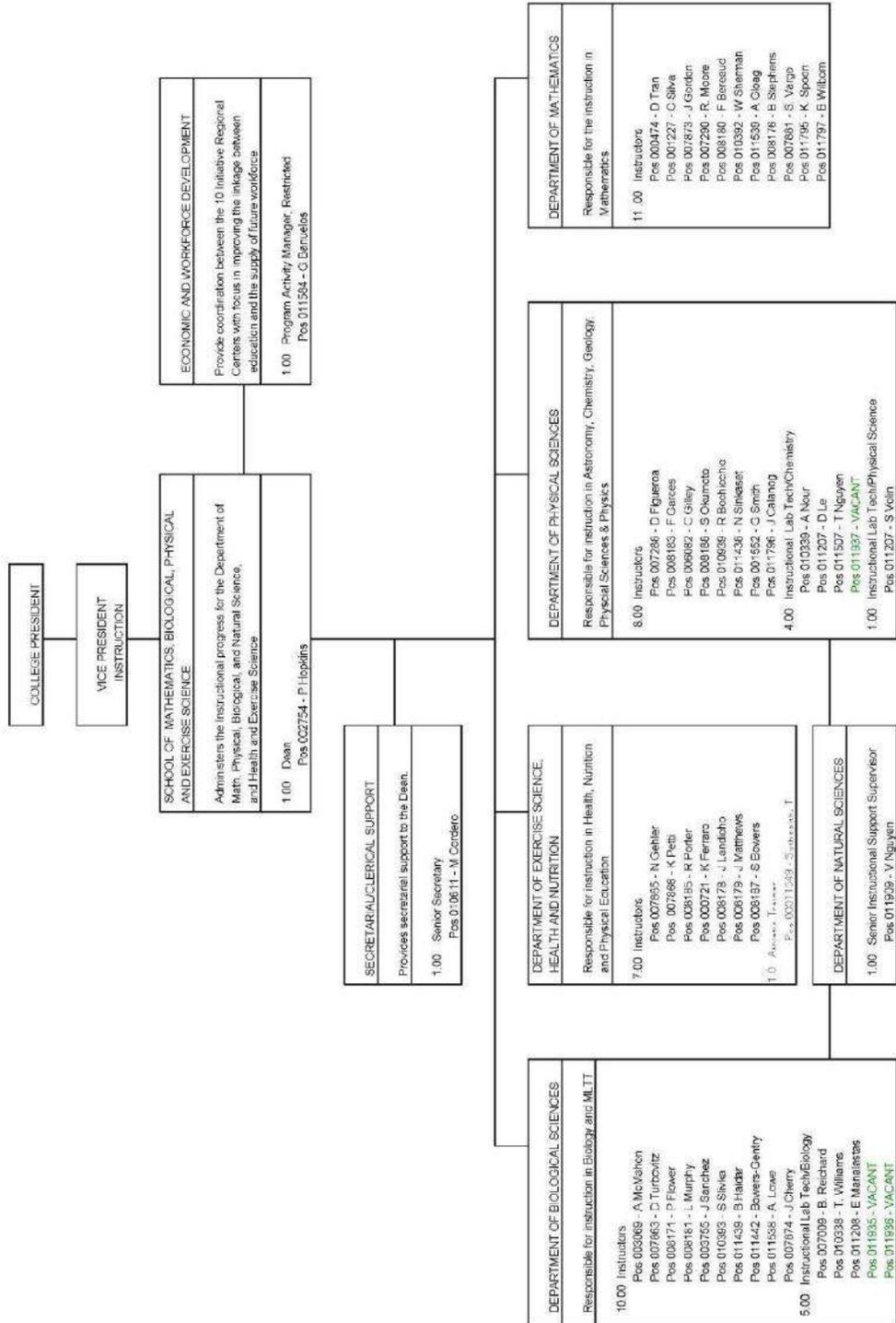
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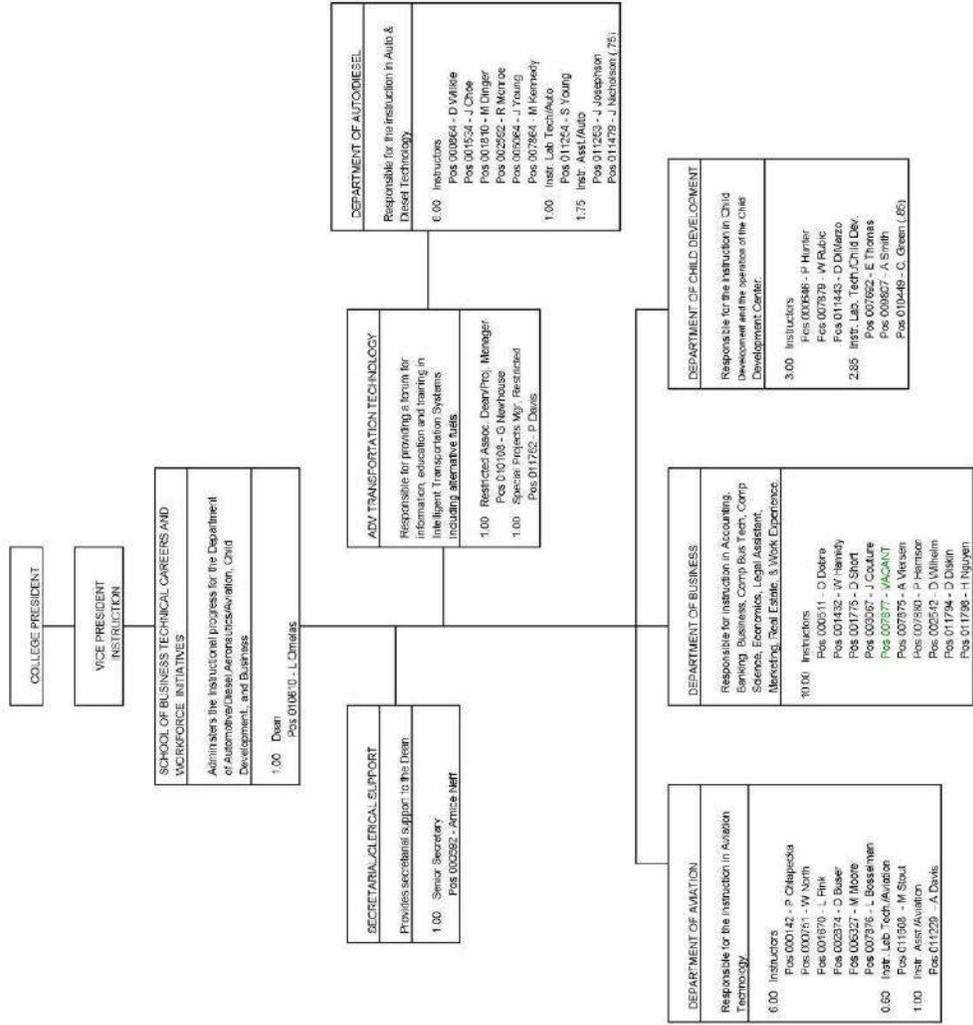
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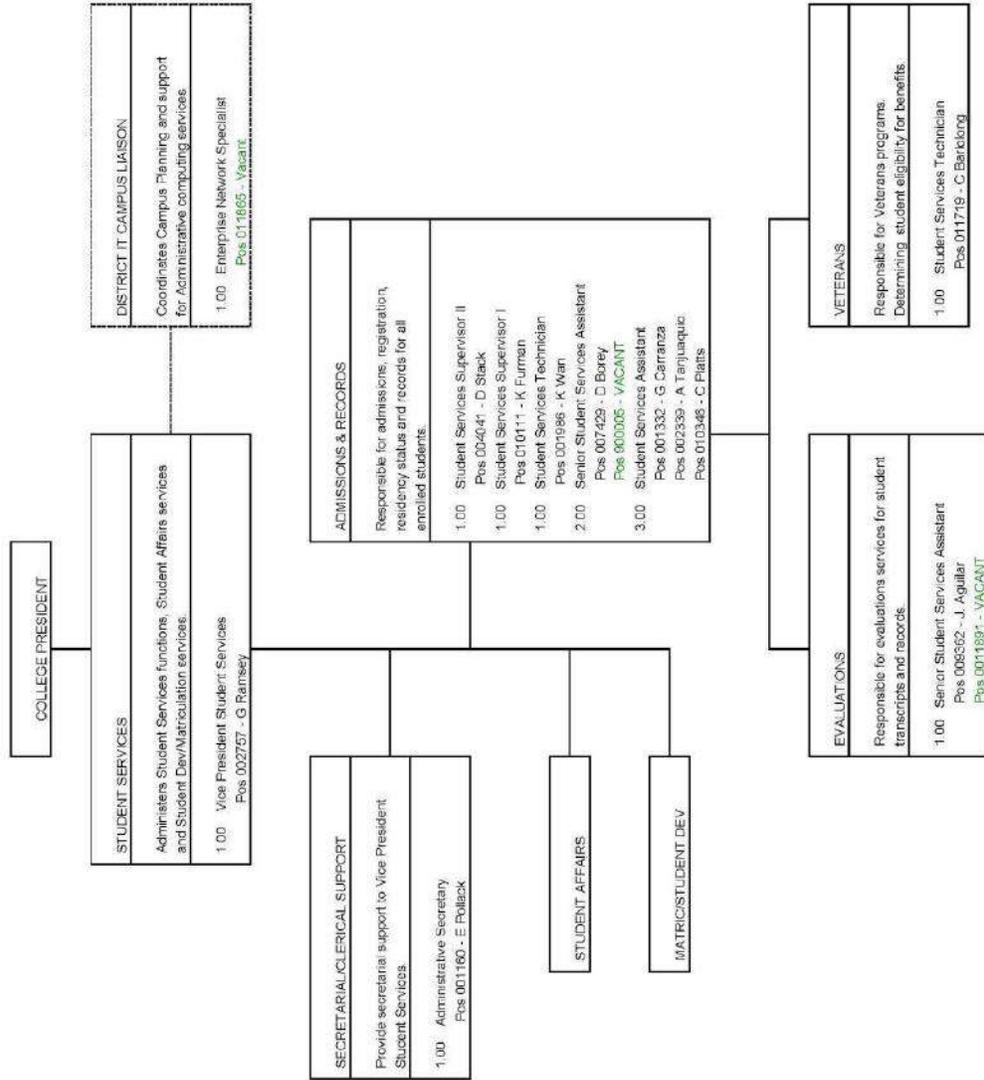
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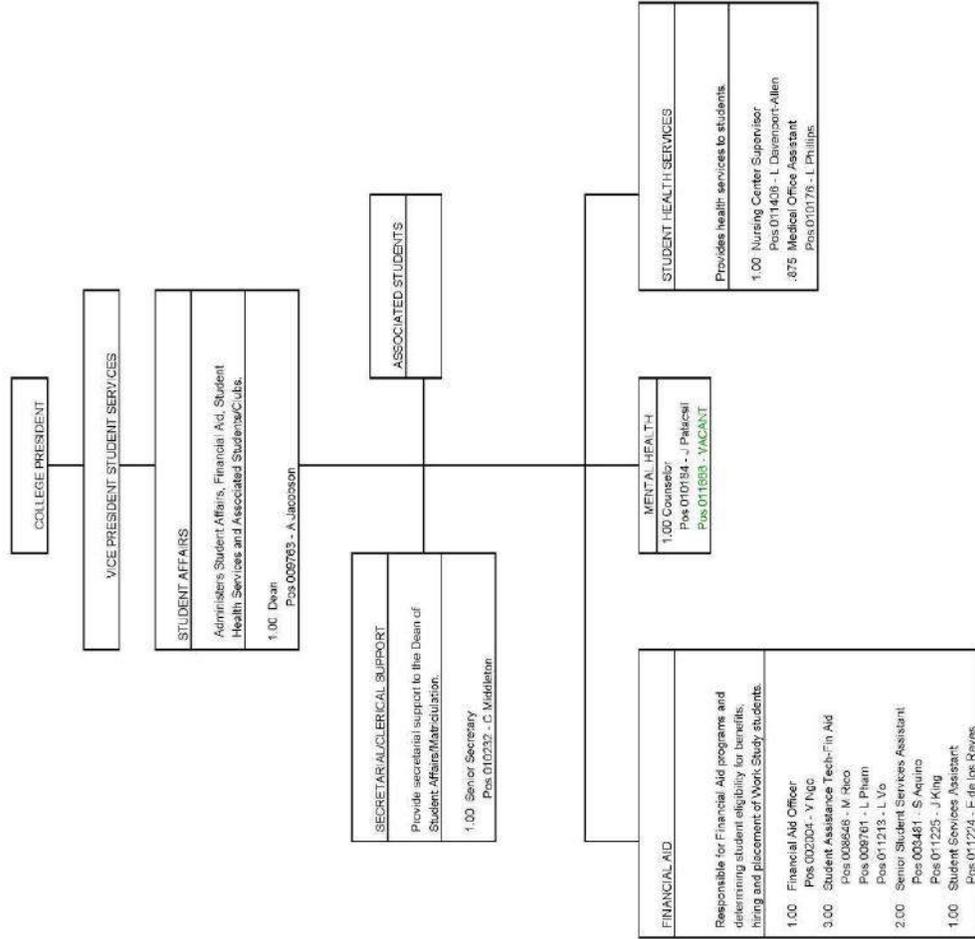
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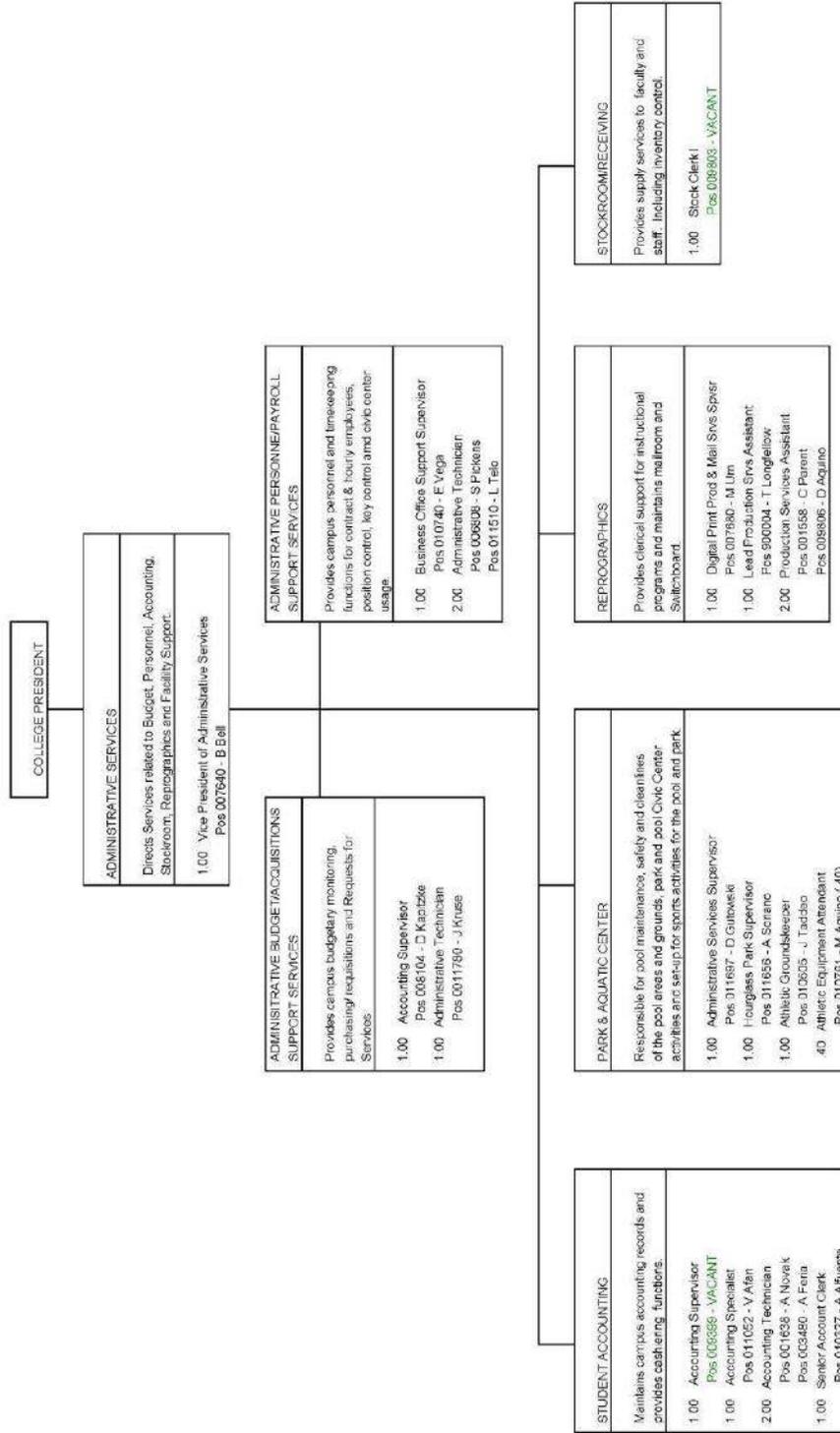
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Compliance with Eligibility Requirements

COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

- 1) **Authority** The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

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

- a. the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (Evidence: ACCJC Letter of Reaffirmation 2/11/13).
 - b. the California State Chancellor's Office, and
 - c. the locally elected Board of Trustees of the San Diego Community College District.
- 2) **Operational Status** The institution is operational, with students actively pursuing its degree programs.

San Diego Miramar College is fully operational, with students actively pursuing the College's degree programs. The College served 20,556 students (unduplicated headcount) during the 2014-15 (Evidence: Facts on File: Report on Academic Year 2014 -2015, p. 16). The headcount (unduplicated) history of the College for the past five years is provided in the 2015 Fact Book (p. 5). Awards conferred for the College are provided in the Miramar College Awards Conferred 2014-15 report (p.1). The current schedule of classes is available online (Evidence: Fall 2016 Class Schedule).

- 3) **Degrees** A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

San Diego Miramar College operationally defines an educational program as follows:

“Program” for Miramar College is as defined in Title 5, 55000(g): ‘Educational Program’ is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (Evidence: Academic Affairs Committee Minutes 12/4/14, p.1; College Executive Committee Minutes 03/10/15, p. 1).

The College offers a total of 40 educational programs which lead to a total of 146 Associate Degrees (n=56) and Certificate Programs (n=90) (Evidence: Instructional Program List 2015-16). Specific requirements to attain a degree/certificate is outlined in the college catalog (Evidence: San Diego Miramar College Catalog 2016-17, p.85)

Compliance with Eligibility Requirements

With the implementation of SB 1440 in 2011, the College has been working on developing and offering Associate Degrees of Transfers (ADTs) (Evidence: Environmental Scan on Communities Served by San Diego Miramar College Fall 2014-Spring 2017, pg. 19). The goal of ADTs is to simplify and streamline the transfer process between the California State University (CSU) and California Community College (CCC) systems. This initiative allows for community college students who complete an associate degree designated for transfer to receive guaranteed admission to the CSU system with junior status and to be given priority consideration when applying to their local CSU campus. To date, the College offers a total of 17 ADTs (Evidence: ADT Tracker Report 08/04/16).

With the implementation of the 2012 Student Success Act, one of the focus areas called for Community Colleges to offer courses that align with student need. To date, the College has been working diligently on fulfilling this endeavor on multiple fronts. First, the College has identified and researched the top ten Associate Degree programs that attracted the highest numbers of Education Plans (Evidence: Miramar Enrollment Analysis Report-Phase 2-TopEdplan, p.1). The College examined the correlation between Education Plans and actual enrollments, through describing enrollment trends, as well as the trends in a few other productivity indicators such as section, FTES, FTES/FTEF ratio, and fill rate. Associate Degrees conferred were also included in the report.

Second, during the program review process at the instructional program level, the College has now included award conferred data, over a five-year period, along with recommended benchmarks (Evidence: Miramar College Awards Conferred and Benchmarks by Program 2015). This is meant to help guide programs in requesting resources for achieving or sustaining the identified benchmarks. Please refer to standards I.B and II.A for further discussion.

Third, through the state-wide Institutional Effectiveness Partnership Initiative (IEPI), the College has identified Strategic Enrollment Management as a topic to address. In particular, the question of interest is, how can the college strategically integrate enrollment management into the College's Student Success Model? (Evidence: Strategic Enrollment Management Description-PRT 2015, p.1). In essence, this endeavor is meant to strategically link enrollment management with degrees conferred using a holistic approach. Please refer to standards I.B and II.A for further discussion.

- 4) **Chief Executive Officer** The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

San Diego Miramar College's chief executive officer is Dr. Patricia Hsieh (Evidence: P. Hsieh's Biographical Information). The Board of Trustees appointed Dr. Hsieh to be the fulltime president of the College, with full responsibility for the College and

Compliance with Eligibility Requirements

authority to administer board policies (**Evidence: Certification of CEO's full-time responsibility to the institution**). Neither the district chancellor nor the college president may serve as the chair of the Board of Trustees.

- 5) **Financial Accountability** The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There haven't been any financial, internal control or compliance issues resulting in findings, recommendations, or exceptions in the last five annual audits conducted. However, if any were identified, they would be reviewed and discussed during the Board's public session prior to the Board accepting the audits as prepared by the certified public accountancy firm.

COMPLIANCE WITH COMMISSION POLICIES

1) Policy on the Rights and Responsibilities of the Commission and Member Institutions

a. **Development and Promulgation of Standards-** The Accreditation Liaison Officer (ALO), on behalf of the college's Chief Executive Officer, communicated to the College the revised ACCJC Standards which were released June 2014 (**Evidence: ALO's Email to the College 6/20/14**).

b. Institutional Records of Accreditation

- i. San Diego Miramar College has a comprehensive system of keeping internal records relating to accreditation. First, the College keeps hardcopy files stored in locked filing cabinets of all accreditation activities and correspondence in a storage room housed in the School of Planning Research, Institutional Effectiveness, Library and Technology. Archival files date back to 2004 Self-Study.
- ii. Second, the College keeps digital records in two locations. One is on the shared internal hard drive for the College. The other is on the college's Accreditation Website page, which lists all accreditation reports (i.e., Annual, Self-Studies, Midterm, and Follow-up reports) (**Evidence: Miramar College Accreditation Webpage**) and related correspondence.

c. Information Collection

- i. **Self-Evaluation Process-** The college's institutional self-evaluation process involved broad and appropriate constituency group participation in preparing the institutional Self-Evaluation Report. The College formed tri-chair teams consisting of governance-appointed staff, faculty, and administrators to address the various standards and gather evidence (**Evidence: Accreditation Self-Evaluation Tri-Chair Assignments-Update 5/25/16**). For a full description of the aforementioned process, please refer to the section Organization of the Self-Evaluation Process.
- ii. **Records on Student Complaints and Grievances-** San Diego Miramar College processes each formal complaint timely, fairly and efficiently. To assist with this process, the District has an online complaint webpage (**Evidence: SDCCD Student Complaint Webpage**), which provides the students with detailed information

Standard I.A. Mission

and instruction on the complaint process, an online complaint form, and a flowchart of the process.

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

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

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

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

The Administrator Redirect will be as follows:

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

The District webpage was developed in Fall 2015. It is the first phase of an enhanced tool for serving students who have complaints. In addition, the District has plans to use the Maxient

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Student Case Management System to process and manage complaints. Features of the system include:

- Online records for tracking of student complaints
- More robust forwarding features, for example main categories can have sub-categories that will forward to different parties (e.g. General to Customer Service or General to Facilities)
- Direct access of case-relevant information from PeopleSoft, such as schedule of classes, contact information for verification, and name.
- Ability to assign cases to managers for follow-up and further action items.

iii. **Substantial Change-** In 2010, Miramar received ACCJC/WASC approval to offer 13 Associate Degrees and Certificates, as well as the college's General Education program, through the distance education mode. In Spring 2016, the College submitted a substantive change proposal for approval of 32 additional Associate Degrees and 10 additional Certificates through the distance education mode, which received ACCJC/WASC approval on 5/20/16 (Evidence: ACCJC Substantive Change Letter 5/20/16).

d. Site Visits and Reviews

i. The College makes available to the public past evaluation team reports as follows:

1. 2012 Team Evaluation Report (Follow-up) (Evidence: 2012 Team Evaluation Report (Follow-up), p.1)
2. 2011 Team Evaluation Report (Follow-up) (Evidence: 2011 Team Evaluation Report (Follow-up), p.1)
3. 2010 Team Evaluation Report (Self-Study) (Evidence: 2010 Team Evaluation Report (Self-Study), p.1)
4. 2004 Team Evaluation Report (Self-Study) (Evidence: 2004 Team Evaluation Report (Self-Study), p.1)

e. Accreditation Decisions

i. The College makes available to the public all Commission action letters and team reports (as stated in section D above), as well as the Self-Evaluation Report (Evidence: Miramar College Accreditation Webpage).

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- ii. Furthermore, the College makes public all accreditation actions taken on the institution and responds to evaluation team or Commission recommendations within the specified time parameters set by the Commission. For example, the result of the 2010 Self-Study process was a Warning sanction by the Commission. All recommended deficiencies were corrected within two years, which required two follow-up reports and visits, and all documentation was made public on the Accreditation Webpage (Evidence: 2011 ACCJC Follow-up Report, p.1; 2012 ACCJC Follow-up Report, p.1).

 - f. **Third Party Comment-** The College has added a standard ACCJC Third Party Comment Form to its Accreditation Webpage (Evidence: ACCJC Third Party Comment Form; Miramar College Accreditation Webpage). The College has notified the campus community and public of the ACCJC Third Party Comment Form through the participatory governance process (Evidence: College Executive Committee Minutes 4/19/16, p.2)

 - g. **Follow-up-** Miramar has been in full compliance with all past ACCJC recommendations and continues to strive to better our educational services through continuous quality improvement. If at any time the College was out of compliance, it made the necessary changes within the allocated time parameters to address the deficiencies. Please see section E (Accreditation Decisions) above for further details.

 - h. **Special Report and Visit-** Please see section E (Accreditation Decisions) above which addresses this particular section.
- 2) **Policy on Institutional Degrees and Credits-** The College complies with the Commission Policy on Institutional Degrees and Credit. The College awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 semester-unit minimum requirement for associate degrees and 120 semester-unit requirement for baccalaureate degrees.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, Sections

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55002.5 and District Board Policy *BP 5020: Curriculum Development*. The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including of in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in California Code of Regulations, Title 5, Sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

The College does not award credit based on the clock-to-credit hour conversion formula. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (CSLOs) are recorded on the course curriculum report (CR), a component of the official course outline of record. The CSLOs are integrated with the course objectives, course content, method of evaluation, and grading standards [CurricUNET].

- 3) **Policy on Transfer Credit-** The San Diego Community College District is in full compliance with the Commission’s policy on transfer credits. Board policies and procedures for transfer credits including advanced placement exams, International Baccalaureate, CLEP and Dantes, international coursework, high school articulated credits, upper division coursework, and credits for military experience are published in the college catalogs and on Student Web Services, the district’s District’s student portal (Evidence: CCP10). The Colleges have numerous articulation agreements with other institutions of higher education where there are mutual patterns of student enrollment. These agreements are developed under the leadership of the college articulations offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section that includes comprehensive information about articulation agreements as well as various transfer agreements (Evidence: CCP11). In addition, information about transfer and articulation is also posted on the college’s department websites (Evidence: CCP12; CCP13; CCP14) and Student Web Services (Evidence: CCP15). The Colleges have Transfer Centers that provide students assistance with navigating the complex transfer pathway. The Transfer Center staff routinely hold transfer

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workshops and events fairs to inform students about the many transfer opportunities and provide assistance with applications, requirements and processes.

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

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

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

Distance education students have the same availability of resources as do students taking on-campus courses. Resources available for distance education students

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include access to library materials, online tutoring, online counseling, online registration and class enrollments, as well as grade posting.

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

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

5) Policy on Representation of Accredited Status

San Diego Miramar College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org

Accreditation status of the College is located on the “About” tab under the “Institutional Effectiveness” heading on the College Website (**Evidence: Miramar College Accreditation Webpage**).

- 6) **Policy on Student and Public Complaints against Institutions-** The San Diego Community College District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process, along with an online form to file a complaint is posted on Student Web Services (**Evidence: CCPI**), which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link in the District website, in compliance with the Higher Education Act. (**Evidence: CCP2**) The District Accreditation webpage contains a direct link to the ACCJC webpage for filing a complaint (**Evidence: CCP3**).

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

AP 3540 Sexual and Other Assaults on Campus addresses complaints about sex or gender based assaults. *AP 3105.1 Academic Accommodations and Disability Discrimination for Students with Disabilities* provides a process for students to resolve disputes regarding academic accommodations, including formal complaints.

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

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

- a. **Advertising, Publications, Promotional Literature-** The college's official primary publication source for advertisement is the College Catalog (Evidence: San Diego Miramar College Catalog 2016-17). The following information is contained within the Catalog:

	Miramar Page
1. General Information	
• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC, and with programmatic accreditors if any	4
• Course, Program, and Degree Offerings	131
• Student Learning Outcomes for Programs and Degrees	137-411

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	Miramar Page
• Academic Calendar and Program Length	9
• Academic Freedom Statement	5
• Available Student Financial Aid	71
• Available Learning Resources	77
• Names and Degrees of Administrators and Faculty	413
• Names of Governing Board Members	3
2. Requirements	
• Admissions	15
• Student Tuition, Fees, and Other Financial Obligations	26
• Degrees, Certificates, Graduation and Transfer	85, 101, 131
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	30
• Nondiscrimination	58
• Acceptance and Transfer of Credits	36
• Transcripts	35
• Grievance and Complaint Procedures	63
• Sexual Harassment	59
• Refund of Fees	27
4. Locations of Publications Where Other Policies may be Found	29- 65

Secondary publication sources for advertisement include the class schedule and Annual Report to Community (**Evidence: Fall 2016 Class Schedule; Annual Report to Community 2015-16**). Please refer to Standard I.C for further discussion.

b. Student Recruitment for Admissions-The college’s recruitment practices and efforts are guided by well-qualified and trained college employees with managerial leadership provided the Dean of Matriculation & Student Development, with the support of the Vice-President of Student Services. The college employees who play significant roles in the recruitment process include:

- The Outreach & Assessment Coordinator
- Admissions Staff
- Financial Aid Staff
- Counseling Faculty and Classified Staff

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- EOPS Counselors and EOPS Technician
- Student Ambassadors, who are trained using a combination of district and college tools (Evidence: Ambassador Training Presentation).

These employees work collaboratively with the college's High School partners to provide recruitment in high schools and the community (Evidence: Outreach Department Program Review 2015-16).

The Vice President of Instruction, instructional Deans and instructional faculty also play an important role in recruitment. Examples of their efforts include presentations at student and parent events; showcasing specific program information during open-house events; and working collaboratively with high school partners to develop course offering lists for partnership agreements (Evidence: Memorandum Of Understanding High School Agreements, p.1).

The College does not:

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

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

All financial aid, including restricted funds, grants and scholarships, are offered and awarded on the basis the criteria for each fund, award or scholarship (Evidence: Financial Aid Bulletin 2015-16; Scholarship Brochure 2015-16; Board Policy 5025-Philosophy and Criteria for Associate Degree and General Education; Board Policy 3000-Admission of College Students).

c. Representations of ACCJC Accredited Status

San Diego Miramar College's accreditation status is officially represented in two public notification areas:

- 1) College Website (Evidence: Miramar College Accreditation Webpage; Miramar College ACCJC Accreditation Certificate)
- 2) College Catalog (Evidence: San Diego Miramar College Catalog 2016-17, p.4).

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- 8) **Policy on Contractual Relationships with Non-Regionally Accredited Organizations-** The District/Colleges do not have any contractual relationships with non-regionally accredited organizations.
- 9) **Policy on Institutional Compliance with Title IV-** The District carefully monitors and manages student loan default rates to ensure compliance with Federal requirements. The District is responsible for ensuring that federal funds are used appropriately, and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Student Services Office coordinates a bi-monthly meeting of Financial Aid Officers from all three Colleges – San Diego City College, San Diego Mesa College and San Diego Miramar College - to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Opportunity Act, and loan defaults.

In 2014, as a result of an increase in the loan default rate at one of the Colleges, the team created an administrative plan that included proactive steps to reduce the percentage of students in default. (*Evidence: CCP⁴*) The plan included the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and college financial aid policy. In addition, the individual Colleges have incorporated various other measures to proactively reduce students' risk of defaulting on their loans. Measures include contracting with a third party agency for assistance with case management of students who are delinquent; adding staff in the financial aid offices to focus on providing assistance to students delinquent on their loans; and a plan to conduct a series of workshops on student loans and academic success.

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

San Diego City College

10) CDR Year	11) 3 Year Rate
12) 2012	13) 26.7 %
14) 2011	15) 28.0 %
16) 2010	17) 21.9 %

San Diego Mesa College

18) CDR Year	19) 3 Year Rate
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20) 2012	21) 18.1 %
22) 2011	23) 19.0 %
24) 2010	25) 15.9 %

San Diego Miramar College

26) CDR Year	27) 3 Year Rate
28) 2012	29) 16.8 %
30) 2011	31) 21.0 %
32) 2010	33) N/A

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

- Creation of the Student Loan Default Report (*Evidence: CCP⁵*)
- Creation of the Consumer Information website in compliance with the Higher Education -Opportunity Act: (*Evidence: CCP⁶*)
- Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training (*Evidence: CCP⁷*)
- Creation of the Title IX website, including online student training (*Evidence: CCP⁸*)

Creation of a streamlined online complaint process (*Evidence: CCP⁹*)

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STANDARD I.A MISSION

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

Evidence of Meeting the Standard

Miramar College’s Mission

Miramar College’s mission is appropriate to an institution of higher learning and is developed collaboratively with input from all constituencies, under the leadership of the Planning and Institutional Effectiveness Committee (PIEC), and in alignment with district policy *BP 1200: District Mission* and ER 6 (Mission). Below is the Mission Statement along with the College Vision, which supports and further defines the mission of the College:

Mission

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

(Evidence: College Mission-Vision Statement Final Version; College Executive Committee Minutes 12/08/15; SDCCD Board of Trustees Minutes 01/28/16).

Vision

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

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

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- Collaboration and partnerships
- Participatory governance and communication
- A Culture of evidence, collaborative inquiry and action that focuses on the student experience

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

- **Goal I:** Provide educational programs and services that are responsive to change and support student learning and success.
- **Goal II:** Deliver educational programs and services in formats and at locations that meet student needs.
- **Goal III:** Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.
- **Goal IV:** Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community. (Evidence: Miramar College Strategic Plan Fall 2013-Spring 2020-Updated)

Broad Educational Purposes

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

Types of Degrees and Credentials

Miramar’s mission emphasizes a commitment to student achievement and completion. As a California Community College, Miramar delivers programs that award Associate of Arts and Associate of Science degrees, as well as Certificates of Achievement and Performance, that can be used to transfer to other institutions of higher education (Evidence: Miramar College Awards Conferred 2014-15). Miramar College has transfer Admission Guarantee (TAG) agreements with the following universities: University of California (UC) Irvine, Santa Barbara, Riverside, Santa Cruz, San Diego, San Diego State University (SDSU) for certain majors, and Arizona State University. The College has a priority admission program with UC Los Angeles, but it is not a guaranteed admission (Evidence: Transfer Requirements Articulation Webpage). All degrees and certificates are described in detail in the College Catalog (Evidence: San Diego Miramar College Catalog 2016-17, p.131).

Intended Student Population

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As described in the College Vision, Miramar aims to be a “hub of education, diversity, and services to our community”. The College supports all students whose educational goals include “transfer, workforce training, and/or career advancement,” career-technical education, basic skills, and life-long learning. All students who have an interest in higher education are encouraged to start at the community college level, particularly at San Diego Miramar College, because of its affordability, diversity, and its strong commitment to innovation and excellence in preparing its students for transfer, workforce training, and career advancement (Evidence: Miramar College High School Pipeline Report 2014-15; Fall 2014-Spring 2017 Environmental Scan on Communities Served by San Diego Miramar College, p.11). There is also a concerted effort by the Outreach Office to provide specialized recruitment to low income first-generation underrepresented students who may not ordinarily consider higher education due to various circumstances. Financial Aid and Extended Opportunities Programs and Services (EOPS) collaborate in development of these recruitment efforts (Evidence: Miramar Outreach Service Flyer; EOPS-Outreach Events Email 9/16/15).

While the primary service area identified by the Board of Trustees defines the intended student population, the College’s student population is diverse and often falls outside of the primary service area. Miramar’s student population includes active duty military, other working adults, single parents, and students with limited mobility due to physical disabilities who find that the distance education delivery better meets their needs and allows them to complete courses and programs that they may not otherwise have access to. In order to meet the needs of these student populations, Miramar began offering a limited number of courses through the distance education mode in 2001 and has since then continued to expand its offerings and enhance the comprehensive array of instructional and student support services, some of which are available in a distance education format. A full list and detailed description of the services are described in Section I .17 of the 2016 San Diego Miramar College Substantive Change Proposal Report. Providing additional course and program offerings through distance education will allow Miramar to meet the growing demand for college graduates and thus respond to state and national completion priorities; and local labor market needs (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p.4). Therefore, the College offers instruction in both Distance Education (DE) and traditional face-to- face teaching modalities to best serve the needs of the students. As the College examines both DE and traditional formats, it maintains a commitment to student learning and student achievement and ensures that all courses are offered, evaluated and reviewed with equal rigor to ensure the best outcome for students (see Standard II.A.7 for details).

Commitment to Student Learning and Student Achievement

Miramar has a strong commitment to student achievement, as described in the mission language “to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success.” This commitment is also seen in the Vision language emphasizing “access, learning, and success of all students”. The college’s commitment to learning is further recognized through the college’s published Institutional Learning Outcomes

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(Evidence: Miramar College Institutional Student Learning Outcomes Webpage) and cyclical assessment of learning and achievement through Program Review (see Standard I.B for details). In all, both student learning and achievement is best supported in Strategic Goal 1 by “Provid[ing] educational programs and services that are responsive to change and support student learning and success”.

Analysis and Evaluation

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

In keeping with Miramar’s mission and strategic goal to “Deliver educational programs and services in formats and at locations that meet student needs,” the College has expanded its distance education course offerings since initial approval of its substantive change for distance education proposal in 2010. The expansion of online offerings is intended to increase access and meet student needs by providing options to them for enrolling and completing courses, ultimately resulting in certificate and/or degree completion. As the College’s online course offerings continue to grow, needs, capacity, resources, scheduling, demand, and processes related to expanding the College’s distance education offerings are reviewed on an on-going basis through the program review cycle with annual updates and through the related college governance committees (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education 3/31/16, p.8)

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

- **Action Plan 1:** Review Miramar’s Mission Statement in Fall 2018 and revise to better align with standard language.
- **Action Plan 2:** Consider how the college wants to address and communicate its commitment to Distance Education through its mission and planning process (*QFE*)

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

Evidence of Meeting the Standard

Accomplishing Mission through Strategic Plan Assessment

As mentioned in Standard I.A.1, the college's Mission Statement provides the overall framework and basis for integrated planning efforts college-wide. This connection is achieved by the development of Strategic Plan Goals that directly support the mission and that can be used to guide college-wide planning over a 7-year period. (Evidence: [Miramar College Strategic Plan Fall 2013-Spring 2020-Updated](#)). As shown below, the Strategic Plan Goals were designed to directly support the key features of the college mission:



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

In order to measure the effects of accomplishing the college mission, the Strategic Plan was developed with specific indicators and measures that could be used to assess progress towards achieving the mission. The Planning and Institutional Effectiveness Committee (PIEC), with representatives from all the College's constituencies, led the efforts to update the Strategic Plan, which was approved by the Senates and then the College Executive Committee (CEC) in December 2013. PIEC then convened a

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Strategic Plan Assessment Workgroup, whose specific objective was to establish a comprehensive set of institution-set standards (i.e. benchmarks) for student achievement, performance, and institutional effectiveness (Evidence: Planning & Institutional Effectiveness Committee Minutes 9/26/14).

In the 2014-2015 year, the Strategic Plan Assessment Workgroup established a comprehensive set of benchmarks to measure the College's progress in meeting Strategic Plan Goals. To achieve this, the Workgroup examined each of the 11 identified indicators, consisting of 39 measures, using multiple sources of information. In order to analyze the data and capture the dialogue, the Workgroup utilized a worksheet, which laid the rationale for setting the benchmark (Evidence: Blank Benchmark Worksheet). Each metric was evaluated using a mixed qualitative/quantitative methodology and took into consideration the major trends, impact factors, and comparison points to set benchmarks for each indicator.

The institution-set standards were developed to address many elements of the college that reflect the student experience, student achievement and learning, including:

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

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

In assessing Distance Education, the data is disaggregated according to the State’s definition as defined in Title 5: If 50% of the instruction is delivered online, the course is considered a distance education course. (Evidence: Title 5, Section 55204).

Setting Institutional Priorities

At the conclusion of the benchmarking efforts, the Strategic Plan Assessment Workgroup translated the benchmark information into a scorecard that would assess the progress made in achieving the Strategic Goals and thus the mission (Evidence: Planning & Institutional Effectiveness Committee Minutes 3/27/15). The Strategic Plan Assessment Scorecard (SPAS) was designed using a “balanced scorecard” approach and was intended to function as a multi-purpose tool to do the following:

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

In Fall 2015, the scorecard (Evidence: 2015-2016 Strategic Plan Assessment Scorecard) was communicated through the governance process across the four constituency groups (Evidence: College Executive Committee-CEC Minutes 12/8/15). The broad communication of the scorecard was valuable in explaining how the college was assessing the mission, identifying potential gaps, and most importantly, how it was using those gaps to create priorities that would guide planning in all areas college-wide.

As student achievement and success is a focus of the mission, strategic plan and institution-set standards, it was important to fully integrate these institutional benchmarks into planning at the program -level and at the college-wide level. To address this at the program-level, the college used the Taskstream Accountability Management System to create aligned Program Review templates for all areas in Instruction, Student Services, Instructional Support Services, and Administrative Services (Evidence: Instructional Division Program Review Template; Administrative Services Division Program Review Report 2015-16; Student Services Division Program Review Template). The benchmarks for key achievement elements (i.e. Awards Conferred, Student Retention, and Student Success) were provided for each program and the departments evaluated how their programs will meet the benchmarks. Programs then develop goals and action plans

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that can be mapped directly to the Strategic Goals, which allows the College to evaluate how programs and service areas are accomplishing the college mission. Periodic reports are generated to show linkage between actions at the program/service unit level and the Strategic Plan, and these reports are used in planning discussions (Evidence: Taskstream Strategic Goal Map).

To ensure that the institution-set standards are understood and used for action planning college-wide, PIEC developed a rubric that crosswalks committees, operational plans, and individuals with institution-set standards for different areas (Evidence: 2015-16 SPAS-Identified Implementation Parties). In addition, all divisional plans develop goals in consideration of the Strategic Plan and Student Success, and all goals are directly linked in those documents. College governance committees are directed by these institutional priorities as well, and many governance agendas will link agenda items to the Strategic Plan Goals (Evidence: College Executive Committee Agenda 5/3/16 Example; Planning & Institutional Effectiveness Committee Agenda 5/13/16 Example).

Lastly, the gaps identified in respect to SPAS indicators and institution-set standards were used for action planning at the annual College-wide Planning Summit in Spring 2016. (Evidence: 2016 Planning Summit Agenda). Faculty, staff, and administrators worked together, in conjunction with student service areas, to identify potential action items to mitigate the gaps (Evidence: 2016 Planning Summit Action Items List).

Analysis and Evaluation

As evidenced above, Miramar meets this Standard. The Strategic Plan Assessment Scorecard provides an institutional framework for divisions, departments, and units to identify areas that need improvement, dialogue about how to address the gaps, and develop action plans. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation, all of which inform integrated planning by directing institutional priorities to meet the educational needs of students. In support of these efforts, according to the 2015 Employee Feedback Survey, a majority of respondents (69%) agreed that the College has a culture of using data to determine how effectively it is accomplishing its mission (Evidence: Miramar College 2015 Employee Feedback Survey, item 13).

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

- **Action Plan 1:** Revise the Strategic Plan to include all levels of learning outcomes assessment as indicators of success in achieving the mission. (QFE)
- **Action Plan 2:** Streamline all operational plans and develop a process for annual collection and analysis of action plans from all planning documents. (QFE)

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

Evidence of Meeting the Standard

Aligning Programs and Services with Mission

All of Miramar’s program and services are developed in consideration of the college mission. The College has used the Taskstream Accountability Management System to create Program Review templates in all instructional and student support areas, in which programmatic goals are directly linked to the Strategic Plan and resource requests provide a direct connection between programs/services and support of mission, student achievement and learning (Evidence: Instructional Division Program Review Report 2015-16; Student Services Division Program Review Report 2015-16).

Aligning Planning with Mission

Miramar College’s mission serves as the planning framework that guides the development of the Strategic Plan. The Strategic Plan sets institution-wide goals, which support accomplishment of the mission, and provides priorities, through the Strategic Plan Assessment Scorecard), for college-wide planning. The updated Fall 2013-Spring 2020 Strategic Plan includes the following four goals:

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

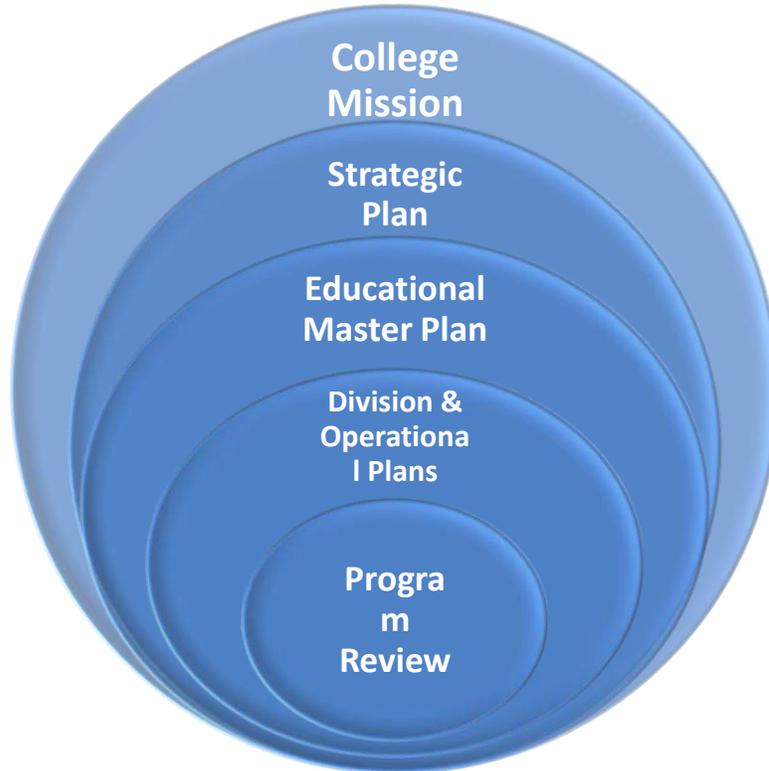
In addition, the updated Fall 2013-Spring 2020 Strategic Plan includes details on how to achieve each goal as well as how to measure progress towards goal attainment by providing the following:

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

The Strategic Plan is reviewed/updated on a three-year cycle and revised on a six-year cycle and is developed in consideration of the college mission and various data sources to

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inform decision making (Evidence: Fall 2013-Spring 2020 Strategic Plan Updated). Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation over a six-year period. All instructional programs and service areas develop their goals in alignment with the



Strategic Plan, thus ensuring that the college mission is central to planning at all levels of the College. Below is an illustration depicting how the College mission is aligned with planning and program review:

- **The Instructional and Service Area Program Review** process is an integral part of the planning efforts and serves as the primary mechanism for identifying programmatic/department level goals, objectives, and resource request needs (i.e., facilities, technology, personnel) that are used to contribute to the decision-making processes. Using Taskstream, the goals are directly aligned with the College Strategic Plan. In addition, annual resource requests must identify how the request will support the goals of the program/department, improvement of student learning and achievement, and the college mission (Evidence: Instructional Area BRDS Spreadsheet).
- **Division Plans** include summations of the division's programs or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Division Plans include Instructional Services, Student Services and Administrative Services. (Evidence: Instructional Services Division Six-Year Plan 2014-2020; Student Services

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Division Six-Year Plan 2014-2020; Administrative Services Division Six-Year Plan 2014-2020)

- **Operational Plans**, assigned to a specific division or a participatory governance committee whose charge has college-wide focus, include goals and actions directly aligned with Strategic Plan Goals. These plans include the Facilities Master Plan, Technology Plan, Human Resources Plan, Cultural and Ethnic Diversity Plan, Student Equity Plan, Marketing and Outreach Plan, Basic Skills Action Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, and the Student Success and Support Programs (SSSP) Plan. (Evidence: Basic Skills Action Plan 2015-16; Outcomes Assessment Operational Plan 2015-16; Student Success and Support Program (SSSP) Plan 2015-16)
- **The Educational Master Plan** is the culmination of planning efforts college-wide, identifying planning trends from all three Division Plans by using the Loss/Momentum Framework to organize information (see I.B for details). (Evidence: Miramar College Educational Master Plan Fall 2014-Spring 2020)

College Mission and Distance Education (DE)

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

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

Both statements speak to the fact that there is a growing need of DE options for students. As the world changes and online education expands, the College will continue to respond to these needs through consideration of the student experience. The College has also engaged in meaningful dialogue among its constituency groups in regards to online instruction. The Distance Education Subcommittee, under Academic Affairs (Evidence: San Diego Miramar College Governance Handbook 2016, pg. 32), is responsible for

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

The charge of the DE subcommittee is directly aligned with Strategic Goal II stated above, and dialogue is routinely shared with Academic Affairs and constituencies (Evidence Academic Affairs Committee Minutes 2/18/16 Example)

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Analysis and Evaluation

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

- **Action Plan 1:** Review and revise the Educational Master Plan to more clearly describe link to the Strategic Plan Goals and to consider identified action plans from all Operational Plans (*QFE*)
- **Action Plan 2:** Perform a comprehensive evaluation of all planning processes/ 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. (*QFE*)

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

Evidence of Meeting the Standard

Publication of Mission Statement

The college's Mission Statement is widely published on the College Website, in the College Catalog and in other published documents, such as the Convocation programs, and Annual Report to the Community (Evidence: San Diego Miramar College Catalog 2016-17, p.13; Fall 2016 President's Convocation Program; Annual Report to the Community 2015-16)

Review and Update of Mission Statement

In alignment with ER 6 (Mission), Miramar's Mission Statement is reviewed and revised every three years in the Planning and Institutional Effectiveness Committee (PIEC) with college-wide input and follows the governance approval structure to ultimately reach the Board of Trustees (Evidence: College Annual Planning Calendar/Cycle 2016-17). In Fall 2015, the College revised the mission with input from all constituency groups to produce the current Mission Statement, which was approved by the Board of Trustees in January 2016 (Evidence: College Mission-Vision Statement Final Version; Planning and Institutional Effectiveness Committee Minutes 9/25/15; College Executive Committee Minutes 12/08/15; SDCCD Board of Trustees Minutes 1/28/16).

Analysis and Evaluation

As evidenced above, Miramar meets this Standard. Having the college's Mission Statement strategically published in "high traffic" locations ensures high visibility among the public and college constituencies. In fact, the majority of employee survey respondents (84%) stated that they are familiar with the mission statement of the college (Evidence: Miramar College 2015 Employee Feedback Survey, item 7). The awareness of the college's Mission statement has grown throughout the years according to the employee survey results (79% in 2009 to 84% in 2015). Furthermore, exactly half of the student survey respondents (50%) stated that they are familiar with the Mission Statement of the College (Evidence: Miramar College 2015 Student Feedback Survey, item 6). The awareness of the college's Mission Statement has also grown throughout the years among the student population (38% in 2009 to 50% in 2015).

STANDARD I.B ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Note: Need information from district on BP 0250, AP 0250.1, BP 3225, AP 3225 that are in development. We will need to reference throughout Standard I.B.

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

Evidence of Meeting the Standard

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

Dialogue and Continuous Improvement on Student Outcomes and Academic Quality

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

To address these areas and truly embrace continuous quality improvement, substantial changes in the outcomes assessment process were made, and this process is now integrated with the Program Review process in all Divisions of the College, to better inform college-wide planning and to improve student learning and achievement. SLO Assessment in both instructional and non-instructional areas is directly integrated into Program Review and is tied to resource allocations, linking dialogue and requests at the local level to Division Plans and ultimately the college's Strategic Plan Goals (Evidence:

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Summary Program Review data or example Program Review; Strategic Plan mapping). These changes also led to an evaluation of the effectiveness of the existing SLO tracking system, an in-house data repository called SLOJet. Investigation of a variety of outcomes and assessment management systems resulted in the purchase and implementation of the Taskstream Accountability Management System (Taskstream) in Fall 2014, which allows for longitudinal tracking of student outcome assessment as well as of improvement plans and their success (Evidence: Taskstream link). This has allowed the College to capture dialogue at the course and program level, and this dialogue can then be included in School and Division plans to inform college-wide planning (Evidence: example of School plan with program specific SLO information). As the SLO assessment process is an integral part of Program Review, the College now uses Taskstream to capture its Program Review process as well.

In addition to the above, the Student Learning Outcomes Coordinator assignment changed in scope to encompass coordination and facilitation of college-wide dialogue on outcomes and assessment efforts, including Instructional, Student Services, Instructional Support Services, and Administrative Services areas. The additional responsibilities of the revised assignment are now led and carried out by the College-wide Outcomes and Assessment Facilitator (Evidence: Job Announcement for College-wide Outcomes and Assessment Facilitator).

Dialogue on student outcomes and achievement has been present at the College for some time, but there was a lack of focus and coordination in terms of college-wide discussions. To illustrate, the Planning and Institutional Effectiveness Committee (PIEC) conducted a survey in March 2012 to identify gaps between relevant institutional effectiveness practices and ACCJC standards as identified in commission training materials. Analysis of survey results showed that one of the main issues was the lack of opportunities to have reflective dialogue of achievement and outcome data among college constituencies (Evidence: 2012 Institutional Effectiveness Survey Results 031612). As a result, the College began to focus on enhancing a wide-spread culture of collaborative inquiry, referring to the institution's capacity for supporting open, honest, and collaborative dialogue that focuses on strengthening the institution (Evidence: BRIC Technical Assistance Program Inquiry Guide). College-wide dialogue, facilitated by the College-wide Outcomes and Assessment Facilitator, centered on the culture shift from "Culture of Compliance" to "Culture of Intentionality" and a focus on student success (Evidence: Spring 2013 Convocation "Student Learning Outcomes: Moving toward the future and "Sustainable Continuous Quality Improvement"; Spring 2013 Retreat "Why Student Learning Outcomes? A Big Picture Approach to Institutional Learning Outcomes and the Positive Impact on Student Success"; Fall 2013 Convocation "A Sea Change at Miramar: Outcomes, Assessment and Program Improvement"; Spring 2014 Workshop "Miramar College: Culture of Improvement"; Fall 2014 Convocation "The look and feel of Taskstream").

To illustrate, Miramar's Spring 2013 Retreat focused on the connection between student success, outcomes, and achievement, introducing the College to the "Six Factors of

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Student Success” and the American Association of Colleges and Universities’ (AAC&U) Essential Learning Outcomes (Evidence: Presentation at Spring 2013 Retreat). As a result of this dialogue, the College adopted a modified version of the Essential Learning Outcomes in order to include and recognize the important contributions of non-instructional areas for student success, as well as to align with the local California State University (CSU) campus that uses the same Essential Learning Outcomes for assessment of General Education (Evidence: College ISLOs, Outcomes and Assessment Website and CSUSD link). As evidence of the continuity of this work, dialogue at the Fall 2013 Convocation led to revision of program student learning outcomes (PSLOs), with a focus on programmatic student success, and an ultimate revision of the Program List at the College to better reflect the needs of students obtaining degrees and certificates (Evidence: 2016-2017 Program List or Catalog link). PSLO assessment is now directly linked to Program Review and is tied to resource allocations (Evidence: Program Review Workspace; BRDS form). Lastly, evaluation of Institutional Student Learning Outcomes (ISLO) assessment led to a process that now involves both quantitative mapping data and student survey data (Evidence: ISLO Survey Fall 2015). Continued efforts are focused on both direct and indirect evaluation of ISLOs using a student survey (Evidence: 2016 ISLO Survey).

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

Dialogue and Continuous Improvement on Achievement

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

In addition, the Instructional Program Review Reports contain disaggregated achievement data by program, and faculty and staff use this information to align plans and improvement strategies to affect positive change in student success (Evidence: Example of Instructional Program Review). Programs are also asked to speak to

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institution-set standards in the areas of Degrees Awarded, Success Course Completion and Retention, and use these standards to guide planning and activities to reach those programmatic goals (see Standard I.B.5 for details) (Evidence: Example Program Review, benchmark form).

Lastly, at the Spring 2016 Planning Summit the College used a triangulation approach to examine student success. Dialogue focused on examining gaps identified through the benchmarking process, in which the College was able to prioritize and establish action items for allocating resources to mitigate the gaps (Evidence: 2016 Planning Summit Agenda). In addition, dialogue focused on specific achievement data such as Basic Skills outcomes, data on accelerated basic skills courses, transfer data, and awards conferred by program have been facilitated in various committee/department meetings (e.g., Basic Skills Committee, Transfer Center, and Dean's Council) (Evidence: Basic Skills Subcommittee Minutes Fall 2015; Selected email correspondence between Research and Planning Analyst and departments/committee).

Dialogue on Student Equity and Basic Skills

The Basic Skills Subcommittee receives an annual report on basic skills students and courses at the College. With the help of the Research and Planning Analyst, the Subcommittee reviews the achievement data, along with the other information in the report, and conducts second-level analyses that are action oriented (Evidence: Basic Skills project reports-Research and Planning Analyst). Each basic skills subject is then explored by the content experts and action items are fed into the Basic Skills Action Plan (Evidence: 2013-14 BSI Action Plan; 2014-15 BSI Action Plan; 2015-16 BSI Action Plan). As an example of this dialogue, in Fall 2015 the Subcommittee resumed discussions regarding the adoption of acceleration models for basic skills courses. The Subcommittee led and structured dialogue on the findings from the state-wide as well as district-wide studies on accelerated basic skills classes. Recommendations to the responsive departments were made based on the discussions (Evidence: Basic Skills Subcommittee Minutes Fall 2015).

Per the State's guideline on student equity, in 2015 the College explored five main equity indicators, which include access, successful course completion, Basic Skills completion and transition to degree-applicable courses, transfer volume, and degree completion. For each indicator, data were disaggregated by various student subpopulations (i.e., gender, ethnicity, economically disadvantaged, academic standing, DSPS status, veteran status, and foster youth status). The findings were then compared to what was reported in the previous year's 2014 Student Equity Plan to validate the existing trends as well as new trends. Through the facilitation efforts of the Research and Planning Analyst and the Student Success and Equity Advisory Council, the entire College was invited to review and dialogue on the research equity data in contributing to build action plans in mitigating the equity gaps revealed by the research. The dialogues were well structured and facilitated, and action items for each disproportionately impacted student group were collected and organized into the 2015

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Student Equity Plan (Evidence: 2015-16 Student Equity Plan).

Dialogue on Institutional Effectiveness & Academic Quality

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

- **Development of Retreats/Summits**

In August 2012, the College implemented the first College Retreat specifically focused on student success and integrated planning (Evidence: 8/12 Agenda), which provided a venue for dialogue on facets of institutional effectiveness across the campus. College constituents analyzed college-wide data, including strategic plan goal achievement, student achievement and outcome data trends, and determined new directions and priorities for annual plans. This information was then taken to the Fall 2012 College Convocation (Evidence: 8/12 Agenda) and individual school and department meetings. During these discussions, emphasis was placed on helping college constituencies to link annual planning activities to long-term Strategic Plan Goals, to prioritize new Program Review recommendations, and to assess the impact of the prior year's allocation of resources on institutional effectiveness. The second focused Retreat in Spring 2013 also included a dialogue component on the 2007-2013 Strategic Plan, involving discussion of a newly developed prototype of an achievement outcomes scorecard (Evidence: 2007-2013 Strategic Plan Scorecard) and of the accomplishment of prioritized Strategic Plan objectives (Evidence: 2012 IE Report). The college's integrated planning process was also discussed and assessed by reviewing the results of the 2013 Institutional Effectiveness Survey (Evidence: 2013 IE Survey Results 030513).

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

Upon the retirement of the Dean of Library and Technology in Summer 2013, the College formally reorganized this position into the Dean of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology (Evidence: CEC 8/27/13 minutes and/or Board Approval Minutes). Along with the position title change came a restructuring of the school into the School of Planning, Research and Institutional Effectiveness (PRIE), Library and Technology. In Spring 2014, the College implemented the reorganization of institutional effectiveness upon the arrival of the new Dean. This formal change included having the Dean report directly to the President since the job duties of the position and the school functions are college-wide (Evidence: Job announcement). The purpose of this reorganization was meant to streamline institutional effectiveness across the College.

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- **Improving Institutional Effectiveness Dialogue through the “Preventing Loss/ Creating Momentum Framework (LMF)”** As much of the dialogue on student success, achievement, and outcomes had relied heavily on quantitative data, constituency groups noted that they often had difficulty connecting and relating to the quantitative data, because it lacked personal perspective. As such, the data needed to include both direct measures of student success and the qualitative perspective to increase faculty and staff engagement with the dialogue in a meaningful and structured way.

In Spring 2014, PIEC adopted the Preventing Loss/Creating Momentum Framework (LMF) as an organizational planning framework to help guide, cultivate, and sustain a culture of collaborative inquiry (Evidence: PIEC 03/14/14 minutes). The LMF is focused on the student experience in and its relationship to student success. In particular, the student experience refers to the series of interactions between the student and the College, and how these interactions have an impact on whether students will continue on their educational journey toward successful completion (momentum points) or whether they will drop-out along the way (loss points) (Evidence: LMF Inquiry Guide). These interactions are grouped into four key phases that encompass the educational journey:

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

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

- **Spring 2014 College-wide Retreat:** This Retreat utilized several

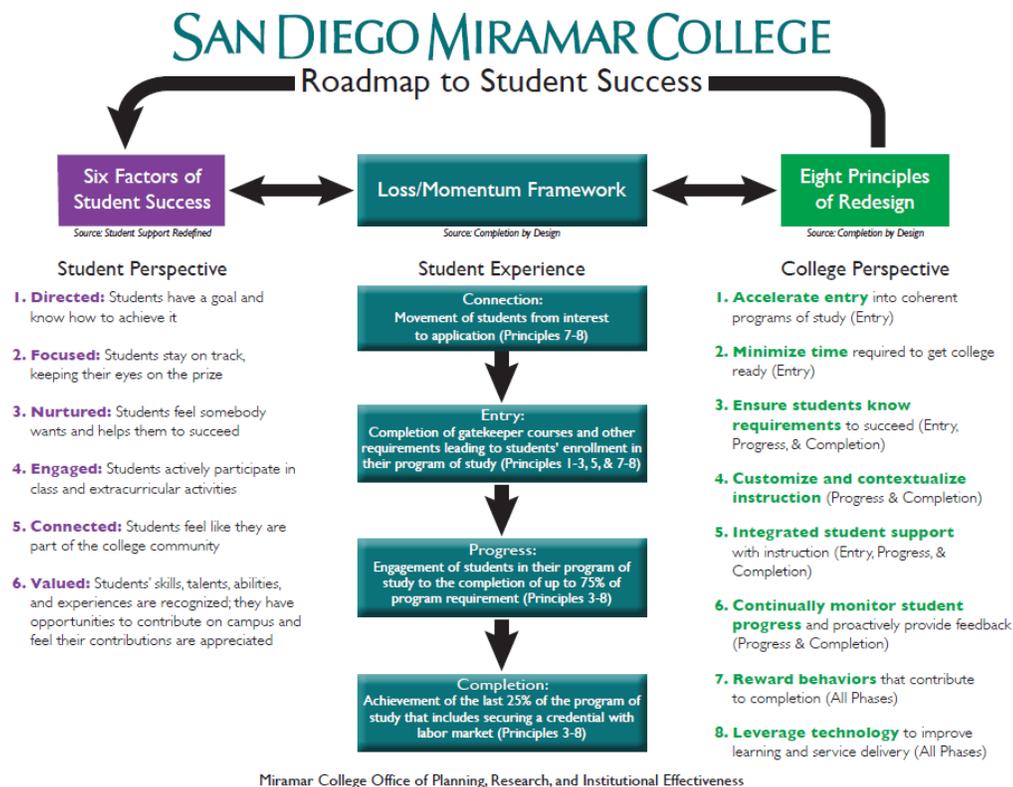
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student panels to showcase the importance of the student experience in each of the four phases of the LMF (Evidence: Intro PPT; 3/14 Retreat Agenda) and allowed the College to actively engage students and understand their perspectives regarding their barriers to student success. One panel discussion focused on Basic Skills, highlighting the Entry phase of the LMF (Evidence: Basic Skills PPT). Dialogue from this panel resulted in the College identifying potential action items within each division which pertained to Entry phase and Basic Skills. The Retreat concluded by examining the equity gap between the identified student success barriers from the panel discussion and the Student Equity Plan, according to the four phases of LMF (Evidence: Student Equity PPT). Taken together, the qualitative data collected during the planning retreat was examined according to the four phases of LMF (Evidence: excel spreadsheet) and incorporated into all three respective divisional plans (Evidence: divisional plans) and the Fall 2014-Spring 2020 Educational Master Plan (Evidence: Ed Plan).

- **Fall 2014 Convocation:** Fall convocation focused on the Progress phase of the LMF (Evidence: 8/12 Agenda). Similar to the Spring 2014 Retreat, a student panel shared their experiences of teaching and learning in the classroom, highlighting the Six Factors of Student Success (Evidence: 6 Factors Guide). Upon the conclusion of the student panel, a break-out session engaged faculty and staff in structured dialogue to identify professional development ideas to increase teaching and learning, which were sent to the Flex Coordinator for development of activities to assist faculty (Evidence: Pull information from benchmarking process documents).
- **Spring 2015 College-wide Planning Summit:** This Summit (formerly called “Retreat”) utilized alumni and classified staff panels to address the Completion phase of the LMF (Evidence: 3/2015 Agenda). The Summit focused on two particular topics: 1) Strategic Enrollment Management and 2) Instructional Support Services. Alumni and Classified Staff panels discussed how their experiences as former students or roles as classified staff contributed to degree completion. In light of the Eight Principles of Redesign, break-out groups provided answers to guided questions. (Evidence: Principles of Redesign Inquiry Guide; group handouts). Subsequently, a theme analysis was conducted to extract dominant themes in addressing degree completion at Miramar (Evidence: theme analysis).

The Retreat/Summit and Convocation discussions and outcomes led to development of a model that summarizes the college-wide efforts to structure dialogue and collect qualitative information for use in planning, called the *Roadmap to Student Success* (Evidence: Roadmap to Student Success Model):

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This model creates a visual roadmap of the student experience, using information from the Research and Planning Group for California Community College’s “Student Support (Re)defined” and “Completion by Design.” The model was presented to the College at the Fall 2015 Convocation under the title “Student Success Dialogue... What is your role in the student experience?” (Evidence: 8/15 Convocation Agenda; PPT). To illustrate the importance of this model, the College viewed a video based on the generic story of a girl named Sarah, who faced both loss and momentum points within her educational journey (Evidence: Sarah’s Story Video- <https://youtu.be/IUu2a1CHyq4>). This video was meant to bring to life the student experience and to highlight the critical roles that faculty and staff play in the educational journey of students. Using an inverted classroom approach, the College reviewed the qualitative data collected and worked in groups to identify how all constituencies at the College could function better to serve students in their quest for success (Evidence: Fall 2015 Convocation Data Packet; Fall 2015 Convocation Group Worksheet).

Analysis and Evaluation

As evidenced above, Miramar meets this Standard. The College has established processes and structures for the sustained, substantive and collegial dialog regarding improvement to student learning and achievement. Furthermore, Miramar has

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demonstrated dramatic progress in fostering a culture of collaborative inquiry that is tied to student success through evidence (e.g. outcomes assessment, quantitative and qualitative data) and action. Using the *Roadmap to Student Success*, the College has focused dialogue on student success on a college-wide level, as evidenced in the recent Retreats and Summits. In support of this work, a majority of the employee survey respondents (81%) agreed that the College facilitates ongoing dialogue about improving student learning and institutional processes (Evidence: 2015 Employee Feedback Survey, item 9).

The qualitative information from the Retreats/Summits supplements SLO assessment and achievement data to better inform improvement strategies to increase student success (Evidence: Spring 2014 to Fall 2015 Qualitative Data Packet). Furthermore, the college-wide outcomes and assessment process is now an integrated part of all divisions and results and improvement strategies are now directly linked to program review, resource allocation, and higher level planning.

However, moving forward the College will continue to revise and improve the infrastructure to allow for meaningful dialogue regarding student achievement and learning. To date, the Planning and Institutional Effectiveness Committee has revised its goals and plans to include the important task of coordinating outcomes and assessment efforts on a college-wide scale (Evidence: PIEC 10/23/15 Minutes; PIEC 11/13/15 Minutes; PIEC 12/11/15 Minutes; CGC Minutes Spring 2016).

- **Action Plan 1:** Explore possibility of creating a college-wide Outcomes and Assessment Subcommittee (*Short-term*)

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

Evidence of Meeting the Standard

Miramar has defined student learning outcomes for all instructional programs and student learning and support services, and these outcomes are assessed on a regular cycle in all areas. In compliance with ER 11 (Student Learning and Achievement), program student learning outcomes (PSLOs) are communicated to the public through the College Catalog and the Outcomes and Assessment Webpage, and are also housed within the Taskstream Accountability Management System (Taskstream) for faculty use during assessment cycles (Evidence: 2016-17 Catalog; List of program SLOs from Taskstream; Outcomes and Assessment page link; Taskstream link or page?).

Instructional Program Student Learning Outcomes (PSLOs)

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

In the 2014-2015 year, the College reevaluated its definition of instructional program. Taking into consideration Title 5 language, as well as the need for assessing authentic outcomes for students in degrees and certificate programs, the College adopted the new definition of program to be “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” This resulted in 40 programs and allowed faculty to modify and update the PSLOs to address these more specific areas (Evidence: 2015-2016 Program List). In addition to evaluation of program definition, Miramar evaluated the effectiveness of the assessment cycle timing. Prior to 2013, faculty performed course and program assessment cycles each semester. However, this did not leave sufficient time to implement improvement strategies and assess their effectiveness. Miramar has now moved to a three-year cycle for assessment of Course Student Learning Outcomes (CSLOs) and PSLOs. Faculty work together in their programs and departments to assess CSLOs and PSLOs and implement improvement strategies to increase student success (Evidence: Instructional Guide for Program Assessment in Taskstream; Instructional Guide for Course Assessment in Taskstream; Example assessment report?).

All San Diego Miramar College courses, regardless of delivery mode, have identified CSLOs, which are recorded on the course syllabi and in the Course Curriculum Report of the Course Outline of Record (Evidence: CR and Syllabus). Additionally, all instructional programs have PSLOs, which identify skills that students will obtain across courses and awards in the program. Because the expectations and rigor of any course or program offered through distance education (DE) mode are the same as for those offered through

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traditional mode, the assessment and evaluation of CSLOs and PSLOs are performed using the same process.

With the adoption of Taskstream, all assessment activities are now coordinated and integrated, showing clear alignment between CSLOs, PSLOs, and the Institutional Student Learning Outcomes (ISLOs) (Evidence: Alignment Report). PSLO Assessment Reports and CSLO Action Plan Summaries are included in Program Review and are used as the basis for development of resource requests (Evidence: Example of Program Review with PSLO Report and CSLO report). In addition, because PSLOs are mapped to the ISLOs, institutional dialogue on student learning is comprehensive and includes program level data (Evidence: Alignment Report). The first three-year cycle completed in Spring 2015 and the College recorded a 94% completion rate of program level assessment (Evidence: Taskstream report).

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

With the adoption of the modified Essential Learning Outcomes as the College's 4 ISLOs (see Standard I.A.3 for details), Student Services, Instructional Support Services, and Administrative Services units could create meaningful outcomes that aligned to the ISLOs. Student Services has developed outcomes for units within the four main areas: Admissions, Mental Health, Student Affairs, and Student Development and Matriculation (Evidence: SS Outcomes list on outcomes/assessment webpage). These outcomes align with the college's ISLOs for inclusion in college-wide dialogue as well, and have a three-year assessment cycle that aligns with the Instructional Division. In addition, these assessment results are captured in Program Review and used to drive resource request in those areas (Evidence: SS Program Review example). The Student Services Outcome and Assessment information can be found on the Outcomes and Assessment Webpage of the College Website (Evidence: link to website).

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

Lastly, while not explicitly directed by ACCJC, the College decided it would be beneficial for the Administrative Services Division to develop service unit outcomes that align with the outcomes and assessment process college-wide. This Division does not

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play a role in day-to-day interactions with students, but it performs critical functions by enabling the College to run smoothly and to offer all of the courses, programs, facilities and student services located therein. The College believed that to authentically assess SLOs on an institutional level, it needed to include the important functions and outcomes of Administrative Services. The College-wide Outcomes and Assessment Facilitator worked with the Chair of the Administrative Services Program Review Committee, as well as the Vice President of Administrative Services, to develop outcome statements that accurately measured the desired outcomes of the different units and to develop an assessment template in Taskstream that would work for Administrative Services. The Administrative Services assessment cycle is annual, to align with their common practices and requirements within their units, and outcome statements and assessment information can be found on the Outcomes and Assessment Webpage of the College Website (Evidence: link to website). Similar to the other service areas, these assessment results are captured in Program Review and used to drive resource requests (Evidence: AS Program Review example).

Institutional Student Learning Outcomes (ISLOs)

Prior to 2013, the College was operating under a system of 5 ISLOs that primarily related to student outcomes in instructional areas (Evidence: 5 ISLO system). This allowed the College to develop course and program outcomes but gave little guidance for how to look at SLOs in non-instructional areas. It also failed to provide a framework for the College to discuss how all instructional and non-instructional areas work together in supporting student learning and success, especially in relation to SLOs. In response to this need and the desire for continuous quality improvement, the College made a shift in the faculty responsibilities of the coordinator for outcomes and assessment, and updated the position to College-wide Outcomes and Assessment Facilitator (Evidence: Job Announcement). This updated position allowed for college-wide coordination and participation of all divisions to create a more holistic picture of student learning.

To initiate this “sea-change” in thinking about SLOs and assessment, the Spring 2013 Retreat emphasized an evaluation of the 5 ISLO system and of whether or not these ISLOs were encompassing the entire student experience appropriately. The College-wide Outcomes and Assessment Facilitator guided faculty, staff, and administrators in looking for commonalities in outcomes between diverse programs and the subsequent development of “common student learning outcomes” (Evidence: PowerPoint activity from Spring 2013 Retreat). This activity highlighted outcomes that represented core competencies and skills/abilities that all students shared, regardless of discipline or program. Using this as a starting point, the participants were able to compare the current 5 ISLO system to the American Association of Colleges and Universities’ (AAC&Us) 4 Essential Learning Outcomes (Evidence: Spring 2013 Retreat Presentation). These Essential Learning Outcomes were developed as part of AAC&U’s Liberal Education and American’s Promise campaign, designed to identify outcomes that prepare students for twenty-first-century challenges (Evidence: AACU Website). While these new outcomes were generally supported, there was lingering concern that non-instructional areas were not adequately represented. This led to a greater dialogue and suggestions on

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how to modify the Essential Learning Outcomes to include language specific for non-instructional areas.

Suggestions were taken back to the College's Instructional Program Review/ Student Learning Outcomes Assessment Cycle Committee (IR PR/SLOAC) and together with the Student Services/ SLOAC Committee and Administrative Services Program Review Committee, a final version of the modified Essential Learning Outcomes was presented and eventually adopted by the College: (Evidence: ISLOs; CEC minutes)

- **ISLO 1: Knowledge of Human Cultures and the Physical and Natural World**
Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study
- **ISLO 2: Intellectual and Practical Skills**
Communication
Critical Thinking
Problem Solving
Quantitative Literacy
Information Literacy
- **ISLO 3: Personal and Social Responsibility**
Local and global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning
Pursuit of high quality collegiate educational and extracurricular experiences
Successful navigation of the postsecondary education system to achieve educational goal(s)
- **ISLO 4: Integrative and Applied Learning**
Synthesis and advanced accomplishment across general or specialized studies
Demonstration of applied skills required for the student's chosen career field

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

Assessment of ISLOs has also evolved over the past 6 years. Early assessment of ISLOs involved collection of mapping data. While this was a routine method for ISLO assessment at that time, the College didn't find this type of data informative and provided little guidance as to which areas should be addressed for improvement. To improve the assessment of ISLOs, the College utilized a student survey, to elicit information from the

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students and use this information to supplement the mapping already in place. The survey tool was designed in the IR PR/SLOAC Committee and was then shared with Student Services and Administrative Services for feedback. Once finalized, a random sampling of courses was performed by the college's Research and Planning Analyst, the survey was distributed, and results collected. In Fall 2015, the survey findings were combined with the mapping data and the Outcomes and Assessment Facilitator presented this information to the IR PR/SLOAC and PIE Committees for dialogue and inclusion in college-wide planning efforts (Evidence: PPT on ISLO Survey "ISLO Assessment Summary"; outcomes and assessment website).

Analysis and Evaluation

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

The past 6 years have been a remarkable period of growth for Miramar in the area of student learning outcomes and assessment. In parallel with the shift in thinking about Institutional Effectiveness and planning, there has been a "sea-change" in how the College approaches student learning outcomes and assessment. As noted above and described in Standard I.A.3, the College has revised the Institutional Student Learning Outcomes and Assessment process to include contributions of all areas, including instruction, student services, instructional support services, and administrative services. The implementation of Taskstream ensures that outcomes are being assessed in all areas and that improvement strategies and action plans are informing higher level planning for student success. While there will be continuous improvement in all areas of outcomes assessment, the comprehensive and integrated assessment of student learning outcomes and service unit outcomes exemplifies Miramar's efforts to exceed this Standard.

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

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

Action Plan 2: Investigate mechanism to provide more robust support to faculty in staff in the development, implementation and analysis of SLO assessment.

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Action Plan 3: Investigate possibilities of additional levels of assessment analysis at the course and/or program level, for example disaggregation of SLOs in courses offered by distance education mode versus courses offered by traditional mode.

Action Plan 4: Work with Academic Senate and other participatory governance groups to draft an official position on student learning outcomes and assessment processes.

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

Evidence of Meeting the Standard

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

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

To prepare the College for this process, PIEC hosted a benchmarking workshop in May 2014 (PIEC 5/29/14 minutes). The purpose of the workshop was to inform all constituencies within the College about the process of benchmarking and the use of mixed methodologies (i.e. qualitative and quantitative). Following the workshop, a cross-divisional, governance-approved workgroup, the Strategic Plan Assessment Workgroup, was created to carry out the task of designating benchmarks that would measure the College's progress in meeting its mission, and assessing achievement of these benchmarks by the mid-cycle review of Fall 2013-Spring 2019 Strategic Plan.

In Fall 2014, the Strategic Plan Assessment Workgroup, under the leadership of PIEC, began the benchmarking process (PIEC 9/26/14 minutes). The goal of the workgroup was to establish a comprehensive set of benchmarks by end of Spring 2015 and produce a comprehensive scorecard for Fall 2015. Each of the 11 identified indicators (consisting of 39 measures) was benchmarked using a mixed qualitative/quantitative methodology. This ensured inclusion of multiple sources of information and content expertise, taking into consideration major trends, impact factors, and comparison points for each indicator. To capture the dialogue and data, the Workgroup utilized a worksheet (Evidence: blank worksheet), which provided rationale for setting the benchmarks.

The Workgroup consistently reported to PIEC to inform the committee of the progress being made (Evidence: PIEC 9/26/14-5/8/15 minutes). When issues would arise at the Workgroup level, the item would be brought to PIEC for feedback and direction. This communication practice kept the benchmarking process transparent, in that PIEC is a participatory governance committee and any information shared with the committee would be reported to each respective constituency group as well as captured in the minutes. At the end of Fall 2014 and Spring 2015, two communications were sent out to the College indicating progress made in the benchmarking process (Evidence: Fall 2014 email correspondence; Spring 2015 email correspondence). At the conclusion of the process, Miramar had created a comprehensive set of benchmarks (i.e. institution-set standards) to address many elements of the College, including, student achievement, student learning, and the student experience:

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

In Spring 2015, this information was translated into a Strategic Plan Assessment Scorecard (SPAS) that communicated and highlighted the progress made in achieving the strategic goals. The SPAS consists of four parts: an introduction, the current year goal attainment, a 5-year trend analysis, and a crosswalk that maps benchmarks to Strategic Plan Goals and operational definitions (Evidence: Strategic Plan Assessment Scorecard 2015-16-Final). The SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the College Strategic Plan Goals and could be used to close the loop on the inquiry process by identifying areas in need of

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improvement and action. While the SPAS is one tool used to evaluate the overall health of the College, Miramar also uses the ACCJC Annual Reports to evaluate progress made in specific Career Technical Education programs regarding licensure passage and job placement rates (Evidence: Accreditation Annual Report 2015; Accreditation Annual Report 2015; Accreditation Annual Report 2014; Accreditation Annual Report 2013).

Communicating Institution-Set Standards for Achievement

In Fall 2015, the results of the benchmarking efforts and SPAS were showcased in governance meetings with all college constituencies and were ultimately adopted by the College Executive Committee (CEC) (Evidence: CEC 12/8/15 minutes). This process ensured consistent and widespread communication of these benchmarks with all constituencies. The SPAS was also the focus of dialogue and action planning at the Spring 2016 College-wide Planning Summit and were used to stimulate development of actions to mitigate gaps (see Standard I.B.9 for details) (Evidence: 3/16 Planning Summit Agenda). The College has identified 6 gaps that will be the focus of improvement strategies for 2016-2020 (What are the gaps?).

Currently, the Strategic Plan and the Strategic Plan Assessment Scorecard are published on the Planning website (Evidence: http://www.sdmiramar.edu/webfm_send/15619). This is intended to allow divisions, departments, and units to identify gaps in achievement; use a structured inquiry process to address the gaps; and adjust or plan new activities to close these gaps. These benchmarks are also reviewed in instructional Program Review Reports (see Standard I.B.5 for details) and action plans are generated to address any program-specific deficiencies. The College has set standards at the program-level regardless of delivery mode (i.e. distance education or traditional) (Evidence: SPAS, pg 1). Furthermore, the College analyzes and communicates the program-level standards through the Instructional Program Review process, which evaluates courses and programs regardless of delivery mode (see Standard I.B.5 for details)

Analysis and Evaluation

As evidenced above, Miramar meets this Standard. In support of this, 69% of employee survey respondents agreed that the College has a culture of using data to determine the effectiveness of accomplishing its mission (Evidence: 2015 Employee Feedback Survey, item 13).

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

Based on the Loss/Momentum Framework (LMF) and the revised Institutional Student

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

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

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

Evidence of Meeting the Standard

Organization and Use of Assessment Data using Taskstream

In order to achieve continuous quality improvement in the area of outcomes and assessment, focus was given to the method by which the College captured and used assessment data. Prior to 2013, Course Student Learning Outcomes (CSLO) Assessment data was captured using an in-house system called SLOJet (Evidence: SLOJet). This system was useful in capturing assessment information, but did not provide a method to conduct mapping (i.e. show linkages between different levels of assessment), to collect program-level or institutional- level assessment data, to use assessment data in Program Review or to integrate the data into higher-level planning. In Fall 2012, the Outcomes and Assessment Coordinator researched several data management software platforms, including the one utilized by other colleges within the District (i.e. Taskstream), and presented this information to the College through the Planning and Institutional Effectiveness Committee (PIEC) (Evidence: Assessment Software Presentation 11/05/12). In consideration of functionality, cost, and consistency across the District, PIEC recommended the purchase of Taskstream (Evidence: PIEC 3/18/13 minutes; CEC 4/2/13 minutes). The Accountability Management System platform of Taskstream allows institutions to collect assessment data and improvement plans/ strategies; manage assessment processes and align with other college functions; and report on SLO assessment cycles easily and consistently. For San Diego Miramar College, this system allowed the College to integrate SLO assessment into the Program Review process, which informs college-wide planning and enhances institutional effectiveness by automating and standardizing information across the College.

Because Taskstream was designed for outcomes and assessment management, initial implementation was focused on development of workspaces for instructional and non-instructional outcomes assessment and creation of links between all levels of outcomes assessment and higher-level planning (Evidence: Academic Affairs: The Integrated Student Learning Outcomes Picture PPT). PIEC convened the Taskstream Taskforce, with representation college-wide, to develop aligned templates and a training plan for implementation of the software (Evidence: CEC 4/16/13 & 4/30/15 minutes CEC; Taskstream Implementation Meeting PPT 05/21/13; 8/27/13 & 9/10/13 minutes).

At the beginning of Spring 2014, the Taskstream Taskforce convened a smaller Taskstream Workgroup, consisting of the College-wide Outcomes and Assessment Facilitator; representatives from the Divisions of Instruction, Student Services, and Administrative Services; and the Dean of PRIELT (Evidence: CEC 2/4/13 minutes). Within the workgroup, Student Services and Administrative Services Division's templates and workspace design were done, in collaboration with the College-wide Outcomes and Assessment Facilitator, by co-chairs from the Student Services Program

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Review/ SLOAC Committee and Administrative Services Program Review Committee. The Dean of PRIELT functioned as the liaison to the Instructional Support Services areas in development of their assessment templates and plans. The coordination of these efforts by the Outcomes and Assessment Facilitator ensured that these workspaces would align with the Instructional Division and provide a seamless process for collection of outcomes assessment data. The training plans were then designed to facilitate training of faculty and staff in Summer 2014 (for Instructional Support Services, Student Services, and Administrative Services) and Fall 2014 (for Instruction).

In order to train the faculty in the Instructional Division, the most challenging group due to size, the training plan included four phases:

- **An Introduction to Taskstream:** The Outcomes and Assessment Facilitator presented the “look and feel” of Taskstream to the Academic Affairs Committee (Evidence: Academic Affairs PPT 03/16/14).
- **Phase 1 Training:** The Taskstream Workgroup provided information regarding set-up, access, and navigation of Taskstream to Deans, Department Chairs and SLO Liaisons, who would then function as future trainers (Evidence: Flyer # 1; LM Evidence: Taskstream Training Part 1: The Look and Feel of TaskStream PPT 05/01/14)
- **Phase 2 Training:** The Taskstream Workgroup conducted a detailed, hands-on training to prepare the “trainers” to assist with the college-wide training below. (Evidence: Flyer # 3 (where is Flyer #2?); CEC 5/20/14 & 4/29/14 minutes, LM PPT?).
- **College-wide Training:** The Outcomes and Assessment Facilitator led the college-wide training during the Fall 2014 Convocation. After the introductory presentation, the College separated into the different instructional schools and the Taskstream trainers assisted with input of their Outcomes and Assessment Plans. (Evidence: Instructional Guide for Course Assessment Plans Using Taskstream; Fall Convocation ILC Set-up; Taskstream Training-The Look and Feel of Taskstream 08/11/14).

The College-wide Outcomes and Assessment Facilitator provided ongoing training during Fall 2014 through a series of Taskstream clinics (Evidence: Outcome-Assessment Sept Clinic flyer; Outcome Assessment Oct-Nov Clinic flyers) Furthermore, the Facilitator met with individuals, groups and departments in order to provide them with hands-on Taskstream training to address specific program or department needs.

Needed example of use of outcomes results in program review/BRDS funding

Alignment of Outcomes Assessment, Achievement and College-wide Planning using Taskstream

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Having developed the outcomes and assessment process in Taskstream, the College needed to develop and align its Program Review processes to include outcomes and assessment and provide consistency across the disciplines and divisions. At the beginning of Fall 2014, the Taskstream Workgroup was reconvened to work on the development of the Program Review templates (Evidence: Email agendas). Program Review templates were developed in each respective division's Program Review Committee and brought back to the Taskstream Workgroup for status reporting and future direction (see Standard I.B.5 for details).

Several improvements in the Program Review process were implemented as a result of this dialogue. Course Assessment Findings and Action Plans, as well as Program and/or Service Area Outcomes Assessment Reports, are now included in the Program Review templates, providing integration of both processes. Results from these assessments are also directly linked to Program Goals and resource requests, establishing the connection between outcomes assessment and college-wide planning. (Evidence: Academic Affairs XXX minutes; Program Review template). Achievement data and student characteristics, disaggregated by student population, are provided by the Research and Planning Analyst to aid in the program's evaluation of function. In addition, institution-set standards (i.e. benchmarks) for student achievement data were provided for instructional areas. The enhancement of Program Review data provided the connection between student learning/student achievement data and Program Goals (Evidence: Academic Affairs XXX minutes). Lastly, Program/Service Area Goals are now mapped to the College's Strategic Plan Goals in Taskstream, which allows the College to easily identify actions plans that support the college-wide goals and further the integrated planning efforts and the college mission.

The Taskstream Program Review workspaces were implemented in Fall 2015 as part of the three-year program review cycle (e.g. Fall 2015-Spring 2018). Because the Outcomes and Assessment Facilitator is a resource member to all Program Review Committees and led the efforts in development of SLO assessment and Program Review templates, this individual took the lead on training for Program Review in the Instructional Area. Prior to the Fall 2015 semester, the College-wide Outcomes and Assessment Facilitator held a training for instructional department chairs during the Chairs Academy (Evidence: Chairs Program Review Training PPT 08/19/15). Taskstream training clinics for Program Review were also provided both in instructional and non-instructional areas (Evidence: Student services or admin services training?; Flyer for Fall 2015 Program review Taskstream Clinics). As modifications to the template and process occurred, the Outcomes and Assessment Facilitator has continued to coordinate and run training college-wide.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has made great strides to ensure that assessment findings and action plans (i.e. improvement strategies) are directly linked to college-wide planning. These efforts have ensured that outcomes assessment serves as the foundation for identification of

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improvement strategies and resource allocation that will have a direct impact on student success. In support of this, 77% of employee survey respondents agreed that student learning is considered in institutional planning (Evidence: 2015 Employee Feedback Survey, item 11).

However, the College is continually aimed at improving this process. The Fall 2015 semester was used as a pilot to examine the integration of the outcomes and assessment process with the program review process. As expected, there were areas identified that could be used for continuous quality improvement. The Taskstream Workgroup used an online survey to solicit data and feedback from faculty and staff in the three divisions (Evidence: Survey Monkey survey), and this information was distributed to the respective Program Review Committees in the different Divisions for discussion. The Instructional Program Review/ Student Learning Outcomes Assessment Cycle (IR PR/SLOAC) Committee identified several areas for improvement, including simplification of the template, improved integration of resource request information, and a change in the timing of the program review process. The Instructional Program Review template was modified based on these recommendations, and the College recommended to move the Instructional Program Review deadline to Spring instead of Fall (Evidence: CEC minutes 2/9/16; New program review template when it happens).

In addition, the Outcomes and Assessment Facilitator and the Co-Chairs of the Budget and Resource Development Subcommittee (BRDS) worked together to create a seamless process for capture of resource request information in the Program Review template in Taskstream and creation of ranked resource request lists college-wide for BRDS consideration (i.e. BRDS Summary Spreadsheet). The revised template was piloted during the Spring 2016 Program Review process (Evidence: Instructional BRDS Form).

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

- **Action Plan 1:** Compare effectiveness of the BRDS Summary Spreadsheet to the previous method for collecting resource request information. Continue to streamline process for collecting information in Program Review for college-wide planning. (*QFE*)
- **Action Plan 2:** Investigate the effectiveness, methodology, and use of disaggregation of both achievement and SLO data to improve student success.

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

Evidence of Meeting the Standard

Program Review Process

San Diego Miramar College has worked diligently to revise and update its integrated planning efforts by including data and information from a variety of internal and external sources to make evidence-based decisions (Evidence: 2012 ACCJC Evaluation Report). The College has focused on the continued development of the Program Review process and the inclusion of student learning outcomes and achievement data as a basis for evaluation of program effectiveness. As described in Standard I.B.4 above, from Spring- Fall 2015, the College aligned the Program Review processes across all divisions. Using Taskstream, these aligned Program Review processes were implemented in Fall 2015 (Evidence: Example Program Review reports from all three divisions and School of PRIELT).

Within the Program Review process, program/service area unit goals are identified within each respective Division's Program Review template. To aid in the development of program goals in the Instructional Division, the Program Review template now includes course student learning outcome (CSLO) assessment data, program student learning outcomes (PSLO) assessment reports, and student achievement data (Evidence: Instructional PR template and/or sample). Student achievement data include quantitative data for programs disaggregated by demographic, course, mode of delivery, and award level information, and is combined with student characteristics in a Program Scan Data Packet document for inclusion in Program Review workspaces. (Evidence: Program San Example). The Instructional Program Review template contains the following fields of information:

- **Standing Requirements**
 - **Executive Summary:** Field for Programs that wish to provide an overall summary of their Program Review.
 - **Program Mission Statement:** Field for identification of the program's Mission Statement.
 - **Program Outcomes Assessment Reports:** Field where Programs publish PSLO Assessment Report.
 - **Course SLO Action Plans:** Field where the College-wide Outcomes and Assessment Facilitator provides status of CSLO assessment cycles of courses within the program. Programs will use this field to provide timeline to complete any overdue assessment.
 - **Program Benchmarks:** Field where Program will compare institutional benchmarks (i.e. institution-set standards) to Program expectations.

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- **Program Analysis:** Field where the Research and Planning Analyst provides the Program Scan Data Packet, including disaggregated program achievement data and student characteristics. Programs will use this field to provide a narrative analysis of how these factors, in addition to SLO assessment information and other internal/external factors, will affect program success.
- **Program Goals:** Field where Program will identify goals for the next 3-year cycle, based on Program Analysis. Program Goals must be mapped to the College's Strategic Plan Goals.
- **Cyclical Information**
 - **Action Plan:** Field used to identify Action Plans that will be used to achieve Program Goals. Action Plans include details of the activity, resource requests, and any substantiating evidence or documentation. For years where only a Program Review Update is required, Programs will update this information and add new actions or goals as needed.
 - **Status Report:** Field used to identify status on progress of Action Plan.
 - **Resource Request Form (only used for the 2015-2016 cycle):** Form used to consolidate all resource requests within the program. This information is now captured directly in the Action Plan.

Details on components of the Program Review in Instructional Support Services, Student Services, and Administrative Services can be found in Standards II.B.3, II.C.1, and Standard III. (we need to ensure that the program review components are outlined there).

Integration of Program Review Process and College-wide Planning

San Diego Miramar College has developed a Program Review process that is now directly tied to resource allocation and higher-level planning. Resource requests must be validated in Program Review, including links to associated student learning outcomes assessment and achievement data if applicable (**Evidence: BRDS summary spreadsheet**). Courses (and programs) offered in DE mode are assessed and evaluated with the same rigor and process as those offered in traditional face-to-face mode, and as such, the assessment data collected would be used in the same manner for resource requests. These requests are then linked to the School Program Reviews and Division Plans, which ultimately feed into the college's Educational Master Plan. In addition, all Program/Service Area Goals, resource requests, and activities are now directly mapped to the college's Strategic Plan Goals, which are themselves based on the College Mission Statement. As such, both short- and long-range needs for programs and services are captured in Program Review and channeled through higher-level plans to improve institutional effectiveness and academic quality as illustrated below:



To integrate these processes, the College has implemented Taskstream for management of SLO Assessment, Program Review, and resource allocation to help inform college-wide planning efforts (Evidence: Example of Program Review showing above). Using Taskstream, Miramar publishes Program Reviews to communicate with the public how well it is accomplishing college and program missions, including assessment of student learning outcomes (Evidence: Outcomes and Assessment page on results?; Program Review publication page-PIEC discussion). These documents also provide evidence of how the college's planning framework is comprehensive and integrates Program Review with resource allocation. Other College plans that communicate accomplishment of mission and student achievement (i.e. Strategic Plan, Educational Master Plan, Division and Operational Plans) are published on the Planning website (Evidence: <http://www.sdmiramar.edu/institution/plan>).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College's Program Review is a cyclical process that integrates achievement data, outcomes assessment data, institution-set standards, and qualitative analysis, and the subsequent Program Goals are mapped to the Strategic Plan Goals, providing the College with a resource for assessing accomplishment of its mission. As evidence, 75% of employee survey respondents agreed that Program Review is integrated into the college planning process (Evidence: 2015 Employee Feedback Survey, item 10).

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

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

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

Evidence of Meeting the Standard

Disaggregated Achievement Analysis through the Student Equity Plan

In Spring 2014, the State initiated the Student Equity Plan (SEP) across the California Community College (CCC) system. The SEP is meant to focus on increasing access, course completion, ESL and basic skills completion, degrees and certificates, and transfer for all students, as measured by success indicators linked to the CCC Student Success Scorecard. SEP uses success indicators to identify and measure areas for which disadvantaged student populations may be impacted by issues of equal opportunity. With the inclusion of additional subpopulations (i.e. Gender, Ethnicity, Age, DSPS status, Veteran status, access by Foster Youth, and Economically Disadvantaged) as set forth by the CCC Chancellor's Office, the College embarked upon a collective and collaborative process whereby all campus stakeholders, including students, faculty, classified staff, administrators and district personnel, provided widespread dialogue and reflective thought in the creation of the College's SEP (see Standard II.C.1) (**Evidence: Student Equity Plan Fiscal Year 2014-15**).

As highlighted in the current SEP, the College has disaggregated several aspects of student achievement and used the analysis to develop goals and associated activities and strategies to mitigate gaps (**Evidence: 2015-16 Miramar College Student Equity Plan**). A summary of specific achievement areas is as follows:

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

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As noted in the action plans for the College's SEP, this work is ongoing and will continue with college-wide discussions to address student equity and to identify gaps and improvement. A plan for evaluation of each activity is outlined in the SEP as well. Additionally, the activities identified in the SEP align with the planned activities addressed in the SSSP plan and the College's Fall 2013-Spring 2019 Strategic Plan.

In Summer 2016, the College received an audit from the State's Legislative Analysis Office (LAO), to gain a better understanding of how San Diego Miramar College uses student equity and student success categorical funding (Source: LAO Visit Planning Meeting 6.23.16). The College was able to provide updates on how the monies are expended through showcasing example projects and the alignment of the SEP, SSSP, Basic Skills, and college planning efforts (Source: LAO Visit Agenda 7.22.16). In all, the data revealed that African American students were disproportionately impacted across an array of student achievement metrics at the basic skills and transfer levels. As a result, the College has implemented some supplemental services to help mitigate the student success gap for this particular ethnic group (Evidence: 2015-16 Miramar College Student Equity Plan; LAO Visit PowerPoint 7/22/16).

Disaggregated Learning Outcomes and Achievement Analysis through Program Review

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

Each program's achievement data is disaggregated by demographic, course, mode of delivery, and award level for faculty consideration in Program Analysis, in the identification of gaps, and for requesting resources to mitigate those gaps (see Standard I.B.5 for details). The College also uses the course or program to form subpopulations of students for SLO assessment purposes. Most faculty use clustering of SLO data from students in all sections of the same course to form a subpopulation for analysis. Disaggregation at this level allows faculty to examine how course SLOs are effectively preparing students for success at the program level. Some faculty have also identified additional subpopulations within each course or program, for example students enrolled in courses offered via distance education mode versus those offered in traditional mode (Evidence: Ask Chemistry Faculty for this evidence). Because SLOs are the basis for course success, disaggregated achievement data can also be used to evaluate the

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effectiveness of subpopulations in achieving identified learning outcomes (Evidence: need examples here).

Disaggregated Learning Outcomes for Institutional Analysis

Institutional SLO (ISLO) assessment has historically used indirect measurements (e.g. clustering of SLO data within subpopulations at the course or program level) (Evidence: ISLO maps and ISLO surveys). In the past 2 years, the College has focused on improving ISLO assessment and has done so by enhancing the function of the survey tool. This work was done in the Instructional Program Review/ Student Learning Outcomes Assessment Cycle Subcommittee, with coordination between Student Services and Administrative Services Committees via the College-wide Outcomes and Assessment Facilitator. Currently, the ISLO Survey tool includes both a direct measurement of learning and defined subpopulations of students for assessment (Evidence: Latest ISLO Survey; IRPR SLOAC minutes). These subpopulations form groups for disaggregation of the ISLO survey information, and include cohorts of students identified by time spent at San Diego Miramar College and by educational goal. The College plans to implement the survey in the 2016-2017 year and to gather this disaggregated ISLO information to further inform planning college-wide.

Analysis and Evaluation

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

While the College meets this Standard, there is a continuing need for improvement of mechanisms by which to disaggregate both learning outcomes and achievement data in a meaningful way. To address disaggregation analysis of achievement data, the College has hired a Research Associate, whose responsibilities will include both college-wide research requests as well as program-based requests (Evidence: Research Associate Job Announcement). This individual will be able to fulfill requests by programs for disaggregation of achievement data that is of specific use to that program, as well as provide disaggregated program achievement data based on previously identified subpopulations (i.e. Gender, Ethnicity, Age, DSPS status, Veteran status, access by Foster Youth, and Economically Disadvantaged). In addition, the Research Associate will work in collaboration with the Research and Planning Analyst under the School of PRIELT to provide these reports as part of the Program Review process.

The College is also in the process of investigating how results from disaggregation of achievement data could be supplemented by additional levels of SLO disaggregation. To pilot these efforts, the College-wide Outcomes and Assessment Facilitator submitted a project for funding through the SEP's Request for Proposal (RFP) process, in order to investigate the feasibility of a disaggregation study of SLOs in disproportionately impacted student populations (Evidence: RFP for study). The funding would allow the College to purchase Taskstream's Aqua software platform, which allows for the

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collection of SLO assessment data directly and virtually from individual students and perform disaggregation of data by subpopulations. The College is also discussing the possibility of disaggregating SLO data for additional subpopulations, including students enrolled in courses offered via distance education mode versus traditional mode.

- **Action Plan 1:** Investigate usefulness of disaggregating SLO assessment at additional levels, in order to support current student achievement disaggregation work.
- **Action Plan 2:** Develop an effective communication strategy for sharing outcomes assessment practices college-wide, best practices in SLO assessment, gaps identified through SLO assessment, and successful strategies implemented to improve student learning. (*QFE*)
- **Action Plan 3:** Implement new ISLO Survey and collect disaggregated information to identify areas of focus for improvement.

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

Evidence of Meeting the Standard

Evaluation of Policies and Practices in Instructional Programs

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

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

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

- Recommend changes to processes and timelines for instructional program review and student learning outcomes assessment processes, as needed to comply with accreditation standards and the college's integrated planning process. (Evidence: IR PR/SLOAC Weblink; Minutes of committees).

Policies and practices that affect courses and programs offered in distance education (DE mode) are evaluated in the same way as those offered in traditional mode. The DE Subcommittee is responsible for evaluation of DE courses, learning programs, and related student and learning support services and for recommendation of changes to increase effectiveness of student learning (Evidence: DE Subcommittee Page). As an example, recent work by the DE Subcommittee resulted in the recommendation that all

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faculty teaching online courses complete online training (Evidence: DE Recommendation; Dean's email to faculty).

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

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

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

As evidence of this work, San Diego Miramar College has created Strategic Enrollment Management Guiding Principles (Evidence: SEM Guiding Principles). This document

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was developed in the Academic Affairs Committee in collaboration with the Vice Presidents, the Deans and the Department Chairs, and in conjunction with realistic projections of current trends in the College and the District, as well as internal and external factors that may affect the trajectory of campus planning.

Evaluation of Policies and Practices in Student and Learning Support Services

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

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

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

- Develop Miramar College Student Services Program Review process, develop potential subcommittee membership, goals, procedures and calendar in alignment with other college planning and review cycles.

Currently, there is not a specific committee charged with evaluation of policies and practices in Learning Support Services. However, as described in Standard I.B.1, College restructuring and the creation of the School of Planning, Research, Institutional Effectiveness, Library and Technology (PRIELT) has resulted in coordination of the Program Review process in this area by the Dean of PRIELT. In addition, the College-wide Outcomes and Assessment Facilitator has functioned as the liaison between Learning Support Services and other areas of the College in the processes for evaluation and program review.

Evaluation of Policies and Practices in Resource Management

The Budget and Resource Development Subcommittee to provide narrative

Evaluation Policies and Practices in Governance-Academic Senate President to provide response

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Organization of Evaluation Efforts

At the college level, the Planning and Institutional Effectiveness Committee (PIEC) is responsible for overseeing evaluation processes and ensuring effectiveness, described in the committee goal:

- To ensure that the college integrated planning efforts are in alignment with the college mission and accreditation standards and in compliance with applicable Federal, State, and local requirements.

As discussed in Standard I.B.1, PIEC recommended the adoption of the Preventing Loss/Creating Momentum Framework (LMF) to help organize the dialogue surrounding institutional performance as it relates to the student experience (**Evidence: PIEC 03/14/14 minutes**). This framework also emphasizes evaluation of the underlying factors that affect the student experience:

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

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

District's Role in Evaluation of Policies and Practices

The District's process for regularly evaluating its policies and practices encompasses all areas including instructional programs, student learning support services, resource management, and governance. For example, the District process for evaluating its policies and procedures consists of a regular cycle of review every six years of each Board Policy and Administrative Procedure (Evidence: IB7¹). The District website posts all Board policies and Administrative Procedures (Evidence: IB7²) in areas such as Board Operations, Information Technology, District Governance, Instructional Services, Student Services, Human Resources, Business Services, and Facilities and Equipment Services.

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The District Office regularly evaluates its practices to assure their effectiveness in supporting academic quality and the accomplishment of the District's mission within its District divisions and participatory governance councils and committees. For example, an annual comprehensive assessment of governance councils and committees allows members to address concerns or recommend improvements. The District divisions and departments engage in a self-assessment process that involves a review of their planning goals, objectives, and outcomes, and recommendations for future action. See also Standards I.C.5. and IV.A.7.

Distance Education

There is no difference from the evaluation and assessment processes of District divisions, departments, councils, and committees in the review and evaluation of distance education policies, practices, and procedures. Board Policy *BP 4105: Distance Education* (Evidence: IB7³) and Administrative Procedure *AP 4105: Distance Education* (Evidence: IB7³) define and classify a course offered through distance education and outlines practices that support academic quality and the mission of the District.

For example, in both district and college practices there is an accurate and consistent application of the distance education policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade). In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses. (Evidence: IB7⁵)

Additional district policy and procedure address the process for awarding credit for distance education programs. (Evidence: IB7⁶; IB7⁷) Curricula and program standards are consistent for all courses and programs of study regardless of location or mode of delivery. Furthermore, course credit, degrees and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. The last reviews of *BP 5020: Curriculum Development* and *AP 5300.2: Courses of Instruction and Educational Program Approval* were conducted according to the approved policy and procedure process in 2016.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The college's Strategic Plan, Mission Statement, governance structure, and adoption of the Loss/Momentum Framework provide a system for evaluation of the four underlying factors that can affect student success (i.e. policies, practices, programs, & processes). These factors affect all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes and are aimed at effectively supporting academic quality and accomplishment of the college mission.

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

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

Action Plan 1: Implement the “College Governance Committee Evaluation Tool” to assess the day-to-day operations and effectiveness of all governance committees. Analyze results and implement improvement strategies as needed.
(QFE)

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

Evidence of Meeting the Standard

Communication through the College Website

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

Institutional Research (Evidence:

<http://www.sdmiramar.edu/institution/research>)

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

1. **Research Agendas**- Provides documents that specify ongoing research requests which are mapped to the college's strategic goals.
2. **Research Requests**- Provides information to end-users on how to request data, organized by type of request (e.g. public request, general request, special request, and external request).
3. **Research Reports**- Provides ongoing, published research reports, organized by categories (e.g., Enrollment, Student Profiles, Ad-hoc Reports).
4. **Best Practices**- Provides information on best research practices/data used at the College.
5. **Resources**-Provides other useful resources, such as the California Community Colleges Chancellor's Office Data Mart.
6. **FAQs**- Provides answers to frequently asked questions regarding research requests, data requests and locating appropriate data sources.

Accreditation (Evidence: <http://www.sdmiramar.edu/institution/accreditation>)

This site provides specific information regarding Accreditation, including

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

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Institutional Effectiveness Partnership Initiative (IEPI) (Evidence:

<http://www.sdmiramar.edu/institution/iepi>) This site provides specific information regarding the statewide IEPI initiative, including

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

Outcomes and Assessment (Evidence: <http://www.sdmiramar.edu/faculty/slos>)

This site provides information on the development, implementation and use of student learning outcomes (SLO) assessment and related work, including

- **Student Learning Outcomes Statements**- Provides information on development of SLO statements, as well as SLO statements at the course, program, service area, and institutional levels.
- **Assessment Plans**- Provides guides and information for the development of SLO assessment plans.
- **Assessment Resources**- Provides additional resources to assist faculty and staff with the implementation of SLO assessment (e.g. information from the National Institute for Learning Outcomes Assessment (NILOA), Taskstream user guides, and the American Association of Colleges and Universities' Essential Learning Outcomes).
- **Current Assessment Activities**- Provides link to the Taskstream system for management of assessment activities, as well as examples of current activities.
- **Evidence of Student Learning**- Provides college-wide reports on the results of outcomes assessment and links to individual assessment reports.
- **Use of Student Learning Evidence**- Provides information on how the College uses SLO assessment to improve student learning and student success.

Planning (Evidence: <http://www.sdmiramar.edu/institution/plan>) This interactive site provides specific information regarding the college's integrated planning efforts, including

- **Mission/Vision Statement**- Provides overall planning framework for the College.
- **Student Success Framework for Long-term Integrated Planning Diagram**-Refer to I.B.9 for details.

Student Success Scorecard (Evidence: http://www.sdmiramar.edu/webfm_send/14908)

This site provides specific information on the California Community College's Student Success Scorecard for San Diego Miramar College. In particular, the

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scorecard reports across five metrics (i.e. Completion, Persistence, 30 Units, Remedial, and CTE).

Communication through College-wide Presentations and Publications

While the College Website is a valuable tool for communication of documented evidence to students, faculty and the public at-large, the College also highly values the type of communication that can elicit feedback, through discussion and college-wide dialogue. For the past 6 years, the College has held Convocations each Fall and Spring (with the exception of Spring 2016) to communicate critical information from evaluation and assessment activities; to ensure wide-spread awareness of strengths and weakness; and to solicit college-wide feedback for development of plans to mitigate gaps moving forward. A major focus during this time has been on learning outcomes and assessment and on institutional effectiveness in planning. Both of these topics have been highlighted at convocations, retreats and summits for the past 6 years as the College has developed policies, practices and processes to establish meaningful systems on campus that enhance student success (Evidence: Convocation, Retreat and Summit programs). College-wide publications are also used for dissemination of results from various assessments and evaluations, for example the Strategic Plan Assessment Scorecard and ISLO Assessment Summary (Evidence: SPAS and ISLO ppt).

Divisional and Operational Plans also provide summaries of the strengths and weaknesses college-wide, as well as plans to mitigate gaps to improve student success (Evidence: Integrated Planning Doc with hyperlinks). These plans are circulated through the governance system, as well as through college-wide email communications, and are also found on the Planning Website through the Student Success Framework for Long-term Integrated Planning diagram, which contains active links to all plans therein (Evidence: figure).

Communication through the Planning and Institutional Effectiveness Committee (PIEC)

The PIEC is a cross-constituency, participatory governance committee (Evidence: PIEC Governance page). PIEC meets on a bimonthly basis and serves as the college's primary group for oversight of college planning, evaluation of processes, and coordination of efforts to set priorities that will benefit the largest facets of the institution (see Standard I.B.5 for details). PIEC regularly communicates with the constituencies and the College Executive Committee to relay important items for college-wide distribution (Evidence: Committee minutes?).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College utilizes multiple methods to broadly communicate the results of all of its assessment and evaluation activities. This allows constituencies to understand strengths and weaknesses college-wide and to subsequently prioritize actions that will ensure alignment with the college mission. For example, since the communication of the 2015-16 Strategic Plan

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Assessment Scorecard, the College has set priorities on activities which will mitigate gaps identified through the benchmarking process.

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I.B.9-The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

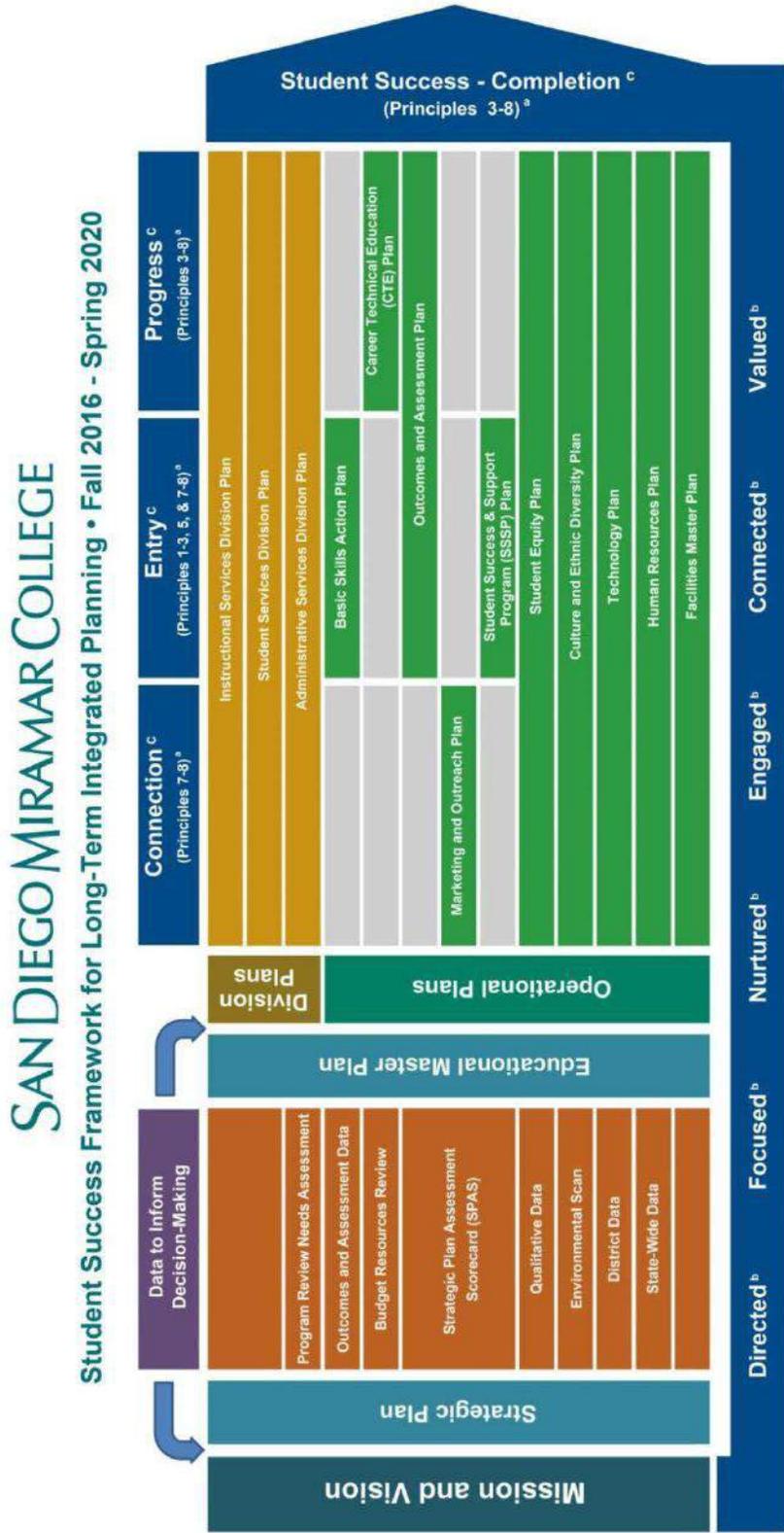
Evidence of Meeting the Standard

Student Success Framework for Long-term Integrated Planning

The College has taken great strides in the engagement of continuous, broad-based, systematic evaluation and planning. Standard I.B.1 explains how the College has developed and maintained a culture of collaborative inquiry focused on the student experience. One result of this structured dialogue was the implementation of the Roadmap to Student Success. Standard I.B.3 explains how the College has maintained its culture of evidence by engaging in the mid-cycle review of the Fall 2013-Spring 2019 Strategic Plan and production of the Strategic Plan Assessment Scorecard. Finally, Standards I.B.4 and I.B.5 explain how the College aligned and integrated the outcomes assessment and program review processes using Taskstream.

In Spring 2016, during the accreditation self-evaluation process, several gaps were identified and targeted for improvement (**Evidence: Round 2 PPT**). One such gap was in the lack of integration between the Roadmap to Student Success and the college's planning processes. In addition, there was concern on how the program review and outcomes assessment processes were operationally informing short-term and long-term planning. To close the identified gaps, the College created the Student Success Framework for Long-term Integrated Planning diagram as shown below:

Figure X. Student Success Framework for Long-term Integrated Planning



^a Principles of Redesign (Source: Completion By Design Initiative)
^b Six Factors of Student Success (Source: Student Support Redefined Initiative)
^c Loss/Momentum Framework (Source: Completion By Design Initiative)
 See Annual Planning Cycle/Calendar for specific details
CEC Approved 5/3/16

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The college's previous integrated planning diagram included both short- and long-term planning processes, which provided too much information and did not clearly represent the college's processes. Therefore, the College developed a long-term planning framework and integrated the short-term planning information into the college's annual planning calendar. In Spring 2016, the new framework and calendar were approved and provide an example demonstrating the College's commitment to continuous, broad-based, systematic evaluation and planning (**Evidence: CEC 5/3/16 Minutes**).

The college's Student Success Framework for Long-term Integrated Planning diagram places a clear emphasis on the fundamental role of the Mission and Vision Statements and Strategic Plan in guiding all college-wide plans. It provides a framework for developing long-term plans and is informed by multiple data sources/processes. Specifics of the integrated planning framework are as follows:

- **Student Success Framework** is predicated on the Roadmap to Student Success by integrating Loss/Momentum Phases, Six Factors of Student Success, and Eight Principles of Redesign. The Six Factors of Student Success serve as the college's "bottom line" in emphasizing student growth, while the Loss/Momentum Phases emphasizes the general phases students move through from connection to completion in achieving their educational objectives. In all, it provides a contextualized framework for how the college maintains collaborative inquiry in dialoging about the student experience.
- **The Strategic Plan** is based primarily on the College Mission and Vision Statements, with consideration of program review information, environmental scan data, and current trends. The Fall 2013-Spring 2020 Strategic Plan was updated after the completion of the mid-cycle review and includes four goals, strategies to achieve the goal, indicators and measures to show progress toward achieving the goal, and planned activities that provide concrete actions on implementing the goal. The Strategic Plan is assessed/updated on a three-year cycle and upgraded on a seven-year cycle, and serves as an overarching structure for development of other plans college-wide (**Evidence: Fall 2013-Spring 2020 Strategic Plan Updated**).
- **Data to Inform Decision Making** includes the key data sources and processes used to inform long-term planning, including
 - **Program Review/Outcomes and Assessment Data** - Program Review processes in instructional and non-instructional areas are used as the central mechanism to identify strategies to improve student success. Program Review provides analysis of program specific data, including SLO assessment at the course, program and service area level; student achievement; and/or internal and external factors affecting student success. It is also used to identify resource needs college-wide, which informs the Budget Resources Review and operational plans such as the Human Resources Plan.

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- **Budget Resources Review-** The Budget and Resource Development Subcommittee provides information on how resources are allocated based on the program review process through the annual Budget Resources Review process (BRDS to work on linking process in interactive website).
 - **Strategic Plan Assessment Scorecard (SPAS)-** The SPAS provides institution-set standards (i.e. benchmarks) for student achievement, student learning, and the student experience.
 - **Qualitative Data-** Provides link to the “Student Success Dialogue Data Packet,” which contains qualitative data to inform student success.
 - **Environmental Scan-** Provides a link to the “Environmental Scan on Communities Served by San Diego Miramar College,” which includes a comprehensive review of the environment surrounding the College.
 - **District Data-** Provides a link to the District Institutional Research and Planning website that supports the planning and decision-making efforts throughout the District.
 - **State-Wide Data-** Provides a link to the California Community Colleges Chancellor’s Office (CCCCO) Management Information System Data Mart, which contains information about students, courses, student services, outcomes, and faculty and staff.
- **The Educational Master Plan** is comprised of planning trends, organized under the Loss/Momentum Framework, and provides summaries of all Division Plans. The Educational Master Plan is reviewed/updated on a three-year cycle and upgraded on a seven-year cycle. (Evidence: Fall 2014-Spring 2020 Educational Master Plan). The mid-cycle review of this plan is scheduled for 2016-17 academic year.
 - **The Division Plans** include summations of the Division’s programs and/or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Divisions include Instructional Services, Student Services and Administrative Services. (Evidence: Instructional Services Division Six-Year Plan 2014-2020; Student Services Division Six-Year Plan 2014-2020; Administrative Services Division Six-Year Plan 2014-2020). The mid-cycle review of these plans is scheduled for 2016-17 academic year.
 - **The Operational Plans** are assigned to a specific area or a participatory governance group whose charge has college-wide focus and include goals and actions directly aligned with Strategic Plan Goals. These Operational Plans include the Basic Skills Action Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, Marketing and Outreach Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, Culture and Ethnic Diversity Plan, Technology Plan, Human Resources Plan, and Facilities Master Plan. (Evidence: Basic Skills Action Plan 2015-16; Outcomes Assessment Operational Plan 2015-16; Student Success and Support Program (SSSP) Plan 2015-16; Operational Plan Tracking Schedule)

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The Student Success Framework for Long-term Integrated Planning is meant to provide a clear, visual connection between all long-term planning activities and processes at Miramar and to illustrate the college's culture of action.

College-wide Short-term Integrated Planning

Included in the Student Success Framework for Long-term Integrated Planning diagram is a link to the college's Annual Planning Cycle/Calendar. The Annual Planning Cycle/Calendar provides a timeline and specific items for short-term planning and assessment, and is driven by the annual Program Review process for Instructional Programs, Student Services, Instructional Support Services, and Administrative Services. The Program Review process identifies program and service area goals; evaluates and analyzes progress towards meeting goals; and specifies future plans and necessary resources for achieving those goals (**Evidence: 2016-17 Annual Planning Calendar/Cycle**).

- **Instructional, Student Support Services, and Instructional Support Services Program Review** occurs on a three-year cycle, with interim annual updates, and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests at the program and service area level. This information is used to develop Division Plans, which inform higher level, long-term planning. All goals are also mapped directly to the college's Strategic Plan Goals.
- **Administrative Services Program Review** occurs on a yearly cycle and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests in these areas. This information is used to develop Administrative Services Division Plans, which inform higher level, long-term planning. All goals are also mapped directly to the college's Strategic Plan Goals.

Please refer to Standards III.A-D regarding details on planning efforts related to human, physical, technology, and financial resources.

Addressing Short- and Long- Term Needs through the Planning and Institutional Effectiveness Committee

The Planning and Institutional Effectiveness Committee (PIEC) is responsible for ensuring that institutional planning addresses short- and long-term needs for educational programs and services and for human, physical, technology, and financial resources. As described in Standards I.B.5 and I.B.8, PIEC is charged with continuous oversight of systemic evaluation and planning by:

- Coordinating, evaluating, and updating the college's Integrated Planning Process.
- Reviewing and updating the planning calendar and work flow diagram of the college's Annual Planning Cycle.

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- Providing leadership for the review and revision of the college's Educational Master Plan and Operational Plans.
- Assessing the college's Strategic Plan.
- Recommending revisions to the college's Mission and Vision Statements,
- Ensuring that the Outcomes and Assessment process is aligned with the college's Integrated Planning Process to facilitate student success.

In addition, PIEC has two subcommittees, Budget and Resource Development Subcommittee and Research Subcommittee, which provide information necessary for effective institutional planning. Currently, the critical process of outcomes and assessment is being integrated into the PIEC charge, as the Committee is considering the addition of a College-wide Outcomes and Assessment Subcommittee.

District's Role in Planning Processes

The District has been engaged in an evaluation of its integrated planning processes. Based on the evaluation of its planning practices, the Chancellor's Cabinet and District Governance Council developed a "District-wide Integrated Planning Framework Model" to visually represent its planning processes in a comprehensive framework (Evidence: IB9¹; IB9²).

The District's framework model describes its concept of integrated planning, including the participation by stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure X is the overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occurs at the District Office and links to the fulfillment of the mission of SDCCD and to its effectiveness. The model was approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015.

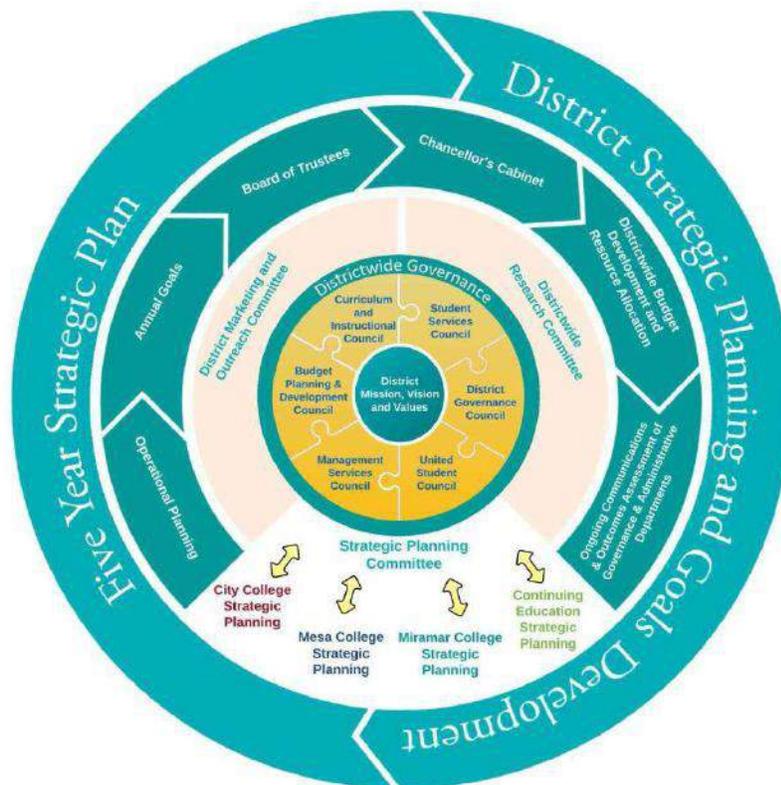
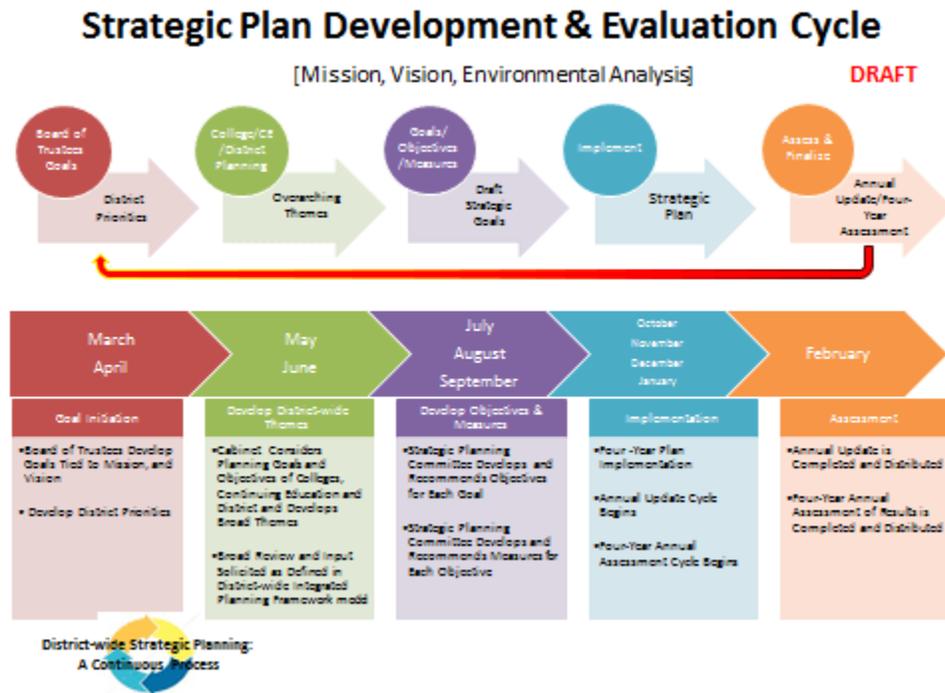


Figure X. District-wide Integrated Planning Framework Model

The District-wide Integrated Planning Framework Model addresses short range and long range needs in the development and review of the four-year Strategic Plan. As outlined in *Figure X: Strategic Plan and Development Cycle*, the Strategic Plan development involves the Board of Trustees goals, District priorities, and a consideration of District, College, and Continuing Education plans by the Chancellor's Cabinet, which results in an articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and staff represents these broad themes in goals, objectives, and measures for a four-year period. Each year, the Districtwide Strategic Planning Committee coordinates a review of the strategic plan objectives and publishes an Annual Update and four-year assessment. (Evidence: IB9⁵; IB9⁶)

Figure X. Strategic Plan Development & Evaluation Cycle



The District’s integrated planning model and strategic planning process demonstrate that it has a framework for integrated planning and resource allocation, and evaluates short range and long range objectives. See Standard IV.D.5 for a further explanation of strategic and integrated planning.

Distance Education

The District evaluates its distance education practices to assure that distance education is delivered effectively and with the highest academic quality. An assessment of distance education courses is conducted by constituent groups with an expertise in curriculum., Each proposed or existing course offered by distance education is reviewed and approved separately by the college’s Curriculum Review Committee (note: Curriculum Committee at Miramar College). The review and approval of new and existing distance education courses follow established curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the instructor will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy and California regulations, Title 5, Section 55374.

The District’s Online & Distributed Learning department through the development of the SDCCD Online Learning Pathways program assesses staff needs through workshop surveys (Evidence: IB9⁵). Online students are surveyed every other year (annually prior to 2014). See surveys at: (Evidence: IB9⁶). Through these practices which are evaluated

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regularly, distance education courses (and programs) are continuously improved to meet the highest standards of quality.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has developed and supported a culture of evidence, collaborative inquiry and action. Furthermore, the College has gone through a reorganization of structures/processes that enhance planning and institutional effectiveness and now has the necessary resources to update its research infrastructure to better support college needs. In support of this, 79% of employee survey respondents agreed that the College is committed to high quality education, student learning, and achievement (**Evidence: 2015 Employee Feedback Survey, item 17**).

In the spirit of continuous quality improvement, the College has developed plans in the following areas:

- **Action Plan 1:** Continued development of the college's research capabilities to provide program-specific data disaggregated by student population, as well as division-specific data, which align with Strategic Plan Goals (for 2019-2022 Program Review cycle). (*QFE*)
- **Action Plan 2:** Integration of the SPAS institution-set standards and identified gaps with Operational and Division plans to inform activities and improvement strategies (i.e. "closing the loop") (2016-2020). (*QFE*)

STANDARD I.C INSTITUTIONAL INTEGRITY

I.C.1-The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

San Diego Miramar College is committed to providing accurate and clear information for students, personnel and the public in regards to mission, learning outcomes, educational programs, student support services, and accreditation status. To best communicate institutional information, the College uses multiple methods, including the College Website, “Miramar Touch” mobile app, Twitter, the College Catalog, course schedules, email, electronic signs and screens, bulletin boards, printed materials for both institutional and programmatic communication, and person to person interaction (Evidence: need above links). The College also prepares both annual and ad-hoc reports regarding student learning, student achievement, and student success, including the Strategic Plan Assessment Scorecard (Evidence: annual/ ad-hoc reports/ SPAS). The College provides information to students and the public in the following areas:

- **College Mission:** The Miramar Mission Statement is widely published in the College Catalog, on the College Website homepage, and on key published materials (Evidence: Catalog, homepage, key materials). The Planning and Institutional Effectiveness Committee (PIEC) is responsible for the regular review and updating of the mission (see Standard I.A for details)
- **Student Learning/ Service Unit/ Administrative Unit Outcomes:** Outcome statements, assessment plans and findings, and reports are kept current and accurate by individual faculty and staff, and by the College-wide Outcomes and Assessment Facilitator. For instruction, SLO information is consistent for courses and programs offered in both traditional and distance education modes. Information on learning outcomes and assessment plans at the various levels is communicated as follows:

Standard I.C Institutional Integrity

Outcome Level	Source of Information				
	College Catalog	Outcomes/ Assessment Webpage	Course Report in Course Outline of Record	Taskstream	Course Syllabus
Course		X	X	X	X
Instructional Program	X	X		X	
Service Unit/ Administrative Unit		X		X	
Institutional/ GE	X	X		X	

- Programs and Courses:** Information on educational programs and associated courses can be found in the College Catalog, in the course schedule, and on the College Website (Evidence: Catalog pp 131-234; Course schedule link <http://schedule.sdccd.edu/>). Additionally, courses scheduled for the distance education mode are noted in the class schedule.
- Student Support Services:** Information on student support services can be found on the College Website (Evidence: <http://www.sdmiramar.edu/students/services/directory>) and in the College Catalog.
- Accreditation Status:** In alignment with ER 20 (Integrity in Communication with the Public), Miramar’s accreditation status with ACCJC and other specific programmatic accrediting agencies is published in the College Catalog and on the College Website (Evidence: Catalog pg 4 and <http://www.sdmiramar.edu/institution/accreditation>). Additional information on program specific accrediting agencies can be found in the program description pages of the Catalog as well (Evidence: Catalog pg 131-234).

Website

The College Website is one of the primary mechanisms for distribution of information to both internal and external constituencies. The College has a full-time Web Designer, responsible for website design, content clarity and accuracy, and works in collaboration with the Public Information Office (PIO) within the School of Planning, Research, and Institutional Effectiveness (PRIE), Library and Technology. This position was developed to allow the College to build a robust website infrastructure that would ensure the clarity, accuracy, and integrity of the information provided to internal and external stakeholders. The Web Designer is primarily responsible for content management of top tier pages but also assists employees with the ongoing update of more specific information as required. Furthermore, the Web Designer works on an ongoing basis

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with the Instructional Computing Specialist Supervisor, to ensure that the production servers that run the College Website are maintained sufficiently.

Within the College Website, the Institutional Research Website provides reports on student achievement specific to San Diego Miramar College (Evidence: <http://www.sdmiramar.edu/institution/research>). The Outcomes and Assessment Website (Evidence: <http://www.sdmiramar.edu/faculty/slos>) provides updated information on all levels of outcomes assessment, and includes outcome statements, assessment plans, findings, use of assessment data and evidence of improvement (see Standard I.B.8 for details).

In Fall 2014, San Diego Miramar College also launched the Mobile App, “Miramar Touch,” which is the official mobile application of the College (Evidence: [Miramar Touch](#)). It provides students, faculty, staff, and the public with a convenient and easy access to the college’s events, activities, general information, and the College Website (see [Standard I.C](#) for details).

Analysis and Evaluation

As evidenced above, San Diego Miramar College has met this Standard. Published information is kept current by information from the PIO, President’s Office, Web Designer and faculty/staff/administrators. The College uses both traditional (e.g. Catalog) and modern (e.g. Website, Twitter, and Mobile App) methods to provide information to the public regarding its mission and its commitment towards providing quality education. Since 2010, San Diego Miramar College has focused on showcasing its programs to potential students and on updating the public on the physical transformation the College has undergone with the support of Proposition S and N. In an effort to maintain and continuously improve processes for communication, the College has identified additional action plans as described below:

- **Action Plan 1:** Evaluate and improve process for ongoing, comprehensive review of communications, including printed publications and the College Website.
- **Action Plan 2:** Develop a set of required information to be included on webpages for departments, units and divisions, to ensure consistency across campus.

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I.C.2-The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

District’s Role in Ensuring Catalog Accuracy

Each College within the District provides a comprehensive catalog each academic year in both print and electronic formats. Print copies are provided to new students during the matriculation process and are available for purchase in the college bookstore. An electronic version is available online on Student Web Services, which functions as a one-stop portal for students. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs is available online, dating back to 2004-2005 (*Evidence: IC2¹*). The College Catalogs can also be accessed from each college website (*Evidence: IC2²; IC2³; IC2⁴*).

To ensure accuracy and currency, the College Catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Instructional Services department, which is responsible for the overall production of the College Catalogs (*Evidence: IC2⁵*). Review and updates to the content for the academic programs and course sections is coordinated by the District Instructional Services department with review, input and campus coordination by the college Vice Presidents of Instruction, relying upon the college faculty and the District evaluators, to ensure accuracy. In addition, the Curriculum and Instructional Council College Catalog Taskforce, composed of faculty and district and college administrators, performs a systematic review of the production of the catalogs (*Evidence: IC2⁶*).

The student support services, admissions and registration and policies and procedures sections are reviewed, updated and coordinated by the District Student Services department with review, input and campus coordination by the Vice Presidents of Student Services. Changes to content that are consistent in the catalogs for all three Colleges of the District (i.e. San Diego City College, San Diego Mesa College and San Diego Miramar College) are reviewed by the various subcommittees of the District Student Services Council (e.g. Financial Aid, Admissions and Records, DSPS, Evaluators), as well as the District Student Services Council.

The Miramar College Catalog includes detailed information about the college’s programs, locations, requirements, policies and procedures in accordance with ER 20 (Integrity in Communication with the Public) as follows:

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Miramar College Catalog Page	
1. General Information	
• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC and with programmatic accreditors	4
• Course, Program, and Degree Offerings	131
• Student Learning Outcomes for Programs and Degrees	137-234
• Academic Calendar and Program Length	9
• Academic Freedom Statement	5
• Available Student Financial Aid	71
• Available Learning Resources	77
• Names and Degrees of Administrators and Faculty	413
• Names of Governing Board Members	3
2. Requirements	
• Admissions	15
• Student Tuition, Fees, and Other Financial Obligations	26
• Degrees, Certificates, Graduation and Transfer	85, 101, 131
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	30
• Nondiscrimination	58
• Acceptance and Transfer of Credits	36
• Transcripts	35
• Grievance and Complaint Procedures	63
• Sexual Harassment	59
• Refund of Fees	27
4. Locations or Publications Where Other Policies may be Found	29-65

There is no differentiation in the accuracy or currency of the information in the College Catalog based upon delivery mode. The College Catalog also includes a statement

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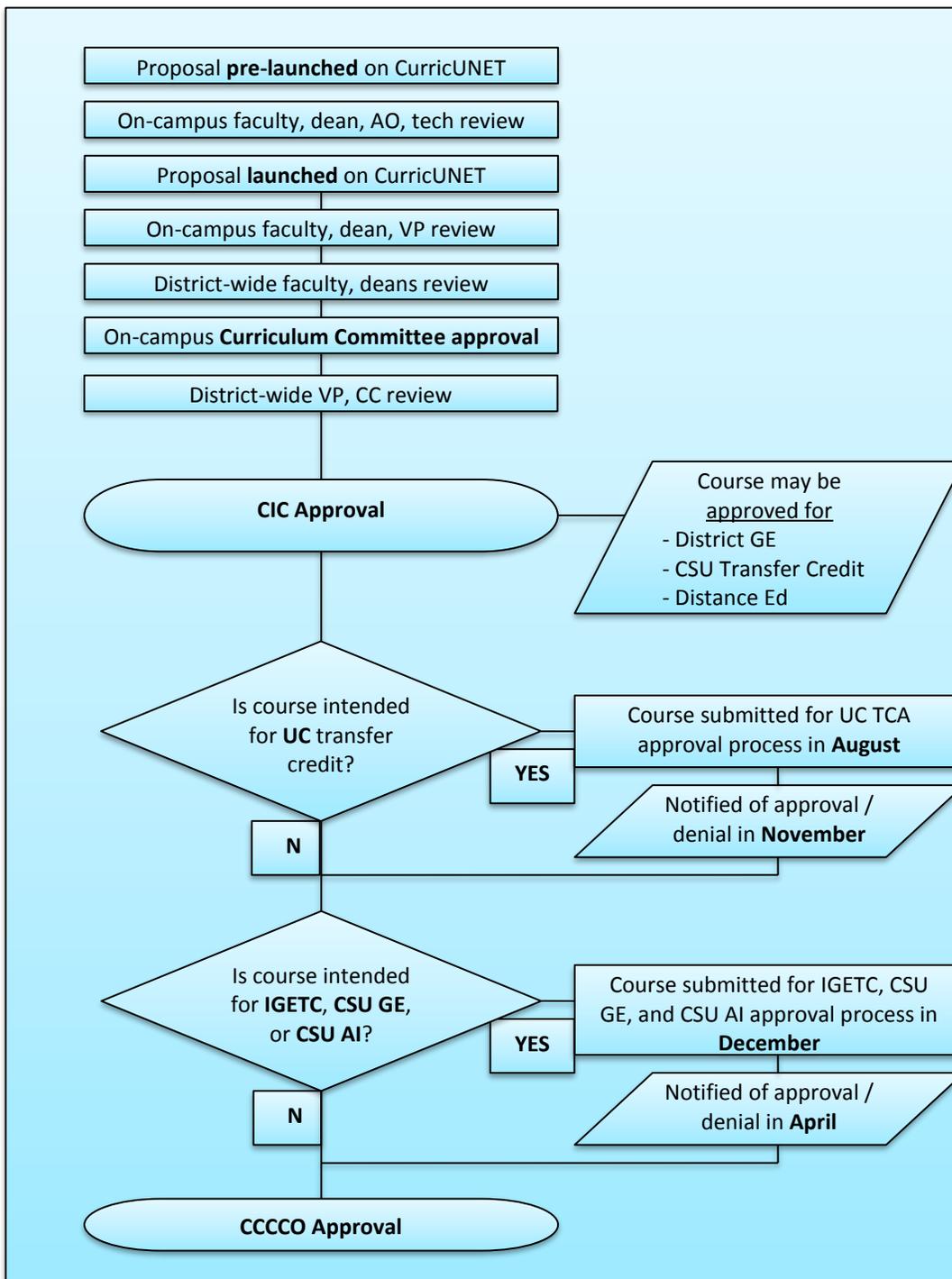
informing students of the availability of courses that may be taken in the distance education mode (Evidence: Catalog pg 31).

San Diego Miramar College's Role in Ensuring Catalog Accuracy

During the production of the College Catalog, the District is primarily responsible for the update and accuracy of the major policies that are district-wide; information with regards to admissions, student fees and other financial obligations; and district-wide information on degrees/ certificates, graduation and transfer. Specific information on the college's program and course offerings, student learning outcomes, types of degrees and certificates, and student support services is the responsibility of the College and is updated annually with information from the Curriculum Committee Chair, the Vice Presidents and other key employees/ committees. Once the District collects this information and produces a draft of the Catalog, the College reviews the information for accuracy and content. The district Board Policies and Administrative Procedures that are not printed in the College Catalog are found on the District Website (Evidence: <http://www.sdccd.edu/public/district/policies/>).

San Diego Miramar College's 2016- 2017 Catalog was designed to enhance consistency in the way departments communicate programmatic information, including descriptions of degrees, certificates and program student learning outcomes (Evidence: 2016-17 College Catalog, pg. 137-234). Additionally, with the implementation of the Student Success and Support Programs (SSSP) initiative state-wide, the College Catalog was revised to ensure students know how to achieve their educational goals (Evidence: College Catalog pg. 16 – 20). The finalized College Catalog is published on the College Website as a pdf document (Evidence: <https://studentweb.sdccd.edu/docs/catalogs/2016-2017/miramar.pdf#view=Fit&pagemode=bookmarks>) and is also available in printed copies in the Bookstore and in various Student Services departments.

San Diego Miramar College ensures the accuracy and currency of the programs and courses in the College Catalog by adhering to a curriculum development and review process that is standard throughout the district and aligns with district policies and procedures and California Education Code regulations (see Standard II.A for details). To summarize, the College's entire inventory of curricula is submitted for approval through CurricUNET, a district-wide online mechanism used for facilitating and tracking curriculum development and approval. The process for course/ program approval includes review by the instructional faculty, Department Chairs, Deans, Librarian, Articulation Officer, Vice President of Instruction, and district staff and administrators. Since Miramar is one of three Colleges that shares aligned curriculum, an additional step for approval is completed by assigned district-wide discipline Deans. The three committees by which a course or program has to pass before it can be included in the College Catalog are the campus Technical Review Committee, the campus Curriculum Committee (CC), and the district Curriculum and Instructional Council (CIC). To illustrate, a figure of the simplified process is shown below:



Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College Catalog undergoes multiple levels of scrutiny and includes all items listed in the “Catalog Requirements” outlined in ER 20. Student support programs and services are included in the College Catalog to inform students of the college matriculation requirements; programs and services available; and pertinent regulations, policies, and guidelines. Instructional programs and courses are carefully reviewed and scrutinized during the curriculum development and review process outlined above to assess their need, quality, accuracy and currency prior to publishing in the College Catalog. In addition, the College Catalog was reorganized for 2016-2017 to provide a more consistent view of

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departments, programs, degrees and certificates, and student learning outcomes, with the goal of improving communication with prospective students and the public. The College will continue to investigate methods to improve the ability to communicate through the College Catalog and other sources.

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I.C.3-The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

San Diego Miramar College has developed a robust system for documenting assessment of student learning and achievement, its relationship to academic quality, and the manner in which this information is communicated to all constituencies. In compliance with ER 19 (Institutional Planning and Evaluation), evaluation occurs at the program-level, institution-level, and district-level and is communicated to all current and prospective students and the public.

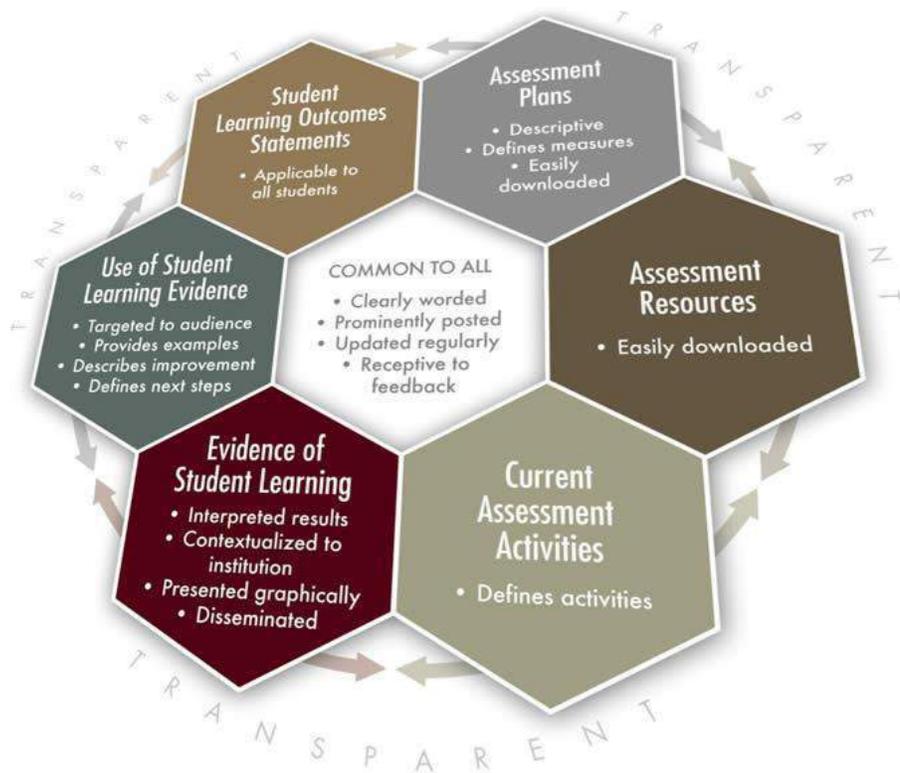
Programmatic Communication of Academic Quality

Programs evaluate student learning and achievement using a Program Review process, which captures assessment of student learning and achievement and uses it as the basis for program self-evaluation and planning to improve academic quality. All of San Diego Miramar College's instructional and student service programs complete program review using Taskstream Accountability Management Software (Taskstream). With respect to assessment of student learning outcomes, faculty have developed outcome statements, assessment plans, and action plans to improve learning at both the course (CSLO) and program (PSLO) level (Evidence: Link to Outcomes and Assessment Webpage). Summaries of CSLO assessment results and action plans for each program are prepared by the College-wide Outcomes and Assessment Facilitator and are provided in the Program Review template in Taskstream (Evidence: example of CSLO Action Plan Summary; link to webpage "use of student learning evidence"). Faculty also provide links to all PSLO Assessment Reports directly in Program Review, providing a holistic view of student learning at the program-level (Evidence: example of PSLO reports). The college's Research and Planning Analyst provides reports on student achievement for programs, disaggregated by student demographics, and this information is provided in the Program Review template as well (Evidence: example of program scan data packet). In this manner, program evaluation includes an analysis of both student learning and achievement and how it relates to academic quality and plans for improvement. These Program Review reports are then used to drive both programmatic planning and college-wide planning, through Division Plans and Operational Plans (Evidence: Planning diagram; example division plan and human resources plan).

Program Review Reports are used as an important communication tool for all college constituencies to understand how instructional and non-instructional programs are evaluating academic quality and how these evaluations are driving decision-making and resource allocation. To make this information easily accessible by the public and students, summaries are prepared and published for each school and Division and can be found on the respective School and Division Websites (Evidence: links to pages with posted summaries).

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Documentation of assessment of student learning and achievement is also communicated through the Outcomes and Assessment website (Evidence: link to [Outcomes and Assessment homepage](http://www.sdmiramar.edu/faculty/slos) <http://www.sdmiramar.edu/faculty/slos>). In an effort to improve communication, the College utilized the “Transparency Framework” developed by the National Institute for Learning Outcomes Assessment (NILOA), which intends to “help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences” (Evidence: <http://learningoutcomeassessment.org/TransparencyFramework.htm>) In doing so, the College has greatly expanded the type of information it collects and the way it communicates it to different constituencies. The figure below was developed by NILOA to guide communication of these efforts and was used as the framework for developing the revised Outcomes and Assessment Website:



The Outcomes and Assessment Website now communicates outcomes assessment and is organized using the key facets of the framework:

- Student Learning Outcome Statements
- Assessment Plans
- Assessment Resources
- Current Assessment Activities

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- Evidence of Student Learning
- Use of Student Learning Evidence
([Link to each webpage](#))

Within this structure, the College communicates matters of academic quality in relation to student learning and achievement by documenting assessment results and plans under the areas of “Evidence of Student Learning” and “Use of Student Learning Evidence.” These reports are useful for both internal and external audiences and are updated annually to reflect currency and changes due to planning. For more details on what is included on the Outcomes and Assessment Website, please see Standard I.B.8.

Institutional Communication of Academic Quality

At the college-level, the Office of Planning, Research, and Institutional Effectiveness is responsible for and maintains the Institutional Research Website, which provides student achievement reports specific to San Diego Miramar College ([Evidence: <http://www.sdmiramar.edu/institution/research>](#)). The Research and Planning Analyst provides data on student achievement for reports, such as the Miramar College Tutoring report ([Evidence: Miramar College Supervised Tutoring Report Fall 2009-Spring 2012](#)), ESOL Instructional Assistance Report ([Evidence: Miramar College Basic Skills English/ESOL Instructional Assistance Report 2013/14](#)), ESOL Lab Report ([Evidence: Miramar College Basic Skills English/ESOL Lab Report 2013/14](#)), English 43/49 Coordination Reports ([Evidence: Miramar College English 43 Coordination Report 2013/14; Miramar College English 49 Coordination Report 2013/14](#)), English 42/48 Coordination Reports ([Evidence: Miramar College English 42 Coordination Report 2013/14; Miramar College English 48 Coordination Report 2013/14](#)), and Environmental Scan Report ([Evidence: Environmental Scan of Communities Served by San Diego Miramar College Fall 2014-Spring 2017](#)).

San Diego Miramar College also communicates an institution-wide perspective on outcomes assessment through the evaluation of Institutional Student Learning Outcomes (ISLOs), using the “Transparency Framework” described above. The integration of outcomes and assessment efforts at an institutional-level can also be seen in the ISLO Map, which provides alignment of all assessment activities, and an integrated look at the college’s efforts in achieving institution-wide outcomes ([Evidence: ISLO map \[http://www.sdmiramar.edu/webfm_send/14933\]\(http://www.sdmiramar.edu/webfm_send/14933\)](#)). In addition, San Diego Miramar College assesses the achievement of ISLOs directly through surveys and other assessment tools and communicates the findings using the “Evidence of Student Learning” webpage ([Evidence: link to webpages](#)).

Lastly, the College uses a Strategic Plan Assessment Scorecard (SPAS) to communicate matters of academic quality in relation to institution-set standards for achievement ([Evidence: SPAS \[http://www.sdmiramar.edu/webfm_send/15619\]\(http://www.sdmiramar.edu/webfm_send/15619\)](#)). As described in Standard I.A.2, the College has developed a robust set of institution-set standards addressing many elements of the student experience, including student achievement and learning. The SPAS functions to assess progress in achieving the mission, as well as to communicate institution-set standards, college-wide performance

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in regards to student achievement, and gaps, so that clear institutional priorities could be used to guide planning. This SPAS was showcased for internal constituencies and is published on the College Website for students and the public (Evidence: link to planning website <http://www.sdmiramar.edu/institution/plan>).

District-wide Communication of Academic Quality

Both the College and the District are responsible for collecting and communicating evaluation of student learning and student achievement in relation to academic quality. At the district-level, the Office of Institutional Research and Planning (IRP) prepares reports that are district-wide and include college-level information, including the Institutional Effectiveness Scorecard (Evidence: Miramar College 2013/14 IE Report http://research.sdccd.edu/docs/Rsrch%20Reports/Scorecards/2014/Miramar%20IE%20Scorecard_2014.pdf), Awards Conferred Report (Evidence: Miramar 2009/10-2013/14 Awards Conferred Report http://research.sdccd.edu/docs/Student%20Outcomes/Degrees%20and%20Certificates/2015/Miramar%20Awards%20Report_2015.pdf), Online Success and Retention Report (Evidence: Miramar 2014 Online Success and Retention Report <http://research.sdccd.edu/docs/Student%20Outcomes/Miscellaneous/Online%20Student%20Success%20and%20Retention/Online%20Students%20Success%20&%20Retention%20Report%202014.pdf>), and Transfer Study Report (Evidence: SDCCD Transfer Report: A Comprehensive Perspective 2009/10-2013/14 Report http://research.sdccd.edu/docs/Student%20Outcomes/Transfer/Transfer%20Report_2015.pdf), and publishes this information on the District IRP Website (Evidence: link <http://research.sdccd.edu/index.cfm>).

Analysis and Evaluation

As evidenced above, **San Diego Miramar College meets this Standard.** Appropriate constituencies, including current and prospective students as well as the public, can review reports that describe academic quality grounded in the assessment of student learning and the evaluation of student achievement. Moving forward, the College aims to improve the consistency and frequency of communications regarding academic quality, to more effectively reach the appropriate constituencies. Because the District and College have separate research offices, focus has been on streamlining the efforts needed to provide the best level of data for institutional decision-making.

- **Action Plan 1:** Improve the quality of reports and include more targeted analysis of data, appropriate to the specific constituency.
- **Action Plan 2:** Continue dialogue and investigate mechanisms to efficiently communicate Program Review reports at the program and service-unit level with detail appropriate for the various constituencies.

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I.C.4-The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The primary source document for disseminating information to students about instructional programs, degrees, and certificates is the College Catalog (see Standard I.C.2 for details) (Evidence: Catalog pg. 131-234). In the College Catalog, programs are described including information on types of degrees and certificates offered, general purpose, program student learning outcomes, transfer information, faculty contacts, and required courses (including GE). For some instructional programs, information regarding required licensures and/or certifications and how to obtain them is included.

The College Catalog also includes pertinent information on each individual course, including content, prerequisites, co-requisites, and advisories, in alignment with district Administrative Procedure *AP5260: Prerequisites, Corequisites, Limitations on Enrollment and Advisories*. In addition to the Catalog, the class schedule for each semester also includes information about the required books and their cost, as well as tuition and fees (Evidence: class schedule). Course student learning outcomes (CSLOs) are developed and maintained by discipline faculty for each course, and CSLO statements can be found on the Outcomes and Assessment webpage (Evidence: statement page), in the Course Curriculum Report (CR) of the Course Outline of Record (COR) (Evidence: Example CR), and on each course syllabus (Evidence: example syllabus). Similarly, program student learning outcomes (PSLOs) are developed and maintained by faculty for each program, the PSLO statements can be found in the College Catalog, as well as on the Outcomes and Assessment webpage (Evidence: College Catalog 137-234 and Assessment webpage).

Faculty have agreed to include the approved CSLOs on their syllabi, as described in the Collective Bargaining Agreement (Evidence: <https://aftguild.org/wp-content/uploads/2014/02/SDCCD-Faculty-CBA-01-01-16-thru-06-30-18-with-2016-Salary-Schedules.pdf> pg 20), and Department Chairs and Deans review syllabi for adherence to these standards (Evidence: Sample syllabi). Furthermore, as a part of the faculty evaluation process, both contract and adjunct faculty are expected to participate in SLO assessment of the approved CSLOs, ensuring that all sections of a course are adhering the same CSLOs (Evidence: CBA: PG 145 Article XVIII-Professional Development, Section 18.2.5.3 Teaching, Learning, and Appropriate Instructional and Student Services includes “f) Develop programs that improve student success and achievement of learning outcomes”). Courses offered in Distance Education (DE) mode follow the same set of standards and criteria, and syllabi are reviewed for content, including CSLOs, and accuracy by the same process.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has demonstrated evidence showing that it describes its certificates and degrees in terms

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of their purpose, content, course requirements, and expected learning outcomes as shown in the College Catalog. San Diego Miramar College will continue efforts to analyze and enhance services to provide as much information to students and partner institutions. Through the self-evaluation process, San Diego Miramar College has identified some issues with the speed at which updates to programmatic information are reflected on the College Website. Moving forward, the College plans to enhance the communication of programmatic materials online and has established an action plan as follows:

- **Action Plan 1:** Develop a standard set of programmatic information that should be available on each program's webpage. Establish a process for the regular review of website content for accuracy, alignment with the College Catalog, and updates to accommodate any changes.

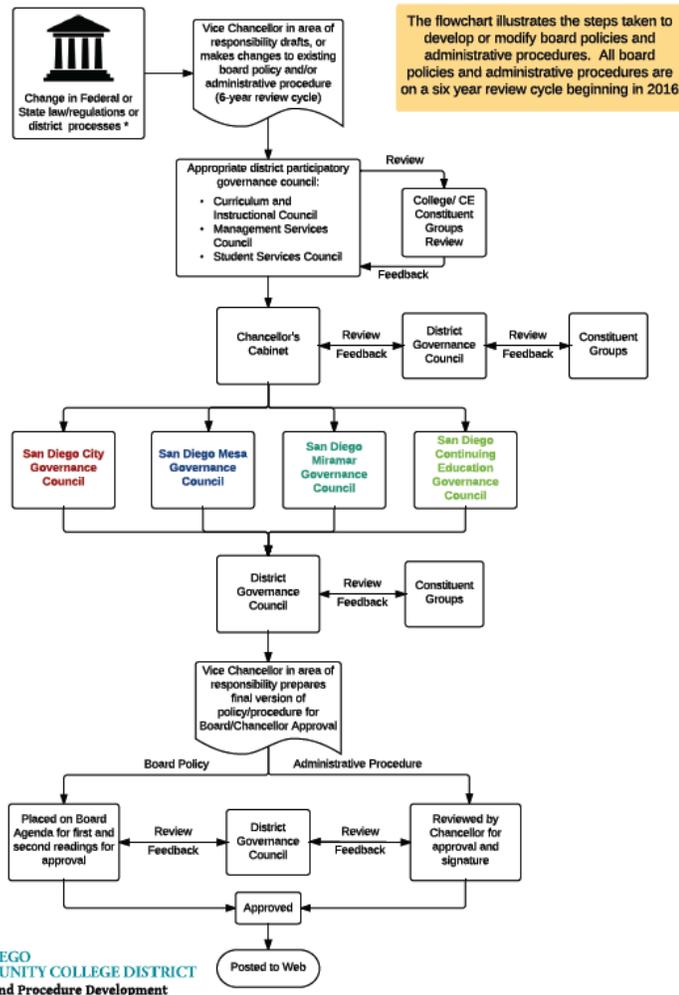
Standard I.C Institutional Integrity

I.C.5-The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

San Diego Miramar College's Role in Review of Policies, Procedures, and Publications

Given that the College exists within a multi-college district, the District Board is responsible for the regular and comprehensive review of policies and procedures, as described in the District 2016 Comprehensive Policy and Procedure Review Plan (Evidence: Plan). This plan is in alignment with district Board Policy and Administrative Procedures *BP 2410/ AP 2410: Policy and Administrative Procedures*. San Diego Miramar College participates in this process through the governance system and representation on the District Governance Council, as illustrated below:



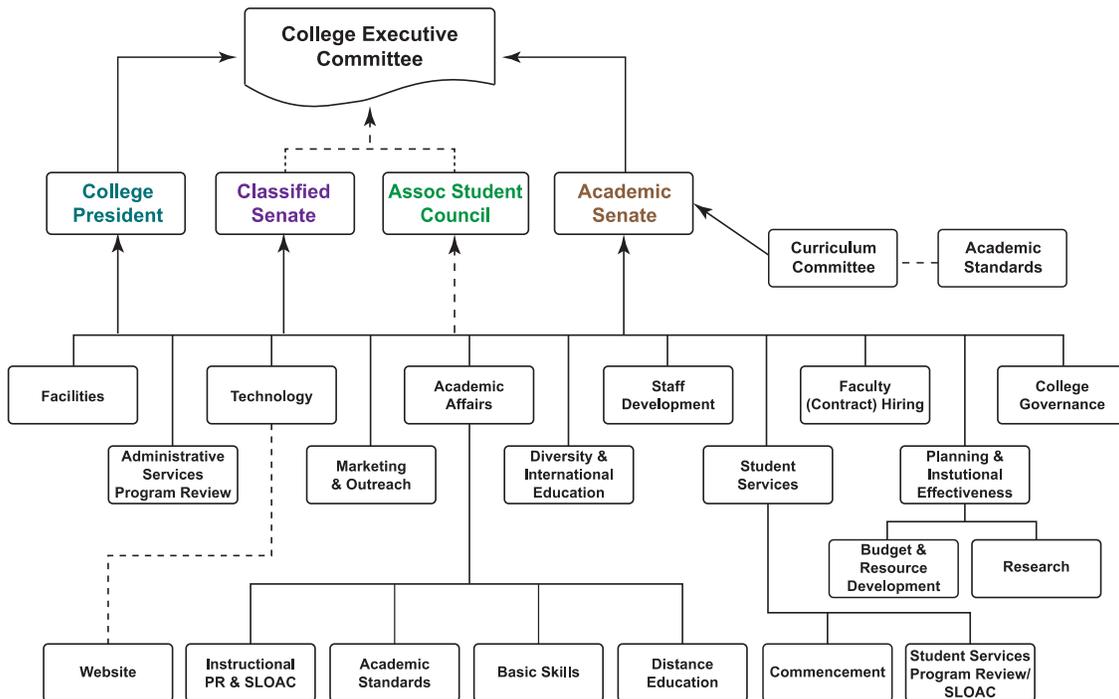
The above plan ensures that the College is able to provide accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. District Board Policies and Administrative Procedures can be

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viewed on the District Website (Evidence: <http://www.sdccd.edu/public/district/policies/>), on the college's Student Life webpage (Evidence: <http://www.sdmiramar.edu/gateways/studentlife>), and at the bottom of each page of the College Website.

In addition to participation in the above process, within the College several committees are charged with the regular review of college-wide processes, procedures, and plans, and recommendations are forwarded through the governance system for final adoption by the College Executive Committee (CEC). This ensures effective participation of all constituencies, as well as wide-spread communication of changes to processes, procedures, and plans. A flowchart showing the hierarchy of these committees is shown below:

SAN DIEGO MIRAMAR COLLEGE Governance Structure



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Descriptions of Committees involved in regular review are as follows:

- **The Planning and Institutional Effectiveness Committee** develops, coordinates, directs and evaluates the San Diego Miramar College Integrated Planning efforts and ensures alignment of processes with the ACCJC Accreditation standards, Title 5 regulations and California Education Codes (Evidence: <http://www.sdmiramar.edu/content/committees/INEF>).
- **The Academic Affairs Committee** discusses instructional operational issues including class scheduling, enrollment management and educational policy matters; facilitates enrollment procedures; establishes the annual goals and objectives for the Instructional division; implements, reviews, and makes recommendations to the pertinent sections of the San Diego Miramar College Strategic Plan; and reviews and recommends revisions to the Instructional Division Plan as part of the San Diego Miramar College Integrated Planning process (Evidence: <http://www.sdmiramar.edu/content/committees/AAFR>).
- **The College Governance Committee** monitors, facilitates, and whenever necessary, evaluates the operation of the college governance process as outlined in the College Governance Handbook (Evidence: <http://www.sdmiramar.edu/content/committees/CGOV>).
- **The Program Review/ SLOAC Committees** facilitate and evaluate the processes of program review and student learning outcomes assessment in Instruction, Student Services, or Administrative Services. (Evidence: [Instructional Program Review/SLOAC Subcommittee-
http://www.sdmiramar.edu/content/committees/AAPR](http://www.sdmiramar.edu/content/committees/AAPR); [Administrative Services
Program Review Subcommittee-
http://www.sdmiramar.edu/content/committees/ASPR](http://www.sdmiramar.edu/content/committees/ASPR); [Student Services Program
Review Subcommittee-http://www.sdmiramar.edu/content/committees/SSPR](http://www.sdmiramar.edu/content/committees/SSPR)).
- **The Faculty Hiring Committee** develops and applies a process to generate the Contract Faculty Ranking Priority List, including all Contract Faculty employed at San Diego Miramar College. (Evidence: <http://www.sdmiramar.edu/content/committees/HIRE>)

All materials prepared for publication are also reviewed for content and accuracy. The College Catalog is reviewed and updated annually, which includes review of information describing the college mission, academic calendar, admissions and registration, student services, academic requirements, transfer, and degree curricula and certificate programs including student learning outcomes. Printed materials are managed by the Office of Public Information and ensure consistency of mission and message (Evidence: [Annual Report to the Community-PIO
http://www.sdmiramar.edu/webfm](http://www.sdmiramar.edu/webfm)). These processes ensure college compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

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District's Role in Review of Policies, Procedures, and Publications

The San Diego Community College District, under the leadership of the Chancellor, regularly reviews institutional policies, procedures and publications to assure integrity and alignment with the district mission. This review includes broad consultation and communication through the district and college participatory governance groups.

Policies and Procedures

The Vice Chancellors are responsible for ensuring that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with State and Federal regulations, as well as District business processes. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years. (Evidence: IC5¹)

Changes to policies and procedures undergo broad review and consultation by the districtwide councils, which include college faculty, staff and students, college constituents, the Chancellor's Cabinet, and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

In accordance with *BP 2410: Policy and Administrative Procedures*, changes to Board Policies undergo two readings at the Board of Trustees meetings prior to approval. Once approved, they are posted to the District's website. (Evidence: IC5²; IC5³; IC5⁴; IC5⁵)

Changes to administrative procedures are approved by the Chancellor after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution.

To ensure integrity and compliance with state and Federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures, based upon changes to laws and regulations.

The Board Policy *BP 4030: Academic Freedom and Freedom of Expression* is implemented and monitored for distance education courses and programs at the district-level through the Online & Distributed Learning department. As stated in Standard I.C.7, there are no differences between distance education and face-to-face policies and procedures with regard to academic freedom. The involvement of faculty on the Districtwide Distance Education Steering Committee (DDESC), who represent the full body of faculty at the Colleges and Continuing Education, serves as a monitoring mechanism of the institution's course quality standards. The Curriculum and Instructional Council, composed of faculty and administrators, approves distance education courses under the same conditions and criteria as all other courses. Faculty of online courses use a variety of assessment tools that align with their pedagogy. These implementation and monitoring features of the policy on academic freedom in distance

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education courses and programs demonstrate that faculty teach in an environment which supports an atmosphere in which intellectual freedom exists for all constituencies.

Publications

The San Diego Community College District has a number of publications that support and promote the district mission. These publications are updated each year to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community, including Annual Report to the Community; the District Administration and Governance Handbook; Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District; Safe and Sound, the District's Annual Safety Report; the WE, the Student Veterans Handbook; and the Financial Aid Bulletin. All major publications are available in both print and electronic format.

Review and update of these major District publications includes consultation with various District departments, committees, councils, and the Chancellor's Cabinet as appropriate, to ensure their accuracy, currency and integrity (*Evidence: IC5⁶; IC5⁷; IC5⁸; IC5⁹; IC5¹⁰; IC5¹¹; IC5¹²*).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has established a system of participatory governance that ensures regular review of institutional policy, procedures and publications. Faculty and classified staff play an important role in this review process to ensure integrity of information presented. In addition, the College participates in the review of district-wide policies and procedures through the District Comprehensive Policy and Procedure Review Plan.

While the College meets this standard, this area continues to be a focus for improvement. As described above, the College uses participatory governance to examine and evaluate policies, procedures, and some publications, and when necessary, make changes in accordance with the law and education code. However, implementation of changes and improvements can be slow, constrained by the amount of time it takes for the item to move through the various governance committees for review and approval. In addition, the campus has not established a regular process for review of website content as mentioned in Standard I.C.4. To address this, the College plans to evaluate the system of committees responsible for decision-making and recommendations, to ensure the most efficient and timely path for change. Initial work has been done in the College Governance Committee, which has designed a Governance Committee Assessment Tool for implementation in Fall 2016.

- **Action Plan 1:** College Governance Committee will implement the College Governance Committee Assessment Tool to evaluate effectiveness of function and process. With assistance from the Planning and Research Analyst, faculty and staff will analysis the data and explore modifications to the governance system to maximize effectiveness. (QFE)

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- **Action Plan 2:** Establish an annual process for review of website content, including assurance that all programs provide complete information about all degrees and certificates on the website, consistent with the information in the Catalog.

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I.C.6-The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

District's Role in Informing Students of Total Cost of Education

The San Diego Community College District accurately informs all students including prospective students, of the total cost of education including all required fees and instructional materials in a number of ways. District Board Policy *BP 3300: Fees – Direct Costs to Students* specifies that all fees charged to students are established in accordance with the Education Code and requires that all fees charged to students be approved by the Board of Trustees. In addition, *BP 3300* requires that all fee information be included in the College Catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of *BP 3300* contains the Student Fee Schedule which includes a detailed listing and description of all mandatory and optional fees, as well as the consumer fees charged of patrons of services for the various Career Technical Programs (e.g. Automotive Technology, Cosmetology and Furniture Upholstery). The Student Fee Schedule is reviewed and updated each academic year with final approval by the Board of Trustees (*Evidence: IC6¹; IC6²; IC6³*).

All student fees are printed in the College Catalogs as well as the schedule of classes, in both print and electronic formats (*Evidence: IC6⁴; IC6⁵; IC6⁶*). A comprehensive list of fees is also listed on Student Web Services, the online student portal (*Evidence: IC6⁷*). Various instructional materials fees for specific classes are also listed in the printed and online class schedule (*Evidence: IC6⁴; IC6⁵; IC6⁶*).

In accordance with the Higher Education Act, the online class schedule contains a listing and cost for all textbooks and other instructional materials for each class. This information is updated each semester. In addition, the cost of instruction for Career Technical Certificate Programs is listed on the Gainful Employment webpage which is available on the District webpage under the *Consumer Information* link, and on the college webpage. The Gainful Employment webpage includes the total cost of each certificate program, the length of the program, jobs related to each program and the job placement rate. The webpage is updated annually by the District Instructional Services Department in collaboration with the colleges (*Evidence: IC6⁴; IC6⁵; IC6⁶; IC6⁷; IC6⁸*).

The District is in full compliance with all state and Federal laws and regulations pertaining to fees and publishing requirements for the cost of instruction.

San Diego Miramar College's Role in Informing Students of Total Cost of Education

The College follows Board Policies regarding total cost of education by adherence to *BP 3030: Fees- Direct Costs to Students*, as well as *BP 3301: Nonresident Tuition Fees*, *BP 3303: College Enrollment Fees*, *BP 3304: Instructional and Other Materials* and *BP 3305: Health Fees* (*Evidence: BPs listed*). The College informs both current

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and prospective students about the total cost of education, including tuition, fees, and other expenses such as textbooks and instructional materials, through the College Catalog. The College Catalog contains a list of all fees, including enrollment fees, health services fees, nonresident tuition, and additional fees, so that students and the public have a clear summary of the total cost of education (Evidence: College Catalog pg26). This information can also be accessed through the student registration system, Reg-e (Evidence: Reg-e link). In addition, when students access the course schedule online, they can view the costs of required texts and additional instructional materials (Evidence: screenshot of online schedule with information). The Financial Aid Office and Website provide information for students regarding cost of attendance, types of financial aid available and instructions on how to apply (Evidence: <http://www.sdmiramar.edu/students/financial>), and the Scholarship Office and Website provide students with available options and deadlines for scholarship applications (Evidence: <http://www.sdmiramar.edu/students/scholarshipoffice>).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College communicates all information regarding the total cost of education through multiple avenues, including the College Catalog, class schedule, Reg-e, and face-to-face information in the Division of Student Services. In addition, through District, the College ensures full compliance with all state and Federal laws and regulations pertaining to fees and publishing requirements for the cost of instruction. As a result, in the 2015 Student Feedback Survey, 85% of students respondents felt that they were “accurately informed of the total cost of education, including tuition, fees and other required expenses” (Evidence: 2015 Q9 student survey). San Diego Miramar College will continue to monitor its efforts in this area to ensure continued compliance and optimum communication.

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I.C.7-In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

San Diego Miramar College’s Role in Academic Freedom

Given that the institution exists within a multi-college district, the District Board establishes clear policies with concern to academic integrity, academic freedom and responsibility, and the College adheres to these policies, California Education Code, and ER 13 (Academic Freedom). District Board Policy *BP 4030: Academic Freedom and Freedom of Expression* describes how “free expression is essential to excellence in teaching, learning, critical inquiry and service to the community” (Evidence: BP 4030). As described in Miramar’s 2015- 2016 Faculty and Staff Handbook, the College supports freedom of expression as it “affords the faculty, staff and students the right to speak and write freely in accordance with the constitutional protections of free speech” (Evidence: 2015-2016 Faculty/Staff Handbook pg 17). While the district Board Policy clearly supports academic freedom, it also describes how “faculty, staff and students have responsibilities which are based upon principles of fairness, integrity, confidentiality, safety, professionalism, and respect for others.” The Miramar Academic Senate’s *Professional Code of Ethics* also describes how “the obligation in maintaining academic freedom is to create a learning environment in the classroom which fosters the free exchange of ideas” (Evidence: <http://www.sdmiramar.edu/sites/default/files/documents/committees/ASEN/PROFESSIONAL%20CODE%20OF%20ETHICS%202008.pdf>). All of these policies are published on the College and District Website (Evidence: Link/ locations of policies and PCE on our website) and major policies affecting students can also be found in the College Catalog as well (Evidence: Catalog pg29-65).

Course Outlines of Record (CORs) found in CurricUNET provide standards on the content of each course, in alignment with requirements. While the COR provides the content of each course, academic freedom in instruction of courses, regardless of delivery mode, is conducted in accordance with Title 5, Section 5102312 of the California Education Code and *BP 4030*. In addition to these policies and regulations, The American Federation of Teachers (AFT) union and Collective Bargaining Agreement (CBA) provide guidance and recommendations. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students (Evidence: CBA and union statements).

District’s Role in Academic Freedom

The College and the District honor the policy on Academic Freedom. District Board Policy *BP 4030* makes clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual

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freedom exists for all constituencies, including faculty, staff, and students (**Evidence: IVC7¹**). Specifically, Board Policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on academic freedom is reviewed on every six years. The last review was in 2016.

There is no difference between distance education and face-to-face instruction with regard to the District's policy on academic freedom and freedom of expression. For example, determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with district policy and California regulations, Title 5, Section 55374. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Online courses demonstrate that faculty uses various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Clear policies have been established through the District (i.e. *BP 4030*), the College (i.e. *Academic Senate Professional Code of Ethics*), and the union (i.e. CBA). Together, these demonstrate a wide-spread commitment to academic freedom of expression and responsibility. In support of this, 71% of employees agreed that “the College supports academic freedom,” as seen in the 2015 Employee Feedback Survey (**Evidence: Item 33**). San Diego Miramar College will continue to monitor its efforts in this area to ensure continued compliance and protection of academic freedom of expression.

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I.C.8-The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

San Diego Miramar College's Role in Honesty and Academic Integrity

Given that the College exists within a multi-college district, the District Board establishes clear policies that promote honesty, responsibility and academic integrity, which are published for employees and students on the District Website (Evidence: <http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub4&name=student>) and College Website on the bottom of each webpage (Evidence: Screenshot highlighting location). The District Board itself maintains high standards of ethical performance as described in Board Policy *BP 2715: Code of Ethics, Standards of Practice* (Evidence: *BP 2175*). Faculty, staff and students must all adhere to standards set forth in Board Policy *BP 7150: Civility and Mutual Respect*, which outlines the district commitment to “foster[ing] an environment which maximizes student learning and employee performance, and a climate of civility among all employees and students of the District” (Evidence; *BP7150*). In addition, employees must adhere to California Education Code, Section 87732. The District Board Policies *BP 7360: Discipline and Dismissals- Academic Employees* and *BP 7365: Discipline and Dismissals- Classified Employees* describes policies in relation to the California Education Code, stating “a contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education Code Section 87732” (Evidence; *BP 7360 and 7365*).

In reference to financial aid, San Diego Miramar College follows an *Employee Code of Conduct* (Evidence: <http://www.sdmiramar.edu/students/scholarshipoffice/code>), which describes compliance with the Higher Education Opportunity Act (HEOA) in regards to participation in Title IV loan programs, and states that “all officers, employees, and agents of the institution are expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any matter in student financial aid” (Evidence: <http://www.sdmiramar.edu/students/scholarshipoffice/code>).

In regards to student academic honesty, the College follows District Policies and Procedures outlined in the District section below, including the *Student Code of Conduct*. These policies and procedures are provided to students through the College Catalog, and as a link under “Student Life” on the College Website (Evidence: *Catalog page and Student Life link*). In addition, there is a review process in place to ensure fairness with regards to grading criteria. If abnormalities are found or suspected, a review panel is formed and academic records and processes are reviewed, in accordance with Administrative Procedures *AP 3001.1: Student Records, Release, Correction and Challenge*, *AP 3001.2: Grade Challenge*, and *AP 3001.4: Challenge Due to Alleged Discriminatory Treatment* (Evidence: *APs*).

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District's Role in Honesty and Academic Integrity

The San Diego Community College District has clear policies and procedures that promote honesty, responsibility and academic integrity. These policies and procedures align with all State and Federal regulations and are published in the College Catalogs, on the Student Web Services Website, which is the one stop online portal for students, and the College and District Websites. In addition, the *Student Code of Conduct*, which includes expectations for honest academic conduct, is posted in various locations on campus including the classrooms (*Evidence: IC8¹*). The policies and procedures that promote honesty, responsibility and academic integrity are as follows:

- **Board Policy BP 3100: Student Rights, Responsibilities, Campus Safety and Administrative Due Process** (*Evidence: IC8²*)
Enumerates the rights and responsibilities of all students, including the *Student Code of Conduct*. The *Student Code of Conduct* establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity and overall responsibility at all times. Students are subject to charges of misconduct concerning, but not limited to the following acts:
 - a. Academic misconduct or dishonesty as specified in *AP 3100.3: Honest Academic Conduct* (*Evidence: IC8³*)
 - b. Forgery, alteration, falsification or misuse of campus/District documents, records, electronic devices, or identification
 - c. All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, or reporting false information, or reporting a false emergency to officials acting in an official capacity.
- **Administrative Procedure AP 3100.3: Honest Academic Conduct** (*Evidence: IC8³*) In accordance with Board Policy *BP 3100* (*Evidence: IC8²*), students are expected to be honest and ethical at all times in their pursuit of academic goals. *AP 3100.3* ensures that honesty and integrity are an integral component of the academic process and provides for both an academic sanction, such as grade modification, as well as an administrative sanction via the disciplinary process as outlined in *AP 3100.2* for violations.
- **Administrative Procedure AP 3100.2: Student Disciplinary Procedures** (*Evidence: IC8⁴*) Provides uniform standards to assure due process when a student is charged with a violation of the *Student Code of Conduct*, including charges of academic dishonesty.

Distance Education

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. All Colleges within the District are in compliance with the Higher Education Opportunity Act (HEOA), Section

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496. The District offers to faculty the use of a plagiarism detection tool; requires written work from students; uses various assessments; and provides unique student logins. The student information system tracks students who are out-of-state residents. The District has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the web at: <http://studentweb.sdccd.edu/docs/Online StatesNotPermitted.pdf> Students have a secure log-in and access is restricted to enrolled students or ensuring that student information is protected (Evidence: IC8⁵). (need to confirm above changes with district)

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed) (Evidence IC8⁶).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College follows clear policies and procedures that promote honesty, responsibility and academic integrity that apply to all constituencies. In support of the College's efforts to communicate this information, results from the 2015 Student Feedback Survey indicate that 70% of student respondents felt that they "know where to find college policies that affect me as a student," an increase of 11 percentage points from 2009 (Evidence; Q7 from Student Feedback Survey).

District Board Policies exist to handle issues with regards to academic honesty, student behavior, and the fostering of responsibility on- and off-campus. The College is also responsible for implementing the policies consistently and ensuring that all constituencies are protected and have equal rights via the Board Policies and California Education Code. In recent years, the Student Services Division has focused on increasing communication of policies and procedures to both students and faculty/staff/administrators. Notably, a Classroom Incident Response Trajectory document is circulated and discussed with faculty and staff at the beginning of the academic year, so that all parties are aware of procedures for the efficient implementation of policy regarding different levels of classroom incidents (Evidence: Classroom Incident Response Trajectory).

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I.C.9-Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The District clearly supports academic freedom and the freedom of expression as described in Board Policy *BP 4030: Academic Freedom and Freedom of Expression*. However, faculty are held to professional standards in regards to course content and the manner in which they express their views. The College communicates this commitment in the Mission Statement (Evidence: Mission Statement), the College Governance Handbook (Evidence: Preamble in the Governance Handbook), and the Faculty/ Staff Handbook (Evidence: 2016-2017 Faculty/ Staff Handbook). In addition, the Academic Senate has adopted a *Professional Code of Ethics*, which references the American Association of University Professors (AAUP) Statement on Professional Ethics (Evidence: Senate PCE; link to website).

Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, as long as controversial views are “addressed in a mutually respectful manner” (Evidence: BP 4030). The Program Review process is used to ensure that classroom faculty follow the COR, which sets the standard discipline content, and that faculty are expressing views appropriately and treating students with respect. As part of the Program Review process, faculty engage in assessment of course student learning outcomes (CSLOs). Faculty work collaboratively in this process at the course- and department-level to assess CSLOs and dialogue about learning outcome improvement strategies (Evidence: Department meeting agendas). As such, assessment, analysis, and action planning related to learning outcomes in the classroom helps to ensure that content is taught in a similar fashion across the discipline.

The College also ensures that it is effectively meeting this expectation through the faculty evaluation process (Evidence: Faculty Eval Rubric?). The faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi/ and the COR (Evidence: Faculty Eval Rubric and AFT contract- evaluation section). Some departments also implement additional informal policies to control the standard (e.g. requiring a common textbook). Lastly, schools and departments convene regular meetings to allow for communication in distinguishing the difference between personal conviction and professionally accepted views in a particular discipline.

The above policies, processes and practices apply to courses taught in distance education mode, as well as in traditional mode. The College’s academic freedom policy also appears in the College Catalog and are applicable regardless of location or method of instruction (Evidence: College Catalog pg. 5).

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Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College follows District Policy and validates that departments ensure distinction between personal conviction and professionally accepted views in a discipline through departmental discussion, student learning outcomes assessment, and the faculty evaluation process. It is important to remember that academic freedom is a special responsibility that requires faculty to examine both personal convictions and professionally accepted viewpoints. Faculty have an obligation to “exercise critical self-discipline and judgement in using, extending and transmitting knowledge” (Evidence: PCE). Faculty are made aware of this and are trained in various venues throughout the year. New adjunct and contract faculty are given an orientation with standards and guidelines as to academic freedom and are mentored by senior faculty as well (Evidence: Faculty Orientation Schedule).

In support of these efforts, the 2015 Employee Feedback Survey indicated that a majority of respondents felt that the “college supports academic freedom” (71%) and that “faculty have a central role in assuring quality of instruction” (85%) (Evidence: Q25 and Q33 from 2015 Employee Feedback Survey). Furthermore, a consistent majority of student respondents (i.e. 87% (2009), 89% (2012) and 87% (2015)) in the Student Feedback Surveys felt that “instructors attempt to be fair and objective in their presentation of course materials” (Evidence: Student Feedback Survey Q13). San Diego Miramar College will continue to monitor its efforts in this area to ensure compliance of faculty in the presentation of data and information in a fair and objective manner.

Standard I.C Institutional Integrity

I.C.10-Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

This Standard does not apply to San Diego Miramar College.

Standard I.C Institutional Integrity

I.C.11-Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This Standard does not apply to San Diego Miramar College.

Standard I.C Institutional Integrity

I.C.12-The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

San Diego Miramar College's Role in Compliance

San Diego Miramar College is committed to compliance with Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines, and requirements for public disclosure. The College has responded positively to team visits and has responded expeditiously to Commission recommendations to remedy problems/inefficiencies. San Diego Miramar College submits all annual and midterm reports within required timelines, including the 2009 and 2016 Substantive Change Proposal Reports. As a result, the College maintains accreditation status with ACCJC. To communicate all of this information, the College posts Accreditation-related reports, previous self-studies and communications from the Commission on the Accreditation webpage of the College Website (**Evidence:** <http://www.sdmiramar.edu/institution/accreditation>). Please refer to the Compliance with Commission Policies section for further details.

Should Miramar provide the types of evidence the District mentions below?

District's Role in Compliance

The San Diego Community College District complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines for public disclosure, institutional reporting, team visits and prior approval of substantive changes.

Board Policy *BP 0005: Accreditation* articulates the District Board of Trustees' commitment to adhering to all eligibility requirements and accreditation standards. (**Evidence: IC12¹**)

The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When a College is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

The Board of Trustees has a number of structures in place that demonstrate a commitment to comply with Eligibility Requirements and Accreditation Standards:

- The Board of Trustees has a subcommittee on Student Success and Accreditation that reviews periodic reports on the progress of the college's accreditation. The subcommittee is comprised of two board members who meet at least once a semester

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along with the Vice Chancellor, Student Services who provides staff support to the subcommittee. The committee also receives regular reports on various aspects of institutional effectiveness, including ongoing reports on student outcomes and accreditation. (Evidence: IC12²)

- The annual goals for the Board of Trustees are aligned with various accreditation standards. (Evidence: IC12³)
- The District publishes information on accreditation in its catalogs and on College and District websites. A public notice of disclosure and the student complaint process is also posted online with links to file complaints. (Evidence: IC12⁴; IC12⁵)
- The Chancellor's Cabinet agenda has a standing agenda item on accreditation where the leadership reviews status reports and monitors the accreditation process. (Evidence: IC12⁶)
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include: student demographics, student and employee diversity, enrollment, transfer, degrees conferred, learning communities, Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes and institution-set standards. All of these reports are posted on the District website, as well as the District's Institutional Research website. (Evidence: IC12⁷; IC12⁸; IC12⁹; IC12¹⁰)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College's commitment to compliance and disclosure is clear from its accreditation processes and communication of information. An example of this commitment is the strategic and efficient response to receiving a status of Warning in 2010. (Evidence: Commission Status Letter-February 2012). There were a total of seven deficiencies that the College had to address in order to be removed from Warning. Upon the completion of the 2012 Follow-up Report, the Commission ruled that the College had indeed met the seven deficiencies and reaffirmed accreditation status. Since that time, the College has completed four annual status reports (Evidence: 2013, 2014, 2015 & 2016 ACCJC Annual Reports) and a Midterm Report (Evidence: Midterm Report 2013). The ongoing reporting of the College's status to the Commission and the continued efforts to prevent Warning status is strong evidence that the College is fully committed to continuous quality improvement as directed by the Commission.

To ensure continued compliance and improved efficiency, the College plans to evaluate its own accreditation process and implement strategies for improvement.

- **Action Plan 1:** Perform institutional evaluation of accreditation related processes and develop strategies to improve integration and monitoring of

Standard I.C Institutional Integrity

Standards in San Diego Miramar College's annual functions.

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I.C.13-The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

In accordance with ER 21 (Integrity in Relations with the Accrediting Commission), San Diego Miramar College maintains honesty and integrity with external agencies and ensures compliance with regulations and statutes. The College is consistent and clear in communications with its accrediting agencies, students and the public, and communicates this in the College Catalog, on the College Website, and in other publications, in compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status (Evidence: Catalog pg 4; Accreditation Website Link; http://www.sdmiramar.edu/webfm_send/15959).

The College advocates and demonstrates honesty and integrity in communicating its accreditation status to internal and external stakeholders. As evidence, San Diego Miramar College has successfully maintained program-level accreditation and certification status with the following agencies:

- **Automotive:** Toyota T-TEN Certification; Honda PACT Certification; National Automotive Technician Education Foundation (NATEF) Master Automotive Services Technician Training (MAST) Certification; **Audi Partnership**
- **Aviation Maintenance:** Federal Aviation Administration (FAA) Part 147
- **Aviation Operations:** Federal Aviation Administration (FAA) Part 141
- **Child Development:** National Association for the Education of Young Children (NAEYC)
- **Paralegal:** American Bar Association (ABA)
- **Liberal Arts:** Military Installation Voluntary Education Revise (MIVER)
- **Basic Skills/ ESOL Lab Instructional Assistant Program:** National Association of Developmental Education (NADE) Advanced Certification
- **Medial Laboratory Technician Training:** CA Department of Public Health Laboratory Field Services; National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- **Administration of Justice:** Commission of Peace Officer Standards and Training (POST)
- **Emergency Medical Technician:** American Heart Association; Emergency Medical Services- San Diego County; National Registry of Emergency Medical Technicians
- **Fire Protection Technology:** Cal Fire San Diego Unit; Fire and Emergency Services Higher Education (FESHE); Federal Emergency Management Agency; International Fire Service Accreditation Congress (IFSAC); National Professional Qualifications Board (PROBOARD)

Standard I.C Institutional Integrity

San Diego Miramar College posts reports, past self-studies and communications from the Commission regarding accreditation status dating back to 2004 on the Accreditation webpage of the College Website (Evidence: <http://www.sdmiramar.edu/institution/accreditation>). In response to new initiatives from the Division of Institutional Effectiveness at the State Chancellor's Office of the California Community Colleges, in 2015 the College set a goal of Fully Accreditation- No Action. The Miramar College IEPI Goals can be found on the College Website (Evidence: 2015-16 Miramar College IEPI Goals- <http://www.sdmiramar.edu/institution/iepi>).

Overall, the District is fully compliant with the regulations of the United States Department of Education in regards to all of its accrediting agencies.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has established and maintains a status of good standing by all programmatic accrediting and licensing organizations and agencies, and communicates this information clearly on the College Website and in the College Catalog. Moving forward, the College will focus on plans to improve the presentation of material in regards to all accrediting agencies on the College Website and ensure that effective communication is being made.

Standard I.C Institutional Integrity

I.C.14-The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

This Standard does not apply to San Diego Miramar College.

Standard II.A. Instructional Programs

STANDARD II.A. INSTRUCTIONAL PROGRAMS

II.A.1-All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Instructional Programs and Mission

San Diego Miramar College’s mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity and success, while emphasizing innovative programs and partnerships to facilitate student completion; for transfer, workforce training, and/or career advancement. To ensure that instructional programs are consistent with the college mission and satisfy ER 9 (Educational Programs), the Curriculum Committee reviews all proposed instructional offerings, including distance education (DE) proposals and assures alignment with district Board Policies *BP 5020: Curriculum Development* and *BP 5025: Philosophy and Criteria for Associate Degree and General Education* and district Administrative Procedures *AP 5300.2: Courses of Instruction and Educational Program Approval* and *AP 5026: Philosophy and Criteria for Certificates*. The proposals are also assessed against the “five criteria” established by the California Community Colleges Chancellor’s Office (CCCCO), which includes alignment of programs with the institutional mission and meeting student needs in areas of degree or certificate attainment, employment preparation, or transfer. In addition, the criteria include review of student learning outcomes, course objectives, and other attributes of the course, which are necessary components for maintaining articulation of courses and demonstrating appropriateness of course in higher education. Members of the Curriculum Committee receive training in this process annually. (Evidence: Curriculum Committee minutes from first meeting of the semester. [Minutes from 9/3/14](#); minutes from Training Fall 2015)

The Academic Standards Subcommittee is responsible for instructional and curricular issues related to college-wide academic or interdisciplinary program requirements (Evidence: [Academic Standards webpage](#)). This includes but is not limited to review and oversight of interdisciplinary degrees and certificates, review and oversight of general education patterns, and district requirements. The Subcommittee also serves as the reviewing and recommending body for the Academic Affairs Committee and Curriculum Committee on issues related to the implementation of college- and district-wide academic policy and procedure, evaluation of coursework from other institutions, and the application of credit from previous educational experience (Evidence: [Academic Standards webpage](#)).

Standard II.A. Instructional Programs

Program and Course Offerings

Historically, the College defined Instructional Programs as a field of study that includes at least one award and at least one subject area. During the instructional dialogue surrounding revision and development of program (i.e. degree and certificate) student learning outcomes that began in Fall 2014, faculty were presented with the California Code of Regulations, Title 5 definition of program, described as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma a license or transfer” (Evidence: Fall 2014 Convocation presentation). From this point, college dialogue led to a revision of the definition of Instructional Program in the 2014-2015 year, to align more closely with the Title 5 definition and to allow for meaningful assessment of student learning outcomes at the program level. Faculty used multiple factors in defining their programs, with consideration given to student learning outcomes and achievement (Evidence: Guide to Developing Program Learning Outcomes), and which resulted in the current 2016-2017 Program List (Evidence: Program List).

San Diego Miramar College currently offers 40 programs consisting of 67 AA/ AS Degrees and 51 Certificates of Achievement in fields consistent with the college mission and for transfer, workforce training, and career advancement. Of these, 45 degrees and 23 certificates may be offered via distance education (DE) mode (Evidence: ACCJC Annual Report). Programs that can theoretically be completed by 50% or more of courses taken in DE format are separately reviewed and approved for DE delivery by ACCJC. (Evidence: ACCJC DE approval letter of 5/20/16). Lastly, the College also offers 43 Certificates of Performance, which do not require CCCC approval but indicate skill-building in fields consistent with the college’s mission (Evidence: 2016-2017 Miramar College Catalog)

San Diego Miramar College’s programs include courses offered primarily on the main campus. Some courses are offered at various off-campus locations (e.g. local high schools) and consist mostly of “early college” courses for high school students, career-related courses for high school students, or in-service courses for public service agencies (Evidence: Paulette says she has list of high schools and classes for fall 2016). The College also offers a number of general education courses at Marine Corps Air Station (MCAS) Miramar, to provide access to the college’s active duty military population. Almost all of these are general education courses applicable to any degree or certificate and include History 100, 101, 109, 110; Philosophy 102B; English 101, 205; Communications 103; Political Science 102; Sociology 101; Psychology 101, 135; Anthropology 103; Humanities 101, 102; Art 100; Spanish 101; Geography 101 (Evidence: Online Schedule). The College also provides counseling services at the base for our current or prospective students. The College offers a small number of Aviation courses at Montgomery Field to support the lab requirements for programs in Aviation Maintenance and Aviation Operations, including Aviation Maintenance 111D and 112D (Evidence: Online Schedule). The College’s off-campus location at NTC for the Fire Protection Technology and Emergency Medical Technician programs has been closed since the last accreditation report and is now relocated back on the campus.

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A complete course offering list can be found in the 2016-2017 College Catalog (Evidence: Catalog). Fall 2016 included 261 courses approved for DE mode (Evidence: ACCJC 2016 Annual Report). Before a course can be offered in DE mode, the course must go through a separate screening and approval process in which the Curriculum Committee reviews the proposed DE methods of instruction and frequency of contact, instructional techniques, SLO assessment, and additional resources (Evidence: Curriculum Committee minutes). All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, and DE courses are held to the same standards. Therefore, there is no distinction between DE and face-to face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via DE or face-to face instruction (Evidence: ACCJC DE approval letter of 5/20/16) (Substantive Change Proposal).

Evaluating Program Success through the Program Review Process

In the Instructional Division, the College ensures that students are progressing to achieve their goals of transfer preparation, workforce training and/or career advancement by utilizing a cyclical Program Review process, that aligns with District Administrative Procedure AP 5019: *Instructional Program Review*. The Instructional Program Review/ Student Learning Outcomes Assessment Cycle (IR PR/SLOAC) Committee is responsible for overseeing development and revisions of the Program Review process, as well as the coordination of Program Review efforts (Evidence: Program Review/SLOAC governance page). Prior to 2013, the College used a yearly cycle for Program Review, and created Word documents for the collection of this information, including analysis of student achievement, internal and external impact factors, and student learning outcomes assessment (SLO) data. In this manner, the college ensured that programs culminated in the attainment of SLOs and achievement of degrees, certificates, employment, or transfer to other higher education programs.

As the College dialogued on continuous quality improvement in SLO assessment, it became clear that to effectively evaluate instructional programs, the cycle for review should allow more time for implementation of improvement strategies and assessment of results. The IR PR/SLOAC Committee recommended a new three-year cycle, to coincide with a three-year cycle for SLO assessment, and this was approved by the College Executive Committee (CEC) for implementation in Fall 2013. Furthermore, to align management of SLOs with program review processes, the Program Review document was developed as a template in the Taskstream Accountability Management System (Taskstream). As described in Standard I.B.5, the Program Review process now requires that instructional programs review student achievement, including attainment of degrees and certificates, as well as attainment of SLOs at the course and program level (Evidence: Program Review example or template in Taskstream). Programs are required to map program goals to the college's Strategic Plan Goals, which are grounded in the college mission, and as such provide a direct link between instructional programs and college-wide planning through the mission.

Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of student learning outcomes, and the results of these assessments are

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included in Program Review (Evidence: Program Review template). Some departments, such as Math and Chemistry, have investigated the disaggregation of SLOs and/or other forms of assessment between sections offered via DE mode and sections offered face-to-face (Evidence: Math on-line Analysis LS 10-4-12; D. Figueroa SLO). The College as a whole also assesses students' perceptions and opinions about elements involved in online courses, such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning (Evidence: Online Course Satisfaction Survey Report).

Evaluating Program Success through Institution-Set Standards

At an institutional-level, the College evaluates program success, including student progress and outcomes, through assessment of the College's Strategic Plan Goals. As described in Standard I.B.3, the College has developed institutional-set standards (i.e. benchmarks) for instructional programs as part of its Strategic Plan Assessment process and in accordance with ER 11 (Student Learning and Achievement). The benchmarking process involved evaluation of indicators and measures, including transfer rates, degrees/certificates awarded, completion rates and CTE rates (Evidence: Strategic Plan). These benchmarks are provided in the Program Review documents in Taskstream to guide self-evaluation, as individual programs review student achievement and develop programmatic goals, improvement strategies and resource requests (Evidence: Benchmarking Form). These institution-set standards are also reported college-wide with the publication of the Strategic Plan Assessment Scorecard (Evidence: SPAS). This provides direction in developing Master Plans and Operational Plans that address fulfillment of the college mission and ensures that appropriate changes and resource allocations are made to achieve this (Evidence: Map of SPAS gaps to Plans/Committees).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The college's instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission; are appropriate to higher education; and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Notably, the College has developed a robust Program Review process, which includes course and program student learning outcomes analysis to serve as a foundation for program evaluation and improvement, and which occurs regardless of location or means of delivery.

Action Plans

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II.A.2-Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Review of Content and Method of Instruction

The College ensures that the course content and methods of instruction meet the accepted academic and professional standards and expectations and adhere to district Board Policies and Administrative Procedures in *BP 5020/ AP 5020 Curriculum Development* and *AP 5300.2: Courses of Instruction and Educational Program Approval*. The Curriculum Committee plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against the “five criteria” established by the California Community Colleges Chancellor’s Office (CCCCO). These include alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. They also include alignment to student learning outcomes (SLOs) and other attributes of the course. The Curriculum Committee receives training in this process annually as noted in the minutes of the first meeting of the semester (Evidence: CC first minutes of the semester). Furthermore, all courses are reviewed at least once every six years by the discipline faculty and the Curriculum Committee at all three Colleges within the District.

Faculty access course information in CurricUNET and review the Course Outline of Record (COR), which contains all elements required by the California Code of Regulations, Title 5 and includes unit values, contact hours, requisites, catalog description, objectives, and content (Evidence: Course Outline of Record). This provides multiple levels of oversight, as all three Colleges must agree on any changes. All faculty, including full time and adjunct, create course syllabi in reference to the COR, and the Department Chairs and Deans ensure that every course syllabus also includes the SLOs (Evidence: Course syllabi on instructional office G drive). In response to ACCJC requests, the District has worked with the Colleges to list the SLOs for each College in the Course Curriculum Report (CR) of the COR (Evidence: CurricUNET Course Report example).

Delivery modes for courses and programs are reviewed by the discipline faculty, Department Chair, Dean, and Curriculum Committee at the college and district levels before approval (Evidence: CurricUNET screen of review process). When reviewing the proposal, the reviewers look at the appropriateness of the delivery mode for the curriculum and the student population being served and follow District Administrative Procedure *AP 5300.2*. All courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. Courses offered via distance education (DE) mode follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A course will apply to a degree or certificate whether it is taken via

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distance education or face-to face instruction (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016).

For programs, relevancy is determined at the time of program creation by the Curriculum Committee and the CCCCCO, which review all proposals for new programs. The program approval process also follows District Board Policies set forth in *BP 5020 Curriculum Development* and *BP 5025 Philosophy and Criteria for Associate Degree and General Education* (Evidence: link to BPs). In addition, programs must meet all five CCCCCO criteria. Programs that can theoretically be completed by 50% or more of courses taken distance education are separately reviewed and approved for DE mode by ACCJC. Miramar received approval in 2010 and 2016 to offer the DE mode of delivery (Evidence: Letters of approval). Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of SLOs, such that SLOs are measured in sections offered via DE as well as in sections offered face-to-face. Results of the outcomes assessment allows program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the College. (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016).

CTE programs must also be reviewed every two years per state mandate and have external accrediting bodies and/or advisory committees that aid in determining relevancy and needed program updates. The College obtains input and validates currency of occupational curriculum from its industry advisory committees. Committee input is used to ensure that programs and course offerings reflect current industry technology, procedures, and business practices. Program Directors, Department Chairs, Deans, and faculty obtain industry input on the quality and currency of certificate programs and update competency levels and SLO goals through these semi-annual advisory committee meetings. At these meetings, industry representatives review curriculum and materials. They also tour lab facilities to identify areas that need to be changed or updated to maintain quality instruction.

In addition to industry advisory committees, the following certifying entities participate in identifying competency levels and SLOs for their related program:

- American Bar Association (ABA)
- Commission on Peace Officer Standards and Training (POST)
- Federal Aviation Administration (FAA)
- Automotive Service Excellence (ASE)
- State of California Department of Social Services Community Care Licensing
- State of California Child Development Division

Continuous Improvement

Most courses incorporate a variety of techniques to address various student learning styles and evaluate these efforts to continuously improve instruction and success. Analysis and discussion of the relationship between these teaching methodologies and student success occur in many venues and in different formats, including:

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- Professional development and FLEX opportunities, including in-service training to learn about student learning needs and pedagogical approaches. Some examples include monthly reading and writing discussion groups for faculty in disciplines where writing is required (e.g. Business and History) and teaching workshops conducted by the Math Department (Evidence: FLEX calendars highlighting these items).
- Analysis of student evaluations that investigate perceptions and opinions about instruction, including perceptions of delivery modes.
- Analysis of student evaluations that investigate perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support and communication.
- Analysis of success and retention rates of online, hybrid, and on-campus courses (i.e. the three main delivery modes) (Evidence: Sample achievement data packet).

To address improvement of programs and services college-wide, faculty (including full/part time and adjunct) and staff conduct periodic Program Review. This includes an assessment of SLOs/ Service Unit Outcomes and student achievement in the course or program/ service area, and is the primary mechanism used to assure currency, improve teaching and learning strategies, and promote student success. To ensure consistency, the Program Review process has been aligned for all instructional programs, as well as for Student Services and Instructional Support Services (Evidence: 3 Taskstream workspaces). A summary of this process is as follows:

- Programs and services are evaluated via the Program Review process by all associated faculty/ staff. This process was annual for all Divisions from 2010-2013, and currently Instruction, Instructional Support Services and Student Services follow a three-year cycle with interim update reports each year. Some instructional programs that also have external accreditation criteria participate in an additional separate review process.
- Faculty/staff assess outcomes at the course, program and/or service area level and include these assessment results in the analysis section of the Program Review. These outcomes are also aligned with the Institutional Student Learning Outcomes in Taskstream to allow for college-wide dialogue on SLOs (Evidence: Map of alignment).
- Faculty/staff evaluate their programs using a variety of data, including productivity, student characteristics, degrees or certificates awarded, retention, success, and attainment of SLOs (Evidence: Program Scan data packet, Course SLO status report, Program Outcomes Assessment Report).

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- Faculty/staff review institution-set standards and respond based on individual program characteristics (Evidence: Benchmarking form).
- Program Review includes a review of the program curriculum as published in the catalog and allows faculty the opportunity to dialogue on courses that are included in their program requirements but not taught in their discipline (Evidence: Program Review Example).

Changes/improvements in courses, programs and/or service areas are captured in Program Review. With the implementation of Taskstream, the College now has a software platform that provides diverse faculty, both full-time and part-time, with a means to communicate on student learning and achievement in both courses and programs. As outlined in Standard I.B.5, these changes/improvements are then used to inform higher-level planning, as they are integrated into School Program Reviews, Division Plans, and ultimately the Educational Master Plan (Evidence: Integrated Planning Diagram). Specifically, Program Reviews drive planning and budget by providing the evidence and justification used to develop the Budget and Resource Development Subcommittee List for resource allocation of equipment and supplies (Evidence: BRDS List and instructions?), the Faculty Hiring Priority List (Evidence: Faculty Hiring Subcommittee doc showing protocol for Faculty List development), and the Classified Hiring Priority List (Evidence: document on this protocol?).

Specific examples illustrating how program review, including analysis of SLOs and achievement data, has led to identification of improvement strategies, and the subsequent implementation of these strategies to increase student success, is as follows:

- **The School of Liberal Arts:** Program Review provided evidence of staffing needs that resulted in the hiring of additional new faculty (Evidence: LA Program Review) and provided evidence for technology needs that resulted in the purchase of new technology for Communications classrooms (Evidence: LA Program Review).
- **The School of Public Safety:** Program Review provided evidence of staffing needs that allowed Administration of Justice to add another contract faculty (Evidence: ADJU Program Review) and provided evidence resulting in conversion of 3 classrooms into SMART classrooms (Evidence: Public Safety program review).
- **The School of Math, Biological, Exercise, and Physical Sciences:** Program Review analysis has provided evidence that helped the Department of Exercise Science, Health & Nutrition convert a minimal use, AV-challenged classroom (i.e. J224/J225) to an exercise studio in which high demand activity courses can now enroll up to 45 students (Evidence: EXSC Program Review); provided evidence justifying the development of new athletic programs (e.g. Men's Volleyball) (Evidence: EXSC Program Review); provided evidence to hire specialize Instructional Laboratory Technicians (e.g. for Medical Laboratory

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Technician Training and Chemistry) in the Biological and Physical Science departments (Evidence: Biology and Phys Sci Program Reviews); and resulted in state certification of courses Yoga 292 and 293 ((Evidence: EXSC Program Review).

- **The School of Business, Technical Careers and Workforce Initiatives:** Program Review analysis in Business and Automotive Technology provided evidence for the hiring of new faculty in Accounting, Computer and Information Science, and Automotive Technology (Evidence: Business & Auto technology Program Reviews); provided evidence for the Aviation Operations program to receive state-of-the-art training equipment (e.g. drones) needed to create an Unmanned Aerial System Program (Aviation Operations Program Review); provided evidence to expand partnerships across all CTE programs, particularly in Business, where a new dual-enrollment program was established with a local high school (Evidence: Business Program Review) and in Auto Technology where a new agreement with Chrysler-FIAT's CAP program was initiated in partnership with NC3 (Evidence: Auto Tech PR); and provide evidence to support development of a new Certificate of Achievement in Entrepreneurship/Small Business Management (Evidence Buse Mgt PR).
- **The School of Planning, Research, and Institutional Effectiveness (PRIE), Library and Technology:** Given that this school is largely composed of classified personnel, the standard does not apply to it for this particular section-Recommendation to remove this narrative.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets and exceeds this Standard. The College follows both district and institutional processes to ensure continuous improvement of instructional courses, programs and directly related services to promote student success. This level of review provides multiple opportunities for faculty and staff to ensure content, currency and quality, with input from multiple constituencies.

An example that highlights the college's efforts in ensuring continuous improvement in learning and teaching can be seen in the Fall 2015 recommendation from the Distance Education Subcommittee. The Distance Education Subcommittee of Academic Affairs is charged with evaluating the relationship between teaching methodologies and student success. From these discussions, the Subcommittee recommended, and the Academic Senate concurred, that all faculty complete on-line training in order to be considered for online instruction (Evidence: Notes/minutes from DE Subcommittee on discussions and Academic Senate minutes). This recommendation was moved forward by a directive from the Vice President of Instruction and Instructional Deans in order to support the goal of achieving a certification rate of 100% by Spring 2017 for faculty teaching online (Evidence: email from VP/Deans).

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Survey results also support the college's assertion that it is dedicated to student success and continuous improvement. In the 2015 Student Feedback Survey, 80% of San Diego Miramar Colleges students agreed with the statement "I believe instructors care about my success," which was a 2% improvement from 2009 (Evidence: Miramar 2015 Accreditation Student Survey Findings, pg. 5.). Similarly, 86% of students agreed with the statement "I am satisfied with the overall quality of instruction," representing a 3% improvement from 2009 (Evidence: Miramar 2015 Accreditation Student Survey Findings, pg. 7.). In the 2015 Employee Feedback Survey, 85% of employees agreed with the statement "The faculty has a central role in assuring quality of instruction," representing a 3% improvement from 2009 (Evidence: Miramar 2015 Accreditation Employee Survey Findings, pg. 10.). Lastly, 83% of students agreed with the statement "I am satisfied with the overall quality of instruction in my program" (Evidence: 2015 Accreditation Student Survey Findings, page ?). This result represents a 5% improvement from 2009 and exemplifies the college-wide efforts that San Diego Miramar College is making and will continue to make to provide the best possible educational experience for its students.

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II.A.3-The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Student Learning Outcomes and Assessment Plans

The Academic Senate at San Diego Miramar College has adopted a position regarding Student Learning Outcomes (SLOs) and Assessment (Evidence: Remove statement if this doesn't happen). Instructional SLOs are defined for all college courses (CSLOs) and degrees/ certificates/ programs (PSLOs) (Evidence: Outcomes and Assessment Website: SLO Statement page; Catalog; CurricUNET; SLO statement Lists). Faculty, both full time and adjunct, are responsible for collaboratively developing the learning outcome statements and assessment plans, assessing student attainment of outcomes, dialoguing about the results, and implementing improvement strategies to increase student success (Evidence: Course and Program SLO workspace in Taskstream). In addition, faculty use a variety of assessment methods to measure SLOs, including but not limited to objective examinations, writing assignments, applied skills demonstrations, and portfolios. Assessment occurs on a three-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success, and is used to inform Program Review (Evidence: Program Review screenshot and/or sample Program Review).

As faculty develop CSLOs, they are aligned (i.e. mapped) to PSLOs in Taskstream, and PSLOs are further aligned with the Institutional Student Learning Outcomes (ISLOs), providing an integrated perspective on SLOs college-wide (Evidence: ISLO Map). The guidelines for SLO assessment in courses and programs are outlined in the following documents located on the Outcomes and Assessment: Resources webpage, as well as in Taskstream:

- Instructional Guide for Course Assessment in Taskstream (Evidence: Instructional Guide for Course Assessment in Taskstream)
- Instructional Guide for Program Assessment in Taskstream (Evidence: Instructional Guide for Program Assessment in Taskstream)
- Guide to Writing SLOs for Programs (Evidence: Guide to writing SLOs for Programs)

As of Fall 2016, the College has recorded the following data for SLO assessment:

- 98% of courses have defined CSLOs
- 85% of courses have ongoing assessment of CSLOs
- 98 % of programs have defined PSLOs
- 94 % of programs have ongoing assessment of PSLOs

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(Evidence: 082216- Course SLO statement report; Course SLO 2013-2015 Status Report; Program SLO statement report; Program SLO 2013-2015 Status Report)

Outcome Statements in Syllabi and Course Outline of Record

San Diego Miramar College has officially approved and current Course Outlines of Record (COR), established in alignment with district Board Policies and Administrative Procedures BP 5020/ AP 5020: Curriculum Development. The CORs are aligned within the District, but SLO statements are developed in collaborative discussions among the college's discipline faculty, to more directly reflect the needs of their student population. To address this situation, the District worked with the Colleges to include SLO statements separately for each College within the District on the Course Curriculum Report (CR) attached to the COR (Evidence: CR/ Course Outline of Record example). The SLOs are developed by faculty, recorded/ edited in Taskstream, and uploaded each semester to the CR of the Course Outline of Record in CurricUNET (Evidence: G Drive Instructional syllabi; Example CR in CurricUNET). In every class section, students receive a course syllabus including SLO statements. Faculty are required to submit their course syllabi within the first two weeks of the semester, and the Dean's Office is responsible for ensuring that all syllabi contained the approved SLOs.

Outcome statements are also present on the college's Outcomes and Assessment webpage, in Taskstream, and in the College Catalog (for PSLOs) (Evidence: Website; College Catalog).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has published SLOs that are assessed on a regular cycle at the course and degree/ certificate (i.e. program) level. In addition, CSLO statements are included on every syllabus and are attached to the approved COR. When surveyed, 90% of San Diego Miramar College's students agreed with the statement "my instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments." This result represents a 14% improvement since 2009 (Evidence: Miramar 2015 Accreditation Student Survey Findings, pg. 6.). Similarly, 86% of students agreed with the statement "my instructors tell me how I will be assessed before I begin an assignment or test." This result represents a 9% improvement since 2009 (Evidence: Miramar 2015 Accreditation Student Survey Findings, pg. 6.).

While the College meets this standard, it is committed to continually improving outcomes and assessment at all levels. Over the past six years the College has made remarkable shifts to improve the process and increase the number of courses and programs that are using outcomes assessment to better the learning environment for students. Moreover, the College now uses outcomes assessment as a basis for improvement in the updated Program Review process, which fully integrates outcomes assessment with the traditional methods and metrics used to evaluate and improve the college's programs (see Standard I.B.5 for details).

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Because of these improvements, there have been some changes to numbers reported for “ongoing assessment” in the ACCJC Annual Reports. From 2010-2013, the assessment cycle occurred each semester and results were captured using an in-house database system (Evidence: SLOJet). During this time period, ongoing assessment was defined as the presence of at least one set of assessment findings for a course. However, as the College advanced in its vision for SLOs and assessment, the College shifted its focus from continual (i.e. each semester) assessment to the development and implementation of improvement strategies that could result in increased success for students. As a result of this dialogue and to achieve continuous quality improvement, the College now follows a three-year cycle for assessment.

The assessment activities within the three-year cycle include reviewing and revising outcome statements and measurement methods as needed; assessing student attainment of outcomes; dialoguing about the results with input from contract and adjunct faculty; and implementing improvement strategies to increase student success. Based on this shift in how “ongoing assessment” was defined, the College experienced an initial decrease in total numbers of courses counted for “ongoing assessment”. However, the benefits of this shift have been numerous: the review and improvement of SLO statements and assessment plans that are measurable and that focus on student success; collaboration within departments, programs, and schools to scrutinize active course lists and identify courses for deactivation; and the development of enrollment management strategies to offer courses within an appropriate time frame to enable student completion. In addition, assessment results are now used to develop action plans that inform program evaluation through the Program Review process, as described in Standard I.B.5. As such, faculty use changes to courses or programs, because of outcome assessment, to inform development of program goals, and these goals are used to inform higher level planning through the College’s Integrated Planning Framework.

As the College continues to improve these processes, it has developed the following plans:

- **Action Plan 1:** Develop a function for PR/ SLOAC Committees to review Course/ Program/Service Area Outcomes and Assessment Plans and offer feedback and suggestions to increase consistency, quality, and improvement of student learning. (*QFE*)
- **Action Plan 2:** Work with District offices to optimize process for extracting SLO statements from Taskstream and for the regular upload of SLOs into CurricUNET, in order to capture changes that might occur due to improvement strategies.
- **Action Plan 3:** Work with PIEC and other groups involved in integrated planning to ensure that Program Review and SLO Assessment data is optimally integrated into decision-making at an institutional level. (*QFE*)

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II.A.4-If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Pre-Collegiate Level Curriculum

The College decides to offer developmental or pre-collegiate curriculum in cases where it is necessary to serve the student population in terms of readiness for college-level work. However, all courses and programs go through the same approval process and follow District Board Policy *BP 5020: Curriculum Development* and Administrative Procedure *AP 5300.2: Course of Instruction and Educational Program Approval*. Pre-collegiate level courses are offered in similar formats to college-level courses, including face-to-face, self-paced, and distance education (DE) formats (Evidence: Course Schedule). Details on the criteria and process are outlined below:

- All courses, regardless of level, are developed and proposed by discipline faculty, go through a faculty-led review in the Curriculum Committee, and are approved by the Board of Trustees and the California Community Colleges Chancellor's Office (CCCCO) (Evidence: Curriculum Committee process of course development and approval; sample flowchart).
- Appropriate credit type is determined using standards established by state-level regulation and policy, including standards set by the CCCCCO and also by the California State University (CSU) system for transfer-level courses (Evidence: CCCCCO and CSU system policy/ regulation).
- Delivery mode is proposed, along with other attributes of a course, by discipline faculty. However, courses proposed for DE must be approved for that delivery mode in a separate curriculum approval action that includes faculty scrutiny of the proposed methods of ensuring course quality and instructor-student interaction. In addition, programs in which it is possible for students to complete 50% or more of the course requirements via DE are separately reviewed and approved by ACCJC through a substantive change proposal (Evidence: ACCJC Substantive Change for DE).
- The method of evaluating pre-collegiate level courses/programs is the same as for college-level courses/programs and is described in Standards II.A.1 and II.A.3

The College offers developmental/pre-collegiate programs in English, English as a Second Language, and Mathematics (Evidence: Course Catalog and/or Schedule). The College also enrolls international students, but those students participate in the College's regular courses/programs (i.e. the College has no international student courses or programs distinct from its other offerings). The College does not offer continuing and

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community education, study abroad, contract education, or short-term training courses or programs at this time.

Alignment of Pre-Collegiate Level Curriculum with College Level Curriculum

Courses are determined to be pre-collegiate or collegiate through the curriculum review process in the Curriculum Committee, relying primarily on the advice and recommendations of the discipline faculty. Discipline faculty coordinate to align pre-collegiate with collegiate level coursework. In addition, they evaluate student success data measuring basic skills through transfer level pathways. (Evidence: Paulette says that Xi and Daniel have these data). Pre-collegiate courses are developed for those students who assess below college level courses. Assessment results can be used to inform enrollment management, indicating which and how many sections of these courses need to be offered in a given semester (Evidence: Achievement data assessment placement).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College offers pre-collegiate level curriculum to support students in succeeding at the college-level. In support of this work, the Basic Skills Initiative, Student Success and Support Program (SSSP), and Student Equity Plan (SEP) grants significantly augment the general fund tutoring and academic success campus efforts. Research shows that San Diego Miramar College is improving in moving more students towards the transfer level, although the College strives to improve in this area (Evidence: need evidence of above statement).

A recently awarded grant, the Basic Skills and Student Outcomes Transformation (BSSOT) grant, will allow the College to enhance current strategies, as well as employ additional faculty/ staff that can augment current efforts. Specifically, the College will focus on multiple means of assessment for placement and the development of accelerated course paths to transfer level classes (Evidence: BSSOT grant proposal). Meanwhile, San Diego Miramar College will continue to monitor efforts and measure performance in this area

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II.A.5-The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

San Diego Miramar College’s Role in Curriculum Development

San Diego Miramar College’s curriculum development and approval process, facilitated by the college’s Curriculum Committee, ensures that all courses and programs are developed by faculty experts in the discipline and follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, and synthesis of learning. Furthermore, the campus and district Curriculum Committees ensures compliance with ER 12 (General Education) by

- “defining and incorporating into all of its degree programs a substantial component of general education,”
- “including an introduction to some of the major areas of knowledge,” and
- ensuring “degree credit for the general education component is consistent with levels of quality and rigor appropriate to higher education.”

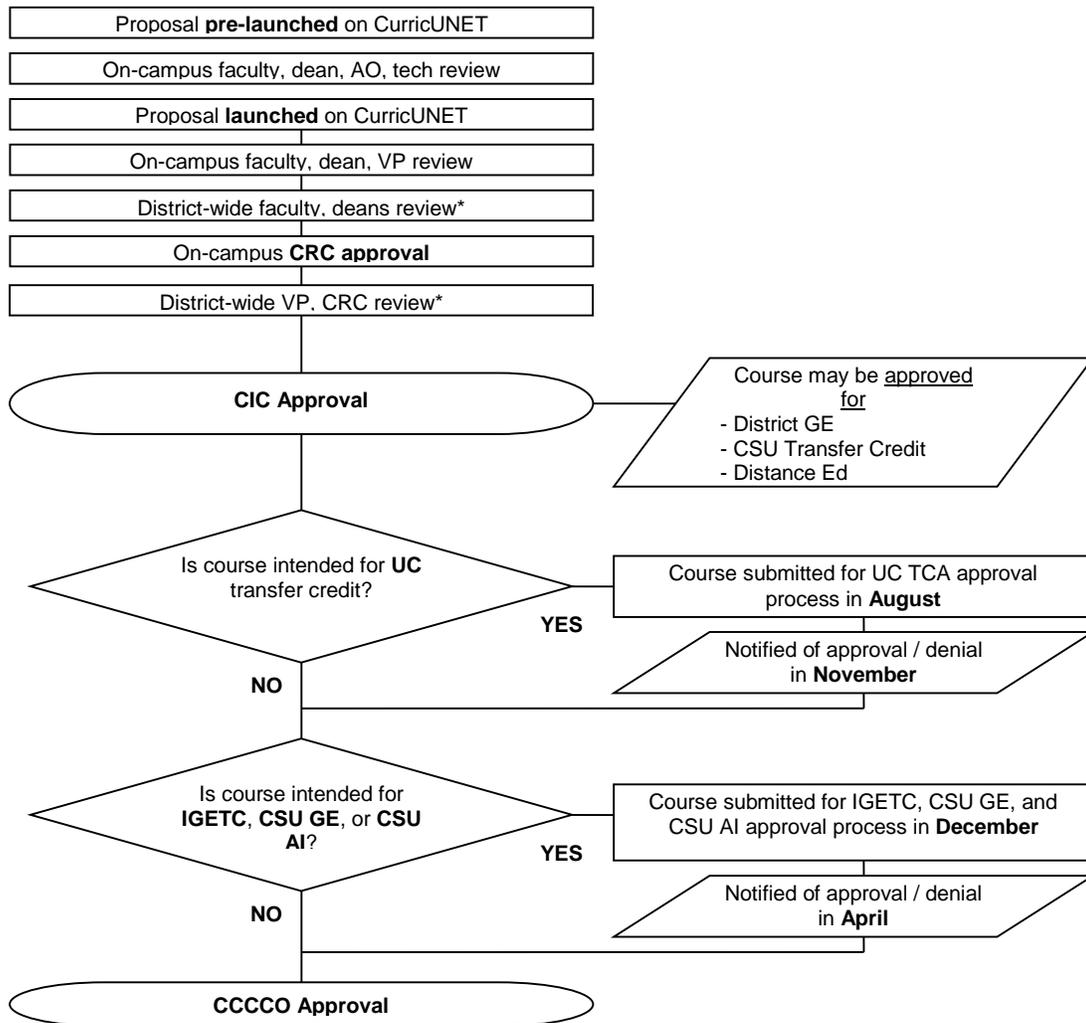
Courses are reviewed and updated at least once every six years to ensure these standards are maintained. Programs are also reviewed at least once every three years and updated as necessary as part of the college’s Program Review process, which is the instrument used to demonstrate quality of instruction.

Each new or revised program, regardless of mode of delivery, is reviewed thoroughly at both the college and district level and follows district Board Policies and Administrative Procedures *BP 5020/ AP 5020: Curriculum Development*, *AP 5300.2: Courses of Instruction and Educational Program Approval*, and *AP 5026: Philosophy and Criteria for Certificates* (Evidence: BPs/ APs). At San Diego Miramar College, this process begins with discipline faculty creating a program proposal and state application. The proposal is then reviewed by the Curriculum Technical Review Subcommittee for technical items such as unit requirements, standard outline format, and conformation to California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (PCAH) guidelines (Evidence: Curriculum Tech Review Committee Handbook page). Once the technical review process is completed, the college’s Curriculum Committee reviews the proposal, including the factors described above. The Committee uses state-level curriculum regulation and policy, including the PCAH and criteria specified in the California Code of Regulations, Title 5, as guidelines when reviewing proposals (Evidence: CCCCCO Program and Course Approval Handbook; Title 5). These criteria include quality standards related to grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level. Definitions of each of these criteria are provided in Title 5, Section 55002 (Evidence: Title 5 section 55002). Title 5 also requires each degree program to consist of a minimum of 60 semester units. Total unit requirements for each Degree and Certificate

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are maintained in CurricUNET and published in the College Catalog. In addition to these regulations and criteria, the Curriculum Committee follows District Board Policies and Procedures specified in *BP 5020: Curriculum Development* and *AP 5300.2: Courses of Instruction and Educational Program Approval* (Evidence: BPs/ APs).

Once approved at the college level, the proposal is reviewed an additional time for technical items at the district Office of Instructional Services and then again by the Curriculum Instructional Council (CIC) (i.e. district-level Curriculum Review Committee) using the same guidance as the college level Curriculum Committee (Evidence: CIC charge/goals). For details, please see the below section titled “District’s Role in Curriculum Development.” After CIC and Board approval, the CCCCO provides the final level of proposal review and approval. Once approved, records of all programs are maintained in the District’s curriculum system, CurricUNET (Evidence: CurricUNET). A summary of this process is outlined in the flowchart below:



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Miramar's Curriculum Committee also determines appropriate credit type for its courses, by reviewing the proposed course outline against the criteria specified in Title 5. Courses may be approved as pre-associate degree level, associated degree level, or baccalaureate level. Courses that are proposed as baccalaureate level are reviewed against criteria provided for that purpose from the CSU Academic Senate (Evidence: Baccalaureate level criteria from CSU system). There is no direct connection between the determination of a course's credit type and the approval of a course for the distance education (DE) mode; they are two separate and distinct decisions made by the college's Curriculum Committee and CIC.

There is also no difference in the approval processes between courses and programs that are approved to be offered in DE mode and those that are not. In other words, the College has one set of courses and programs that are established and evaluated in the manner described above; some of those courses and programs are also approved to be offered via DE, while others are not (see Standard II.A.2 and District section below for details). A course will apply to a degree or certificate whether it is taken via distance education or face-to face instruction. Miramar's procedures above certify that all instructional programs, regardless of location or means of delivery, including DE, are designed to meet student needs and align with the college mission (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016). However, before a course can be offered via DE, it must be separately proposed and approved for that purpose. The proposal must include a description of the type and frequency of contact between instructor and student; a list of techniques to ensure high quality instruction; and a list of methods used to evaluate student achievement of SLOs.

Additional dialogue about the curricular quality and other characteristics of the college's programs occurs during the Program Review process. This dialogue occurs at the program and school levels, with summary and suggestions for improvement informing the integrated planning framework occurring at the institutional level. The Program Review process facilitates dialogue about a program's strengths, accomplishments, and needs in a variety of different areas: student learning outcomes, curriculum, faculty, budget, facilities, technology, staff development, and scheduling [Evidence: Example program review from Taskstream]. All of San Diego Miramar College's programs, degrees and certificates were last reviewed in 2015 as part of the college's Program Review process (see Standard I.B.5 for details).

District's Role in Curriculum Development

The District is involved in the curriculum development process as described above, and plays a very important role in ensuring consistency in processes between the Colleges, as well as academic rigor in all courses and programs offered, regardless of mode of delivery. Distance Education (DE) courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes. Distance education courses go through the same rigorous curriculum approval process as traditional courses although approved through a separate review. Information required

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for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The Department of Curriculum Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and are in alignment with USDE definitions. Furthermore, the Department of Curriculum Services follows California Code of Regulations, Title 5, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through DE mode are based on the same course outlines of record as face-to-face courses.

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

Faculty members in each department determine whether the program is offered in DE mode. In addition, faculty from all three Colleges participate in the district-wide Curriculum and Instructional Council (CIC). Faculty members in the subject discipline confer and decide which programs/courses to offer in distance education mode. Each proposed or existing course offered in DE mode is reviewed and approved separately by the college's Curriculum Review Committee (i.e. Curriculum Committee at San Diego Miramar College). The review and approval of new and existing distance education courses follow the curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections.

Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For purposes of federal financial aid eligibility, a "credit hour" shall not be less than: one hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately [15 weeks for one semester or trimester hour of credit], or [10 to 12 weeks for one quarter hour of credit]; or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the paragraph above of other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. With the exception of a few courses that are offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The Colleges prorate weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

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The College awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. Every credit course and academic program includes student learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (CSLOs) are recorded on the course curriculum report (CR), a component of the official course outline of record (COR). The CSLOs are integrated with the course objectives, course content, method of evaluation, and grading standards [[CurricUNET](#)]. (Evidence: IIA5¹)

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, Sections 55002.5 and board policy *BP 5020 Curriculum Development*. The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. The tables below (there are no tables below- are these tables going to be printed in report? Or should we say the attached evidence provides...) provide an example of the calculations for the minimum 48 hours = 1 unit of credit and calculations for the maximum of 54 hours = 1 unit of credit for both lecture and laboratory courses [[California Community Colleges Chancellor's Office Hours and Units Calculations](#)] (Evidence: IIA5²; IIA5³).

The relationship between hours and units follows the standards for credit hour calculations contained in California Code of Regulations, Title 5, Sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Course credit calculation is rounded down to the nearest 0.5-unit increment or to the nearest fractional unit award used by the College.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. All degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. The College does not offer degrees at the baccalaureate level. The College and District will continue to monitor this area to ensure compliance.

Standard II.A. Instructional Programs

II.A.6-The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

San Diego Miramar College's curriculum development process, as described in Standard II.A.5, ensures that the college's "degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes," as described in ER 9 (Educational Programs). As part of this process, the College uses a standard of two years for expected completion of certificate and degree programs. Proposed new programs must provide a course sequence chart showing how a student would progress through the program semester-by-semester (Evidence: CTE scheduling chart, Chemistry course sequencing chart). The only exception to the two-year standard is in some specialized high-unit programs that may require more than 60 units of coursework because of program-level accreditation (Evidence: Aviation Maintenance Technology- high units due to FAA accreditation requirements).

Program length for certificates is determined individually based on course requirements and sequencing, external accreditation requirements (if present), and student need. For example, program length for the Flight Instructor certificate is determined by the sequential courses required for flight training; the set of courses required for FAA accreditation; and student demand. Programs culminating in certification or licensure (e.g. MLTT, EMGM, Police Academy, etc.) are structured so that the certification examination is completed at the conclusion of the program, either as part of the program curriculum or as a separately administered exam by the certifying or licensing body. At the curriculum level, the college Curriculum Committee considers proposed courses in regards to the "Resources" criterion to determine if they can be offered at least once every two years in order to facilitate student degree completion. Courses that build on one another in a chain of prerequisites are scheduled sequentially (i.e. Fall-Spring-Fall-Spring) so that students may progress continually through the sequence (Evidence: Course sequencing chart).

To assist with achieving this Standard, the District has coordinated the implementation of the Enrollment Management System (EMS), a system that calculates and provides enrollment information derived from the Class Schedule. Administrators are able to access information regarding enrollment that helps plan section offerings. For example, the EMS supports analysis of individual courses sections and enrollment by day of the week and the time of the day. This information helps to guide the class schedule decisions so that course sections are optimized for students. Additionally, the EMS supports the creation of "what if" scenarios to see how different schedules are likely to impact enrollment. Administrators have approximately three years of data available, which also makes longitudinal studies possible. The Colleges are looking into expanding

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the capabilities of the EMS by incorporating degree and certificate data ([Evidence: EMS snapshot of reports, link to EMS](#)).

The Vice President of Instruction offers leadership in the planning and direction for scheduling each semester. To ensure that course scheduling is maximized for “students to complete certificate and degree programs within a period of time consistent with established expectations in higher education,” college enrollment and scheduling decisions rely on multiple data sources and these decisions are made collaboratively by the Vice President of Instruction, Program Directors, Department Chairs, & Deans. In addition to the EMS data and analysis described above, the College uses Program Review to assess effectiveness of learning and student achievement, identifying trends and/or gaps used to inform scheduling. The College has also adopted Strategic Enrollment Management Guiding Principles, which provide guidelines for scheduling discussions and show relationship to the college mission through the Strategic Plan Goals ([Evidence: SEM Guiding Principles](#)). These Guiding Principles are also used by the Vice President of Instruction and Instructional Deans to help identify specific enrollment objectives and strategies for planning in the coming year ([Evidence: Table of strategies for 16-17](#)). The discussions and decisions based on these data are held primarily in the Academic Affairs (AA) Committee and the Planning and Institutional Effectiveness Committee (PIEC). The AA Committee, consisting of the Deans, Department Chairs, Articulation Officer, VP of Instruction and VP of Student Services, is the primary body that makes recommendations on enrollment management, as identified in the Committee goals below:

- Discusses instructional operational issues including class scheduling, enrollment management and educational policy matters.
- Facilitates enrollment procedures.
- In consultation with the VPI and the School Deans, establishes the annual goals and objectives for the Instructional division, based on the goals and objectives from each School as determined through the San Diego Miramar College Integrated Planning process.
- Implements, reviews, and makes recommendations to the pertinent sections of the San Diego Miramar College Strategic Plan.
- Reviews and recommends revisions to the Instructional Division Plan as part of the San Diego Miramar College Integrated Planning process ([Evidence: AA Committee Handbook Page](#)).

The PIEC also acts as a resource in enrollment management, in that the Committee’s goal is to ensure that the college integrated planning framework is in alignment with the college mission, accreditation standards, and compliance with applicable Federal, State, and local requirements ([Evidence: PIEC Handbook Page](#)).

Analysis and Evaluation

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As evidenced above, San Diego Miramar College meets this Standard. The College uses multiple sources of data and collaborative, college-wide participation to develop a course schedule that maximizes a student's opportunity for completion. The outcome of these efforts can be seen in the increasing number of Degrees awarded by the College in recent years. In 2014-2015, Miramar awarded 704 AA/AS Degrees. In 2015-2016, the College awarded 881, which is a substantial 25% increase in Degrees awarded over that time (Evidence: Fact book?).

The college's Strategic Plan emphasizes the continued efforts to increase completion rates. However, in evaluating the college's performance in meeting this standard, the College could increase success rates for degrees and certificates if additional funding was provided for growth. In 2015-2016, Miramar was given significantly more FTEF to offer additional sections, including capstone courses. The 25% increase in degrees awarded is a direct result of additional funding, allowing the College to offer more sections. Given the measured high demand for specific courses, the re-design of class schedules would focus on increased sections of high demand courses each semester. To forward these efforts, the College has developed the following plans:

- **Action Plan 1:** Continue advocacy for increased funding in order to meet high-demand course and capstone course needs.
- **Action Plan 2:** Develop 2-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.

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II.A.7-The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Delivery Modes and Teaching Methodologies

San Diego Miramar College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students. The Curriculum Committee oversees the process used to determine which delivery modes are appropriate for the student population. Details on how courses are approved for distance education (DE) mode can be found in Standard II.A.5. However, one example that illustrates the college's understanding of student needs is the course offerings at the Marine Corps Air Station (MCAS) Miramar. The College offers general education courses on the local MCAS base to accommodate military students' duty schedules and military commitments (Evidence: Catalog- MCAS course offerings). These students also benefit from courses offered in a non-traditional delivery mode, particularly while on deployment. Non-traditional delivery modes include fully online, partially online (i.e. more than 50 percent is offered online), hybrid (i.e. 50 percent or less offered online), and web-enhanced on-campus courses. Each mode of delivery utilizes Blackboard, and the SDCCD Online Learning Pathways (SDOLP) staff supports all modes (Evidence: <http://www.sdccdonline.net/>). Technology support is provided to both faculty and students 24 hours a day, 7 days a week. SDOLP also provides training in the latest technologies used in distance education, as well as in instructional design. (Evidence: List of past training announcements).

The Distance Education Subcommittee of the Academic Affairs Committee is also charged with facilitation of DE discussions on campus (Evidence: College Governance DE Handbook page). Goals of this committee are:

- To monitor State and District Distance Education (DE) policy matters, keeping faculty and staff informed and up-to-date about learning needs and pedagogical approaches related to DE
- To discuss instructional DE issues
- To provide for a means of assisting instructors by producing best practices and guidelines for DE
- To provide for a means of assisting Student Services Faculty and Staff with best practices for their online needs.

In this venue, faculty, staff and administrators are able to discuss what teaching methodologies are commonly used in DE programs and the relationship between the selected teaching methodologies and student performance. Most recently, the results of these discussions prompted the DE Subcommittee to recommend a resolution that all online instructors must first complete an Online Teaching Certification program. Faculty completing the certification program learn about state and federal laws and regulations for distance education. They also learn how to use the tools in the Learning Management

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System (LMS) and how to design courses using best practices. The Academic Senate has supported this recommendation, and instructional Deans have committed to assign only certified faculty to online classes, effective Spring 2017 (Evidence: Fred's email to faculty about certification).

Regardless of mode of delivery or location, the college's Curriculum Committee, through the faculty-led curriculum development process, determines which assessment methods should be available to measure student learning. Courses, including those offered in distance education (DE) mode, are developed and approved to ensure that there are multiple assessment methods available to meet the needs and learning styles of its students (Evidence: Example COR). Faculty have the primary responsibility in this area, as well as in the discussion of how teaching methodologies affect student performance. Faculty use the Program Review process to capture this dialogue, including assessment of learning via achievement and learning outcomes data, which then supports efforts to improve teaching and learning. For more details on the curriculum development process, discussions and outcomes please see Standards II.A.2 and II.A.5.

Learning Support Services

The College has the following learning support services on campus:

- Tutoring Services
 - The Personal Learning Assistance Center (PLACe)
 - The Math Lab
 - The English Writing Center
 - The Chemistry Peer-Led Tutoring Project
 - The Biology Help Room Project

- Instructional Support Services
 - The Independent Learning Center (ILC)
 - The Library

The College also provides an extensive array of instructional and student support services to both traditional and DE students and faculty. The online services are designed to mirror the services provided on campus. Furthermore, the Student Success and Support Program (SSSP) and Student Equity Plan (SEP) provide funds dedicated to facilitating tutoring services for disproportionately impacted students (Evidence: SSSP and SEP). [More details as evidence?](#) For a details on these services, please see Standard II.B (Library and Learning Support Services) and II.C (Student Support Services).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students. With the implementation of the Student Success and Support Program (SSSP) and the Student Equity Plan (SEP), the College will continue to investigate the relationship between teaching methodologies/

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learning support services and the diverse student population, to maximize student success.

SEP/ SSSP Action Plans

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II.A.8-The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Department-wide Course Examinations

Discipline faculty are continually in discussions about how best to assess students, and every effort is made to reduce test bias and enhance reliability. An example of this can be seen in the Department of English, Communications and Foreign Languages, which uses department-wide course examinations. Prior to 2012, department-wide examinations were conducted in English 043 (English Review) and English 049 (Basic Composition) utilizing a standardized exam, which was graded using a holistic, department-wide rubric (Evidence: ENGL 043 Exam and Rubric). The department used several methods to insure inter-rater reliability:

- Exams are graded by a group of English instructors following the prepared rubric and grading procedures.
- Students provide their ID numbers on the text booklets and do not include names or class identifiers.
- Exam questions are not released to any student prior to the exam date.
- All course sections adhere to the same test administration procedures.

As an example of the college's commitment to ongoing improvement, the English faculty examined the course SLOs and revealed that the exam method did not provide the multiple measures of assessment recommended by organizations such as the National Education Association (Evidence: <http://www.nea.org/assets/docs/PB38beyondtwotestscores2011.pdf>). In addition, the departmental exam was perceived by students as a high-stakes "exit exam." As a result of extensive discussion and curriculum development work, the department has begun a pilot program that changes the way that English 49 (Basic Composition) is taught.

Formerly, the emphasis was placed on a student developing the ability to complete timed writings, which culminated in a timed writing assessment. Currently, the students create a portfolio that incorporates the timed writing essay as one of many components. Faculty meet to discuss a representative sample (25%) of student work, not only to establish norms for scoring, but to review best instructional practices at the end of each semester (Evidence of meetings or norms?). After this discussion, the instructor of record determines the final grade. This allows the grading discussion to include professional development for both new and seasoned instructors. Current portfolio assessment supports success and retention of developmental writers because it assesses students' entire body of work over the period of a semester. The timed essay has become a yardstick for revisions throughout the semester, instead of a final, where there is no chance to do further work. Pass rates consistently reach 75% – 85% at this course level, up from a 54% pass rate before portfolio assessment was first instituted (Evidence needed). English

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faculty continue to pursue improved and more widely applicable methods for multiple methods assessment. Professional development opportunities are being used to collect best practices from community colleges throughout the State to bolster the campus “toolbox” for assessing student competency in all levels of English (Evidence: BSSOT conference).

The Chemistry department also uses standardized exams in all transfer level courses (Evidence: CHEM 200, 201, 231, & 233 syllabi). The Chemistry department purchases updated American Chemical Society (ACS) standardized final exams every three to five years as part of the department’s quality control of its curriculum. The ACS Exams Institute (Evidence: <http://uwm.edu/acs-exams/about-us/>) provides exams and detailed directions on how to administer the exams to reduce or eliminate bias (Evidence: <http://uwm.edu/acs-exams/instructors/exam-statistics/administering-exams/>). Such practice offers validity for these required transfer level courses and results of the exams are used as the department’s program SLO criteria. Lastly, the department uses their students’ score average to compare to national to provide evidence for Program Review on the quality and rigor of their curriculum (Evidence: Chemistry Program Review).

The College also uses math and English placement tests to assess prior learning for purposes of correct placement in remedial or college-level math and English courses. The College uses the ACCUPLACER system for this purpose (Evidence: Accuplacer test). ACCUPLACER is an adaptive test in which question difficulty increases or decreases based on previous responses. A 2009 study of the validity of ACCUPLACER indicated “the percentage of students that were placed correctly ranged from 58 to 84 percent.... Overall, results indicated a moderate to strong relationship between ACCUPLACER scores and course success, demonstrating that ACCUPLACER test scores provide utility in terms of placing students into courses in which they are likely to succeed.” (Evidence: 2009 Study; Quote from abstract of Accuplacer validity study in reference files.) Students are encouraged to study for the ACCUPLACER placement tests prior to taking them, in order to be familiar with the format and types of questions. Students can access sample questions on the College website.

Department-wide Program Examinations

No programs require program-level examinations for graduation. However, a variety of programs prepares students for standardized examinations administered by external agencies such as the Federal Aviation Administration, California Commission on Peace Officer Standards and Training, and San Diego County Emergency Medical Services Authority.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning, and ensures that processes are in place to reduce test bias and enhance reliability. The College will monitor this area to ensure continued compliance.

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II.A.9- The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Awarding Credit, Degrees and Certificates Based on Attainment of Student Learning Outcomes

In alignment with ER 10 (Academic Credit), San Diego Miramar College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, including California Code of Regulations, Title 5, Section 51002: *Standards in Scholarship*. The College provides appropriate information about the awarding of academic credit in the College Catalog, including institutional policies on transfer and award of credit (Evidence: College Catalog). The standard for one unit of credit is 16-18 hours for lecture and 48-54 hours for laboratory, clinical, or other learning configurations as noted in the California Community College Chancellor's Office Program and Course Approval Handbook (Evidence: CCCCO PCAH page 80). The same standards are applied to courses offered via distance education (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016).

At the course level, credit is awarded based on demonstration of content mastery and achievement of course student learning outcomes (CSLOs). Discipline faculty members define and assess CSLOs for every course. More specific learning objectives are also established for every course. The learning objectives are the "components" that together build up to the CSLOs (Evidence: COR and CR). Achievement of CSLOs, and associated learning objectives, is the primary way students demonstrate mastery of the course content. Faculty assess student achievement of these measurable outcomes by using a variety of assessment methods described in the COR. This process assures that units of credit for a course are based on the attainment of CSLOs and are consistent with accepted equivalencies in higher education.

Some of the College's courses are eligible to be offered in a credit-by-exam format. Students choosing this option complete a comprehensive faculty-approved evaluation that assesses student proficiency in all learning outcomes. The credit-by-exam policies and procedures are described in district Board Policy *BP 5235 Credit by Examination*, *BP 3900 Academic Credit for Non-Traditional Education*, and Administrative Procedure *AP 3900.1 Credit by Examination* and conform with Title 5 regulations (Evidence: links to BPs/AP; Title 5 Credit By Exam).

At the program level, the combination of courses required for each degree or certificate allows students to achieve the stated program learning outcomes (PSLOs) upon completion of an entire course of study (Evidence: Guide for Developing Program SLOs; sample curriculum map from Taskstream). As a degree or certificate is only

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awarded when the student completes all the required courses, PSLOs can only be met if the student attains the CSLOs for courses within that degree/certificate. In this manner, departments can use CSLO results to determine achievement of PSLOs. Because course level assessments are graded and are a factor in the awarding of course credit towards degrees and certificates, the process ensures that achievement of the PSLOs are the basis for awarding degrees/ certificates. The use of Taskstream to capture SLO data has allowed the College to create visual maps showing the relationship between CSLO and PSLOs, providing evidence of the link between courses and programs (Evidence: Map example of Program-Course in Taskstream).

Units of Credit and Clock Hours

San Diego Miramar College awards academic credit in accordance with federal regulations (34CFR 600.2); California Code of Regulations, Title 5, Section 55002.5; and District Board Policy *BP 5020: Curriculum Development* (Evidence: BP 5020). These regulations are consistent with the Carnegie unit model used as generally accepted norms in higher education. All of the instructional programs assign credit by the standard Carnegie unit, including career technical programs that are accredited by external accrediting organizations. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For additional details, see Standard II.A.5.

The College follows District Board Policies and Procedures (*AP 3001.2 Grade Challenge Procedure and ...*) regarding grading standards and publishes these in the College Catalog (Evidence: College Catalog pg). The Catalog also contains statements regarding the grading system and grading options, such as pass / no pass, withdrawals from a class, and incomplete, and in-process grades.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this standard. The College awards credit based on student achievement, which includes achievement of CSLOs and/or PSLOs. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education, and demonstrate compliance with commission policy on institutional degrees and credits.

To reach this level of functionality, the College has undergone extensive evaluation and dialogue since the last ACCJC Accreditation visit. From 2013-2014, the College engaged in a collaborative discussion about Institutional Student Learning Outcomes (ISLOs). The culmination of this dialogue was the development and adoption of a new set of ISLOs based on the Association of American Colleges and Universities' (AAC&U's) "Essential Learning Outcomes," which are also the basis of the GE student learning outcomes used by the CSU system (See Standard I.B.2 for details) (Evidence: Miramar ISLOs and ELOs).

In 2014-15, as a result of continuing dialogue about student learning outcomes and tools for continuous assessment and quality improvement, the College adjusted its definition of "program," to better align with the state definition and to create more meaningful and

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directly applicable program-level SLOs. As a result of this change, all degrees and certificates are now organized by SLOs instead of SLOs being assigned to related groups of certificates and degrees, as in our previous system (Evidence: Program List 2016-2017; Catalog). This work has ensured that students awarded a degree or certificate are in fact attaining appropriate and meaningful program-level SLOs.

While the College currently meets this Standard, it will continue to monitor this area and make improvements on the processes when necessary.

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II.A.10-The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

District's Role

The San Diego Community College District has a centralized records and evaluations department that is responsible for evaluating transfer credits. Credits transferred into the District are reviewed by the District records office in accordance with District policies and procedures, expected comparable learning outcomes consultation with faculty discipline experts, as well as generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns (Evidence: Evaluations Office Information).

Transfer of Credit policies and procedures have been developed through a collaborative process and follow all district and state guidelines and generally accepted practices. These policies and procedures are regularly reviewed and updated to ensure they align with state guidelines and District policies and business practices. One example is a recent change to District Administrative Procedure *AP 3900.1: Credit by Examination* (evidence link; IIIA10⁵) that was modified to clarify the timeline for petitioning for credit for articulated noncredit courses. Policies and information are included in the College Catalog as well as on Student Web Services, the online portal for students, as follows:

Credits from Other Regionally Accredited Institutions

Credits from other regionally accredited institutions may be accepted for transfer credit after evaluation by District evaluators. The District will not accept the transfer credits from another institution if the evaluation by the District evaluators determines that the credits received from another accredited institution do not meet the equivalent standards and learning outcomes for a similar course taken at one of the colleges in the District.

Upper Division Coursework

The San Diego Community College District accepts all lower division courses taken at U.S. regionally accredited colleges. All lower division courses deemed equivalent will be counted toward the Associate Degree. The District does not accept upper division coursework. Petitions to use upper division courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum Associate Degree requirements for the major or District requirements. The faculty in the discipline, an appropriate designee, and/or college committee must approve all petitions for exception.

International Transfer Credit

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Students who elect to submit transcripts from international colleges and universities must submit their transcripts to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States are evaluated dependent upon course equivalency and learning outcomes on a course-by-course basis.

Academic Credit for Nontraditional Education

Academic credit may be available to currently enrolled students for skills or knowledge not obtained by formal scholastic experience, or for prior course work with content determined equivalent to district courses. Credit is available through the following:

- Advanced Placement Examinations (AP)
- College-Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES)
- International Baccalaureate (IB)

(*Evidence: IIA10⁴*)

Credit by Examination

In accordance with administrative procedure *AP 3900.1* students may receive credit by examination for courses designated and approved by the faculty in individual disciplines. The term “examination” means any written, oral or performance standard determined by the individual departments. Students must meet specific criteria to be eligible for credit by examination (*Evidence: IIA10⁵*).

Credit for non-college credit vocational courses

Students who successfully complete non-college credit articulated courses that are equivalent in subject matter, content, educational objectives, length of course, and performance standards, and pass a college faculty approved examination for the course offered by the college, may have these courses converted to college credit, via credit by examination, in accordance with an agreed-upon articulation agreement with the high school district.

Articulated Non-Credit Continuing Education Courses

Students who successfully complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses converted to college credit via credit by examination. Students must complete the college application for admission and certification form, successfully complete the articulated continuing education course, and pass a college faculty-approved examination.

Acceptance and Application of Military Credit

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in *A Guide to the Evaluation of Educational Experiences in the Armed Services*, published by the American Council on Education (ACE). Students must submit documentation of educational experiences during military service.

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Military service credit may be granted upon verification of six (6) months of continuous active duty, or completion of basic training for National Guard/Reservists. Four (4) units of credit may be awarded to meet the district graduation requirements in Health and Physical Education/Exercise Science. Three (3) of those units may also be used to satisfy Area E of the CSU General Education Breadth pattern.

Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements, based upon the ACE Guide and faculty approval. (Evidence: IIA10³)

High School Courses for College Credit (Credit by Exam)

High school students may earn college credit equivalence for approved articulated courses in accordance with AP 3900.1. To receive credit, students must demonstrate acquisition of the college student learning outcomes by earning a grade of 'B' or better in the approved course and on the college-approved examination (Evidence: IIA10⁵).

Articulation Agreements

The Colleges have numerous articulation agreements with local institutions, as well as higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. Articulation agreements are developed by the Articulation Officer at each College, in consultation with the faculty, and follow district Board Policy BP 5050: Articulation and Administrative Procedure AP 5050: Articulation (Evidence: BP/AP 5050).

The College uses ASSIST as the official repository of articulation information for California's public colleges and universities.

All credits earned by students at the three Colleges of the District – San Diego City College, San Diego Mesa College, and San Diego Miramar College- are posted on a single district transcript to facilitate the mobility of students within the District and to transfer institutions (Evidence: IIA10¹¹).

Distance Education

The District does not differentiate courses taken via Distance Education. Credit is granted in the same manner as traditional courses.

San Diego Miramar College's Role

Waiting on response on how to deal with the below narrative. Not clear if this is addressing the prompt.

The district Evaluation Office uses learning outcomes along with other attributes of a course (units, topics, etc.) when determining course equivalency for transfer. In cases where the district evaluation office cannot determine equivalency, the student may petition the appropriate academic department or college-wide committee to determine if the previous coursework is sufficient to meet the college's degree requirement. In making that determination, the college faculty use learning outcomes along with other attributes

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of a course (e.g. units, topics, etc.). All policies and procedures ensure compliance with ER 10 (Academic Credit).

Miramar College offers 146 Associate Degrees and Certificates of Achievement and 800 courses that are either required or restricted electives of the degrees. Of these, 241 courses have an online option. The majority of students attending San Diego Miramar College are enrolled in programs that lead to degrees and/or transfer to the university. Information about degrees, course credit requirements, length of study for each degree program, general education courses and requirements for each degree offered, and catalog designation of college-level courses for which degree credit is granted is found in the College Catalog. Data on the number and percentage of San Diego Miramar College awards conferred over a 5-year period can be viewed in the Miramar College Awards Conferred Report, which represents all programs and courses, both online and on-campus. (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education, March 31, 2016).

The College has expanded its offerings of distance education as an option for 50% or more of the required coursework in 10 additional Certificates of Achievement and 32 additional Associate Degrees including Associate Degrees for Transfer (ADTs). The purpose of the ADTs, which were developed in response to the Student Transfer Achievement Reform Act (SB 1440) of 2010, are to facilitate transfer between San Diego Miramar College and the California State Universities (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education, March 31, 2016). See also Standards I.C.2, I. C.12, II.A.9., II.A.10.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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II.A.11-The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Program Development and Student Learning Outcomes

The College ensures that all of its programs have the appropriate length, breadth, course sequencing and time to completion, and faculty have the primary responsibility for developing program student learning outcomes (PSLOs). In 2012, the College began a dialogue about the key competencies that are important for all students to achieve. This discussion culminated in a revision of existing Institutional Student Learning Outcomes (ISLOs) and the merging of ISLOs and General Education SLOs, as students who fully engage with the College, and thus are appropriate for attainment of ISLOs, will be engaged in degrees with the GE component (Evidence: CEC minutes). The new ISLOs are also aligned with the Association of American Colleges and Universities' (AACU's) LEAP Essential Learning Outcomes (Evidence: LEAP ESLOs) and include statements in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (Evidence: new ISLOs), as outlined below:

- **ISLO 1: Knowledge of Human Cultures and the Physical and Natural World**
Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study
- **ISLO 2: Intellectual and Practical Skills**
Communication
Critical Thinking
Problem Solving
Quantitative Literacy
Information Literacy
- **ISLO 3: Personal and Social Responsibility**
Local and global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning
Pursuit of high quality collegiate educational and extracurricular experiences
Successful navigation of the postsecondary education system to achieve educational goal(s)
- **ISLO 4: Integrative and Applied Learning**
Synthesis and advanced accomplishment across general or specialized studies

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

All students completing a degree must complete GE as a part of that degree, and the College has determined appropriate courses to meet each GE area. Thus, these outcomes/ competencies are applied to all GE patterns, including IGETC and CSUGE Breadth, and are a component of all degree programs. Certificates prepare students in a particular subject area and so do not include a separate GE requirement. However, each certificate does include these competencies as appropriate to the certificate program level and subject area (Evidence: College Catalog program list).

All program outcomes are aligned with the key competencies found in the ISLOs (i.e. GE SLOs). To ensure achievement of these outcomes, the College undergoes assessment of ISLOs through a variety of mechanisms, including mapping course and program SLO data in Taskstream, student surveys, and direct measures of learning (Evidence: ISLO report).

Appreciation of Diversity and Information Competencies

The College is committed to promoting student understanding and appreciation of diverse perspectives, represented by ISLO 3 as well as GE requirements. ISLO 3 (Personal and Social Responsibility) includes the following competencies:

- Local and global civic knowledge and engagement
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Pursuit of high quality collegiate educational and extracurricular experiences
- Successful navigation of the postsecondary education system to achieve educational goal(s)

As an institution, over 400 outcomes have been mapped with alignment to this area, a strong indicator of college-wide commitment (Evidence: ISLO alignment map). In addition, the College adheres to the following GE requirements in supporting student's understanding of diversity:

- Social and Behavioral Science GE Requirement includes courses that “promote appreciation of how societies and social subgroups operate” (Evidence: Catalog page 85).
- Humanities GE Requirement includes courses that “help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves...” (Evidence: Catalog page 85).
- District Requirement 6 requires “a course related to the culture of one or more of the ethnic groups which are represented in American society. The course shall include a focus on the role of men and women in the origin,

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development, and current status of these cultures” (Evidence: Catalog page 83).

Similarly, the College emphasizes Intellectual and Practical Skills in ISLO 2, including:

- Communication
- Critical Thinking
- Problem Solving
- Quantitative Literacy
- Information Literacy

Faculty and staff have indicated that many of their course, program and service area SLOs align with this area, totaling 124 mapped items college-wide (Evidence: ISLO alignment map). In addition, the College adheres to the following GE requirements:

- District Requirement 1: Competence in Reading and Written Expression (Evidence: catalog page 82)
- District Requirement 2: Competence in Mathematics (Evidence: catalog page 82)
- Language and Rationality GE Requirement: “...develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.” (Evidence: Catalog page 85)

Lastly, the Library and Learning Resource Center offers courses such as Library Science 101, which is designed to enhance the students’ information literacy and research skills (Evidence: LIBS 101 description in Catalog). The Library also offers workshops to assist students in this area (Evidence: workshop?).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College includes in all of its programs as appropriate, student learning outcomes, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College will continue to monitor this area and has current plans to improve methods to assess college-wide attainment of these competencies:

- **Action Plan 1:** Modify ISLO (i.e. GE SLOs) assessment tools to include direct assessment of learning.
- **Action Plan 2:** Using the available mapping data, identify departments and/ or service areas with SLOs that link to ISLOs. Work with individual departments to

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capture ISLO information directly from faculty/staff and to identify best practices to share college-wide.

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II.A.12-The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College awards the Associate in Arts Degree, the Associate in Science Degree, and the Certificate of Achievement to students who complete specific major, district, general education, and other requirements as specified in the College Catalog (Evidence: Catalog). San Diego Miramar College ensures alignment with ER 12 (General Education) by following district Board Policies and Procedures regarding general education requirements for degrees as described in *BP 5025/ AP 5025: Philosophy and Criteria for Associate Degree and General Education* (Evidence: BP5025, AP5025). In addition, district Administrative Procedure *AP 5300.2 Courses of Instruction and Educational Program Approval* describes how general education is based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas:

- Critical thinking, writing, and oral communication
- Understanding and the ability to use quantitative analysis
- Awareness of the arts and humanities
- Understanding of physical, social, and behavioral sciences as they affect one's interaction with the diverse local and global communities. (Evidence: College Catalog and AP 5300.2)

As mandated by California Code of Regulations, Title 5, Section 55063, the general education program consists of 18 semester units within the following four areas: Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality. Title 5, Section 55806 of the California Code of Regulations defines each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four. The College provides the option for students to complete one of four different general education (GE) options, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the district's GE core and competencies specified above. These options are:

- **The SDCCD General Education Pattern** and district requirements in multicultural studies, health education, two courses in physical education

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or dance activities, and two courses in American Institutions/California Government

- **The California State University General Education (CSU GE) Breadth Pattern**
- **The Intersegmental General Education Transfer Curriculum (IGETC) Pattern**
- **The SDCCD General Education Pattern** (only available for some transfer-specific majors) (Evidence: above patterns)

To enhance the scrutiny of courses proposed to be included in the general education curriculum, the district's Curriculum Instructional Council (CIC) has altered its approval process for all general education courses. All GE courses are reviewed concurrently to ensure they meet specific requirements as outlined in district Board Policy *BP 5300.2*. Some GE courses are also offered in distance education mode, but all courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. GE courses offered via distance education follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A GE course will apply to a degree whether it is taken via distance education or face-to face instruction. (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016).

Discipline faculty propose courses in their own discipline as appropriate for inclusion in general education, based upon student learning outcomes and competencies appropriate to the degree level. Proposed additions are reviewed and approved by the college Curriculum Committee, which includes faculty with expertise in GE requirements, in alignment with district Administrative Procedure *AP 5020: Curriculum Development*. The proposals are also reviewed by faculty at the other district Colleges, by District Instructional Services, and by the district Curriculum Instructional Council (CIC). Because GE courses are common to all three campuses within the District, discipline faculty, Department Chairs, School Deans, and Vice Presidents of Instruction also review courses proposed for general education at each campus. This review consists of comparing the content, student objectives, and student learning outcomes in the course to the standards and criteria established for various GE categories. Final approval rests with the District's Board of Trustees as per district Board Policy *BP 5300.2* and Administrative Procedure *AP 5022: Course Approval* (Evidence: *BP 5300.2* and *5022*).

GE proposals are reviewed and approved as a separate curricular action twice per year at CIC and comply with ER 12 (General Education). Miramar's general education patterns determine the intellectual inquiry and breadth of knowledge expected of all graduates. For example, the Natural Sciences GE requirement includes instruction to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of relationships between science and other human activities. The Humanities GE requirement includes instruction encouraging an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another and an understanding of ethical behavior as it applies to the human condition.

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Each of these requirements serve both to promote separate kinds of intellectual inquiry and to expose students to different types of knowledge.

The specific breadth and categories of knowledge in each GE area are determined by the requirements of the particular GE pattern being followed:

- **For Associate Degree GE**, the breadth is prescribed by Title 5, Section 55063 of the California Code of Regulations (**Evidence: Title 5**).
- **For the CSU GE pattern**, the breadth is prescribed by CSU Executive Order 1065 (**Evidence: CSU Exec Order**).
- **For the IGETC pattern**, the breadth is prescribed by the IGETC Standards document (**Evidence: IGETC Standards**).

As described in Standard II.A.11, the College has determined that SLOs for general education are the same as those for the institution, culminating in a single set of Institutional SLOs (ISLOs). The ISLOs include statements on student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (**Evidence: ISLOs**) as summarized below:

- ISLO 1: Knowledge of Human Cultures and the Physical and Natural World
- ISLO 2: Intellectual and Practical Skills
- ISLO 3: Personal and Social Responsibility
- ISLO 4: Integrative and Applied Learning

College constituency groups, culminating with the College Executive Committee, reviewed and approved the ISLOs, and they are published in the College Catalog (**Evidence: Catalog**).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees stated in the College Catalog. The College, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, as described in the institution's ISLOs.

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II.A.13-All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All instructional programs that lead to an Associate Degree at San Diego Miramar College are designed to provide students a significant introduction to the broad areas of knowledge, relevant theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core/area of emphasis (Evidence: College Catalog). All of the College's degree programs include focused study in at least one area of inquiry which is typically 18 units in the discipline or related disciplines. All the College's degree programs meet State Chancellor's Office requirements for degree compliance, including a concentration of units in a discipline or related disciplines.

The discipline faculty who create a program in a particular field of study design it to meet a transfer or career technical education (CTE) purpose. Programs that are designed for transfer incorporate courses with competencies and student learning outcomes that are appropriate to the baccalaureate-level, while programs that are designed for CTE incorporate courses with competencies and SLOs that are needed for the particular target occupation or career field (Evidence: College Catalog examples of SLOs for CTE and other programs). Some programs incorporate both of these purposes, so they are not mutually exclusive. Program-level SLOs and competencies are listed for each program in the College Catalog and in Taskstream. In each program, specific courses are required to ensure students achieve the desired SLOs and competencies. In Taskstream, specific course SLOs are mapped to program SLOs to ensure each program-level SLOs and competencies are being met by required courses in the program (Evidence: example of Course to Program Map).

In addition, both the programs and courses are screened and approved for the appropriate degree level by the College Curriculum Committee, using curriculum policy, regulation, and other state-level guidance (see Standard II.A.5 for details).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College has a curriculum development process that involves multiple levels of review at both the college and district level. As described in Standard II.A.5, faculty are responsible for initiation and development of degree programs that include one area of inquiry or in an established interdisciplinary core. In addition, they identify specialized courses in an area of inquiry or interdisciplinary core based upon student learning outcomes and competencies at the appropriate degree level within the field of study. The College will continue to monitor to ensure compliance with this Standard.

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II.A.14-Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

San Diego Miramar College ensures that graduates completing career and technical education (CTE) degrees and certificates demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. As a part of this process, the College utilizes two external resources for information on standards and competencies, specifically program-level accreditation and advisory committees, as described in district Board Policy and Administrative Procedure **BP 5120/ AP 5120 Career and Technical Education Programs**.

The following is a list of CTE programs that collaborate with outside agencies or industry partners:

- Accountancy
- Administration of Justice
- Automotive Technology
- Aviation Maintenance Technology
- Aviation Operations
- Biotechnology
- Business Management
- Child Development
- Computer Business Technology
- Diesel Technology
- Emergency Medical Technician
- Fire Protection Technology
- Medical Laboratory Technology
- Paralegal
- Exercise Science
- Personal Training
- Yoga Teacher

Each program has an industry advisory committee consisting of local industry partners and professionals, program faculty, and college administrators. The advisory committees meet at least once a year to discuss program issues pertinent to curriculum currency, certificate and degree requirements, job opportunities, internships, and training needs (**Evidence?**). Much of the input from advisory committee assists the program in ensuring currency in the training and education needs of the industry. For example, in 2014-15, three new courses were added to the curriculum for the Paralegal program in order to address specific training needs in the local industry (**Evidence: do we have recommendation from advisory council?**).

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Several CTE programs also have program-level accreditation by state, federal, or professional accreditation or licensing authorities. Examples include the Paralegal program, accredited by the American Bar Association, and the Aviation Maintenance Technology program, accredited by the Federal Aviation Administration. Programs with this level of accreditation are evaluated on a regular basis by the accrediting body, to ensure the program is adequately preparing students for licensure or certification in the applicable career field. Details on programs accredited by professional accreditation or licensing authorities are found in Standard II.A.2.

Some CTE programs include the final licensure or certification requirement as part of the program curriculum. For example, the College provides certified training programs for state law enforcement and firefighter certification agencies. Students who complete the Law Enforcement or Firefighter Academy programs receive certification in those areas upon successful completion of the program. In those cases, the College acquires reliable information about its students' ability to meet these requirements because the College tracks the students' completion of the required courses in the program and therefore the students' completion of the licensure or certification requirements. In other CTE programs, students apply for licensure or certification from an organization other than the College after completing the College's preparation program. In those cases, the College usually relies on students' self-reported pass rates; this information is more readily available in some programs than it is in others. For example, students in the college's Emergency Medical Technician (EMT) program usually take the EMT exam shortly after completing the program, and therefore often provide timely information. In 2014, students completing this program demonstrated a pass rate of 92%, while in the first quarter of 2015, students completing this program demonstrated a 100% pass rate (Evidence: needed). In contrast, students who complete the college's Aviation Operations program might wait many months after completing the program before they take the FAA Private Pilot exam, because of the time and expense required to complete the practical in-flight training.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College will continue to monitor this area to ensure that students can demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

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II.A.15-When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

San Diego Miramar College's Role in Changes to Instructional Programs

Department faculty regularly review courses and programs to determine if modifications are necessary in order to continue to meet the program's goals and learning outcomes. This review occurs in alignment with the District Administrative Procedure **AP 5019: Instructional Program Review** and as part of the institution's Program Review process, but departments may also revise programs at other times if needed. Programs are modified through the addition or removal of course requirements. All such changes must be approved by the college's Curriculum Committee, the district's Curriculum Instructional Council, and the Board of Trustees, in alignment with district Administrative Procedure *AP 5300.2: Courses of Instruction and Educational Program Approval* (Evidence: **SDCCD Procedure 5300.2,**). Program modifications take effect in fall semesters when the new academic year's College Catalog is published. Minor changes to programs are reported to the California Community College Chancellor's Office (CCCCO) as an information item. Major changes to programs must be approved by the CCCCCO prior to implementation. Substantive changes, as defined by ACCJC/WASC, must also be submitted as a Substantive Change Proposal for approval.

Students are notified of program changes by their current course instructors, counselors, and the College Catalog. Students may establish catalog rights to the College Catalog in effect at the time they began their studies at San Diego Miramar College or at the time they petition to graduate (Evidence; **Miramar Catalog, Catalog Rights, page 99**). In effect, students may follow the old or new program. College counselors assist students in modifying their education plans to address program changes. Students may also petition to graduate with different requirements when courses required for a student's intended program are no longer offered. Student catalog rights and the petition process extend to programs that have been eliminated. Therefore, a student may receive a degree or certificate in a program that was discontinued in the past and no longer appears in the College Catalog. However, if a student breaks continuous enrollment, they are no longer eligible to follow the original catalog and must complete the requirements of the revised or new program.

When a program is marked for discontinuance, the College follows the District Administrative Procedures in *AP5021: Instructional Program Discontinuance*. Specifically, a program is marked for discontinuance when it no longer meets the requirements of four-year institutions or is no longer serving any need of the student, business, industry, or community. Program discontinuance procedures are based on the recognition that the responsibility for program discontinuance is shared cooperatively between college faculty and college administrators, and that the Board of Trustees will make the final decision regarding the discontinuance of an instructional program. San

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Diego Miramar College is in the process of formalizing the procedures currently followed for program discontinuance. These procedures will include

- Steps to monitor the impact on other areas including articulation, transfer agreements, as well as student notification, transition and assistance in program completion;
- A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff, and the community;
- A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternative means; and
- A plan that ensures an open and transparent participatory governance process for generating recommendations for the Board of Trustees regarding program discontinuance.

District's Role in Changes to Instructional Programs

When Programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. In accordance with the Administrative Procedure [AP 5021: Instructional Program Discontinuance](#) and through mutual agreement with the Academic Senates, program discontinuance procedures shall be established by the Colleges and Continuing Education guidelines that include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community.

Distance Education:

Courses within a program may or may not be offered via the distance education mode. There are no differences in the procedures for the elimination or change in program requirements for distance education [[AP 5019 Instructional Program Review](#) and [AP 5021 Instructional Program Discontinuance](#)]. (Evidence: IIA15¹; IIA15²)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. To align with the new procedure established in *AP 5021* by the District in Fall 2016, San Diego Miramar College is in the process of establishing a formal procedure for college approval that will outline the details and recommended timeline for phasing out programs.

- **Action Plan 1:** Complete procedure 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.

Standard II.A. Instructional Programs

II.A.16-The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Since 2010, San Diego Miramar College has been committed to the continuous improvement of college processes and practices to ensure maximum learning and achievement for students. This has required the collaborative and collegial efforts of faculty, staff and administrators alike and details are discussed throughout Standards I and II. The list below provides a summary of the results of these efforts:

- The Program Review process, led by college faculty, provides regular evaluation of all instructional programs, including collegiate, pre-collegiate, and career and technical education (CTE) courses and programs, regardless of delivery mode or location. This process includes review of quality, relevancy, student outcomes and achievement, and currency of information, standards and competencies (see Standard I.B.5).
- The curriculum development and approval process ensures that all courses, regardless of mode of delivery or location, are reviewed and updated at least once every six years (see Standard II.A.5).
- Program Review processes are aligned in Taskstream between Instruction, Instructional Support Services, Student Services, and Administrative services, to ensure maximum integration of efforts to systematically improve student success (see Standard I.B.2).
- Institutional planning uses Program Review as the primary source to identify strategies and actions that will lead to accomplishment of the college's Mission Statement and Strategic Plan Goals (see Standards I.B.5, I.B.7, I.B.9). The following institutional processes and plans also rely primarily on information provided in Program Review:
 - Division Plans (i.e. Instructional Services, Student Services, and Administrative Services)
 - Budget Resources Review
 - Human Resources Plan
- Assessment of student learning outcomes and achievement, including plans for improvement, occurs systematically and is integrated into the Program Review process. Achievement data is provided by the Office of Planning, Research and Institutional Effectiveness and is disaggregated by course, program and equity group to provide program faculty and staff with a comprehensive view of program performance. Student learning outcomes data for courses and programs are provided by faculty and are linked to resource and budget requests to improve student learning (see Standards I.B.4 and I.B.5).

Standard II.A. Instructional Programs

Analysis and Evaluation

As evidenced above and throughout Standard II.A, San Diego Miramar College meets this Standard.

STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

II.B.1-The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

San Diego Miramar College provides its students, faculty and staff with a state-of-the-art library and a variety of student learning facilities and learning support services as identified in district Board Policy *BP 5040: Library and Learning Support Services* (Evidence: link to 5040). Library and learning support service needs are identified by faculty in Instructional Program Review, as well as by faculty and staff in the Instructional Support Services Program Reviews, and these needs guide the continued development of services and resources therein (Evidence: Library Evidence 1). In alignment with ER 17 (Information and Learning Resources), the facilities and services are consistent with the size of the institution, the characteristics of the student population, and the mission of the College, and many are conveniently housed in the college's Library and Learning Resource Center (LLRC) building. Learning support services housed in the LLRC include the Miramar Library; the Personal Learning Assistance Center (PLACe); the English Center; and the Independent Learning Center (ILC). The nearby Math Center is housed in the same building where math instruction is offered, so that students can easily move from class lectures to tutoring support.

Library and Library Collections

San Diego Miramar College provides all students with an on-campus library and online library services to support students enrolled in face-to-face classes as well as those in distance education classes (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education, March 31, 2016). The Miramar College Library facility is 42,600 square feet with a seating capacity for 1,265 students and 88 computer workstations. There are also two library classrooms where 71 students can participate in Bibliographic Instruction (BI) orientations. Each classroom is outfitted with computers at each student workstation and utilizes LanSchool 7.7 classroom management software for instruction

The college's Library ensures that all students, including distance education students, and college instructional programs are equally supported by library services and accessible through a variety of resources: print collections, eBook collection, online databases, BI orientations, On-Demand Library Services through Blackboard, and LibGuides. All students are also able to access library materials 24/7 electronically.

Standard II.B. Library and Learning Support Services

LibGuides is a Content Management System that librarians create for instructors and their classes to aid in content delivery and can be found on the college Library's webpage under "Research Guides." These research guides typically include an assignment that is initially being introduced to the students; embedded videos, links to print books, eBooks, and subscription databases that are topically related to the assignment; and citation (APA/MLA) videos through Blackboard OnDemand. There are also written citation examples of various resources to assist students creating a bibliography. LibGuides are ADA compliant (Evidence: LibGuides are accessible through Miramar Library's Homepage under the title of "Research Guides"). During Spring 2016, a FLEX presentation entitled "Bring the Library to Your Classroom through LibGuides" was offered to the campus. This presentation demonstrated how LibGuides are created and what types of content can be inserted, including books from the catalog, YouTube videos, assignments, rubrics, and Internet websites (Evidence: FLEX Presentation).

The Miramar Library is also equipped with the following:

- Student computers outfitted with Microsoft Word 2010, PowerPoint 2010, and Excel 2010 equipped with printing capabilities in color and/or black & white
- Nine subscription databases: ProQuest, EBSCOhost, Gale Virtual Reference Library, SIRS Knowledge Source, JStor, ArtStor, CountryWatch, CQ Researcher, and Facts on File) (Evidence: Library Evidence 2)
- 36,386 print book titles (Evidence: 2013/14 California Community College's Annual Data Survey, Item 29)
- 33,476 electronic book titles (Evidence: 2013/14 California Community College's Annual Data Survey, Item 31)
- 66 print periodical subscription titles (Evidence: 2013/14 California Community College's Annual Data Survey, Item 32)
- 2,489 A/V or media "volumes" (Evidence: 2013/14 California Community College's Annual Data Survey, Item 37)
- 1 color printer; 2 black and white printers
- 3 copy machines
- 1 Tele Sensory Versicolor XL magnifier

Ongoing Library and Learning Support Instruction

During hours that the college Library is open, a reference librarian is available to answer questions and provides guidance through the research process. Supplementing these face-to-face hours, the library participates in QuestionPoint 24/7, in which students remotely

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interact with a librarian (Evidence: some info or website on QuestionPoint 24/7). In October 2015, the library joined the QuestionPoint 24/7 service through the Community College League (CCL) consortium, whereby all students have access to a librarian's assistance at all times. Monthly printouts of librarian/user contact are made available through the consortium hub. San Diego Miramar College students are identified, as well as independent users of the service (Evidence: Fall 2015 QuestionPoint Data). QuestionPoint supports San Diego Miramar College's on-campus and distance education needs equally.

Librarians also conduct Bibliographic Instruction (BI) orientations in each school to provide ongoing library services instruction and to ensure that students understand and demonstrate information competency. These orientations are geared toward specific assignments, with the librarians working closely with faculty to better prepare the students for successful completion of the course (Evidence: Library Evidence 3). To illustrate the number of students served in this manner, below are numbers for the school years indicated:

- **2010/2011:** 42 BI orientations, servicing 1,369 students (Evidence: 2010/11 California Community College's Annual Data Survey, Item 57)
- **2011/ 2012:** 38 BI orientations, servicing 1,341 students (Evidence: 2013/14 California Community College's Annual Data Survey, Item 57).
- **2012/2013:** 49 BI orientations, servicing 1,327 students; additional 2 library tours, servicing 55 students (Evidence: 2012/13 California Community College's Annual Data Survey, Item 47).
- **2013/2014:** 61 BI orientations, servicing 1,371 (Evidence: 2013/14 California Community College's Annual Data Survey, Item 48)
- **2014/15:** 59 BI orientations, serving 1,556 students (Evidence: 2014/15 California Community College's Annual Data Survey, Item 40)
- **2015/16:** 72 BI orientations serving 1,783 students (Evidence: Library Document)

During these orientations, faculty and librarians collaborate to design learning opportunities that target diverse student needs. For example, a specialized library orientation might engage students in exploring and discovering library resources, such as articles databases, instead of merely talking about these resources. To help illustrate this collaborative culture, the following is an example from an English 48/49 course (Evidence: English Evidence 4). Library orientations for English 48/49 courses include a hands-on component, in which students immediately put to use the skills provided during the orientation. Students are tasked with locating a book within the collection using the library catalog, checking the availability status, identifying the campus holdings (provided it's owned by San Diego Miramar College), locating the book on the library's shelves, and checking it out at the circulation desk. If the book is owned by another campus, the student must request an interlibrary loan and submit the paperwork to the circulation staff for processing.

The College also provides specialized workshops focusing on MLA citation formatting, administered by faculty librarians (Evidence: needed). In addition, a faculty librarian

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liaison works with instructional faculty who request an “embedded” librarian for a particular class, providing an “Ask a Librarian” link in their Blackboard course shell and face-to-face class (Evidence: needed). Embedding librarians in a specific classroom can provide students direct support on-site. This creates a culture in which different resources for students are integrated, maximizing exposure and improving chances for student success. Librarian liaisons also work with the campus tutoring center’s (i.e. the PLACe) faculty and staff to offer research guidance. Lastly, the College offers the course Library Science 101 (Information Literacy and Research Skills), which provides an overview of information resources and the skills to use them effectively and aligns with student learning outcomes in information competency (Evidence: College Catalog).

The PLACe Tutoring Center

The PLACe at San Diego Miramar College provides students with academic support services that go beyond the classroom (Evidence: PDF PLACe webpage). Students come to the PLACe to utilize the tutoring services to further develop their math, writing, or college reading/study skills across the curriculum. Students also receive assistance in improving the way information is processed and organization management. The services offered at the PLACe include one-on-one, embedded, and online tutoring; open writing and math labs; ongoing study groups and workshops; independent study; and training and mentoring of future tutors via the course Education 100 “Tutor Training” (Evidence: Miramar College Supervised Tutoring Report Fall 2009-Spring 2012).

The PLACe also provides Supplemental Instruction (SI) and workshops on selected topics in developmental/ transfer-level writing and beginning/ intermediate algebra. These services are available free of charge to students who are currently enrolled in classes offered at San Diego Miramar College (Evidence: needed). The physical facility is also a resource for students who wish to study independently and includes:

- An open study area with tables that each seat 6-8 people
- Study suites (4) that can each comfortably accommodate 4-6 people. The suites contain a table, chairs, and whiteboards. Students can check out dry-erase markers and erasers from the front reception desk.
- Computer work stations (12) with Internet access
- Pay-For-Print services and an Add Value machine

In addition, the PLACe offers students supplementary materials, including interactive computer tutorials, video tapes, audio tapes, and most course textbooks in subjects across the curriculum.

Learning Centers

The English Center

The English Center, housed in the Independent Learning Center (ILC), supports academic reading, writing, and study skills support to transfer-level, Basic Skills English and ESOL students (Evidence: English Center emails). Staffed by Professors, Instructional Assistants (IAs), and peer tutors, the English Center provides drop-in tutoring support for students in all levels of English and ESOL.

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The Center holds weekly discussion groups for ESOL students, hosts a weekly Book Club for students, and offers workshops on a variety of topics to support student success.

The Math Center

The Math Center, housed in the M (Math) Building, provides tutorial services in support of student learning and achievement in the area of mathematics (Evidence: webpage or flyer). The Math Lab offers one-on-one or group tutoring for students enrolled in math courses at the College.

Computer Laboratories and Learning Technology- The Independent Learning Center (ILC)

The ILC is a facility open to the College's students. It houses 141 computers, 3 printers, and two staff members at all times to allow students access to computers and computer assistance while on campus (Evidence: <http://www.sdmiramar.edu/academics/ilc>). Student computers are outfitted with Microsoft Suite, which includes Word 2013, PowerPoint 2013, and Excel 2013. The computers are also equipped with printing capabilities in color and/or black & white.

These services ensure that students, who do not typically or regularly have computer access and/or controlled and quiet settings in which to do work, have a space to study, do research, write papers, complete assignments, and/or take care of personal matters while on campus. In addition, the ILC has 4 study suites that can comfortably accommodate 6-8 students. Each study suite contains a table, chairs, whiteboards and a computer to complete group assignments. The staff members working in the ILC are all trained to assist students in utilizing computers, using specific computer software, formatting papers and assignments, using auxiliary equipment such as printers, scanners and general internet navigation.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College offers high quality, comprehensive library and learning support services to all students, whether they are taking classes through traditional or DE mode. The college's various library and learning support services target a wide array of student learning needs and offers resources that help students achieve their educational objectives. In support of this, in the 2015 Student Feedback Survey, 84% of students agreed that "the campus library has an adequate selection of books, periodicals, and other resource materials for my needs," which is an increase of 25% from 2009 (Evidence: Student Satisfaction Survey 2015, Q 24). In addition, 80% of students agreed that "the availability of open computer labs is sufficient to meet my educational needs," representing an increase of 6% since 2009 (Evidence: Student Satisfaction Survey 2015, Q 55).

The College's learning support services described above also include embedded tutoring, in the form of Supplemental Instruction (SI), which has been shown to be highly effective in increasing the success and retention rates for students enrolled in courses with

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historically low success and/or retention rates. Research has shown that those courses are also the “gatekeeper” courses that may keep underrepresented students from transitioning to the courses that prepare them for their major for transfer or for the core courses leading to an Associate Degree. SI has been provided at the PLACe for selected Basic Skills courses since 2010. Research collected as part of the Basic Skills Initiative shows that the retention and success of students in course sections with an SI Coach (i.e. an embedded tutor) is higher than for course sections without an SI Coach. However, the number of courses and sections served has been limited by availability of funding and by the restriction on serving only those students enrolled in courses identified as Basic Skills courses (Evidence: Data from previous Basic Skills proposals is in Appendix I, as cited in PLACE SEP 2015 proposal). The College will continue its efforts to further enhance the learning support services available to students.

Evidence of the effectiveness of the tutoring programs at the College can be seen in recent student achievement data of students who received tutoring versus students who did not receive tutoring. In general, the data show that the more students are exposed to tutoring services, the more successful the students are at the college. (Evidence: LAO Results Presentation). For example, Math Lab data from Fall 2015 and Spring 2016 show a positive general trend of increased success rates for students that received incremental hours of tutoring, ranging from 1 hour to 10 plus hours (Evidence: Table 8.1 from LAO Results Presentation). Retention rates showed the same trend among the same student population.

Both the English Center and PLACe data show a more in depth picture regarding student success. Because of funding through SEP, the college has been able to extend tutoring services beyond basic skills courses. For instance, the English Center results show that students who received tutoring showed higher successful course completion rates, retention rates, had higher overall GPAs, and completed a higher amount of units compared to students who did not receive tutoring. Furthermore, students that received tutoring for transfer level courses showed a general trend of higher successful course completion rates, retention rates, had higher overall GPAs, and completed a higher amount of units compared to students who received tutoring for basic skills courses (Evidence: Tables 5.1-5.4 from LAO Results Presentation).

However, the PLACe’s data showed mixed results. In particular, students who had an SI embedded in their basic skills English 48 and Math 46 courses showed higher retention rates relative to those students that did not have an SI embedded in their courses during Spring 2016. This same trend held true for transfer level Physics 195 course. However, the opposite trend was observed for basic skills English 49 and Math 38 as well as transfer level Chemistry 200 courses. Fall 2015 shows this similar trend across all basic skills courses. All the aforementioned trends were seen for successful course completion metric as well. (Evidence: Tables 7.4 and 7.5. from LAO Results Presentation). Finally, students who took advantage of online tutoring earned an average grade of C, whereas students who did not received online tutoring earned an average grade of D. Additionally, the percentage of students who failed or withdrew was only 10% for those who took advantage of online tutoring, in comparison to nearly 42% of students who did not use online tutoring (Evidence: PLACe SEP Prop 2015). Additional research is needed

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to understand the variables that influenced this data and the results, so that appropriate measures can be implemented to increase success overall.

- **Action Plan 1:** Investigate mechanisms to better communicate learning support services available to students to students.
- **Action Plan 2:** Conduct additional research to identify potential reasons for the mixed results regarding tutoring services and student success as described above.

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II.B.2-Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Educational Equipment and Materials to Support Student Learning

Both library and tutoring personnel work with college faculty and staff to ensure that services and material selection support student learning needs. Maintaining the currency of the book collection, both electronic and print, is a vital task performed by the librarians on a continuous basis. The library database evaluation process begins by meeting with database vendors, demonstrations and trial periods. The librarians collaborate with classroom faculty during this process to determine depth of content and quality of resources required to supplement their course materials.

Another strategy used to ensure that the library materials are coordinated with the current instructional offerings is to have instructional faculty provide copies of their syllabi and/or assignments to the librarians, who then research the collection to ensure there are sufficient materials available for students to successfully complete the course. Any gaps in materials can then be listed for purchase for the library. Faculty are also encouraged to meet personally with the librarians and discuss the print and electronic resources that their students will be using during the semester. Furthermore, librarians create a collection development plan for the library resources and submit it to the instructional faculty to solicit input regarding the proposed expenditures for each area of resources requested (**Evidence: Collection Development Plan Example**). This process provides one more opportunity to identify gaps or imbalances in the library resources and/or materials.

Another key instrument that can be used to identify educational materials and learning support services needs is the Program Review process. Instructional faculty provide course and program needs through Instructional Program Review, and those needs can inform School and Division Program Reviews for higher level planning. Similarly, equipment and material needs are identified through the Instructional Support Services Program Review process, which includes the Personal Learning Assistance Center (PLACe), the Independent Learning Center (ILC), the Audiovisual Department, the Instructional Computing Support Department, and the Miramar Library (**Evidence: example of instructional support services program review**). All goals and resource needs identified in Program Review are linked to the College's Strategic Plan Goals, which are based on the college mission, thus ensuring achievement of the mission through evaluation of these services.

The library collections are made available to students with remote access by the authentication of their student status. Their CSID number, along with their password, provides access to the online library catalog, eBooks, and research databases. Nearly 50% of the library's book collection is available online in full text as well (**Evidence: online book collection list**).

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Effectiveness and Maintenance of Learning Support Services

The effectiveness of library and learning support equipment and materials, in terms of quantity, quality, depth and variety, is done using the Instructional Support Services Program Review Process as well. (Evidence: 2015-16 Library Program Review-Final Report). In addition, usage statistics provided through LibGuides, the eBook collection, online databases, and the On-Demand library services indicate how often they are accessed during the course of the semester (Evidence: Library Statistics). Instructional faculty can also request library orientations, during which the students have access to computers and actively participate in the learning process during the class instruction. Successful completion of learning modules provided during library orientations provides feedback to the librarian as to the effectiveness and quality of the instruction (Evidence: example of student completion). Lastly, in Spring 2016 the librarians began using the clicker/polling devices to garner feedback to the effectiveness of the bibliographic instruction. (Results to be inserted here-Forthcoming in 2015-16 Library Assessment Cycle)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College works collaboratively to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. This collaboration is evidence in the Employee Feedback Survey, in which 80% of employees rated their level of satisfaction with library resources high, an increase of 24% since 2009 (Evidence: Employee Satisfaction Survey, Q 21). Furthermore, 67% of employees agreed that “librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources” (Evidence: Employee Satisfaction Survey, Q 42). Campus development projects enhancing learning support facilities have led to improvements in service as well. In 2015, 64% of employees agreed that “the library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function,” an increase of 16% since 2009 (Evidence: Employee Satisfaction Survey, Q 45).

Standard II.B. Library and Learning Support Services

II.B.3-The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Evaluation of Library Services

Every year the Miramar Library engages in an evaluation of services and a needs analysis through the Program Review process. Library faculty also carry out ongoing evaluation of the library collections, taking into account usage statistics, course offerings, course assignments, publishing output, and input from students and faculty. The annual Program Review process allows the library to identify its needs based on data from the previous year. Specifically, the library has identified and measures four service unit outcomes (SUO) in meeting student learning needs. These SUOs are analyzed and key action items are developed in order to measure progress on the effectiveness of library services rendered (Evidence: 2014-15 Library Assessment-Final Report).

Once the assessment from the previous year is conducted, it serves as the basis for the Program Review Report. The library uses the Program Review process to identify departmental goals and reports major changes that have occurred within the past year. The department goals are then detailed out with identified resources needed in the upcoming year that will allow the library to better serve students (Evidence: 2015-16 Library Program Review-Final Report). Based on 2015-16 program review, one of the library's goals is to increase database, books, and supply budgets for student learning. Due to an increase in state Instructional Equipment Library Material (IELM) funds, the college has been able to increase the purchase of both books and databases to serve student needs. However, it is important to note that these ongoing funds are contingent on the attainment of continued state funding based on the college's long-term IELM plan. That is, the Budget and Resource Development Subcommittee adopted a 5 year IELM plan which allocates 80% of IELM funds each year to technology resources and 20% to library resources (Evidence:5 year BRDS IELM Plan).

Both the SUOs and department goals are aligned with the mission of the College. The SUOs are mapped to the Institutional Student Learning Outcomes (ISLOs), whereas the department goals are mapped to the college's Strategic Plan Goals. Because the ISLOs and Strategic Plan Goals directly support the college's mission, this alignment ensures that the College is allocating resources in a streamlined manner to better meet student need.

As a means for evaluating the effectiveness of the Library services, the library also utilizes an evaluation survey that provides feedback from the faculty, staff, and administrators as to the effectiveness of the learning support services. Student input through the library point-of-service surveys provides direct feedback about the library's resources and whether or not their needs are met (Evidence: SUO analysis).

Standard II.B. Library and Learning Support Services

Evaluation of Learning Support Services

All learning support services at the College (e.g. the PLACe, ILC, Math Center, English Center, etc.) are included in the campus Program Review process. Through Program Review, these services analyze data in order to assess their success in achieving annual goals, determine program needs for the future, to create dialogue regarding the effectiveness of the services, and to develop action plans for the next academic cycle. Resource allocation is then determined by the campus based on the needs assessment of program review. All support services also utilize student surveys to get direct feedback regarding the satisfaction of the students with the services offered (**Evidence: program reviews for all learning support services**).

Analysis and Evaluation

As evidenced above, San Diego Miramar meets this Standard. The College utilizes the Program Review process and other assessment tools to continually evaluate all learning support services and uses these evaluations as the basis for improvement.

While the College meets this Standard, it is committed to continual improvement. One of the measures used to evaluate the library's effectiveness is how readily and comprehensively reference questions are answered by the librarians. Results from the California Community College's Annual Data Survey during the time period from 2010 to 2014 indicated a decline in the number of reference questions answered (**Evidence: 2010/11 California Community College's Annual Data Survey, Item 49; 2011/2012, Item 49; 2012/2013, Item 41; 2013/ 2014, Item 45**). The decline in numbers might be based on the change in positioning of the reference desk once the move was made to the new library location in the LLRC. The reference desk no longer sits directly in front of the doors so there is less general activity. Additionally, the way the reference desk statistics are recorded has been modified by State guidelines since 2011/12.

In addition, as part of the culture of collaborative inquiry, faculty and administration are currently engaged in a multi-level, campus-wide discussion about ways to improve, fund, and coordinate learning support services. During the budget crisis, the full-time faculty position for coordinating the college's main tutoring center, the PLACe, was eliminated and replaced with a part-time, grant-dependent coordinator. Subsequently, funding for tutoring coordination and services relied on sources such as the Basic Skills Initiative (BSI) and, more recently, qualifying portions of services covered by the Student Equity Plan (SEP). Faculty and administrators involved in these independently-run projects would need to meet regularly in committees such as the Basic Skills Subcommittee and the PLACE Advisory Group, a task force of the Academic Affairs Committee.

To streamline efforts and improve coordination, the College is investigating the possibilities and the feasibility of instituting coordination at the level of an Associate Dean; of reinstating a full-time faculty coordinator position; or of designing a collaboration that would include both administrative and faculty coordination. Other discussions have centered on whether tutoring services should be combined or reconfigured to better meet student learning support needs. For example, a consortium

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model, in which the role of the PLACe Advisory Group would expand to include faculty from all student learning support centers, has been discussed. The consortium would meet to ensure continuity in training and mentoring; equitable distribution and implementation of funding; and non-duplication of services as part of a culture of collaborative inquiry. Both long-term and interim proposals are currently under consideration as part of the participatory governance process.

- **Action Plan 1:** Continue college-wide discussions to evaluate current and available models for organization of student learning support services. Dialogue should include Program Review needs assessment and other sources of data pertinent to student learning support needs. Furthermore, determine the appropriate type of coordination for learning support services.

Standard II.B. Library and Learning Support Services

II.B.4-When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Miramar Library maintains an interlibrary loan agreement with the libraries at the two other Colleges within the San Diego Community College District: San Diego Mesa College and San Diego City College. The library also makes use of several external collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These relationships are described below:

- **San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC).** This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/ directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing (Evidence: Needed-Library personnel to provide).
- **Community College League (CCL).** The Miramar Library is a participating member in CCL, which is a statewide organization of all community college libraries and whose subcommittee evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost and SIRS Knowledge Source (Evidence: Needed-Library personnel to provide).
- **Library Advisory Group (LAG).** LAG includes librarians from all three of the Colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including upgrading the libraries' online catalog to be interactive with the Internet and accessible through the library websites; management of subscriptions to common databases and e-book collections; and creation of common elements of the 2009 Learning Resource Center (LRC) Point of Service Surveys for the three libraries (Evidence: Needed-Library personnel to provide).

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The College enjoys many benefits from the cooperative relationships above. SDICCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. For example, the consortium media library is a resource for the faculty, but most faculty have come to prefer locally-owned media. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. For San Diego Miramar College, an example of the use of these funds is the subscription to PrepStep 2 by Learning Express.

The College takes responsibility for and assures the security, maintenance and reliability of services provided directly. All services provided directly by San Diego Miramar College are evaluated through the Program Review process (see Standard III.C for details).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Through the Program Review process, the College ensures that any collaborative resources and/or services are adequate for the institution's intended purpose, are easily accessible, and are utilized effectively. The College will continue to monitor this area to assure effectiveness.

STANDARD II.C. STUDENT SUPPORT SERVICES

II.C.1- The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER 15).

Evidence of Meeting the Standard

Miramar College assures the quality of student support services by focusing on student access, learning, and success, in alignment with the college’s Mission Statement (please see Standard I.A for details). The college’s broad spectrum of student support services ensures equal access to learning opportunities, resources, and tools for success for all students in order to support student learning and to enhance the achievement of the Mission, Vision, and Values of the institution. In compliance with ER 15 (Information and Learning Resources), the student support services are available to students in all college courses and programs, regardless of the location or means of delivery, and include:

Student Service	Office Providing Services
Admissions	Admissions Office
General inquiries, Applications/Enrollment	Admissions Office
Adds/Drops/Student Petitions	Admissions Office
Help Line	Admissions Office
Enrollment	Admissions Office
Verification	Admissions Office
On-line Services, Reg-e	Admissions Office
Residency	Admissions Office
Services for International Students	Admissions Office; Counseling Department
Student Records	Admissions Office (Records)
Assessment	Outreach & Assessment Offices
Associated Students (Student Life/Clubs)	Student Affairs Office
Books and Supplies	Bookstore; EOPS
Special Services to Students with Dependent Children	EOPS/CARE and CalWORKs Office
Career Services and Student Employment	Career Center
Child Care	Child Development Center
College Police	College Police
Counseling (Academic, Personal and Mental Health)	Counseling Department; DSPS; EOPS/CARE & CalWORKs; Health Services (Mental Health Counseling); Transfer Center
Services for students with Disabilities	DSP&S Office; DSPS Hi-Tech Center
Special Services for Disadvantaged and Foster Youth	EOPS/CARE and CalWORKs

Standard II.C. Student Support Services

Evaluations of Student Records	Admissions Office
Student Financial Assistance	Financial Aid Office; EOPS/CARE
Student Health Services	Health Services Center
International Student Information	Admissions and Counseling Office
Library Services	Library LLRC
Outreach Services, Relations with High Schools, Campus Tours	Outreach & Assessment Office
Student Activities, Student Complaints, Free Speech Areas, Vendor Visitation	Dean's Office of Student Affairs
Matriculation Service Inquiries and Information	Dean of Matriculation & Student Development
Transfer (to 4-year institutions) Assistance	Transfer Center
Tutorial Assistance	The PLACe; Writing Center; Math Lab
Veterans' Assistance	Admissions Office, Veterans Affairs

Evaluation of Student Support Services through Program Review

The quality of student support services is evaluated during the annual Program Review process, which includes a comprehensive Program Review every three years. The annual updates in the intervening years. Program Review includes evaluation of how Student Support Service areas directly support student learning and enhance accomplishment of the mission. The last comprehensive Program Review was completed in 2015 with the current comprehensive Program Review process set to be conducted in Spring 2018. The format of the Student Services Program Review template is aligned with Program Reviews in the other Divisions (i.e. Instruction and Administrative Services). This allows the information collected as a result of student services evaluation and student services learning outcome assessment to be captured in parallel with the other divisions and considered equally in college-wide planning (**Evidence: Template**). Using Taskstream, the Student Services Program Review template includes the following components:

- **Standing Requirements**
 - **Service Area Mission Statement:** Field for identification of the Program's Mission Statement.
 - **Program Goals:** Service Area Goals are directly mapped to the college's Strategic Plan Goals, which directly support the college mission. This linkage is evidence of how student support services enhance accomplishment of the mission of the institution.
 - **Service Area Learning Outcomes (SLO) Reports:** Field where Student Service areas publish their Student Learning Outcomes Reports.
- **Cyclical Information**
 - **Action Plan:** Field used to identify Action Plans that will be used to achieve Program Goals. Action Plans include details of the activity, resource requests, and any substantiating evidence or documentation. For years where only a Program Review Update is required, student service areas will update this information and add new actions or goals as needed.

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- **Status Report:** Field used to identify status on progress of Action Plan.
- **Accomplishments:** Field used to identify accomplishments within the academic year.
- **Evaluation:** Field used to provide feedback of the Program Review by the Student Services Program Review Committee.

Evaluation performed in the Student Services Program Review is also used to provide evidence for resource requests and are used to inform the Budget and Resource Development Subcommittee list (Evidence: BRDS list and instructions), the Faculty Hiring Priority List (Evidence: Faculty Hiring Subcommittee doc showing protocol for Faculty List development), and the Classified Hiring Priority List (Evidence: document on this protocol?). Action plans and strategies from to improve student learning and success are also collected for inclusion in the Student Services Division Plan and from there, are used to inform college-wide planning (Evidence: student services division Plan; integrated planning framework). In addition, District Institutional Research and Planning provides resources for the comprehensive program review conducted every 3 years in line with the college's annual planning cycle.

As part of the Student Services Program Review, service areas assess whether they can demonstrate direct support of student learning. One hundred percent of student service areas have identified SLOs and have been successfully assessing SLOs for the past 6 years, making programmatic improvements in accordance with the results (Evidence: SS SLO Summary). In addition, the College has made the transition to Taskstream to house the SLO data, and SLO statements can be mapped to the College's Strategic Plan Goals and Institutional Student Learning Outcomes (ISLOs). Assessment of these SLOs and identification of improvement strategies is included in the annual Program Review report as described above (Evidence: Program Review/SLO report).

In addition to the aforementioned, the Vice President of Student Services chairs monthly meetings with managers and program directors to provide a venue to discuss relevant topics including SLOs, Program Review, resource allocation, hiring prioritization, and annual planning. Meetings include Student Services Council (once a month) and Student Services Leaders (once a month) (Evidence: Student Services Division Meeting Agendas and Minutes).

Evaluation of Student Support Services through the Student Success and Support Program (SSSP) Plan and Student Equity Plan (SEP)

In 2014, the College developed and implemented the Student Success and Support Program (SSSP) Plan in alignment with district Board Policies and Administrative Procedures BP 3050: and AP 3050.1: *Student Success and Support Programs; And Student Equity* (Evidence: SSSP Plan; link to district policies). The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals. Assessment, orientation, and abbreviated student educational plan data is provided by the district Student Services Division, which assesses the frequency of services provided and determines areas of improvement (Evidence: Program Review/SLO report). The data is reviewed by the

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appropriate departments and included in the Annual Student Services Program Review process.

Program and activities included in the SSSP plan are assessed on a regular basis with additional data provided on a regular schedule (Evidence: District Monthly SSSP report). Monthly review of SSSP data identifies any gaps in services as number of students missing orientation, assessment, counseling and follow-up. This in turn leads to an examination of current strategies used to encourage student participation, evaluation and selection of new strategies to improve student numbers, as well an assessment of those new strategies to ensure effectiveness (Evidence: District Monthly SSSP report).

In 2014, the College also developed a Student Equity Plan (SEP) in alignment with *BP 3050*: and *AP 3050.1*. The SEP goals are to close the achievement gaps that the College has identified in subpopulations of students. Broad activities were outlined in the plan, and faculty and staff were able to submit specific Request for Proposals (RFPs) for projects which would support these activities (Evidence: Student Equity Plan Request for Proposal document and rubric). These activities are also evaluated on a regular schedule to ensure program effectiveness and to identify areas of improvement.

Student Equity data is reviewed on an annual basis (Evidence: Student Equity Plan). At this time, San Diego Miramar College has reviewed two years of equity data and is beginning to identify disproportionate impact within the following categories:

Categories	Gender	Ethnicity	DSPS	Veteran	Economically Disadvantaged	Other
Access	Female	African American Latino White	DSPS	Not Veteran	Not Economically Disadvantaged	NA
Course Completion	NA	African American	NA	NA	NA	Disqualification Probation
Degree and Certificate Completion	Male	African American American Indian Latino Pacific Islander	DSPS	NA	Not Economically Disadvantaged	NA
ESL and Basic Skills	NA	African American White Asian Filipino Latino White Other	NA	NA	NA	Disqualification Probation
Transfer	NA	African American American American	DSPS	NA	NA	NA

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Indian
Filipino
Latino
Pacific
Islander

This table is great but not clear as to what is being said. (i.e. African/ American is on two separate lines and it is difficult to know which groups have been impacted) Can we format it to make it easy to read?

Based on this data, San Diego Miramar College has begun a dialogue in hopes of bringing college experts together to brainstorm how to reduce the gaps in the disproportionately impacted populations (Evidence: Student Education Plan (SEP) College-wide workshops).

Both the SSSP Plan and SEP serve as Operational Plans that feed into the Student Services Division Plan, ensuring that evaluations and improvement strategies inform the college-wide annual planning cycle. Data from the annual SEP data reviews and monthly SSSP data, help to inform the decision making process within Student Services Division.

Evaluation of Student Support Services through Student Surveys

The College also identifies the need for student support services, both for on-campus and DE programs, via Student Satisfaction Surveys (Evidence: Online Student Satisfaction survey: <http://research.sdccd.edu/Research-Reports/surveys.cfm>). Survey collection requires a minimal amount of time and resources to collect information about our services from students. This process allows current students an opportunity to evaluate services in real time and to provide feedback to the service area about student satisfaction and effectiveness of services provided (Evidence: Point of Service Surveys). Through the survey results, programs are encouraged to make informed decisions regarding changes in operation, implementation of new activities or closing out of activities. These changes are then noted in the Program Review and tracked. In addition, the College prepares and monitors DE student success through implementation of the online student orientation (Evidence: Online Student Orientation-<http://www.sdccdonline.net/students/index.htm>; Student Education Planning sessions Feedback Results, Fall 2015 and Spring 2016)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Student support services, regardless of location and means of delivery, are regularly evaluated and assessed. As part of the ongoing assessment of effectiveness, all areas within the Student Services Division complete annual Program in accordance with the College Annual Planning Cycle. All service areas have identified Student Learning Outcomes and have been actively assessing these SLOs for the past six years. In addition, service areas are evaluated through the SSSP Plan and SEP, and student input is collected via point-of-service satisfaction surveys as well.

Ongoing assessment and evaluation are necessary to determine if the College is meeting the ever-developing needs of its students. Much of the dialogue in student support

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services takes place at the Monthly Division Meetings led by the Dean of Student Development and Matriculation (**Evidence: Student Development Unit Meeting agenda and PowerPoints**). Review of data and brainstorming of strategies lead to collaboration across units and ultimately successful student outcomes. With SLOs incorporated into the Program Review process, student support services will continue to work to determine if the identified SLOs appropriately and adequately assess how well learning is occurring and /or how efficiently services are being provided. Results from this process will lead to improvement and expansion of student support services and programs.

- **Action Plan(s):** *GR recommendation would be EOPS, since MaryAnn has been leading us all. She is on sabbatical, so I don't know how to access this on my end. SSSP and SEP Action Plans forthcoming*

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II.C.2- The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Student Support Services SLO Statements

As discussed in Standard II.C.1, as part of the Student Services Program Review, student support service areas assess whether they can demonstrate direct support of student learning. One hundred percent of student service areas have identified student learning outcomes (SLOs), which can be found on the Student Learning Outcome Statements webpage (Evidence: SLO Statement webpage). These areas have also been successfully assessing SLOs for the past 6 years, making programmatic improvements in accordance with the results (Evidence: SS SLO Summary). In addition, the College has made the transition to Taskstream to house the SLO data, in which SLO statements can be mapped to the college's Strategic Plan Goals and Institutional Student Learning Outcomes (ISLOs). Assessment of these SLOs and identification of improvement strategies are included in the annual Program Review report as described above (Evidence: Program Review/SLO report). Need example of how assessment was used for improvement of services.

Continuous Improvement of Student Support Programs and Services

The institution uses assessment data and evaluation of services from Program Review, as well as information from additional evaluation methods described in Standard II.C.1, to continuously improve student support services and programs. Student Services Program Review feeds into the Student Services Division Plan (Evidence: Student Services Division Plan), and highlights are outlined in the 2014-2020 Student Services Division Six-Year Plan (Evidence: Student Services Division Plan). Improvements include:

- Extended office hours to provide enhanced access for students and the public
- Additional hiring of full-time counselors and 5 full-time support staff
- Consolidation of Outreach and Assessment units to enhance the availability of services to feeder high schools and the public
- Fifty percent (50%) increase in number of students assessed
- Enhanced on-line orientation
- Development and implementation of group orientation for prospective students and parents
- Implementation of "Super Saturday" Student Education Plan session
- Development of "Passport to Success" to facilitate smoother student pathways
- Increase in number of students participating in Jets Jump Start orientation program
- Increase in number of assessment sessions offered, including weekends, evenings, and at feeder high schools
- Redesign of Summer Bridge Program to follow college planning framework and to serve as a feeder for the First Year Experience Program

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- Identification of peak periods to offer incoming student “Student Education Planning Sessions,” which assist students in developing an abbreviated education plan
- Decrease in “wait time” to meet with general counselors, due to increased number of students participating in Student Education Planning Sessions
- Streamlining the steps of matriculation and providing notification to students of these steps when they apply to Miramar College

The College utilizes surveys, evaluation tools, and review of data (e.g. SLO Assessment, Program Review, etc.) to ascertain effectiveness of student support services. Results are discussed within department meetings and division meetings and strategies are then put into place accordingly. An example of this type evaluation is the monthly SSSP data showing the number of students missing Education Plans, Orientation, and/or Assessment. To address this gap, the District Student Services Office sends out an electronic letter to these students to direct them to General Counseling at the College (Evidence: District email).

The institution also conducts a zip code study (Evidence: Zip Code study) to determine where students come from, including distance education (DE) students. In addition, the student information system tracks students who are out-of-state residents. SDCCD has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the College Website (Evidence: <http://studentweb.sdccd.edu/docs/Online StatesNotPermitted.pdf>). Online students go through the same assessment process as on-campus students. First time online students are also encouraged to take the Online Student Orientation (Evidence: Online Student Orientation-<http://www.sdccdonline.net/students/training>).

Student performance is continuously tracked, including DE student populations. With the expansion of the college’s student population, degrees, and online offerings, discussion to expand and/or modify services has taken place in Department Meetings and Division Meetings (Evidence: Counseling Department Meeting Agendas, Student Services Division Agendas and Minutes)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard.

GR to Add plan from SSSP

Following as action plans?

- What improvements have been made to the effectiveness of these services? - - Added online orientation and will explore using the California Online Education Initiative (OEI)’s counseling tools. Do the student support services expand as the growth of DE/CE expands? No, this is gap that we must address in the action plan.

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II.C.3-The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College's Student Services are offered in accordance with California Code of Regulations, Title 5 and District Board Policies (Evidence: BP Student Services C2071, BP3000, 3001, 3002, 3050, 3100, 3102, 3103, 3105, 3108, 3110, 3120, 3125, 3200, 3300, 3301, 3303, 3304, 3305, 3306, 3601, 3900, 3910, 3925, 4030, 5015, 6100). Services are developed, provided, and evaluated in response to student need and to assure equitable access to all students, regardless of service location or delivery method. The College also assures access to appropriate, comprehensive, and reliable services, such as orientation, tutoring, and counseling, to students with remote access to information via online counseling, online tutoring, online library materials, 24/7 Help Desk, and access to course materials 24/7 (Evidence: DE Information – District). The majority of San Diego Miramar College's on-campus student services are now housed in close proximity within the two new "K" Student Services buildings (Evidence: MAP). Descriptions of these services, both on-campus and online, are as follows:

- **Admissions** offers prospective and new students the ability to apply online or in person. Steps for matriculation are provided online and in person (Evidence: Online matriculation steps). The college application asks students for information that can be used to identify support programs or services that could assist students. Applications are available in multiple language and disability-related formats (Evidence: Applications in multiple languages).
- **Assessment** offers information, instructions and recommendations regarding assessment and is provided online; in-person at various student service offices; and via SDCCD email. Students are able to take the Accuplacer assessment offered on campus, or they may bring in assessment scores they received at another California Community College. Instructions are provided for using alternative measures such as high school Advanced Placement scores (Evidence: Assessment Information).
- **Bookstore** provides students with supplies and textbooks.
- **Career & Job Placement Center** offers career assessments; information on job search techniques and interview skills; resume and cover letter critiques; and job postings for off-campus positions
- **General Counseling** provides services to assist students in achieving academic goals, including one-on-one semester planning assistance, educational planning assistance, and coordination of student education plan sessions. Descriptions of services offered is given below:
 - **Orientations (Online and on-site):** Coordinates with Outreach to offer college orientation events such as Jets Jump Start, which continues to be provided prior to the start of the Fall semester and includes all components pursuant to California Code of Regulations, Title 5, Section 55521 (Evidence: Title 5 Section 55521).

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- **One-on-one appointments:** Offers year-round appointments for students to develop a comprehensive education plan (**Evidence: Educational Planning Process**).
- **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
- **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.
- **Disability Support Programs and Services (DSPS)** offers a variety of services for students with verified disabilities to assist them in achieving their academic goals. Services include identifying individual educational limitations and appropriate respective accommodations; utilizing appropriate disability management strategies; assistance with developing student education plans; and assisting students in identifying college and community resources.
 - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
 - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.
- **Extended Opportunity, Programs, and Services (EOPS)** provides services to students who are economically and educationally disadvantaged, in order to engage students in a community college program of study.
 - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
 - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center

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are capable of full online advising and available, when appropriate, through the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.

- **California Work Opportunity & Responsibility to Kids (CalWorks)** provides vocational counseling, childcare assistance, tutoring assistance, career and life skills workshops, job placement assistance and referrals to on-campus and off-campus resources to students who are eligible.
- **Cooperative Agencies and Resources for Education (CARE)** provides single parents with additional support to help them attain economic self-sufficiency by earning an Associate Degree, a Certificate of Achievement, or by transfer to a four-year college. Services include gas cards, grant money, bookstore vouchers, CARE specific workshops, assistance in working with Employment Case Managers, and assistance in meeting TANF/CalWORKs requirements if appropriate.
- **Financial Aid** provides assistance to students who are looking to continue their education but lack the financial resources. This services also processes Federal Application for Federal Student Aid, manages disbursement of funds, oversees Work-Study processes, and oversees Scholarships.
- **International Students** provides students with support of paperwork related to studying in the United States in addition to an assigned counselor to assist students through their academics.
- **Student Health (table says Health Services but this says Student Health)** provides medical and emotional care for students on campus by licensed care providers.
 - **Mental Health Services** provides wellness services, including preventative care and emotional support for optimal learning and growth. Services may vary depending on staff availability.
- **Transfer Center** provides students with assistance in the transfer process to four-year universities to ensure a smooth and positive transition. Offers field trips, university representatives, library of university information and brochures, and coordinates annual college fairs, application reviews, and workshops. Transfer Center also offers workshops throughout the year in person and online to assist students in developing an education plan in accordance with their individual goals (**Evidence: Scan of Transfer Center Flyer Online Counseling Services**).
 - **Educational Planning:** General Counseling, DSPS, EOPS counseling faculty provide educational planning and Transfer Center offers educational planning through workshops.
 - **Online Services:** Students enrolled in online or distance education classes have comparable access to the majority of services offered in person. Programs such as EOPS, DSPS, General Counseling, and Transfer Center are capable of full online advising and available, when appropriate, through

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the use of enhanced computer hardware. These online appointments are reserved for unique applications, as the fully online method has been determined to be technically inefficient for students and counselors because students were not able to use screen sharing features to view the same screen counselors were viewing. Distance advising is provided through email, phone, and sharing of documents by scanning and emailing.

- **Veterans Affairs** provides information for veterans and active duty personnel to assist in continuing with their education. It also provides certification of classes to facilitate receipt of funds.
- **Outreach** conducts outreach to feeder high schools and staffs local events and college fairs to inform students about opportunities at Miramar College. This office is also responsible for facilitating tours, orientation for new students, and providing support for in-reach events on campus.
 - **Orientations (Online and on-site):** Coordinates with General Counseling to offer college orientation events. College orientation events provided on-site, such as Jets Jump Start (group summer orientation), continue to be provided prior to the start of the Fall semester and include all components pursuant to Title 5. An improvement since the last Self-Study Report is the requirement that non-exempt, first time students participate in orientation; in the past, this was optional (Evidence: Student Success and Support Program Plan).
- **Student Affairs** offers a variety of services designed to get students engaged in co-curricular activities. Student leadership opportunities, including involvement with the Associated Students, and a variety of student clubs are a focal point of services offered. Other services include organization of campus postings; management of student grievances and discipline; monitoring of free speech areas; assistance with portions of the Common Applications; coordination of MLK Day Parade and Pride Day Parade; and Commencement.

There is minimal evidence above. Do we have anything else we could provide?

Below is a summary table indicating which information and services are provided in person and/ or online:

Student Support Service Office or Unit	Information available in person	Information available online*	Service available in person	Service available online*
Admissions & Records	X	X	X	X
Assessment	X	X	X	X
Bookstore	X	X	X	X
Career & Job Placement Services	X	X	X	
Counseling	X	X	X	X
DSPS	X	X	X	X
EOPS/CalWORKs/CARE	X	X	X	X
Financial Aid	X	X	X	X
Health Services	X	X	X	X

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International Students	X	X	X	X
Mental Health Services	X	X	X	
Outreach & Assessment Orientation	X	X	X	X
Student Affairs	X	X	X	
Transfer Center	X	X	X	X
Veterans Affairs	X	X	X	X

**Online is defined as electronic (use of CCC Confer, Skype, or other conference-capable site, phone or email)*

As described above, student services are provided in-person, by phone, on-line and in some instances, through communications with students via email and social media. Application, admission, matriculation and program-specific information and instructions are also available to students through the College Website (Evidence: Campus website link) (Campus website). The College has also attempted to increase student awareness and access to information by utilizing social media such as Facebook and Twitter (Evidence: facebook and twitter). The College developed and currently offers a downloadable free app called “Miramar Touch,” which is the official Mobile Application of San Diego Miramar College and is available to android and Apple users (Evidence: link to miramar touch on homepage). It provides students, faculty, staff, and the public with a convenient and easy way-finding tool and access to the college’s events, activities, campus news and deadlines, general information, on-line registration, class schedules, college catalog, and other website information (Evidence: Miramar College Facebook).

Due to recent improvements to the college budget, service hours have increased, providing additional access to students during the evenings, Fridays, on select Saturdays and before the start of the semester (Evidence: Campus website link) (Campus website). To further enhance coordination and reliability of these services, the College has also hired a Dean of Student Development and Matriculation (Evidence: Job announcement for Dean of Matriculation and Student Development). The Dean of Student Development and Matriculation is primarily responsible for overseeing the SSSP Plan and Student Equity Plan, as well as the following units:

- Assessment/Outreach
- Career Center
- Counseling
- DSPS
- EOPS
- Transfer Center

As described in Standard II.C.2, the college’s Student Support Service areas continue to assess how well they are meeting the needs of the student. Service areas develop and improve services based on assessment of identified SLOs through the annual Program Review process and based on the following additional sources of information (Evidence:

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SSSP Monthly report, Student Equity Plan, Point of Service Surveys, Six-Year Student Services Division Plan, Employee Perception Survey, SDCCD Fact Books):

- Student Feedback Surveys
- Employee Feedback Surveys
- SDCCD Fact Books
- Student Equity Reports
- Student Services Division Six Year Plan, 2014-2020

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Services are developed, provided, and evaluated in response to student need and to assure equitable access to all students regardless of service location or delivery method. The College also assures access to appropriate, comprehensive, and reliable services, such as orientation, tutoring, and counseling, to students with remote access to information via online counseling, online tutoring, online library materials, 24/7 Help Desk, and access to course materials 24/7 (Evidence: DE Information – District).

Results from the [2009](#), [2012](#) and [2015](#) Student Satisfaction/ Feedback Surveys indicate that (a) in general, students are satisfied with student services provided at San Diego Miramar College and (b) student responses indicate improvement in areas related to access and student understanding of information (Evidence: 2009, 2012, 2015 Student Satisfaction Survey). Results of the 2015 Student Feedback Survey indicate the following:

- 79% of respondents believe that Admissions staff was helpful throughout the application and registration process (95% increase from 2012).?
- 75% of respondents believe the student orientation is effective in helping new students adjust and become familiar with the College (15% increase from 2012).
- 76% of the respondents believe that assessment tests were offered at times that were convenient (7% increase from 2012).
- 81% of respondents believe that Financial Aid information is available to them when they need it (13% increase from 2012).
- 61% of student respondents believe that they have a substantial voice in matters related to programs and services (17% increase from 2012).

While the College meets this Standard, it continues to assess effectiveness and implement improvement strategies. The College will continue effective services as based on survey results, Program Review and SLO Assessment. The Division will also focus on providing integrated services to students, organized by the Loss/ Momentum Framework Phases of the college's Integrated Planning Framework (Evidence: SS Division Plan). The Student Services Division Plan includes goals from across the Division, which are mapped to the college-wide Strategic Plan Goals. These can be summarized as follows:

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- **Goal #1 (Focus – Global)** Ensure and facilitate student academic success by providing high quality supportive services responsive to the needs of the diverse population. **Goal #2 (Focus – Global)** Working collaboratively with Administrative and Instructional Services to implement the Requirements for the Student Success and Support Program and Student Equity Program.
- **Goal #3 (Focus – Planning)** Ensure that a comprehensive planning document exists, beginning with existing services and projecting services needed to properly serve student in the future.
- **Goal #4 (Focus – Organization)** Build a Division structure that is flexible, logical, meaningful, spirited and entrepreneurial. The intent is to create a structure that encourages innovation and risk-taking, while emphasizing student-centered objectives and effectiveness and allowing each unit leader to do the best job possible for the campus and its students.
- **Goal #5 (Focus – Coordination)** Ensure that all units of the Division operate at maximum efficiency with minimum duplication. This ensures that all other functional units of the College have been considered before new processes, practices or programs are developed and/or implemented.
- **Goal #6 (Focus – Control)** Insure that the Division leadership exercise only that degree of control needed to support faculty and staff in the performance of their duties and encourage the development of student-centered ideas, student-centered initiatives and student-centered processes.
- **Goal #7 (Focus - Evaluation)** Insure that each Division unit has an evaluation plan that provides effective ways of measuring qualitative and quantitative service quality and supports the college planning and program review processes.

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II.C.4- Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. Where the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting Standard:

The mission of the College is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement (**Evidence: Mission**). All programs, including instructional and co-curricular/ athletics, are aligned with this mission and follow sound educational policy and standards of integrity.

Athletics Programs

In direct alignment with the college's mission, the Mission Statement of San Diego Miramar College Intercollegiate Athletics is to strive for academic and athletic excellence by offering model programs that fit the needs, interests, and abilities of both male and female student-athletes. Excellence is focused on physical, emotional and intellectual well-being to develop meaningful standards of character, respect, responsibility, integrity, leadership, and sportsmanship within the educational social environment through highly qualified educators, coaches, and state-of-the art facilities (**Evidence: 2014-2015 Athlete Handbook pages 5-8**). In addition, the College a member in good standing of the Community College League of California's California Community College Athletics Association (CCCAA, formerly Commission on Athletics or COA). As authorized by the State Legislature, the CCCAA establishes the rules and regulations to administrate the intercollegiate athletics activities of the California Community Colleges (**Evidence? Reference to CCCAA rules and regs?**). To ensure compliance, the college's Athletic Program conducts a self-review in partnership with the regional Pacific Coast Conference (PCC) of the California Community College Athletics Association (CCCAA). The last review was positive and is housed in the MBEPS Dean's Office (**Evidence: PCC self review?**).

At San Diego Miramar College, the athletic programs resides within the instructional School of Math, Biological, Exercise, and Physical Sciences (MBEPS), and is supervised by the MBEPS School Dean. All athletic programs are offered as courses with instructors who meet California Community Colleges minimum qualifications for faculty. The Exercise Science department has a full-time faculty member acting as the Athletic Program Director, as well as a 1.0 FTE Athletic Trainer and a .40 FTE Clerical Assistant to support the program. The program budget is funded by college co-curricular funds and maintained by the College Business Office. Budget spending and requests adhere to standard college approval processes (**Evidence?**).

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San Diego Miramar College offers the following athletic programs:

- Men's basketball
- Men's water polo
- Women's soccer
- Women's water polo
- Men's volleyball

In alignment with the College's Strategic Plan Goals, the goals of the Intercollegiate Athletics program are as follows (**Evidence: [2014-2015 Athlete Handbook](#)**):

- Ensure all student-athletes are provided with opportunity and support in their efforts to achieve their academic and athletic goals.
- Provide the best possible environment to enable each student-athlete to compete to the fullest extent of his or her capabilities.
- Establish support systems enabling student-athletes to develop into well-rounded, responsible, successful and mature individuals.
- Encourage student athletes to assume positive leadership roles both on campus and in the community.

The student-athlete conduct and ethics general conduct are as follows (**Evidence: [Student Code of Conduct](#)**):

- Understand and abide by the Miramar College "Student Conduct Code," which is available in its entirety in the Office of Student Affairs and appears the College Catalog.
- Obey all federal, state and local laws.
- Do not use tobacco products, alcohol and/or non-therapeutic drugs.

Co-Curricular Programs

The Student Affairs Office oversees student clubs, student organizations and campus activities. Policies regarding club procedures, membership, constitution, and district guidelines are outlined in the Procedures for the Registration of Student Clubs and Organizations as well as in district Board Policy *BP 3200: Student Government and Organizations* (**Evidence: [Procedures for the Registration of Student Clubs and Organizations](#), <http://www.sdccd.edu/docs/policies/Student%20Services/BP%203200-01.pdf>; and District Board Policy 3200, <http://www.sdccd.edu/docs/policies/Student%20Services/BP%203200.pdf>**).

The College offers the following co-curricular programs, such as clubs and other campus activities:

Club/Organization	Purpose
Anime Club	The purpose of this organization is to reach out to

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	students who share a passion for anime and to form a strong network
Anthropology Club	The purpose of this organization is to explore the five fields of anthropology and share our knowledge with others.
Child Development Professionals (CDP)	The purpose of the Child Development Professionals is to promote Child Development as a recognized profession by sharing common goals and experiences with other Child Development Professionals in Mira Mesa, Tierrasanta, Poway, Penasquitos, Scripps Ranch and University City.
Coordinate	The purpose of this organization is to enhance the wellness of the community, to promote and perform philanthropic duties, and to strengthen character.
Diesel Skills Club	The purpose of this organization is to meet regularly to discuss topics related to diesel powered equipment. We will hold a competition to determine a candidate to participate in the state skills USA Competition.
Filipino American Student Association (FASA)	The purpose of Filipino American Student Association is to build pride, unity and friendship among Filipino Americans. To promote awareness of ourselves as Filipino Americans. To remember and learn about Filipino culture and values. To join forces for professional, educational, and social affairs.
Fire/EMT Club	The purpose of this organization is to further introduce the perspectives of the fire and emergency medical services. To help provide viable resources in order to be recognized within the fire services. Providing networking sources through the use of the advisor and club members to broaden the choices of jobs within the fire services. To meet new friends and interact with each other with their passion and interest. To fundraise through the use of club activities that will support the any activities the fire services has to offer.
Find Inspiration Today Club (F.I.T)	The purpose of this organization is to empower students to start living more inspired, fulfilled lives. In this wellness-focused club, students will explore various aspects of their lives and will discover and apply strategies to help themselves and others lead healthier, active, more purposeful lives.
Hip-Hop Kulture Club	The purpose of this organization is to increase graduation and understating of the hip-hop community.

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Miramar Business Club	To encourage and recognize accomplishment among students of business pursuing associate degrees, certificate programs or transfer as well as to promote personal improvement and life distinguished by honorable service.
Miramar College Pay It Forward (MCPIF)	The purpose of this organization is to come together to give back to the community through random acts of kindness, and to promote the idea of paying it forward. In its orientation and activities, this organization shall be primarily social, service, and self-improvement.
Our Colors	The purpose of this organization is to provide a safe, supportive, and educational space on campus for students of all gender, romantic, and sexual identities to socialize and express themselves.
Paralegal Club	The purpose of this organization shall be to develop, maintain, and focus on skills relevant to succeed as a Miramar paralegal student
Parent Student Advisory Board (PSAB)	The purpose of the P.S.A.B. is to establish lines of communication between parents, students, and children.
Partnership to Encourage and Empower Parent Students (P.E.E.P.S)	The purpose of this organization is to encourage and empower parent student in academic, social, educational, creative, and career purposes.
Phi Theta Kappa	The purpose of this organization shall be bring to students with an interest in any pre-health career together to network and to provide each other with opportunities to succeed on the path to their careers. In its orientation and activities, this organization shall be primarily academic, service, social, educational, career, and self-improvements related.
Pre-Health Student Alliance	The purpose of this organization is to inspire a community of future physicians through education and opportunity. In its orientation and activities, this club shall be categorized as an academic, career, and educational organization.
Science Club	The purpose of this organization is to come together and participate in activities and events that promote the science on our campus and in our community. In its orientation and activities, this organization shall be primarily academic, social, educational, and career related.

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Student Veterans Organization	The purpose of this organization shall be to promote and support public services, academic, and social activities for student veterans and service members.
Vocal Tones	The purpose of this organization is to give the student body an art-based outlet through performance in music, whether it be by singing, dancing, acting, playing an instrument, etc. while also creating/boosting self-confidence within the performance, socially and academically.

Evaluation and Support of Programs (please provide narrative below)

“How does the institution evaluate the quality and effectiveness of its co-curricular programs?” Do all athletic programs go through program review? How are they evaluated?

“The institution has responsibility for the control of these programs, including their finances” Please provide narrative on this. **Information still needed**

Analysis and Evaluation:

As evidenced above, San Diego Miramar College meets this Standard. The College ensures that students have access to resources and activities that will enrich their college experience. In support of San Diego Miramar College’s efforts in this area, the 2015 Student Feedback Survey indicated that 72% of students were “satisfied with student life such as college athletics, clubs and activities,” an increase of 15 percentage points since 2009 (Evidence: SSS Q52). In addition, 69% of students “believe that the co-curricular activities (e.g. clubs, service learning), or athletic programs have enhanced [their] educational experience at the college” (Evidence: SSS Q 53).

San Diego Miramar College acknowledges that the past statewide financial crisis had a huge impact on the College. Resources have been limited and the institution is just now beginning to provide expanded services to students. One example has been the establishment of a College Hour in 2014. College Hour focused on educational seminars for the first year, but student feedback indicated that entertainment was preferable. To increase student interest and attendance, the second year’s focus was entertainment, which will continue to be the format for the current year. College hour takes place in the middle of the day and typically on Wednesdays, to accommodate the majority of student schedules and encourage participation (Evidence: Three College Hour Flyers).

As evidenced by the college’s Integrated Planning Framework, San Diego Miramar College plans to continuously address the six factors of student success by hosting more extracurricular activities and encouraging clubs and organizations. Over the past year, there has been an increase in student club start-ups, and participation in student government has grown. Student clubs have grown from 17 in 2014-2015 to 24 in 2015-2016. (Evidence: Student Affairs Office website,

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<http://www.sdmiramar.edu/students/studentlife/studentaffairs>). The College will continue its efforts in this area and investigate new ways in foster success in its students.

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II.C.5-The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling and Academic Advising Programs

Miramar provides academic counseling and advising for special populations, as well as mental health counseling services in support of student development and success.

Organizationally, the counseling services are delivered in 5 areas (Evidence: 2016-2017 Student Services Organization Chart; Orientation agendas from each area; sample of short-term and long-term education plan forms):

- 1. Counseling Department:** The campus' primary hub for counseling services, often referred to as "General Counseling," is staffed by 11. Counselors are supported by a classified supervisor and classified support staff. (Evidence: <http://www.sdmiramar.edu/students/counseling/services>)
- 2. Disability Support Programs and Services (DSPS):** This unit is staffed by 4 counselors, 3 of which provide direct counseling services and 1 who oversees the DSPS High-Tech Center (Evidence: <http://www.sdmiramar.edu/students/dsps>). Counselors are supported with classified support staff.
- 3. Extended Opportunity Programs and Services (EOPS), CARE & CalWORKs:** These 3 units, housed and operated as one area, are staffed by 2 tenure-track counselors, one of whom serves as the programs' coordinator. The EOPS unit also provides services for Foster Youth. (GR: Additional info needed – Foster Youth info added to EOPS webpage) Staffing is augmented with adjunct counselors on an as needed basis (GR: addl info needed -provide fte for adjunct counselors) (Evidence: EOPS: <http://www.sdmiramar.edu/students/eops>; CARE: <http://www.sdmiramar.edu/students/care>; CalWORKs: <http://www.sdmiramar.edu/students/care>). Counselors are supported by classified support staff.
- 4. Student Health Services, including Mental Health Counseling:** In 2013 -2014, Mental Health Counseling, which was previously a part of the Counseling Department, was coupled with Student Health Services. Mental Health Services is provided by 2 counselors. This includes a new position that was added in Fall 2016. Counselors are supported by a classified supervisor and classified support staff (Evidence: website info?).
- 5. Transfer Center:** The center is staffed by one counselor who serves as the center's coordinator and provides specialized counseling, related to the transfer process. The coordinator is supported by classified support staff (Evidence: <http://www.sdmiramar.edu/students/transfer>).

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Subcategories of these larger programs include Foster Youth, California Work Opportunity and Responsibility to Kids (CalWORKS), Cooperative Agencies and Resources for Education (CARE), International Students, and First Year Experience (Evidence). While these programs meet jointly to discuss information relevant to student access, matriculation and transfer, each program operates individually to provide services specific to their function and student population. As an example, students receiving services from EOPS or DSPS may elect to receive academic counseling from General Counseling, but they also may elect to receive counseling from counselors in their programs (Evidence: Student Services Division Organizational Chart).

The Counseling Department meets bi-monthly to discuss college offerings, student feedback, transfer requirements and district degree requirements. The Student Service Division meets monthly to include faculty and staff in collaborative dialogue to discuss changes in policies, procedures, and requirements (Evidence: Student Services Division Agendas and Minutes, Counseling Department Meeting Agendas). District counseling programs meet collectively once per year for training and collaborative purposes to discuss “best practices” used at each campus, in addition to identifying gaps or weakness to student service programs (Evidence: Districtwide Counseling Meetings).

All counseling programs align with Education Code Chapter 6, Article 2, Counseling Services; Title 5 Counseling related sections; CCC Academic Senate Reports – the Role of Counseling, Faculty and Standards of Practice for California Community College Counseling and Faculty and Programs; CCCCCO Matriculation Handbook; Legal opinion on Mandatory; Student Success and Support Program recommendations; and Transfer Recommended Guidelines (Evidence: CCCCCO website). EOPS follows the guidelines set forth by the California Extended Opportunity Programs and Service Association (CCCEOPSA). DSPS follows Title 5 Implementing Guidelines and Regulations, as well as the Americans with Disabilities Act with 2008 Amendments and Section 504 of the Rehabilitation Act of 1973. All counseling services connect to resources and links through California Community Colleges Chancellor’s Office Division of Student Services and district Board Policies related to Student Services (Evidence: Board Policies Student Services)

Counseling training and continued professional development is provided to counseling faculty and staff as follows:

- Intern, Adjunct and New Counselors within EOPS, DSPS, and General Counseling are mentored and trained prior to and during direct contact with students.
- Counseling department meetings include guest speakers with information from Financial Aid, Veterans, Basic Skills, Transfer Center, instructional programs, and the Articulation Office. The regular attendees include Transfer Center, EOPS, DSPS, General Counselors (Evidence: Counseling Department Meeting Agendas).
- District Counselor Retreat (Districtwide Counseling Meetings) occur once per year for training and collaborative purposes to discuss “best practices” used at

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each campus, in addition to identifying gaps or weakness to student service programs (Evidence: Districtwide Counseling Meetings).

The counseling programs, through counselors from General Counseling, EOPS, DSPS, and Transfer Center, provide the following services to students:

- Student educational planning, including timely and accurate information about academic requirements, transfer policies, graduation policies, and Associate Degree/ Certificate requirements
- Career counseling
- Assistance with academic petitions
- Study skills and academic strategies
- Personal growth strategies
- Education regarding and guidance for career/vocational degrees

The Counseling Department utilizes the Scheduling and Reporting System (SARS) for scheduling student appointments and walk-in advising opportunities. Counselors utilize the Integrated Student Information System (ISIS) to review student matriculation information and academic progress. San Diego Miramar College, along with San Diego City College, San Diego Mesa College and San Diego Continuing Education, is currently working with software developers to replace ISIS with a student management system: Enterprise Resource Planning, PeopleSoft. This software system will provide increased “real time” access for students to review their progress and to run educational plan queries, taking into account what courses they have completed and what courses remain to earn college degrees and certificates. Members from General Counseling and Admissions and Records currently serve on this ERP committee to facilitate transition to the new software system (Evidence: District Student Services ERP committee).

In addition to individual counseling appointments, the Counseling Department provides in-reach classroom presentations to Career/Technical and Basic Skills students. These presentations educate students about the importance of planning, study strategies and various requirements necessary for degree completion, as well as guidance regarding course sequences for English and math degree competencies. EOPS and DSPS faculty provide classroom presentations to educate students and faculty regarding program information (Evidence: CTE VTEA fund document, Basic Skills proposal).

All services are offered online for easy access through the Miramar College Student Services website (Evidence: Miramar College website). In addition to web-based information, the following are offered online:

- Online Orientation is provided to educate/orient new students to San Diego Miramar College’s programs, resources and services to increase student success.
- Online Counseling is available for students thru General Counseling, DSPS, EOPS, Transfer Center.
- Services offered through non-traditional means such as phone, email, video-conferencing, are comparable to on-site services provided to students.

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The College's Counseling Services are evaluated through student feedback and Program Review. Through one-on-one counseling appointments with students, counselors are able to determine specific needs of DE/CE students. Through Counseling Department meetings, new initiatives and/or revised initiatives are discussed and implemented based on feedback and survey results (Evidence: Miramar College Counseling Department Meeting Agendas).

Evaluation of Programs and Student Success

Both general and program-specific counselors must meet minimum qualifications. Counseling faculty are evaluated in accordance with the Collective Bargaining Agreement and must participate in ongoing training and professional development (Evidence: College Faculty Appraisal Guide). Counseling Department faculty and staff serve on various campus committees and attend related counselor conferences such as annual California State University and University of California conferences. Faculty are encouraged to serve as mentors for graduate school interns as well as mentors to San Diego and Imperial Counties Community Colleges Association (SDICCCA) interns for one year.

The evaluation of how counseling and/or academic advising enhances student development and success occurs as follows:

- **District Counselor Retreats** (Evidence: Counselor Retreat Agenda) provide counselors with data and best practices to continue working toward overall student success, mitigating gaps on the college Scorecard, and meeting Strategic Plan Goals.
- **Student Equity Plan** (Evidence: Student Equity Plan) analyses provide counselors with areas showing disproportionate impact, identifying topics for Counseling Department meetings to enhance student development and success (Evidence: Counseling Department Meeting Agendas).
- **Adjunct and Contact Faculty Evaluations** are conducted by the Counselor Chair, EOPS Director, DSPS Coordinator and Dean on a regular basis to ensure quality of services from each individual counselor (Evidence: AFT Faculty Contract (15.1 – Evaluation)).
- **Assessment of Program SLOs** (Evidence: SLO data link-need from each program) evaluates the effectiveness of each program in student achievement of outcomes, leading to informed changes in continuation, termination, or revision of services.
- **Program Review** process evaluates whether goals for each program have been met. Program Review for counseling follows the Program Review process for all Student Support Service areas (see Standard II.C.1 for details). Results lead to informed changes in continuation, termination or revision of services (Evidence: example Program Review?).
- **District Student Services Council and the college Student Success and Support Program Advisory Committee** evaluate admissions and assessment

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instruments and practices. These committees recommend changes and/or enhancements that will benefit students in the matriculation process.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. In support of this, the 2015 Student Feedback Survey indicated that 71% of student respondents believe that they were accurately advised by the College on clear pathways for completing a degree, certificate, or transfer (Evidence: [Student Feedback Survey, Question #39](#)). Results from the 2015 Employee Feedback Survey indicate that 70% of respondents believe that students are accurately advised on clear pathways for completing degrees, certificates and transfer (Evidence: [Employee Perception Survey, Question #41](#)).

While there is data to support that students are receiving accurate advising, only 42% of employee respondents believe that Student Services at the College have sufficient staff/resources to meet student needs. This is an increase from 36% during 2012 and 40% from 2009 ([Employee Perception Survey Q37](#)). With the mandates of SSSP and SEP, certain counseling functions have become mandatory versus optional for students. When this is considered in light of the College's increasing student population, there is a need to focus efforts on ensuring that staffing levels meet student need.

- **Action Plan 1:** With the mandates of SSSP and Student Equity, the need for counselors and staff to support counseling services has increased. To efficiently address the required mandates, the plan is to hire an Associate Dean of Student Equity and Student Support ([Evidence: Student Equity Plan](#)) to oversee Academic Support, including SSSP, SEP, Basic Skills and other academic support services.
- **Action Plan 2:** Using program review data and input from the California Community College Chancellor's Office, advocate for additional counseling staff and other resources to ensure that services are functioning at an optimal level to increase student success.

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II.C.6-The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

San Diego Miramar College's Admissions Policies

The College is committed to providing access to potential and new students in accordance with its mission. The College Catalog and College Admissions Website specify requirements and qualifications of students appropriate for its programs (Evidence: Online Matriculation Steps, New Student webpage, College Catalog, Admissions website). All admission requirements are consistent with district Board Policy BP 3000: Admission of College Students, Administrative Procedure AP 3000.2: Student Admission Status, and with ER 16 (Admissions) (Evidence:, BP 3000 and AP 3000.2, ER16).

The College Catalog and Website list courses required for completion of the college's degree offerings. General Education and District Requirements are listed within the College Catalog, on the College Website, and are reviewed with students during counseling appointments provided by General Counseling, EOPS, DSPS and at the Transfer Center. In-person, distance and online appointments are provided to student's dependent upon need (Evidence: 2015-2016 College Catalog; website link). In addition, the college's Counseling Department Website hosts hard copy worksheets listing general education and district requirements for Associate Degrees and General Education requirements towards transfer to CSUs and UCs (Evidence: worksheets). The Transfer Center also provides valuable information, such as schedules for transfer workshops, articulation agreements, transfer recommendations, and GPA converter (Evidence: Counseling Department's webpage, <http://www.sdmiramar.edu/students/counseling/services>; , Transfer Center webpage, <http://www.sdmiramar.edu/students/transfer>). Website and College Catalog information are updated on an as-needed basis.

While the College has consistently focused heavily upon meeting student needs through the traditional matriculation process, the College has provided additional training, support, and enhanced self-evaluation through the Student Success and Support Program (SSSP) (Evidence: Student Success and Support Program). Students are strongly encouraged to complete all parts of the matriculation process (i.e. Admissions, Orientation, Assessment, and Educational Planning) so that they not only receive individualized guidance towards meeting their goals, but also benefit from an earlier registration date. Description of services for steps in the matriculation process are given below:

- **Admissions**
Admission information is provided via the College Website, outreach and in-reach presentations, campus tours, and pre-registration campus workshops such as

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Jets Jump Start and Parent Night. The college Admissions Website provides step-by-step admission and matriculation guidance (Evidence: Admissions website). The College Admissions Office is located within the Student Services Building. Hours of operation have been modified to provide flexibility for evening students (Evidence: Campus Map/Department hours of operation).

- **Orientation**

Orientation is provided in-person and online. In-person options include, but are not limited to, pre-registration information events such as Jets Jump Start and New Student Orientation planning sessions provided by General Counseling. By attending these events, students are introduced to the College, its processes, its support services and general recommendations for course selection. First Year Experience provides individualized orientation in addition to mentoring, college credit, priority registration and individualized guidance and follow up supports. Online orientation is provided through the campus website and students may log in at any time to complete the orientation requirement (Evidence: Online Orientation web link).

- **Assessment**

The college Assessment Office is located in the College Welcome Center along with the Outreach Office. College Assessment/Placement testing is provided in-person using Accuplacer to determine English and math skill levels. Skill levels may be determined based upon alternative measures that do not require on-campus assessment. These include counseling and/or district evaluation review of advanced placement high school courses, standardized tests, or placement scores from other California Community Colleges. Hours of operation have been modified to increase access to new and continuing students. (Evidence: Published hours for fiscal Year 2012 and fiscal year; assessment office website)

- **Educational Planning**

General Counseling, EOPS, DSPS and the Transfer Center provide academic planning and advising. Advising is dependent upon each student's goal. Major and career guidance is provided to determine path of study or personal development. Counselors utilize the College Catalog (both hard copy and online) to review and develop educational plans with students. Counseling is dynamic and fluid, dependent upon the interests and/or educational plan of the student. The College Catalog and Website list course options to meet the requirements for Certificates, Associate Degrees and General Education requirements for transfer to the California State University (CSU) and University of California (UC) systems. Students may work with General Counseling, EOPS and DSPS to submit petitions for a variety of purposes, to clear prerequisites, and to petition for transcript evaluation or graduation. Those taking courses via distance education format are offered the same supports and services as those taking courses via traditional format (Evidence: College Catalog, IGETC, CSUGEB, online links,).

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Students are able to receive an individualized educational plan specific to their major(s), certificate(s), transfer or personal goal(s). These plans may include a comprehensive educational plan and/or a semester-by-semester educational plan which lists a prospective sequence of courses towards their goal(s) (Evidence: Sample of Comprehensive and Long Range Educational Plan).

The college's Counseling Department meets to discuss changes to policies, procedures, opportunities, challenges and changes to the matriculation process. The Department meets to evaluate and determine changes to meet the needs of students and access for students. Student Services leadership is made up of Student Services Program Coordinators, Directors, and the Dean of Matriculation and Student Development. This group meets to discuss program specific needs, changes, and areas of improvement. The college's Student Services Division meets to discuss issues campus-wide, which include the majority of faculty, staff and administrators from all of the college's Student Services programs (Evidence: Student Services Division Agendas and Minutes, Counseling Department Meeting Agendas).

District Admissions Policies

The District has adopted and adheres to admission policies consistent with its mission. Admissions policies fully comply with state regulations and are published in the College Catalog as well as on College and District websites, including Student Web Services, the one-stop student portal (Evidence: IIC6⁴). In accordance with board policy, *BP 3000: Admission of College Students*, admission is open to all persons who possess a high school diploma or California High School proficiency exam certificate, or high school equivalency certificate. Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are admitted provisionally. The District also has a number of policies and procedures specific to admission of special categories of students (Evidence: IIC6¹; IIC6⁵):

Special Admission High School Students

The District admits concurrently enrolled high school students as special part-time students in accordance with District policy and state law as follows: (Evidence: IIC6²; IC6³)

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- Enrollment in Exercise Science classes is not permitted.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.
- Students are given college credit for all courses. Grades will be part of the student's permanent college record.

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- Concurrently enrolled high school students whose college grade point average falls below a 2.0, or who do not complete 60% of all units attempted, will not be permitted to re-enroll without approval from a college counselor.

F-1 Visa Students

The College accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the College Catalog. Admission is granted based upon the following criteria:

- Prior to acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service;
- Minimum TOEFL score, demonstrated financial independence, health clearance and program of study (*Evidence: IIC6⁴; IC6⁵*).

Special Program Admission

All specialized programs with selection processes such as Nursing and Radiologic Technology include detailed admissions information on departmental websites, as well as a general overview in the College Catalog (*Evidence: IIC6⁶*)

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College evaluates student matriculation data through District Office of Institutional Research and Planning, to determine the proportion of certificate and degree earners as well as transfer rates. The College reviews data specific to SSSP to determine where there may be gaps in the matriculation process. As referenced in Standard II.C.5, 71% of student respondents believe that they were accurately advised by the College on clear pathways for completing a degree, certificate, or transfer (*Evidence: SSS Q39*)

San Diego Miramar College is committed to continuous improvement, and Student Service programs evaluate Point of Service Surveys, Student and Faculty Feedback, Program Review and internal Student Learning Outcomes (*Evidence: 2015-2016 College Catalog (IIC.39), IIC.12*) for the continued improvement of services. The College will continue its efforts as seen in the current action plans found in the Student Services Division Plan, SSSP and SEP.

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II.C.7-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

San Diego Miramar College's Role in Evaluation of Admissions and Placement

Miramar College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate and is at least age 18, without requiring Scholastic Aptitude Tests. As an open-access institution of higher learning, Miramar's admissions policies and practices are consistent with the college Mission Statement, the Education Code, Title 5 regulations, and the statewide mission for the California Community Colleges. These policies are printed in the Miramar College Catalog and posted on the College Website ([Evidence: 2015-2016 College Catalog Admissions website; 2015-2016 College Catalog, Admissions website](#)) High school students at the junior or senior level requesting concurrent enrollment may also apply for admission to Miramar College as "special part-time" students with the permission of and documentation from a parent/guardian and a high school principal ([Evidence: Admissions website](#)).

Students are encouraged to take English, English as a Second Language, and math placement assessments to identify their skill levels and ensure proper class placement. The College uses placement instruments that have been approved by the State Chancellor's Office and then evaluated using district institutional research (for details, see District response below). Students' placement results are based upon a combination of test scores and other data ensuring that multiple measures are included. The College uses the Accuplacer English and math assessments, which are administered via computer ([Evidence: Assessment Information](#)). Accommodations for alternative assessments are offered to students with disabilities through DSPS. English as a Second Language exams are paper/pencil tests administered on a regularly-scheduled basis through the Assessment Office. For more details on placement assessment, see Standard II.A.8.

Students who believe their assessment results do not accurately reflect their skill level have the option of "challenging" the prerequisite by taking additional tests developed by individual departments ([Evidence: Board Policy 5250; 2016-2017 College Catalog, pages 23, Prerequisites, Corequisites, Limitations, on Enrollment and Advisories, https://studentweb.sdccd.edu/index.cfm?action=admissions#collejecats](#)). [GR: Get AP# for this.](#) If the student passes the challenge exam, he/she may advance to the next level course. Additionally, under the one-year retest policy, counselors may render a "Resting Referral" card on behalf of the student, if the counselor recommends the student retest ([Evidence: Student retest form](#)). Students may retest in both math and English if they have satisfied the one-year retest policy, provided a student has not received a substandard grade in a math or English course.

In addition to the regular department Program Review process, both the district Student Services Council and the college Student Success and Support Program Advisory Committee evaluate admissions and assessment instruments and practices. These

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committees recommend changes and/or enhancements that will benefit students in the matriculation process.

Working with the district Institutional Research and Planning Office, department faculty review sample tests for matches to local curriculum and for cultural sensitivity or bias. Initial cut scores are established by faculty of the respective subjects and evaluated by the Institutional Research and Planning Office at the district level. In addition, final grades are evaluated for consequential validity and disproportionate impact across student populations (Evidence: [Consequential Validity Study](#), [Consequential Validity Study Follow-Up Report](#)). The Disproportionate Impact and Consequential Validity studies are completed by District Institutional Research and Planning. The most recent studies were both conducted in 2011 (Evidence: [Disproportionate Impact Study](#), [Consequential Validity Study](#), [Consequential Validity Study Follow-Up Report](#)). Numbers served are compared to MIS data at the district office.

District's Role in Evaluation of Admissions and Placement

The Colleges in the San Diego Community College District use an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-second language courses including:

- Computerized Accuplacer for math and English
- CELSA for ESL
- MDTP for math (paper version)
- Accuplacer Companion for English (paper version)

All of the assessment instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations. The instrument validation conducted at SDCCD includes three specific validation processes:

- 1) Content-related validity to determine appropriateness of the test for placement into a course or course sequence,
- 2) Criterion-related and/or consequential validity to determine appropriate cut-scores, and
- 3) Disproportionate impact to determine test bias. (Evidence: [IIC7¹](#))

In addition to the standardized instruments listed above, the District employs a variety of multiple measures as part of a student's overall placement that help to more fully assess students' preparation levels. These multiple measures are self-reported and include:

- **Math**
 - High school GPA
 - Years since last math class
- **English**
 - High school GPA

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- Reading Comprehension score
- Sentence Skills score
- Primary language

- **Optional Questions**
- The length of time the student has been out of school
- The number of years of English that the student completed in high school
- The grade the student received in the last English class completed
- The student's high school grade point average
- The highest level of math class completed
- The grade received in the last math class completed.
- The highest level of education attained by either parent

Common Assessment and the Multiple Measures Assessment Program (MMAP)

District Colleges, working with discipline faculty, will begin validating and piloting the statewide Common Assessment including content mapping, disproportionate impact, and determining cut scores. The District also plans to work with the other colleges in the San Diego/Imperial Valley region to establish common cut scores and policies on recency and repeatability, so that students may easily matriculate from one college to another within the region as needed. In addition to the Common Assessment, the District has piloted and implemented the Multiple Measures Assessment Program (MMAP) protocols, which is an alternate means of assessing student preparation levels for placement in English and mathematics courses. Students from the feeder high schools that share their student transcript data with CalPASS, a statewide repository for high school and college student transcript data, are eligible for placement using high school transcript information (e.g., GPA and math and English grades). The MMAP protocol was fully implemented as of Fall 2015. Evaluation of the protocol will continue through 2016/17 with longitudinal analyses of each cohort, as well as snapshot analyses and surveys. The District Assessment Plan for Placement contains detailed information about the MMAP pilot and analysis. (*Evidence: IIC7²*)

Information on placement validation tests, including consequential validity and disproportionate impact studies, and the MMAP assessment plan and analysis can be found on the District Research website. (*Evidence: IIC7³*)

Distance Education

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for Distance Education courses.

Analysis and Evaluation:

As evidenced above, San Diego Miramar College meets this Standard. In 2014, the Assessment Office moved to a much larger and more central campus location and merged with the Outreach Department, forming the Assessment and Outreach Center. This move not

Standard II.C. Student Support Services

only increased hours of operations and the ability to serve more students, it also unified campus efforts in developing essential partnerships and reaching out to the local community. The connection with the local community provided students with an avenue to pursue a seamless transition to higher education as prospective students were provided information and services early and at locations convenient to them (Evidence: Comparison Study of Students Served and New Hours of Operation (IIC.48)).

The Assessment Office now has two permanent contract staff that are dedicated to student testing and to supporting area high school testing, new matriculating students, and enrolled students. The Assessment Office staff assists students with assessment preparation, online orientation, study material, and referrals to appropriate websites and Student Services departments.

The improvements to Assessment are also reflected in the 2015 Student Feedback Survey, as described below:

- 75% of respondents agreed that “the reading and writing assessment test helped [them] enroll in the appropriate English class level”, an increase of 14 percentage points since 2009 (Evidence: 2015 Student Feedback Survey, Question #35).
- 76% of respondents agreed that “the math assessment test helped me enroll in the appropriate math class level,” an increase of 12 percentage points since 2009 (Evidence: Student Feedback Survey, Question #36).
- 73% of respondents agreed that “after completing [their] assessment test, [they] had a clear understanding of [their] placement level,” an increase of 9 percentage points since 2012 (Evidence: Student Feedback Survey Question #37).

Standard II.C. Student Support Services

II.C.8-The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

San Diego Miramar College Student Records

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. This process ensures compliance with the Family Educational Rights and Privacy Act (FERPA), Title 5 and the California Education Code of Regulations regarding the management of student records, and is in alignment with district policies *BP 3001: Student Records* and *BP 3103: Student Directory Information* and with administrative procedures *AP 3001.1: Student Records, Release, Correction and Challenge* and *AP 3103.2: Release of Student Information for Recruiting Purposes* (Evidence: Maintenance and disposition of study records, Family Educational Rights Privacy Act, include all above)

The Senior Admissions and Records Supervisor is the official point of contact for student records. FERPA requirements are strictly followed regarding the release of student records. The College provides inquiring students and the general public with information regarding the confidentiality of student records in accordance with FERPA and Title 5. Information on district policies and procedures governing the release of student records is printed in the College Catalog, in the printed class schedule, and on the student portal web page. Copies are also available in the college's Vice President of Student Services Office. A "Consent to Release Student Educational Records" form is available on the college's Admissions Office. Students must provide written consent to release non-directory information to third parties not listed (Evidence: Confidentiality of Release Form).

The creation, maintenance, and storage of student records follow the instructional program's functions, requirements, and needs. Hard copies of records are kept securely, confidentially, and in close physical proximity to the instructional program offices (dean's office?) where they are generated, used, and stored. Need confirmation of this. Unclear how this aligns with previous statement.

DSPS, Health Services, and Counseling Department also comply with mandated program requirements governing student records for those student cohorts. Improved scanning methods and optical imaging have been implemented to improve immediacy of access and help alleviate storage issues. Inactive/deactivated student information is maintained in archived computer files that are locked in a secure storage room in the Admissions Office. All files are readily retrievable as needed.

San Diego Miramar College uses the Student Information System and optical imaging system, in which each user is given customized access via a unique password based on

Standard II.C. Student Support Services

department, position, responsibilities, and need-to-know. The District Vice Chancellor of Student Services Office creates, maintains, and routinely changes user passwords to ensure confidentiality and appropriate access. Employees sign a confidentiality statement related to the release of student records (**Evidence: Confidentiality of Release Form**).

District mainframe/database records are routinely backed up to maintain accuracy and security. Manual student records are sent for permanent storage or secure destruction as required. San Diego Miramar College follows the established district administrative procedure *AP 3001.1: Student Records, Release, Correction and Challenge*, which specifies the permanency and length of retention as mandated by California Code of Regulations, Title 5 (**Evidence: Maintenance and disposition of study records**). The District Student Services Office, in collaboration with the Colleges, continues to explore emerging technology for more efficient methods to maintain and update student records as evidenced by the migration to PeopleSoft student records system.

District's Role in Student Records

The District complies with all state and federal laws, as well as District Policy with regard to confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored and all student records are maintained in a secured database, including nightly backups and off-site storage. The District's Records Retention Manual (**Evidence: IIC8'**) identifies the various classifications of student records along with the process for disposition and destruction in accordance with state regulations. Information about release of student records is published in College Catalogs, Websites, and Student Web Services (district's student portal).

Student records are permanently maintained by Ellucian's ISIS (Student System) Cobol application, which has full application security in addition to running on IBM's DB2 database and which supports full page and row security. SDCCD uses Tivoli Storage Manager (TSM) to schedule and catalog all student records backups which are written to a Luminex's virtual tape device, a high speed disk device with a redundant fiber connection. The DB2 database is backed up multiple times during the day, as well as during key steps in nightly batch processing updates. The daily backups also include all copies of flat files, program libraries, VSAM files (Student Aid Module), archive and transaction logs. The entire mainframe volumes, including full operating system files, are backed up weekly. All backups are first written to the virtual tape device, and then they are written to two simultaneous LT06 Ultrium tape drives. One of those tapes is kept in the local data center safe, the other is sent off site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged prior to being sent off-site to Corodata's local, climate controlled vault storage facility, which is specially built for long term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for secure tape rotations, as scheduled by Data Center Operations.

Confidentiality

Standard II.C. Student Support Services

Student record information is contained in a centralized student information system (ISIS) accessible to users, with approved access throughout the District. Users are granted access based upon role and responsibilities, and must have approval of their supervisor. Requests for user access are maintained by the Vice Chancellor Student Services in accordance with District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information, other than what would be classified as directory information (*Evidence: IIC8²*)

User and department passwords are changed annually. In addition, Department Security Supervisors are required to review and delete inactive users on an ongoing basis. As part of the annual password change process, all users are also required to reaffirm their understanding of the confidentiality of student records, and sign a new confidentiality statement. (*Evidence: IIC8³*)

Release of Student Records

Release of student records is strictly monitored and enforced in accordance with board policy *BP 3001: Student Records*, and administrative procedure *AP 3001.1: Student Records, Release, Correction and Challenge*. Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. (*Evidence: IIC8⁴*) The District does not classify any student records information as directory information. Policies about access to student records are included in the College Catalogs, Websites and on Student Web Services (district's student portal).

Student Records Classification and Destruction

The District adheres to procedures which provide expectations and guidelines for the classification, storage and destruction of student records. The District produces a Records Retention Manual (*Evidence: IIC8¹*), in consultation with the Colleges, that contains a listing and classification for all student records and that is maintained in the District Student Services office. All Class 1 records are stored electronically, and a backup is stored in an off-site location. In some cases, the college maintains paper records on campus.

Analysis and Evaluation:

As evidenced above, San Diego Miramar College meets this Standard. District mainframe/database systems are routinely backed up. PeopleSoft program development and training are ongoing. Staff is aware of the confidentiality of records and ensures that records are secure. All employees are trained to be conscientious about appropriate release of student records and compliance with FERPA guidelines. The College continues to work with the district office to ensure that student records are kept on password protected programs, and the information is released to the appropriate body only if a consent form is properly documented.

STANDARD III.A. HUMAN RESOURCES

III.A.1-The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

District Response

The Institution assures the integrity and quality of its programs and services by employing personnel who are qualified through appropriate education, training and experience. As defined in [Administrative Procedure 4001.1 Personnel Administration](#), all positions are created by the Board and all appointments are made by the Board (Evidence: IIIA1¹). During annual Program Review, each Division conducts a self-evaluation and needs assessment. As a part of the self-review, long term planning is conducted to determine the Division's staffing needs. Instructional Departments consider both academic and classified staffing needs. Student Services Departments consider academic and classified staffing needs. Administrative Departments consider classified staffing needs. In this Program Review process, each division takes into consideration the College's current Strategic Plan and Strategies within. Each Division identifies and ranks its staffing needs. Academic staffing needs are evaluated and ranked for the College by the Faculty Hiring Committee. Classified staffing needs from each Division are evaluated and ranked by a committee of Vice Presidents. Each of the combined college-wide lists are then passed through the College's Governance process to the College Executive Committee (CEC). Through consensus, the CEC approves the ranked college-wide lists. When resources become available, these lists are used to determine the next prioritized position, academic or classified, to be hired.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and reaffirmed through [Board Policy 7120 Recruitment and Hiring](#) including those job descriptions for faculty teaching within baccalaureate degree programs or positions teaching within distance education and continuing education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes follow [AP 4200.1 Employment of College Faculty](#) and [AP 4200.5 Continuing Education Contract Faculty Hiring Procedure](#). These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees to include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests

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for Equivalency follow formal protocol outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 Equivalency Determination Procedure, as developed by the Academic Senates, is a means for disciplinary college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211 Equivalency Determination Procedure, the governing board relies on the “advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” (Evidence: IIA1²; IIA1³; IIA1⁴; IIA1⁵; IIA1⁶)

In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certification, needed in order to meet specific programmatic needs.

If an individual has a foreign degree, There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency. (Evidence: IIIA1⁷)

In the case of adjunct faculty, hiring is done by the College per AP 4200.2 Employment of Instructional Staff - Adjunct. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the College Deans and Chairs who screen the applications for program or service area needs and minimum qualifications. Once the hiring department makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment. (Evidence: IIIA1⁸)

Classified positions are defined in BP 7230 Classified Employees. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on (i) requirements identified by the hiring manager, (ii) requirements contained in bargaining agreements, (iii) review of work to be performed, and (iv) review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified. (Evidence: IIIA1⁹)

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Establishment of new management positions are guided by the Resource Allocation Formula (RAF) and are funded from the District’s 15% share of the RAF dollars. Like other academic positions, minimum qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District’s Employment Office and then reviewed by a College Screening committee. Qualified candidates are forwarded for a second interview by the College President who makes a recommendation to the

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Chancellor, with the successful individual confirmed by the Board of Trustees.
(Evidence: IIIA1¹⁰)

All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency. Each recruitment process follows a comprehensive approach by providing world-wide Internet access to our online job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for all positions within the San Diego Community College District. There is no difference between distance education and face-to-face faculty qualifications. (Evidence: IIIA1¹¹; IIIA1¹²; IIIA1¹³)

Evidence:

AP 4001.1 – Personnel Administration

http://www.sdccd.edu/docs/procedures/Human%20Resources/4001_01.pdf

BP 7120 – Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

BP 7230 – Classified Employees

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207230.pdf>

Education Code 87359

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=87359.

AP 4200.1 – Employment of College Faculty

http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_01.pdf

AP 4200.2 – Employment of Instructional Staff – Adjunct

http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_02.pdf

AP 4200.5 – Continuing Education Contract Faculty Hiring Procedure

http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_05.pdf

AP 7211 – Equivalency Determination Procedure

<http://hr.sdccd.edu/docs/general/AP%207211%20Equivalency%20Determination%20Procedure%20-%20User.pdf>

Management Employees Handbook

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<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

Resource Allocation Formula (RAF)

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Resource%20Allocation%20Formula.pdf>

Sample Classification Descriptions

- Contract Instructor – College
- Temporary Hourly Instructor – College
- Labor Relations Analyst
- Facilities Supervisor – Custodial I
- Community College Police Officer Trainee
- Administrative Technician
- Director, Employee Relations
- Vice President, Student Services

<http://hr.sdccd.edu/classification/classdesc.cfm>

Sample Job Postings

- Biological Sciences: Contract Instructor – College Credit
- Instructional Lab Technician/Physics-Astronomy
- Dean
- Student Services Assistant, Senior
- Title IX Investigator

<https://www.sdccdjobs.com/>

College Response

The institution advertises for personnel with expertise and experience in Distance Education as a desirable qualification when it is applicable to the position being advertised. If a desired qualification is a person with Distance Education experience the hiring committee would be made up of at least one member with experience/expertise in the area of Distance Education.

Analysis and Evaluation

As evidenced above, the San Diego Miramar College meets this standard. The processes outlined above demonstrate that the institution does use integrity and planning in employing qualified administrators, faculty and staff. This is demonstrated by the increased satisfaction scores on staffing resources, (4%) and the procedures for hiring employees are strictly followed(4%). The institution is meeting the standard. (Evidence: 2015 Miramar College Employee Feedback Survey)

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III.A.2-Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

District Response

The Institution assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted or adjunct, and who are qualified through appropriate education, training and experience. As defined in BP 7120 Recruiting and Hiring, all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees. Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or Bachelor's degree or equivalent foreign degree (Evidence: IIIA2¹; IIIA2²).

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the San Diego Community College District Academic Senates developed AP 7211 Equivalency Determination Procedure, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file. (Evidence: IIIA2²; IIIA2³)

All applicants meeting the minimum qualifications of the job posting are forwarded to the screening committee for assessment and evaluation of adequate and appropriate knowledge of their subject matter which includes faculty teaching within baccalaureate degree programs or positions teaching within distance education and continuing education. Search committees evaluate applicants for effective teaching through application evaluation, interviews, and teaching demonstrations.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes that follow AP 4200.1 Employment of College Faculty, AP 4200.5 Continuing Education Contract Faculty Hiring Procedure, and AP 4200.2 Employment of Instructional Staff - Adjunct. The San Diego Community College District strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure and any measures that

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enable the faculty member to be a life-long learner, and well prepared to serve the academic needs of our student population. (Evidence: IIIA2⁴; IIIA2⁵; IIIA2⁶)

Faculty are hired according to their expertise within their fields and other criteria set out by the hiring committees. There is no difference between distance education and face-to-face criteria. When hired, faculty are then assigned distance education courses at the discretion of their department chairs. Faculty who are assigned to teach at a distance are encouraged to complete the Online Faculty Certification Program.

(<http://www.sdccdonline.net/faculty/training/more-ofcp.htm>) (Evidence: IIIA2⁷; IIIA2⁸; IIIA2⁹; IIIA2¹⁰)

College Response

When it comes to faculty hiring, the College relies on each respective department to determine their hiring needs (Evidence: Sample Program Review-). A hiring committee is formed and determines the hiring criteria based on minimum qualifications and the department needs dependent on the area of emphasis (Evidence: Sample job announcement-). Faculty are on the hiring committee, review the applications, and are an integral part in the interview process (Evidence: Sample EEO approval of hiring committee-?). The committee reviews the applications based on the hiring criteria, and only those ranking highest during the screening process are invited to an interview (Evidence: District HR verifies transcript-?).

The College is able to determine that the faculty selected for position has the subject matter knowledge based on evidence the candidate presented on their application and during the interview, as well as transcripts and references. Most interviews require a sample teaching demonstration by the hiring committee, which is comprised of subject matter experts as well as non-subject matter experts. The hiring committee then determines that the effectiveness of the teaching by committee consensus. The College defines and judges the scholarship of a candidate based on the questions and criteria developed by the search committee, which is designed to evaluate the candidates' suitability as a college faculty member. The College relies on a two-pronged process to verify the qualifications of the applicants and newly hired personnel: 1) the District uses transcripts and 2) the College uses references.

For instances in which faculty are hired to teach distance education, the same hiring process is utilized. Equivalency evaluation for non-U.S. degrees is required and the candidate is required to provide it at their expense. In order to ensure that the College hired a highly qualified faculty member, the faculty member must go through the faculty evaluation process as outlined in Article XV of the Collective Bargaining Agreement and the Faculty Appraisal Guide 2016.

There are safeguards in place throughout the District which assure that hiring procedures are applied consistently. For instance, EEO representatives are required on every committee and all committee members are required to go through EEO training every three years.

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The Site Compliance Officer reviews each Question and Criteria form to ensure that questions are relevant and that the hiring committee makeup is representative of the entire college with regards to diversity and the various labor groups. Also, each committee member is required to have attended EEO training within the last 3 years before being allowed to serve on a hiring committee.

Faculty expertise in Distance Education is identified through proof of certification or attendance of an online training course. Through discussions at Academic Affairs, Dean's Council and the Chairs Committee the qualifications of faculty and staff involved in offering Distance Education classes have been determined. The college defines and evaluates "effective teaching" in its hiring processes for faculty to be involved in Distance Education through review of resume, experience, certifications, and LMS of the applicant.

Analysis and Evaluation

As evidenced above, the San Diego Miramar College meets this Standard. The District has several policies in effect to ensure qualified faculty are hired. Hiring committees have clearly stated criteria for hiring and the procedures for employment are strictly followed. Eighty four percent of our students agree that the College is committed to higher education. One student stated in the open ended comments from the 2015 Student Feedback Survey, "Miramar has Amazing Professors".

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III.A.3-Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

District Response

The Institution assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training and experience for academic and classified positions. As defined in BP 7120 Recruiting and Hiring, all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. BP 7250 Educational Administrators specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260 Classified Supervisors and Managers specifically addresses the employment process for classified supervisors and managers.

The process of annual performance evaluations and careful review of renewal of employment contracts is held in high regard with the goal of sustaining institutional effectiveness and academic quality. This process of evaluations and contracts is outlined in the Management Employees Handbook. Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to our online job postings. In addition the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for administrative positions within SDCCD.

Evidence:

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BP 7120 Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

BP 7250 Educational Administrators

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207250.pdf>

BP 7260 Classified Supervisors and Managers

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207260.pdf>

Management Employees Handbook

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

NACES Information

<https://s3.amazonaws.com/pa-hrsuite-production/368/docs/50165226.pdf>

SDCCD Online Job Postings

<https://www.sdccdjobs.com/>

College Response

A hiring committee determines what the qualifications and criteria are for each position. Program Review should be reviewed to better gain an understanding of the administrator's preferred qualifications. By using minimum qualifications established by the hiring committee, only qualified applicants should be screened to move on to the interview process. This stage in the process will further identify those who are qualified and eligible for final selection.

Admin Procedure Chapter 7 – Human Resources 4200.1 Employment of College Faculty does address how to hire qualified faculty. The policy was last updated in 2007, and may be undergoing review at the District. Answers may be similar to II.A.2

Analysis and Evaluation

As evidenced above, the San Diego Miramar College meets this Standard. It adheres to the District's recruitment, hiring and evaluation processes.

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III.A.4-Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

District Response

The Institution assures the integrity and quality of its academic programs and services by employing administrators and other employees who meet the qualifications through appropriate education, training and experience for academic and classified positions.

As defined in BP 7120 Recruitment and Hiring, all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by this District to insure compliance is the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs. If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Evidence:

BP 7120 Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs.

<http://ope.ed.gov/accreditation/>

NACES Information

<https://s3.amazonaws.com/pa-hrsuite-production/368/docs/50165226.pdf>

Distance Education

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Faculty who are involved in offering distance education courses meet the same standard degree requirements as those who teach on-campus. SDCCD Online Learning Pathways offers an Online Faculty Certification Program

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(<http://www.sdccdonline.net/faculty/training/more-ofcp.htm>). Upon completion of the program, faculty will be able to identify strategies to promote academic integrity, communication strategies, and best practices in instructional design. The Online Faculty Certification Program is designed using various research on best practices in the field, pedagogy, and implementation of state and accreditation requirements.

Analysis and Evaluation

As evidenced above, the San Diego Miramar College meets this Standard. The District has a policy in place (4200.1 – 6.2) designed to evaluate foreign degrees for equivalency. Human Resources forwards these foreign degrees to the respective college where faculty with expertise in the desired field of study form a committee and decide if the foreign degree does in fact meet equivalency. This process serves the respective college with the responsibility to decide on its own if an applicant for a faculty position with a foreign degree meets the stated minimum required educational level.

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III.A.5-The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

District Response

The District assures the effectiveness of its human resources through formal evaluation. Evaluations are determined by District policies and procedures, the Human Resources Instruction Manual, the various collective bargaining agreements, and the Meet and Confer Handbooks. Performance Evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as faculty are codified in in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement. Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form, which encompasses both a self-appraisal and supervisor/manager appraisal.

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form) and adhering to stated timelines. .

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In contrast, Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook. The process utilizes an external firm to disseminate and collect survey results based on twenty two statements listed on the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with his/her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and time frames in the Management Employees Handbook.

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies in areas needing improvement.

Evidence:

Article XV – Evaluation of Faculty of the AFT Guild, Local 1931
American Federation of Teachers AFL-CIO Faculty Agreement
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

Article XVI - Evaluation of the AFT Guild, Local 1931 American Federation of Teachers
AFL-CIO Classified Staff Bargaining Unit Agreement
Performance Appraisal Report Form – Self Evaluation
Performance Appraisal Report Form – Managers/Supervisors
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

Chapter XVIII – Performance Evaluation of the Supervisory
And Professional Administrators Association Handbook
Supervisory and Professional Administrators Association Evaluation Form
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Supervisory%20&%20Professional.pdf>

Chapter VI – Evaluation of the Association of Confidential Employees Handbook
Confidential Employee Evaluation
Performance Criteria Examples
Rater Guidelines for ACE Evaluations
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/ACE.pdf>

Chapter XVII – Manager Evaluations of the Management Employees Handbook
Management Feedback Survey Procedures
Management Evaluation Form
Management Feedback Survey
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

Police Officers Association Agreement

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<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Police%20Officers%20Association.pdf>

College Response

Periodic evaluations, consistent with the respective bargaining unit agreements, are utilized to assess performance. These evaluations include survey distributed to each employee within the chain of command of the employee, as well as peers and industry partners. This provides a much more well-rounded sense of performance in multiple facets of employment.

Distance Education classes are evaluated using the same evaluation criteria and form that all classes are given, there is no reference in the evaluation to measure Distance Education specifically on the evaluation form. Since the same evaluation process is used for all classes there is not a specific criteria addressing improvement of duties related to Distance Education activities or the faculty's interest in future involvement in this field, or need for development.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Faculty evaluations are conducted per the guidelines and timelines listed in Article XV – Evaluation of Faculty of the AFT GUILD, LOCAL 1931 AMERICAN FEDERATION OF TEACHERS, AFL-CIO, FACULTY. The faculty are satisfied with their evaluation methods.

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III.A.6-The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

District Response

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process. One of the purposes in evaluating faculty is to assess teaching effectiveness. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant.

Evidence of effectiveness is determined through class visit and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. All class syllabi are required to contain student learning outcomes. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee professional and public service activities.

An Evaluation Committee is assembled to review the action and the Performance Review Files of the faculty member. All tenure/tenure-track and/or promotional recommendations are further reviewed by the Tenure and Promotional Review Committee (TPRC). The purpose of the TPRC is to verify that recommendations are procedurally correct and meet general College and District standards. Any action taken is based on the outcomes of the evaluation. In cases where the decision is to recommend a denial of promotion, or when the committee's overall summary rating is less than competent, a development plan is established.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A – Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. One of the purposes in evaluating managers is to assess managers' effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form, and

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Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency and evaluation instruments. (Evidence: IIIA6⁵; IIIA6⁶; IIIA6⁷).

Evidence:

Article XV – Evaluation of Faculty of the AFT Guild, Local 1931
American Federation of Teachers AFL-CIO Faculty Agreement
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

College Faculty Appraisal Guide

Article XVII A – Manager Evaluation of the Management Employees Handbook
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

Distance Education:

The evaluation of faculty is according to the Contract Bargaining Agreement. Faculty are evaluated in the physical classroom and in their online classes when appropriate. When requested, the Dean, Online and Distributed Learning, provides resources for online pedagogy and if the faculty are referred for training, SDCCD Online Learning Pathways staff will assist faculty in improving their online course.

College Response - College Faculty Appraisal Guide

Faculty evaluation at the College follows the processes established in the AFT Guild (Local 1931) negotiated contract. Criteria are listed on the Faculty Appraisal Form to summarize and document the evaluation findings for individual faculty, College Faculty Appraisal booklets- one for contract and the other for adjunct faculty-are unofficial guides in the process. The campus evaluation coordinator last updated the booklets in January 2016. They are posted on the website for faculty, department chairs and managers to access. These booklets provide helpful information regarding the criteria for evidence of effectiveness with examples of performance for each criteria III A-24, III A-20, III A-21

The college instructional faculty appraisal form is organized in five broad categories (domains) that contain a total fifteen criteria which are rated. While every criterion relates to some degree to the faculty member's effectiveness in producing designated student learning outcomes, the following areas do so most directly:

- Subject Matter Knowledge
- Knowledge of Learning Theory
- Innovation/Resourcefulness
- Testing and Measurement
- Skill in Creating the Learning Environment
- Department/College/District Knowledge and Involvement

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After much discussion about why "assessment" should replace "testing and measurement" as a criterion for faculty evaluation, the college Academic Senate recommended this change to the evaluation instrument because it reflects better instructional practices. It is iterative, rather than summative; there are many ways to assess student work and progress other than testing; and assessments of student work can be used for feedback to assist students in improving their learning rather than simply being a method for assigning a grade. On-going assessments during the semester assist faculty in adapting instruction to reinforce and improve student learning. The term "assessment" is now used in the evaluation process. The change was agreed to by the Academic Senates of City, Mesa, Miramar, AFT leadership and the SDCCD.

To evaluate faculty members fully, with an emphasis on student learning, many sources are considered, including the course outline, syllabus, classroom observations, sample assignments, student evaluations, and faculty self-appraisals. A central component of the faculty evaluation process is the evaluatee's self-appraisal. In this document and in interactions with evaluation committee members, faculty note their work in SLO development, student assessment, curriculum development, professional growth, presentations, publications, and in any other area the faculty member wishes to include. In the final steps of the process, committee members provide written and verbal feedback to the evaluatee on areas of observed strengths and progress, and offer suggestions for improvement and for determining future goals. This dialogue during the evaluation process assures continued development and improvement in effectiveness of achieving student learning outcomes.

As each faculty member is appraised on his/her effectiveness in achieving student learning, these evaluations in turn contribute to an institution-wide culture of learning outcome assessment.

Collectively, the evaluations serve as data in the assessment of San Diego Miramar College's institutional effectiveness in the achievement of learning. Faculty members-individually, and as department members-address student learning in syllabi, the college catalog, and in various campus reports. Students are able to contribute their opinions, as substantive indirect assessment, about how well the course outcomes "are being achieved or have been achieved."

The development of student learning outcomes has led to deep thinking and reconsideration of elements of curriculum as well as plans for improving learning. In the English Department, for example, discussion leading up to the establishment of SLOs for English 101, Reading and Composition, led to the recognition that the course outline does not emphasize a central learning outcome for the course.^{III A-26} As a result of this work, the department will explore revision of the course outline with the other two campuses. In addition, the department, as a result of extensive discussions and curriculum development work, has begun a pilot program which changes the way that English 49, Basic Composition, is taught. Formerly, the emphasis was placed on students' developing the ability to complete timed writings which

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culminated in a departmentally-assessed timed writing. Now, students create a portfolio which includes as one of its components the timed writing essay. The department is working with the campus-based researcher to assess the benefits of this change. Additional examples of deep thinking have taken place on the campus when faculty from various disciplines dialogued to agree on General Education Student Learning Outcomes (2008-09) as well as when departments developed their program-level outcomes (2008-2010). III A-27, III A-28, III A-29

Campuswide discussion of student learning outcomes, under the leadership of the IPR/SLOAC Subcommittee, began in 2003. After ongoing faculty development activities, discussions at all levels of the campus and in the Academic Senate, and the gradual development of the campus culture of outcomes assessment work, a Student Learning Outcomes Assessment Cycle (SLOAC)/Administrative Outcomes

Assessment Cycle (AOAC) Philosophy was drafted and approved in fall, 2009. III A-

³⁰ During the same semester that the College SLOAC/AOAC Philosophy was approved, the American Federation of Teachers (AFT) and the three college Academic Senates approved a joint statement regarding SLOAC work. In reaction to concerns at one of the sister colleges that its administration was intruding excessively in the implementation of SLOAC, and that academic freedom was jeopardized, as well as concerns regarding the additional workload required with the adoption of the TaskStream software system, the AFT 1931 Guild leadership drafted a statement titled "Statement on SLOs: Faculty Will Not Erode Their Rights." III A-31

NOTE: Not at Miramar: NEED to find out Miramar's Process. Outcomes Assessment Facilitator???

To address workload issues, the College increased its financial commitment to SLOAC. Forty percent release time was granted to each of two faculty members to assist with SLO development, input, and review, and to maintain faculty and departmental ownership of the process at the College.

The institution has established a process for staff development to support faculty and staff in the satisfactory development and assessment of student learning outcomes. The IPR/SLOAC Subcommittee develops plans for training sessions and IPR/SLOAC Subcommittee co-chairs implement these plans. In 2009-10 the training included a campuswide presentation at convocation to introduce the new software program to facilitate SLO work, professional development workshops during the College's FLEX days, as well as individual training sessions with department chairs or those identified as department liaisons for student learning outcomes.

Not Miramar Process: . Outcomes Assessment Facilitator????

Aside from direct instructor evaluations, there are several components to campus evaluation of effectiveness of achieving student learning outcomes. After SLOs and their assessments are produced and entered into the TaskStream software, they are

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submitted for review by IAC co- chairs. In this process, the co-chairs review the SLO, at which point they may request clarification or refinement, or release the SLOs and their assessments for implementation. One measure of effectiveness in achieving SLOs will be data on numbers of submissions that require further work compared to those that were released on initial review for implementation. It is expected that as campuswide SLO involvement increases the number of SLOs and assessment tools needing refinement will be reduced.

Analysis of the use of results of assessment to improve SLOs is demonstrated in the creation of and implementation of an Action Plan after results are analyzed. TaskStream can provide each program with reports on the successful completion of SLOs, and progress on Action Plans. As the campus continues the implementation of the software program, these reports will provide an excellent mechanism for determining if SLO assessments yield meaningful and useful results. In 2009-10, the college is in the first year of implementation so comprehensive reports on effectiveness have not yet been generated. However, evidence of effectiveness has been found in programs that have taken SLOs through complete cycles, such as the Business Department.

At a broader level, the District Research Committee has set goals that include following up on campus research agendas to ensure that each campus has the data it needs to evaluate effectiveness, as well as the training to use the data effectively. Toward this end, briefings of findings from the accreditation survey were provided in 2009. III A-32 Additional training in the use of data for program review and master planning are scheduled for spring, 2010, as a part of professional development efforts to increase levels of research inquiry among the faculty.

District-College to provide updated response

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The faculty evaluation process measures criteria that encourage good teaching and student learning and it ensures discussion of all aspects of faculty work. The College has had rigorous discussions of SLOs campus-wide as well as within departments and at the course level. These discussions have led to a culture of a faculty-driven SLOAC. The College has progressed from creating campus-wide awareness of SLOs and assessment rubrics to examining and identifying General Education, program, and certificate-level SLOs.

The District underscored its commitment to verifying and documenting learning in the purchase of online assessment software for San Diego Miramar College, Taskstream. Faculty now have a more systematized means by which to catalog outcome data. This enables interdepartmental documentation, communication regarding the current status

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of SLO work, and provides a mechanism to assist in determining what steps need to be taken next to improve outcomes.

The discussion of student learning outcomes does seem to be perceived favorably by employees. (Evidence: 2015 Miramar College Employee Feedback Survey). In particular, the majority of respondents agree that their department/program/discipline uses the results of student learning outcomes assessment to make improvements in instruction or support services (69%).

The majority of employees (74%) use SLO's as part of their program review. (Evidence: 2015 Miramar College Employee Feedback Survey).

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III.A.7-The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

College Response

Based on recent increases in funding in the last several years, Miramar has begun increasing its contract faculty positions. This increase has initially helped to bring San Diego Miramar back to its staffing levels prior to the 2008 recession, and only quite recently has there begun a net increase. This has coincided with the FTES growth increase the college has been experiencing.

Program reviews are conducted by each school, student services, and library. The program reviews identify desired faculty positions. (Criteria – sample program review?) Each school, student services and library identify their top five (5) positions to forward to the Faculty Hiring Committee (FHC). The FRC prioritizes the positions per their established criteria (Evidence – hiring committee criteria). FHC provides a prioritization list for all faculty positions. (Evidence – copy of prioritized list from 2014-15.)

17 faculties have been hired in 2014-2015 with 14 slated for hire in 2015-2016.

Per the 2014 Fact Book – 54% of the College staff were adjunct faculty, while 13% of college staff were contract faculty. Need % of adjunct faculty as % of total faculty.

Fac. Survey Q 66 – 2015 65% agree, up from 58% in 2012 and 55% in 2009.

Student Survey Q 22 2015 86% agree, up from 80% in 2012 and 83% in 2009

Please refer to Fact Book

(http://research.sdccd.edu/docs/Rsrch%20Reports/College%20and%20District%20Fact%20Books/2014/Fact_Book_Miramar_2014.pdf) Human Resources section (pg. 72-73) which will provide a classification break-down of the College.

District Response

BP 7210 Academic Employees requires compliance with its goals under the Education Code regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

The District provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report. The California Code of Regulations (CCR) Title 5 Section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.

Evidence:

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Education Code Section 87482.6

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=87001-88000&file=87400-87488>

Title 5, CCR Sections 51025 and 5330, et seq.

BP 0001 Governance – District Educational Master Plan

<http://www.sdccd.edu/docs/policies/District%20Governance/0001.pdf>

BP 7210 Academic Employees

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207210.pdf>

AP 4200.2 Employment of Instructional Staff –Adjunct

<http://www.sdccd.edu/docs/procedures/Human%20Resources/420002.pdf>

California Community College Full-Time Faculty Obligation Fall 2014

California Community Colleges Full-Time Faculty Obligation Compliance for Preceding 10 years.

List of past training announcements for distance education.

Distance Education

The institution maintains a sufficient number of qualified faculty including full-time and part-time to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. Qualified faculty, both full-time and part-time, are assigned courses delivered via the distance education mode as appropriate within the program.

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. The District's FON Report for Fall 2014 shows the percentage Full Time Equivalent Faculty attributable to full-time faculty to be 51.38%, exceeding the required percentage for the District. In addition, records for prior years, show the District's compliance with the FON requirements dating back to 2005.

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III.A.8-An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

District Response

The Institution assures the integrity and quality of its academic programs and services by employing part-time and adjunct faculty who meet the qualifications for academic positions that are either non-restricted or restricted, and who are qualified through appropriate education, training and experience. Part-time and adjunct faculty are held to the same hiring standards as contract faculty regarding the qualifications for the discipline in which they will be teaching, or non-classroom requirements.

As defined in BP 7120 Recruitment and Hiring, all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees. In addition, per the initial salary placement rules, vocational positions are required to provide verification of employment documents, as well.

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the San Diego Community College District Academic Senates developed AP 7211 Equivalency Determination Procedure, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the Equivalency Sub-Committee of the Screening Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file. If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency. All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency and foreign degree evaluation.

Throughout the entire recruitment and hiring process, the qualifications are upheld as the benchmark for programmatic needs and follow AP 4200.2 Employment of Instructional Staff - Adjunct for employment of adjunct faculty. Continuing Education adjunct faculty are more specifically referenced in AP 4200.4 Continuing Education Adjunct/Hourly/Substitute Faculty Hiring Procedure.

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Each recruitment process follows a comprehensive approach by providing world-wide Internet access to our online job postings. In addition, the District routinely utilizes a broad advertising campaign that references the District's part-time and adjunct opportunities. The advertising targets a very diverse population; sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. This comprehensive approach is in support of reaching the most qualified candidates for part-time and adjunct faculty positions within the San Diego Community College District, including positions teaching within distance education and continuing education.

The San Diego Community College District strongly encourages part-time and adjunct faculty to continue their education in pursuit of higher degrees, certification, licensure and any measures that enable them to continue to succeed and grow as part of the District's academic community. Experiential opportunities to serve on committees, interact with student functions, and consider application for tenure-track positions is supported at all levels.

The Colleges provide orientation to new faculty. In addition, professional development opportunities are available for adjunct faculty through Flex workshops at the beginning of each semester. These vary in topic and are designed to enhance faculty skills, growth, and professional development.

Evidence:

BP 7120 Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

State Minimum Qualifications Handbook

http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf

AP 7211 Equivalency Determination Procedure

<http://hr.sdccd.edu/docs/general/AP%207211%20Equivalency%20Determination%20Procedure%20-%20User.pdf>

NACES Information

<https://s3.amazonaws.com/pa-hrsuite-production/368/docs/50165226.pdf>

AP 4200.2 Employment of Instructional Staff - Adjunct

http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_02.pdf

AP 4200.4 Continuing Education Adjunct/Hourly/Substitute Faculty Hiring Procedure

http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_04.pdf

Article V – Evaluation of Faculty of the AFT Guild, Local 1931
American Federation of Teachers AFL-CIO Faculty Agreement

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<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

College Response

With an ongoing commitment to providing adjunct faculty with the skills and knowledge required to perform competently, the College takes great pride in hosting orientation meetings for adjunct faculty each semester. These meetings essentially provide adjunct faculty with all the same basic information that contract faculty require in performing their jobs.

Oversight, evaluation, and professional development are also provided to adjunct faculty. Some adjunct faculty participate in convocation and take an active role in advancing the mission statement of the College.

All adjunct faculty are regularly evaluated by tenured or tenure track faculty. This evaluation oversight falls on a contract faculty member with release time beyond three evaluations to perform this process.

In summary, the institution fully meets its commitment to ensuring all adjunct faculty members are given every opportunity to excel.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. This current year has seen a dramatic improvement in the process for training new and returning adjunct faculty. This current semester provided myriad flex obligation opportunities for all faculty, contract and adjunct. School and department meetings were well attended. A number of adjunct faculty attended and actively participated in activities involving more complex facets of faculty duties and obligations.

Information regarding Student Learning Outcomes, Program Review and Accreditation was disseminated to all adjunct faculty. This information came with the expectation that they would be evaluated in the future regarding their knowledge and participation in these important areas of faculty involvement. There appears to be a more cohesive unity between adjunct and contract faculty. Adjunct faculty are becoming more valued and along with that, expected to be more involved in every facet of campus activities.

With the reality that many adjunct faculties are eventually hired as contract faculty, there seems to be a better awareness among adjunct faculty that their enthusiasm and involvement in college governance and duties may be weighed if and when they apply for a contract faculty position.

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III.A.9-The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

In Program Review, annually each division individually determines their classified staffing needs then each division prioritizes their needs. The Vice Presidents then prioritize the campus-wide list. The campus-wide list is shared with Classified Senate and then submitted the list to the president for approval. When resources become available, the list is used to determine the best use of resources.

District Response

The Institution assures the integrity and quality of its academic programs and support services by employing a sufficient number of staff members at the campuses and administrative offices who meet the qualifications for the non-academic positions. The District recognizes that providing a high quality of instruction and non-instructional support for the students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of the current students, potential registrants and general public.

At each Campus and administrative office, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to insure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

As defined in BP 7120 Recruitment and Hiring, all classified and academic employees shall possess the qualifications for their positions. BP 7230 Classified Employees further defines the category defined as the Classified Service. Each staff member is required to meet the qualifications as stated in the job announcement. A careful and balanced review of qualifications is conducted by the screening committee in accordance with Equal Employment Opportunity (EEO) policy and procedures and mission statement.

If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified in the application process that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

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Each recruitment process follows a comprehensive approach by providing world-wide Internet access to our [online job postings](#). In addition, the District routinely utilizes a broad advertising campaign for all District staff positions identified for recruitment. The advertising targets a very diverse population; sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. This comprehensive approach is in support of reaching the most qualified candidates for positions within the San Diego Community College District.

Evidence:

BP 7120 Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

BP 7230 Classified Employees

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207230.pdf>

EEO Policies and Procedures & Mission Statement

<http://hr.sdccd.edu/eo/eeopolicies.cfm>

<http://hr.sdccd.edu/eo/eoindex.cfm>

NACES Information

<https://s3.amazonaws.com/pa-hrsuite-production/368/docs/50165226.pdf>

SDCCD Job Postings

<https://www.sdccdjobs.com/>

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. At each campus and administrative office division, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to insure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

Program Review has become the de facto method of establishing hiring priority for additional faculty and classified positions. These priorities are then evaluated by a broader representation of the College employees. This serves all departments of the College in a standardized and fair manner when attempting to fill vacancies or to meet increased demands.

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III.A.10-The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The institution's administrators consist of a president, 3 Vice Presidents and 8 Deans. This group forms the management of the College. All prospective administrators are selected based not just on minimum qualifications, but on preferred qualifications. These consist of both educational backgrounds as well as employment history. The common theme used in the selection process is student centered.

There is a well-defined chain of leadership within this group. Vice Presidents are selected as Acting President whenever the President is absent from the College. There is always someone pre-selected to govern the institution in the absence of a higher ranked administrator.

This group is also represented by the Miramar Manager's Group. This group meets regularly to discuss pressing issues affecting the overall effectiveness of the institution.

The Vice Presidents oversee 3 critical areas: Instruction, Student Services and Administrative Services. Each school within the institution is represented by a Dean. These Deans oversee each of their school's respective academic programs. There are three Student Services Deans who represent Student Affairs, Matriculation & Student Development and Equity and Success.

All of these administrators work cooperatively to serve the institution's best interests: the students.

Regular meetings of the administrators ensure that all parties are well represented and that the mission statement and strategic goals are of the highest priority when making decisions.

District Response

The District assures the integrity and quality of its academic programs and support services by employing a sufficient number of administrators, both managers and supervisors, at the campuses and administrative offices, who meet the qualifications for the academic and classified positions. The District recognizes that providing high quality of instruction and non-instructional support for the students necessitates strong and effective leadership from responsible administrators capable of directing the activities of teams of employees for daily operations and long-term planning.

The executive leadership within the Chancellor's Cabinet, regularly reviews current administrative staffing levels to make it a priority to minimize administrator vacancies,

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and effectively and efficiently address the workload responsibilities for vacant positions currently under recruitment, all in order to meet the evolving needs of the District.

As defined in BP 7120 Recruitment and Hiring, all classified and academic employees shall possess the qualifications for their positions. BP 7250 Educational Administrators specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260 Classified Supervisors and Managers specifically addresses the employment process for classified managers and supervisors.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications, desired qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening committee. Qualified candidates are forwarded for a second interview by the College President or Vice Chancellor who makes a recommendation to the Chancellor.

Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

Appropriate preparation and expertise to provide continuity and effective leadership and services is further supported and enhanced by the District's attention to succession planning. This has materialized in the development of a customized leadership development program for all SDCCD employees, with particular emphasis on the Management Leadership Development Academy. Among the many components of the academy are interactive modules with leadership facilitators, presentations by the San Diego Community College District leaders about the challenges and opportunities in their various roles as managers in our public institution of higher learning, and a mentorship program. The progressive leadership series provides numerous ongoing resources and opportunities for attendees to serve as the learner, as well as the presenter of their expertise in a positive environment of shared learning and networking.

Evidence:

BP 7120 Recruitment and Hiring

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf>

BP 7250 Educational Administrators

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207250.pdf>

BP 7260 Classified Supervisors and Managers

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<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207260.pdf>

Management Employees Handbook

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

Management Leadership Development Academy Agenda

<http://hr.sdccd.edu/epd/MLDA/mldatrain.cfm>

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. With the focus on the institution's mission statement and strategic plan goals, the number of qualified administrators who represent their respective areas, ensures the institution is well positioned to provide effective leadership and continuity.

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III.A.11-The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

District Response

San Diego Community College District systematically establishes, publishes and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process (**Evidence: IIIA11¹²**). Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation. Final approval of policies is via action by the governing board, the San Diego Community College District Board of Trustees.

The policies and procedures are readily available to students, staff and members of the public. Policies and procedures had previously been available in print format in the President's Office and via the District intranet. However, to increase access to the students, staff and members of the public, policies and procedures were moved to open Internet access in summer 2009 via the District's website. In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the College by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has Board Policy 3410 Nondiscrimination and Administrative Procedure 3410 Nondiscrimination that require equity in its employment and personnel matters. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has Board Policy 3430 Prohibition of Harassment and Administrative Procedure 3435 Discrimination and Harassment Investigations in place that allow for faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks.

Evidence:

Policies and Procedures Website
<http://www.sdccd.edu/public/district/policies/>

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District Governance Council Website

<http://www.sdccd.edu/public/administration/dgc/>

Annual Notice from Vice Chancellor of Human Resources of Policies and Procedures

BP 3410 Nondiscrimination and AP 3410 Nondiscrimination

<http://www.sdccd.edu/docs/policies/District%20Governance/BP%203410.pdf>

<http://www.sdccd.edu/docs/procedures/District%20Governance/AP%203410.pdf>

<http://www.sdccd.edu/docs/procedures/District%20Governance/AP%203410.pdf>

BP 3430 Prohibition of Harassment

<http://www.sdccd.edu/docs/policies/District%20Governance/BP%203430.pdf>

AP 3435 Discrimination and Harassment Investigations

<http://www.sdccd.edu/docs/procedures/District%20Governance/AP%203435.pdf>

AFT- Guild, Local 1931 - Faculty – Article IV – Grievance

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

AFT-Guild, Local 1931 – Classified Staff – Article XXI – Grievance

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

Association of Confidential Employees (ACE) Handbook –Chapter XVIII- Grievance Procedure

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/ACE.pdf>

POA -Police Officers Association – Article XIX – Grievance Procedure

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Police%20Officers%20Association.pdf>

Supervisory and Professional Administrators Association (SPAA) Handbook –Chapter XVII Grievance Procedure

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Supervisory%20&%20Professional.pdf>

Management Employees Handbook – Chapter XV Grievance Procedure

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

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College Response:

The College follows District and Board written personnel policies and procedures. Oversight of adherence to personnel policies and procedures is a responsibility of managers and supervisors, and the campus Business Office readily assists with this oversight.

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. District and board policies and procedures are published on the SDCCD website. San Diego Miramar College ensures that it administers its personnel policies consistently by following District policies and procedures.

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III.A.12-Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Under the auspices of the District Legal Services/Equal Employment Opportunity & Diversity Office the San Diego Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. They recognize that cultural competency is an important component of being qualified, and that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District is committed to hiring and staff development process that support the goals of equal opportunity, diversity, and cultural competency and provides equal consideration for all qualified candidates. The Board of Trustees of San Diego Community College District adopted the revised Equal Employment Opportunity Plan on July 29, 2014. <http://hr.sdccd.edu/docs/eoo/EEO%20Plan.pdf>

The Plan reflects the District's commitment to equal employment opportunity and promotes practices that are nondiscriminatory. The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et seq.). In addition, the Plan focuses on advancing diversity and cultural competency within the District. The Plan includes the requirements to comply with Title 5 regulations and provisions relating to equal employment opportunity programs; Establishment of equal employment opportunity and diversity committees; Methods to support equal employment opportunity; and Procedures for dissemination of the Plan.

The San Diego Miramar College campus has an established Site Compliance Officer, <http://hr.sdccd.edu/eoo/eositecomp.cfm> who conducts training to certify employees to become EEO representatives, chairpersons, and screening committee members. <http://hr.sdccd.edu/docs/eoo/UPCOMING%20EEO%20TRAINING.pdf> . Equal Opportunity complaints are filed with the Site Compliance Officer <http://hr.sdccd.edu/eoo/eocomplaint.cfm>

District Response

San Diego Community College District and the College create and maintain appropriate programs, practices and services that support its diverse personnel. The District offers extensive professional development opportunities, programs and training through the Employment and Professional Development department in Human Resources. The District has established a Leadership Development Academy Series available to employees, which includes the following: Management Leadership Development Academy, Supervisor Leadership Development Academy, Classified Development Academy; and a Faculty Leadership Development Academy currently being created and

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launched. The Academy series also offers a corresponding mentoring program for Academy graduates.

Human Resources also offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online training and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence.

The District also provides incentives for personnel to take classes and further their education, in that staff receive reimbursement for tuition for completed course work and are eligible for advancement on the salary schedule based on units completed as stipulated in collective bargaining agreements for faculty and staff. (Evidence: IIIA12⁴)

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). These services are confidential and available 7 days a week, 24 hours a day. They include support, assistance and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety and stress.

In addition, the College offers programs, workshops and staff development through FLEX events and college specific offerings.

The District has an active Campus and Diversity Advisory Council (CDAC) that includes members from all of the Colleges and Continuing Education diversity committees. CDAC meets regularly and its members share ideas and the council offers support to the individual Diversity Committees at the Colleges and Continuing Education. The College has its own separate diversity committee that supports its diverse personnel by providing a variety of educational and cultural events on campus.

The San Diego Community College District and the College regularly assesses their record in employment equity and diversity consistent with their missions. The College regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The Fact Book annually details this information. In addition, the Chancellor's Cabinet reviews quarterly the statistical diversity data for all of the Colleges, Continuing Education and the District Office. This information is presented annually to the governing board.

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO & Diversity Training for Screening Committees at each of the Colleges, Continuing Education and the District Office. Per the District's EEO Plan, this training is mandatory for all persons who participate in screening committees. The training provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination

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laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias. (Evidence: IIIA12¹⁷)

Evidence:

Human Resources Professional Development Website

<http://hr.sdccd.edu/epd/epdindex.cfm>

AFT- Guild, Local 1931 - Faculty – Article XIII Salary, Section 4.0 Salary Step and Class Movement

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

AFT-Guild, Local 1931 – Classified Staff – Article XV – Professional Growth, Sections 15.2 Educational Incentive Plan and 15.3 Tuition Reimbursement

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

AFT Guild, Local 1931 Naval Technical Training Program (NTTP – San Diego) – Article VI – Unit Member Rights, Section 6.1 Personnel File

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/NTTP.pdf>

Association of Confidential Employees (ACE) Handbook –Chapter VII – Pay and Allowances, Sections 7.14 Educational Incentive Program for A-N Steps and 7.15 Tuition Reimbursement

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/ACE.pdf>

Management Employees Handbook – Chapter 5 Pay and Allowances, Section I Educational Incentive Programs and Chapter XIV Management Employee Expenses

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf>

POA -Police Officers Association – Article VI Professional Growth.

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Police%20Officers%20Association.pdf>

Supervisory and Professional Administrators Association (SPAA) Handbook –Chapter VI Pay and Allowances, Section 6.12 Educational Incentive Program and 6.13 Tuition Reimbursement

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Supervisory%20&%20Professional.pdf>

Employee Assistance Plan

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http://hr.sdccd.edu/docs/benefits/forms/active_employee_plans/EAP%20Services%20Overview.pdf

Link to College's Diversity Committee Website

<http://www.sdccity.edu/CollegeServices/FacultyStaffResources/Committees/Diversity.aspx>

x

<http://www.sdmesa.edu/about-mesa/current-initiatives/diversity/index.shtml>

<http://www.sdmiramar.edu/content/committees/DIEC>

<http://www.sdce.edu/organization/governance/diversity-committee>

Annual College Demographics – Fact Book

<http://research.sdccd.edu/Research-Reports/fact-books.cfm>

Quarterly Diversity Report

EEO and Diversity for Screening Committees Training PowerPoint

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Student Feedback Survey Q44 experience at Miramar has given them a better understanding and appreciation of diversity, increase from prior surveys in 2009 and 2012. Agree 75%, increase of 65 from prior year with more agreeing than neither agree or disagree, disagreement same 7% as 2012, and decrease by 1% from 2009. Employee survey Q60 Policies and practices of the College clearly demonstrate commitment to equity and diversity employee satisfaction in agreement with this increased from 2009 by 5% but reduced by 1% from 2012.

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III.A.13-The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

District Response

San Diego Community College District has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted BP 4460 Conflict of Interest and AP 4460.2 Conflict of Interest. These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted BP 7150 Civility and Mutual Respect, which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild College Faculty Agreement, Appendix 1, includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715 Code of Ethics/Standard of Practice. The Vice Chancellor, Human Resources, has drafted a general formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the participatory governance review and approval process.

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible to ensure that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years.

In addition, professional ethics are addressed through professional development workshops, which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace. The College has a rich history of supporting professional ethics among all of its personnel.

Evidence:

BP 4460 Conflict of Interest

<http://www.sdccd.edu/docs/policies/Human%20Resources/4460.pdf>

AP 4460.2 Conflict of Interest

http://www.sdccd.edu/docs/procedures/Human%20Resources/4460_02.pdf

BP 7150 Civility and Mutual Respect

<http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207150.pdf>

BP 2715 Code of Ethics/Standard of Practice

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<http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202715.pdf>

AFT Guild College Faculty Agreement, Appendix 1

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

Draft Policy of Code of Ethics

EEO Representative Certification Form, EEO Rep's Checklist and EEO Rep Compliance Script

Notice of EEO and Diversity Training for Screening Committees Announcement, EEO and Diversity for Screening Committees Training PowerPoint, Certificate of Completion Template

The College follows the District's written policies for professional ethics. Its Site Compliance Officer is trained by District employees and adheres to the same high standards the District follows. Complaints of harassment, ethical lapses and EEO violations are promptly responded to with contact of all parties and a thorough investigation. Oversight for this position is provided by the District's EEO office.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Tracking of all complaints handled by the institution's Site Compliance Officer is overseen by the District's EEO office. This ensures not only prompt handling, but also that investigations are completed thoroughly and objectively. Additionally, on September 10, 2015, The District established a Title IX Coordinator and a Title IX Investigator. These positions are supported by Title IX training to include; The role of Board of Trustees in processes, understanding institutional liability, and Requirements to prevent and end discrimination and harassment based on gender.

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III.A.14-The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

District Response

In support of the vision of the Chancellor and Board of Trustees for succession planning and continuity of leadership for the future of the District, San Diego Community College District's 2009-2012 Strategic Plan stated as Strategic Goal #4: Establish Leadership Development Program/Academy in support of succession planning. The Strategic Plan Annual Update – 2010 stated for Goal #4: The establishment of the (Professional Development) Office ... has resulted in a number of initiatives related to staff development and succession planning.

The San Diego Community College District's 2013-2017 Strategic Plan states as Strategic Goal #2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration. This Strategic Goal has as one of its specific objectives to "expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success."

The San Diego Community College District has put this objective into action by creating the Leadership Development Academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. Four versions of the Academies are specifically designed for: Management, Supervisors, Classified Staff, and Faculty.

The San Diego Community College District Board of Trustees Self-Evaluation and Accomplishments for 2014-2015 outlines in further detail the District's accomplishments in relation to its commitment to professional development, through its leadership development and succession planning, with 360 graduates of the Leadership Academies to date. In addition, the Leadership Academy Mentoring Program has created 34 successful teams of mentors and mentees to further enhance graduates professional development.

In addition to the Leadership Development Academies, training is available to all employees online through the Keenan SafeColleges website. The San Diego Community College District has partnered with Keenan as a training provider for OSHA-approved courses, inter-personal and work related courses, sexual harassment prevention training, and many more. Employees have free access to these courses.

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Individual workshops are also provided to respond to specific departmental needs such as computer training, health improvement workshops, communication, and customer service.

In addition to training sponsored by the San Diego Community College District, staff are offered a tuition reimbursement program as well as educational incentive for completing higher education courses.

Faculty are offered a Professional Development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional Development may also be sought by Faculty members through Travel and Conference addressed in Section 18.3 of the [AFT Guild Faculty Agreement](#). Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the [AFT Guild Faculty Agreement](#). Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.

Evidence:

SDCCD 2009-2012 Strategic Plan, Goal #4

SDCCD Strategic Plan Annual Update-2010, Goal #4

SDCCD 2013-2017 Strategic Plan

http://www.sdccd.edu/public/events/strategicPlan_2013-2017_finalWeb.pdf

Management Leadership Development Academy Agenda

<http://hr.sdccd.edu/epd/MLDA/mldatrain.cfm>

Supervisor Leadership Development Academy Agenda

<http://hr.sdccd.edu/epd/SLDA/sldatrain.cfm>

Classified Leadership Development Academy Agenda

<http://hr.sdccd.edu/epd/CLDA/cldatrain.cfm>

Faculty Leadership Development Academy Agenda

The San Diego Community College District Board of Trustees Self-Evaluation and Accomplishments for 2014-2015

Keenan Online Training Course List

<http://www.safecolleges.com/courses/index.php>

AFT Guild, Local 1931 – Classified Staff - Section 15.3 – Tuition Reimbursement

AFT Guild, Local 1931 – Classified Staff - Section 15.2 – Educational Incentive Program

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AFT Guild, Local 1931 – Classified Staff - Article XV – Professional Growth
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

AFT Guild, Local 1931 – Faculty - Section 18.2 – Sabbatical Leave for College Faculty
AFT Guild, Local 1931 – Faculty - Section 18.6 – Continuing Education Adjunct Faculty
Ancillary Activities/Professional Development
AFT Guild, Local 1931 – Faculty - Articles VIII – Salary
AFT Guild, Local 1931 – Faculty - Article XVIII – Professional Development
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

College Response

The District Professional Development department provides professional development training and workshops. (Evidence: <http://hr.sdccd.edu/epd/epdindex.cfm>). The District has partnered with Keenan & Associates to provide online training options in a variety of topics to include; Emergency Management, Employment Practices, Human Resources, Social and Behavioral issues, Security, Hazardous Materials Storage and Labeling, and many others that can be accessed using the employees e-mail address. (Evidence: <http://hr.sdccd.edu/docs/employee%20development/Keenan%20Training%20List.pdf>).

Online Microsoft training courses are available, in addition to Leadership Academies at the Classified, Supervisory, and Management levels. The Academies offer the participants the opportunity to learn new skills, examine current management philosophy, and network with fellow colleagues and leadership professionals, and enhance their knowledge of the District's policies and procedures, mission, vision, and strategic planning goals. The Professional Development department will work in conjunction with campus managers or supervisors to develop and present Target Training workshops as well as Mandated Training workshops. (Evidence: <http://hr.sdccd.edu/epd/training.cfm>). The District also provides the opportunity for employees to access VEBA Lunch and Learn Meetings and will arrange through training request a variety of workshops related to workplace and work/life issue presented by experienced training professionals through the Employee Assistance Program (EAP).

The College offers and supports an array of professional development programs. Some of these professional development opportunities are offered through either the District or the College. For instance, leadership academies, new faculty mentor programs, faculty sabbatical programs, and flex opportunities are all examples of professional development opportunities. The College is able to identify the teaching and learning needs of its faculty and other personnel through an array of avenues such as the Staff Development Committee, and collaborations between the Academic Senate, Classified Senate and District's Professional Development department.

The San Diego Community College District Online Learning Pathways (SDOLP) offers workshops in online pedagogy and technology. In addition, the San Diego Community College District Online Learning Pathways works with campuses to develop campus-

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based workshops. SDOLP holds an annual summit for faculty training. SDOLP surveys faculty at the end of each workshop and summit to determine the professional development needs of its personnel involved in DE/CE (Evidence DE Information-District)

Both the Staff Development and the Professional Development committees ensure they provide requested workshops and activities to address identified professional development needs of College personnel.

Budget and Resource Development Subcommittee (BRDS) established a Professional Development fund for supervisors and campus wide professional development activities.

At the beginning of fall 2014, the College held a convocation that focused on the theme of “Teaching and Learning in the Classroom” (Evidence: 8/12 Agenda). The purpose of this event was to extract professional development ideas from faculty so that activities can be developed throughout the year in aiding them to become better instructors in the classroom. This event utilized the Six Factors of Student Success (Evidence: 6 Factors Guide) as a vehicle to highlight a student panel which shared their experiences of teaching and learning in the classroom. Upon the conclusion of the student panel, there was a break-out session, which consisted of a cross-section of constituency groups led by a facilitator, that engaged in structured dialogue about professional development ideas (Evidence: handouts and analysis). Upon the conclusion of this event, the professional development ideas were collected and sent to the Flex Coordinator for follow-up and implementation.

San Diego Miramar College has a Faculty Flex Coordinator who receives .2 release time. The coordinator reports to the Vice President of Instruction. The faculty who assumes this assignment will participate in the District Flex Committee. As Flex Coordinator, the faculty member acts as a liaison and resource for the Staff Development Committee and will work with faculty and VP of Instruction to schedule, coordinate and post approved flex activities on the flex website. The Flex Coordinator is responsible for: ensuring compliance with Title 5 for Independent Project and Flex activities, listing flex programs, assigning flex number to programs, tracking the status of faculty who have/have not completed flex requirements, reporting to Academic Senate and other committees that request information about flex, coordinate with VPI’s office, conduct faculty surveys regarding flex and submitting an annual report to the State. These responsibilities are outlined in the flex coordinator job description 2014-2015.

San Diego Miramar College’s Academic Senate has started discussion (Fall 2015) about developing a formal Professional Development Committee for the campus. The committee, composition and potential release time are still under discussion. (Spring 2016) ACTION PLAN

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The

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College and District are offering opportunities for professional development. With increased funding, more opportunities should become available. Overall, employees seem satisfied with the opportunities for professional development and feel they stay current in their fields of expertise. (Evidence: 2015 Miramar College Employee Feedback Survey).

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III.A.15-The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

District Response

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his/her personnel records. In addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file.

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need access to such information. The personnel file room is open to Human Resources/ Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the work week and remains locked during all other times.

Faculty evaluations are maintained on campus and are kept secured in the office of the Vice President of Instruction. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level.

All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee.

Employees must initiate this process with a request for an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each of the [District's Classification Collective Bargaining Agreements](#).

Procedures exist in the Human Resources Desk Manual for inspection of the file by those administrative employees with a need to inspect and for employees to access to their

Standard III.A. Human Resources

personnel file. The College meets this standard by ensuring that checks and balances remain in place to assure the integrity of the file.

Evidence:

AFT- Guild, Local 1931 - Faculty – Article XX – Personnel Files

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

AFT-Guild, Local 1931 – Classified Staff – Article IV – Employee Rights, Section 4.1 Personnel Files

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

AFT Guild, Local 1931 Naval Technical Training Program (NTTP – San Diego) – Article VI – Unit Member Rights, Section 6.1 Personnel File

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/NTTP.pdf>

Association of Confidential Employees (ACE) Handbook –Chapter II – Employee Rights, Section 2.1 Personnel Files

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/ACE.pdf>

POA -Police Officers Association – Article IV – Employee Rights, Section 4.1 Personnel Files

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Police%20Officers%20Association.pdf>

Supervisory and Professional Administrators Association (SPAA) Handbook –Chapter II – Employee Rights, Section 2.1 Personnel Files

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Supervisory%20&%20Professional.pdf>

Human Resources Desk Manual

Faculty Evaluation Files are kept in the VPI office. Access to evaluation files is controlled by VPI staff. Access to non-tenured faculty evaluation materials is limited to Faculty Evaluations Coordinator, Evaluation committee members, members of the Tenure Promotion Review Committee, the appropriate VP and College President. Access to tenured faculty evaluation materials is limited to the Faculty Evaluation Coordinator, evaluation committee members, appropriate Vice President and College President.

Analysis and Evaluation

Standard III.A. Human Resources

As evidenced above, San Diego Miramar College meets this Standard. Personnel records are kept secured and confidential. There is strong evidence that all records are kept secure by the District and the College at all times.

Standard III.B. Physical Resources

STANDARD III.B. PHYSICAL RESOURCES

III.B.1-The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

(Edits from district forthcoming)

District's Physical Resource Standards

The San Diego Community College District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities to include distance education. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Through the below activities both fiscal resources and the allocation of campus police resources are leveraged in the most effective way possible.

The first is through the Management Services Council. This Council serves as the forum where district-wide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements **(Evidence: MSC mtg minutes)**.

The second is the use of facility master plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus educational master plans. These plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization that has occurred throughout the District. ACTION PLAN at the end of the bond program the new Facilities Master Plan will be tied to each campus educational master plan **(Evidence: Facilities Master Plan)**.

The third is the bond capital improvement program mentioned above. This program allocated 1.5B dollars to build and renovate facilities to support the educational mission. This money, coupled with the facilities master plan, allows us to ensure that the facilities we build are in compliance with all codes and regulation **(Evidence: Facilities Master Plan, Rainbow Report)**.

The fourth is through a Districtwide security plan and annual safety report, which identifies measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision

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makers to evaluate information and make decisions that will facilitate the best allocation of resources (Evidence: District Safety and Security Master Plan, Annual Safety Report).

The fifth is the District safety website. In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the District Safety Coordinator (Evidence: District Work Safety Plan).

The sixth is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues (Evidence: District Services Priority of work matrix).

Distance Education

The institution plans maintenance and upgrades to equipment used to support distance education. Equipment in the Production Lab used for training are updated every three years.

San Diego Miramar College's Physical Resource Standards

In addition to meeting the policies and procedures as set by the District, the College maintains its own set of internal standards. These include the ways in which the College insures access to its facilities, maintains control over off-site facilities, identifies the need for equipment and other facilities, and evaluates the effectiveness of equipment and facilities in meeting the needs of college programs and services.

The College assures access to its facilities through ADA compliance, meeting student and employee population needs, and funding construction and improvements through bond projects (can we provide evidence of all the above, as we do for ADA compliance?). (Evidence: Section 504 of the Rehabilitation Act-1973 Webpage; 2010 Americans with Disabilities Act (ADA) Regulations Webpage; Miramar College Disability Support Programs & Services Office Webpage; Miramar College ADA Transition Plan).

The College maintains control over off-site facilities in order to ensure their quality by utilizing the same standards as used on-site. Off-campus sites, including Marine Corps Air Station (MCAS) Miramar naval base, determine safety and sufficiency through the same internal processes as on-campus sites (Evidence: SDCCD Facilities Work Order System Webpage; MCAS Work Request Entry Sample). MCAS Miramar must comply with all district and campus regulations in addition to base regulations.

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In order to determine the sufficiency of its facilities and to assess the effectiveness of how facilities support and assure the integrity and quality of its program and services, the College utilizes multiple mechanisms, as described below:

- **Facilities Work Order System.** The Facilities Work Order System (Evidence: [Miramar College Facilities Services Webpage](#)) allows individuals to make requests with urgent/non-urgent instructions for service (Evidence: [SDCCD Facilities Work Order System Webpage](#)). When a Work Order is closed (i.e. completed), an email is sent to the individual who initiated the request.
- **Campus Site Improvement Request Form.** (Evidence: [Miramar College Site Improvement Request Form](#))
- **Facilities Committee Review of Annual Goals.** This Committee reviews all plans and makes recommendations for the construction, remodeling, and/or reassignment of existing facilities. In addition, the Committee reviews Annual Goals, and ensures they are met. For example, the Facilities Committee Minutes from March 2014 state in Item III.2. that the Committee is “moving forward on tracking identified goals.” In addition, Items IV.1 and IV.2 report discussions of campus signage and way-finding. This topic is listed on the Facilities Committee Annual Goals 2013-14 as item 19 (Evidence: [Facilities Committee Minutes 10/3/13, p.2](#); [Facilities Committee Minutes 3/6/14, p.1](#); [Facilities Committee Minutes 7/17/14, p.2](#)).
- **Course Waitlists.** Waitlists are also used to determine whether students can enroll in classes, which may be based on facility needs, budgetary restraints, and/or staffing issues (Evidence: [Higher Demand Report Spring 2015](#)). As shown by the evidence, waitlisted sections dropped from 72% to 66% from Fall 2011-Fall 2013, and waitlisted seats dropped from 31% to 28% of total seats during the same period. These are still fairly high numbers, showing a continued demand for classes. However, the unmet demand is not necessarily limited to an insufficiency of facilities alone, but by other factors such as course offerings.
- **Online students surveys.** Students are also surveyed every other year (annually prior to 2014) to determine ... (Evidence: <http://research.sdccd.edu/Research-Reports/surveys.cfm>) The College also supports the equipment needs of distance delivery modes through funding of the District Online Learning Pathways (Evidence: [SDCCD Online Learning Pathways Website](#)).
- **Employee and Student Feedback Surveys** (Evidence: [Miramar College 2015 Employee Feedback Survey, p.28-30](#); [Miramar College 2015 Student Feedback Survey, p. 27-29](#))
- **Program Review Process.** For each instructional and non-instructional program review, faculty and staff identify facility needs and link them to student outcomes assessment, student achievement and/or program goals (Evidence: [Instructional](#)

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Division Program Review Report 2015-16). The Program Review needs are passed to the Facilities Committee which is then charged with developing annual goals and prioritizing the college needs in relation to these goals. Projects are then completed in order of priority and funding available (Evidence: 2014-15 Facilities Plan Project Ranking; Facilities Committee Minutes 4/9/15, p.2).

Safety and security are of the utmost importance to determining facilities and physical resources needs, as well as determining the effectiveness of existing facilities and physical resources. The College improves facilities and safety based on evaluations through the Facilities and Safety Committees, respectively. Improvements to facilities are demonstrated in the Facilities Master Plan Update (Evidence: Facilities Master Plan Update 2014).

Short and long term goals of the Facilities and Safety Committees are integrated with Strategic Goals 1-3 (i.e., Safety: Goal 3; Facilities: Goals 1, 2, 3) (Evidence: 2015-16 Facilities Committee Annual Goals; 2015-16 Safety Committee Annual Goals). For example, in the Safety Committee Annual Goals for 2015-16, all items are linked to Strategic Goal 3: “Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices” (Evidence: 2015-16 Safety Committee Annual Goals).

To evaluate and ensure safety of its facilities, the College uses the following:

- Criteria set by State and Federal legislation, district standards (as outlined above), and college standards (Evidence: San Diego Miramar College Emergency Plan 2015; San Diego Miramar College Evacuation Plan 2015; SDCCD Board Policies for Facilities & Equipment; SDCCD Building Design Standards; Citizens; Oversight Committee for Prop S & N Spending Reports).
- 1) Communications between administrators and Campus Police (Evidence: San Diego Miramar College Emergency Plan 2015).
- 2) Internal processes set forth by the District (as outlined above), College, and Citizens' Oversight Committee (Evidence: San Diego Miramar College Workplace Inspection Report Form; Safety Committee Minutes 3/15/15-Injury/ Illness and Accident Investigation Report, p.1).
- 3) Annual external evaluation by a third party agency (Keenan and Associates) (Evidence: Keenan & Associates Campus Safety Inspection Report).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Evidence from Program Review indicates that the facilities on- and off-campus meet and exceed the needs for the current student population (Evidence: Instructional Division Program Review Report 2015-16). For example, the Anthropology program, within the Social and

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Behavioral Sciences Department, stated a need for rolling carts to move skeletal materials from the designated storage closet to classrooms. The need for this cart was linked to the growth of the Anthropology program, and the need for additional classrooms (Evidence: Anthropology Department Resource Response Form).

In support of this, student level of satisfaction with facilities and physical resources has increased in all measured areas since 2012. In the 2012 Student Satisfaction Surveys, student satisfaction ranged from 70%-86%, which in part is due to improvements from construction projects from Props S & N (Evidence: Miramar College 2015 Student Feedback Survey, p27-29). Completed and future Prop S & N construction projects are listed in detail on the Prop S & N website and the Facts on File reports (Evidence: Facts on File: Report on Academic Year 2014 -2015, p.16; San Diego Miramar College Construction Updates Propositions S & N; San Diego Community College District- Propositions S & N).

In addition, the recent 2015 Student Feedback Survey showed an even greater increase in student satisfaction in all areas of facilities. Eighty-six percent of students perceive that classroom facilities are adequate for instruction, while 89% of students feel there is enough study space on campus. Student perception of safety on campus also increased in all measured areas, including adequate exterior lighting and campus signage. Eighty-seven percent of students say they feel safe on campus (Evidence: Miramar College 2015 Student Feedback Survey, p27-29).

Employee level of satisfaction with facilities and physical resources is now the highest it has been since 2009. In 2012, employee satisfaction ranged from 57%-80%, with the cafeteria lowest at 32%. The cafeteria satisfaction level was the only item to decrease in the reporting period between 2009 and 2012 according to the Employee Satisfaction Survey results. Level of satisfaction with physical resources ranged from 69%-84% (Evidence: Miramar College 2015 Employee Feedback Survey, p.20).

In the 2015 Employee Feedback Survey, perceptions of facilities and physical resources were more positive, with increased satisfaction in nearly all areas. Employees' level of satisfaction with Student Services facilities increased from 35% to 64%. In the area of Library and Support Services, the bookstore increased from 57% to 86%; and technology resources increased from 67% to 84%. Of the lab space on campus, employee satisfaction with science labs remained steady at 72%; career technical labs increased from 54% to 67%; and computer labs increased from 72% to 85%. Satisfaction with both classroom and assigned working space increased 33% and 32%, respectively. The cafeteria facilities received a significant increase from 34% to 74% (Evidence: Miramar College 2015 Employee Feedback Survey, Student Support Services p14-16, Library and Learning Support Services p18-22).

In the area of Physical Resources, employee satisfaction is high, and has increased in every category since 2009. Ninety percent of employees agree that the grounds are pleasing and adequately maintained. Eighty-eight percent agreed that the exterior of campus buildings are adequately maintained and 70% also agreed the interior is

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maintained. Satisfaction with exterior lighting has increased from 69% in 2012 to 77% in 2015 (Evidence: Miramar College 2015 Employee Feedback Survey, p.28-30).

The one area that showed slight dissatisfaction was parking from 80% to 76%, which is likely due to changing parking availability during construction. Parking needs are one of the on-going central concerns of the Facilities Committee. The Facilities Committee Chair, Vice President of Administrative Services (VPA), regularly walks the campus to assess potential parking issues. Every semester, the VPA presents a list of the occupied and unoccupied parking stalls in each parking area on campus. The committee assesses whether modifications or mitigations are necessary (Evidence: Facilities Committee Minutes 6/4/15; Parking Space Allocation Spring 2016).

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III.B.2-The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

(edits from District forthcoming)

District-wide Physical Resources Maintenance

The San Diego Community College District is constantly assessing the physical resources necessary to accomplish our educational mission. This includes support for all modalities to include distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support its services and programs to achieve our educational mission. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff and meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements (Evidence: [IIIB2¹](#); [IIIB2⁴](#)).

The second is the use of campus facility master plans. At the beginning of our bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but are not directly linked to the campus educational master plans. These plans, which were created with participation from faculty and staff in their creation and have provided the blueprints for the facility modernization that has occurred throughout the District. At the end of the bond program the new facilities master plan will be tied to each campus educational master plan.

The plan, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals. (Evidence: [IIIB2³](#); [IIIB2⁴](#); [IIIB2⁵](#)).

The third is the bond capital improvement program mentioned above. This program allocated 1.5B dollars to build and renovate facilities to support the educational mission. This money, coupled with the facilities master plan, allows us to ensure that the facilities we build are in compliance with all codes and regulations (Evidence: [IIIB2³](#); [IIIB2⁴](#); [IIIB2⁵](#), [IIIB2⁶](#)).

The fourth is the District's five year capital improvement plan. Required by the State Chancellor's office, this plan highlights the District's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five year outlook. Because of our bond capital improvement program, our eligibility for additional

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state funding associated with the five year capital improvement plan is limited. (Evidence: IIB2⁶; IIB2⁷).

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though there is never enough funding allocated to do everything we want, there is usually enough to provide the proper resource allocations to maintain and replace assets as required (Evidence: IIB2⁸).

The sixth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters and utilizes the same principles behind a Total Cost of Ownership assessment (Evidence: IIB2⁹).

Distance Education:

The institution does not maintain equipment for distance education purposes other than general use and access student computers (maintenance and processes are outlined above). The institution contracts with Blackboard, a learning management system for distance education. Blackboard was selected by the Districtwide Distance Education Steering Committee (DDESC) after a year-long process of review and testing at each of the campuses. The contract with Blackboard includes managed hosting whereby Blackboard has its own servers and schedules its own maintenance. The San Diego Community College District, through the IT department, uploads selected student and course information. In this way, students' privacy is protected.

The process for selecting Blackboard included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and the San Diego Community College District Online Learning Pathways periodically reviews the performance of Blackboard during its monthly meetings (Evidence: IIB2¹⁰; IIB2¹¹; IIB2¹²).

Evidence: http://isp.sdccd.edu/accreditation/docs/Blackboard_Contract.pdf

http://isp.sdccd.edu/accreditation/docs/Blackboard_Meeting_Notes.pdf

DDESC Meeting Notes: (<http://www.sdccdonline.lnet/handbook/meetingnotes.htm>)

San Diego Miramar College's Physical Resources Maintenance

The College has also established and maintains effective procedures to ensure that selection, maintenance, inventory, and replacement of all equipment are accomplished systematically to support institutional programs, services, and mission. Equipment selection begins with departmental identification of needs during the Program Review process. Program Review gives individual programs the opportunity to identify equipment needs, including both replacement and maintenance of existing equipment,

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which are linked to student achievement, outcomes and success, and are used to support program goals to increase student success. Please refer to Standard I.B.5 for a full description of the Program Review process. Requests for Funding (RFF) are then submitted to the Budget and Resource Development Subcommittee for consideration when funds are available for the purchase of new equipment (Evidence: Budget & Resource Development Subcommittee Email to College 9/25/15; Budget & Resource Development Subcommittee Request for Funding Form; Budget & Resource Development Subcommittee Request for Funding Instructions; Budget & Resource Development Subcommittee Minutes 11/6/15).

The above mentioned resource allocation process has augmented funds provided through the Federal Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV / CTEA), and donations from college partners such as Hawthorn Machinery, Toyota, and Honda. The College also has a small minor improvements budget allocated each year that may be used to address campus needs for repairs and renovations (Evidence: San Diego Miramar College Minor Improvement Budget 2015-16). Requests for these funds are made directly (?) to the Vice President of Administrative Services and assessed and ranked in the Facilities Committee when funding becomes available. Technology standards have been developed to ensure that equipment for smart classrooms and its placement comply with Americans with Disabilities Act (ADA) requirements and meet teaching and learning needs. Please refer to Standard III.C.3 for a full description of the technology maintenance review process.

The College promotes effective utilization through comprehensive ADA transitional planning and building design standards that address Green Policies, Crime Prevention, Signage, Universal Design, and Furniture Standards (see Standard III.B.1 for details). The Safety Committee also makes ongoing assessments and recommends actions to ensure a safe and secure campus environment (Evidence: Safety Committee Minutes 3/15/15, p.2).

Propositions S and N have allowed the college to provide the much needed physical resources to meet student need. While the bond measures are at the end of their respective campaigns, the College continues to grow. During Spring 2015, the College was approved by the District to begin exploring a capital campaign to design and build a performing arts center on campus. The Dean of Liberal Arts was assigned the task of initiating the requisite research to determine the best building design based on the proposed usage, future program needs and community value, and to work with faculty and staff to develop program plans for future usage of this facility.

After an initial meeting with the Arts and Humanities faculty to get a sense of purpose for the new building, meetings and visitations were set up at several other performing arts centers in the San Diego area to speak with their administrators and staff to better understand what services are being offered by other performing arts centers and what building designs seemed to be most successful. At these meetings, the pros and cons of various programs and building designs were discussed. Feedback was also solicited regarding the community needs that are not being satisfied in the greater San Diego area.

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This information helped to guide our plans for the proposed Miramar Performing Arts Center (Evidence: any evidence of feedback or discussions?).

As a result of this research, a proposed plan to enhance the existing Program Review was created by the Dean and the department of Arts and Humanities, outlining the desired design and function of a performing arts center to be constructed adjacent to the Arts and Humanities building (Evidence: Miramar College Performing Arts Center Proposal). Along with this proposed plan is a chart regarding the building specifications that was created by the district architect in consultation with the Dean and the Arts and Humanities faculty, as well as a proposed set of music and dance program curricula that would emerge in conjunction with this new facility (Evidence: Performing Arts Building Draft Proposal; Miramar College Dance Degrees Proposal; Miramar College Music Programs Proposal). These plans were also presented to the representatives of the School of Liberal Arts as a School Forum for additional feedback and awareness.

The Dean has also become a board member of the NFC (Neighborhood First Coalition), which is a community based forum for enhancing community services in the Miramar (Is Miramar the name of the region or is it Mira Mesa?) region. This is done to help ensure that the proposed performing arts center meets the needs and the approval of the surrounding community as well as the campus program needs (Evidence: Neighborhood First Coalition Meeting Agenda 4/12/16; Neighborhood First Coalition Meeting Minutes 3/15/16).

Discussions regarding this project are ongoing between the Dean and the department faculty, and progress reports are standing items on the College Executive Committee (CEC) agendas, the Management meeting agendas, and the Dean's meeting agendas. In this way, the campus as a whole is kept informed as to the status of this important project (Evidence: College Executive Committee Minutes 4/26/16, p.2; Management Meeting Agenda 4/18/16, Dean's Council Meeting Agenda 7/6/16). Currently, the campus is awaiting confirmation regarding available funds and campaign strategies to begin acquiring the necessary budget for this immense undertaking.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College uses both Program Review and college governance committees to manage the physical resources and their effective utilization to support the programs and services on campus.

In support of this, surveys indicate that satisfaction is on the rise in regards to the new facilities. According to the 2015 Employee Feedback Survey results, respondents expressed a 35% increase in their satisfaction regarding the new physical facilities between 2009 and 2015 (Evidence: Miramar College 2015 Employee Feedback Survey, p18). Similarly, student satisfaction regarding the grounds, and exterior and interior building maintenance show an upward trend. Student satisfaction in these three respective areas has increased 16% to 18% between 2009 and 2015 (Evidence: Miramar College 2015 Student Feedback Survey, p27-29). The College will continue to assure

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effective utilization and the quality necessary to support its programs and services and achieve its mission.

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III.B.3-To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

San Diego Miramar College's Physical Resources Plans and Evaluation

The College also has implemented a number of its own plans and procedures to ensure effective use of physical resources in supporting institutional programs and services, in addition to actively participating in the district processes described below. From an overall planning perspective, the integrated Facilities Master Plan serves to document the current status of building projects on campus and provides an update on projects completed, projects currently in construction, projects in design, other campus projects and ranked facilities needs for the 2014-15 academic year (Evidence: Facilities Master Plan Update 2014). Members of the college Facilities Committee include faculty, staff, administrators, and students, and all are involved in the planning and resource allocation of facility needs (Evidence: Facilities Governance Handbook Page <http://www.sdmiramar.edu/content/committees/FACI>). All facility needs are aligned and integrated with the college's Strategic Plan Goals, which directly support the college mission.

The Program Review process is another important source of data for evaluating effectiveness in this area. Facilities annual goals (what goals? from Program Reviews?) are submitted to the Facilities Committee, and are then prioritized by the committee in relation to Program Review (Refer to III.B.1 for description of this process), Safety and Instruction needs. Projects are completed in order of priority and funding available. The college Budget and Resource Development Subcommittee links its work with the Program Review process to respond to equipment needs through identifying potential funding sources for program/service needs and reviewing and prioritizing the college's annual Program Review-generated Requests for Funding (RFF).

Finally, instructional equipment, particularly for career and technical education training, needs to be linked to a continual assessment of and improvement concerning technology resources (not sure what we are saying here). The College strives to ensure such a connection through the college Technology Plan. For example, the 2014-2017 Technology Plan describes a key activity to provide technology support to programs such as Automotive Technology and Biotechnology for vendor supplied technology (Evidence: San Diego Miramar College Technology Plan Fall 2014-Spring 2017, p.14 ICS 1.8).

Can we address utilization? What process does the institution use to assess the use of its facilities? How often does the evaluation occur?

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District-wide Physical Resources Plans and Evaluation *(edits from district forthcoming)*

The San Diego Community College District is a complex organization in a very dynamic environment. In order to ensure we accomplish our educational mission, the District uses data driven tools to provide critical information to decision makers. In our continual assessment of our physical resources, we use established benchmarks to measure our effectiveness and a total cost of ownership process to establish the feasibility of resource allocation. This includes support for all modalities to include distance education. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matter concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirement (Evidence: MSC mtg minutes).

The second is through the automated work order process employed throughout the District. Megamation, the automated worker order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues (Evidence: DSC Priority Matrix).

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled maintenance efforts. Though there is never enough funding allocated to do everything we want, there is usually enough to provide the proper resource allocations to maintain and replace assets as required (Evidence: State Scheduled Funding List).

The fourth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that utilizes the same principles behind a Total Cost of Ownership assessment (Evidence: Facilities Operations and Maintenance Outlook).

The fifth is the District Services Survey that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess their effectiveness at accomplishing their service mission and provide a metric to base resource allocation (Evidence: Survey Results).

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Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Through the Management Services Council, the automated work order process, the state scheduled maintenance program, and the Facilities operations and maintenance outlook, the District supports the physical needs, institutional programs and services of the Colleges. San Diego Miramar College also relies upon its Facilities Master Plan, Program Review, and College Technology Plan to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

Standard III.B. Physical Resources

III.B.4-Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

District-wide Long-range Capital Planning

(Edits from district forthcoming)

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The facilities master plan, when coupled with the individual campus educational master plans, provides a framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted utilizing a total cost of ownership. $\text{Purchase Cost} + \text{Maintenance Cost} + \text{Hidden Cost} = \text{TCO}$. Some of the hidden costs are listed below:

Acquisition costs: the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something.

Upgrade / Enhancement / Refurbishing costs.

Reconfiguration costs.

Set up / Deployment costs: costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services.

Operating costs: for example, human (operator) labor, or energy/fuel costs.

Change management: costs: for example, costs of user orientation, user training, and workflow/process change design and implementation.

Infrastructure support costs: for example, costs brought by the acquisition for heating/cooling, lighting, or IT support.

Environmental impact costs: for example, costs of waste disposal/clean up, or pollution control, or the costs of environmental impact compliance reporting.

Insurance costs.

Security costs.

Physical security, for example, security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services.

Electronic security, for example, security software applications or systems, offsite data backup, disaster recovery services, etc.

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Financing costs: for example, loan interest and loan origination fees.

Disposal / Decommission costs.

Depreciation expense tax savings (a negative cost).

Additionally, long term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in many ways.

The first is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus. (Evidence: IIB4¹; IIB4²; IIB4³) The Facility Master Plan identifies the facility requirements to meet the educational mission but are not directly linked to the campus educational master plans. These plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization that has occurred throughout the District. ACTION PLAN at the end of the bond program the new Facilities Master Plan will be tied to each campus educational master plan (Evidence: Facilities Master Plan).

The second is the District's five year capital improvement plan. Required by the State Chancellor's office, this plan highlights the District's planned capital improvements over the next five years. Normally when this plan is created it uses data driven metrics to identify projects. Currently this plan highlights the bond program's planned five year outlook. Because of our bond capital improvement program, our eligibility for additional state funding associated with the five year capital improvement plan is limited (Evidence: 5 year Capital improvement plan, Rainbow report).

The third item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that utilize the same principles behind a Total Cost of Ownership assessment (Evidence: Facilities Operations and Maintenance Outlook)

San Diego Miramar College's Support for Long-rang Capital Planning

The College works with the District to develop long-range capital and equipment replacement plans in support of college-wide master planning efforts, which are updated annually in the Facilities Committee (Evidence: SDCCD Local Scheduled Maintenance Report 2015-16; San Diego Miramar College Facilities Master Plan; SDCCD Five Year Construction Plan 2016-2017). One component of Propositions S and N was the assurance that all necessary costs for staffing and maintenance of any facilities constructed with bond funds would be budgeted by the District before any construction projects were initiated. This guarantee, which was written into the bond language, protected both the taxpayers and the College from building facilities that it cannot staff or support (Evidence: Proposition S Board Resolution, p. 1-3; Proposition N Board Resolution, p. 1-3). To comply with the bond measure, there was a district-wide facilities reorganization that took place, and facility management practices were reviewed by District Facilities Management and the campus-based Regional Facilities Officer. As the

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economic outlook of the State improves, more progress is being made to increase the Facility Service staffing levels (this data will need to be provided by VC of Facilities according to VPA).

Long range capital projects are linked directly to institutional planning by the college's Facilities Master Plan (Evidence: Facilities Master Plan). Members of the college's Facilities Committee from faculty, staff and student constituent groups are involved in the planning and resource allocation for facility's needs. All facilities needs are aligned with the college's Strategic Plan Goals, which directly support the college mission.

A significant effort has been made to reduce long-range operational and maintenance costs by LEED certifying every Proposition S and N facility and installing smart meters. SD Engineers was contracted to complete Energy Audits to assess and improve the energy saving measures that can be implemented with Prop 39 funds (Evidence: J-100 report-Ask VPA office). The recommendation to improve the HVAC monitoring controls, unoccupied lighting controls and parking lot lighting occupant controls can all be implemented with Prop 39 funding.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. By relying on the college's Facilities Master Plan, the district's Five Year Capital Improvement Plan, and the district's Facilities Operations and Maintenance Outlook, the College ensures that long-range capital plans support institutional improvement goals.

Looking to the future, San Diego Miramar College and the District have mitigated increased cost of ownership by building LEED certification into new building design and performing energy audits on existing facilities. The College will continue these efforts to ensure that capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment

STANDARD III.C. TECHNOLOGY RESOURCES

Note: Need to reference BP 0250 and AP 0250.1 once they are finalized by the District. BP 5105 and AP 5105 are referenced in standard III.C.5 and are forthcoming.

III.C.1-Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

San Diego Miramar College Technology Services and Support

The College provides technology services and support to the institution at several levels. At the college-level information technology services are provided by Administrative and Instructional Computing Support (ACS & ICS) departments, and the Audiovisual (AV) department supports the audio/visual needs of the campus. . The College ensures its own support staff are proficient and current by providing various training resources such as online technical libraries (e.g., Safari Books online) and sending staff to appropriate training or conferences such as Infocomm and Drupalcon (Evidence: 2014 AV-InfoComm Travel Request; 2016 ICS-Drupalcon Travel Request).

Certain technology service functions such as distance education, human resources and student information systems, and other enterprise-wide administrative systems (e.g. email, Enterprise Resource Planning, etc.) are supported at the district-level and are utilized by all Colleges within the District (see District section below).

Identification of technology needs takes place as part of the Program Review process. Each department, program or service area prepares a Program Review needs analysis, during which the faculty and staff identify resource needs including technology that will lead to improved teaching, learning, and student success. Instructional programs identify needs specific to their program, but service areas, especially the Information Technology (IT) and Audiovisual (AV) departments, identify college-wide needs (Evidence: 2015-16 AV Program Review; 2015-16 ICS Program Review). Once the annual Program Review process has concluded, departments or service areas prepare “Requests for Funding” (RFF) that are submitted to the Budget and Resource Development Subcommittee (BRDS). Technology-related requests are then passed directly to the Technology Committee for review and prioritization (Evidence: Technology Committee Minutes 10/28/14; Technology Committee Agenda 11/03/15; 2014 RFF Technology Committee Prioritization Spreadsheet; 2015 RFF Technology Committee Prioritization Spreadsheet). The Technology Committee’s recommendations are then passed back to BRDS, where they can be integrated back into the non-technology requests and a complete recommendation for funding expenditures is then sent through the participatory governance process.

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Certain other funding sources, such as Proposition S and N funds, grants, and assigned departmental discretionary budgets, do not utilize the Program Review/BRDS/Technology Committee process described above. In the case of Prop S and N funds or large grants, technology needs are identified in consultation between the stakeholders in the new/ remodeled building and the appropriate IT or AV department representatives (Evidence: Police Academy A-200 Building AV Plan; Student Resource & Welcome Center Building AV Plan). Departmental funds do not require the Program Review/BRDS process; however, all technology purchase requisitions are passed through the appropriate IT or AV department for approval (Evidence: AV Home Depot Blanket Purchase Order 2015; ICS VDI Server Requisition Order 2015). This allows the College to ensure the consistency and quality of the technology.

Instructional technology systems are administered by the campus Instructional Computing Support (ICS) department, which ensures reliability of those systems through technology such as VMWare's Enterprise Virtualization and regular backups to tape (?) of critical data. Computer workstations are purchased from a district-authorized vendor with a 4-year warranty. Out of warranty systems are maintained through a roll-down process and through keeping a stock of older systems for replacement parts (Evidence: ICS Independent Learning Center Inventory).

The Audiovisual Department regularly monitors and maintains the district's investment in Smart classroom technology by performing tasks, such as keeping projector filters clean and monitoring lamp hours. The Audiovisual Department is working to update devices and promote efficiency by monitoring AV devices and components online via the Extron Global Viewer (Evidence: AV Maintenance Log-Main Lamps; AV Lamp Reading Summer 2015).

Distance learning is supported both by the College and the District. The District maintains the servers, data backups and data connections, which students use both on and off campus to access their Blackboard online courses. The College and all computer labs provide the necessary browser plug-ins to support distance learning courses. Additionally, the College Library provides several online article and research databases, which are available both on campus and remotely to enrolled students.

District Technology Services and Support

Technology in the District is a critical component of multiple aspects of learning, teaching and student support as well as the foundation and infrastructure for all administrative and business operations throughout the District. As a multi-college District serving multiple campuses and locations throughout the City of San Diego, there are aspects of technology that are centralized to the District Office's Information Technology Services department and others which are decentralized to the colleges' Information Technology areas. The Technology Master Plan 2015-18 provides the framework by which technology is addressed at the District. (Evidence: IICI¹) Technology related services, hardware, and software are regularly evaluated, upgraded and maintained in order to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

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As described in the Technology Master Plan 2015-16, the Colleges support the academic programs, teaching and learning technology service related needs at each institution with the District's IT department providing districtwide network infrastructure, hardware and software, telephone operations, data center and "helpdesk" services to all three colleges in addition to being responsible for the District Office's various locations and all Continuing Education sites. The District IT department is also responsible for the districtwide Library system and web servers; the administrative ERP (Enterprise Resource Planning) system's hardware and software configuration, installation and maintenance, and the standards for all technology software and hardware used throughout the District.

The District IT department maintains enterprise agreements with Microsoft and Adobe. (Evidence: IIC1², IIC1³) The Microsoft enterprise agreement, which the District is contracted for is commonly referred to as the Microsoft Campus Agreement but recently has changed its name to the Microsoft Open Value Subscription Agreement for Education Solutions. The Adobe agreement, for which the District has contracted, is called the Adobe Creative Cloud Enterprise Term License Agreement. These enterprise agreements make sure the District's administrative and academic programs have access to the most current software applications as possible which includes Microsoft Windows, Microsoft Office, and Adobe Creative Cloud products; such as, Acrobat Pro, Photoshop, Illustrator, Dreamweaver, Premier, and Flash.

The District participates in the Foundation for California Community Colleges' master license agreement for the Blackboard Learn Course Management system and for the faculty and student Blackboard Help Desk Service Agreement.

Distance learning programs are supported by the Blackboard Learn Course Management System (Evidence: IIC1⁴, IIC3). The Blackboard Learn software was selected by the Online Learning Pathways faculty after several pilot courses were implemented. The Blackboard Learn software is remotely hosted by the vendor firm, Blackboard, which is also responsible for the server maintenance and hardware. Blackboard's Managed Hosting solution was selected because of its ability to scale and match SDCCD's increasing demand for online programs and courses (Evidence: IIC1⁵ IIC1⁶).

The Blackboard Learn courses are available from any computer and select mobile devices with internet access 7 days a week, 24 hours a day. All Blackboard system upgrades are planned for and communicated in advance and are usually completed without any course and student downtime. The course content and student information are archived on a two-year cycle and the entire system is backed up nightly. Archives are also kept on external hard drives located at the SDCCD Online Learning Pathways offices (SDOLP).

All student records are secured by multiple technologies including firewalls installed on local servers. The student and course data is refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Blackboard system. In addition, the District IT department and the college IT areas make sure all campus

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computers can connect to the Blackboard hosting centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high speed internet access. All of the systems are monitored on a daily basis for reliability and bandwidth capacity (Evidence: IIC1⁷, IIC1⁸, IIC1⁹, IIC1¹⁰).

The District does not provide “Personally Identifiable Information (PII)” data for students to the Blackboard Learn system. Only the student assigned District ID is provided and matched along with course reference number information in order to build Blackboard Learn course rosters. The instructor of record manages the coursework in Blackboard and is responsible for inputting attendance and grade information into the District’s administrative Enterprise Resource Planning (ERP) system.

The District has been using the Blackboard Managed Hosting System for approximately six years and has not experienced any unplanned downtime. Blackboard’s communications with the District have been exceptionally good with regard to planned application or data upgrades. Blackboard’s Managed Hosted Data Centers can be incrementally scaled to match the District’s growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the Blackboard Managed Hosting System agreement (Evidence: IIC1¹¹).

San Diego Online Learning Pathways (SDOLP) reviews hosted storage usage on an annual basis. Courses are archived on a regular basis and hard drives are kept up to date. The equipment in the Production and Training Lab are maintained on a regular basis with software updates. The hardware in the lab is updated every three or four years depending on the requirements of emerging technologies (Evidence: IIC3⁶).

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting, which is funded by a general fund maintenance budget to maintain and refresh technology every 4-6 years depending on the useful life of the equipment and the vendor’s product support lifecycle for replacement parts (Evidence: IIC1¹²).

District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. This data is shared with the colleges and District planning groups to ensure resources are efficiently and effectively expended. (Evidence: IIC1⁹) An example of this planning and collaboration was the work with the instructional support staff, in September 2015, to avoid performing Windows and antivirus signature updates during peak usage hours of the network and WAN segments.

The District IT department also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed on a monthly basis to determine any trends in equipment failures or support service failures (Evidence: IIC1¹³).

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Several districtwide advisory committees ensure compliance with standards as they relate to technology and acquisition particularly with regard to technology equipment, applications and support services bid documents (RFPs).

Examples of District IT department supported systems are:

- Administrative ERP Systems (Student System including Financial Aid, Finance, HR and Payroll.
- Campus based local area networks (LANS)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)
- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones and emergency communication systems
- Telephone PBX systems and telephones
- District Web Services
- Remote Access Services
- SirsiDynix/Horizon Library System
- Student, Course and Instructor data for Blackboard Course Management System
- Prop S and N New Building Communications and Audio Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget (Evidence: IIC1¹²). Major system replacements are a capital budget project request, which are funded through the District Office's districtwide budget prioritization process.

Distance Education

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. SDCCD Online Learning Pathways is advised of needed support via the District-wide Distance Education Steering Committee (DESC) (<http://www.sdccdonline.net/handbook/>).

SDCCD Online Learning Pathways archives courses that are from the previous academic year (Evidence: IIC3⁹). Archives are kept on hard drives and are accessible only by written request by authorized personnel. Hard drives are kept at a separate location to ensure security and for disaster prevention. In addition, the course management system is hosted on a remote server and is backed-up on a regular basis with redundancy. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data is uploaded to the server. Student information is not archived.

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Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. In all, technology support has been perceived favorably by employees. In particular, the majority of respondents in the 2015 Employee Feedback Survey are satisfied with both technical and audio-visual support throughout the College (80% & 87%, respectively) (Evidence: Miramar College 2015 Employee Feedback Survey, items 23 & 24). Employee respondents also show high levels of satisfaction with technology resources and computer labs (84% & 85%, respectively). (Evidence: Miramar College 2015 Employee Feedback Survey, items 48 & 51). Both of these items showed an increased trend toward higher levels of satisfaction between 2009 and 2015.

These results are further corroborated by student perception. In particular, the majority of student respondents in the 2015 Student Feedback Survey strongly agreed that the computer labs are equipped with updated computers and software (81%) and that the availability of open computers labs is sufficient to meet students' educational needs (80%) (Evidence: Miramar College 2015 Student Feedback Survey, items 54 & 55). The observed increases in satisfaction levels from both surveys may be due to the recent restoration of funding, allowing the College to replace outdated equipment. Furthermore, because of the integrated Program Review process, decisions made by the Technology Committee and the campus technology support areas are informed using by college-wide data.

To support the integration of technology services with college-wide planning, the Technology Committee defined positions for IT and AV staff as committee members (Evidence: San Diego Miramar College Governance Handbook May 2016, p.25). This allowed the campus technology departments, with a campus-wide view of technology needs, to provide input and feedback and act as a centralized clearinghouse. For instance, one department's technology needs may be handled best by "rolling down" suitable technology from another campus area rather than expending funds (see Standard III.C.2 for details) (Evidence: San Diego Miramar College Computer Roll Down Summary). However, when funds are funneled through a separate process (such as proposition S & N, or grant funds), mistakes can occur. The College will continue to refine this process so that fund stakeholders are connected with support departments in a more meaningful way.

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III.C.2- The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

District Technology Plans, Updates, and Replacements

The colleges and district's IT department ensure that various types of technology needs are identified, updated and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the District IT department and colleges collaborate on technology related issues. Each college has an Information Technology committee with constituency representation serving on the committee to provide input for planning, budgets and timelines to address technology issues at each institution.

To ensure coordination of districtwide technology needs, the District's Information Technology Services Director attends the various college IT committee meetings in order to share planning information related to districtwide operational technology projects and Propositions S and N capital construction projects' technology requirements to ensure alignment between the District and the college projects and priorities. In addition, the District recently added a districtwide Technology Committee, as defined in the District's Technology Master Plan 2015-18, consisting of individuals possessing technical and functional technology skills and knowledge representing the District offices, the three colleges and Continuing Education. The Technology Committee was formed in order to ensure a venue by which broad based communications related to districtwide technology support and services may be addressed. (Evidence: IIC1¹)

An example of the planning activities and outcomes of the collaboration efforts between the District IT department and the colleges is the Dark Fiber upgrade project where the WAN capacities were upgraded every three years to meet changing demands. After several upgrades, District IT realized the only way to get ahead of the increasing demand was to convert the AT&T based, WAN data circuits, to leased fiber and maintain the optical transport equipment themselves. The plan was vetted with the College IT committees and approved in October 2015 using Proposition N funding.

Plans and priorities were put in place to increase Internet bandwidth through CENIC (Corporation for Education Network Initiatives in California), which was selected as the primary Internet Service Provider by the California Chancellor's Office, and then to increase WAN bandwidth by implementing a dark fiber infrastructure, install more wireless access points on campuses, and then increase the wireless session speed to support high quality video on mobile devices (Evidence: IIC2², IIC2¹).

In addition to working with the districtwide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in the development of all Requests for Proposal (RFP) related to technology acquisitions and

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development of technology standards districtwide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software tool, which enables automatic tracking, status and dispatch of support staff for problem or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer and audio visual standards as necessary, as well as, vendor support issues (Evidence: IIC2³, IIC2⁴, IIC2⁵).

Examples of districtwide advisory groups, comprised of administrative and academic representatives, are:

- Microcomputer Advisory Group (MAG) which advises District IT Services with regard to Administrative and Academic computer and printer standards, disk imaging procedures, and reviews technical issues reported through the IT Help Desk and any related to vendor response or support issues.
- Campus Audio Visual Group (CAVE) which establishes standards for classrooms and conference rooms districtwide to include smart classroom equipment, podium and compliance standards such as DSPTS height and clearance standards.
- Districtwide Distance Education Steering Committee (DDESC) advises SDCCD Online Learning Pathways with regard to technological software needs for distance learning. The Department of Online and Distributed Learning works closely with District IT to ensure that software loaded onto district servers will be secured and maintained.

(<http://www.sdccdonline.net/handbook/meetingnotes.htm>) (Evidence: IIC2⁹)

In an effort of continuous improvement to operations, the District began in 2012 a process to solicit for and implement a new Enterprise Resource Planning (ERP) software application to support all of its business and administrative processes for Fiscal, Human Resources and Student Services operations. Oracle's PeopleSoft system was selected in 2013 along with Ciber, Inc. serving as implementation consultants. The new ERP software system enabled the District to move from its Colleague and Legacy systems into a fully integrated software system to support business and administrative functions of the District. The Finance pillar of the PeopleSoft application went live as of July 1, 2015 and the Human Resources pillar, "Human Capital Management", went live as of January 1, 2016. The Student Services pillar, "Campus Solutions" is scheduled to go live as of summer or fall of 2017. The new PeopleSoft ERP system will provide the District a more technically advanced architecture, particularly with regard to web, portal, and seamless access while also integrating all functional business and administrative processes for the District once all pillars are fully implemented.

Distance Education

The SDCCD makes decisions about the use and distribution of its technology resources in relation to distance education through the Districtwide Distance Education Steering Committee. For example, the switch from WebCT to Blackboard, after a year-long

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process of meetings, piloting, and reviewing, DDESC made the decision to move to Blackboard.

DDESC also reviews new technological resources and makes the decision to acquire those resources. Recently, TaskStream e-Portfolio was introduced to the committee via video conferencing. After discussing the product, DDESC voted not to acquire it. Similarly, DDESC members piloted and reviewed a new learning management system, Canvas. DDESC recommended that we delay the process of review until the implementation of the new ERP (student information system) was closer to completion.

The District assures a robust and secure technical infrastructure for distance education through managed hosting with Blackboard. Blackboard uses redundant servers and does periodical maintenance upgrades to ensure reliability of services and security. Technical infrastructure is evaluated and maintained by Blackboard. Reliability of the resources are monitored through the 24/7 Help Desk, Presidium. In addition, other technological resources are subscribed to and the services are maintained by the vendor sites.

SDCCD Online Learning Pathways administers a student satisfaction survey bi-annually to ensure that the students' needs are met. Results of the survey are shared with the Districtwide Distance Education Steering Committee who, in turn, make recommendations accordingly. For example, survey results have shown that students needed more technological support. Based on the survey results and upon recommendation of the DDESC, a subscription to Presidium, a 24/7 Help Desk provided through Blackboard was purchased. SDCCD Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. As an example, staff reviewed the inquiries and found that the most frequent problem that students were having was logging into Blackboard. To help solve the issue, automatic emails are sent to all registered online students on how to login to Blackboard prior to the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule. (Evidence: IIC2¹⁰; IIC2¹¹; IIC2¹²; IIC2¹³)

Evidence: (<http://www.sdccdonline.net/handbook/meetingnotes.htm>)

<http://research.sdccd.edu/Research-Reports/surveys.cfm>

http://isp.sdccd.edu/accreditation/docs/ticket_summary.pdf

http://isp.sdccd.edu/accreditation/docs/Online_Student_Instructions.pdf

San Diego Miramar College Technology Plans, Updates, and Replacements

The College utilizes the Program Review/BRDS/ Technology Committee processes described in Standard III.C.1, in conjunction with other processes identified by the Technology Committee, when planning for and updating technology. The Technology Committee has routinely practiced a process called “roll-down” (Evidence: San Diego Miramar College Computer Roll Down Summary; 2014-15 Hybrid IELM Technology Refresh Spreadsheet), where new computers and technology replace computers that are

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still usable in student areas such as open labs or classrooms. The older computers are then “rolled-down” to other areas, such as administrative offices, or labs with even older computers. In this manner, only the oldest computers on campus are discarded, maximizing the lifespan of the equipment. Additionally, the Budget and Resource Development Subcommittee (BRDS) adopted a 5- year Instructional Equipment Library Material (IELM) plan, which allocates 80% of IELM funds each year to technology refresh. The campus Technology Committee reviews and updates a three-year rolling technology plan on an annual basis (Evidence: San Diego Miramar College Technology Plan: Three Year Rolling Technology Plan Fall 2014-Spring 2017).

The College ensures that all classrooms meet a minimum standard (i.e. smart classroom) which includes access to either a projection or other display, podium with computer and “guest” laptop hookup (Evidence: General AV Guidelines-Smart Classroom). The Audiovisual (AV) technicians work with vendors, contractors, and end users to ensure all parties comply with ADA regulations related to AV installation. The AV department meets with end users to develop plans for new construction projects and ensures that all end user needs are met (Evidence: S6 Science Expansion Building AV Plan).

The Program Reviews of technology service support areas such as AV and IT departments, are campus-wide in scope and incorporate inventory information in their planning process. AV equipment is tracked and monitored through the AV equipment database tracking system. AV also maintains an ongoing transfer list and dedicated transfer area to track obsolete equipment. Instructional Computing Support (ICS) tracks all computers and related equipment, as well as warranty status, in its own database (Evidence: 2015-16 AV Equipment Database; ICS Independent Learning Center Inventory). When considered in conjunction with instructional Program Reviews, better-informed decisions can be made about where to place new equipment and where to use roll-down equipment.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Since the adoption a 5-year IELM plan, IT now has a more consistent funding source than in the past (Evidence: Budget & Resources Development Subcommittee Minutes 2/21/14 p.2), which allows for better planning. In 2014-2015 academic year, the campus has replaced over 10% of its computer systems (Evidence: 2014-15 Hybrid IELM Requisition Log) and initiated a thin-client pilot as part of a plan to ensure delivery of the most up-to-date technology and maximize lifespan of the existing desktop.

According to the 2015 Employee Feedback Survey results, more than half of the respondents (60%) agreed that technology planning is effectively integrated with institutional planning (Evidence: Miramar College 2015 Employee Feedback Survey, item 64). While this is a good percentage, it indicates that technology services and planning hasn’t reached maximum satisfaction with employees. As a result, in 2015 the Technology Committee revitalized the Technology Plan process and format (Evidence: Technology Committee Minutes 9/22/15; San Diego Miramar College Technology Plan 2.0: The Next Generation), discarding the simple factual-report style in favor of a more

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forward-looking plan. This new plan format includes factual data and a clear goal illustrating future direction for technology services, along with data analysis and action items. Revisions and updates to the Plan will closely follow the existing three-year Program Review format, consisting of three year goals which are reviewed and updated annually.

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III.C.3-The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

San Diego Miramar College Technology Implementation and Maintenance

The College offers 17 computer classrooms, six labs, and hundreds of laptops used in classroom situations such as Chemistry and POST, totaling approximately 1,600 systems. The College ensures the security and stability of its computer systems through several means. First, all systems are protected by an enterprise-level antivirus product. Windows systems are protected with Avast!, and Apple/OSX systems are protected via ESET (Evidence: San Diego Miramar College Technology Plan 2.0: The Next Generation; ICS Office Image Checklist). Instructional computing systems are further secured with DeepFreeze – a product that ensures that any changes an end user may make or any information saved or cached locally are not present after a reboot. This ensures a consistent user experience in the labs day-to-day, as well as providing a level of privacy and security for end-users.

The Audiovisual department (AV) is responsible for the maintenance and security of audiovisual equipment throughout the campus. AV ensures installed equipment is secured through lock-boxes, alarms and projector cages. Signatures are required when checking out AV equipment. The Audiovisual department performs regularly scheduled maintenance on campus projectors to ensure maximum life and performance from the equipment (Evidence: 2015-16 AV Projector Filter Maintenance Log). New faculty are required to go through a short orientation provided by AV before being given lock-box codes to access the equipment installed in the smart-classrooms. This allows the College to ensure that all faculty have some level of training on the equipment, (e.g. how to turn off projectors after use), thus extending equipment life.

Instructional Computing Services (ICS) provides a standardized image for all computer systems across campus (Evidence: ICS Office Image Checklist), by utilizing automated deployment of software where possible. By installing software and configuration settings through automation tools such as Group Policy, EMCO MSI Builder, SCCM, etc., ICS ensures consistent application availability and configuration across campus and across hardware platforms. All production servers have been virtualized and are hosted on the VMWare vSphere/ESXI 5.x platform, which provides much greater scalability and reliability. The failure of a physical server can be automatically detected and corrected with downtime measured in minutes vs. hours or days.

ICS also strives to maintain consistency in hardware at the building and lab level. When systems become available for replacement in a lab, great efforts are made to ensure all systems are replaced in the lab. When new Prop S and N buildings began coming on line, all computer purchases were consolidated into a single large purchase (Evidence: ICS Library Learning Resource Center Building Requisition Log). Thus, the number of images to maintain for the campus is kept to a manageable level. ICS also performs

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regular “lab walks” which involve a series of hands-on tests of various systems in the actual labs to ensure proper performance.

In all, as stated in Standard III.C.1, nearly all technology-related purchases are routed to the appropriate department (ACS, AV or ICS) for review to ensure adherence to standards. Furthermore, the District is able to provide secure firewall protection due to the centralization of Internet connectivity at the District Data Center. Anti-spam/anti-phishing protection is integrated with the district email as well.

District-wide Technology Implementation and Maintenance

District IT systems are operational 7 days a week, 24 hours a day and outfitted with redundant power supplies, and full RAID 5 or better for fully redundant data disks and redundant processors. Backups are completed at least once a day and on some critical systems multiple times a day. All backups are sent off site every day to Cordata’s environmentally controlled, earthquake and fire hardened, secure facility (Evidence: IIC3²).

The District IT department is responsible for a maintenance budget that covers all of the hardware and software it supports and is responsible for throughout the District. The District maintains various maintenance and support contracts depending on the critical nature of the systems and the impact of downtime. Critical systems such as the Administrative Enterprise Resource Planning hosts (HR/Payroll, Finance, Student and Financial Aid) have 7 days a week, 24 hours a day on site maintenance agreements, other less critical systems have 5 days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts in advance of receiving the failed part). Spare in the air support agreements are always preferred because the supplier is responsible for sending the replacement part upon contact rather than waiting to receive and verify the failed part which may often take days to receive a new replacement part (Evidence: IIC3¹, IIC1¹²).

In addition, the District maintains a stock of key spare parts for the IT staff to use for replacement purposes, which is usually quicker service than vendors are able to provide. Examples of such parts: are network switches and blades, servers and raid array hard disks.

In addition to offsite data backup storage for all systems, the District maintains a sourcing agreement with CCS Disaster Recovery Systems guaranteeing a one to five day hardware replacement for any hardware located in our Data Center (i.e., IBM mainframe, minicomputers, microcomputers, file and email servers, network switches and routers, etc.) (Evidence: IIC3²).

The District uses Blackboard Managed Hosting System ‘services with top tiered (redundant network, Internet and power providers, and full environment and natural disaster controlled) data centers in northern and southern Virginia with a fully redundant network and database infrastructure. Their primary data center is VA2 in northern Virginia which operates 24x7x365, along with their other data centers. By way of the

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managed hosting agreement, Blackboard provides highly available active-active network storage systems that are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team. Active-active is the best type of data redundancy which requires disparate hard disk subsystems that are always in use. If one disk subsystem fails, the other one remains fully operational (Evidence: IIC1⁵).

All Blackboard Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the managed hosting agreement. The District IT Director is a member of the Online Learning Pathways Distance Education committee and participates as appropriate, in program, budget and service level reviews as well as via regular communications with the Dean of the Online Learning Pathways program (Evidence: IIC3⁵, IIC3⁶).

The District IT department also utilizes various network management tools to daily monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of SDCCD computers visible to the public to internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to SDCCD servers (Evidence: IIC1⁸, IIC1⁹, IIC3⁷).

With regard to security, all Active Directory servers used to authenticate user accounts and passwords, as well as, web servers utilize Secure Socket Layer (SSL) encryption for data security which prevents hackers from being able to see or steal employee login ID's and passwords.

The District IT department provides and supports the network infrastructure including the file servers, and makes sure the core set of data and telecom services are available at all District locations. These include telephone service with local four digit dialing for internal District calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System (ISIS), Financial Aid, (and the PeopleSoft) Finance and Human Resources departments.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard.

The College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The combination of DeepFreeze and AntiVirus software has shown to be effective at maintaining computer systems in a stable and safe manner. Although DeepFreeze itself would eliminate any virus infection at a reboot, providing Antivirus software ensures t protection to students in between reboots. Furthermore, once a system has been prepared with needed software, DeepFreeze ensures the system remains stable and consistent from day to day.

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The standards-based approach to both computer and audiovisual technology has been very effective in ensuring that faculty are able to easily move between classrooms or buildings. By leveraging various enterprise technologies such as Active Directory and application packagers ICS is able to deploy many necessary updates (e.g. Flash, Java, etc.) in a reasonable time. By continuing to enhance the VMWare virtual server “back end”, ICS continues to increase reliability and availability of services to the point where systems can survive a physical server failure with little or no downtime.

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III.C.4-The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

San Diego Miramar College and District Technology Training

In many cases, the College plans for training as a part of the rollout of new technology. This is evidenced by the training modules developed and delivered as part of the new Enterprise Resource Planning (ERP) system (Evidence: ERP Payroll Training Email 1/07/16), regular (do we have any recent emails as evidence- below are a year old) training sessions held to train faculty/staff on website or mobile app content editing, training new faculty/staff on AV equipment, and training on the new Taskstream Accountability Management System (Evidence: Web Content Training Email 11/12/15; Mobile App Training Email 10/14/15; Taskstream Training Flyer #1; Taskstream Training Flyer #2; Taskstream Training Flyer #3).

Instruction and support for staff and administrators at the District Office related to the use of technology and technology systems is primarily done on an as-needed basis via requests made through the District Help Desk. As new technology applications or equipment comes on board at the District Office, the District IT department offers training opportunities e.g., staff and administrators attended a training sessions when the new Microsoft Office version was implemented. In addition, in coordination with the District's Human Resources department, the District IT department funds a 50 concurrent-user license account subscription with the Virtual Training Company (VTC) for self-paced, professional development service for all employees to remain current on over 100 products including Microsoft Windows, Microsoft Office Suite, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many more (Evidence: IIC4¹).

In regard to the new ERP system, both the District and College have committed resources to train all personnel on the roll-out and implementation of new system. The first phase of this training has already occurred in a classroom format, and training modules have been made available online (Evidence: ERP Finance Online Training). The training modules are also available within the ERP system itself.

Prompt: instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems.

Key personnel and departments, such as the college Public Information Officer (PIO) and Student Services, have been trained on Miramar College's mobile app (Miramar Touch), enabling the College to provide students timely access to information. As the mobile app is not intended to be open for everyone to update, training is often handled one-on-one by the college Web Designer.

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Ongoing training needs are assessed by department, program or service area through Program Review as a means to seek regular funding for such training. Occasional or one-time needs may be addressed through staff development funding requests.

The College made a larger commitment to technology training for IT & AV staff in recent years by funding annual trips to flagship industry events such as Drupalcon for IT, or Infocomm and NAB for AV.

Online Technology Training

With regard to faculty, staff and administrators training related to the use of technology and technology systems related to teaching and learning, the District in partnership with the colleges provides training and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations using several methods to obtain feedback to include the following:

- An Online Student Satisfaction Survey, which was administered annually up and until fall 2014 and currently administered every three years.
(<http://research.sdccd.edu/Research-Reports/surveys.cfm>) (Evidence: IIC4²)
- At the end of each technology training workshop, a short questionnaire is submitted by participants regarding other technological training needed.
(<http://www.zipsurvey.com/ItemFrequency.aspx?suid=51507&p=3424236867>)
(Evidence: IIC4³)
- Faculty mentors serve on the Distance Education Committee at the campuses and report to the Dean, Online & Distributed Learning about any requests for training requested.
- Also, the Flex Coordinator at each campus solicits suggestions for faculty training.
- The campuses also rely heavily on the District Online Learning Pathways to provide technology training for distance education teaching. Online Learning Pathways regularly offers the Online Faculty Certification Program and the On-Campus Faculty training program (use of Blackboard). As evidenced in the following tables by the increasing number of certification completions:
(<http://www.sdccdonline.net/handbook/completions.htm>) (Evidence: IIC4⁸)

Online Certificate Program and On-Campus Program Number of Certified Faculty by Campus

Online Certificate Program Completions:

Fall 2015 9/16/15						
	Totals	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
City	125	8	22	72	21	2

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Fall 2015 9/16/15						
	Totals	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cont. Ed.	7	2	4	1	0	0
Mesa	224	124	42	29	26	3
Miramar	38	9	12	11	6	0
Totals	394	143	80	113	53	5

On-Campus Program Completions:

Blackboard Training for On campus Faculty					
Field1	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
CE	2	0	3	1	
City	12	14	6	6	
Mesa	63	47	30	22	
Miramar	13	6	9	6	
Total	90	67	48	35	4

The District's Online Learning Pathways (OLP) offers extensive training to faculty and staff in the use of the Blackboard Learn Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology seminars pertinent to both online and classroom instruction is offered. These seminars may be face to face, online synchronous, or online asynchronous. Topics addressed include media production, accessibility, mobile learning, and many more. At the end of each session, evaluations are received from the participant either through fact-to-face evaluations, email, or via an online questionnaire (Evidence: IIC4, IIC4). (<http://www.sdccdonline.net/faculty/training/index.htm>)

The Districtwide Distance Education Steering Committee is comprised of faculty and administrative representatives from each campus. The Steering Committee advises OLP of faculty and campus needs pertaining to training and instructional design assistance (Evidence: IIC4). In addition, OLP provides faculty mentors at each campus to inform and to gather input regarding training and support needs of both faculty and students. OLP, through Institutional Research, conducts an online student satisfactory survey. The survey results help to inform OLP and faculty at large of student needs and what is being done right or what improvements might be needed (Evidence: IIC4²). (<http://research.sdccd.edu/Research-Reports/surveys.cfm>).

OLP provides a training and certification course for online faculty. The rigorous certification activity which is facilitated and graded by our instructional designers is self-paced and requires an average of 20-30 hours to complete. Almost 350 faculties, both contract and adjunct, have completed the course and have received certification. The

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course is required for online teaching (Evidence: IIC4⁵, IIC4⁷).
(<http://www.sdccdonline.net/faculty/training/more-ofcp.htm>)

In addition, OLP have made available a Student Orientation to Online Learning. (<http://222.dccdonline.net/students/training>). Students are strongly encouraged by their faculty to go through the orientation. The orientation covers time management, organizational skills, and navigating through the LMS. OLP maintains a training and production lab in its offices, which is located at Miramar College with staff available to assist students and faculty with any issues accessing online materials. OLP has a 24x7 Help Desk to support both faculty and students with technology related problems accessing Blackboard (Evidence: IIC3⁶, IIC4⁶).
(http://isp.sdccd.edu/accreditation/docs/ticket_summary.pdf)

The District's Online Learning Pathways also provides training for the Enrollment Management System. Training occurs at the request of the campuses when new reports are made available. The EMS reports are currently being constructed and when a new release is implemented, staff will train campus users on the new features. The EMS Advisory Group comprised of the Vice Presidents of Instruction, District Instructional Services staff, and District Student Services staff, meets monthly to advise the development of new reports or modifications of existing reports (Evidence: IIC4⁷).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. According to the 2015 Employee Feedback Survey, 65% of respondents agreed that the College provided "adequate training to faculty and staff in the application of information technology" (Evidence: Miramar College 2015 Employee Feedback Survey, item 66). This particular item showed an increasing trend in satisfaction survey results between 2009 and 2015 (i.e. 55% in 2009 to 65% in 2015). These survey results indicate that the College has engaged in successful training for faculty, staff, and administrators in the application of information technology such as the College's website content management system, ERP system, online teaching, and Taskstream.

In all, the College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. This allows the College to meet student need both inside and outside the classroom.

Standard III.C. Technology Resources

III.C.5-The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

San Diego Miramar College follows district Board Policies and Administrative Procedures that guide the appropriate use of technology in the teaching and learning process as evidenced in BP 5105 and AP 5105 (can't find). According to AP 5105, the Vice Chancellor of Instructional Services or designee in collegial consultation via the District Governance Council shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. In addition, guidelines for good practice are included in the Online Faculty Certification Program. (http://online2.sdccd.edu/bblearntrain/2015_2016/outline.pdf). (Evidence: IIC5¹; IIC5²; IIC5³)

On-campus technology use is fairly open, in that the College has not enacted a large number of arbitrary procedures. However, all computers are protected by an anti-virus product, and, with few exceptions, DeepFreeze. This ensures that students are afforded a level of protection and that the systems remain consistent and stable from day-to-day.

Maintaining the technology infrastructure is challenging. With the near-completion of proposition S & N funded expansion, technology support demands have more than tripled in many areas. In order for ICS to provide effective service to so many systems, it is critical that all systems be grouped into large blocks of identical systems. This practice allows for the maintenance of a single hard-drive image, making it much easier for ICS to update an image to provide the latest software. The college-wide practice that all computer purchases go through ACS or ICS for signatures allows these departments to review and ensure all systems purchased are standard, or that there is a justification for deviating from the standard.

The Budget and Resource Development Subcommittee (BRDS) and Technology Committee oversee the allocation of campus-wide finds such as IELM. Because a technology representative from ICS is a defined member of the BRDS committee, technology purchases can be examined at the college-wide as well as departmental levels. Systems can then be replaced under a roll-down process (previously described in Standard III.C.2.), so that individual requests from departments or Requests for Funding are aggregated into a single large block-purchase of identical systems when possible (Evidence: ICS Library Learning Resource Center Building Requisition Log). This block of computers can then replace computers in large labs, providing “roll-down” systems to handle the needs of smaller labs or various departmental requests. Further, BRDS has adopted a standard plan for the use of resources, allocating 80% of IELM funds towards “technology refresh” (Evidence: BRDS plan).

The College uses a Content Management System (CMS) to drive its website and has adopted procedures to ensure appropriate administrators, faculty, and staff are trained on

Standard III.C. Technology Resources

updating their content (Evidence: Web Content Training Email 11/12/15; Web Content Training Email 3/16/15).

ICS has engaged in a pilot program to test thin-client & Virtual Desktop Infrastructure (VDI) as a means to provide access to the latest technology/software on older systems or less-expensive thin-client hardware. During Fall 2015 several new servers have been installed to provide the back-end compute capability for the VDI project (Evidence: ICS-Dell Blade Server Purchase; ICS-HP Blade Server Purchase), with an estimated capability of supporting at least several hundred VDI sessions. One week of professional consulting (Evidence: 2014-15 Hybrid IELM Technology Refresh Spreadsheet; ICS-Dell VDI Consulting) was implemented to move from our small pilot to a larger production deployment.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The Budget and Resource Development Committee's (BRDS) adoption of an ongoing plan for the allocation of IELM resources has allowed for longer term planning by Instructional Computing Support (ICS). As a result, multi-year projects (e.g. thin-client) and more comprehensive planning is possible. Currently, the Technology Committee is overhauling the Campus Rolling Technology Plan using the new BRDS allocation framework, which promotes continuous improvement in processes and systems. In support of this, in the 2015 Student Feedback Survey, 85% of respondents were satisfied with "instructor's use of technology in and out of the classroom." This particular item shows an increasing trend between 2009 and 2015 (i.e. 78% in 2009 to 85% in 2015) (Evidence: Miramar College 2015 Student Feedback Survey, item 23). The roll-down process plays a large part in ensuring that the newest technology is made available to students, and the large-block purchases make it feasible to keep systems images included with the necessary software. Pilot programs, such as thin-client, and a concerted effort to utilize enterprise technology also play a role in managing the large number of computer systems now on campus.

STANDARD III.D. FINANCIAL RESOURCES

III.D.1-Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

District Response

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources allocated provides a reasonable expectation of both short and long-term financial solvency. Financial resource planning at the District, Colleges and Continuing Education level is consistently integrated with institutional planning.

The Districtwide “Budget Planning and Development Council” (BPDC) is entrusted with the task of making recommendations to the Chancellor on districtwide budget and planning issues. The Council is comprised of constituency representatives from throughout the District as defined in the District’s “Administration and Governance Handbook”, which is reviewed and updated annually. The Council reviews the Campus Allocation Model and budget assumptions used in the development of the annual tentative and adopted budget. District, Colleges and Continuing Education’s Educational Master Plans provide the underlying guidelines for budget planning and development. The BPDC meets on a monthly basis with discussions focusing on state and local funding and non-collective bargaining aspects of the annual expenditure budget from a District perspective. Each of the Colleges and Continuing Education then develop its own budget based upon its planning and resource allocation processes. (Evidence: IIID1¹, IIID1²).

Resource allocation to the Colleges and Continuing Education is based upon full-time equivalent student (FTES) targets, which are calculated using the state apportionment cap assigned to the District plus an additional minimum of 1% FTES in an effort to support and respond to local community demand regardless of whether all of the FTES will be funded by the state. (Evidence: IIID1⁴) The primary operating fund of the District is the General Fund (Unrestricted (GFU) and Restricted (GFR)) representing revenues and expenditures that support instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the District’s mission, goals and planning documents.

The GFR fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts and other state funded programs such as Student Success and Support Program (SSSP), Student Equity, Equal Opportunity Programs and Services

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(EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs, TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative. In addition to state restricted funds, the District's federal and local income averages approximately 30% of the District's General Fund Adopted Budget.

The District's Funds other than General Fund (GFU and GFR) represent approximately one-half of the District's total Adopted Budget, which are established in accordance with and as defined in the Budget and Accounting Manual (BAM) of the California Community College system. The supplemental funds characterize a wide range of revenues and expenditures from specific sources such as, the Child Development Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Propositions S & N Construction Programs. (Evidence: IID9¹, IID1⁴, IID1⁵, IID1⁷, IID1⁸, IID1⁹)

With regard to the General Fund (GFU and GFR), the District is primarily dependent upon state apportionment revenue funding, which represents approximately 90% of the total GFU revenues. GFU represented 51% of the District's Total General Fund as of June 30, 2015. GFR adopted budget revenue represented 49% of the District's Total General Funds as of June 30, 2015 and was the third largest source of revenue received by the District in FY 2014-15.

The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget (Evidence: IID9¹).

A campus based allocation process determines the level of resources allocated to the Colleges and Continuing Education. The "Campus Allocation Model" (CAM) determines the actual amount allocated to the Colleges and Continuing Education based upon FTES targets established each year as part of the budget planning and development process at the District level (Evidence: IID1⁴). The CAM then flows through to the "Budget Allocation Model which includes all District divisions and departments, projected salary and benefit costs for contract positions and other districtwide commitments including collective bargaining and "Meet and Confer" agreements (Evidence: IID15). The District's "Resource Allocation Formula" (RAF) establishes the proportional share of dollars available to each employee unit, with each unit then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF document defines the methodology and supporting documentation in support of the calculations as agreed upon by all employee units in the three-year RAF document (Evidence: IID1³).

SDCCD Online Learning Pathways financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. SDCCD Online Learning Pathways supports training, professional development, and provides funding for conference attendance. Financial resources are also available for the maintenance and upgrade/replacement of equipment in the Production Lab which

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supports faculty development of online courses. (2015-16 Adopted Budget). (Evidence: IID1¹⁰)

Distance Education (DE) courses, programs, services and professional development resources are provided to the District's Instructional Services Division, which administers and manages district-wide DE planning, maintenance and enhancement of DE courses.

Distance Education (DE) courses, programs, services and professional development resources are provided to the District's Instructional Services Division.

College Response

In concert with the District, the College has a mature and robust resource allocation process that sustains student learning programs and services and improves institutional effectiveness. The distribution of resources follows a tentative and adopted budget development process (Evidence: 2015-16 Budget MODEL E) to allocate resources to each College and Continuing Education. The budget model first identifies Enrollment management targets for the budget year and then allocates FTES targets which, in turn, fund FTEF allocation to each campus. From the total FTEF allocation, the campus first allocates contract FTEF. The remaining FTEF is then available for adjunct.

The model fully funds contract salaries, annual step and column increases, and employer paid benefits. In addition, the model funds substitute, extended service units (ESU), other reassigned time and Department Chair reassigned time. The model then funds the balance of contract filled and vacant non-classroom positions. Separately, the model clearly allocates FTES, FTEF and budget goals for intersession and summer terms. For Miramar College, the model also includes an allocation for the Regional Public Safety Institute. Within this allocation, the District identifies resources for Academy, In-service and Instructional Service Agreements. The model then allocates resources for campus discretionary use. This allocation is formula based and consists of a funding rate multiplied by the FTES target for the budget year. Lastly, the model allocates resources for adjusting contractual items and ending balances. These items include Pro-rata, AFT Travel, Library release time and DSPS funding. In order to encourage fiscally responsible spending, the District returns 25% of ending balances to the campus to be used as an emergency reserve.

With the adopted budget approved by the Board of Trustees each September, the campus begins its internal integrated allocation and re-allocation process. The Budget and Resource Development Subcommittee (BRDS), the Planning and Institutional Effectiveness Committee (PIEC), the campus constituent groups (Academic Senate, Classified Senate, and Managers) and finally the College Executive Committee (CEC) manage these processes.

Each of these committees recommends allocations and re-allocations through the view of the program review process which is completed each October. The program review process allows for the identification of resource needs and how these needs are linked to the Campus Strategic Goals and Outcomes Assessment.

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The Dean's Council reviews the addition of FTEF resources and allocations by school are adjusted to meet the program review and strategic goals of the College. At the completion of the Program Review process, additional classified and certificated hiring prioritizations are completed by each Division and recommended to the CEC. The change in discretionary budget from one year to the next is evaluated at BRDS, PIEC and CEC. The campus conducts data gathering and requests after the Program Review process has been completed. Requests for additional discretionary resources are justified from Program Review and prioritized by school, division and BRDS. Final recommendation for allocation goes to PIEC and CEC.

On an annual basis, new discretionary resources allocated in the Budget Model are identified and reviewed for campus allocation. BRDS initiates this process by asking each Division lead to complete a Discretionary Resources Allocation Form. The division requests, prioritizes and justifies each request based upon Program Review. Division Leads prioritize from a campus perspective. BRDS provides final prioritization (Evidence: Resource Allocation Form). The final prioritization will then be reviewed by PIEC and then to CEC for approval.

During budget development each division uses a similar process as described above to reallocate existing discretionary resources within their respective Divisions. If resources need to be reallocated between Divisions, the Division leads provide recommendation.

At the completion of Program Review each year the campus completes a Request for Funding (RFF) process. This process is managed by BRDS and utilizes one-time funds to purchase equipment, supplies and technology. Typical funding sources are BRDS Unrestricted Fund, IELM and Lottery.

San Diego Miramar College is effective and efficient in using its resources to facilitate and achieve its mission and educational purposes, and student learning outcomes as evidenced by data collected in the College Fact Book and annual Scorecard. Based on the premise that there is no financial and resource distinction between courses through traditional modes versus a distance learning mode, special consideration for additional human, physical, technology and financial resources is not required solely for courses offered as distance education at this time. Instead, all resources are considered in the overall planning and budgeting for instructional services, learning support services, and student support services. Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016.

Funding for distance education at San Diego Miramar is provided in two distinct areas: distance education infrastructure and support, and course and program offerings. Distance education infrastructure and support is provided by the District's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the San Diego Community College Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as

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upgrades of Blackboard, instructional software, the district Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each College; and a 24/7 help desk. Infrastructure and support services offered by the San Diego Community College Online Learning Pathways are available to Miramar at no additional cost to the College, regardless of the number of distance education courses offered. Funding for course offerings is provided for in the San Diego Miramar College operating budget. Since there is no financial distinction between courses offered on campus or through distance education, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the College's course and program offerings.

Accordingly, campus decision-making about the appropriate mix of course delivery methods is based entirely on the needs of Miramar's student population and the pedagogical issues associated with delivering high-quality instruction in a distance education format. Ongoing analysis and future planning for distance education programs and services is integrated in San Diego Miramar's College-wide master planning process. Technological support and coordination is addressed and prioritized through the Technology Committee and the Districtwide Distance Education Steering Committee. Practices to ensure quality online instruction and student services are addressed in the campus Distance Education subcommittee. Miramar's Institutional Effectiveness Committee brings together the long range planning components of strategy and policy development to provide annual priorities as guidance for these and other shared governance committees (Evidence: San Diego Miramar College Substantive Change Proposal: Distance Education March 31, 2016).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Any deficit budgeting is a result of realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in over-allocation of expense budgets. The District has consistently ended each fiscal year without a financial deficit, where actual expenses do not exceed actual revenues (*Evidence CCFS-311*). In addition, the District consistently maintains adequate cash reserves, avoids external borrowing costs and meets all state mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number) to name a few

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered districtwide (Evidence: IID1⁴). The budget and financial affairs of the District are widely and regularly communicated through various participatory governance councils and committees, through the Chancellor's Forums, campus meetings, and budget messages and various internal and external publications distributed throughout the course of the fiscal year (Evidence: IID1², IID4³, IID4⁴, IID6¹) The financial stability of the

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District is demonstrated by the District's annual externally prepared audits consistently being opinioned as "unmodified" by the independent auditors and further demonstrated by the District consistently receiving the highest bond ratings from Standard and Poors, AA+ (S&P) and Moody's, Aa1 for a California community College that is apportionment funded (Evidence: IID1⁶, IID5¹, IID5², IID5³).

Through Program Review and governance committee work, the College conducts an integrated distribution of resources. The College meets this standard by allocating resources to prioritize and hire new contact faculty and classified employees (Evidence: Faculty Hiring Prioritization; Classified Hiring Prioritization). Additionally, during the campus budget development cycle, the Budget and Resource Development Subcommittee identifies new resources available from the District's Budget Model and provides an integrated process to allocate new resources (Evidence: GFU Discretionary Resource Allocation Request form) and re-allocate existing resources (Evidence: GFU Resource Allocation Request form).

Standard III.D. Financial Resources

III.D.2-The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The current financial management system provides the campus with accurate and timely financial information on expenditures, purchases, and budget changes. While the current system is workable, many of the campus's information needs require manually-generated reports that combine aspects of the financial and personnel systems that are not currently integrated into a common system. This problem was addressed through the planned implementation of a new administrative software system that sought to fully integrate financial and personnel systems. Finance has gone live as of July 1, 2015. Human Capital Management will go live January 1, 2016 and Campus Solutions will go live fall 2017.

The College has a robust process to allocate new resources and re-allocate existing resources. This process occurs within the BRDS committee which reports up to PIEC and CEC. This process is based upon Program Review, justification and prioritization of needs. It is clear that the justification portion of the process must be strengthened to include how the allocation or re-allocation links to the Colleges' strategic planning and goals. In the 16-17 budget allocation cycle. ACTION PLAN the College will remove the justification portion of the form and add a reference for Strategic Goal.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College's existing resource allocation is rooted in Program Review and is integrated into BRDS and PIEC process. The existing allocation process will be strengthened by substituting a Justification data point with a Strategic Goal data point.

Budget information is communicated to all constituencies via the regular BRDS meetings and at Convocation and the Chancellor's Annual Budget Update meetings on campus.

In the most recent employee feedback survey, when asked if the College processes for budget development are clearly communicated, 54% of the respondents agreed. 27% neither agreed nor disagreed and only 20% disagreed with this statement.

Standard III.D. Financial Resources

III.D.3-The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College's planning and budgeting processes are open to participation by members of the College community. Request for Funding applications are available to all departments, and BRDS meetings give faculty and staff the opportunity to address requests.

The allocation process is integrated into the ~~overall recommendation plan set up through the~~ PIE Committee, in which recommendations and ranking of requests come from priorities set at department and program levels, school levels, and College-wide levels. The BRDS supplies information concerning available financial resources to the PIE Committee; the committee processes this information, along with inputs from program review updates and external environmental scans, to produce College-wide goals and objectives for the coming year. These goals and objectives, in turn, are passed down to the BRDS to assist in the prioritization process for the following year's funding.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. In the most recent employee feedback survey employees were asked if they had, "appropriate opportunities to participate in budget development for the College through its participatory governance processes." 54% of the respondents indicated that they agreed with this statement. 24% of the respondents neither agreed nor disagreed.

Through BRDS, PIEC and CEC the College identifies annual dates for financial planning and budget development. These dates are followed to ensure an integrated process that dovetails with District budget development timelines. All constituents are involved in the referenced committee process and in the development of dates for financial planning.

Standard III.D. Financial Resources

III.D.4-Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements

Evidence of Meeting the Standard

District Response

Financial assessment is a shared responsibility of the Colleges, Continuing Education and the District. The District's Strategic Planning Committee regularly reviews its Strategic Plans priorities and goals, which inform the Colleges and Continuing Education's Strategic Plans and vice versa. (Evidence: IIID4¹, IIID4²) The Colleges and Continuing Education develop their Strategic Plans and ensure alignment with the District's plan. The Colleges and Continuing Education systematically assesses the effective use of financial resources in alignment with planning documents, using a variety of methods and tools such as audits, program planning and review, educational master plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program review.

The District's Executive Vice Chancellor of Business and Technology Services is charged with overseeing and monitoring the District, Colleges and Continuing Education financial resources, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundations, institutional investments, and assets. The Colleges and Continuing Education's President and Vice President of Administrative Services are responsible for the development, administration, and control of their institution's budgets, with oversight by the District's Executive Vice Chancellor of Business and Technology Services.

Additional budget requests for the Colleges, Continuing Education and District divisions are submitted to the Chancellor's Cabinet for review, discussion and potential approval of augmented budget allocations. Cabinet discussion include assessment of funding sources such as re-allocation of existing budgeted expenditures due to budgeted but vacant positions, as well as, additional revenue augmentation. The State and District's budget status is a standing agenda item at the weekly Chancellor's Cabinet meetings, the bi-monthly District Governance Council (DGC) meetings and monthly District Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed on a weekly basis at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation with a focus on student learning being a primary priority. Enrollment management is also a standing agenda item for the BPDC. (Evidence: IIID4², IIID4³, IIID4⁴).

College Response

In our budget development process San Diego Miramar Instruction proactively determines the percent of total FTEF to be allocated to each school (Evidence FTEF Allocation form). This planning document is used to realistically allocate resources and also provides performance evaluation as the terms progress.

Standard III.D. Financial Resources

In its Strategic Enrollment processes, the District has accelerated Miramar's FTES growth by directing an additional 100 FTES target (plus any additional added during the year) to the budget allocation. The goal is for Miramar to reach a 10,000 FTES target by 2019, thus moving from a small College to a medium sized College.

Miramar tracks all FTEF resources on a weekly basis (Evidence FTEF Analysis Report). The Vice President reports on FTEF budgeted and actual FTEF scheduled by Instruction. This data is used to control overall budget and to ensure that Miramar reaches its FTES targets.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. Based upon the 2015-16 FTES target allocation to San Diego Miramar College of 8,337 it is anticipated that the College will have sufficient financial resources to apply to its plan to grow to 10,000 FTES.

Standard III.D. Financial Resources

III.D.5-To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

District Response

To assure the financial integrity of the District and responsible use of financial resources, internal controls are evaluated and reported annually by the external auditors. The internal control structure has appropriate control mechanisms and uses the results of the review to improve upon internal control systems throughout the District. The internal controls are followed at the District, Colleges and Continuing Education level and are in accordance with Generally Accepted Accounting and Auditing requirements. The District's internal controls allow management and employees in their normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. Separation of duties within functional operational areas are reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy (BP) and Administrative Procedure (AP) 6125 Fraud Procedure and Whistleblower Protection provide a process by which irregularities can be reported and appropriately addressed. The external independent auditors have consistently determined that the District's internal control structure has appropriate control mechanisms in place, which are strong and adequate to support sound financial decision making and fiscal stability of the District. (Evidence: IID1⁷, IID5¹, IID5², IID5³, IID5⁶).

The District's financial administrative management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. Non-contract staffing is funded and administered at the campus and District office level from allocated budgets on an annual basis. The Campus Allocation (CAM) and Budget Allocation Model are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drives the allocation of resources to the District, Colleges and Continuing Education. Credibility of the information with constituents is achieved by transparency and regular on-going communications to appropriate institutional leadership and constituents.

The Board's Budget Study and Audit Sub-committee meets with the external auditors, the Chancellor, Executive Vice Chancellor and Controller to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had four consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and, San Diego Community College Auxiliary Organization. (Evidence: IID5¹, IID5², IID5³, IID5⁴, IID5⁵) In addition to the

Standard III.D. Financial Resources

auditors' opinion for all five audits being unmodified, no findings or recommendations have been identified in any of the five audits for the fifth consecutive year.

In addition to meeting with the Board's Budget Study and Audit Sub-committee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees (Evidence: IIID5⁷).

College Response

The campus Vice President of Administrative Services and the President of the Academic Senate sit on the District Budget Planning Council. This district committee defines the campus allocation funding model and proposes budgets to the Board of Trustees for approval. The district Accreditation Committee has worked hard to develop a diagram to explain the allocation model for the District, to be used in simplifying a complex process.

San Diego Miramar College's Business Office verifies the funding on the allocation model, including salary and benefits costs for contract employees, adjunct faculty funding, and departmental and other operating costs. The College planning process provides for the development of prioritized needs for budget and other resources. Prior to tentative and final budget adoption, open Board of Trustees meetings allow input from faculty, staff, and the general public. Board meetings are currently scheduled at various campuses throughout the year to encourage participation. Copies of the tentative budget, and later the approved budget, are disseminated to the president and vice presidents with the expectation that the VPs provide budget information to schools and departments. To supplement budget information, the Business Office provides monthly Budget and Activity reports to VPs, managers, and deans. These reports provide current budget, expenditures to date, encumbrances, and available balances.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. To assure financial integrity, Miramar has developed three internal control structures. The first is a Budget to Actual report (Evidence Monthly Budget to Actual report) for College general fund activity. The second is a Budget to Actual report (Evidence Budget to Actual Public Safety report) for Public Safety. Because of its unique structures and outcomes, the budget to actual performance of these activities are separated from other College GFU activities. Lastly, at the end of each fiscal year the VPA and President review total College budget to actual performance (Evidence Year End Balance) to validate performance and to inform next budget year's planning assumptions.

Standard III.D. Financial Resources

III.D.6-Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

District Response

The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula that ensures an appropriate level of resources is allocated to each College and Continuing Education to support student learning programs and services. Financial documents go through a thorough review process to insure a high level of transparency and accuracy in order to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports, enrollment management decisions which drive FTES targets, the annual Campus Allocation Model and budget assumptions used in the development of the annual budget (Evidence: IID1², IID1⁴, IID1⁵).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet (Evidence: IID4³, IID4⁴). In addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year even though this is not a state requirement. The Preliminary Budget provides an opportunity for faculty and staff to be kept informed before the end of a current academic year of some of the issues to be considered in the development of the upcoming year's Tentative and Adopted Budgets.

The Chancellor also regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Forums each fall on the Colleges and Continuing Education campuses and at the District Office, where she and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year (Evidence: IID6¹).

District budget allocations are developed based upon FTES targets, which are converted into FTEF requirements in order to achieve the targeted FTES, allocation rates as defined within the Districtwide Campus Allocation Model, and budget assumptions in accordance with the Budget Allocation Model's projected revenues. The districtwide budget allocations are then used by the Colleges and Continuing Education to develop their annual budgets in support of student programs at each institution (Evidence: IID1⁴).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this standard. Through the collaborative work between the Board, District and Campus, strategic enrollment management provides a budget with a high degree of credibility and accuracy. The input

Standard III.D. Financial Resources

and feedback loop of the District Budget Development Council allows for planned support of student learning programs and services.

Additionally, the credibility and accuracy of the budget is supported by a broad based review. The budget summary, including FTEF and FTES allocations, are reviewed at convocation. The Chancellor conducts budget reviews on campus for all constituents to attend and provide input.

Lastly, the College President and Vice President of Administrative Services review the year end budget to actual performance of the College to assist in planning assumptions for the next year's budget development. This review is intended to assure appropriate allocations to support student learning programs and services.

Standard III.D. Financial Resources

III.D.7-Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District's audits have consistently been identified by the external auditors as "unmodified" (formerly known as unqualified) audits. In addition, over the past five annual audits, through fiscal year ended June 30, 2015, the District has had no findings or recommendations noted in any of its five audits performed by the external independent auditors (Evidence: IID1¹, IID1², IID1³, IID1⁴, IIDF⁵). The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet with the external auditors to review the annual audits in advance of being brought to the full board for consideration during a public meeting of the Board of Trustees in early December of each year.

Generally speaking, the external auditors are engaged by the District for a three-year period with two one-year renewals for a maximum of five years. In advance of the fifth year, the District publishes an RFP solicitation for external auditing services in accordance with its practice of awarding a contract for up to a period of five years to ensure truly independent objective review of the financial documents of the District.

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results districtwide. The information provided is sufficient in content and timely provided to support institutional and financial planning and management. The District's audits have consistently been identified by the external auditors as unmodified audits.

In the event findings are identified during the audit discovery process, the Controller reviews the items identified through random sampling methods determined by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during field work well in advance of finalization of the annual audit.

In addition of the District contracted audit, the College engages an external CPA firm to audit its Foundation. This audit follows an interim fieldwork and year end testing schedule. This audit is communicated to the Foundation President and the College President who serve as the Board's Audit Committee. The final audit is presented at the Foundation's annual planning meeting. There have been no material weaknesses identified in past audits and for the past six years the Foundation has had no findings nor recommendations noted.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The District has not received any audit findings or negative reviews during the last five years.

Standard III.D. Financial Resources

Therefore, no corrections to audit exceptions and management advice have been necessary to be timely communicated.

Standard III.D. Financial Resources

III.D.8-The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District's financial and internal control systems are evaluated and assessed regularly for validity and effectiveness and results are used for improvements. The external auditors' annually review internal control processes throughout the District by performing random sampling processes identified by them during their field work efforts at the District. In planning and performing their audit of the District's financial statements, the auditors consider the District's internal control over financial reporting in order to determine whether the controls are appropriate, under any given circumstance, for the purpose of their expressing an opinion on the financial statements. The auditors review consists of ensuring that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District

Analysis and Evaluation

As evidenced above, San Diego Miramar Collge meets this Standard. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the most recent annual District audit for the year ended June 30, 2015. In addition to the referenced fieldwork, the external auditor performs a review of San Diego Miramar College's internal controls. This review is open, transparent and collaborative with the District and College and results in valid and efficient financial performance.

Standard III.D. Financial Resources

III.D.9-The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District consistently maintains sufficient cash reserves in order to maintain stability and support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences. During the recent great recession to hit California, the District did not borrow cash at any time in spite of the state's deferral of timely apportionment revenue payments; regularly applying deficit reductions to total computation apportionment revenue earned and to be funded in the state system; and, the significant FTES workload reductions imposed on all districts in the state.

The District's Fiscal Services department, under the leadership of the District Controller, monitors cash flow on a daily basis and projects future cash flow requirements over a revolving twelve month cycle. Bank statements are reconciled on a monthly basis. The District is fiscally independent and its Cash Reserve is held in the County of San Diego's treasury pool (Evidence: IID1⁷, IID9¹).

The College maintains a reserve that is composed of GFU ending balances from prior years. Prior to the economic downturn, the campus was encouraged to spend responsibly. As an incentive for fiscal responsibility, the campus was allowed to keep 50% of its ending balances in 4000, 5000 and 6000 accounts. This incentive was suspended in 2008 where the campus did not keep any ending balances. During the 15-16 fiscal year, the College was allowed to keep 25% of ending balances from the 14-15 fiscal year. The College uses this fund to address unforeseen needs that arise during the fiscal year.

The College reserves and expenses from 2008 to 2016 are noted in the following table:

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fund Balance	154,623	154,623	153,623	153,623	153,623	153,623	153,623	204,241
Expenses	0.00	1,000	0.00	0.00	0.00	0.00	0.00	2,437
Ending Balance	154,623	153,623	153,623	153,623	153,623	153,623	153,623	201,804

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. As represented by the above Reserves table, the College demonstrates appropriate fiscal control and has needed minimal support from local reserves.

Standard III.D. Financial Resources

The District was able to operate without incurring additional expenses related to debt borrowing due to the District consistently maintaining adequate cash to meet operational requirements. The Cash Reserve as of June 30, 2015 was 7.5% of the General Fund expenditures, which was well in excess of the state recommended 5% and in accordance with the District's Board Policy 6200 which state that general fund cash reserve shall not fall below 5%. The District's total reserves and set-asides as of July 1, 2015 was \$78,171,460. The District's Cash reserve, which is in a restricted fund, was instrumental in allowing the District to maintain financial stability during the recent great recession to hit the state and nation.

Standard III.D. Financial Resources

III.D.10-The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

District Response

Financial oversight occurs throughout the District at both the campus and District office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system in accordance with generally accepted accounting principles and Education Code requirements (Evidence: IID10¹, IID10²).

The Colleges and Continuing Education foundations are separate legal entities with a Board of Directors overseeing operations. The District collaborates and oversees the Colleges and Continuing Education foundations in accordance with the terms and conditions of Memorandums of Understanding executed with each entity by the District as to the role, relationship and responsibilities of each foundation and the District (Evidence: IID10³).

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with the mission, policies and priorities of the District. The SDCCAO is a separate 509 (a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501 (a) and 501 (c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The SDCCAO is also exempt from state franchise or income tax under Section 23701 (d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity. SDCCAO operates under the leadership of a Board of Directors consisting of District staff, administrators and students as a component unit of the SDCCD and was formed by the District's Board of Trustees in 1991 (Evidence: IID10⁴).

Federal Financial Aid programs are monitored at the campus and District level to ensure the proper use of federal and state funding. Contracts & Grants are also monitored, in accordance with District policy, at the program level on the campuses and centrally at the District office to ensure proper fiscal oversight (Evidence: IID10⁵).

Investments are held in the County of San Diego investment pool with the Board of Trustees receiving quarterly reports from the County which are reviewed and considered as part of a public meeting agenda. The Board also reviews and adopts the County's Investment Policy on an annual basis (Evidence: IID10⁶). The only other District investment is the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust within the Community College League of California (CCLC)

Standard III.D. Financial Resources

under a Joint Powers Authority (JPA) organization established by CCLC. The Executive Vice Chancellor, Business and Technology Services serves on the Board of the JPA and the District Controller serves as an alternate. The JPA Board consists of district member representatives assigned by each member district to serve on the JPA board (Evidence: IID10').

While the College does not have an auxiliary nor institutional investments and assets it does participate in the oversight of finances, financial aid, grants, externally funded programs, contractual relationships and its foundation. In accordance with the statements above from the District, the College plays a key internal control role.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College and District have strong historical evidence of compliance and sound financial management, as evidenced by external contracted audits. The College assesses its use of financial resources systematically and effectively. The College uses the results of this evidence as a basis for improvement.

Standard III.D. Financial Resources

III.D.11-The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

District Response

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. Worker's Compensation costs undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted for on an annual basis (**Evidence: IID11²**). The District maintains reserves for vacation leave accrual, insurance costs and building maintenance and operations costs to support those long-term obligations.

With respect to the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million previously held in a fund reserve of the San Diego Community College District for the purpose of funding the OPEB, to be transferred into an irrevocable trust in the CCLC-JPA (**Evidence: IID11¹**).

College Response

After a 6 year hiatus, the District has resumed its practice of returning ending balances to the campus to support long term planning and emergency purchases. Historically 50% of unspent budget in supplies, other operating expenses and capital equipment was returned. In this first year, 25% was returned. Miramar has kept its reserves intact for the past 5 years to address unfunded, one-time, emergencies. **ACTION PLAN** – Now that we expect that this reserve will grow, a plan will be developed to link larger needs to our strategic goals and fund these needs as resources become available.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College considers short term solvency by retaining a minor reserve to accommodate unexpected expenses. The College has adopted a 5-year rolling funding structure using IELM funds to support ongoing technology needs and the cost of replacement.

The College has also set aside a reserve generated from Civic Center revenues to replace and repair equipment purchased by its Proposition S and Proposition N General Obligation Bonds.

Standard III.D. Financial Resources

III.D.12-The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

In April 2015, the most recent actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of \$34.6 million. The accrued liability at the time of the 2015 study was \$22.4 million with \$18.5 million invested in an irrevocable trust with the Community College League of California's Joint Powers Authority (CCLC-JPA). Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with GASB 43 and 45 requirements

On June 25, 2015, GASB issued two new statements in order to improve upon the accounting and financial reporting for postemployment health benefits. GASB 74 will be effective for fiscal years beginning after June 15, 2016 and will replace GASB 43 and expands upon its requirements requiring more extensive note disclosures. GASB 75 is effective for fiscal years beginning after June 15, 2017 and will require more extensive financial reporting of the OPEB liability. The two recently issued GASB statements will ensure that all community College districts clearly identify, plan and allocate resources for payment of liabilities and future obligations.

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. The District's 2015-16 annual independently prepared actuarial report reflects the reporting requirements of GASB 74. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, is evidenced by the District's most recent actuarial study, which reported that the District's OPEB obligation is funded at 83% of the accrued liability based upon the assets invested in the CCLC-JPA irrevocable trust (**Evidence: IID11!**).

Standard III.D. Financial Resources

III.D.13-On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Through sound financial management and strong reserves, the District has not incurred any local debt instruments with the exception of its General Obligation 39 bond debt capital project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers.

Note:The campus does not hold any short or long term debt.

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. The District has consistently been rated by Standard and Poors as AA+ and Aa1 by Moody's both of which is the highest rating issued by either rating agency for an apportionment funded California community College district. (Evidence: IIID1⁶).

Standard III.D. Financial Resources

III.D.14-All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District and campus business offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored on a regular basis to ensure proper accounting for various financial resources and the use of funds in accordance with their intended purposes for all auxiliary activities and grants. The District does not have any outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District's local taxpayers as Proposition S (2002) and Proposition N (2006) are used with integrity in the manner consistent with the intended purpose of the taxpayers. This is further evidenced by both propositions undergoing annual financial and performance audits, consistent with GO 39 legislation, related to bond construction programs resulting in unmodified audits with no findings or recommendations noted by the external independent auditors (Evidence: IIID5², IIID5³, IIID10⁶).

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. The College President serves as an Ex-officio Foundation Board Member, the Vice President of Administrative Services serves as the Treasurer and there is also representation from the Academic and Classified Senates. All Foundation accounting is supervised by the VPA and the VPA and his accounting staff support the annual contracted external audit. This audit consistently has resulted in an unmodified opinion with no questioned costs.

Standard III.D. Financial Resources

III.D.15-The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The San Diego Community College District monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District office is responsible for ensuring that Federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department monitors student loan default rates which are consistently below the 30% Federal limit.

The District has a Financial Aid subcommittee comprised of the Financial Aid Officers from all three Colleges—City College, Mesa College, and Miramar College--along with District Student Services, Business Services and information technology staff. The group routinely addresses compliance with changes to the Higher Education Act, as well as strategies for managing student loan defaults.

The District Student Services Department coordinates bi-weekly meetings with the campus financial aid officers to monitor upcoming deadlines, monitor program balances, and review reports such as Federal SEOG disbursements. (*Evidence: IIID15¹*)

Loan Default Rates:

Below is a table of the 3-Year cohort default rates for San Diego City, Mesa and Miramar Colleges for the 2010, 2011 and 2012 cohort years.

Standard III.D. Financial Resources

San Diego City College

CDR Year	3 Year Rate
2012	26.7 %
2011	28.0 %
2010	21.9 %

San Diego Mesa College

CDR Year	3 Year Rate
2012	18.1 %
2011	19.0 %
2010	15.9 %

San Diego Miramar College

CDR Year	3 Year Rate
2012	16.8 %
2011	21.0 %
2010	N/A

Source: U.S. Department of Education, 5-Year Student Loan Default Report
(Evidence: IID15²)

The default rates for San Diego City College, San Diego Mesa College and San Diego Miramar College are below the “30% for three-year” threshold established by the U.S. Department of Education.

San Diego City, Mesa and Miramar Colleges review student default rates through bi-monthly Financial Aid Meetings and annual reports through District Shared Governance. (Evidence: IID15³; IID15⁴). During 2014, one of the Colleges observed the student default rates were increasing (Evidence: IID15⁴). As a result, the Financial Aid Subcommittee worked together to create a districtwide action plan identifying proactive steps to address the increasing student default rates and help mitigate the effects of students defaulting on their student loans. (Evidence IID15⁵).

The Colleges have taken a number of steps to minimize student over-borrowing and loan default by advising all students who wish to receive financial aid to complete the Free Application for Federal Student Aid (FAFSA). This allows the financial aid office to determine financial need and provide eligible students access to grants (Pell and Cal Grant), waivers (Board of Governor’s Fee Waiver), and scholarship information prior to the use of loans.

If students are not eligible for other forms of financial aid and wish to pursue student loans, Federal regulations and College policy require that all student loan applicants complete an entrance counseling session to understand the responsibilities and obligations students will assume when accepting student loans.

Standard III.D. Financial Resources

The District also uses the services of a third party agency called Education Credit Management Corporation (ECMC) to assist with reducing student loan default rates through core management service. ECMC staff contact students at risk of defaulting on their loans and provides them with the available options to avoid defaulting including:

- Different repayment plans
- Deferments
- Forbearance
- Contact information of their loan servicer

In addition, the Colleges have dedicated Financial Aid staff to specifically focus on assisting students who are delinquent on their loans, and provide personal, one-on-one debt management and default prevention services.

Another strategy to minimize loan default the Colleges plan to utilize is through a series of workshops that will focus on academic success and avoiding defaulting on student loans.

Through a combination of regular Financial Aid Officers meetings with District Student Services, the consultation process with Districtwide governance, and collaboration with statewide associations, the District makes a concerted effort to monitor student loan default rates, and conduct routine audits to ensure compliance with all other federal, state and local statutes. As a result, the Colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Student Loan Default Report (*Evidence IIID15⁶*)
- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act: (*Evidence IIID15⁷*)
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training: (*Evidence IIID15⁸*)
- Creation of Title IX website, including online student training: (*Evidence IIID15⁹*)
- Creation of a streamline online complaint process (*Evidence IIID15¹⁰*)

Each campus monitors and manages student loan default rates to ensure that federal financial requirements are met relative to Title IV of the Higher Education Act. The District office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial system. The District's Fiscal Services office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Division monitors the student loan default rates, which consistently remains below the federally required 30% limit at each of the Colleges.

Get default rates for Miramar from Annual ACCJC Fiscal Report On table on pg 28

Standard III.D. Financial Resources

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The default rates for San Diego City College, San Diego Mesa College and San Diego Miramar College are below the “30% for three-year” threshold established by the U.S. Department of Education.

San Diego City, Mesa and Miramar Colleges review student default rates through bi-monthly Financial Aid Meetings and annual reports through District Shared Governance. (*Evidence: IID15³; IID15⁴*) During 2014, one of the Colleges observed the student default rates were increasing (*Evidence: IID15⁴*). As a result, the Financial Aid Subcommittee worked together to create an action plan identifying proactive steps to address the increasing student default rates and help mitigate the effects of students defaulting on their student loans. (*Evidence IID15⁵*)

Standard III.D. Financial Resources

III.D.16-Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by policies adopted by the District's Board of Trustees, which are consistent with the mission and goals of the District. The District's Business and Technology Services Division implements these policies through procedures established by the Chancellor, which contain appropriate provision to maintain the integrity of the District and the quality of its programs, services and operations. The Board of Trustees has delegated the authority to the Chancellor to purchase supplies, materials, apparatus, equipment and services as necessary to the legal and efficient operation of the District, and to enter into contracts on behalf of the District. The Chancellor further delegates this responsibility to oversee and administer the procedures developed in support of the Board Policies to the Executive Vice Chancellor of Business and Technology Services (Evidence: IID16¹).

Analysis and Evaluation

As evidenced above, the District and San Diego Miramar College meet this Standard. The College has developed an internal control mechanism to ensure that contracts entered into by the College have an integrated review and approval process. This internal control is documented by the Grant and Resource Proposal Procedure, Proposal Form – Concept, and Proposal Form – Funding. These three documents ensure that contracts are not entered into in a silo and that full vetting occurs. Obligations of Facilities, Staff, Matching Funds, and Institutionalization Requirements are identified and approval is required by Department Chair, Dean, Vice President, Vice President of Administrative Services and President.

STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

IV.A.1-Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

College Commitment to Student Success and Academic Excellence

Miramar College and its leaders are focused on encouraging all administrators, faculty, and staff to pursue excellence and take initiative to make innovative changes for improvement. This is clear in reviewing the college's mission, which emphasizes the institution's commitment to student success and educational excellence (see Standard I.A for details):

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

This mission is further defined by the vision and values, which are used to guide planning and improvement:

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

The Mission Statement also forms the basis for the Strategic Goals, which specifically highlight student success, meeting student needs, and providing student centered

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programs that align with industry and community objectives and expectations.

(Evidence: Mission Statement-

<http://www.sdmiramar.edu/sites/default/files/documents/minutes/CEXC-m130507.pdf>,

pg. 2; Fall 2013-Spring 2019 Strategic Plan:

http://www.sdmiramar.edu/webfm_send/14122; San Diego Miramar College Catalog,

page 11: [http://studentweb.sdccd.edu/docs/catalogs/2014-](http://studentweb.sdccd.edu/docs/catalogs/2014-2015/miramar.pdf#view=Fit&pagemode=bookmarks)

[2015/miramar.pdf#view=Fit&pagemode=bookmarks](http://studentweb.sdccd.edu/docs/catalogs/2014-2015/miramar.pdf#view=Fit&pagemode=bookmarks)).

To ensure that the entire college is aware of these important guiding principles, the college's Mission Statement and Strategic Goals are widely disseminated and included in the college catalog, and posted on the college's website, and posted throughout the college classrooms offices (Evidence: <http://www.sdmiramar.edu/>; 2016-17 Catalog).

Furthermore, the programs for Convocations, which are attended by administrators, faculty, staff and students, prominently display this information. (Evidence: Board Policy 2510 - Participation in Local Decision Making

<http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202510.pdf>; Strategic

Plan Fall 2013-Spring 2019: http://www.sdmiramar.edu/webfm_send/14122) To

illustrate this point, 84% of employees surveyed in the Miramar 2015 Accreditation Employee Survey indicated that they were familiar with the college's Mission Statement. In addition, the 2015 Accreditation Student Survey indicates that 50% of students are familiar with the mission (Evidence: 2015 Employee/ Student Surveys, Q6 or 7).

Using the mission as a base, the College has structured its governance system and integrated planning process to ensure that ideas for improvement have a systematic path for implementation and that they encourage participation of all affected constituencies in the process.

Support for Innovation and Improvement

The College and District regularly prepare and disseminate information to assist with planning and identification of strategies for improvement (see Standard I.B for details).

These resources can be found on the college's Institutional Research webpage under

"Research Reports" (<http://www.sdmiramar.edu/institution/research/reports>), on the college's Outcomes and Assessment webpage (<http://www.sdmiramar.edu/faculty/slos>),

and on the district's Institutional Research and Planning webpage

(<http://research.sdccd.edu/index.cfm>):

- Environmental Scan
- Ad-hoc Research Reports
- Student Outcome Reports
- Student Profile Reports
- Enrollment/ FTES
- Program Review Data Packets
- Institutional Student Learning Outcome Assessment Reports
- Program Learning Outcome Assessment Reports
- Basic Skills
- Fact Books

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- Transfer Report

The College also uses resources from the State in making planning decisions for improvement, including:

- California Community Colleges Chancellor's Office Scorecard (Evidence: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=073>)
- DataMart (Evidence: <http://datamart.cccco.edu/>)
- Fiscal Data Abstract (Evidence: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FiscalDataAbstract.aspx>)

The currency of any data or performance information is determined by the type of information and intended audience. For example, information about class scheduling and enrollment data is ongoing and constantly changing. Department Chairs, Deans and other academic staff are regularly modifying and providing these reports (Evidence: ?) Other types of information, such as Student Outcome Reports, are updated on an annual basis, while Student Learning Outcome Reports might be updated on a three-year cycle. Fiscal information is also constantly developing as legislation evolves, as grants are acquired or change, and as apportionment fluctuates. In preparing reports on this type of information, the level of detail will vary depending on audience. For example, the Vice President of Administrative Services (VPA) needs a high degree of detail to effectively meet the requirements of developing the college's annual budgets. This level of detail is not necessarily meaningful in a broad college-wide conversation, however the VPA provides a high-level budget update at Convocations (Evidence: <http://bussrv.sdccd.edu/docs/budgets/2015-2016%20Adopted%20Budget.pdf>). The College President and District Chancellor also regularly provide updates about internal and external matters affecting the colleges and district, such as funding and pending legislation as well as new facilities, Board of Trustee actions, etc. Examples and Evidence from CEC minutes which provides weekly updates from Chancellor's Cabinet.

Lastly, the college provides information on institutional performance via the Strategic Plan Assessment Scorecard. As described in Standard I.B.3, the Fall 2013-Spring 2019 Strategic Plan includes four goals, strategy statements that specify mechanisms to achieve the goal, indicators and measures to show progress toward achieving the goal, and planned activities that provide concrete actions on implementing the goal. The Strategic Plan and the Scorecard provide structure for development of other plans college-wide. (Evidence: Strategic Plan Assessment Scorecard-Fall 2015)

In keeping with the established Culture of Collaborative Inquiry, Evidence and Action, all of the above resources are taken into consideration when the college participates in planning processes for improvement, although the specific information items will vary depending on the venue and participants. For example, the Technology Committee requires performance data about the use of technology and needs for technology in various facilities as they develop plans for improvement. (Evidence: http://www.sdmiramar.edu/webfm_send/12176)

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Excellence through Institutional Planning

There are several venues processes for college administrators, faculty and staff to evaluate institutional performance and recommend innovative ideas and strategies for improvement:

- **Program/ Unit Level**

One of the primary and central mechanisms for developing innovative ideas begins with the Program Review process. As discussed in Standard I.B.5, the College has an integrated planning process designed to capture ideas developed by employees in the individual programs/ units and move these ideas forward to inform higher level planning in a systematic manner with alignment to the college mission and goals. Research data described above is prepared to assist programs/units in their evaluation. To summarize:

 - **Program Review:** The annual Program Review process for instructional programs, student services, instructional support services, and administrative services provides a platform for ideas and strategies to be developed at the program or unit level.
 - **Division Plans:** Ideas and strategies developed in the programs/ units are collected and organized at the division level.
 - **Educational Master Plan:** Summaries from all divisions are organized and used to develop planning trends, including specific ideas and strategies developed by individuals from all constituencies.
- **Operational Level**

Individual committees, groups or divisions may also develop Operational Plans. These might include ideas that have policy or significant institution-wide implications, and as such will move through the participatory governance system for approval and planning purposes. These plans are aligned with the Strategic Plan Goals as well.
- **College Participatory Governance Committees**

All college governance committee meetings are open and transparent. Any person, employee or otherwise may attend, provide input and bring ideas forward for consideration. Once collaborative discussions have occurred, based on data and evidence, recommendations can be formed and passed through the college governance system for college-wide participation in planning and implementation (Evidence: Committee Recommendation Form; Integrated Planning Process-http://www.sdmiramar.edu/webfm_send/12187, and Annual Planning Calendar-2015-16 http://www.sdmiramar.edu/webfm_send/14478)

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- **Grant Initiation Process**

Ideas for improvement that involve application for grant funding are also considered through systematic evaluation. The College has developed a process that ensures grants are consistent with the college's mission and do not encumber the College with ongoing obligations it cannot meet. (Evidence: [http://www.sdmiramar.edu/sites/default/files/documents/instruction/\(3\)_Grant%20and%20Resource%20Proposal%20Procedure.pdf](http://www.sdmiramar.edu/sites/default/files/documents/instruction/(3)_Grant%20and%20Resource%20Proposal%20Procedure.pdf))

- **College Executive Committee (CEC)**

If it's not clear where an idea should be brought for deliberation, any item may be brought to the CEC for consultation on process and routing of the matter.

- **College President**

The College President maintains an open door policy (every Tuesday from 4-5 pm designated as "Open hour" and is publicized on the college-wide master calendar) whereby any employee may bring forward an idea or matter of concern (Evidence: Snapshot of college-wide master calendar from website). The SDCCD Board of Trustees similarly holds a local campus meeting at least once a year where an opportunity to meet individually with a Board member is provided. The SDCCD Chancellor also provides an annual opportunity for one on one interaction with any employee of the college. (Evidence: need links to announcements-President Office to provide)

All of the college's planning documents are updated online as they are refined each cycle. (<http://www.sdmiramar.edu/institution/plan>).

As evidenced above, Miramar's leaders have developed and encouraged a Culture of Collaborative Inquiry, which refers to the institution's capacity for supporting open, honest, and collaborative dialogue that focuses on strengthening the institution (Evidence: BRIC Technical Assistance Program Inquiry Guide http://www.sdmiramar.edu/webfm_send/13302). College practices in this area include the widespread sharing of information across participatory governance groups and developing opportunities for reflective discussions within and across those groups. A good example of this important practice is the College-wide Planning Summits. To date, the College has engaged in four summits that allow for cross-constituency dialogue and input on college-wide matters that affect the institution (Evidence: College-wide Planning Retreat Program 2012; College-wide Planning Retreat Program 2013; College-wide Planning Retreat Program 2014; College-wide Planning Summit Program 2015; College-wide Planning Summit Program 2016). Furthermore, once collaborative discussions, based on data and evidence, have occurred (Culture of Evidence), a direction can be identified and improvement plans developed and implemented (Culture of Action). (Integrated Planning Process http://www.sdmiramar.edu/webfm_send/12187, and Annual Planning Calendar-2015-16 http://www.sdmiramar.edu/webfm_send/14478)

District Response

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The San Diego Community College District has had a long standing commitment to administrator, faculty, staff and student participation in decision making processes. Board Policy 2510 *Participation in Local Decision-Making* ensures that faculty, staff, and students have the right to effectively participate in District governance. The policy specifies that the Board will consult collegially with representatives of the Academic Senates. Further it provides students the opportunity to participate effectively in District governance and affirms that the board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council (see BP 3200), has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all colleges. (Evidence: IVA2¹; IVA2²)

Board Policy 0210 *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes. (Evidence: IVA2³)

BP 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board.* (Evidence: IVA2⁴)

The membership of the District Governance Council, the primary districtwide governance body, also demonstrates the District's commitment to faculty, staff, administrator and student participation in decision making. The Council is comprised of the chairs of all of the District Governance Councils, the college and Continuing Education Presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees and representatives of the labor organizations. The District Governance Council meets monthly to review the Board of Trustees' meeting agenda, and address District operational matters including: changes to policies and procedures; Council and Task Force reports; state budget updates; and significant changes to business processes. The Council also appoints special Task Forces to address a specific topic. Examples of Task Forces include: Task Force on Textbook Affordability and the Threat Assessment Task Force. (Evidence: IVA2⁵)

In addition, the broad composition of the other District governance councils and committees demonstrates the important role faculty, staff, students and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development.

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The membership and roles of each council is described in the District Administration and Governance Handbook which is communicated throughout the District. The Handbook defines the role of each District Governance council and committee, as well as the constituency representation for each. The Handbook is available electronically on the District website as well as in print format. (*Evidence: IVA2^o*)

Analysis and Evaluation

The College has robust formal process in place for all stakeholders to participate in planning and to provide input to increase institutional excellence. The institutions leaders provide multiple venues for individual and group innovation and for unforeseen or unexpected accommodations when they arise. **As such, the College meets this Accreditation Standard.**

While questions 76-83 of the Miramar 2015 Accreditation Student and Employee Surveys do not specifically assess how much employees understand college governance and performance information they collectively do infer a majority of employees believe in and therefore understand the College's governance processes.

To enhance employee's understanding and participation in the college's governance process, in Spring 2016, the College Governance Committee (CGC) developed an assessment tool. In Fall 2016, each participatory governance committee was asked to complete the assessment tool. Thereafter, CGC will review and analyze the information to propose strategies for implementation in Fall 2017 (*Evidence: Needed*)

Need to develop action plan for improvement (CGC to address)

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IV.A.2-The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Institutional Policy and Procedures for Participation in Decision-Making

The State, the District and the College each have governance policies and procedures that are well-established to define processes for administrator, faculty and staff participation in decision-making, as defined in the College and District Governance Handbooks

(Evidence: District Governance Handbook

www.sdccd.edu/docs/employee/AdminGovHandbook.pdf; College Governance Handbook-

http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf).

The College Governance Handbook describes the participatory governance process that delegates decision-making through various committee recommendations, which ultimately go to the College Executive Committee (CEC) for consideration. The committee membership is designed to include individuals from all constituency groups, including administrators, faculty, staff, and students. Each college committee, subcommittee, workgroup, or taskforce consists of members that are appointed through each respective constituency group leader. All the constituency group leaders (e.g., Presidents and Vice Presidents) are members of the CEC, which is the final decision-making body on campus.

The District's Administrative Governance Handbook also clearly delineates roles within our district (Evidence: Administrative Governance Handbook

<http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>; BP 2510:

<http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202510.pdf>).

Furthermore, policies for allocation of resources to adequately support and sustain the college are located in the same handbook (Evidence: SDCCD Governance Handbook, pages 19-21: <http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>; District Budget Committee - page 20, SDCCD Governance Handbook Budget Advisory

Committee, page 21: <http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>; BP 6200 Budget Preparation:

<http://www.sdccd.edu/docs/policies/Business%20Services/BP%206200.pdf>).

Additional institutional processes that involve campus-wide participation are defined in a variety of plans, such as the three Divisional Plans, Instructional Plan and Administrative Services Plan (Evidence: Planning Documents). Furthermore, as requirements and funding changes within the State of California, additional planning and decision-making instruments are developed, such as the recent Student Success and Support Programs Plan (SSSP) and the Student Equity Plans (SEP) (Evidence: Student Success and Support

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Programs Plan-www.sdccd.edu/docs/employee/AdminGovHandbook.pdf; Student Equity Plan- http://www.sdmiramar.edu/webfm_send/12178). In total, these plans must be considered when developing procedures to ensure proper participation.

The college's planning webpage illustrates a number of planning efforts including its operational plans, just discussed above. (<http://www.sdmiramar.edu/institution/plan>) The inclusion of student participation in our participatory governance process is required by College and District policy, as well as State regulations (Evidence: BP 2510 http://www.sdmiramar.edu/webfm_send/4469; College Governance Handbook- http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf). The College not only values student input and participation in our participatory governance process, but also uses the student experience (i.e. Loss/Momentum phases to inform decision-making on campus).

As described in Standard I.B., the College adopted the Loss/Momentum Framework (LMF) as an organizational planning tool to help guide college-wide planning efforts (Evidence: LMF Guide). The LMF is based on the student experience and its relationship to student success. In particular, the "student experience" refers to the series of interactions between the student and the college, starting when potential students first make a connection to higher education and continuing on their journey through to completion. Each of these interactions makes an impression on whether students will continue on their educational journey toward successful completion (Momentum points) or whether they will drop-out along the way (Loss points). Using the LM Framework has allowed the College consider the various systems, protocols, departments and personnel that each and every student encounters on their educational journey, and use this to help inform decision-making. (Evidence: 2014-15 Instructional Division Accomplishments; 2014-15 Administrative Services Division Accomplishments; 2014-15 Student Services Division Accomplishments)

Participation in Resource Allocation

The above processes ensure that all members of the College have opportunity to participate in decision-making and specifically, in the allocation of resources. Generally, resources are allocated to the College by the District with limited discretion as to how these funds may be used. This occurs for several reasons, including external limitations to the college and district (e.g. negotiated salaries, grant restrictions, legal requirements, etc.) and centralization of many services such as Human Resources, Facilities, and Student Records. However, the College does have discretion to make choices within two primary areas. These include the allocation of teaching load assigned to the College by the District (FTEF) and the allocation of other unrestricted, or non-discretionary funds, as they are available (please see Standard IV.A.3).

The Vice President of Instruction and Instructional Deans review the Full-Time Equivalent Faculty (FTEF) allocation from the District after consultation with Department Chairs. As described in III.A.7, these individuals consider data and evidence such as recent courses offered, Program Review evaluation and needs assessment, student enrollment needs, and the academic goals identified in the Educational Master Plan when

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determining allocation of resources to the schools (**EVIDENCE:** http://www.sdmiramar.edu/webfm_send/12186) . This process is then repeated at the school-level with each Dean and their respective Department Chairs.

The other significant resource allocation process is conducted by the Budget and Resource Development Subcommittee (BRDS) (**Evidence: BRDS webpage**). Because district resources are most often allocated in a non-discretionary manner, there are few one-time and ongoing resources with which the college can allocate and determine usage through due process. BRDS coordinates the annual process for allocation once they have identified all fiscal resources that are eligible for open allocation. This process, described in Standard III.D.3, allows for any college employee or constituent to identify resource needs for improving student success in Program Review. These needs are prioritized in a linear ranking that is then approved by each constituent group and finally by the College Executive Committee (**Evidence: CEC Minutes Example-President Office to provide**). This list usually exceeds the available resources, however it is maintained throughout the year in the event that unforeseen changes occur or additional resources become available.

Outside of the above processes, there are funding sources that fall under a restricted category and thus must be expended as those restrictions require. While restrictions apply, the College still follows policy and procedure where it is allowed. One example is CCCCO legislated grants, such as Basic Skills and Student Success and Equity; another example is Federal allocations of Perkins VTEA monies for Career and Technical Education. In each of these situations, there are very specialized usage requirements, and they are not able to supplant normal funding processes. Thus, where the fiscal limitations do provide for participation, those participants are a part of the planning and decision-making processes specific to those resources. (**Evidence: VPA, VPSS, and CTE Dean to provide information**). Move to IV.A.3?

The college maintains real time minutes of governance meeting minutes posted online for public review, which provides a narrative of the decision-making process in action. The college and District have also been developing Internet based tools to help track and route decision-making processes. On the administrative side the District has been moving its administrative, human resources and student records process into an Enterprise Resource Planning management planning system (PeopleSoft). The college has similarly been migrating to a software based process system to manage its governance data (**Evidence: Governance Taskstream Template-Currently not in use**).

Here are some additional recent college scenarios, which are grounded in the participatory governance process:

- 1) Taskstream planning and implementation-Taskstream Taskforce and workgroup and PIEC
- 2) Program Review Processes-Three Divisional Program Review committees
- 3) Accreditation Planning-College Executive Committee and Accreditation Steering Comm.

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- 4) Student Equity Plan-Student Services Council and Student Equity workgroup (http://www.sdmiramar.edu/webfm_send/14831), http://www.sdmiramar.edu/webfm_send/12178),

• What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? (Response: Title 5 Ed Code, AB1725, Board Policies, Job Descriptions-VPI to provide information)

California Regulations Title 5 §51023.3/.5/.7, 53200-206 and 55002 each place specific requirements on who must participate, make recommendations and who must approve curricular and other educational matters. SDCCD Board policy (BP2510) then further refines these requirements. (Evidence: BP 2510 http://www.sdmiramar.edu/webfm_send/4469). Procedurally the district attempts to maintain aligned curriculum across its credit and noncredit institutions (where this makes sense) through a centralized curriculum inventory system (SDCCD Curricunet: <http://www.curricunet.com/SDCCD/>.) This places an element of the college's curriculum development process outside of its specific accreditation umbrella but, as required by law all curriculum development is strictly a recommendation until it is approved by the SDCCD Board of Trustees.

The College's participatory governance process delegates curricular and academic decision-making to the Curriculum Committee and Academic Affairs for developing recommendations, which are then routed through superior processes as defined in the College's Governance Handbook (Evidence: [College Governance Handbook](http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf) http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf). Typically, most matters are routed to the College Executive Committee, however, curriculum changes and recommendations are typically routed to the District's Curriculum & Instructional Council for coordination before pressing on to the Board for approval. http://instsrv.sdccd.edu/CIC/cic_minutes_2014-2015.html

District Response

The San Diego Community College District has policies and procedures in place that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges and Continuing Education. The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on

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the recommendations of staff with input from various constituencies in the development and review process. The board agenda includes a standing item, titled *Call for Academic Senates' Agenda items for Discussion* intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board. (Evidence: IVA3¹)

Board Policy 2510 *Participation in Local Decision-Making* ensures that faculty, students, and staff have the right to effectively participate in District governance. The policy specifies that the Board will consult collegially with representatives of the Academic Senates and, provide students the opportunity to participate effectively in District governance, including not taking any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures.

The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all campuses. (Evidence: IVA3¹)

Board Policy 0210 *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes. (Evidence: IVA3²)

BP 2310 *Regular Meetings of the Board* also demonstrates a commitment to faculty, staff, and student participants in governance. It describes the format and structure of Board of Trustees meetings as well as a commitment to participate. Included is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board.* (Evidence: IVA3³)

With regard to budget and fiscal matters, the District has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to districtwide budget planning and development is the *Budget Planning and Development Council.* (Evidence: IVA3⁴)

The District Administration and Governance Handbook provides a guide to the organization and delegation of function of the various departments and District

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governance structures. The Handbook is a clear illustration of the District's commitment to participatory governance. It includes a description of participation in the Board meetings, a comprehensive delineation of function of District and college operations, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees. (Evidence: IVA3⁵)

AFT Classified Bargaining Agreement, Article III – Employee Organization and Unit Member Rights, Section 3.15. Language authorizing AFT to designate one (1) representative to the District Governance Council:
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/AFT%20Classified%20Master%20CBA.pdf>

AFT Faculty Agreement, Article XII – Rights of Parties, Section 12.2.14. Language authorizing AFT to designate one (1) faculty representative to serve on the District Governance Council:
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf>

POA Agreement, Article II – Association and Employee Security, Section 2.24 authorizing POA to designate one (1) representative to serve on the District Executive (Governance) Council:
<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Police%20Officers%20Association.pdf>

Analysis and Evaluation

San Diego Miramar College meets this standard. More importantly, the college complies with the laws and regulations requiring this standard be met as a minimum condition for state apportionment. The college and district have robust formal processes in place for all stakeholders to participate in planning, governance and to provide input as individuals.

Governance roles within the District and specifically at the College are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Some examples include

- Improvements to both the District and College Strategic Plans (Evidence: Fall 2013-Spring 2019 Strategic Plan- http://www.sdmiramar.edu/webfm_send/14122; SDCCD 2013-2017 Strategic Plan- http://www.sdccd.edu/public/events/strategicPlan_2013-2017_finalWeb.pdf).
- Implementation of Taskstream to support outcomes and assessment and program review processes (Evidence: Taskstream reports from 3 Divisions).
- implementation of the Student Equity and SSSP plans to support student success (Evidence: Student Success and Support Programs Plan-

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www.sdccd.edu/docs/employee/AdminGovHandbook.pdf; Student Equity Plan- http://www.sdmiramar.edu/webfm_send/12178).

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IV.A.3-Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

California regulations (Title 5 §51023.3/.5/.7) require, as a minimum condition for collection of state apportionment that three specific constituent groups be given distinct participatory governance roles, each unique to each group. These groups are faculty, staff and students. Staff and students each have the right to participate in those areas most likely to affect them, and these are spelled out to some degree. Faculty not only have the right to participate, but they must be relied upon primarily in specific areas such as curriculum or instructional program development. As required by both law and regulation the SDCCD Board of Trustees retains the ultimate authority in all decision-making matters, however the Board may delegate specific responsibilities to designees through policy. In the SDCCD this designee is typically the Chancellor except where regulations provide other requirements (such as curriculum approval).

When these requirements went into effect (1988) each of California's community colleges were very unique with respect to their local processes and practices. These requirements were therefore written to be a framework whereby local colleges could establish processes that best suited their local needs and limitations. The requirements were also somewhat specific in focusing on nine to ten areas. However, since regulations are permissive Miramar College chose to broaden its inclusivity to allow participation of all constituents in all areas with exclusivity to "rely primarily" on the faculty's input in the specific areas required by law. (There are exceptions to this inclusivity such as personnel and negotiating matters requiring privacy.)

The College's Governance Handbook clearly defines these roles for administrators, students, staff and faculty in the college's participatory governance process (Evidence: College Governance Handbook-http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf). Furthermore, all of the participatory governance committees have defined roles/responsibilities as stated in the handbook. Membership, goals, and procedures are described in detail in the handbook (Evidence: PIEC-<http://www.sdmiramar.edu/content/committees/INEF>; CEC-<http://www.sdmiramar.edu/content/committees/CEXC>; BRDS-<http://www.sdmiramar.edu/content/committees/BRDS>; IPR/SLOAC-<http://www.sdmiramar.edu/content/committees/AAPR>). For example, the PIEC reviews the college-wide strategic plan and annual college planning cycle. The Budget Resource Development Subcommittee (BRDS) oversees the annual review of the college's discretionary budget.

The ultimate test for the effectiveness of governance matters within a college is to assess how many matters must be resolved by direct involvement of the elected board. This is

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particularly true where law requires mutual constituent participation. If the processes in place effectively lead to a consensus of diverging perspectives, thereby giving the Board unified recommendations, then it is most likely working reasonably well. Not that this is to say that the same outcome could not occur with a singular dominant force making all the decisions, but were this happening there would be a significant lack of evidence regarding the participatory processes already mentioned numerous times in this study. A lack of evidence reflecting contentious divisive board meetings coupled to the volume of evidence reflecting active participatory governance logically infers that the college and district processes are functional.

Analysis and Evaluation

San Diego Miramar College meets this standard. More importantly, the college complies with the laws and regulations requiring this standard be met as a minimum condition for state apportionment. The college and district have robust formal processes in place for all stakeholders to participate in planning, governance and to provide input as individuals. These roles are comprehensively and clearly defined and easily accessible on the college and district's websites.

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IV.A.4-Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

• What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?

There are a plethora of policy, procedures, and well-defined structures that describe the official responsibilities and authority that the faculty and academic administrators have in curricular and student educational matters. For instance, the roles of Curriculum Committee, Curriculum Instructional Council, and the Academic Senate illustrate well-defined roles for constituents. (Evidence: Curriculum Committee role-<http://www.sdmiramar.edu/content/committees/CURR>; Academic Senate role: <http://www.sdmiramar.edu/faculty/committees/pages/ASEN>).

The College's Governance Handbook and the SDCCD Curricunet processes also define the responsibilities and authority of faculty and academic administrators (Evidence: Curricunet user guides-http://instsrv.sdccd.edu/CurricUNET/User_Guide.pdf; http://instsrv.sdccd.edu/curricunet_training.html). Program Review, Outcomes and Assessment, and Basic Skills processes also define these responsibilities and authority as well (Evidence: Title 5 53200 and 55002-[https://govt.westlaw.com/calregs/Document/I83E8E9A0B6CB11DFB199EEE3FF08959C?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000014c48a200260f89843b%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=55002&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I83E8E9A0B6CB11DFB199EEE3FF08959C?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000014c48a200260f89843b%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=55002&t_S1=CA+ADC+s)).

• What evidence demonstrates that these policies and procedures are functioning effectively?

There are several ways to answer this. First, the functionality of Curricunet (<http://www.curricunet.com/SDCCD/>) is self-evident in that it has been in place for XX (check with VPI) years and is still in use with no intent to replace it with another curriculum management system. SDCCD is now unique in this regard out of 72 publically funded community college districts in California (Fact check with Vice Chancellor Instructional Office). One other district attempted this for some time but is no longer requiring it. The primary purpose of the SDCCD Curriculum Instructional Council is to resolve these issues, which they do for the most part.

Another piece of evidence is the nature of the curriculum data itself. How many course outlines of record are currently updated within an appropriate time span? How many

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become outdated? **LINK DATA FROM DISTRICT, WE WILL NEED TO GET THIS FROM THE OFFICE OF INSTRUCTION**

Yet another measurement of the effectiveness of the college's processes is to look at the recent degree requirement changes, which necessitated the overhaul of many of the college's common transfer degrees. Senate Bill 1440 and follow-up bill 440 placed severe requirements on all California Community Colleges to replace their existing four-year transfer degrees with degrees that aligned with State developed templates. This was to ensure portability of credit for students as they transition to other colleges across the state. Miramar College developed the following degrees in response to this new legislation in a remarkably timely manner: Administration of Justice, Anthropology, Art History, Business Administration, Communication Studies, Economics, English, History, Kinesiology, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, and Studio Arts **(Evidence: ADT Tracker Report 03/03/16)**.

With respect to other educational matters not necessarily specific to curriculum development the college's academic planning process provides the means for overarching planning and prioritization. While the college's overall planning process is cyclical and ongoing (Annual Planning Cycle http://www.sdmiramar.edu/webfm_send/12187) the process for educational planning is as follows: The college's loss/momentum framework focuses on the stages students experience as they engage with the college initially, become a student, engage in a variety of campus activities and courses and then complete. Both the Educational and Student Services Master Plans focus on students using this framework. Then the divisions link to the themes established by the framework with a variety of activities tailored to increase student success.

Coupled to this the college has faculty hiring prioritization processes in place that includes administration and faculty participation. Hiring is based upon program or service needs identified in the program review process and are aligned with the college's mission and goals. The district practices the policy of eliminating all vacancies thus new hires start with the position being opened by the Board of Trustees. As resources become available, each college in the district is granted an allotment of openings based on district planning and these are filled based upon a prioritized hiring list produced annually by the Faculty Hiring Committee. (<http://www.sdmiramar.edu/content/committees/HIRE>)

NOTE – THIS PAGE IS OUT OF DATE

The processes for prioritizing other staff hiring is different from the faculty need prioritization process for several reasons. Many staff assigned to the college are actually assigned to one of the SDCCD's centralized services, so as such the college does not control these staffing decisions. Staffing decisions made by the college tend to fall into two groups, staff assigned to administrative or service functions and staff assigned to supporting instructional activities. Because of long-term obligation that comes with hiring a full time employee there is a requirement for all new and replacement staffing positions to also be approved by the District and Board, and coupled with the consideration of meeting the 50% law, each plays a dominant role in this decision-making process outside of the college's control.

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Program planning and review is typically handled by each department and integrated into college planning efforts through each of the college's divisions. **NEED A LINK SHOWING THIS PROCESS** And, as previously mentioned, planning processes for providing student services are furiously underway due to targeted funding by the State of California.

Student Services Plan (Evidence: Student Services Division Six-Year Plan 2014-2010-http://www.sdmiramar.edu/webfm_send/12189)

Student Equity Plan- http://www.sdmiramar.edu/webfm_send/12178).

Lastly, only 6% of those employees surveyed in the Miramar 2015 Accreditation Student and Employee Surveys felt that faculty are not central to curricular decision-making.

- Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process? **THIS WILL NEED TO BE ANSWERED BY THE VPI AND THE DISTRICT.**

Response from DE Information – District chart:

Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process? **Shelly—Campuses. Substantive change proposals were filed in 2010 and 2016.**

Analysis and Evaluation

San Diego Miramar College meets this standard. More importantly, the college complies with the laws and regulations requiring this standard be met as a minimum condition for state apportionment. The college and district have robust formal processes in place for all stakeholders to participate in curriculum development, improving student learning and providing service to students. These roles are comprehensively and clearly defined and easily accessible on the college and district's websites.

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IV.A.5-Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

• Do the written policies on governance procedures specify appropriate roles for all staff and students?

Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?

Both the College's Governance handbook and the AFT Faculty contract have written policies on governance procedures which are specifically appropriate for all administration, faculty, staff and students (Evidence: College Governance Handbook-http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf; AFT 1931 Faculty Contract <http://aftguild.org/Contracts/faculty/faculty-contract-7-1-08-to-6-30-11-AGR.pdf>). These policies also specify the academic roles of faculty in areas of student educational programs and service planning.

• Are staff and students well informed of their respective roles?

There are a variety of activities, obligations and processes that each employee of a large institution like Miramar College must be familiar with. This is true for all employees and all students. And developing the knowledge of these can take a reasonably long time depending on the specific role. Suffice to say the newer employees and students typically are somewhat under prepared to be effective in whatever they take on. Whereas the more senior personnel and soon to graduate students often take on the leadership roles vacated by their predecessors.

For the students, recent targeted funding from the State has led to significant improvements in preparing students for their journey through college. Due to the Student Success Act of 2012 they are all now strongly incentivized through enrollment priorities to receive a comprehensive orientation and to engage in educational planning in an ongoing basis.

Providing professional development resources for staff has always been one of the College's top priorities. As such, the majority of employees (69%) surveyed felt they were provided adequate professional development. (Evidence: Miramar 2015 Accreditation Employee Feedback Survey, item 62)

The college's most recent venture into ubiquitous professional development was at the Fall Convocation where the recent planning and implementation for serving and orienting students was unveiled in an innovative manner. Mixed groups of faculty, staff and administrators were called upon to define and assist a variety of mythical students as they

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transition into, through and out of Miramar College. Classified staff also engage in flex activities and an annual retreat every spring semester (Refer to IV.B. for further details).

The Miramar 2015 Accreditation Student and Employee Surveys found that only 13% of the students felt they did not have a substantial voice in matters related to programs and services. This number has declined from 16% three years ago. 15% felt they were not a valued part of campus decision-making and 20% felt the student government was not a strong presence on campus. These are also less than the findings of 2012. (Questions 64, 65 and 66)

Only 8% of staff felt they were not aware of their role in various governing, planning, budgeting, and policy-making bodies at the college. (Q80)

Do staff participate as encouraged by these policies?

The structure of Miramar College's governance model provides adequate slots for participation. In fact, according to both the 2015 Accreditation Student and Employee Feedback Surveys, only 17% of survey respondents agreed that staff and faculty do not have a substantial voice and are encouraged to participate (items Q76-Q79). This would indicate some significant degree of participation.

There are contractual requirements for staff to participate in governance activities. These are primarily required of faculty in terms of committee work and work as assigned. (AFT 1931- SDCCD Contract <http://aftguild.org/Contracts/faculty/faculty-contract-7-1-08-to-6-30-11-AGR.pdf> Page 23) Many departments also strategically seek committee assignments for their members. For example, if they are involved in a building renovation they make task one of their members to seek appointment to the Facilities Committee. Also, as Miramar College has shifted from a passive to active culture in terms of decision-making, getting resources is now being tied to active participation in program review and both program, division and college planning, as evidenced by the college annual planning calendar (http://www.sdmiramar.edu/webfm_send/14478), the annual planning cycle (http://www.sdmiramar.edu/webfm_send/12187), and the Roadmap to Student Success (http://www.sdmiramar.edu/webfm_send/15205).

Do the various groups work in collaborative effort on behalf of institutional improvements?

Each constituency group is represented on all primary committees and work collaboratively to make recommendations on college-wide improvements. Recommendations are disseminated widely and sent to each constituency group, AS, Classified Senate, Management and AS for feedback prior to moving recommendations forward to CEC for review and approval. Collaboration has been one of Miramar College's greatest strengths.

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There are several examples of effective institutional improvement in the areas of student learning outcomes, program review, enrollment, program development and student achievement (awards and certificates) Links [needed here](#)

The State of California mandatorily reduced its commitment to higher education by about 25% over this period through workload reductions to all four segments of public education. The State also further reduced income by temporarily transferring several billion dollars of debt to the local municipalities through an apportionment deferral process. This meant districts had to service that additional debt as they borrowed money to ensure cash flow.

The college's capacity to offer classes was truncated, in some cases by more than 50% depending on the program. When classes are canceled on a wide scale all normal methods of measuring improvement to success become moot. Persistence, retention, graduating and other completion rates showed mixed results during periods of reduced access to classes ([Evidence: 2015-16 SPAS](#)). The economic context is also considered when examining data regarding improvement ([Evidence: Environmental Scan](#)). Another measure of improvement is the ratio of part time faculty to full time faculty. The California Community Colleges Board of Governors has established that a ratio of 75% full time to 25% part time is desirable and thus provides incentives for districts to reach and sustain these goals.

During the down economic times, the District successfully managed draconian reductions without closing programs, laying off employees or entirely eliminating services to students. This was instead accomplished through a rigorous period of belt tightening. Employee reductions were managed through hiring freezes. Supply budgets were reduced. Classes were strategically cut without fully compromising academic pathways, which meant students could reach their goals, but over a longer period. Services to students were consolidated, particularly where retirements occurred.

Because the economy snapped back rather suddenly it will be important for the college to keep monitoring improvement, but this needs to be measured both in the long-range context and in the context of the recent economic improvements.

• Is there effective communication at the college - clear, understood, widely available, current?

51% of the staff surveyed felt that the processes for decision-making and the resulting decisions are widely communicated across the college and only 21% felt they were not (Q82). Broad communication has always been made at every college event about the many activities, enterprises and actions the college and its leadership is involved in. The fact that every committee posts their agendas and minutes online and that all college and district policies and procedures are available online is being missed by many. One challenge, however, is the immediacy and relevance as well as context. Also, newer employees will often hear verbiage that really doesn't connect yet because they have not developed the necessary context. And, as previously mentioned, all public employees

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face an onslaught of information coming at them from a variety of sources which impairs their ability to effectively communicate the elements are the less relevant to them.

• Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?

Many efforts are made to disseminate and post outcome reports demonstrating progress directly related to institutional goals and improve learning. Examples include: College Student Success Scorecard; SLO reports at every level, program review and integrated planning. [Links needed](#) These reports are published on the college website and discussed at college-wide forums, convocation, workshops and discussed by all constituency groups in governance committee meetings.

The college does not directly assess the degree to which any employee might possess detailed knowledge of the institution's efforts to achieve its goals and improve. There are, however, a variety of inherent indicators that most, if not all employees possess the information that is essential to their role as an employee. The college's catalog and class schedule are published on time. The budget is developed and approved on time with due consideration for appropriate participation. The district has successfully implemented \$1.75 billion in bond funds to renovate and build new facilities across all sites, all done with a minimal amount of controversy. The college and district have persevered through the worst economic times in living memory and now both are rapidly recovering in spite of the radically increased workload of replacing hundreds of employees and implementing numerous long-delayed plans.

Suffice to say with the large increase of newer employees the college and district must remain ever vigilant, providing ongoing opportunities for professional development. It is also important for the college and district to be strategic about professional development by integrating into these processes means to regularly assess the degree to which employees are prepared in both the regularly assigned roles and in optional roles such as leadership and advancement.

District Response

The San Diego Community College District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog, and consideration of relevant perspectives in decision making through the District.

The Chancellor's expectation for timely action on institutional plans, policies and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting (evidence). Each action item includes a timeline and specific follow up items. Another example is the Cabinet retreats where the agenda includes goals and goals and accomplishments of the cabinet members, as well as the planning agenda for the year.

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Board Policy 2510 Participation in Local Decision-Making clarifies the Board of Trustees' commitment to collegial governance, and ensures that faculty, students, and staff have the right to participate effectively in District governance. (Evidence: IVA5¹)

Board Policy 0210 Academic Senate and Faculty Council ensures that faculty have meaningful participation in the formation of policies and procedures on academic and professional matters. The policy formalizes the process for input as well as the responsibilities and recognition of the Academic Senate. (Evidence: IVA5²)

BP 2510 also maintains rights and responsibilities of the Academic Senate which are not specifically in statute or regulations, including the right to appear before the board evidenced by a standing agenda item on the board meeting agenda. (Evidence: IVA5³) In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action in a matter significantly affecting students until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI. of the AFT Guild Faculty Contract contains a commitment to faculty participation in committees based upon their expertise. The contract specifies that: *Tenure/tenure track faculty shall attend all District meetings, functions and activities which require the presence of the faculty members during their regularly scheduled on campus work week.*

BP 2510 specifies the role of the faculty in the areas of planning for educational programs and services including all curricular and educational matters. BP 2510 also affirms the Board of Trustees' commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups in order to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District Governance Handbook that is widely published each academic year. The Handbook describes the role and responsibilities of the various governance councils and committees as well as District administrative divisions and departments. The Handbook is designed to effectively communicate the District's system of institutional governance, commitment to participation by all constituents, and organizational structure to the District community.

Analysis and Evaluation

San Diego Miramar College meets this standard. Decision-making is aligned with expertise and all relevant perspectives and these processes are comprehensively and clearly defined and easily accessible on the college and district's websites. The college must continue monitoring its processes for governance to ensure both improvement and to ensure that reasonable consideration is given to all constituents and perspectives. As

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the college continues to grow the need to build and sustain rapport among colleagues is paramount and must be intentional. The college must also remain committed to providing professional development opportunities for all of its employees. A key cultural component to this is every employee at Miramar College has the right and obligation to flourish professionally and personally. This obligation exists because we must model what we expect of our students.

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IV.A.6-The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

• What process does the institution use to document and communicate these decisions?

Miramar College uses a variety of mechanisms to communicate with affected stakeholders. This communication falls into two types, active and passive. The active communication usually occurs at college and district events in the form of reports and dialog, both informal and formal in committees. The passive usually falls into the category of making information available online for asynchronous review.

As previously mentioned all of the State's laws and regulations, the District's policies and procedures, and the College's policies and planning efforts are available online. Agendas and minutes are also uploaded online. Committees actively seek transparency by complying with the provisions of California's Open Meeting requirements. The College President, Academic Senate President, Classified Senate President and Associated Student Council President all attend many venues in an effort to both deliberate on decisions and to communicate with others. (Evidence: District Governance Handbook www.sdccd.edu/docs/employee/AdminGovHandbook.pdf; College Governance Handbook- http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf).

Different divisions will communicate decisions and priorities via their planning documents. Each major division (Instruction, Student Services, Administrative Services, Etc.) engages in ongoing planning and those plans are available on the college's planning webpage. (Evidence: <http://www.sdmiramar.edu/institution/plan>) Each instruction school also develops plans and priorities based upon each department's program review processes. (Evidence: Student Services Division Plan http://www.sdmiramar.edu/webfm_send/12189, Instructional Services Division Plan http://www.sdmiramar.edu/webfm_send/12186, and Administrative Service Division Plan http://www.sdmiramar.edu/webfm_send/12185) Needs a better description, I don't know to specifics here all that well.

The Board of Trustees provides regular electronic reports on their goals, activities and actions in the form of agendas and minutes. (Evidence: Board Agendas and Minutes: <http://www.sdccd.edu/public/district/trustees/agendas.asp>, Board Goals: <http://www.sdccd.edu/public/district/botgoals.shtml>) Their agendas are a matter of public record and are made public in the manner required by California's Open Meeting laws. The Chancellor provides regular electronic updates to all employees that are germane to high-level district and state activities and how that can impact the colleges. (Evidence: Chancellor's Webpage, includes recent updates:

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<http://www.sdccd.edu/chancellor/>, and
<http://www.sdccd.edu/chancellor/update.shtml>)

More functional decisions are made clear as an inherent element of implementation. The decision on where and when to hold graduation ceremonies is published in schedules and other district calendars. Department decisions on when and what courses are offered are published in the College's course schedule. The decision to relocate Student Services into a central location most commonly frequented by students was communicated both in the College's Master Planning stages and during the facility's groundbreaking and completion ceremonies.

District Response

The Chancellor is committed to effective and timely communication on all important matters. The Chancellor and Board of Trustees use a number of communication vehicles to document and communicate decisions and important information that impact the organization.

Examples of communication include the following:

- **Board of Trustees Reports** – provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization, as well as to the community after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District. (*Evidence: IVA6¹*)
- **Chancellor's Cabinet Updates** – provides a monthly report summarizing the major discussion and decisions of the Chancellor's Cabinet. The Chancellor's Cabinet is comprised of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Public Information and the Executive Assistant to the Chancellor. The Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission. (*Evidence: IVA6²*)
- **Chancellor's Open Forums** – The Chancellor holds an open forum at each college and Continuing Education campus, as well as the District office each year. The purpose of the forums is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students. (*Evidence: IVA6³*)
- **Chancellor's Updates on Major Areas of Interest** – The Chancellor sends periodic updates to the District community, as well as various community members, on major areas of interest. Updates have included: the State Budget,

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the Baccalaureate Degree, Enrollment Updates and Facilities Updates. The Chancellor's updates are available both electronically on the District website, and in printed form (evidence).

- **The WE**– A semesterly report showcasing significant programs, events and accomplishments of students, faculty and staff throughout the District. The report is widely distributed electronically throughout the community, and is available in both print and electronic copy on the District website. (*Evidence: IVA6⁴*)
- **NewsCenter** – NewsCenter is the District's online news center which reports on a variety of events, activities and significant accomplishment throughout the District. The goal of NewsCenter is to ensure that the District community is apprised of the many exemplary ways the District is accomplishing its mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events going on throughout the District (evidence).

In addition, the District Vice Chancellors and Presidents are expected to broadly communicate on important matters to various constituencies. Communication includes emails, newsletters and various ongoing updates. (*Evidence: IVA6⁵*)

These communiqué are distributed broadly to both the internal and external community electronically, and in print format.

Analysis and Evaluation

San Diego Miramar College meets this standard. All processes for decision-making in the district and college are well documented and easily accessible online. One area that needs ubiquitous and ongoing improvement is documenting process results. The college has invested in process charting and documenting tools such as TaskStream, LINKS however these tools come with no small learning curve. Keeping the college's governance website current with minutes and agendas plays out differently depending on who is chairing each, their technology skill levels and their capacity given all their other assignments and the degree to which they have support staff. While ongoing professional development is one element of remediating these problems, technology simplification is another that needs to be addressed. These processes are often only accessed occasionally and temporarily by the user, as such the nuances of entering data into complex data management systems are not readily retained.

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IV.A.7-Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

District Response

Leadership roles and the institution's governance and decision making policies, procedures and processes are regularly evaluated to assure their integrity and effectiveness. The District Governance Councils conduct a formal self-assessment of how each is contributing to the overall effectiveness of districtwide governance. The San Diego Community College District currently has nine districtwide participatory governance councils and committees that are divided into two tiers. *tier one* consists of six governance councils that have broad oversight and are each chaired by one of the District Vice Chancellors. *tier two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with *Board Policy 2510 Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook*. (Evidence IVA7¹; IVA7²)

A formal comprehensive evaluation of the districtwide participatory governance councils and committees is on a six year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to all employees in the District by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to districtwide governance, and make improvements to their operations accordingly. The summary reports are published online on the District's Institutional Research website. (Evidence IVA7³)

Based upon the results of the assessment, the DGC, as well as the individual councils make improvements to communications, processes and membership. For example, the assessment process and survey instrument was refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to better reflect its role, and the Student Services Council established a practice to meet periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website, as well as communicated in meeting minutes and on department websites. (Evidence IVA7⁴; IVA7⁵)

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Below is the annual timeline of the process for the comprehensive assessment of the governance structures.

- **Fall - Refine the Evaluation Rubric**
The District Governance Council, working with the Director of Institutional Research and Planning (IRP), reviews and refines the evaluation rubric for all committees and councils that comprise the districtwide participatory governance structure (evidence). The evaluation rubric is based on context and behavioral anchors that were extracted from Board Policy 2510, accreditation Standard, and the current functions and responsibilities of the nine districtwide participatory governance committees and councils.
- **February – Administer the Self-Assessment**
Each of the districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey that is based on the evaluation rubric.
- **April – Report Outcomes and Begin Action Planning**
Each of the districtwide participatory governance committees and councils discuss the results of their assessment, and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in changes to council/committee operations. Major changes are included in the Administration and Governance Handbook for the following academic year. (*Evidence IVA7^o; IVA7^l*)

In addition to the formal self-assessment, the Councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. For example, the Strategic Planning Committee has restructured the membership and designed a planning calendar in response to feedback from the Chancellor's Cabinet; the District Governance Council added three representatives from labor, one from classified, one from faculty, and one from the Police Officers Association. The District Research Committee was reconstituted to improve collaboration among the campus-based Research and Planning Analysts, and the Student Services Council changed its meeting schedule from weekly to bi-monthly to accommodate college priorities. Ongoing, formative assessment is also an important mechanism to ensure continuous quality improvement and facilitate an effective governance structure.

- **What process does the institution use to evaluate its governance and decision-making structures?**

College Response

The College Governance Committee (CGC) is primarily responsible for using a process to evaluate governance and decision-making across the college (*Evidence: College Governance Handbook-*
http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_Co

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[College Governance Handbook.pdf](#)). Issues are addressed as they arise in an ongoing formative manner. Updates to the governance processes are generally instituted annually, although time sensitive changes do occur.

To enhance employee's understanding and participation in the college's governance process, in Spring 2016, the College Governance Committee (CGC) developed an assessment tool. In Fall 2016, each participatory governance committee was asked to complete the assessment tool. Thereafter, CGC will review and analyze the information to propose strategies for implementation in Fall 2017 ([Evidence: Needed](#))

In addition, governance concerns related to policies, procedures, and processes are brought forward by any person to the College Governance Committee (CGC) with the only requirement that they be properly agendaized in a timely manner. The CGC considers these issues and all input and if deemed necessary makes recommendations to the College Executive Committee through the four constituent groups as defined in the College Governance Handbook. ([Evidence: College Governance Handbook-
\[http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf\]\(http://www.sdmiramar.edu/sites/default/files/documents/committees/CGOV/Miramar_College_Governance_Handbook.pdf\)](#)).

Examples of this include the College's migration to using a software tracking system ([TaskStream](#)) for documenting various processes, and a variety of updates to the Handbook each year. [LINKS to several versions and CGC minutes, NOTE – THE WEBPAGE MINUTES HAVE NOT BEEN UPDATED SINCE MAY 2014.](#) .

Analysis and Evaluation

San Diego Miramar College partially meets this standard. All processes for decision-making in the district and college are well documented and easily accessible online. The college regularly engages in ongoing formative evaluation to ensure its governance and decision-making processes have integrity and are effective. One area that needs improvement is to institutionalize a cyclical summative process for evaluating and improving both the college and district processes. This needs to be a proactive process that is data driven versus relying exclusively on the current reactive, formative process, such as the newly developed college participatory governance assessment tool. This is not to say that reacting to unforeseen needs in a timely manner is not a good thing but the standard also calls for a more proactive cyclical approach to self-improvement. In Spring 2017, upon the implementation of the action strategies that arise from the governance system evaluation results, the college will meet this expectation.

STANDARD IV.B. CHIEF EXECUTIVE OFFICER

IV.B.1-The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

College President and Communication

The College President acts as the institutional chief executive officer (CEO) for San Diego Miramar College. The President communicates both in person and/or through delegation to constituency leaders the institutional values, goals, institution-set standards, budgets and directions to the College on an ongoing basis. This communication process starts at College Convocation, and continues at the various meetings on campus, including the following meetings: Planning and Institutional Effectiveness Committee (PIEC); Academic Senate; Classified Senate; Miramar Managers; Associated Student Council; College Governance Committee; College Executive Committee (CEC); Dean's Council; the Annual Planning Summit; Academic Affairs; On-campus Board Meeting (Evidence: College Executive Committee Agenda 3/22/16; Classified Senate Meeting Agenda 3/5/15; Academic Senate Meeting Agenda 3/15/16; Associated Student Council Meeting Agenda 3/6/15).

According to the Miramar College 2015 Employee Feedback Survey, 45% of college employees surveyed agreed with the statement "the College President communicates effectively with the students." This result represents a 16% improvement in level of satisfaction compared with 2012 survey results (Evidence: Miramar College 2015 Student Feedback Survey, item 68).

College President and Institutional Performance (Enrollment, Data, and Budget)

The College President is familiar with the data and analysis regarding institutional performance. The President regularly receives institutional effectiveness, student achievement/completion, and weekly enrollment data from the District and also the budget information from the Chancellor's office. This information is shared and discussed with the CEC and then disseminated electronically to the entire campus for review, discussion, and action.

This information is further discussed at Dean's Council and then at school meetings with the department chairs and then within each department. Data and information regarding institutional performance is periodically discussed at Academic and Classified Senates (Evidence: SDCCD Board Report 2/18/16; College Executive Committee Agenda 5/20/15; Classified Senate Meeting Agenda 9/18/14; Academic Senate Meeting Agenda 10/20/15; Associated Student Council Meeting Agenda 3/6/15).

In fact, 59% of college employees surveyed agreed with the statement "the College President provides effective leadership in planning and assessing institutional

Standard IV.B. Chief Executive Officer

effectiveness.” This result represents a 12% improvement in this metric since 2012 (Evidence: Miramar College 2015 Employee Feedback Survey, item 85).

College President and Institutional Effectiveness (Planning and Organization)

The College President communicates the importance of a culture of evidence, which focuses on student learning through evaluation of quantitative and qualitative data obtained using established processes. Guided by the President, the College has established a process to identify the annual institutional research needs through the research agenda, in addition to an ad hoc process to account for various other needs that were not included in the research agenda. The President communicates and emphasizes the importance of a culture of evidence through the collegial consultation and approval processes. The President regularly communicates the importance of a culture of evidence focused on student learning with the Vice President of Instruction, Dean of Planning, Research and Institutional Effectiveness (PRIE), CEC, Miramar Managers and the College-wide Outcomes and Assessment Facilitator. The President regularly reports this information as part of the CEO Challenges and Accomplishments report and dialogues with the District Board at their annual retreats (Evidence: Board Retreat agenda). Finally, the college research office reports directly to the President. The President has weekly meetings with the Dean of PRIE to review topics related to institutional research functions, planning, and effectiveness (Evidence: Research Subcommittee Minutes 2/8/16, p.1; Planning and Institutional Effective Committee Minutes 2/26/16, p.2-3; College Executive Committee Agenda 4/19/16; PRIELT Dean-CEO Meeting Agenda 11/4/16; PRIELT Dean-CEO Meeting Agenda 3/30/16).

The President has advocated for and supported the development and full implementation of the college’s Integrated Planning Framework in linking institutional research to institutional planning efforts and resource allocation processes (Evidence: College Executive Committee Agenda 5/3/16, p 2-9; Fall 2012 San Diego Miramar Retreat Agenda; Spring 2013 San Diego Miramar Retreat Agenda; Spring 2014 San Diego Miramar College Retreat Agenda; Spring 2015 Miramar College College-wide Planning Summit Agenda; Spring 2016 San Diego Miramar College Planning Summit Agenda).

In fact, according to the Miramar College 2015 Employee Feedback Survey, 57% of Miramar College employees surveyed agreed with the statement “the College President provides effective leadership in fiscal planning and budget development.” This result represents a 5% improvement in level of satisfaction compared with 2012 survey results (Evidence: Miramar College 2015 Employee Feedback Survey, item 87).

College President and Hiring Processes

The College President relies primarily on the well-established selection processes which are guided by the District hiring policies in selecting and developing personnel at San Diego Miramar College. The selection process takes into consideration that the college staff be reflective of the student population and also support the vision and mission of the campus programs (Evidence: Faculty Hiring Committee Minutes 9/3/15; Classified Staff Hiring Procedure).

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Currently, the Miramar College Diversity Plan includes a goal for the more effective recruitment of a diverse staff. Implementation of the Miramar College Diversity Plan is a standing agenda item for the CEC meeting. The task force of the Diversity/ International Education Committee (DIEC) is charged with making recommendations to CEC in order to identify specific strategies and actions for the implementation. A draft plan has been developed and will be finalized by the end of Fall 2016 for implementation in Spring 2017 (Evidence: College Executive Committee Agenda 5/3/16, p.10).

Forty nine percent of Miramar College employees surveyed agreed with the statement “the College President provides effective leadership in selecting and developing personnel.” This result represents a 7% improvement in level of satisfaction compared with 2012 survey results (Evidence: Miramar College 2015 Employee Feedback Survey, item 86).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College President has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President also ensures that every newly hired manager at San Diego Miramar College is assigned one or more mentors by the immediate supervisor to help him/her acclimate into the college community to ensure success.

To provide leadership in the selection and development of personnel, the President has supported the college’s efforts to develop faculty mentoring programs that were designed to provide guidance and professional development to newly hired tenure track faculty. Due to the large number of new faculty hires, in 2014 the College developed a New Faculty Orientation Program (Evidence: New Faculty Orientation Agenda-2 Day; Academic Affairs Minutes 9/4/14, p.1). The Program’s objectives are to provide faculty with important information on college procedures and services, campus culture, and performance expectations and to encourage socialization and opportunities for new faculty to bond and interact with each other and other faculty program providers. The Program schedule involves a 2-day workshop prior to the start of the semester, and 4 half-day workshops schedule monthly during the semester. Activities within the program include:

- Meetings with respective school deans and secretaries to inform faculty of performance expectations; and to sort out office assignments, keys and codes and administrative paperwork such as program cards, absence protocols and syllabi submission.
- Meetings with respective department chairs to inform faculty on department culture, Faculty Web Services for attendance and grade reporting, FLEX, instructional support tools, faculty evaluation process and faculty mentor assignments.

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- Tours of campus facilities and support services to get layout of campus and meet instructional support personnel
- Tours of Student Services offices and meetings with office personnel to learn about where and what services are available to students
- Monthly workshop topics on the Collective Bargaining Agreement, faculty evaluation process, college Committee Service, student learning outcomes and assessment, strategies to manage student behavioral issues, professional development, online teach and use of Blackboard

The President also supports the Classified Senate in developing a staff professional development week and an annual retreat to keep classified personnel abreast of the policy and procedure changes, as well as new state rules and regulations pertaining to their respective duties and assignments.

Standard IV.B. Chief Executive Officer

IV.B.2-The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

College President and Institutional Complexity

As a College within a multi-college district, San Diego Miramar College's organizational structure reflects having three Vice Presidents supported by Instructional and Student Services Deans and Associated Deans. In addition to effectively overseeing the administrative structure, based on the college's mission and state mandate, the College President plans and evaluates the administrative structure to reflect the college's purpose, size, and complexity to ensure the College is capable of providing required administrative support to the College's operations. This information can be found in the minutes of the CEC meetings which are public documents.

In line with district Board Policy *BP 2430: Delegation of Authority to Chancellor*, the District Board delegates to the Chancellor the executive responsibilities for administering the Board Policies and executing all Board decisions requiring administrative action. The Chancellor then delegates that authority to the College President (**Evidence: BP 2430**).

College President and Delegation of Authority

BP: 2430 also allows the College President to delegate duties but maintains that the President is still responsible to the Board for the final execution of these duties and powers. Thus, the President delegates authority to the Vice Presidents of the College to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, physical and facilities management, and human resources. This delegation of authority is evident upon perusal of Board agendas, where each Vice President has a section devoted to his/her area of authority (**Evidence: BP 2430**).

At San Diego Miramar College, the College Governance Handbook provides the overview and the charge for each college committee and the connections between the various committees at the college. The College President also delegates the accreditation function to the Accreditation Steering Committee and Tri-Chairs (i.e. Administrator, Faculty and Classified Staff - and students when possible), who are responsible for the various accreditation standards (**Evidence: San Diego Miramar College Governance Handbook May 2016; Accreditation Self-Evaluation Tri-Chair Assignments Update 5/25/16**).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College President reviews the college's Mission Statement and state mandates with the President's Cabinet to identify the appropriate administrative structure with regard to the institutions size and complexity. Proposals coming from the President's Cabinet are

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presented to all college constituency group leaders at the College Executive Committee (CEC) for discussion at this forum. This information is communicated by the constituency leaders to their membership. The identification, refining and evaluation of the administrative structure is also delegated to the Vice Presidents and involves school Deans or Program Managers and area supervisors. The Program Review process is also integral to identifying staffing needs for administrative purposes.

In support of this, the 2015 Employee Feedback Survey indicated that 60% of Miramar College employees surveyed agreed with the statement “the college’s Administrative structure is organized and staffed to reflect the institution’s purpose, size, and complicity.” This result represents a 12% improvement in level of satisfaction compared with 2012 survey results (Evidence: Miramar College 2015 Employee Feedback Survey, item 84).

The College President recognizes the role and responsibilities in overseeing the entire operations of the College through the Vice Presidents and others. The daily operational responsibilities are appropriately delegated to the Vice Presidents according to their job descriptions, assigned duties and responsibilities. The President also delegates responsibilities to individuals/representatives based on recommendations from the college’s participatory governance committees.

Standard IV.B. Chief Executive Officer

IV.B.3-Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

As the Chief Executive Officer (CEO) of the College, the President often communicates with the College regarding policies and procedures on an array of matters, including:

- 1) The college's mission, values, and vision (Evidence: San Diego Miramar College Home Page, p.2; Miramar College President's Office Webpage; Fall 2014-Spring 2020 Educational Master Plan, p.8; San Diego Miramar College Catalog 2016-17, p.13; Miramar College Strategic Plan Fall 2013-Spring 2020-Updated)
- 2) College goals and direction of the College, by inclusion in all main planning documents and convocation programs (Evidence: Miramar College Strategic Plan Fall 2013-Spring 2020-Updated; Fall 2014-Spring 2020 Educational Master Plan p.9-14; Instructional Services Division Six-Year Plan 2014-2020, p.3; Student Services Division Six-Year Plan 2014-2020, p.2-3; Administrative Services Division Six-Year Plan 2014-2020, p.2-3)
- 3) Alignment of Program Review processes and goals with the college's Strategic Plan Goals (Evidence: PRIELT School Program Review Report 2015-16, p.2)
- 4) Inclusion of Strategic Plan Goals on governance committee agendas (Evidence: College Executive Committee Agenda 5/3/16, p. 1, Planning and Institutional Effectiveness Committee 5/13/16, Facilities Committee 3/3/16, Budget & Resource Development Subcommittee 4/15/16)
- 5) Chancellor's Cabinet discussions (Evidence: College Executive Committee Minutes 4/26/16, p.1)
- 6) Reports on enrollment, basic skills, degree certificates, completion rates, through weekly CEC reports (Evidence: College Executive Committee Minutes 4/26/16, p.1-3)

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- 7) Surveys such as Employee and Student Feedback Surveys, briefings to present the data from the Employee and Student Feedback Surveys, and Benchmarking process workshop (Evidence: Accreditation Feedback Survey Briefing 10/30/15; Benchmark Workshop Flyer 5/19/14)
- 8) College Summit Discussions (Evidence: Fall 2012 San Diego Miramar Retreat Agenda; Spring 2013 San Diego Miramar Retreat Agenda; Spring 2014 San Diego Miramar College Retreat Agenda; Spring 2015 Miramar College College-wide Planning Summit Agenda; Spring 2016 San Diego Miramar College Planning Summit Agenda)

The aforementioned communications have allowed the President to guide institutional improvement of the teaching and learning environment in the following manner:

- ***Establishing a collegial process that sets values, goals, and priorities***
Under the guidance of the College President, the Planning and Institutional Effectiveness Committee (PIEC) leads the collaborative process that establishes the college's values, goals and priorities (Evidence: PIEC governance page). The Committee oversees development of the college Mission Statement, which contains the values set forth by the College. College goals are identified during the development of the Strategic Plan, which sets goals to achieve key facets of the college mission. Priorities are then set by a two-layered process:
 1. At the college-level, the Strategic Plan Assessment Scorecard (SPAS) identifies gaps through the benchmarking process and communicates those gaps as priorities for the College (see Standard I.B.3 for details). These priorities can then be used by committees and groups in the development of both program and operational plans.
 2. At the program-level, individual departments and service units use the Program Review process to identify priorities aimed at increasing student success ((see Standard I.B.5 for details). Each School brings forward these priorities, which are in turn translated into a Division Plan to inform the college-wide integrated planning efforts.
- ***Ensuring the College sets institutional performance standards for student achievement***
In response to the 2014 Annual Report, the President supported the College in the development of a benchmarking process. The College identified 11 indicators (consisting of 39 measures) which were benchmarked using a mixed qualitative/quantitative methodology. This methodology ensured inclusion of multiple sources of information and content expertise, taking into consideration major trends, impact factors, and comparison points for each indicator. The Scorecard consists of four parts: an introduction, the current year goal attainment, a 5-year trend analysis, and a crosswalk that shows relationship to Strategic Plan

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Goals and operational definitions (Evidence: 2015-2016 Miramar College Strategic Plan Assessment Scorecard). SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the college Strategic Plan Goals and was used at the college's annual Planning Summit to identify areas in need of improvement and action (see Standard I.B.3 for details).

- ***Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions***
Strongly supported by the College President, the College has developed a culture of evidence, in which both evaluation and planning are data driven. For example, planning processes rely on evaluation of program conditions, student achievement and student learning outcomes (SLO) data; non-instructional student learning/service unit outcomes; student and employee surveys; and college-wide Institutional SLO assessment. To achieve high quality evidence based on data and research, the College has also focused on the development a culture of collaborative inquiry. An example of this is the creation and implementation of an annual college-wide planning summit for active examination of data that is directly related to student success and institutional effectiveness (see Standard I.B.1 for details). These activities ensure that the inquiry process will identify key research questions that will advance the college's mission and be used to inform the integrated planning process.
- ***Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;***
The President has supported college efforts to develop a Program Review process that considers integrated planning processes and ensures appropriate budget allocations. The Program Review for each department and service area identifies the faculty, classified staff, supplies, facilities, and equipment needs that will increase success in a given area. The Program Review process serves as a 'needs assessment', based on data and inquiry, for programs and services to meet student need, and it provides a direct link to the college's Strategic Plan Goals and thus, mission (see Standard I.B.9 for details).
- ***Ensuring that the allocation of resources supports and improves learning and achievement***
The President is responsible for ensuring allocation of resources supports and improves learning and achievement, and this is accomplished through various mechanisms such as the college's integrated planning framework, Program Review process, and the Planning and Institutional Effectiveness Committee (PIEC). One of PIEC's Subcommittees is the Budget and Resource Development Subcommittee (BRDS), and this alignment ensures that appropriate budget allocations are linked to planning efforts to support student learning and achievement.

During instructional Program Review, resource allocation is based on the analysis of both student learning outcomes and achievement data. Faculty and

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staff engage in analysis and dialogue regarding learning and achievement data, in addition to other internal and external factors of program success, to identify resource needs for improvement. The identified needs are then funneled to the appropriate venue, through the School Deans (Please refer to Standard I.B.4 for further details).

- ***Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution***

To ensure accountability, the President directs the College to use identified benchmarks to assess the progress towards achieving Strategic Plan Goals, and thus the college's mission (see Standard I.B.3 for details). During the 2016 Planning Summit, the College reviewed the benchmarking results in the Strategic Plan Assessment Scorecard and identified 6 gaps that the College wanted to prioritize. The College used data from multiple sources in order to address the identified gaps that were impeding student success (see Standard I.B.9 for details).

Guide prompt: How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership? Waiting for district response.

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The President communicates the significance of a culture of evidence and collaborative inquiry with a focus on student learning and achievement through a variety of measures as outlined above. Furthermore, the President encourages and supports data-driven evaluation and planning, such as the development of the College-wide Outcomes and Assessment Plan (Evidence: College Executive Committee Minutes 11/12/14, p.1). In addition, the college's integrated planning efforts (Evidence: Student Success Framework for Long-term Integrated Planning Fall 2016-Spring 2020) have linked student learning and achievement, institutional planning, and resources allocation processes.

In Spring 2014, the College underwent administrative reorganization to create the Office of Planning, Research and Institutional Effectiveness (PRIE) with the new Dean of PRIE, Library and Technology. This reorganization involved placement of the Office of PRIE directly under the President's Office, since the Office and Dean functions and job duties, respectively, are college-wide (Evidence: Dean of PRIE, Library and Technology Job Announcement). The purpose of this reorganization was meant to streamline institutional effectiveness across the College (see Standard I.B. for details). The College will continue its efforts in this area.

Standard IV.B. Chief Executive Officer

IV.B.4-The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

College President and the Accreditation Process

With the College President's participation through a series of campus-wide training and information workshops, the entire College is made aware of the district accreditation timelines and process. To summarize, the President:

- Met with the President's Cabinet to determine the communication plan to inform the College of the upcoming Accreditation visit
- Met with the Dean of Planning, Research and Institutional Effectiveness (PRIE) to further refine the plan for communicating accreditation information and for inclusion of the appropriate constituency leaders and others required for the planning process (Evidence: PRIELT Dean-CEO Meeting Agenda 11/4/16; PRIELT Dean-CEO Meeting Agenda 3/30/16).
- Took the communication plan to the College Executive Committee (CEC) for input and to inform the constituency leaders.
- Instructed constituency leaders to inform their respective groups of the accreditation information

The President also instructed the CEC to include the accreditation process as an ongoing agenda item at its weekly meeting. The information discussed and shared at the CEC meeting is then communicated by the constituency leaders and Vice Presidents to their respective groups (Evidence: College Executive Committee Agenda 2/17/15).

Accreditation is also a standing item on the Academic Senate, Classified Senate and Associated Student Council meeting agendas (Evidence: Classified Senate Meeting Agenda 9/18/14, AS_Agenda_9_15_15; Associated Student Council Meeting Agenda 3/6/15).

Faculty, Staff, and Managers Involvement in the College-wide Accreditation Process

To ensure faculty participation in the accreditation process, the President instructed the College to identify an Accreditation Self-Evaluation faculty co-chair, along with the college's Accreditation Liaison Officer, the Dean of PRIE, to serve as a part of the two-member Accreditation Steering Committee. In 2008, the current President instituted the tri-chair system (i.e. inclusion of a faculty, classified staff, and manager, and sometimes a student rep when appropriate) to prepare the Self-Evaluation Report, and the College has continued to use this effective practice. The tri-chairs have the responsibility to solicit feedback from their respective groups, as well as search out evidence of meeting the Standards (Evidence: Accreditation Self-Evaluation Tri-Chair Assignments Update 5/25/16).

Standard IV.B. Chief Executive Officer

Regularly scheduled campus-wide informational and training workshops were held throughout the accreditation cycle (Evidence: Accreditation Orientation Meeting Flyer 9/12/14; Self-Evaluation Training Workshop Flyer 10/31/14). Furthermore, public forums were held to ensure that all college members had the opportunity to engage in the process and understand the college's response to the Standards (Evidence: Accreditation Public Forum Round 1 Flyer 11/13/15; Accreditation Public Forum Round 2 Flyer 3/25/16).

An Accreditation webpage serves as an additional source of information. This webpage contains all documents that pertain to the accreditation process (Evidence: Miramar College Accreditation Webpage).

District involvement. We had regular meetings in regards to Accreditation and they wrote large portions of this report- waiting for district response.

Analysis and Evaluation

As evidenced above, **San Diego Miramar College meets this Standard.** The timeline for developing the 2016 Accreditation Self-Evaluation Report was created through the participatory governance process that commenced in Fall 2014 (Evidence: Accreditation Self-Evaluation Timeline-Revised 8/1/16). Accreditation workshops and training sessions occurred from Fall 2014 to Spring 2016 (Evidence: Accreditation Public Forum Round 1 Announcement 11/13/15; Accreditation Public Forum Round 2 Announcement 3/25/16; Feedback Survey Briefing Announcement 10/30/15). In all, there was a total of 9 workshop and training sessions (Evidence: Accreditation Orientation Meeting Presentation 9/12/14; Accreditation Organizational Meeting Notes 10/17/14; Self-Evaluation Training Presentation 10/31/14; Accreditation Update Meeting Presentation 5/8/15; Self-Evaluation Report Writing Process Presentation 9/4/15; Accreditation Feedback Survey Briefing Presentation 10/30/15; Public Forum Round 1 Presentation 11/13/15; Public Forum Round 2 Presentation 3/25/16).

Through the entire accreditation cycle, accreditation was a standing item on the respective consistency group meeting agendas. This standard practice allowed the College to stay informed regarding the entire accreditation process. In support of this, sixty-three percent of college employees surveyed agreed with the statement "the College President provides effective leadership for supporting the college's accreditation process" (Evidence: Miramar College 2015 Employee Feedback Survey, item 93).

While the College has a developed and functional system for approaching accreditation, self-evaluation has led to the potential for improvement. The College is investigating mechanisms to further integrate the accreditation standards more directly into the function of governance committees.

- **Action Plan 1:** As the College undergoes evaluation of the college governance committees, it will investigate the potential for including ownership of

Standard IV.B. Chief Executive Officer

accreditation standards as part of all the participatory governance committee's goals, as it relates to their function.

Standard IV.B. Chief Executive Officer

IV.B.5-The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

As discussed in Standard I.A, the implementation of statutes, regulations and governing board policies are consistent with the institutional mission:

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

The President delegates to the Vice Presidents their responsibilities to ensure that legal requirements in the district Board Policies are met. This delegation of authority is apparent upon the perusal of any board agenda, where each Vice President has a section devoted to his or her area of authority.

The District Board meets regularly per *BP 2310: Regular Meetings of the Board*. All board meetings are open to the public and comply with the Brown Act provisions, except as required or permitted by law (**Evidence: Board Policy 2310**).

In line with California Education Code 84040 and *BP 6400: Audits*, the College is audited annually to ensure compliance with the fiscal guidelines required by law. The annual audit report is available for public viewing on the District Website (**Evidence: SDCCD Financial Audit Report 2015**).

The District Office of Staff and Student Diversity/Equal Employment Opportunity (EEO) develops, revises, and monitors the District's Equal Employment Opportunity Plan to ensure equal employment opportunity in compliance with rules, regulations, laws, and diversity requirements. The Office interacts with the college's Diversity/ International Education Committee (DIEC) and provides training and feedback to the committee (**Evidence: Board Policy 3410 Nondiscrimination; Board Policy 3430 Prohibition of Harassment; Board Policy 7100 Commitment to Diversity; Policy 4110; SDCCD Campus Diversity Advisory Council Webpage**).

The college site compliance officer reports directly to the President and is responsible for the initial investigating, reporting, compiling and making recommendations for the resolution of both employee and student discrimination and sexual harassment complaints to the District Legal Services/EEO and Diversity office (**Evidence: Site Compliance Officer's Job Description; Site Compliance Officer Email Announcement**).

The President ensures financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. At the

Standard IV.B. Chief Executive Officer

operational level, the role of the Budget Resource and Development subcommittee (BRDS) is pivotal and is detailed in Standard III.D.1 (Evidence: 2015-16 SDCCD Adopted Budget; Resource Allocation Form VPI Example).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. The College is held accountable by the guidelines in Title 5 of the Education Code and the Board Policies that govern the implementation of statutes, regulations and institutional practices at the College. As stated in *BP 2430: Delegation of Authority to Chancellor*, the President is entrusted by the District Board in delegating any of duties, but is specifically responsible to the District Board for the final execution of these duties and powers. Thus, the President delegates authority to the Vice Presidents of the College to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, physical and facilities management, and human resources.

The outcomes that are delivered by the College and the District are consistent with the statutes, regulations, and governing board policies. These practices also assure that the institutional practices at San Diego Miramar College and the District are consistent with the institutional mission and policies, including effective control of budget and expenditures.

Standard IV.B. Chief Executive Officer

IV.B.6-The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The College President works and communicates with the surrounding communities using a variety of methods, which include:

- College produced media and the President's personal contacts.
- Communication efforts enhanced by the college's Public Information Officer (PIO).
- Communications Services department, which provides communications regarding both information from the President and other various types of college-related information via the College Website, news releases, online newsletters, the Mira Mesa Living Magazine, program brochures, and various forms of social media (i.e. Facebook, Miramar Touch, and Twitter).
- Student events that provide information to the community.

The President maintains community-wide personal contact via participation in Foundation events; membership in community organizations; personal appearances by invitation from local groups and organizations; meetings with high school principals; and meetings with city, county, state, and federal elected officials (Evidence: San Diego Miramar College Board Members Webpage, p.2; San Diego Maritime Museum Board Member Webpage; Asian Business Association Webpage, p.2; Mira Mesa Living Magazine November 2015; With Excellence Magazine May 2016). More direct campus contact is achieved by the President holding weekly open office hours, the president's formal address at Fall Convocation, attendance at other campus activities, participation in community events held on campus, and campus events held on and off campus (Evidence: Miramar College Master Calendar Webpage April 2016; Fall 2014 Convocation Program; Fall 2015 Convocation Program; Phi Theta Kappa Induction Program 2015).

Analysis and Evaluation

As evidenced above, San Diego Miramar College meets this Standard. In order to maintain effective communications with both internal and external stake holders, the President uses multiple methodologies to generate and maintain relationships with the communities served by the College. To corroborate this Standard, the 2015 Employee Feedback Survey indicated that 54% of college employees agreed with the statement "the College President works and communicates effectively with the communities served by the College." This result represents a 2% improvement in satisfaction level compared with the 2012 results (Evidence: Miramar College 2015 Student Feedback Survey, item 88). The College President will continue to communicate effectively to promote the College and the students that it serves.

Standard IV.C. Governing Board

STANDARD IV.C. GOVERNING BOARD

IV.C.1-The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

District Response

The San Diego Community College District is governed by a five member locally elected board and one student member in accordance with the California Education Code. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in district-only elections and the two top candidates in each Trustee district run city-wide in a general election. The Associated Students presidents collectively share the role of Student Trustees. They rotate as the “sitting Trustee” representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees as also collectively prepare for matters before the board that affect students through the United Student Council, comprised of student leaders from each college and Continuing Education, which is the designated District governance council for students.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services. Examples include regular reports at board meetings on various student outcomes and accountability measures; agenda items for the board retreats which have included: student loan default rates, Workforce Training Initiatives, Public Safety Training, Military Education, and Enrollment Growth/Planning (Evidence: IVCI⁵; IVCI⁶) The Board approves all new and revisions to courses and degree and certificate programs for both the credit and noncredit programs, after comprehensive review and approval by faculty. The Board also has a subcommittee on Student Success and Accreditation and Equity that carefully reviews data pertaining to student outcomes and success to inform planning and decision making. (Evidence: IVCI¹) The Board of Trustees receives routine reports at regular meetings on various student outcomes including: student demographic trends: persistence: retention: successful course completion: transfer rate and volume: and degrees and certificates awarded annually to monitor the effectiveness of student learning programs. (Evidence: IVCI²)

The Board’s commitment to academic quality and institutional effectiveness is also evident in the Board’s annual goals that reflect a focus on quality of programs and institutional effectiveness. Each goal is linked to various accreditation standards as well as the District’s Strategic Planning Goals. (Evidence: IVCI³)

The Board’s standing subcommittee, consisting of two board members, serve on their Board’s Budget Study and Audit Subcommittee. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services to

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review in detail the annual proposed tentative and final adopted budgets prior to either of them being finalized and submitted for full board approval at a public board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District. Several Board policies and procedures require sound fiscal and budget management practices, which help to ensure the financial stability of the District (Evidence: IID1⁸, IID1⁹, IID1¹⁰).

The Board's strong role in ensuring academic quality and integrity can also be found in a number of Board actions, practices and policies including review and approval of the Student Equity Plans, the Student Success Plans, the Student Success Scorecard, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters and reports on various academic programs and services. (Evidence: IVC1⁴)

Analysis and Evaluation

Board reports are provided on an ongoing and systematic manner. It is committed to conducting its affairs in consistent, transparent and cohesive decision making environment and demonstrates the same. It has set standards of ethical conduct for its members. The District's mission requires that the District and its colleges provide accessible, high quality learning experiences to meet the educational needs of a diverse community. Trustees understand and support the mission and philosophy of community colleges in general and the San Diego Community College District in particular. Board members recognize that effective functioning is by the Board as a whole. Whether they are in a public Board Meeting or speaking in public, as an individual, Trustees ensure they do not misrepresent their individual opinions or actions as those of the Board. (Evidence: San Diego Community College District Mission Statement).

The Board operates in a transparent manner. This requires an organization structure and business practices that ensure that the Board is well informed. All meetings, as required, are held in accordance with the Board's published schedule of meetings and pursuant to statutory requirements. As evidenced by Board meeting discussions, Board reports and Governance Councils/group meeting, decisions are made in an informed and systematic manner with the Chancellor serving as staff and consultant to the Board.

The Chancellor holds a weekly Chancellor's Cabinet meeting. The membership includes the Chancellor, all vice chancellors, all presidents and the Director of communications & Public Relations. The Chancellor's Cabinet provides executive leadership to the District. Its work is informed by work of participatory governance councils, including Student Services Council, Instructional Services Council, and Administrative Services Council. The work of the Chancellor and Chancellor's Cabinet play key roles in informing the work of the Board.

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The Board meets in closed sessions to discuss those matters that require privacy, including personnel issues. Following each Board meeting, a report is made to the public (Evidence: Board Report). All other District business is conducted at public meetings. The Board Agenda is developed in consultation with the Chancellor, who works with each of the vice chancellors and presidents to finalize the agenda for presentation to the District Governance Council. The District Governance Council, with membership from all participatory government constituents, reviews the Board Agenda in detail.

These business practices described above have helped to ensure that the Board is well informed and able to make the most effective and appropriate decisions, as a Board. (Evidence: Sample of Board decisions)

The College meets this Standard.

The District to provide additional narrative for this section

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IV.C.2-The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

District Response

The Board of Trustees is comprised of five board members who are highly committed to the mission of the District and the communities it serves. The board members have varied backgrounds and perspectives which contribute to a thorough discussion on matters before the board. Once a decision is reached, all board members act in support of the decision and speak with one voice. The board's commitment to high standards and acting as a whole is reflected in *Board Policy 2715, Code of Ethics/Standards of Practice*. Specifically, the policy states that: *Board members recognize that legal and effective functioning is by the board as a whole*. Further the policy states that: *When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the board or as a private citizen*. BP 2715 also establishes an expectation of board members for high ethical conduct, and addresses managing conflicts of interest, and handling special interest groups. (*Evidence: IVC2¹; IVC2²*)

In addition, BP 2715 establishes an expectation that the Board support its policies and procedures. For example, the policy states: *Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational opportunities to all members of the community while ensuring fiscal stability, institutional integrity and operational efficiency*.

The Board of Trustees meetings are conducted in a manner that ensures board members have the opportunity to engage in a thorough discussion before taking final action on an item before the board. Board members receive all materials well in advance of meetings and are expected to come to board meetings prepared for discussion. Once a decision is made, the full board supports the decision.

The governing board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that board policies and administrative procedures are regularly reviewed through the review structure in place so that they are current and align with state and federal laws. Examples of ongoing review of District policies and procedures include recent changes to BP 3100, AP 3100.1, AP 3100.2, BP 3540, AP 3545 based upon guidance from the Office of Civil Rights pertaining to serving students with disabilities, and sexual misconduct on campus. (*Evidence: IVC2³; IVC2⁴; IVC2⁵; IVC2⁶; IVC2⁷*)

Analysis and Evaluation

The Board of Trustees (hereafter Board) operates in a transparent manner. Board reports are provided on an ongoing and systematic manner. It is committed to conducting its affairs in consistent, transparent and cohesive decision making environment and

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demonstrates the same. It has set standards of ethical conduct for its members. The District's mission requires that the District and its Colleges provide accessible, high quality learning experiences to meet the educational needs of a diverse community. Trustees understand and support the mission and philosophy of community colleges in general and the San Diego Community College District in particular. Board members recognize that effective functioning is by the Board as a whole. Whether they are in a public Board Meeting or speaking in public, as an individual, Trustees ensure they do not misrepresent their individual opinions or actions as those of the Board. (Evidence: San Diego Community College Mission Statement).

The Board operates in a transparent manner. This requires an organization structure and business practices that ensure that the Board is well informed. All meetings, as required, are held in accordance with the Board's published schedule of meetings and pursuant to statutory requirements. As evidenced by Board meeting discussions, Board reports and Governance Councils/group meeting, decisions are made in an informed and systematic manner with the Chancellor serving as staff and consultant to the Board.

The Chancellor holds a weekly Chancellor's Cabinet meeting. The membership includes the Chancellor, all vice chancellors, all presidents and the Director of communications & Public Relations. The Chancellor's Cabinet provides executive leadership to the District. Its work is informed by work of participatory governance councils, including Student Services Council, Instructional Services Council, and Administrative Services Council. The work of the Chancellor and Chancellor's Cabinet play key roles in informing the work of the Board.

The Board meets in closed sessions to discuss those matters that require privacy, including personnel issues. Following each Board meeting, a report is made to the public (Evidence: Board Report). All other District business is conducted at public meetings. The Board Agenda is developed in consultation with the Chancellor, who works with each of the vice chancellors and presidents to finalize the agenda for presentation to the District Governance Council. The District Governance Council, with membership from all participatory government constituents, reviews the Board Agenda in detail.

These business practices described above have helped to ensure that the Board is well informed and able to make the most effective and appropriate decisions, as a Board. (Evidence: Sample of Board decisions)

The College meets this Standard

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.3-The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.

Evidence of Meeting the Standard

District Response

The Board follows Title 5 of the California Code of Regulations California Education Code; and Board Policy 2431 - Chancellor Selection, and Board Policy 2432 – Chancellor Succession in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250 – Educational Administrators in the selection of college presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor, and Board Policy 2437 pertaining to the evaluation of Presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including College presidents, the executive vice chancellor, vice chancellors and members of the Chancellor’s Cabinet). With the assistance of the Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Selection of Chancellor

The last Chancellor search occurred prior to 7/1/04 and resulted in the selection of the current sitting Chancellor who has provided stability, leadership, and guidance to the San Diego Community College District since July 1, 2004. Since that time Board Policy 2431 and Board Policy 2432 were adopted on 12/14/06 and would be adhered to for any future vacancies in the Chancellor classification.

Evaluation of Chancellor

The Chancellor’s contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. Board Policy 2435 outlines the requirements for evaluation of the Chancellor. The Human Resources Division is the designated District entity who works with the Board during this process and follows the Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey.

Board Policy 2435 indicates that the Board may solicit input from various constituents, typically including the College presidents, District senior staff, the Academic Senate presidents, and union representatives, and outside agencies and others as designated by the Board of Trustees. It also states-the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the responsibilities referenced in Board Policy 2430 – Delegation of Authority to the SDCCD Chancellor.

The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation utilizing the Management Evaluation Form in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written

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document. A signed copy of the Chancellor's evaluation is maintained in the Office of Human Resources.

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College presidents. Board Policy 2436 specifies the President Selection procedures, and also involves national searches.

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Policy 2436. Recent Board actions authorizing president searches include Mesa College (2011), Continuing Education (2015), and City College (2016).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups Board Policy 2436. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of a minimum of two finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy 2436

Evaluation of College Presidents

As detailed in Board Policy 2437 – Evaluation of President (College/Continuing Education), contracts for College presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and at every three years thereafter. In this process, the president's self-evaluation is supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, as well as outside agencies and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation using the Management Evaluation Form, which is shared with the College president. This process follows: Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey.

References:

BP 2431 – Chancellor Selection
BP 2432 – Chancellor Succession

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BP 2436 – President Selection (College/Continuing Education)
BP 7250 – Educational Administrators
BP 2435 – Evaluation of the Chancellor
BP 2437 – Evaluation of President (College/Continuing Education)
AP 4200.6 – Employment of Managers
Classification Description – Chancellor
Management Association Handbook Ch. XVII – Manager Evaluations
Management Association Handbook Appendix 3 – Evaluation Form
Management Association Handbook Appendix 4a – Management Feedback
Survey Procedures
Management Association Handbook Appendix 4b – Management Feedback
Survey
BP 2430 – Delegation of Authority to the SDCCD Chancellor
BP 7360 – Discipline and Dismissals – Academic Employees

Analysis and Evaluation

The District has a standard set of Policies and Procedures that clearly defined the manner in which employees, including the Miramar College President, are selected and evaluated.

The District Chancellor/CEO at the direction of the Board and in consultation with contingency groups establishes a screening committee composed of representation from each contingency group (faculty, staff and management). The committee is responsible for screening, reviewing, interviewing and evaluating the applications. Once the interviews are completed, a final slate of candidates is forwarded to the Chancellor for second level interviews with the Chancellor.

The Chancellor systematically evaluates each final candidate and makes recommendations to the Board. The evaluations include, but may not be limited to, an interview, reference checks, background checks and other review as deemed necessary and appropriate. Upon completion of this evaluation, the Chancellor makes recommendations to the governing board.

The Governing Board reviews and evaluates the recommendations of the Chancellor and makes the final selection of the successful candidate and authorizes the Chancellor to offer the position to the successful candidate. This level of evaluation includes an interview with the Board.

The Campus president, as are all managers, is evaluated using a standard District procedure. This includes a formal written evaluation as specified intervals. During the first four years of the assignment, the president is evaluated annually. After the fourth year, an evaluation is conducted every three years. At the Chancellor's discretion, an off-schedule evaluation may be conducted at any time. To assist in the evaluation of all managers, the District solicits formal input, via survey, from the direct reports and other employee. (Evidence: Human Resources Administrative Procedure 4200.6 – Employment of Managers; Confirmation of completed evaluation; San Diego Community College Management Handbook, Chapter XVII).

The College meets this Standard.

This District to provide additional narrative for this section

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IV.C.4-The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

District Response

The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the San Diego Community College District. (BP 2100 BOARD ELECTIONS) The Board also has a Student Trustee, elected by students for a one year term. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions. (BP 2015 STUDENT MEMBERSHIP(S)) Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and College operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations (BP 2350 SPEAKERS)

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at the three Colleges and Continuing Education campus, in addition to the regularly scheduled meetings at the District office. This practice helps broaden Board members' perspectives on issues affecting individual Colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: 1. advise the Board on community attitudes, opportunities and needs and 2. advise the Board on whether the programs are meeting the needs of the citizenry. (BP 1020 TRUSTEE ADVISORY COUNCILS, POLICIES AND BYLAWS GOVERNING THE FORMATION AND OPERATION)

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. (Evidence: IVC4⁷) In carrying out its duties the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy

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provides guidance on areas such as: managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority and handling of administrative matters. (BP 2715 CODE OF ETHICS/STANDARDS OF PRACTICE) The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest. (BP 2710 CONFLICT OF INTEREST)

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission and goals of the Colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards.

Evidence

BP 2100 BOARD ELECTIONS

BP 2015 STUDENT MEMBERSHIP(S)

BP 2350 SPEAKERS

BP 1020 TRUSTEE ADVISORY COUNCILS, POLICIES AND BYLAWS GOVERNING THE FORMATION AND OPERATION

BP 2715 CODE OF ETHICS/STANDARDS OF PRACTICE

BP 2710 CONFLICT OF INTEREST

Analysis and Evaluation

SDCCD has a five-member Board of Trustees elected from each of five metropolitan districts by a city-wide vote, with staggered four-year terms. District Policy provides guidance for filling any vacancy in office. In addition, the three presidents of the college's Associated Student Council serve in tandem as the Student Trustee, "rotating their turns at Board of Trustees meetings. The Board of Trustees meets in closed sessions to discuss personnel issues and holds bimonthly public meetings (monthly during the summer) to discuss all other district business. During each year, one public meeting is held at each college campus and a Continuing Education site so the Board can learn about the successes and needs of each site. Additionally, each Board member has a Trustee Advisory Committee that can represent the needs of the community to that Board member. Individually, Board members meet with administrators, faculty, students, and classified senate members. (Evidence: BP 1001)

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The Board of Trustees is effective in representing a broad range of public, college, organizational, and employee interests, including taking a stronger political advocacy role for improvement in the District's and region's community college funding over the past few years. Members are active in their representative communities and in many local, state, and federal organizations, commissions, and associations. They also participate in campus events when possible. Individual members maintain open access to constituents via phone, e-mail, written correspondence, public appearances, public appearances, and District publications. (Evidence: copies of Board members local, state and national committee/organization work)

The site meetings of the Board of Trustees to Miramar College allow the Board to learn about and focus on the College's successes, needs and concerns. This visit has provided an opportunity for staff, students and managers to express concerns about facilities, equipment, policies, funding and other special-interest matters, while allowing the college to showcase its special programs and activities. (Evidence: Board Agenda from site visit last 3 years)

The District Office is organized in a manner that insures that a centralized support center assumes responsibility for coordinating governmental relations, public relations, legal services, collective bargaining, fiscal services, plant operations and police services. Key areas include Instructional Services, Student Services, Business and Technology Services, Facilities and the Office of the Chancellor. The District Office provides counsel and its departments/divisions serve as resources to each campus and Continuing Education. Contact with the media is coordinated with the District to ensure that messaging is appropriate, consistent and factually accurate. This structure allows for on-going advocacy and uniform protection from undue influence and political pressure.

Evidence note for follow-up

SDCCD Board Agenda – Miramar College (add 3 samples w/Miramar agenda item)

SDCCD Board Report – Miramar College (add 3 samples from 3 year period)

The College meets this Standard.

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.5-The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

District Response

The Board of Trustees establishes policies consistent with the District mission to ensure the quality, integrity and improvement of student learning programs and services. All board policies are vetted through the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity and improvement are demonstrated in a number of ways:

- The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes including: Degrees and Certificates awarded, Transfer, Student Demographic Trends, the Student Success Scorecard, Enrollment Trends, Learning Communities, Noncredit to Credit Transition, and Honors Program Outcomes. (*Evidence: IVC5¹*)
- The Board of Trustees' annual goals reference the respective Accreditation Standards, as well as strategic planning goals. (*Evidence: IVC5²*)

The following Board of Trustees annual goals illustrate the Board's commitment to quality and ongoing improvement (*Evidence: IVC5²*):

- Provide leadership and support to ensure continuing progress and equity in student outcomes.
- Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influence decision-making at the college and District levels to best support student success and enrollment priorities.
- Review key Accreditation Standards and priorities for good governance and use them as part of the Board's annual self-evaluation process.

The District's Strategic Plan Goals demonstrate the Board's strong focus on quality programs, student support services and institutional effectiveness as follows:

- Maximize student access, learning and success through exemplary instruction and support services.
- Strengthen our institutional effectiveness through innovation, continuous progress and systems improvement, staff development and enhanced internal collaboration.

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- Enhance fiscal solvency through sound fiscal planning and management.

(Evidence: IVC5³)

- BP 2200 *Board Duties and Responsibilities* illustrates the Board's ongoing focus on quality. The policy states: the *Board's commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District including: establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; monitor institutional performance and educational quality; assure fiscal health and stability.* (Evidence: IVC5⁴)
- The Board's mission statement is contained in BP 1200 *District Mission: The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.* In addition, the District's statement on shared values – shared vision states; *...teaching and learning are our highest priority as we move forward in the 21st century.*
- BP 3050 *Student Success and Support Program; and Student Equity* articulates the Board's commitment to educational opportunity and academic success.
- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding of the Associate Degree and general education courses.
- BP 5020 *Curriculum Development* establishes standards for course and program approval.
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation.
- The Board has a standing subcommittee on Student Success and Accreditation that monitors student outcomes and educational quality (Evidence: IVC5⁶). In addition, the board receives ongoing reports on student achievement, programs and services. In May 2016 the Board was provided a formal report on institution-set standards and analysis of student outcomes to inform future efforts to improve outcomes (Evidence: IVC5⁷).

Legal Matters

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- The Board has ultimate responsibility for legal matters and BP 2200 Board Duties and Responsibilities sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical and legal standards for college operations.
- The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to BP 2315 Closed Sessions, the Board also regularly receives advice of counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters.

Financial Integrity and Stability

- Carefully reviewing fiscal matters for the District including the annual independently prepared external audits, the District's tentative and adopted annual budgets and compliance with state and Federal regulations.
- The Board also reviews in detail any long-term obligations as a result of collective bargaining and "meet and confer" agreements with employee units prior to approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations to include funding of retiree future health benefits vacation accruals, insurance deductibles and the significant increases all districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations.
- BP 6300 *Fiscal Management* assures sound fiscal management including adequate internal controls, accurate, timely and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined. (Evidence: IVC5⁵)
- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications.

Analysis and Evaluation

The Board of Trustees adheres to its own policy (Policy 1001) of organization and meetings. The Board consistently reviews reports of student learning, success, and effectiveness.

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The district budget allocation model is based upon full time equivalent students (FTES); each year, The Chancellor's Cabinet and the Districts' four units work together to reach consensus on the college's overall allocation and its assignment to various budget categories. The overall district draft budget, which includes the recommended budgets for each college campus and the Continuing Education division, is discussed by a district-wide Budget Planning & Development Council and the Chancellor's Cabinet prior to the Board Review for consideration and final adoption of the Budget.

The Board of Trustees reviews and approves the annual budget for the district and its individual units. The Board ensures the final budget meets state requirements. It reviews financial reports, audits and related documents the District Office, Colleges and Continuing Education.

Educational programs and curriculum are developed by college faculty and are reviewed through the participatory governance process prior to approval by the Board of Trustees. The Board routinely requests and receives reports on student learning, student success, enrollment management, and district and college effectiveness.

The reports are provided in public meetings. The Board and/or college officials identify suggestions for improvement, when necessary. The Board reviews district legal issues and matters in closed sessions.

Miramar College, like the other District units, reviews its allocation for adequacy. In the College's last self-study the campus suggested that the Board factor into its allocation decisions, Miramar's growth profile. The District in fact demonstrated its recognition of the campus' growth profile and needs. While the District's budget allocation model has remained somewhat static, for the 2015 -2016 academic year, the Board augmented Miramar's primary allocation with additional funds. (Evidence: selected Cabinet Report) During the 2013 -2014 academic year, the Campus, based on Program Review information and Title IX gender equity data, identified a need for the addition of a men's volleyball program. The college president, using the established Board procedure, presented the proposal request and received approval from the Board. (Evidence: Chancellor's Cabinet Report; PE & Exercise Program Review; Form R-4, Statement of Compliance of Title IX Gender Equity).

The campus president, as well as other presidents, continues to work with the Chancellor's Cabinet to advocate for additional funds for support staff. The Chancellor's Cabinet routinely reviews these needs and makes appropriate recommendations to the Board, via the Chancellor. This advocacy recently (2014-2015) resulted in the approval to fill 3 critical instructional lab technicians to support the growing science programs. The Board existing policies and procedures are consistent with the College and District mission and provide equitable resources in support of Miramar College programs.

The College meets this Standard.

This District to provide additional narrative for this section

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IV.C.6-The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

District Response

The Board of Trustees' policies pertaining to board composition, responsibilities and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, Board goals, along with the Board meeting schedule, agenda, minutes and reports.

The following Board policies address membership, responsibilities and operating procedures:

- BP 2010 *Board Membership* describes the board membership in accordance with the California Education Code Sections 72023, 72103, 72104.
- BP 2015 *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the board.
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections.
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board.
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy on the board.
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees including: representing the public interest, establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations, hire and evaluate the CEO, delegate power and authority to the chief executive to effectively lead the District, assure fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District.
- BP 2210 *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides: the process for filling the vacancy of an officer; the succession plan for the presiding

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officer(s) in his/her absence at a board meeting; and the role of the Chancellor, as Secretary of the Board of Trustees.

- BP 2220 *Committees of the Board* provides authority for the board to establish committees, along with the authority of the committees.
- BP 2310 *Regular Meetings of the Board* provides for the structure and operation of Board meetings.
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establishes the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings.

In addition, a number of Board Policies address the specific conduct of the Board meetings including:

BP 2330 Quorum and Votes; BP 2340 Agendas; BP 2345 Public Participation at Board Meetings; BP 2350 Speakers; BP 2355 Decorum; BP 2360 Minutes; BP 2365 Recording; BP 2710 Conflict of Interest; BP 2715 Code of Ethics/Standards of Practice; BP 2716 Political Activity; BP 2717 Board of Trustees Personal Use of Public Resources; BP 2720 Communications among Board Members; BP 2725 Board Member Compensation; BP 2730 Board Member Health Benefits; BP 2735 Board Member Travel; BP 2740 Board Education; BP 2745 Board Self-Evaluation

(Evidence: IVC6¹; IVC6²; IVC6³; IVC6⁴; IVC6⁵; IVC6⁶; IVC6⁷; IVC6⁸; IVC6⁹; IVC6¹⁰; IVC6¹¹; IVC6¹²; IVC6¹³; IVC6¹⁴; IVC6¹⁵; IVC6¹⁶; IVC6¹⁷)

Analysis and Evaluation

The San Diego Community College's Board of Trustees governs the operation of the San Diego Community College District through its policies. The policies can be found on the District's webpage at - <http://www.sdccd.edu/public/district/policies/> .

The Board shall consist of 5 members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100. Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board. An employee of the District may not be sworn into office as an elected or appointed member of the governing Board unless he or she resigns as an employee. No member of the governing Board shall, during the term for which he or she is elected, hold an incompatible office. (Evidence: BP 2010 – Board Membership and Size; Education Code Sections 72023, 72103, 72104).

The Board of Trustees governs on behalf of the citizens of the San Diego Community College District. The Board is committed to fulfilling its responsibilities to: Represent

Standard IV.C. Governing Board

the public interest: Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations: Hire and evaluate the CEO: Delegate power and authority to the chief executive to effectively lead the District; Assure fiscal health and stability; Monitor institutional performance and educational quality; Advocate and protect the District; Additional duties and responsibilities may be added. (Evidence: BP 2200 - Board Duties and Responsibilities; Education Code Section 70902)

The Board of Trustees holds public meetings that provide opportunities for members of the public to address the Board. Regular business meetings are generally held on the second and fourth Thursdays of each month, beginning at 4:00 p.m., unless otherwise specified on the posted agenda. Board meetings are generally held at the District Office (Charles W. Patrick Building), 3375 Camino del Rio South, Suites 235-245, San Diego, CA, 92108, unless otherwise specified on the posted agenda. Meetings are also held periodically throughout the year at the three colleges and continuing education. Special meetings may be called to discuss a limited topic. All new agendas and minutes for meetings can be viewed at: <http://www.Boarddocs.com/ca/sdccd/Board.nsf/Public>. The current schedule of regular Board meetings and agendas are posted at the District Office and also on the District's website at: <http://www.sdccd.edu/public/district/trustees/meetingsched.asp>. An agenda containing a brief description of each item of business is posted at the District Office and on the District's website 72 hours before regular meetings and 24 hours before special meetings. (Evidence: BP 2310 - Regular Meetings of the Board; Education Code Section 72000(d); Government Code 54952.2, 54953 et seq.; 54961)

The College meets this Standard.

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.7-The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

District Response

The San Diego Community College District Board of Trustees consistently acts in accordance with its policies and procedures. All new board members participate in a comprehensive orientation as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting. The conduct of the meetings, meeting minutes and Board Reports demonstrate the board's actions are consistent with its policies.

All regular and closed session meetings as well as special and emergency meetings are conducted in accordance with Board Policies (BP 2310 – BP 2365). Board Policies are established and revised in accordance with Board Policy 2410. As part of its ongoing commitment to educational quality and transparency the Board of Trustees conducts a regular board meeting on campus at each of the four colleges and Continuing Education. These meetings provide the colleges and Continuing Education the opportunity to showcase their programs and interact directly with the Board.

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or organizational needs. The review process includes broad input from all of the governance groups throughout the organization including the District Governance Council, the District's primary participatory governance body. *(Evidence: IVC7¹)*

The District is a member of the Community College League of California Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Vice Chancellors are responsible for ensuring that the policies and

Standard IV.C. Governing Board

procedures under their respective areas of responsibility remain current and accurate
(Evidence: IVC7²)

Analysis and Evaluation

The Board of Trustees conducts an annual evaluation of its accomplishments. The evaluation has two components. These are (1) the self-evaluation among Board members and (2) the periodic evaluation of Board members by faculty, administration, staff and other parties who are most knowledgeable of and involved in the Board's meetings and other functions.

A committee of the Board shall be appointed to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.

The process for evaluation shall be recommended to and approved by the Board.

If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit them to the Vice Chancellor, Human Resources. A summary of the evaluations will be presented and discussed at a Board retreat scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year. (Evidence: BP 2745 - Board Self-Evaluation; Documentation evidencing evaluation and dates)

The college meets this Standard

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.8-To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

District Response

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, board policies, and the board's annual goals as well as ongoing practices. The board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The board receives regular reports at its public meetings on various student outcomes and achievement including: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, assessment and placement data, the Student Success Scorecard, Honors Program outcomes and Learning Communities. The Board also reviews curriculum after review and approval by the faculty, including new and revised courses and academic programs. In addition, the board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness. The most recent board workshop was on student retention and success where the District's overarching student success goals were reviewed and the colleges and Continuing Education highlighted model programs focusing on student success at each institution. Previous workshops topics have included: Accreditation, Student Mental Health Services, Participatory Governance, and Workforce Trends (*Evidence: IVC8¹; IVC8²; IVC8³; IVC8⁴*)

The Board's Annual Goals also reflect a deep commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Each goal references the relevant accreditation standards, as well as the District's Strategic goals. The Board of Trustees' annual goals serve as the foundation of the Board's Annual Self-Evaluation. (*Evidence: IVC8⁵*)

Another important component of the Board's commitment to ensuring student success is the creation of a board subcommittee on Student Success and Accreditation that meets regularly to review student outcomes data in detail. The Board subcommittee was established in 2009 and is comprised of two board members. The subcommittee is staffed by the Vice Chancellor, Student Services.

Periodically, the Board subcommittee on Student Success and Accreditation invites the Chancellor and Presidents to meet to dialog on a specific area of interest such as enrollment management and accreditation. The board subcommittee members make periodic reports at public board meetings on information discussed at the subcommittee meetings to keep the full board informed about student achievement and institutional effectiveness. (*Evidence: IVC8⁶; IVC8⁷*)

Standard IV.C. Governing Board

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with board members, and learn more about the Board's role. The campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate with the Board of Education of the San Diego Unified School District, which is the governing body for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs, and support services between the two Districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the Districts' progress on accomplishing the prior year's goals. Example of joint goals that focused on key indicators of student learning and achievement include: assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; English and mathematics curriculum alignment between high school and community college; and partnership programs between the colleges and feeder high schools in the Districts. (*Evidence: IVC8⁸; IVC8⁹; IVC8¹⁰; IVC8¹¹; IVC8¹²; IVC8¹³; IVC8¹⁴; IVC8¹⁵*)

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education.

Another important outcome of the two Districts' commitment to collaboration is a formalized effort to align curriculum in English and mathematics between high school and community college courses to improve college-readiness and student success in college classes. Math and English faculty from both Districts have been meeting to address the important need to examine curriculum and improve the successful transition from high school to college. The effort has been data-driven and outcomes-focused.

The Board's commitment to maintain key indicators of student success and academic quality is evident in its ongoing policies, processes, and practices.

Standard IV.C. Governing Board

Analysis and Evaluation

To ensure that San Diego Miramar College is accomplishing its goals, the District is organized in a manner that support the efforts of Administrative Services, Instructional Services and Student Services Divisions. The vice presidents of each division are members of a respective District committee that is responsible for reviewing, discussing and updating related business practices. Councils and Committees are chaired by an area vice chancellor. Each council or committee serves as advisory to the Chancellor's Cabinet and in that role provides recommendations on policies, procedures and general operations.

The Board regularly reviews key indicators of student learning and achievement and instructional plans for improving academic quality.

Vice chancellors and presidents, at the direction of the chancellor, routinely make presentations to and provide reports to the board. These include, but are not limited to, institutional effectiveness, student success, matters of curriculum, program performance, evaluation of programs, planning processes, enrollment management and other topic key to student success and of interest to the Board.

The College has established and successfully maintained partnerships via Memorandums of Understanding with each of its feeder schools, consistent with the Master Memorandum of Understanding (MOU) Agreement cited in the "Evidence of Meeting the Standard" above. These agreements allow the college to provide pre-college preparations for prospective students to enhance probable success of future students. They also provide high school students the opportunity to complete college course work while in high school, allowing them to complete their college educations in a shorter period of time following high school graduation. The Board requires and receives reports on the progress of these partnerships. (Evidence: MOUs with feeder high schools; list of classes offered at high schools)

The Board holds a campus meeting at San Diego Miramar College each year. Prior to the public meeting, Board members are available to meet privately with employee to discuss issues, accept feedback from employee on matters such as Board actions, professional matters and overall institutional effectiveness.

The College meets this Standard.

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.9-The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

District Response

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year. Board of Trustees participate in both mandated training such as Ethics Training required under AB1234 and engaged in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance

Evidence

[BP 2010 BOARD MEMBERSHIP](#)

[BP 2110 VACANCIES ON THE BOARD](#)

[BP 2740 BOARD EDUCATION](#)

[Ethics Training Required by AB 1234](#)

<http://www.fppc.ca.gov/learn/public-officials-and-employees-rules-/ethics-training.html>

Community College League of California Leadership Development

<http://www.ccleague.org/i4a/pages/index.cfm?pageID=3508>

Association of Community College Trustees Trustee Education Services & Resources

<http://www.acct.org/trustee-education-services-resources>

Analysis and Evaluation

The campus is not able to provide an analysis. This section to be completed by the District.

Standard IV.C. Governing Board

IV.C.10-Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's self-evaluation is published and adopted at an open meeting of the Board of Trustees and available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans and training for the upcoming year and publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improve the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

Evidence

[BP 2745 BOARD SELF EVALUATION](#)

[BP 2740 BOARD EDUCATION](#)

[Board of Trustees Goals for 2015-2016](#)

<http://www.sdccd.edu/public/district/botgoals.shtml>

Board of Trustee Self-Evaluations:

- 2012-13:
<http://www.boarddocs.com/ca/sdccd/Board.nsf/goto?open&id=9BXR8K633D88>
- 2013-14:
<http://www.boarddocs.com/ca/sdccd/Board.nsf/goto?open&id=9NV24V83A175>

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- 2014-15:
<http://www.boarddocs.com/ca/sdccd/Board.nsf/goto?open&id=A2DTXZ798E09>

Analysis and Evaluation

San Diego Miramar College receives regular reports of board meetings and public activities. Included in the reports are activities of the San Diego Board of Trustees members and their dealings with public and academic issues at both their public and campus meetings. The Board holds a campus meeting at San Diego Miramar College each year. Prior to the public meeting, Board members are available to meet privately with employee to discuss issues, accept feedback from employee on matters such as Board actions, professional matters and overall institutional effectiveness. (Evidence: Board Agendas for Miramar Campus Visit)

The college meets this Standard.

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.11-The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

District Response

The Board of Trustees has both a code of ethics and conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, *Code of Ethics/Standards of Practice*, documents the expected behavior of Board members in terms of (1) recognizing their role as a member of the board and the ramifications of being part of a governing body, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing special interest groups, (5) using appropriate channels of communication and supporting District personnel, (6) maintaining appropriate conduct at board meetings, (7) exercising their authority as Trustees in a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. (IV B-25) It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter.

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include conflict of interest (BP 2710), political activity (BP 2716), personal use of public resources (BP 2717), and communication among Board members (BP 2720) (**Evidence: IVC11²; IVC11³; IVC11⁴; IVC11⁵**).

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, *Statement of Economic Interest*) each year that ensures there are no conflicts of interests with Board members. Annual completion of these forms is conducted under the leadership of the District's Legal Affairs office and completed forms are maintained on file for public inspection. (**Evidence; IVC11¹**) The Board members have no employment, family ownership or other personal financial interest in the District (**Evidence; IVC11²; IVC11³; IVC11⁴; IVC11⁵**)

Analysis and Evaluation

Standard IV.C. Governing Board

The campus is not able to provide an analysis. This section to be completed by the District.

Standard IV.C. Governing Board

IV.C.12-The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

The Chancellor and the executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

Evidence

BP 2430 DELEGATION OF AUTHORITY TO THE SDDCCD CHANCELLOR

BP 2200 BOARD DUTIES AND RESPONSIBILITIES

BP 2740 (?)

Analysis and Evaluation

The Board has delegated the responsibility and authority to the Chancellor to implement and administer Board policies. The Chancellor is accountable for the operation of the District. Such responsibility and authority is assigned and granted pursuant to District Policy.

The Policy provides direction for the framework for the College's administrative organization. It expressly charges the Chancellor with the execution all decisions made by the Board. In addition, to empower the Chancellor to carry out the assigned duties, the Policy provides for the establishment of the positions of Presidents, Vice Chancellors, and District Office administrative and supervisory personnel. The District key leadership team, the Chancellor's Cabinet, meets weekly and is responsible for ensuring that the Chancellor can successfully execute the decisions made by the Board.

The Cabinet is composed of the following:

- The Chancellor
- The Presidents for San Diego Miramar College, San Diego City College, San Diego Mesa College and San Diego Continuing Education.
- The Executive Vice Chancellor for Business and Technology Services
- The Vice Chancellor for Student Services

Standard IV.C. Governing Board

- The Vice Chancellor for Instructional Services
- The Vice Chancellor for Human Resources
- The Vice President for Facilities
- The Director of Communications and Public Relations

The Policy also gives the Chancellor the authority to act in cases of emergency when no Board direction has been established. (Evidence: 0010, Governance – District Administrative Organization)

The College meets the Standard.

This District to provide additional narrative for this section

Standard IV.C. Governing Board

IV.C.13-The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

District Response

The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant accreditation standard as well as District strategic planning goals. The Governing Board also receives regular updates on accreditation including: eligibility requirements, accredited standards for both the colleges and Continuing Education, commission policies, accreditation processes, and progress reports on the institutions' Self-Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board subcommittee on Student Success and Accreditation, which is comprised of two board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public board meetings. One example is a comprehensive report provided to the Board in July 2014 on the new accreditation standards in preparation for the 2017 accreditation cycle. (*Evidence: IVC13¹; IVC13²*). Another example is a comprehensive update on accreditation provided to the Board of Trustees at their Spring 2016 Board Retreat, which was open to the public. The report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning and policy and procedure review. (*Evidence: IVC13⁹*)

Another indication of the Board's commitment to its role in accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on accreditation throughout the accreditation cycle including periodically inviting the Presidents and the Chancellor to dialog on the standards and institutional effectiveness. (*Evidence: IVC13³*) Further, the board subcommittee reviews and discusses the colleges' and Continuing Education Self-Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self-Evaluation Reports are also reviewed by the full board in advance of submission to the Commission. (*Evidence: IVC13⁴; IVC13⁵*)

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee

Standard IV.C. Governing Board

on the Board Self-Evaluation comprised of two board members. The subcommittee compares the results with previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The results of the Board Self-Evaluation are distributed to each board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted on the Board's webpage (*Evidence: IVC13⁶*). Based upon the feedback, the Board develops plans for improvement and acts upon them. For example, in the 2014 evaluation, the Board noted that respondents indicated they would like to see the Board members more visible on campus. The Chancellor was charged with providing more specific information about campus events that would be most important for Board members to attend. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation. On November 5, 2015, a meeting was held with the Board Subcommittee and Standard IV Co- and Tri-Chairs from all four institutions to discuss the role of and function of the board in the accreditation process as well as the districtwide governance structure and to conduct an assessment of effectiveness (*Evidence: IVC13⁷*)

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings include a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow for the academic senate to address any matter before the board (*Evidence: IVC13¹⁰*). The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times/year). Through these campus open sessions the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor for follow up. The Chancellor follows up with the individual, and shares the response with board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning and institutional effectiveness. The agenda includes reports from the Presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters (*Evidence: IVC13¹¹*). The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees. (*Evidence: IVC13¹²*)

Analysis and Evaluation

The campus is not able to provide an analysis. This section to be completed by the District.

STANDARD IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

IV.D.1-In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor is the Chief Executive Officer of the District and provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District, and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with her Executive Cabinet to plan and establish priorities and expectations for the year. (Evidence: IVD¹) In addition, she shares her annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2015-2016 goals include: providing leadership for institutionalizing instructional and student services initiatives; continuing leadership and support for the bond programs and other facilities projects; support for the planning activities, decisions, and functions of the Board of Trustees; providing leadership for setting and achieving enrollment management goals; and developing budget plans and strategies to address stabilization and future needs. (Evidence: IVD²) Each year, the Chancellor is evaluated by the Board, including the Chancellor's major goals and objectives.

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled on each campus and the District office at the beginning of the fall semester. The date, time and location of the forums are widely communicated throughout the colleges and District community. (Evidence: IVD³) The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget, and District budget priorities among other items. (Evidence: IVD⁴) The forums are attended by hundreds of faculty, staff, and students each year.

The Chancellor also establishes expectations of excellence in her Chancellor Updates, which serve as regular written communication to the entire District on enrollment, the budget and various major planning items such as the new Baccalaureate Degree Pilot. (Evidence: IVD⁵) The Chancellor's Update is a clear example of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization.

Standard IV.D. Multi-College Districts or Systems

The Chancellor has established clearly defined roles and responsibility through the District's *Delineation of Function Map* which is published in the District's Administration and Governance Handbook. (Evidence: IVD1⁶) The map is reviewed and updated annually reflecting changes in roles and responsibilities. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups (Evidence: IVD1⁷).

Analysis and Evaluation

District to provide narrative for this section

Standard IV.D. Multi-College Districts or Systems

IV.D.2-The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As the Chief Executive Officer of the District, the Chancellor clearly delineates documents and communicates operational responsibilities and functions of the District from those of the colleges, and consistently adheres to this delineation in practice. A *Delineation of Function Map* that describes the operational responsibilities and functions of the District departments and the colleges/Continuing Education was first produced in 2004, and is routinely updated each year. (Evidence: IVD2¹) It is widely disseminated in the District through the Administration and Governance Handbook, as well as posted on the District's Accreditation webpage. (Evidence: IVD2¹; IVD2²) The District's Administration and Governance Handbook is also available on the District website. (Evidence: IVD2²) In addition, the District has created a functional map for the Accreditation Standards that delineate responsibility for meeting the Standards between the colleges and the District.

The Chancellor holds each President responsible for the operation of their respective institution as articulated in the *Delineation of Function map*, and the Presidents' job description. The Chancellor ensures that the colleges receive effective and adequate services provided by the District to assist them in achieving their mission in a number of ways. One example is that the Chancellor meets regularly with each college president to discuss operational matters. Another mechanism is through the Chancellor's Cabinet which is comprised of the Executive leadership of the District including the Presidents, Vice Chancellors, Director of Communications, and Executive Assistant to the Chancellor. The Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow up on matters before the Cabinet. The Chancellor's Cabinet meetings also serve as an important forum for the Presidents to provide feedback on the services of the District divisions and departments. (Evidence: IVD2³; IVD2⁴; IVD2⁵)

The weekly agenda includes the following major operational areas:

- Instruction and Student Services
- Board Agenda
- Finance and Operations
- Human Resources and Collective Bargaining
- Facilities and Police
- National, State, Regional and Community Issues
- Conference, Events, and Information
- Personnel and Legal

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- Roundtable

Under each major heading, there are standing and new items each week. For example, standing items under Instruction and Student Services include: Enrollment Report and Accreditation Planning, and under Finance and Operations, a standing item includes Budget Update. New weekly items include The San Diego Promise pilot, The Student Success Scorecard, Policy & Procedure Review and The Baccalaureate Pilot Program. (Evidence: IVD2³)

Further, periodically the Chancellor's Cabinet agenda includes a Policy and /or Major item for discussion where the meeting time is extended for significant dialog on an important policy matter. Items have included: accreditation, enrollment management, and districtwide communication strategic planning. (Evidence: IVD2³) After each meeting, a list of action items including expected completion dates is distributed to all cabinet members for follow up. (Evidence: IVD2⁴). Another example of the Chancellor's commitment to effective operations and support for the colleges in achieving their mission is that the Chancellor meets informally each semester with the Academic Senate Presidents. The Chancellor also holds an open forum at each college, Continuing Education and the District office each year. The purpose of the forums is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students. (Evidence: IVA6³)

Each month the Chancellor also publishes and widely disseminates a Chancellor's Cabinet Update which reports on districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format. (Evidence: IVD2⁵) The Chancellor also routinely communicates to the entire District in her Chancellor's Updates. (Evidence: IVD2⁵) The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Updates always include information about the state budget, and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

To assess the ongoing effectiveness of District services provided to the colleges to support their effectiveness, a districtwide survey was conducted Spring 2016, to obtain feedback on the effectiveness of the District divisions and departments. The results were provided to the Chancellor, the Presidents, and the Vice Chancellors as well as published on the District Accreditation webpage. The results show overall high satisfaction levels with the services provided by the District divisions and departments. (evidence)

With regard to resources and resource allocation, several Board policies and procedures address budget preparation, budget and fiscal management along with several others related to asset management, inventory of records and property, disposal of property, investments, purchasing and contract services to name the most common relevant to fiscal related operations. (Evidence: IIID1⁴, IIID1⁵, IIID1⁷, IIID1⁸, IIID1⁹, IIID101, IIID110², IIID110⁶). The previously referenced policies and procedures clearly delineate the responsibility of the District with regard to fiscal

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related functions and allocations. And, each college has a Business Services office responsible for budget allocation at the college level in support of its programs and operations.

District fiscal related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office. As part of the tentative and adopted budget development process each year, the District's Fiscal Services office calculates projected revenues for the next fiscal year based upon the state's prior years' estimated earned and funded FTES for the District. In addition, a 1% unfunded FTES is included in the districtwide targeted FTES to allow the District to fully serve student demand.

The targeted FTES is included in the General Fund Unrestricted (GFU) Budget Allocation Model (BAM) (Evidence: IID1⁵), which estimates state apportionment revenue, other state and local funding to arrive at available continuous resources to be considered in the budget development process. The Campus Allocation Model (CAM) (Evidence: IID1⁴) is used to convert FTES targets for each college into FTEF funding for noncontract personnel costs, contract personnel costs and other contractual commitments (e.g., reassigned time) which are added to other discretionary funding allocations in order to arrive at a GFU continuous budget expense allocation.

The continuous college costs are added to the District Office and districtwide support costs along with other reserves and set asides including collective bargaining agreements to arrive at the districtwide expenses required to support the projected districtwide revenue. In the event of a shortfall, it is offset by the estimated beginning balance. Conversely, an excess might be added to a GFU reserve fund or provide one-time funds for any expense not previously considered in the BAM. The colleges are then responsible for allocating its available resources identified in the CAM to college operations.

The districtwide Budget Planning and Development Council (Evidence: IID1²) meets monthly with the campus representatives to discuss state and district budget updates. In addition, information is shared with the Chancellor's Cabinet, the District Governance Council and the Board's Budget Study and Audit Subcommittee.

The District is responsible for identifying and calculating districtwide revenue resources and allocation of those resources to the colleges and district operations in support of student access. Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District.

Analysis and Evaluation

District to provide narrative for this section

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IV.D.3-The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of the colleges, Continuing Education and the District. Board Policies and associated Administrative Procedures, which most relate to the allocation of resources and the effective control of expenditures are the following:

BP 6100 and AP 6100.1: Delegation of Authority, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor. (Evidence: III.D.1¹¹)

BP 6200: Budget Preparation and
AP 6200.3 Campus Budget Model
AP 6200.4 – Revenue and Expense Projections (Evidence: III.D.1⁷)

BP 6250: Budget Management and
AP 6250.2 – Budget Transfers (Evidence: III.D.1⁸)

BP 6300: Fiscal Management and
AP 6300.1 through AP 6300.12, which address various fiscal related items.
(Evidence: III.D.1⁹)

Each of the previously stated Board Policies and Administrative Procedures clearly define the roles, responsibilities and allocation process related to resource and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state funded FTES increased by system-wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the development of the District's annual budget and provide effective control of expenditures (Evidence: III.D.1⁵). The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

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The colleges, Continuing Education, districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations) and the District offices are then responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

Need College Response if Necessary-Based on District Response in addressing all elements of the standard

Analysis and Evaluation

District to provide narrative for this section

Note: Miramar's employee perception survey Question 92 is related to this and an analysis of that question with regard to the percent of respondents in each category can be included with the recognition that this was a brand new survey question with no longitudinal data for reference.

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IV.D.4-The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. College presidents are expected to strictly adhere to all District policies, and the Chancellor asks that communication between the college and the District be thorough and regular.

District policy clearly specifies the roles and responsibilities of the Chancellor and Presidents. According to policy, "The President is a key position of education leadership and is responsible for the total program assigned. He/she shall be responsible to the chancellor. The authority of the Presidents is delegated to them by the chancellor who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive."

Evidence

Policy 10 GOVERNANCE - DISTRICT ADMINISTRATIVE ORGANIZATION
BP 2200 Board Duties and Responsibilities
BP 2430 Delegation of Authority to the SDCCD Chancellor

Analysis and Evaluation

District to provide narrative for this section

Note: In the analysis and evaluation, there should be a reference back to Standard IVC, the delegation of authority by the governing board to the CEO (IVC.12)

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IV.D.5-District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

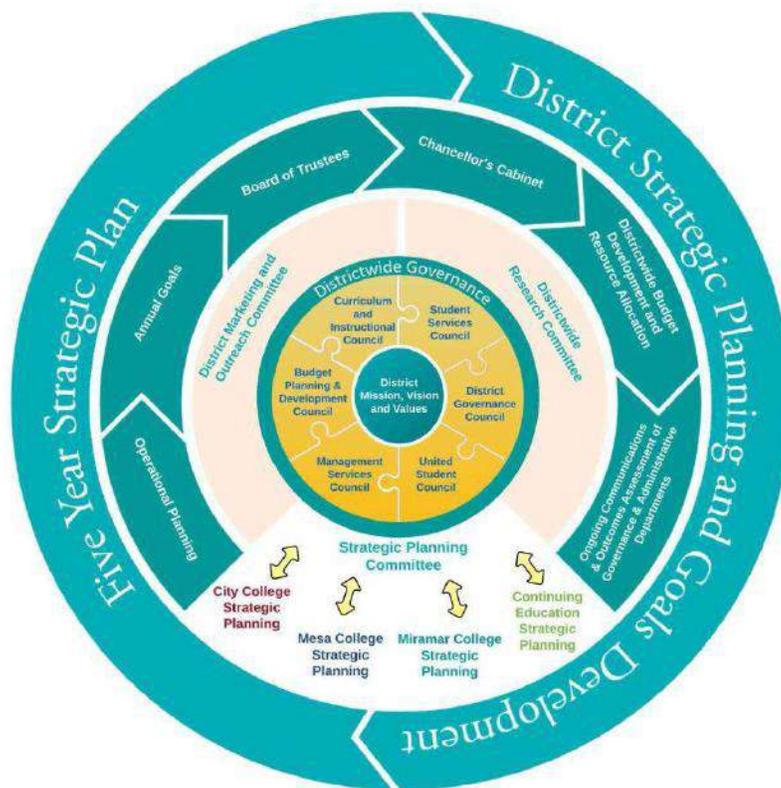
Evidence of Meeting the Standard

The SDCCD has been undergoing an evaluation of its integrated planning practices including reviewing and assessing the components of an integrated planning process in order ensure linkage of various planning processes into a holistic system. Evidence of this evaluation is Chancellor's Cabinet and Vice Chancellor discussions and meetings of the District Governance Council which have resulted in the creation of a "District-wide Integrated Planning Framework Model" to visually present how planning processes occur district-wide at SDCCD.

As an overarching guide, SDCCD has created a model to describe its integrated planning framework, which demonstrates the involvement of multiple stakeholders and stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 includes districtwide governance councils, districtwide committees, the Board of Trustees, the Chancellor's Cabinet, the four-year District-wide Strategic Plan and the Districtwide Strategic Planning Committee's interface with the colleges and Continuing Education. This framework is the foundation by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occur at the District. The model was approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015 (DGC agendas and minutes, and Chancellor's Cabinet agendas). (Evidence: IVD5¹)

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Figure 1. District-wide Integrated Planning Framework Model



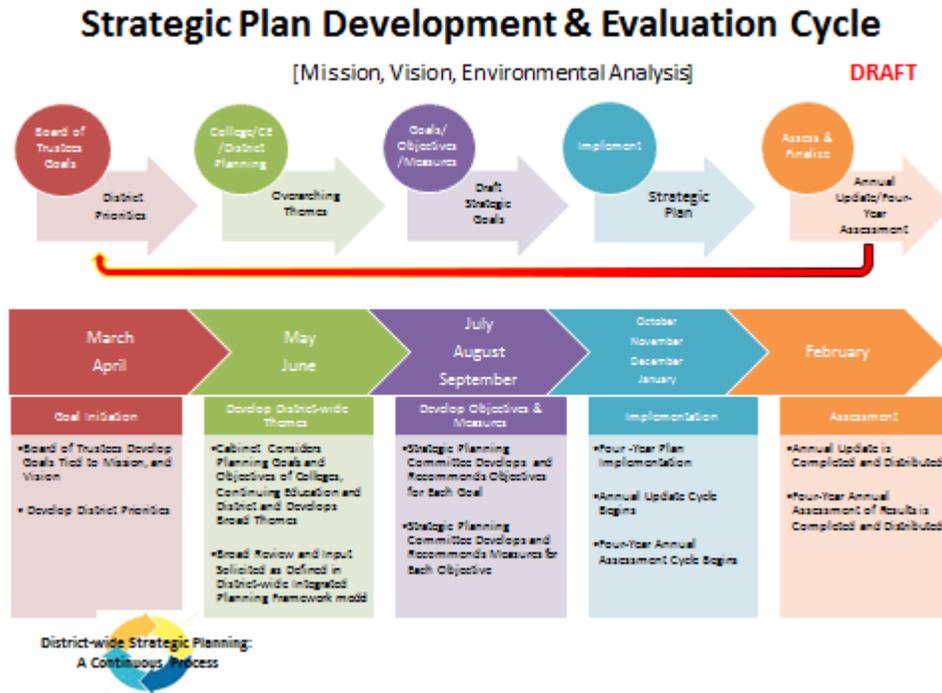
The District-wide Strategic Planning Committee (SPC) is the overarching planning committee for the District. The District-wide Integrated Planning Framework model is used in the process to develop and implement the District-wide Strategic Plan and pulls together all constituent groups. The District-wide Strategic Plan is developed on a four-year cycle. Meetings are held regularly with representatives from across the District [Strategic Plan Committee meeting agendas and minutes]. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. During the annual planning cycle, the Strategic Planning Committee (SPC) meets once a semester during the two semesters of the academic year. When the strategic plan is under development, the committee meets more frequently.

Each year, the SPC coordinates a review of the strategic plan objectives and publishes an Annual Update. Annual Updates are completed, published, and distributed by the Strategic Planning Committee [Annual Update 2014-2015]. (Evidence: IVD5²)

Additionally, the SPC reviews its own processes and effectiveness [Strategic Planning Committee 2014-15 survey]. In 2015-16, this review resulted in creating a Strategic Plan Development & Evaluation Cycle (see Figure 2) and evaluating opportunities to enhance the processes of the SPC. (Evidence: IVD5³)

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Figure 2. Strategic Plan Development & Evaluation Cycle



SDCCD’s efforts continue to strengthen its comprehensive and integrated system of planning, which informs the allocation of resources, involves multiple stakeholders, and is focused on student success and educational effectiveness. We will continue to look for ways to enhance the assessment and continuous improvement components of our planning cycle.

The SDCCD has created models to visually show how it integrates planning, resource allocation, and evaluation to accomplish the District’s goals and lead to improvement. The District-wide Integrated Planning Framework model in Figure 1 includes District-wide budget development and resource allocation, and outcomes assessment of governance and administrative departments. The Strategic Plan Development & Evaluation Cycle in Figure 2 illustrates the process by which the District evaluates short-range and long-range objectives in an annual assessment and a four-year assessment conducted at the conclusion of each District-wide Strategic Plan.

Need College Response if Necessary-Based on District Response in addressing all elements of the standard

Analysis and Evaluation

District to provide narrative for this section

Note: Miramar’s employee perception survey Question 83 is related to this and an analysis of that question with regard to the percent of respondents in each category can be included with the recognition that this was a Miramar only survey question and was new with no longitudinal data for reference.

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Analysis of this section should also reference the (District?) and college responses to Standard IB, in particular IB.3 in the college section about Academic Quality that highlights the SPAS and how it was implemented/developed. Should also probably reference the framework built around the LMF and the Roadmap to Student Success diagram.

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IV.D.6-Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The San Diego Community College District values strong communication between the District Office and its colleges/Continuing Education. To ensure effectiveness, communication is two-way. The District Office employs a variety of methods to ensure strong two-way communication exists allowing for information to be shared easily. These methods include:

- **Chancellor’s Cabinet** – the SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus presidents, District vice chancellors, the director of communication and other staff. The agenda for these meetings varies but generally includes a variety of items of districtwide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations and, conversely, important items of districtwide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepare an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and CE electronically and via print copies. (*Evidence: IVD6¹; IVD6²*)
- **Participatory Governance Councils and Committees** – An essential component of the District’s commitment to participatory governance, are the nine district governance councils and committees that meet regularly. The councils and committees are composed of representatives from faculty, staff and students throughout the District. The description and composition of the councils and committees is published in the District Administration and Governance Handbook (evidence). In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting. Meeting agendas and minutes are posted on the departmental websites for the respective area (i.e Student Services, Instructional Services etc.). (*Evidence: IVD6³; IVD6⁴*) The meeting agendas and minutes for the District Governance Council are posted on the District’s webpage under the Administrative Departments link, District Governance Council. (*Evidence: IVD6¹²*)
- **Regular presentations and campus meetings** – meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four campus meetings held by the SDCCD Board of Trustees once a year at each of the Districts three colleges and

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Continuing Education (*Evidence: IVD6⁵*). In addition, the SDCCD Chancellor holds a “Chancellor’s Forum” meeting each fall at each of the three colleges and CE (*Evidence: IVD6⁶*). The date, time and location of the forums are broadly communicated and faculty and staff are strongly encouraged to attend. A summary of the meetings is shared and copies of presentations made are provided online (*Evidence: IVD6⁷*).

- **Board Reports** – to keep students, faculty, staff, and members of the public informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each board meeting (*Evidence: IVD6⁸*). This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.
- **Safety Information** – consistent with the Jeanne Clery Act and other requirements, the District regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled “Safe and Sound, A Guide to Safety and Security in the San Diego Community College District” that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District (*Evidence: IVD6⁸*). In addition, timely notice and community safety alerts are shared widely as events dictate. (*Evidence: IVD6⁹*) SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions (*Evidence: IVD6¹⁰*).
- **Website Updates** – a variety of updated information is maintained by the District Office via the SDCCD’s website. This includes content provided by each of the District’s primary divisions: Human Resources, Business and Technology, Student Services, Communications and Public Relations, Instructional Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office. In addition, the District has recently developed a web portal for use by faculty, and staff (*Evidence: IVD6¹¹*) and a portal for students is currently being developed and will be implemented with the new student system (ERP). As part of the Districts commitment to continuous improvement, the District is redesigning the District website to be more intuitive and easy to navigate. The new website is scheduled to go live in Fall, 2016.
- **Email:** e-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public

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Relations with updated information of districtwide interest (*Evidence: IVD6¹²*). Launched in August 2015, SDCCD NewsCenter includes an email summary of districtwide news shared every other week.

- **Social Media** – the District manages a variety of social media platforms that – in addition to being used by members of the public – can be a highly effective method of sharing information with the District’s students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram (*Evidence: IVD6¹³; IVD6¹⁴; IVD6¹⁵; IVD6¹⁶; IVD6¹⁷*). In addition, District Office staff follows similar accounts managed by staff at the colleges and Continuing Education. In this way, updated information is easily shared within the District. (*Evidence: IVD6¹⁸*)

Analysis and Evaluation

District to provide narrative for this section

Note: Analysis should tie together with Standard IVA.7.

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IV.D.7-The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Chancellor relies on both summative and formative assessment of the organization, governance and decision making processes to ensure integrity and effectiveness in meeting goals for student achievement and learning. The Chancellor relies on input from her Executive Cabinet that meets weekly to address operational matters, governance and decision making. The Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board Agenda; Finance and Operations; Human Resources and Collective Bargaining; Facilities and Police; National, State, Regional and Community Issues; Conference, Events, and Information; Personnel and Legal; Roundtable

Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, challenges, and policy matters. Examples of agenda items include the Baccalaureate Pilot, progress on the Associate Degrees for Transfer (ADTs), the need to improve degree completion, student parking fees, and effective communication strategies for the organization. After each meeting, the Chancellor's staff produces a list of meeting action items and expected completion dates. (Evidence: IVD7¹; IVD7³)

The Chancellor also has established an expectation that her leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities. Moreover, the Chancellor expects that the Executive team provide her with regular updates on important matters, as well as any concerns that may be surfacing. (Evidence IVD7³; IVD7⁴; IVD7⁵; IVD7⁶; IVD7⁷)

Districtwide Participatory Governance Committee Evaluation and Planning

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the board policy on governance and the Accreditation Standards, and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director of Institutional Research working with the District Governance Council, the District's primary participatory governance body. (Evidence: IVD7¹⁰)

The San Diego Community College District currently has nine districtwide participatory governance councils and committees that are divided into two tiers. *tier one* consists of six

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governance councils—Budget, Planning and Development Council, Curriculum and Instructional Council, District Governance Council Management Services Council, Student Services Council and United Student Council-- that have broad oversight and are each chaired by one of the vice chancellors. *Tier two* consists of three governance committees—District Marketing and Outreach Committee, District Research Committee, District Strategic Planning Committee-- that are more narrowly focused, and are chaired by either a Chancellor’s Cabinet member or report to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy 2510 on participatory governance. These functions and responsibilities are reviewed and reported annually in the *SDCCD Administration and Governance Handbook*. (Evidence IVD7⁵)

The evaluation of these districtwide participatory governance councils and committees is on a five year cycle. The first formal evaluation was in Spring 2010, with a subsequent evaluation in 2015 -2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and responsibilities, and make improvements accordingly. The summary reports are posted on the Institutional Research webpage. (Evidence IVD7⁶)

District Offices Division/Department Planning

The District Division/Department Action Plans and Assessments are part of an ongoing cycle of planning and improvement at SDCCD.. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action. Some divisions and departments have opted to implement the planning on an annual basis, while others have found it useful to plan every three to five years.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s) as demonstrated in Figure 1.

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Figure 1. District Office Division/Department Planning Cycle



In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The *District Offices Employee Feedback* survey was administered in Spring 2016 to all employees in the District, Continuing Education, the District offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District office. The information will be used to help inform the accreditation process, and serve as one of the assessments in the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results will be communicated throughout the District and posted on the division/department websites as well as the District's Accreditation webpage. (Evidence: IVD7¹¹)

Analysis and Evaluation

Below is a timeline of the process used for implementing this assessment.

- Fall - Refine the Evaluation Rubric

The District Governance Council working together with the Director of Institutional Research and Planning (IRP) reviews and refines the evaluation rubric for all committees and councils that comprise the districtwide participatory governance structure. The evaluation rubric is based on context and behavioral anchors that were extracted from Board Policy 2510, accreditation Standard IV.3.g, and the current functions and

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responsibilities from the nine districtwide participatory governance committees and councils.

- February – Administer the Self-Assessment

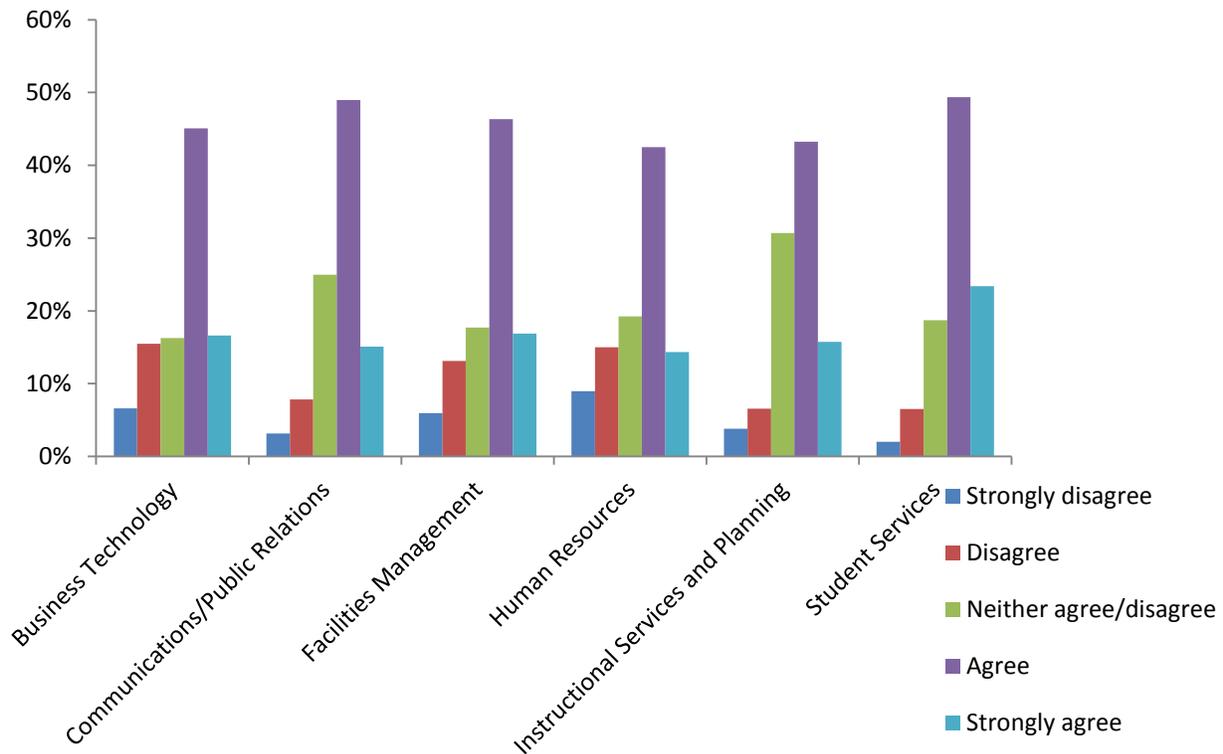
Each of the districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey that is based on the evaluation rubric.

- April – Report Outcomes and Begin Action Planning

Each of the districtwide participatory governance committees and councils discuss the results of their assessment, and revise their functions and responsibilities accordingly. The revised functions and responsibilities are included in the *SDCCD Administration and Governance Handbook* for the following academic year. (Evidence IVD7⁷)(Evidence IVD7⁸)

The survey contained four overall questions about communication, timeliness of service, effectiveness and contribution to the District mission, and an overall satisfaction question. Below are the results of the overall satisfaction with the divisions.

Overall, I am satisfied with the support and services that this Division provides.



In addition, there was one overall satisfaction question for each of the departments within each of the six divisions, as well as two comment questions (what works well, and what needs to be improved) for each division. These questions will be processed, analyzed, and reported in a comprehensive report that will be used by the Vice Chancellors and Chancellor to improve

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operations. The District Departments/Divisions conducts ongoing assessments to ensure effectiveness and support to the colleges and Continuing Education.

- The majority of survey respondents (62%) expressed satisfaction with the timeliness of response to questions by the District divisions. The Student Services division rated above the All Divisions satisfaction rating (73%), while all others were either at or below it.
- The majority of the survey respondents (61%) agreed or strongly agreed that communication with the colleges by the District divisions overall was effective. The Student Services division had a relatively high satisfaction rating in this area (72%).
- The majority of survey respondents (67%) believed that the District divisions effectively contribute to the mission of the District, while nearly one-quarter (22%) were neutral (neither agreed nor disagreed).
- Overall, 63% of the survey respondents were satisfied with the support and services provided by the District divisions, while 21% were neutral (neither satisfied nor dissatisfied), and 16% were dissatisfied.
- The survey respondents expressed varying levels of overall satisfaction with each of the departments:

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Business & Technology Services	51% to 80% Satisfaction
Communications/Public Relations	75% to 77% Satisfaction
Facilities Management	59% to 79% Satisfaction
Human Resources	56% to 73% Satisfaction
Instructional Services & Planning	60% to 76% Satisfaction
Student Services	69% to 82% Satisfaction

QUALITY FOCUS ESSAY

Quality Focus Essay (OFE) Insert Here

Please note that the College is waiting on importance pieces of information such as college governance system evaluation and District responses in order to fully address the OFE