



SAN DIEGO MIRAMAR COLLEGE



Accreditation Follow-Up Report October 2012



San Diego Miramar College

2012 Follow-Up Report

Submitted by:

San Diego Miramar College
10440 Black Mountain Rd.
San Diego, CA 92126

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2012

2012 Follow Up Report – Certification Page

Date: October 15, 2012

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed



Mr. Rich Grosch
President, Board of Trustees



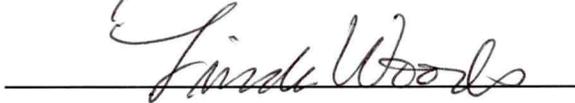
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Statement on Report Preparation

Introduction

In a letter dated February 1, 2012 ACCJC notified San Diego Miramar College of its action to continue warning following the review of the College's 2011 Accreditation Follow-Up Report and the report from the November 2011 Evaluation Team visit. In this letter, ACCJC requires that the College resolve the deficiencies noted and complete a Follow-Up Report addressing one recommendation from the 2004 accreditation team visit (Integrated Planning) and three recommendations from the 2010 accreditation team visit (Culture of Evidence, Evaluation Processes, and Administrative Turnover).

The development of the 2012 Follow-Up Report was led by the Self-Study Faculty Co-Chair, the Accreditation Liaison Officer (ALO), and the College President in collaboration with College constituency groups and committees in the College's participatory governance structure. For each recommendation, a team consisting of one administrator, one faculty member, one classified staff member, and in some cases one student was created. These teams reviewed the recommendation, developed and implemented a plan for resolution, analyzed the results, and identified additional plans to continue enhancement of the process, if needed. All College stakeholders were invited to participate in each team's discussions during regularly-scheduled meetings. In addition, all teams enlisted the assistance of College participatory governance committees to implement the resolution plans and prepare the report.

Each team prepared a draft report on its recommendation by March 30, 2012. The reports were combined into a consolidated draft which was posted to the College's accreditation website on April 25, 2012 and presented at a college-wide forum on May 8, 2012. Revised drafts were distributed and posted to the College's accreditation website, along with an interactive online feedback system to solicit input on May 18, 2012 and June 8, 2012. Feedback on the fourth draft was due on June 20, 2012. The final draft of the 2012 Accreditation Follow Up Report was posted on August 2, 2012 with feedback due on August 20, 2012. The final 2012 Accreditation Follow-Up Report was posted on the college website on August 23, 2012. The College Executive Committee reviewed and accepted the report at its meeting on August 28, 2012. The Follow-Up Report was submitted to the San Diego Community College District (SDCCD) Board of Trustees for review and was accepted by the Board at its September 13, 2012 meeting.

The following individuals participated directly in addressing the recommendations and drafting the report:

Follow-Up Report Oversight

Patricia Hsieh	President, San Diego Miramar College Administrator
Jerry Buckley	Vice President of Instruction; Accreditation Liaison Officer
Linda Woods	Accreditation Self-Study Faculty Co-Chair
Daphne Figueroa	Academic Senate President
Joyce Allen	Classified Senate President
Victor Bohm	2011-12 Associated Student Council President
Duane Short	Follow-Up Report Editor

2004 Recommendation 4: Integrated Planning

Jerry Buckley	Vice President of Instruction; Accreditation Liaison Officer
Kanchan Farkiya	Associated Student Council Officer
Buran Haidar	Planning & Institutional Effectiveness Committee Faculty Co-Chair
Carol Smith	Instructional Lab Technician

Planning and Institutional Effectiveness Committee

Jerry Buckley	Vice President of Instruction; Planning & Institutional Effectiveness Committee Administrative Co-Chair
Buran Haidar	Planning & Institutional Effectiveness Committee Faculty Co-Chair
Joyce Allen	Classified Senate President
Lou Ascione	Dean of Liberal Arts
Brett Bell	Vice President of Administrative Services
Gene Choe	Diesel Technology Faculty
Gail Conrad	Interim Vice President of Student Services
Mary Ann Guevarra	Student Services Program Review/SLOAC Subcommittee Co-Chair
Dan Gutowski	Hourglass Park Coordinator
Lawrence Hahn	Business Faculty
Mary Hart	Library Science Faculty
Denise Kapitzke	Accounting Supervisor
Michael Lopez	Philosophy Faculty
Daniel Miramontez	Planning and Research Analyst; Research Subcommittee Chair
Dennis Sheean	Fire Technology Faculty
Duane Short	Instructional Program Review/SLOAC Subcommittee Co-Chair
Carol Smith	Instructional Lab Technician
Sandi Trevisan	College Information Officer

2010 Recommendation 1: Culture of Evidence

Buran Haidar	Planning & Institutional Effectiveness Committee Faculty Co-Chair
Terrie Hubbard	Classified Senate Vice President
Daniel Miramontez	Planning and Research Analyst; Research Subcommittee Chair
Linda Woods	Accreditation Self-Study Faculty Co-Chair

Research Subcommittee

Daniel Miramontez	Research Subcommittee Chair
Jerry Buckley	Vice President of Instruction
Gail Conrad	Interim Vice President of Student Services
Naomi Grisham	Transfer Center Director
Lawrence Hahn	Business Faculty
Joseph Hankinson	Job Placement Officer
Susan Schwarz	Research Liaison to the District
Sandi Trevisan	College Information Officer
Linda Woods	Chemistry Faculty

2010 Recommendation 3: Evaluation Processes

Joyce Allen	Classified Senate President
Brett Bell	Vice President of Administrative Services
Buran Haidar	Student Learning Outcomes Assessment Cycle Facilitator
Joan Thompson	Faculty Evaluation Coordinator

2010 Recommendation 4: Administrative Turnover

Victor Bohm	2011-2012 Associated Student Council President
Daphne Figueroa	Academic Senate President
Susan Schwarz	Dean of Library and Technology
Sam Shoostary	Student Assistance Technician

Response to the Commission Action Letter

2004 Recommendation 4: Integrated Planning

The College uses its strategic plan to drive the development and full integration of the educational master plan with the technology, facilities, and human resources plans and related institutional processes. The human resources plan should be developed with special attention to providing sufficient administrative and staff members for projected institutional growth. (III.A.6, III.B.1, III.B.2, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b)

Executive Summary

Since 2004 San Diego Miramar College has gradually and continuously enhanced its integrated planning processes by updating its Strategic Plan; developing an Educational Master Plan and three Division Plans (Instruction, Student Services, and Administrative Services); and updating and/or authoring new Operational Plans. As requested by the Accrediting Commission, the College revised its Human Resources Plan in spring 2012 with the assistance of the District Office of Human Resources in order to address the College's faculty, classified staff, and administrative staffing needs. This plan projected the College's growth to the year 2025, matching the College's projected increase to 25,000 students with expanded College facilities. In addition, the Planning & Institutional Effectiveness Committee (PIEC) evaluated its planning processes and placed emphasis on six areas to further improve integration of planning with resource allocation and address gaps identified by an institutional effectiveness gap analysis and survey conducted during March 2012. To enhance dissemination of institutional effectiveness information to the College community, including Student Learning Outcomes (SLO's) and service outcomes, a college-wide retreat was conducted on August 13, 2012 to discuss the results of an annual institutional effectiveness report. Utilizing group activities, reflective discussions of College outcomes were facilitated at the College convocation and at individual school and department meetings. During these discussions emphasis was placed on helping College constituencies link annual planning activities to long term strategic goals, prioritize new Program Review recommendations, and assess the impact of the prior year's allocation of resources on institutional effectiveness. Also, the Budget and Resource Development Subcommittee (BRDS) established new procedures that institutionalize minimum funding levels each year and help identify appropriate resources to address critical College planning priorities.

Introduction

San Diego Miramar College has had an established planning process in place since 2007 that incorporates Program Review, planning, and resource allocation processes.¹ The College's various written plans, however, were not integrated or aligned with the Strategic and Educational Master Plans. The 2010 Evaluation Team therefore recommended that the College focus on the integration of its planning processes. In response, the College realigned its planning focus using the Strategic Plan² as the steering plan that aligned other planning processes, including the Educational Master

¹ 2007-2008 CWMP Outline - 2008-2009

² SD Miramar College 2007-2013 Strategic Goals and Strategies

Plan^{3; 4; 5; 6} and all Operational Plans, such as Technology⁷, Facilities⁸, and Human Resources Plans. Following these changes, the 2011 Evaluation Team concluded

...[t]he college has made significant efforts to integrate its various planning processes with the strategic plan serving as the guiding document. While it is possible to say that this remains a ‘work in progress’ the team concludes that the college has integrated its plans.

The 2010 Evaluation Team also recommended that the College’s Human Resources Plan “...assure that staffing meets the needs of institutional growth.” The 2011 Evaluation Team found that the district had not updated its staffing plan since 2004 and therefore the second part of the recommendation pertaining to staffing for institutional growth had not been sufficiently addressed. The team concluded “...that the College and district must immediately address the need for an up-to-date staffing plan which addresses issues of staff attrition, growth of enrollments and the addition of new facilities at Miramar College.”

Resolution

Even though the 2011 visiting team concluded **the College has integrated its plans**, San Diego Miramar College has continued to refine and improve its integrated planning process. In spring 2011 the College established measurable outcomes for assessing attainment of College strategic goals and objectives⁹. The College, in collaboration with District Research and Planning, identified data sources and a mechanism for annual reporting of achievement outcomes. The PIEC also conducted a survey in March 2012 to identify gaps between current planning practices and ACCJC standards as identified in commission training materials.^{10;11} Analysis of survey results then informed actions taken by the PIEC during spring 2012^{12;13}

Since fall 2010 the PIEC has placed emphasis on six areas:

1. Creating additional opportunities for reflective dialogue of achievement and outcome data, in keeping with the college’s emphasis on building a culture of collaborative inquiry
2. Determining the impact of current planning processes and activities on student learning
3. Assessing criteria used to inform decision making and resource allocation
4. Evaluating the effectiveness of the program review processes in each College division
5. Evaluating the alignment and effectiveness of the College’s committee structure to support integrated planning processes in collaboration with the College Governance Committee (CGC), and

³ 2011-2014 Educational Master Plan

⁴ 2011-2014 Three Year Instructional Division Plan

⁵ 2011-2014 Three Year Student Services Division Plan

⁶ 2011-2014 Three Year Administrative Services Division Plan

⁷ College Operational Plans - Technology Plan

⁸ College Operational Plans - Facilities Master Plan

⁹ Spring 2012 Strategic Plan Objectives

¹⁰ PIEC Institutional Effectiveness survey

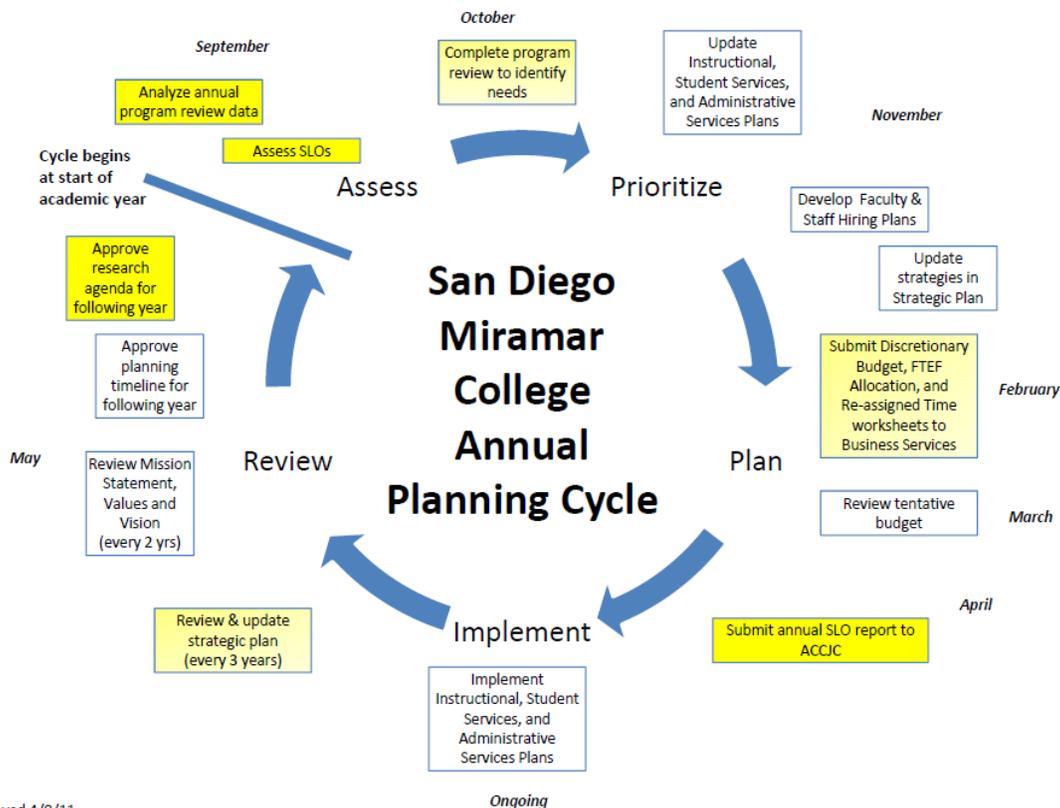
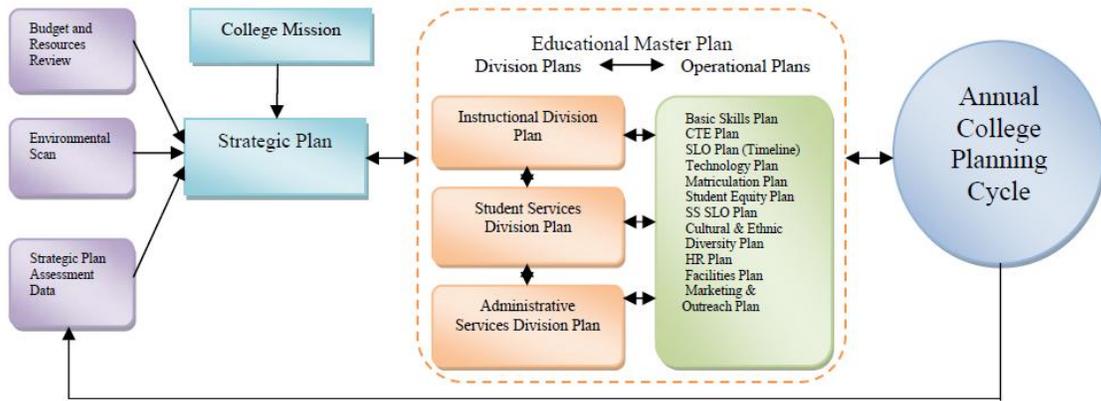
¹¹ PIEC Institutional Effectiveness survey results - Gap analysis

¹² PIEC Minutes 3/23/12

¹³ 2012 – Mapping Committee Accomplishments to Strategic Plan Goals

6. Evaluating budget planning methods.

The Integrated College Planning Process (Figure 1), which links short term and long term planning, places emphasis on the central role of the Strategic Plan as the driver for all College planning.



Approved 4/8/11
Institutional Effectiveness Committee

Figure 1: Integrated College Planning Process

Starting fall 2010, the College used the goals and strategies of the updated Strategic Plan to guide the development and integration of the Educational Master Plan with the Division Plans and Operational Plans. This action has significantly enhanced the College's integrated planning process.

Following discussions in 2011 and 2012, the San Diego Community College District (SDCCD) Governing Board determined that the focus of any future district-wide staffing study will be on the impact of the hiring freeze since 2010¹⁴. In the meantime, the 2004 staffing plan would continue to be used as a guide for planning process. The College's Facilities Master Plan¹⁵ is aligned with this staffing plan. All new facilities have therefore been constructed based on the estimated 25,000 student enrollment level in 2025. While the College recognizes that this enrollment goal may be delayed due to lack of state funding support, the College continues to plan its program, staffing, and facilities to support this goal.

During spring 2012, San Diego Miramar College, in collaboration with the District Office of Human Resources, began working on an updated Human Resources Plan focusing on an up-to-date staffing plan which addresses issues of staff attrition, enrollment growth, and the addition of new facilities at the college¹⁶. A key step in the development of the District's budget is to ensure that financial commitments are matched against supporting resources. Cost of Living Adjustment (COLA) and Growth are categorized as continuing new resources, while the District's Lottery, Non-Resident Tuition, and Interest revenues are the primary sources of one-time-only new funds. Based on the District's Resource Allocation Formula (RAF)¹⁷, the new continuing resources defined above are applied 85% to the employee units and 15% to other purposes. For one-time resources, the split is 80% to employee units and 20% to other purposes.

The district is required to grow its credit full-time faculty to meet its Full-Time Faculty Obligation Number (FON). As this is a cost directly related to growth, the district charges Growth funds for the number of regular full-time faculty required for compliance. The cost for each position is charged to the 85% units' share of RAF funds. The units' 85% of Growth funds cannot be used for new management positions. Instead, management positions are funded from the other 15% share of RAF funds. For classified staff positions, the RAF formula allows for a maximum number of new positions based on a growth rate percentage. The number of Full-Time Equivalent Students (FTES) and Full-Time Equivalent Faculty (FTEF) is multiplied by a vacancy rate cost and deducted from the unit's share of Growth funds.

During July 2012, meetings were conducted with District Office of Human Resources participation that reviewed and further analyzed staffing needs at San Diego Miramar College. In addition, an analysis of classified staffing patterns was presented at the SDCCD Governing Board meetings on March 29, 2012¹⁸ and May 24, 2012¹⁹. This report assessed gaps in existing classified staffing due to budget reductions and reviewed the ethnic and cultural diversity of the College's employees compared to the surrounding community. These data were included in the 2012 San Diego Miramar College Human Resources Plan along with revisions to projections to determine appropriate staffing needed to serve 25,000 students by the year 2025.

¹⁴ SDCCD Board meeting minutes 5/24/12

¹⁵ College Operational Plans - Facilities Master Plan

¹⁶ 2012 San Diego Miramar College Human Resources Plan

¹⁷ 2011-2014 SDCCD Resource Allocation Formula

¹⁸ SDCCD Board meeting minutes 3/29/12

¹⁹ SDCCD Board meeting minutes 5/24/12

In addition to the District projections of student enrollment, a local study was performed by the College in March 2012 using 2010 census data, local San Diego Association of Governments (SANDAG) data, and prior year College enrollment data to more accurately project future enrollment²⁰. This study estimated that the College will reach 10,000 FTES (FTES) by the year 2017-2018, but will only have a headcount of 19,000 students by the year 2025; less than previously projected by the District²¹.

Using these reports and other sources of information including input from the District Office of Human Resources, the College revised its Human Resources Plan²² and distributed it to the College community for review and comment. A final draft was posted to the College web site on August 2, 2012 for review and comment and adopted by all campus constituencies on August 28, 2012²³.

Analysis

History: Since 2004, San Diego Miramar College has made many improvements in its planning, budgeting, and resource allocation processes to better integrate these functions and emphasize the importance of student learning and achievement. The success of these improvements is reflected in increased student enrollment, retention, persistence, and success since 2007.^{24;25} Overall attainment of degrees and certificates, as well as transfer to four-year institutions has risen through spring 2010.²⁶ Class fill rates are currently the highest in the San Diego Community College District (SDCCD),^{27;28;29} indicating high operational efficiency at Miramar College, even with significant course section reductions resulting from decreased state revenues over the past three years.

The College began working in earnest to integrate program review and planning six years ago beginning with the formation of a group called the Primary Planners (consisting of the vice president of Instruction, vice president of Student Services, Academic Senate president, and Dean of Technical Careers and Workforce Initiatives).³⁰ Also at this time, the President identified program review and institutional planning as a top priority for the College and created the Institutional Effectiveness (IE) Task Force, charged with development of a formalized college-wide process for planning and institutional effectiveness.^{31;32}

Beginning in 2006-2007 a Title III grant supported the further development of a program review process and in later years provided initial funding for a Student Learning Outcomes Assessment Cycle (SLOAC) Facilitator as a 50% reassigned time assignment per semester to enhance development and refinement of learning outcomes at the course, program and institutional level, in

²⁰ 2007-2013 EMP - Enrollment projection to 10,000 FTES by 2017

²¹ 2007-2013 EMP - Appendix B, page 41

²² 2012 San Diego Miramar College Human Resources Plan

²³ CEC agenda 8/28/12

²⁴ 2008 Fact Book: Miramar College

²⁵ 2011 Fact Book: Miramar College

²⁶ 2010-2011 SDCCD Transfer Report

²⁷ 2011 Fact Book: City College

²⁸ 2011 Fact Book: Mesa College

²⁹ 2011 Fact Book: Miramar College

³⁰ 2006 Institutional Effectiveness Retreat Recommendations

³¹ 2007 IE Working Group Notes

³² 2008 IE Presentation

addition to providing faculty support and the design and delivery of student learning and service outcome workshops.

In fall 2006, the Instructional Program Review Subcommittee added the SLOAC function to its mission, in order to better integrate the evaluation of student learning into the program review, planning, and resource allocation processes.³³

Starting in fall 2007 the College Institutional Effectiveness task force scheduled planning retreats to discuss improved integration of planning with resource allocation and the development of an annual planning calendar that included program review processes.³⁴ Criteria also were identified for governance groups to link institutional priorities with program development and improvement, as well as the allocation of resources. Emphasis at these retreats was also placed on developing methods to communicate planning decisions to the College community and assess institutional effectiveness.

During spring 2008 the College converted its Institutional Effectiveness task force to a participatory governance committee called the Institutional Effectiveness Committee (IEC) and reorganized its committee structure, renaming and assigning two of its College committees as subcommittees to the IEC: the Budget and Resource Development Subcommittee (BRDS) and the Research Subcommittee (RSC).³⁵ Major accomplishments in spring 2008 also included finalization of a College-Wide Master Plan process timeline and outline³⁶, establishment of an annual planning cycle³⁷ and determination of College and Division planning priorities.³⁸

Through 2010 the College expanded its planning process to refine the six-year Strategic Plan³⁹ linked to the College mission, vision, and values, along with an overall long range planning cycle that included 2004 Educational Master Plan projections⁴⁰ and regular assessment of progress in attaining strategic goal objectives. In keeping with the College's emphasis on planning, the IEC was renamed the Planning and Institutional Effectiveness Committee (PIEC). The College also completed a diagrammatic representation of both long range and annual integrated planning processes, as well as other planning communication tools.^{41;42} Program review processes in the three divisions (Instruction, Student Services, and Administrative Services) were enhanced to include the evaluation of institutional research data, as well as learning and services outcome data.^{43;44;45} The College's planning processes are now linked through program review to annual analysis of outcomes, identification of gaps in services, and the application of College resources to enhance student learning. This is accomplished by setting planning priorities that address program review findings

³³ 2007 Planning Improvements Recommendations

³⁴ 2007 Master Plan Recommendations

³⁵ College Governance Handbook p.20

³⁶ 2009-2010 CWMP Timeline and Outline

³⁷ 2009-2010 Planning Work Flow Diagram

³⁸ 2009-2010 CWMP Priorities

³⁹ 2007-2013 six-year Strategic Plan

⁴⁰ 2004 Educational Master Plan – Enrollment Growth Projections

⁴¹ Diagram of long range and annual integrated planning processes

⁴² PIEC Standardized planning terminology document

⁴³ 2012-2013 Instructional Program Review / SLOAC form

⁴⁴ 2010-2011 Student Services Program Review form

⁴⁵ 2012-2013 Administrative Services Program Review form

and recommendations: Program recommendations are prioritized based upon their linkage to strategic goals and strategies, as well as their correlation to institutional effectiveness data.

Discretionary funding streams have been identified and institutionalized through BRDS procedures^{46;}⁴⁷ that guarantee a minimum annual budget to address high priority College needs.^{48;49} Examples of these funding streams include a College-based Civic Center fund, Instructional Equipment and Library Materials (IELM) funding from the State of California in the form of block grants, and scheduled maintenance block grants. In addition, Federal Carl D. Perkins funding for Career and Technical Education (CTE) programs is prioritized and distributed to qualifying programs using separate criteria provided by this government agency.⁵⁰ Program review recommendations are prioritized and evaluated for all possible funding sources, including state general fund and block grants. Miramar College is known within the SDCCD for its operational efficiency and careful application of funding to maximize available course sections and support services. This is evident by the number of students served above annual enrollment targets and the success of mission critical services to Basic Skills students, career and technical education programs, and degree/transfer students.

Planning: The San Diego Miramar College integrated planning process links short term and long term planning with a clear emphasis on the central role of the Strategic Plan as the driver of all College planning. The Strategic Plan includes strategic goals and strategies to guide the development and integration of the Educational Master Plan with Division and Operational Plans (Figure 2).

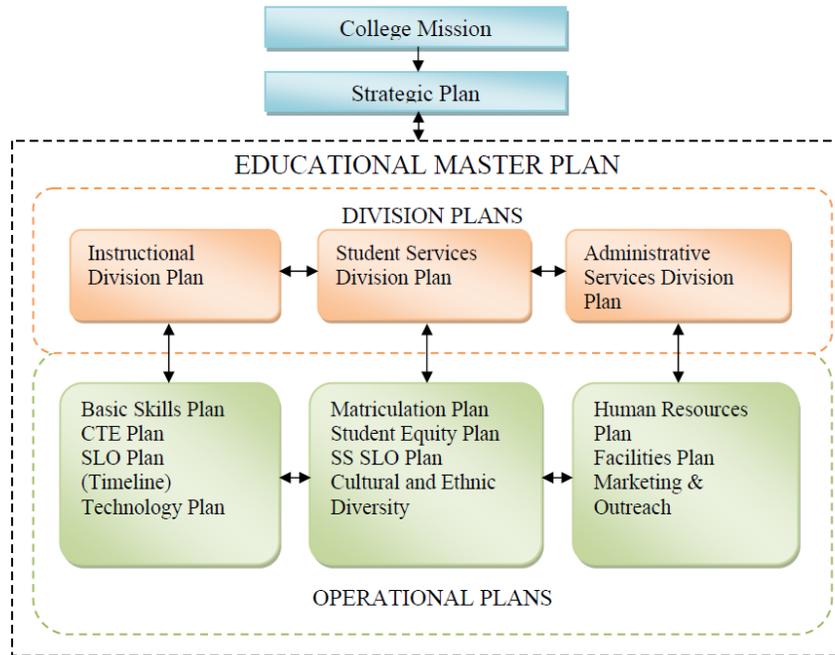


Figure 2: Alignment of college plans

⁴⁶ BRDS agenda 5/11/12 - New Resource Allocation Procedure
⁴⁷ BRDS minutes 5/11/12 - New Resource Allocation Procedure
⁴⁸ BRDS agenda 5/11/12
⁴⁹ BRDS minutes 5/11/12
⁵⁰ Perkins Local Planning Team meeting 3/30/12

Oversight of College planning processes occurs primarily through the College Executive Committee and the PIEC, in accordance with the College's participatory governance process.^{51;52}

Instructional program faculty and staff within each department complete an annual Program Review/Planning Report using achievement and outcome data provided by District Office of Institutional Research and Planning as well as program-customized summaries of learning assessment data compiled by the SLOAC Facilitator (example included as Appendix 3). The report gathers general information about each program as well as more specific information about enrollment, scheduling, curriculum, faculty and staff, professional/staff development, facilities, technology, equipment, and budgetary needs, student support services, marketing, and research. Prompts are also provided to assist with analysis of the program's strengths, weaknesses, opportunities and threats. Program review information is used to plan new program activities, identify future needs, and to assess achievements from the previous year. Student Services and Administrative Services have parallel program review processes.

Each November, deans and supervisors summarize program review information to create annual updates of three-year Division Plans. Program review documents from each division also are reviewed by the Vice Presidents and forwarded to the PIEC to develop the Annual Institutional Effectiveness Report.⁵³ These data are also used to inform updates to, maintain the consistency of, and manage operational plans, such as the Facilities Plan and the tentative College budget. Starting in 2012-2013, Division Plans will include the summary of prior year planning activity accomplishments, the report of division achievement metrics, and learning outcome measures. The updated Division Plans for instruction, student services, and administrative services are due on March 15 of each year.

San Diego Miramar College's enhanced integrated planning process consists of:

- Program and Service Review which occurs on an annual basis and is the primary mechanism for identifying goals and objectives at the program and department level. These goals and objectives are updated or assessed and analyzed during the following years' Program and Service Review cycles.
- The College Annual Planning Cycle which provides a timeline for annual planning and assessment. This cycle is driven by the annual program and service review process for instructional programs, student services programs, and administrative services. The program and service review process identifies program and service area goals and objectives; evaluates and analyzes progress towards meeting goals and objectives, and specifies future steps and necessary resources.
- The Integrated Planning Cycle which provides a framework for long range planning for the College. The Strategic Plan Goals and Strategies ("Strategic Plan") drives the development and full integration of the Educational Master Plan with the Technology, Facilities, and Human Resources Plans and related institutional processes, including the College Annual Planning Cycle.

⁵¹ College Governance Handbook p. 20

⁵² College Governance Handbook pp. 10-11

⁵³ 2011-2012 Annual Institutional Effectiveness Report

- A Strategic Plan developed and based primarily on the College mission, budget and resources review, an environmental scan, and an assessment mechanism comprised of feedback gathered over the period of time since the previous review and update. The current plan includes five goals, and each goal has several strategy statements that specify directions to follow to achieve the goal. The Strategic Plan is reviewed on a three year cycle and updated on a six year cycle.
- An Educational Master Plan, serving as the framework linking the Strategic Plan to the implementation plans in the three College divisions. The Educational Master Plan is comprised of planning themes which drive development of division plans for each of the College divisions: Instructional Services, Student Services, and Administrative Services. The Educational Master Plan is a 3-year plan that is reviewed and updated annually.
- Division Plans, which include a broad description of the division and its programs or services, goals, planning assumptions, staffing and facilities needs. The division plans are 3-year plans that are reviewed and updated annually.

The San Diego Miramar College Educational Master Plan aligns instructional departments and programs, student services, and administrative services with the College’s Strategic Plan goals through defined strategies. Each College division, with inputs of the departments/schools, creates a three-year plan that aligns local planning activities with Master plan themes; Strategic Plan goals and strategies; and all related operational plans, such as Facilities, Technology, and Human Resources. Prioritized activities identified in each division plan address core elements of the College Mission. The San Diego Miramar College integrated planning process focuses institutional resources on the quality of instruction, as well as the quality of educational programs and services for university transfer, general education, basic skills, and workforce preparation.

Division Plans represent three primary planning documents derived from the College’s Educational Master Plan. The Educational Master Plan establishes themes that align development of division plans for Instruction, Student Services, and Administrative Services. These plans are closely coordinated and inform efficient delivery of programs and services. The division plans also utilize College achievement indicators to inform program planning. Achievement and outcome indicators are used to assess trends related to enrollment, completion, and operational efficiency. These data are then used as a foundation for instructional and student services planning as well as information for the budget development process.

Operational plans may be assigned to a specific division or a participatory governance committee, for those that have college-wide implications (e.g. the Facilities Master Plan,⁵⁴ Technology Plan,⁵⁵ and Human Resources Plan⁵⁶). Other operational plans include the Cultural and Ethnic Diversity Plan,⁵⁷ Student Equity plan,⁵⁸ Marketing and Outreach Plan,⁵⁹ Basic Skills Plan,⁶⁰ Career and

⁵⁴ College Operational Plans - Facilities Master Plan

⁵⁵ College Operational Plans - Technology Plan

⁵⁶ 2012 San Diego Miramar College Human Resources Plan

⁵⁷ College Operational plans - Cultural & Ethnic Diversity Plan

⁵⁸ College Operational Plans - Student Equity Plan

⁵⁹ College Operational Plans - Marketing & Outreach Plan

⁶⁰ College Operational Plans - Basic Skills

Technical Education (CTE) Plan⁶¹, Instructional⁶² and Student Services⁶³ SLO Plans, and the Matriculation Plan.⁶⁴ The timeline for operational plan review and update varies depending on the nature of the plan and on external reporting requirements.

The primary outcome of Educational Master Planning is to identify common planning themes that align strategic planning goals to annual operational plan activities. Strategic Plan goals and objectives identified by the College are addressed by departments and programs within Instruction, Student Services and Administrative Services through development of three year plans and annual implementation plans. During development of the three year plans, departments and programs also identify their strengths, weaknesses, opportunities, and threats (SWOT) to be used with annual planning and the program review process. This SWOT analysis functions as an “internal scan” to inform updates to the College’s Strategic Plan, along with environmental/external scan information, budget and resource information, and the College mission.

Assessment: A central component of integrated planning at San Diego Miramar College is the use of annual program review and SLOAC data to identify instructional needs and/or gaps in services and develop specific activities or interventions that align with the College mission, strategic goals and objectives. Division plans also utilize analysis of achievement indicators to assess progress each year. Beginning in 2011-2012, measurement of prior year department and program planning activity achievements and strategic goal attainment has, in part, informed the development of an annual progress report assessing institutional effectiveness.⁶⁵

Departments and programs use prior year data provided by the District Office of Institutional Research and Planning, SLOAC data provided by the SLOAC Facilitator, and information provided by Career and Technical Education advisory committees or other external partners to inform the identification of future goals and objectives intended to improve student learning, College services and overall program success.

Achievement of strategic plan goals and strategies is measured through accomplishment of planned activities. The campus community is given flexibility in determining progress toward completing planned activities, as assessments may be designed using quantitative and/or qualitative methods, as appropriate. Department and program planning activities may represent projects conducted in a single year, or carried forward multiple years and modified as needed. Assessment and analysis of achievement and outcome measures is conducted annually both as an indication of progress toward local department planned goals and objectives, and the division’s progress in meeting the College’s strategic goals and objectives.⁶⁶

The Instructional and Student Services Division plans also include an analysis of achievement indicators related to instructional programs offered by San Diego Miramar College. These common measures are used to assess trends related to enrollment, completion, and operational efficiency. In addition, data are used as a baseline for instructional and student services planning purposes and to inform the budget development process.

⁶¹ College Operational Plans - CTE Plan

⁶² College Operational plans - Instructional SLO Plan

⁶³ College Operational plans - Student Services SLO Plan

⁶⁴ College Operational plans - Matriculation Plan

⁶⁵ 2011-2012 Instructional Program Review / SLOAC Form

⁶⁶ Updated Instructional Three-Year Plan

The Instructional and Student Services Divisions utilize a number of achievement indicators. These include annual Program Review Reports prepared by program faculty and staff, the College Fact Book, and Scorecard⁶⁷ prepared by the District Office of Institutional Research and Planning. These indicators assist in the evaluation of division activities and inform future planning. They, along with SLOs and service unit outcomes, gauge the effectiveness of each division in meeting the needs of student learning and goal attainment. An assessment and analysis of program review data is conducted each year using five year trended data. Each indicator is linked to one or more Strategic Plan goals and therefore helps departments and programs assess their contribution towards achieving those goals. The process relies heavily upon the achievement and SLO data included in the annual Program Review Reports which are discussed at the department, program, division and College levels.

Dialogue & Self-Reflection: Discussions regarding student learning and achievement outcomes take place regularly each semester. These are guided by the Program Review Reports, including the report sections pertaining to planning, budgeting and resource allocation⁶⁸. These reflective discussions of student learning and outcomes are continued during department meetings, as well as campus committee meetings that guide development of operational plans. Additionally, since fall 2008, dialogue about the college-wide planning has taken place at the President's Convocations.^{69;70;71;72;73}

Assessments of institutional effectiveness are now shared at multiple venues. In fall 2012 the College held an annual college-wide retreat focusing on an initial draft institutional effectiveness report that apprised the College of progress in achievement of strategic goal outcomes, student achievement, and outcome trends.⁷⁴ College constituents utilized this opportunity to conduct sense-making of college-wide data and determine new directions and priorities for annual plans and resource allocation. This information was then taken to the fall 2012 College convocation and shared more broadly with College faculty and staff.

Review & Revision of the Planning Process: San Diego Miramar College now participates in a regular and systematic review of its institutional planning and budgeting processes, including an annual assessment of committee accomplishments^{75;76;77;78;79} and budget forums^{80;81;82;83} that help

⁶⁷ 2011-2012 Miramar College Scorecard

⁶⁸ 2011-2012 MBEPS School meetings agendas

⁶⁹ Fall 2008 Convocation program

⁷⁰ Fall 2009 Convocation program

⁷¹ Fall 2010 Convocation program

⁷² Fall 2011 Convocation program

⁷³ Fall 2012 Convocation program

⁷⁴ Fall 2012 College Retreat Agenda

⁷⁵ Committee accomplishments

⁷⁶ 2009-2012 PIEC Accomplishments

⁷⁷ 2011-2012 BRDS Accomplishments

⁷⁸ 2011-2012 RSC Accomplishments

⁷⁹ 2011-2012 CEC Accomplishments

⁸⁰ BRDS agenda 9/2/11 - Budget Forum

⁸¹ BRDS agenda 9/16/11 - Budget Forum

⁸² BRDS agenda 2/3/12 - Budget Forum

⁸³ BRDS agenda 4/27/12 - Budget Forum

the College community understand budget development and resource allocation strategies.^{84;85} In keeping with the College's commitment to continual improvement, the College planning cycle and timeline, first developed in spring 2008, have been reviewed and updated annually by the PIEC while the Strategic Plan has been reviewed twice, with the latest update authored in spring 2011.

As summarized earlier, in spring 2012 the PIEC conducted a survey of planning and institutional effectiveness utilizing questions drawn from the Accrediting Commission (ACCJC/WASC) training manual for accreditation visiting site team members. These questions were distributed to all committee members to rate the College's planning processes compared to ACCJC standards. Survey results were grouped into major themes and discussed at the PIEC. A list of process improvements was then developed for implementation during the remainder of spring and fall 2012. It is anticipated that this survey of institutional effectiveness practices will be utilized each spring to reassess the College's integrated planning, budgeting, resource allocation and assessment processes.

Additional Plans

- As part of the built-in integrated planning process, the College will continue to refine and improve its planning processes through formal annual reviews of its integrated planning cycle and program review/SLOAC processes
- The College will formalize its strategic enrollment process, continually utilizing data to inform future changes to staffing, budgets and program management and schedule development.

⁸⁴ 2011-2012 Budget Update - PowerPoint Presentation

⁸⁵ Budget Update - PowerPoint Presentation - 2/3/12

2010 Recommendation 1: Culture of Evidence

The team recommends that the College increase its capacity to foster a culture of evidence to support not only the assessment of progress toward achieving its stated goals, but also its planning processes, resource allocation, and evaluation mechanisms as they relate to the improvement of institutional effectiveness. (I.B.3, I.B.4, I.B.5, I.B.7, III.C)

Executive Summary

After the 2010 ACCJC site visit, San Diego Miramar College revised its integrated planning processes to integrate evidence from program review and other sources into the College's planning, resource allocation, and evaluation mechanisms. As a result, the 2011 ACCJC Evaluation Team determined that the College has demonstrated access to sufficient data and information for the purpose of planning and decision-making but recommended that "...at the next regularly-scheduled site visit, the Evaluation Team check the College's progress toward assessing the first full iteration of its completed planning cycle." While the next regularly-scheduled site visit will not occur until October 2016, the College is pleased to report that it has now successfully assessed its first cycle of integrated planning, culminating in a College Wide retreat on August 13, 2012. In addition, the College has significantly increased its capacity to foster a culture of evidence by focusing its efforts on building a culture of collaborative inquiry. These efforts include an assessment of the College's progress toward achieving its strategic goals as well as the use of collaborative inquiry to drive measurable improvements in student success in both instructional and student services programs. The College has also continued its integration of the Planning and Research Analyst and Research Subcommittee into college assessment, planning, resource allocation, and evaluation processes.

Introduction

San Diego Miramar College has had an established planning process in place since 2007 that incorporates Program Review, planning, and resource allocation processes. During the 2010 ACCJC site visit, the team noted that "...while a planning cycle exists and program reviews have been completed, it is not clear how the results of these program reviews are evaluated, used for resource allocation, or integrated into overall College planning." The team also could not find "...evidence that demonstrates systematic, ongoing assessment of progress toward achieving stated goals occurs." Finally, the team urged the Planning and Institutional Effectiveness Committee (PIEC) to conduct an evaluation of the College's planning efforts.

In response to these recommendations, during the 2010-2011 academic year the College revised its integrated planning processes to integrate evidence from program review and other sources into the College's planning, resource allocation, and evaluation mechanisms.⁸⁶ Following these changes, the 2011 Evaluation Team concluded that the College had made progress toward resolving this recommendation. Specifically, the team recognized San Diego Miramar College's efforts in building a research infrastructure and working collaboratively with the District Office of Institutional Research and Planning to support that research infrastructure. Moreover, the team confirmed that the College has demonstrated access to sufficient data and information for the purpose of planning and decision-making.

⁸⁶ 2010-2011 Program review reports

Because San Diego Miramar College could not have fully resolved this recommendation by the 2011 follow-up visit, the 2011 Evaluation Team recommended that "...at the next regularly-scheduled site visit, the Evaluation Team check the College's progress toward assessing the first full iteration of its completed planning cycle."

Resolution

San Diego Miramar College has continued to advance in broadly developing a culture of evidence and inquiry on campus to support the improvement of institutional effectiveness. Over the past several years the College succeeded in building a research infrastructure and working collaboratively with the District Office of Institutional Research and Planning (IRP) to support that research infrastructure. Moreover, Miramar has demonstrated that there is access to sufficient data and information for the purpose of planning and decision-making. The College has now moved forward in this process by fostering a "culture of collaborative inquiry." This term refers to the institution's capacity for supporting open, honest, and collaborative dialogue that focuses on strengthening the institution.⁸⁷ College practices in this area include the widespread sharing of information across participatory governance groups, developing opportunities for reflective discussions within and across those groups, and moving from the discussion of data into shared action. The College is engaged in building this culture of collaborative inquiry while simultaneously maintaining its existing culture of evidence.

One example of the College's progress in this area is its work to assess progress toward achieving the College's strategic goals. In this effort, the PIEC worked collaboratively with both the Research Subcommittee (RSC; a subcommittee of PIEC) and the District Office of Institutional Research and Planning (IRP) to develop an outcomes portion of the larger Miramar College Institutional Effectiveness (IE) report that assessed Miramar College's Strategic Goals.⁸⁸ As of fall 2012, the Scorecard⁸⁹ (the outcomes portion of the IE report) shows 3 of the 5 strategic goals have been measured. As mentioned previously, the 2012 Institutional Effectiveness (IE) report also documented achievement of all 5 strategic goals by assessing the accomplishment of planned activities.

The effort to measure progress toward the achievement of the College's strategic goals has also resulted in a college-wide effort to map major participatory governance committee functions and agenda items to specific strategic goals and strategies.⁹⁰ Over time, these processes are expected to provide the College with additional mechanisms for tracking progress toward achieving its strategic goals as they relate to the participatory governance structure and processes (i.e., Strategic Goal 5).

The College has also made progress in building its culture of collaborating inquiry at a more concrete level. One example can be seen in the college's efforts to increase student success among the Basic Skills population. Over the past two years the English department has allocated resources and made other changes intended to improve course completion rates in the Basic Skills pre-collegiate writing course. Specifically, after assessing course completion rates and Student Learning Outcomes (SLO)

⁸⁷ BRIC Technical Assistance Program Inquiry Guide, page 18

⁸⁸ 2010-2013 PIEC Strategic Plan Measurable Outcomes

⁸⁹ 2011-2012 Miramar College Scorecard

⁹⁰ 2012 – Mapping Committee Accomplishments to Strategic Plan Goals

data, the faculty developed the “English 049 Coordination Project.”⁹¹ First implemented in fall 2009, this project implemented the following changes:

- **Planning process**-Initial and ongoing dialog and coordination between adjunct and full-time faculty have led to the following changes:
 - The course exit requirement has changed from a final, timed, in-class essay exam to a portfolio of student work.
 - Each instructor has been assigned to a cohort with a leader and 4-5 other instructors. Instructors in these cohorts collaborate throughout the semester to discuss items such as textbooks, assignments, writing prompts, and grading rubrics.
 - The English/ESOL Basic Skills Lab has been augmented to provide tutoring and other types of learning assistance to students in basic skills English classes. It is staffed by Instructional Assistants and professors.
- **Resource Allocation**- Basic Skills Initiative funds have been allocated on an ongoing basis in support of implementing the planning efforts stated above. Furthermore, there are now collaborative discussions occurring between the English/ESOL Lab and The Personal Learning Assistance Center (PLACe) in efforts to coordinate training, supervision, and staffing of similar positions at the two facilities.
- **Evaluations Mechanisms**-The Miramar Planning and Research Analyst has worked with the English department to evaluate the effectiveness of their efforts.⁹²

The following effects have been measured following these interventions:

- Students who subsequently enroll in transfer level English show an 11% increase in success rates following the change in the course exit requirement (from 71% on average to 82%)
- Students who received tutoring have higher success rates (78% on average) in their Basic Skills English courses compared to those who did not receive tutoring (62% on average)
- Successful course completion rates of English 049 have steadily risen to about 72%, on average, between fall 2009 and spring 2011.^{93;94;95}

Similar evidence-informed collaborative discussions and interventions (or planned interventions) are taking place in the Mathematics department, the Extended Opportunity Programs and Services (EOPS) office, and in other College programs.^{96;97;98}

At the spring 2012 Convocation the Planning and Research Analyst organized and facilitated a panel discussion about the College’ efforts to build a culture of collaborative inquiry.⁹⁹ During this discussion, the panelists reviewed the culture of evidence research infrastructure in place at Miramar and highlighted collaborative inquiry best practices in English Basic Skills, Physical Science, and EOPS.¹⁰⁰

⁹¹ 2010-2011 Miramar English 049 Coordination Report

⁹² 2010-2011 Miramar Basic Skills English/ESOL Lab Report

⁹³ 2011 Miramar College Basic Skills Report - pg. 40 & 42

⁹⁴ Basic Skills Committee minutes 2/6/12

⁹⁵ Fall 2011 Basic Skills Briefing

⁹⁶ 2009-2010 EOPS End of Year Survey Report

⁹⁷ 2009-2010 EOPS Annual Report

⁹⁸ EOPS Drop-Out Survey

⁹⁹ Spring 2012 Convocation program

¹⁰⁰ PowerPoint Presentation - Collaborative Inquiry: A Pathway to Student Success - Panel Discussion at Spring 2012 Convocation

San Diego Miramar College has also taken several steps to institutionalize its progress in promoting a culture of evidence and collaborative inquiry on campus. For example, the Planning and Research Analyst has been integrated into the College's participatory governance and committee structure, and was elected chair of the RSC in November 2011.¹⁰¹ In addition, the Planning and Research Analyst has been regularly attending the Instructional Program Review/SLOAC Subcommittee meetings to assist with incorporating program review and institutional level SLO data into the integrated planning process.^{102;103} As another example, the RSC has shifted from focusing on establishing a research infrastructure to building a culture of collaborative inquiry on campus. The committee's work in this area includes recommending a revision to the committee's mission statement and membership; informing the College at large about research projects, processes, and procedures; and expanding the group of people actively using research information in collaborative decision-making.^{104;105;106}

As part of the College's efforts to assess its planning and evaluation mechanisms, PIEC conducted a survey during the spring 2012 term to identify gaps between current planning processes at Miramar and ACCJC standards.¹⁰⁷ Results from the survey indicated that the most prevalent gap in Miramar's planning process is the lack of opportunities for reflective dialogue about achievement and outcomes data.¹⁰⁸

In response, an institutional effectiveness retreat was held on August 13, 2012 at Mission Trails Regional Park.¹⁰⁹ At the retreat, San Diego Miramar College successfully assessed its first cycle of integrated planning. A new institutional effectiveness report¹¹⁰ was shared with the College administrators, faculty, and staff that provided insight regarding strategic plan-aligned accomplishments during 2011-2012, analyzed student achievement trends over the past five years, and provided feedback on student learning outcomes at the program and institutional levels. The retreat was also used to review the College's integrated planning processes, which addressed the importance of program review in evaluating course-level learning outcomes and achievement data as well as identifying appropriate planning initiatives that align with strategic objectives. The second half of the planning retreat was dedicated to reviewing the PIEC-developed strategic plan objectives ahead of the 2012-13 program review cycle and in preparation for adoption of the strategic plan 2012-2014 objectives.

Data used to provide a context for planning at this retreat included the San Diego Miramar College Fact Book¹¹¹ and Scorecard¹¹², which gave participants a background in the College's student characteristics, success, retention, and persistence, as well as enrollment patterns and student

¹⁰¹ RSC minutes 11/28/11

¹⁰² Instructional Program Review/SLOAC Subcommittee minutes 4/10/12

¹⁰³ Instructional Program Review/SLOAC Subcommittee minutes 4/24/12

¹⁰⁴ RSC minutes 12/12/11

¹⁰⁵ PIEC minutes 3/23/12

¹⁰⁶ CGC agenda 5/14/12

¹⁰⁷ PIEC Institutional Effectiveness Survey

¹⁰⁸ PIEC Institutional Effectiveness Survey results - Gap analysis

¹⁰⁹ Fall 2012 College Retreat agenda

¹¹⁰ 2011-2012 Institutional Effectiveness Report

¹¹¹ 2011-2012 Fact Book: Miramar College

¹¹² 2011-2012 Miramar College Scorecard

satisfaction survey responses. A tabletop exercise was conducted to assess the impact of the previous year's planning initiatives on both achievement data and student learning outcomes. Interpretation was somewhat limited due to only having the first cycle plan achievements to match with learning outcomes. Continuous improvement predicts that as faculty and staff practice reporting their achievements each year, analysis and interpretation of planning activities will be more meaningful each successive year.

Analysis

As indicated by the 2011 Evaluation Team, San Diego Miramar College has effectively fostered a culture of evidence. Campus leaders use data from a variety of internal and external sources to make evidence-based decisions in the areas of planning, resource allocation, and evaluations. These efforts recently culminated in a data-informed collaborative assessment of the first full cycle of the College's integrated planning process. The integration of the Planning and Research Analyst into the College's participatory governance and committee structure (including his election as chair of the RSC) has also been an instrumental component of the College's progress in this area.

By maintaining a culture of evidence while simultaneously building a culture of collaborative inquiry, San Diego Miramar College continues to improve institutional effectiveness through planning, resource allocation, and evaluation. One component of this focal shift is an emphasis on "appreciative inquiry" in which the members of the institution dialogue on the College's strengths and successes with a focus on leveraging those to serve as models and inspiration for areas in which the College needs to improve. The "appreciative inquiry" process was used in the August 13, 2012 at a College Wide Retreat as well as in the review of the College's Educational Master Plan and Instructional Division Plans.

Additional Plans

- The College will continue to use data and other forms of evidence to inform decision-making as integrated components of College planning, resource allocation, and evaluation mechanisms
- The College will continue in its efforts to maintain its culture of evidence while institutionalizing processes to support a culture of collaborative inquiry in its planning and assessment processes
- The College will take further action on the gap analysis survey results conducted by PIEC
- The College will continue to integrate the planning and research function into the goals and procedures of participatory governance committees and into college-wide assessment, decision-making, and resource allocation processes such as program review, requests for funding, and enrollment management.

2010 Recommendation 3: Evaluation Processes

The team recommends that the College improve and fully implement its evaluation processes for all employee groups by:

- *Creating a tracking system that clearly indicates the status and completion of evaluations, including those for adjunct faculty and classified staff, and*
- *Adding a student learning outcomes component in faculty evaluations. (III.A.1.b, III.A.1.c)*

Executive Summary

After the 2010 site visit, San Diego Miramar College developed and implemented two new evaluation tracking mechanisms that facilitate centralized tracking of all College employees by employee category. **Following the 2011 site visit, the Evaluation Team concluded that this part of the 2010 recommendation had been met.** After the 2010 site visit the college also initiated a modification to the faculty evaluation forms to add a student learning outcomes component. The 2011 Evaluation Team noted this link between student learning outcomes and faculty evaluation processes but also found the College had not addressed the broader issue of faculty use of student learning outcome data to improve student learning. Since that time, the college has fully implemented the use of its SLOJet accountability management software, which facilitates and tracks faculty participation in the SLOAC process. Faculty participation includes department-wide dialogue about SLOs; assessment of SLOs; development of strategies to improve student learning; and implementation and subsequent assessment of those strategies. Department Chairs and the SLOAC Facilitator can use SLOJet to verify full faculty participation in the SLOAC process as required by the faculty evaluation instrument. Additionally, administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet to determine the extent of faculty participation in the SLOAC process, both at the course and program level.

Introduction

The American Federation of Teachers (AFT) Guild—San Diego Community College District (SDCCD) College Faculty Agreement establishes evaluation procedures for contract and adjunct faculty.¹¹³ Similarly, the AFT-SDCCD Office Technical Agreement establishes evaluation procedures for classified staff members.¹¹⁴ Management and Supervisory and Professional employees are evaluated under a system especially designed for them with similar evaluation tools.¹¹⁵ Faculty evaluations are tracked and managed by the Faculty Evaluation Coordinator, while evaluations for non-faculty College employees¹¹⁶ are tracked and managed by the Administrative Services Office.

During the 2010 ACCJC site visit, the Evaluation Team found that there was no overall system in place for the College to track evaluation completion rates for all employee groups. Moreover, the evaluation process for office and technical staff did not occur systematically across the College. In addition, the Evaluation Team noted “...the faculty evaluation process does not include participation in student learning outcomes as a component of the evaluation and there is no planning agenda that addresses this standard.”

¹¹³ AFT-SDCCD Faculty Agreement

¹¹⁴ AFT-SDCCD Office-Technical Agreement

¹¹⁵ Management evaluation form

¹¹⁶ Office Technical Mutual Feedback Conference Form

In response to the first part of this recommendation, during the 2010-2011 academic year the College developed and implemented two new evaluation tracking mechanisms that facilitate centralized tracking of all College employees by employee category. These, together with the existing contract faculty evaluation tracking mechanism, cover every San Diego Miramar College employee. Evaluations were first tracked using the new system in 2011. **Following the 2011 site visit, the Evaluation Team concluded that this part of the 2010 team’s recommendation had been met by stating “...the team was able to confirm the existence of the systems and they accurately reflect the completion status of evaluations.”**

In addition, during the 2010-2011 academic year the College began implementing the provisions of a change to the College faculty collective bargaining agreement that modified the faculty evaluation forms to add a student learning outcomes component.^{117;118} The 2011 Evaluation Team noted the link between student learning outcomes and faculty evaluation processes had now been created but also found the College had not addressed the broader issue of faculty use of student learning outcome data to improve student learning.

Resolution

Miramar College continues to use and refine the new evaluation tracking mechanisms. Specifically, since fall 2011 the Faculty Evaluation Coordinator has met with school administrative assistants, department chairs, the Dean’s Council, the College Information Officer, the Vice Presidents, and the President to review adjunct faculty evaluation procedures and the use of the new evaluation tracking system.

In addition, Miramar College has fully implemented the change to the faculty evaluation forms and processes by requiring all faculty members to fully participate in the Student Learning Outcome Assessment Cycle (SLOAC) process as a component in faculty evaluations. This participation consists of the following major elements:

1. Collaborative development of SLOs at the course, program, and institution levels, including measurement methods
2. Assessment of SLOs in every course
3. Analysis of the SLO assessment cycle at the course and program levels
4. Implementation of course- or program-level improvements as a result of the SLO analysis.

Faculty participation in the SLOAC process is facilitated and tracked using the college’s SLOJet accountability management software (described more fully below). Department Chairs and the SLOAC Facilitator can use SLOJet to verify full faculty participation in the SLOAC process as required by the faculty evaluation instrument. Additionally, administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet to determine the extent of faculty participation in the SLOAC process, both at the course and program level.

Faculty and others directly responsible for student progress toward achieving SLOs have engaged in significant dialogue and personal reflection regarding the creation of SLOs at the institution,

¹¹⁷ Contract Faculty Appraisal Form

¹¹⁸ Adjunct Faculty Appraisal Form

program, and course levels since 2005.^{119;120;121} Institution- and program-level SLOs have been published in the catalog since 2009 and are reviewed by program faculty annually as part of each program's annual program review process.^{122;123}

Since 2006 the College has continually funded a contract faculty member to serve as SLOAC Facilitator as a 50% reassigned time assignment per semester, aiding faculty in the implementation the SLOAC process. The SLOAC Facilitator meets individually with departments, programs, and service areas to assist as they progress through the SLOAC cycle.^{124;125;126} The SLOAC Facilitator also regularly briefs the Academic Senate regarding progress in SLOAC^{127;128} and serves as a key member of the Instructional Program Review/SLOAC Subcommittee, which is a participatory governance committee responsible for coordinating the instructional program review and SLOAC processes on campus. Along with the SLOAC Facilitator, the College has continually provided information technology and clerical support to facilitate SLOAC data entry and tracking requirements. In addition, the college's Planning and Research Analyst supports the SLOAC process by conducting recurring and ad-hoc research and by serving on the Program Review/SLOAC Subcommittee.

In fall 2009, the College implemented the use of SLOJet accountability management software, which was developed from open source software following wide faculty participation and active discussion throughout the college.^{129;130;131} SLOJet facilitates the tracking of all components of the SLOAC process, including SLO identification; faculty participation; assessment cycle results; and strategies to improve student learning. All faculty members have access to SLOJet to conduct data entry for their course SLOs. In addition, department chairs have a dual administrative/faculty peer role, in that they track the participation of other departmental faculty as well as facilitate department-wide dialogue about SLOs, SLO assessment, and strategies to improve student learning.¹³² Consequently, department chairs have additional access to SLOJet pages related to overall course-level SLO analysis and improvement strategies. SLOAC tracking and summary information is also included in the annual program review reports prepared by each instructional program.^{133;134;135}

The specific process used to identify, assess, and use SLO data to improve student learning is described below:

¹¹⁹ School of Liberal Arts - 2011-2012 Department meeting agendas

¹²⁰ School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas

¹²¹ School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas

¹²² 2012-2013 Instructional Program Review / SLOAC Form

¹²³ 2010-2011 Student Services Program Review Form

¹²⁴ School of Liberal Arts - 2011-2012 Department meeting agendas - SLO Briefing

¹²⁵ School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas - SLO Briefing

¹²⁶ School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas - SLO Briefing

¹²⁷ Academic Senate meeting agenda 10/18/11 - SLO Briefing

¹²⁸ SLO Briefing notes 10/18/11

¹²⁹ SLOJet System data entry form - Figure 3

¹³⁰ SLOJet System analysis - Figure 4

¹³¹ SLOJet System improvements summary - Figure 5

¹³² College Governance Handbook – Instructional Program Review/SLOAC Subcommittee

¹³³ 2011-2012 PR/SLOAC Committee meeting agendas

¹³⁴ 2011-2012 PR/SLOAC Committee meeting minutes

¹³⁵ 2012 ACCJC Draft Report - Evidence for Current Progress of SLOs

Each semester, faculty members assess SLOs in each course and enter the results of the assessment in SLOJet. A special web-based form (Figure 3) has been created to facilitate entry of the assessment data into the system and consolidation of data across all sections of a particular course. This form is particularly helpful for adjunct instructors who may not be as familiar with SLOJet as full-time instructors.

Home

CBTE 140 BMS

[View](#) [Edit](#) [Webform](#) [Results](#) [Analyze!](#) [Summary](#)

COURSE TITLE: Microsoft Excel

CATALOG COURSE DESCRIPTION:
This course covers the fundamentals of Microsoft Excel and is intended for students without any prior experience with this program. Topics include creating and formatting worksheets and charts, managing a workbook, and using productivity features to enter functions and analyze data.

CRN (Optional):

Year: *

4 digit year (e.g., 2009)

Semester: *
select...

Day/Time:

(e.g., 'MW 16:00', use 24-hr. time)

SLO #1
Demonstrate ability to use the Microsoft Excel tools to create basic formulas and simple charts that contains appropriate formatting.

Measurement Method
In the 3rd project students will choose and apply the most appropriate skills, tools, and features of Microsoft Excel.

Schools
BMS
LA
PS
TCWI

Internet

Figure 3: SLOJet entry form example

After assessment data from all sections of the course have been entered, department faculty members perform an analysis of the results. This analysis is informed by the assessment data, but is expected to incorporate other forms of collaborative inquiry such as qualitative data, best practices, and case studies or examples. The analysis is also guided by a set of leading questions provided in the annual Program Review Report Form. These questions are designed to prompt meaningful collaborative dialogue among faculty about student learning and success. Naturally, the nature of the analyses vary depending on the faculty members teaching the course or working in the program, the nature of the SLOs being assessed, the student population being served, the role of the program

in the College’s overall mission, and other factors. A summary of all SLO analyses are recorded in SLOJet for course level analyses (Figure 4) and in the Program Review Report Form for program level analyses.

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CBTE 140 BMS

View Edit Webform Results Analyze! Summary

2011 Fall

crn	daytime	students_assesed	slo1a	students_assesed	slo2a	students_assesed	slo3a	students_assesed	slo4a	students_assesed	slo5a
68356	TBD	25	24	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Following the analysis of the spring 2011 SLO assessment cycle several changes were made to improve the course for fall 2011, as follows: • The online courseware was totally revised and updated to incorporate new content and a new course management system • The textbook was updated to a more recent version • The content for each module of the course was modified in order to highlight the most relevant topics from that module (i.e., which topics are the “big ideas” that are vital to understand and which are less important details) • The rubric used for assessment of the student learning outcome was revised to more accurately reflect the most relevant content in the assignment The results of the fall 2011 SLO assessment cycle indicate that the majority of students (96%) are at or above the established standard. In addition, 100% of students responding self-assessed that they had achieved the SLO by marking “completely agree” on a survey question asking if they could perform the SLO. These results are statistically consistent with the results of the spring 2011 SLO assessment cycle. While these results are deemed acceptable, several changes intended to improve student learning and performance will be made to the course in spring 2012, as follows: • The assignment instructions for each project in the course will be modified in order to highlight the most relevant topics being assessed (i.e., which topics are the “big ideas” that are vital to understand and which are less important details) • The rubric used for assessment of the student learning outcome will be revised to weight project content more heavily and the format and layout less heavily.

[Edit this analysis.](#)

2011 Spring

crn	daytime	students_assesed	slo1a	students_assesed	slo2a	students_assesed	slo3a	students_assesed	slo4a	students_assesed	slo5a
43471	Online	26	24	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Figure 4: SLOJet analysis example

The desired end product of the SLO analysis is a set of one or more strategies designed to improve student learning. These may be implemented at the course or program levels. The annual Program Review Report Form is structured primarily to aid program faculty in generating improvement strategies and to identify and justify any additional resources needed to implement the improvements (staffing, equipment, research, etc.). To this end, the Program Review Report Form contains a list of common changes intended to improve a course or program. Examples include adding course content or supplementary materials, improving pedagogical consistency across multiple course sections, or adjusting the alignment of sequential courses in a program. A summary of faculty dialogue and a description of the changes intended to improve student learning is recorded in SLOJet for course level improvements (Figure 5) and in the Program Review Report Form for program level improvements.

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View Edit Webform Results Analyze! Summary

- 2011 Spring

The results of the spring 2011 SLO assessment cycle indicate that the majority of students (92%) are at or above the established standard. In addition, 100% of students responding self-assessed that they had achieved the SLO by marking “completely agree” on a survey question asking if they could perform the SLO. While these results are deemed acceptable, several changes intended to improve student learning and performance will be made to the course in fall 2010, as follows:

 - The online courseware will be totally revised and updated to incorporate new content and a new course management system
 - The textbook will be updated to a more recent version
 - The content for each module of the course will be modified in order to highlight the most relevant topics from that module (i.e., which topics are the “big ideas” that are vital to understand and which are less important details)
 - The rubric used for assessment of the student learning outcome will be revised to more accurately reflect the most relevant content in the assignment
 - The faculty will discuss the possibility of adding a mathematics advisory to the course
 - The course outline of record will be revised to reflect the updates in content described above.
- 2011 Fall

Following the analysis of the spring 2011 SLO assessment cycle several changes were made to improve the course for fall 2011, as follows:

 - The online courseware was totally revised and updated to incorporate new content and a new course management system
 - The textbook was updated to a more recent

Figure 5: SLOJet improvements summary example

In addition to providing the structure and mechanism for faculty to participate in the full SLOAC process, SLOJet and the Program Review Report Form serve as one means to verify faculty participation in the SLOAC process as required by the faculty evaluation instrument. Administrators, peers, and others involved in faculty evaluations can use the summative results of SLOJet and the information provided in the Program Review Report Form to determine the extent of faculty participation in the SLOAC process, both at the course and program level. In fact, this information is collected and aggregated annually to assess the College’s overall progress in implementing the SLOAC process. As of the beginning of fall 2012, 100% of all offered courses had identified SLOs and 96% had been assessed.

Analysis

The new evaluation tracking mechanisms are fully implemented and are serving their purpose in facilitating the overall tracking of evaluations for all employee groups. For example, by the end of the 2011-2012 academic year, the Faculty Evaluation Coordinator used the tracking mechanism to determine that approximately 85% of adjunct faculty evaluations had been completed, and was also able to identify those evaluations that needed additional action in order to be finalized.

Miramar College has been aggressively implementing the SLOAC process throughout the College since 2005. Initially, each program progressed at a different rate in the development of SLOs and the implementation of the SLOAC process due to the nature of the discipline, the means of assessment used, the number and makeup of the faculty, and many other variables. At the same time, a parallel dialogue was taking place among faculty and administration about the role of SLOAC in faculty evaluations and workload. In fall 2009, the American Federation of Teachers local guild and the three Academic Senates in the District approved a Joint Statement regarding SLOs.¹³⁶ The statement addresses academic freedom, how assessment data will be used in evaluations and other areas of institutional effectiveness, and workload issues related to SLOs. The faculty evaluation form was also modified to incorporate student learning assessment.^{137;138}

In the past year, these two parallel processes at Miramar merged into one as the College simultaneously implemented the change to the faculty evaluation form and the use of SLOJet and the Program Review process to structure, track, and assess faculty participation in the SLOAC process at the course and program level. These tools guide faculty participation from the initial development of course or program level SLOs to the implementation of specific strategies designed to improve student learning.

In the 2009 Employee Perception Survey, 75% of all respondents agreed or strongly agreed that their performance evaluations have been conducted according to their contract guidelines (Q65). In addition, several questions were asked regarding the SLOAC and assessment process on campus. The majority of employees believed that their department or program has an effective faculty-driven process for assessing SLOs (71% strongly agreed or agreed).¹³⁹

Perhaps most importantly, the students themselves believe that the quality of student learning is paramount in their experience at Miramar. In the 2009 Miramar College Student Satisfaction Survey, 80% of the students agreed or strongly agreed that their instructors inform them about the types of skills or learning outcomes they are expected to master through their classroom activities and assignments (Q41). 79% percent of the students agreed or strongly agreed that their instructors tell them how they will be assessed before beginning an assignment or test (Q42). 81% percent of the students agreed or strongly agreed that their courses prepare them well for transfer to a four-year university (Q32). And 83% percent of the students agreed or strongly agreed that they are satisfied with the overall quality of instruction (Q34).¹⁴⁰ These responses indicate that students

¹³⁶ Joint statement regarding Student Learning Outcomes

¹³⁷ Contract Faculty Appraisal Form

¹³⁸ Adjunct Faculty Appraisal Form

¹³⁹ 2009 Miramar College Employee Perception Survey

¹⁴⁰ 2009 Miramar College Student Satisfaction Survey

perceive their instructors as making clear the SLOs for the class, teaching them so as to effectively prepare them for transfer and providing them with a high quality of instruction.

Additional Plans

- The College faculty will maintain the responsibility to participate in the SLOAC and Program Review processes using SLOJet and the Program Review Report Form, which are specifically designed to guide faculty members in the development and implementation of strategies to improve student learning at the course and program levels
- The revised faculty evaluation instrument will continue to be used in evaluating faculty on their work, including participation in the SLOAC process
- The College will continue to evaluate, refine, and improve the SLOAC and Program Review processes, including a formal annual review of these processes by the committees overseeing them
- The College will explore the possibility of incorporating the student services SLO data collection process into the SLOJet database.
- The College will continue to use, evaluate, refine, and improve the evaluation tracking mechanisms that facilitate centralized tracking of all College employees by employee category.

2010 Recommendation 4: Administrative Turnover

The team recommends that the College take action to resolve the problem of excessive turnover in its administrative leadership. (III.A.2, IV.B.2, IV.B.2.a, IV.B.2.b, IV.B.2.c; Eligibility Requirement 5)

Executive Summary

San Diego Miramar College has experienced significant turnover in its administrative leadership since 2006. To address this issue, the College identified a set of seven different strategies to improve the processes for selection and retention of administrative personnel. The 2011 Evaluation Team concluded that the College and district have been responsive to the issue of excessive administrative turnover and recommended that the College report on its progress at the time of its regular three-year Midterm Report in 2013. As of fall 2012, four of the strategies have already been fully implemented. The remaining three strategies are expected to be fully implemented by the time of the college's regular three-year Midterm Report in fall 2013.

Introduction

Since 2006 the College has experienced significant administrative turnover. The College has always immediately filled vacant administrative positions with acting or interim personnel while the search for the permanent replacement was in progress. This practice, required by district policy,^{141;142} provides for continuity of operations but also results in a large number of individuals cycling through administrative positions as vacancies are filled by acting then interim then permanent replacements.

To address this recommendation, the College identified a set of seven strategies intended to improve the processes for selection and retention of the College's administrative personnel. The actions were first implemented in spring 2011.

The 2011 Evaluation Team concluded that the College and district have been responsive to the issue of excessive administrative turnover. However, the team determined that insufficient time had elapsed since the 2010 visit to determine whether the problem had been resolved. Therefore, the team recommended that the College report on its progress at the time of its regular three-year Midterm Report in 2013.

Resolution

Although administrative staffing was in flux throughout the last two years as positions were filled by acting and then interim personnel, all administrative positions are now filled by permanent hires. In addition, the College has made progress on each of the seven strategies since the 2011 visit. A summary of this progress is provided below:

1. Exit Interviews: As reported in the 2011 Follow-Up Report, the College determined that when appropriate and feasible, District Office of Human Resources will conduct exit interviews with administrators who resign from an administrative position at each College within the district, including those who transfer to a lateral position at another College within the San Diego Community College District (SDCCD). Discussion was held in spring of 2011 with the district Vice

¹⁴¹ SDCCD Administrative Procedure 4200.9 - Temporary Promotions of Staff

¹⁴² Management Handbook-Hiring Procedures for Administrative Positions

Chancellor of Human Resources regarding the development of an exit interview document. The Human Resources office developed and tested a master list of questions designed to accommodate the various types and ranks of position being vacated.¹⁴³ Although still a draft document at the District level, the list of questions is now available for use at the campus level whenever a position is vacated.

2. Search Process: As reported in the 2011 Follow-Up Report, the College determined that as a part of the search process for vice president-level administrators and above, the chair of the search committee and the President or Chancellor (whoever is most appropriate) will conduct site visits to the top candidate(s)' current site of employment.

By spring 2012, a search was conducted and successfully completed, for a permanent Vice President of Instruction (VPI) and a permanent Vice President of Student Services (VPSS).^{144;145} The College President and the hiring committee chairperson were both involved in site visits to conduct candidate validation for each of these positions.

3. Selection Process: As reported in the 2011 Follow-Up Report¹⁴⁶, the College determined that when a search committee conducts a search for an administrator, prior to making the final selection, the committee chair will share committee members' views on the strengths of each candidate. Furthermore, after conducting their final interviews, if the President and/or Chancellor determine that none of the candidates recommended by the committee will be chosen, then the President and/or Chancellor will meet with the committee to decide if it is appropriate to select a candidate who was not previously recommended by the committee or if the committee wishes to re-advertise the position.

The College implemented this action and incorporated this step starting with the selection process for the Vice President of Instruction position during spring 2011. Since the 2011 Follow-Up Report was written, there has been no occasion where the President did not accept the recommendations of the hiring committee. However, in an interview with the President on March 20, 2012, she indicated that she has followed the practice outlined above in prior selections for faculty and will do so in all future hires of administrators as well.

4. Professional Development: As reported in the 2011 Follow-Up Report, the College determined that new administrators will receive consistent training and professional development through programs such as the SDCCD Management Leadership Academy.¹⁴⁷ In addition, each new administrator will be assigned a mentor for the first year of their employment with the College/SDCCD.

The College began implementing this program in fall 2011 with the College President identifying a mentor for each newly hired manager.¹⁴⁸ During that semester, a new Dean for the School of Business, Technical Careers, and Workforce Initiatives (BTCWI) was hired. This Dean was assigned a mentor from another school on campus. For the first semester the new Dean and her mentor had

¹⁴³ Draft - exit interview procedure

¹⁴⁴ SDCCD Board meeting minutes 12/8/11 - VPI Hire

¹⁴⁵ SDCCD Board meeting minutes 4/12 - VPSS Hire

¹⁴⁶ SDCCD Board meeting minutes 08/25/11

¹⁴⁷ Management Leadership Academy web page

¹⁴⁸ Email regarding Assignment of Mentor

weekly meetings of sixty to ninety minutes in duration. The mentor was also available for any questions on a regular basis. The new Dean reported that this process helped her to understand the campus culture and to learn about the campus practices for enrollment management, hiring, assignments, and program review. The mentor also helped the new Dean understand the unique relationship between Deans and Department Chairs. During the second semester, the new Dean and her mentor met less frequently, but the mentor remained in close contact and was readily available to answer questions.

From October 2011 until May 2012, the new Dean of BTCWI attended the Dean's Academy program through San Diego State University. The Dean reported this program has been extremely worthwhile and has helped the new Dean to learn about Education Code, Title V requirements, the use of data for enrollment management, and other information related to her position. In an interview on March 20, 2012, the new Dean stated that her experience at Miramar thus far has been positive and that the President, the Vice President of Instruction, and the other Deans had been actively communicating their support and promoting and encouraging the new Dean's success.

A permanent Vice President of Instruction (VPI) was hired after fall 2011. The Vice President of Administrative Services (VPA) was assigned as the formal mentor for the VPI. However, the VPI also actively sought advice and guidance from the VPI's at the two other SDCCD colleges and was informally mentored by the VPI at San Diego City College (who was a Dean at Miramar College before being promoted to her current position). For questions about campus processes, policies, or budget matters the VPI has consulted with the Miramar College VPA. For questions regarding specific duties of the VPI or instructional matters, he has consulted with the City College VPI.

In addition to seeking advice and support from his mentors, in an interview with the VPI on March 20, 2012, he stated that he has taken it upon himself to attend all available campus and SDCCD trainings, such as the Equal Employment Opportunity (EEO) training required in order to serve on a campus or district hiring committee. The new VPI reported that he believes mentoring is a very valuable process for all new hires and shared his excitement in working with administrators, classified staff, and faculty to expand the mentoring program at San Diego Miramar College. He also reported plans to develop mentoring programs for all new hires at the College. This aligns with his responsibilities to assist with Human Resources planning in his role as co-Chair of the Planning and Institutional Effectiveness Committee.

A permanent Vice President of Student Services (VPSS) was hired in spring 2012 and started his new assignment in summer 2012. The Interim VPSS was assigned as his mentor. During the month of June, the incoming VPSS began to attend President's Cabinet meetings. On July 1, 2012, the effective start date for the new VPSS, the Interim VPSS returned to her permanent administrative post at the District Office. She continued to serve as a mentor during the transitional months of service. This ensured that the new VPSS' transition included mentoring support and advice with a historical view, such as the operational culture of the institution and the varied styles of members of the management team. During this transition period, the former interim VPSS and the new permanent VPSS had face to face meetings every two weeks and weekly phone conferences. Additionally, before assuming his post, the new VPSS served in a number of administrative posts at the District's City College campus (20+ years). For more than 5 years leading up to his appointment as the new Miramar College VPSS, he was mentored by the City College President. The City College President has agreed to continue his mentoring relationship and will serve as the VPSS' primary mentor. This mentoring relationship has been welcomed and approved by President Hsieh.

In addition to the mentoring program for new managers, the College President has incorporated feedback from new and existing members of the management team in planning agenda items for management meetings and in planning the agenda for the July 2012 Manager's Retreat.¹⁴⁹ Guests were invited to management meetings to provide information on budget issues, student learning outcomes assessment, and other issues. For example, the July Manager's Retreat included a teambuilding activity and information on faculty and staff evaluations.

5. Employee Satisfaction Survey: As reported in the 2011 Follow-Up Report, a review and evaluation of the current employee satisfaction survey instrument was conducted with input and feedback of all College constituent groups. This input was incorporated into the survey that was administered in spring 2012.¹⁵⁰ The College is currently conducting an analysis of the differences in results between this instrument and the initial baseline survey conducted in spring 2009 in order to identify trends.

6. District-Wide Staffing Study: As reported in the 2011 Follow-Up Report, the College determined that the SDCCD Human Resources department will conduct a district-wide staffing study to assess the effects of the hiring freeze in effect. This study was completed in spring 2012.¹⁵¹ The College was also asked to provide critical classified staffing needs in early June 2012 to the Chancellor's Cabinet. As of fall 2012, the District Human Resources Office is analyzing the information received from all three colleges and Continuing Education. An analysis of the results and a discussion of proposed strategies is expected in fall 2012.

7. Reporting Procedures: As reported in the 2011 Follow-Up Report, the College determined that it will establish reporting procedures for representatives appointed by constituent groups to report back to their constituency leaders. The routing form to be used for this purpose was developed in spring 2011 and presented to the campus community at the fall 2011 Convocation.¹⁵² A process for training was developed by the CGC in spring 2012. Committee chairs and constituency leaders will be trained and will begin to use the form during the fall 2012 semester. In addition, the CGC completed an analysis for key participatory governance committees, shared the preliminary results at a forum in spring 2012,¹⁵³ and compiled a report that will be disseminated to the campus community in fall 2012.

Analysis

All College administrative positions are now fully staffed with permanent personnel. In addition, an analysis of each of the strategies to resolve this recommendation is listed below:

Exit Interviews: This strategy is ready for implementation at the campus level.

Search Process: This strategy is fully implemented and has already been used.

Selection Process: This strategy is fully implemented and has already been used.

¹⁴⁹ Miramar Managers' Retreat agenda 7/6/12

¹⁵⁰ 2012 Employee Perception Survey

¹⁵¹ SDCCD Board meeting minutes 3/29/12

¹⁵² Routing form - Committee member reporting relationship to constituency groups

¹⁵³ CGC SWOT Analysis Result

Professional Development: This strategy is fully implemented and has already been used.

Employee Satisfaction Survey: This strategy is being implemented with an expected completion date of spring 2013.

District-Wide Staffing Study: This strategy is fully implemented. The College expects the results will be used to make decisions on staffing beginning in fall 2012.

Reporting Procedures: This strategy is being implemented with an expected completion date of spring 2013.

Additional Plans

- The College will continue to use these strategies to improve the processes for selection and retention of the College's administrative personnel
- The College will work with the district to fully implement the "exit interviews" strategy and the analysis of the trends in the employee satisfaction survey results
- The College will fully implement the reporting procedures strategy.

Appendix 1: List of Evidence

Text Reference	Description
1	2007-2008 CWMP Outline - 2008-2009
2	SD Miramar College 2007-2013 Strategic Goals and Strategies
3	2011-2014 Educational Master Plan (EMP)
4	Three Year Instructional Division Plan (2011-2014)
5	Three Year Student Services Division Plan (2011-2014)
6	Three Year Administrative Services Division Plan (2011-2014)
7	College Operational Plans - Technology Plan
8	College Operational Plans - Facilities Master Plan
9	Spring 2012 Strategic Plan Objectives
10	PIEC Institutional Effectiveness survey
11	PIEC Institutional Effectiveness survey results - Gap analysis
12	PIEC Minutes 3/23/12
13	2012 – Mapping Committee Accomplishments to Strategic Plan Goals
14	SDCCD Board meeting minutes 5/24/12
15	College Operational Plans - Facilities Master Plan
16	2012 San Diego Miramar College Human Resources Plan
17	2011-2014 SDCCD Resource Allocation Formula
18	SDCCD Board meeting minutes 3/29/12
19	SDCCD Board meeting minutes 5/24/12
20	2007-2013 EMP - Enrollment projection to 10,000 FTES by 2017
21	2007-2013 EMP - Appendix B, page 41
22	2012 San Diego Miramar College Human Resources Plan
23	CEC agenda 8/28/12
24	2008 Fact Book: Miramar College
25	2011 Fact Book: Miramar College
26	2010-2011 SDCCD Transfer Report
27	2011 Fact Book: City College
28	2011 Fact Book: Mesa College
29	2011 Fact Book: Miramar College
30	2006 Institutional Effectiveness Retreat Recommendations
31	2007 IE Working Group Notes
32	2008 IE Presentation
33	2007 Planning Improvements Recommendations
34	2007 Master Plan Recommendations
35	College Governance Handbook p.20
36	2009-2010 CWMP Timeline and Outline
37	2009-2010 Planning Work Flow Diagram
38	2009-2010 CWMP Priorities
39	2007-2013 six-year Strategic Plan
40	2004 Educational Master Plan – Enrollment Growth Projections
41	Diagram of long range and annual integrated planning processes

Text Reference	Description
42	PIEC Standardized planning terminology document
43	2012-2013 Instructional Program Review / SLOAC form
44	2010-2011 Student Services Program Review form
45	2012-2013 Administrative Services Program Review form
46	BRDS agenda 5/11/12 - New Resource Allocation Procedure
47	BRDS minutes 5/11/12 - New Resource Allocation Procedure
48	BRDS agenda 5/11/12
49	BRDS minutes 5/11/12
50	Perkins Local Planning Team meeting 3/30/12
51	College Governance Handbook p. 20
52	College Governance Handbook pp. 10-11
53	2011-2012 Annual Institutional Effectiveness Report
54	College Operational plans - Facilities Plan
55	College Operational plans - Technology Plan
56	2012 San Diego Miramar College Human Resources Plan
57	College Operational plans - Cultural & Ethnic Diversity Plan
58	College Operational Plans - Student Equity Plan
59	College Operational Plans - Marketing & Outreach Plan
60	College Operational Plans - Basic Skills
61	College Operational Plans - CTE Plan
62	College Operational Plans - Instructional SLO Plan
63	College Operational Plans - Student Services SLO Plan
64	College Operational Plans - Matriculation Plan
65	2011-2012 Instructional Program Review / SLOAC Form
66	Updated Instructional Three-Year Plan
67	2011-2012 Miramar College Scorecard
68	2011-2012 MBEPS School meetings agendas
69	Fall 2008 Convocation program
70	Fall 2009 Convocation program
71	Fall 2010 Convocation program
72	Fall 2011 Convocation program
73	Fall 2012 Convocation program
74	Fall 2012 College Retreat Agenda
75	Committee accomplishments
76	2009-2012 PIEC Accomplishments
77	2011-2012 BRDS Accomplishments
78	2011-2012 RSC Accomplishments
79	2011-2012 CEC Accomplishments
80	BRDS agenda 9/2/11 - Budget Forum
81	BRDS agenda 9/16/11 - Budget Forum
82	BRDS agenda 2/3/12 - Budget Forum
83	BRDS agenda 4/27/12 - Budget Forum
84	2011-2012 Budget Update - PowerPoint Presentation
85	Budget Update - PowerPoint Presentation - 2/3/12
86	2010-2011 Program review reports

Text Reference	Description
87	BRIC Technical Assistance Program Inquiry Guide, page 18
88	2010-2013 PIEC Strategic Plan Measurable Outcomes
89	2011-2012 Miramar College Scorecard
90	2012 – Mapping Committee Accomplishments to Strategic Plan Goals
91	2010-2011 Miramar English 049 Coordination Report
92	2010-2011 Miramar Basic Skills English/ESOL Lab Report
93	2011 Miramar College Basic Skills Report - pg. 40 & 42
94	Basic Skills Committee minutes 2/6/12
95	Fall 2011 Basic Skills Briefing
96	2009-2010 EOPS End of Year Survey Report
97	2009-2010 EOPS Annual Report
98	EOPS Drop-Out Survey
99	Spring 2012 Convocation program
100	PowerPoint Presentation - Collaborative Inquiry: A Pathway to Student Success - Panel Discussion at Spring 2012 Convocation
101	RSC minutes 11/28/11
102	Instructional Program Review/SLOAC Subcommittee minutes 4/10/12
103	Instructional Program Review/SLOAC Subcommittee minutes 4/24/12
104	RSC minutes 12/12/11
105	PIEC minutes 3/23/12
106	CGC agenda 5/14/12
107	PIEC Institutional Effectiveness Survey
108	PIEC Institutional Effectiveness Survey results - Gap analysis
109	Fall 2012 College Retreat agenda
110	2011-2012 Institutional Effectiveness Report
111	2011-2012 Fact Book: Miramar College
112	2011-2012 Miramar College Scorecard
113	AFT-SDCCD Faculty Agreement
114	AFT-SDCCD Office-Technical Agreement
115	Management evaluation form
116	Office Technical Mutual Feedback Conference Form
117	Contract Faculty Appraisal Form
118	Adjunct Faculty Appraisal Form
119	School of Liberal Arts - 2011-2012 Department meeting agendas
120	School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas
121	School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas
122	2012-2013 Instructional Program Review / SLOAC Form
123	2010-2011 Student Services Program Review Form
124	School of Liberal Arts - 2011-2012 Department meeting agendas - SLO Briefing
125	School of Math, Biological, Physical & Exercise Sciences - 2011-2012 Department meeting agendas - SLO Briefing
126	School of Business, Technical Careers & Workforce Initiatives - 2011-2012 Department meeting agendas - SLO Briefing

Text Reference	Description
127	Academic Senate meeting agenda 10/18/11 - SLO Briefing
128	SLO Briefing notes 10/18/11
129	SLOJet System data entry form - Figure 3
130	SLOJet System analysis - Figure 4
131	SLOJet System improvements summary - Figure 5
132	College Governance Handbook – Instructional Program Review/SLOAC Subcommittee
133	2011-2012 PR/SLOAC Committee meeting agendas
134	2011-2012 PR/SLOAC Committee meeting minutes
135	2012 ACCJC Draft Report - Evidence for Current Progress of SLO's
136	Joint statement regarding Student Learning Outcomes
137	Contract Faculty Appraisal Form
138	Adjunct Faculty Appraisal Form
139	2009 Miramar College Employee Perception Survey
140	2009 Miramar College Student Satisfaction Survey
141	SDCCD Administrative Procedure 4200.9 - Temporary Promotions of Staff
142	Management Handbook-Hiring Procedures for Administrative Positions
143	Draft - exit interview procedure
144	SDCCD Board meeting minutes 12/8/11 - VPI Hire
145	SDCCD Board meeting minutes 4/12 - VPSS Hire
146	SDCCD Board meeting minutes 08/25/11
147	Management Leadership Academy web page
148	Email regarding Assignment of Mentor
149	Miramar Managers' Retreat agenda 7/6/12
150	2012 Employee Perception Survey
151	SDCCD Board meeting minutes 3/29/12
152	Routing form - Committee member reporting relationship to constituency groups
153	CGC SWOT Analysis Result

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Appendix 3: Example Program Review Learning Assessment Data Report

Department/ Program: XXX/ YYY

1. Course SLO Assessment

A. Direct Assessment- Summary of SLOJet entries

SUBJ	CRSE Number	SLOJET Narratives	SLOJET Results	Assessed in					
				Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
AAA		Yes	yes						
AAA		Yes							
AAA		Yes	yes						
AAA		Yes							
AAA		Yes	yes						
AAA		Yes	yes						
AAA									
AAA		Yes	yes						
AAA		Yes	yes						
AAA		Yes	Yes						
AAA		Yes	yes						
AAA		Yes	yes						
AAA		Yes	yes						
AAA		Yes	yes						

Other Active or newcourses

AAA		yes	
AAA		yes	
AAA		Yes	
AAA			New
AAA			New
AAA		yes	

B. Mapping of Program YYY course SLOs to Miramar College Institutional SLOs.

The Information you provided in the 2011/2012 Program review Report was used to calculate the percentage of courses with assessed SLOs that map to each of the Miramar College five ISLOs.

Miramar College Institutional SLOs	% of Course SLOs
Communication	
Critical Thinking and Problem Solving	
Global Environment	
Information Management	
Personal and Professional Abilities	

C. Course Student Achievement Outcomes

The course achievement outcomes of enrollment, retention and success rates were adopted for assessment of our Miramar College Program SLOs in 2010. Data received from the District Office of Institutional research and Planning (OIRP) in October 2011 was used to analyze change over a 5-year period that was divided into two consecutive time periods: a 3-year period (Fall 06- Spring 200) and the subsequent 2-year period (Fall 09- Spring 2011).

Fall 06- Sp 09 (6 semesters/3 years)			
Courses	Total Enrollment	Average Retention	Average Success
	889	89%	74%
	761	89%	75%
	20	84%	64%
	142	77%	46%
	54	76%	55%
	227	65%	60%
	71	91%	70%
	65	81%	74%
	38	76%	58%
	17	95%	95%

Fall 09- Sp 11 (4 semesters/2 years)			
Courses	Total Enrollment	Average Retention	Average Success
	568	88%	72%
	589	87%	66%
	10	80%	60%
	157	83%	57%
	41	86%	54%
	145	85%	79%
	16	81%	81%
	40	90%	85%
	27	78%	75%
	10	100%	89%

2. Program SLO assessment

A. Mapping of core courses to Program Degrees and Certificates ((AA and/or AS and Certificates of Achievement only)

Courses in multiple Disciplines	AA: Name of degree
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X
	X

B. Number of Degrees and Certificates Awarded since 2006/2007 (CalPASS data 5/5/2012)

Associate of Arts (A.A.) degree	Award Count					Total
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	

C. Student Achievement Outcomes of Core Courses and Limited Electives of “YYY” Degrees and Certificates

Fall 06- Sp 09 (6 semesters/3 years)				Fall 09- Sp 11 (4 semesters/2 years)			
Courses	Total Enrollment	Average Retention	Average Success	Courses	Total Enrollment	Average Retention	Average Success
	814	87%	73%		483	88%	66%
	127	85%	75%		106	85%	76%
	1635	84%	77%		1069	88%	82%
	889	89%	74%		568	88%	72%
	761	89%	75%		589	87%	66%
	20	84%	64%		10	80%	60%
	142	77%	46%		157	83%	57%
	54	76%	55%		41	86%	54%
	227	65%	60%		145	85%	79%
	71	91%	70%		16	81%	81%
	65	81%	74%		40	90%	85%
	3443	81%	65%		2103	88%	68%

D. Mapping of “YYY” Program SLOs to Miramar College’s Institutional SLOs

Mapping information you provided in your 2011/2012 Program review Report was used to calculate the percentage of all program SLOs that map to each of the Miramar College’s five ISLOs. The summary is presented in the table below.

Miramar College Institutional SLOs	% of Program SLOs
Communication	
Critical Thinking and Problem Solving	
Global Environment	
Information Management	
Personal and Professional Abilities	



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The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees. (Mary Graham, Rich Grosch, Bill Schwandt, Maria Nieto Senour, Ph.D., Peter Zschiesche)

Constance M. Carroll, Ph.D., Chancellor

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