

FOLLOW-UP REPORT

August 17, 2011 Draft

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

Submitted to the
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

September 22, 2011

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Intro 2	College Executive Committee Minutes Feb 25, 2011
Intro 3	Accreditation Follow Up Timeline
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2004 CR 1-1	College Governance Handbook
2004 CR 1-2	Survey on use of evidence in decision making developed by Research Subcommittee
2004 CR 1-3	Research Subcommittee Procedures
2004 CR 1-4	2011-12 Annual Research Agenda
2004 CR 1-5	Example of Research Report
2004 CR 1-6	Example of Research Presentation
2004 CR 1-7	Example of research data provided for program review reports
2004 CR 1-8a	Planning and Institutional Effectiveness Committee Minutes Mar 26, 2011
2004 CR 1-8b	Planning and Institutional Effectiveness Committee Minutes Apr 8, 2011
2004 CR 1-8c	Instructional Program Review and SLOAC Committee Minutes Mar 22, 2011
2004 CR 1-8d	Instructional Program Review and SLOAC Committee Minutes Apr 26, 2011
2004 CR 3-1	American Library Association Standards for Libraries in Higher Education
2004 CR 3-2	SDCCD Unrestricted General Fund Budget
2004 CR 3-3	Library Books and Periodicals Expenditures
2004 CR 3-4	Budget and Resource Development Subcommittee Minutes Dec 03, 2011
2004 CR 3-5	Library Database Expenditures
2004 CR 4-1	Example College-Wide Goals and Objectives: Student Services Division 2010-11
2004 CR 4-2a	Planning and Institutional Effectiveness Committee Minutes Dec 10, 2010
2004 CR 4-2b	Planning and Institutional Effectiveness Committee Minutes Feb 11, 2011
2004 CR 4-2c	Planning and Institutional Effectiveness Committee Minutes Feb 25, 2011
2004 CR 4-2d	Planning and Institutional Effectiveness Committee Planning Presentation 21Mar11
2004 CR 4-3	Revised Strategic Plan (approved by CEC on May 24, 2011)
2004 CR 4-4	College Executive Committee Minutes May 24, 2011
2004 CR 4-5	College Executive Committee Minutes Sep 6, 2011
2004 CR 4-6	Revised Strategic Plan (approved by CEC on Sep 6, 2011)
2004 CR 4-7	Planning and Institutional Effectiveness Committee Minutes Apr

	18, 2011
2004 CR 4-8a	Draft Administrative Services division plan
2004 CR 4-8b	Draft Instructional Services division plan
2004 CR 4-8c	Draft Student Services division plan
2004 CR 4-11	Governing Board Minutes May 8, 2008
2004 CR 4-12	College Executive Committee Minutes Mar 29, 2011
2004 CR 4-13	Institutional Growth Projection
2004 CR 4-14	College Faculty Allocation Model
2004 DR 3-1	District Research Committee Mission and Goals
2004 DR 3-2a	Guidelines for the Implementation of the Research Planning Agenda (GIRPA)
2004 DR 3-2b	GIRPA FAQs
2004 DR 3-3	Research Subcommittee Minutes Apr 11, 2011
2010 CR 1-1	Planning Process Presentation from Fall 2009 Convocation
2010 CR 1-2	Ranked College Wide Priorities 2010-11
2010 CR 1-3a	Goals and Objectives Year End Report 2009-10 Administrative Services
2010 CR 1-3b	Goals and Objectives Year End Report 2009-10 Instruction
2010 CR 1-3c	Goals and Objectives Year End Report 2009-10 Student Services
2010 CR 1-4	2010-11 Instructional Program Review Report Form
2010 CR 1-5a	Planning and Institutional Effectiveness Committee Minutes Dec 10, 2010
2010 CR 1-5b	Planning and Institutional Effectiveness Committee Minutes Feb 11, 2011
2010 CR 1-5c	Planning and Institutional Effectiveness Committee Minutes Feb 25, 2011
2010 CR 1-5d	Planning and Institutional Effectiveness Committee Planning Presentation Mar 21, 2011
2010 CR 1-6a	Instructional Program Review and SLOAC Committee Minutes Feb 22, 2011
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2010 CR 1-7a	Administrative Services division plan
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2010 CR 1-8	San Diego Miramar College Technology Plan (revised version)
2010 CR 1-9	College Executive Committee Minutes Sep 6, 2011
2010 CR 1-10	2011-12 Annual Research Agenda
2010 CR 1-11	2011-12 Instructional Program Review Report Form and Instructions
2010 CR 1-12a	Example of Student Services Program Review
2010 CR 1-12b	Example of Administrative Services Program Review
2010 CR 1-13	Instructional Program Review and SLOAC Committee Minutes Mar 8, 2011
2010 CR 1-14	Draft Data Usage Questionnaire

2010 CR 3-1	AFT College Faculty Agreement with SDCCD
2010 CR 3-2	AFT Office Technical Agreement with SDCCD
2010 CR 3-3a	SDCCD Manager Performance Appraisal Manual 4300.5
2010 CR 3-3b	Supervisors and Professional Staff Performance Appraisal Manual 4300.2
2010 CR 3-4	Non-Faculty Evaluations Tracking Spreadsheet
2010 CR 3-5	Adjunct Faculty Evaluations Tracking Spreadsheet
2010 CR 3-6	Side Letter Between SDCCD and AFT College Faculty
2010 CR 3-7	College Faculty Appraisal Guide
2010 CR 4-1	List of SDCCD Board Policies
2010 CR 4-2	HR Training & Workshops
2010 CR 4-3a	MLDA Schedule Agenda
2010 CR 4-3b	Mgmt Training Intensive Agenda
2010 CR 4-4	List of mentors for new administrative hires
2010 CR 4-5	Classified Staffing Study Overview

Certification of the Follow-Up Report

DATE: September 22, 2011

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

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

This Follow-Up Report is submitted to fulfill the requirements from the January 31, 2011 ACCJC letter to the college president.

We certify that there was broad participation by the college community and we believe that the Follow-Up Report accurately reflects our response to date to the recommendations noted in the ACCJC letter.

Mr. Rich Grosch
President, Board of Trustees

Dr. Constance M. Carroll
Chancellor, San Diego Community
College District

Dr. Patricia Hsieh
President, San Diego Miramar College

Dr. Randy Barnes
Interim Vice President, Instruction
Accreditation Liaison Officer

Dr. Linda Woods
Self-Study Co-Chair

Dr. Daphne Figueroa
President, Academic Senate

Ms. Joyce Allen
President, Classified Senate

Mr. Victor Bohm
President, Associated Student Council

Statement on Report Preparation

In a letter dated January 31, 2011, San Diego Miramar College was notified by the ACCJC of its action to issue Warning following the review of the Institutional Self Study Report and the report from the October 2010 evaluation team visit. ACCJC requires that the College correct the deficiencies noted and complete a Follow-Up Report addressing four recommendations from the 2004 accreditation team visit, and three recommendations from the 2010 accreditation team visit.

The development of the 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 shared governance structure. For each recommendation, a team consisting of one administrator, one faculty member, one classified staff member, and one student, serving as the lead individuals, was created to review the recommendation, develop and implement a plan for resolution, analyze the results, and develop additional plans if needed. All college stakeholders were invited to participate in each team's discussions during regularly-scheduled meetings in February, March, and April 2011 [Intro 1, 2, 3].

In addition, all teams enlisted the assistance of college shared governance committees to implement the resolution plans and prepare the report. Each team prepared an initial report on its recommendation by April 15, 2011. The reports were combined into a consolidated draft which was presented at a college-wide forum on May 3, 2011 and posted to the college's accreditation website. A revised draft was distributed on May 9, 2011 and posted to the college's accreditation website on May 27, 2011 along with an interactive online feedback system to solicit input. Comments were accepted until June 22, 2011 and final revisions were made by August 17, 2011.

In the meantime, the finalized follow up report was posted on the college's accreditation website for review, and the report was shared with the San Diego Community College District (SDCCD) Board of Trustees and Chancellor's Cabinet. By September 2, 2011, the finalized report was approved by the college's constituency groups. The College Executive Committee reviewed and accepted the report at its meeting on September 6, 2011 [Intro 4]. 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 22, 2011 meeting.

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

Follow-Up Report Oversight

Patricia Hsieh

Administrator; President, San Diego Miramar College

Randy Barnes	Administrator; Interim Vice President of Instruction; Accreditation Liaison Officer
Linda Woods	Faculty; Accreditation Self-Study Faculty Co-Chair
Daphne Figueroa	Faculty; Academic Senate President
Joyce Allen	Staff; Classified Senate President
Franchesca Gade	Student; Former Associated Student Council President
Duane Short	Faculty; Follow-Up Report Editor

2004 Recommendation 1: Campus-Based Research

Team Leads:

Randy Barnes	Administrator; Interim Vice President of Instruction
Parvine Ghaffari	Faculty; Research Subcommittee Chair
Terrie Hubbard	Staff
Behesta Najeed	Student

Research Subcommittee Members:

Naomi Grisham	Faculty; Transfer Center Director
Joseph Hankinson	Staff
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Markell Law	Student
Daniel Miramontez	Staff; Planning and Research Analyst
Susan Schwarz	Administrator; Dean, Library and Technology
Duane Short	Faculty
Sandi Trevisan	Staff; College Information Officer

2004 Recommendation 3: Library Materials

Team Leads:

Joyce Allen	Staff; Classified Senate President
Brett Bell	Administrator; Vice President of Administrative Services
Kanchan Farkiya	Student
Mary Hart	Faculty; Department of Library Science Chair

2004 Recommendation 4: Integrated Planning

Team Leads:

Randy Barnes	Administrator; Interim Vice President of Instruction; Planning and Institutional Effectiveness Committee Co-Chair
Alex DeRosa	Student
Buran Haidar	Faculty; Student Learning Outcomes Assessment Cycle Coordinator
Carol Smith	Staff

Planning and Institutional Effectiveness Committee Members:

Randy Barnes	Administrator; Interim Vice President of Instruction, Planning and Institutional Effectiveness Committee Co-Chair
Brett Bell	Administrator; Vice President of Administrative Services
Michelle Dranovsky	Student
Peter Fong	Administrator; Former Vice President of Student Services
Parvine Ghaffari	Faculty; Research Subcommittee Chair
MaryAnn Guevarra	Faculty; Student Services Program Review Subcommittee Chair
Dan Gutowski	Staff
Buran Haidar	Faculty; Budget and Resources Development Subcommittee Chair
Mary Hart	Faculty
Paulette Hopkins	Administrator; Dean, School of Mathematics, Biological, Exercise, and Physical Sciences
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Denise Kapitzke	Staff
Michael Lopez	Faculty
Ryan Monroe	Faculty; Former Instructional Program Review/SLOAC Subcommittee Co-Chair
Vuong Nguyen	Staff
Dennis Sheean	Faculty
Duane Short	Faculty
Carol Smith	Staff
Sandi Trevisan	Staff, College Information Officer
Linda Woods	Faculty; Former Planning and Institutional Effectiveness Committee Co-Chair

2004 District Recommendation 3: Research Function

Team Leads:

Randy Barnes	Administrator; Interim Vice President of Instruction
Michelle Dranovsky	Student
Parvine Ghaffari	Faculty; Research Subcommittee Chair
Terrie Hubbard	Staff

Research Subcommittee Members:

Naomi Grisham	Faculty; Transfer Center Director
Joseph Hankinson	Staff
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Markell Law	Student
Daniel Miramontez	Staff; Planning and Research Analyst
Susan Schwarz	Administrator; Dean, Library and Technology
Duane Short	Faculty
Sandi Trevisan	Staff; College Information Officer

2010 Recommendation 1: Culture of Evidence

Team Leads:

George Beitey	Administrator; Dean, School of Public Safety; Instructional Program Review/SLOAC Subcommittee Member
Mike Dubose	Student
Buran Haidar	Faculty; Student Learning Outcomes Assessment Cycle Facilitator
Carol Smith	Staff

Instructional Program Review/SLOAC Subcommittee Members:

Lou Ascione	Administrator; Dean, School of Liberal Arts
Randy Barnes	Administrator, Interim Vice President of Instruction, Accreditation Liaison, Instructional Program Review/SLOAC Subcommittee Co-Chair
Lawrence Hahn	Faculty
Buran Haidar	Faculty; Student Learning Outcomes Assessment Cycle (SLOAC) Facilitator
Mark Hertica	Faculty
Paulette Hopkins	Administrator; Dean, School of Mathematics, Biological, Exercise, and Physical Sciences
Ryan Monroe	Faculty; Former Instructional Program Review/SLOAC Subcommittee Co-Chair
Greg Newhouse	Administrator; Associate Dean, School of Business, Technical Careers and Workforce Initiatives
John Salinsky	Faculty
Susan Schwarz	Administrator; Dean of Library and Technology
Duane Short	Faculty

Student Services Program Review Subcommittee Members:

MaryAnn Guevarra	Faculty; Student Services Program Review Subcommittee Chair
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Glenn Magpuri	Staff
Dana Stack	Staff

2010 Recommendation 3: Evaluation Processes

Team Leads:

Faria Akhunzadah	Student
Joyce Allen	Staff; Classified Senate President
Brett Bell	Administrator; Vice President of Administrative Services
Joan Thompson	Faculty; Faculty Evaluation Coordinator

2010 Recommendation 4: Administrative Turnover

Team Leads:

Daphne Figueroa
Franchesca Gade
Susan Schwarz
Sam Shooshtary

Faculty; Academic Senate President
Student; Former Associated Student Council President
Administrator; Dean, Library and Technology
Staff; Classified Senate Vice President

Evidence

Text Reference	Description
Intro 1	Recommendation Teams and Meeting Dates
Intro 2	College Executive Committee Minutes Feb 25, 2011
Intro 3	Accreditation Follow Up Timeline
Intro 4	College Executive Committee Minutes Sep 6, 2011

2004 Recommendation 1: Campus-Based Research

The College build upon efforts to foster a “culture of evidence” through campus-based institutional research. (I.B.4, I.B.5, I.B.6)

Introduction

San Diego Miramar College relies on research to support decision making in planning, program review, and resource allocation, and as part of the evaluation and assessment of support services and grant funded projects. Research is used to gauge the effectiveness of programs and services designed to improve student outcomes, and as a measure of institutional effectiveness in the college’s planning process.

Research needs at the college are currently addressed in collaboration with the District Office of Institutional Research and Planning (IRP). This collaboration builds on the strengths of localized research conducted primarily by the Planning and Research Analyst, with support from a comprehensive central staff and a large data warehouse. The Planning and Research Analyst works with the college’s Research Subcommittee. This is a subcommittee of the Planning and Institutional Effectiveness Committee, which is charged with developing, coordinating, directing and evaluating the college-wide planning and research process. Primary responsibilities of the Research Subcommittee include:

1. Developing an annual research agenda based upon the college mission statement and the college-wide planning needs.
2. Establishing an annual assessment cycle to determine if research agenda goals have been met, and to recommend appropriate changes.

To accomplish these tasks, the subcommittee:

1. Reviews and coordinates research needs related to the college’s mission, goals, strategies, plans, and initiatives.
2. Reviews and prioritizes research requests.
3. Provides training and assistance with the development of research needs, and analysis and interpretation of research results [2004 CR 1-1, p. 40].

Based on the organizational structure of the San Diego Community College District (SDCCD), the Planning and Research Analyst currently splits his work time between the college and the SDCCD IRP Office, where his research at the District also supports the needs of the college.

The ACCJC site visit team in its evaluation report to the appropriate constituent groups and the entire college noted that “...the lack of campus-based research

capacity limits the college's ability to communicate documented assessment results to appropriate constituencies" [2010 Evaluation Report, p. 19].

To address this recommendation, the college has revised its planning process to clearly identify college goals and communicate assessment results used to measure progress toward those goals. The college has also revised its Annual Research Agenda in order to clearly specify the end user of each listed item of institutional research. In addition, in order to foster a "culture of evidence" throughout the college, the Planning and Research Analyst has participated in several key college committees to facilitate the use of appropriate evidence in the college's decision-making. Finally, the college is developing a survey to assess the results of this effort [2004 CR 1-2]. The survey was administered in fall 2011. These items are detailed in the "Resolution" section below.

Resolution

The college's culture of evidence is exhibited by the structure of its research processes. The college has a comprehensive Research Agenda that is updated annually, with a report on prior year activities provided during each fall semester. This Research Agenda is developed with input from the Research Subcommittee, Planning and Institutional Effectiveness Committee, Academic Senate, and College Executive Committee, with sign-off required by each committee chair. Division objectives are reviewed by the Research Subcommittee. Research needs that are identified as ongoing are incorporated into the Annual Research Agenda while needs that are one-time are addressed via the ad hoc research process [2004 CR 1-3]. The Planning and Research Analyst provides updates and reports on research efforts through ongoing communication with division vice presidents and through periodic reports to the Research Subcommittee and the Planning and Institutional Effectiveness Committee.

The research elements of the Annual Research Agenda support and measure the college goals, major activities, and initiatives that serve the broader functions at the college (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills Initiative, and SLO assessment). They are recurring research requests that have clearly defined indicators and metrics (e.g., success indicators and successful course completion rates, transfer rates, and number of degrees conferred). The Annual Research Agenda clearly ties research to the college strategic goals and strategies. The agenda is organized in a column format, with a section for each strategic goal. Each strategy under the goal is listed, and additional columns define the links to Division plans and initiatives, research questions (What is the question or issue that needs to be addressed? Who will be researched? How will the data be used?), research design, current or planned research, and due dates [2004 CR 1-4].

Research and assessment results are currently disseminated in a variety of ways, including reports to the requesting constituencies [2004 CR 1-5], presentations by the Planning and Research Analyst or other IRP office personnel [2004 CR 1-6],

facilitated discussions at committee meetings, and website postings (available at <http://research.sdccd.edu>).

In spring 2011, the Instructional Program Review/SLOAC Subcommittee began working with the Planning and Research Analyst to revise the format of the data and reports used in the annual planning cycle. During summer 2011, the Planning and Research Analyst used this feedback to develop data reports in support of program review in the fall 2011 semester [2004 CR 1-7]. The effectiveness of these changes will be assessed at the conclusion of the program review cycle in early 2012.

A diagram detailing the college's research infrastructure is shown in Figure 1.

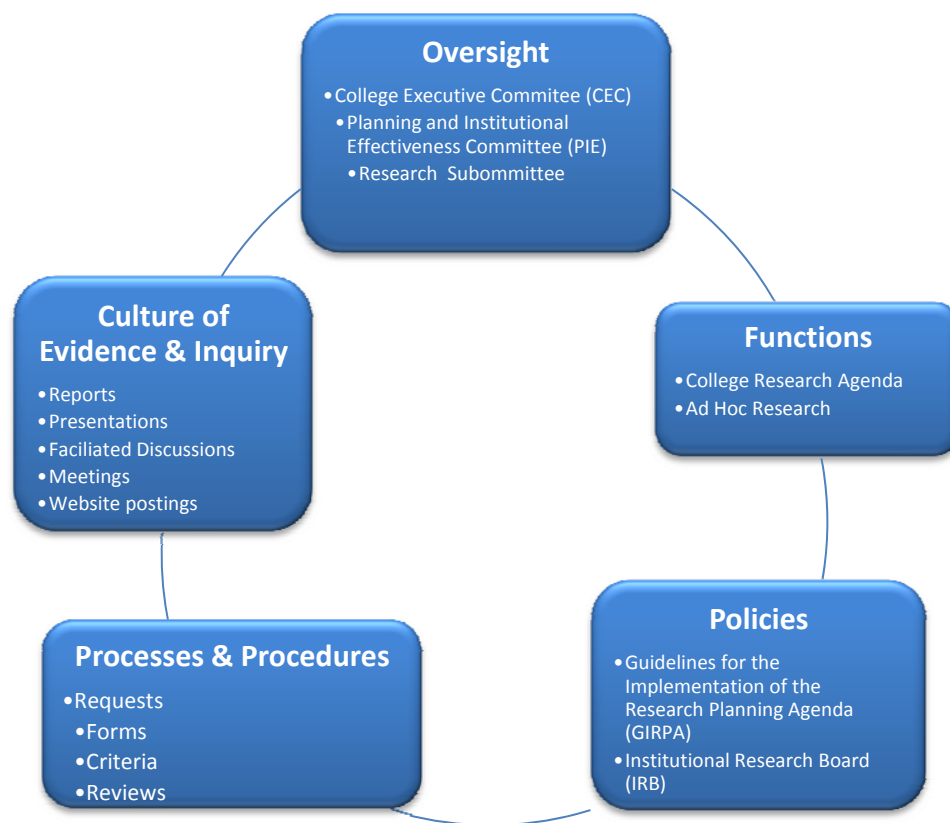


Figure 1. College's research infrastructure

In order to address the visiting team's recommendation "...to communicate documented assessment results to appropriate constituencies" [2010 Evaluation Report, p. 19], in spring 2011 the Research Subcommittee revised the format of the Annual Research Agenda in order to clearly specify the end user of each listed item of institutional research [2004 CR 1-4]. This change allows the Planning and Research Analyst to provide the specific research results to each end user/constituency group and to aid in interpretation and application of the research, if needed.

In spring 2011, the Research Subcommittee also reviewed the request format and procedures used in the ad hoc research process [2004 CR 1-3] and determined that the Planning and Research Analyst was already communicating closely with the end users of the research through this process.

In order to foster a “culture of evidence” at the college and to integrate research and assessment broadly into college decision making, the Planning and Research Analyst’s on-campus work schedule was modified during the spring 2011 semester to facilitate his attendance at important college planning meetings. Previously, the analyst’s schedule permitted him to attend only the Research Subcommittee meeting and the Basic Skills Subcommittee meeting. Feedback from these committees was positive in terms of his contribution to providing evidence for decision making and assessment. Based on this feedback, additional hours were made available for the analyst to attend the Planning and Institutional Effectiveness Committee meetings and the Instructional Program Review/SLOAC Subcommittee meetings [2004 CR 1-8a-d]. Responses to his attendance have been very positive, and the analyst has indicated that he has a better grasp of the college’s annual planning cycle, integrated planning and program review processes, and data needs to support the college’s planning and assessment effort. Specifically, the Planning and Research Analyst now participates in the following committees:

1. Planning and Institutional Effectiveness Committee
2. Research Subcommittee
3. Basic Skills Subcommittee
4. Instructional Program Review/SLOAC Subcommittee.

The Planning and Research Analyst also attends other college committee meetings (e.g. the Academic Affairs Committee) on an as-needed basis.

In addition, to help determine the sources of data and information used for decision-making processes at the college, in spring 2011 the Research Subcommittee developed a draft survey, and administered it to the college’s data users in fall 2011 [2004 CR 1-2]. The results of the survey will be used by the Research Subcommittee in spring 2012 to identify gaps in data availability and requests.

Analysis

- Fully Implemented/Completed
 Initiated/In Progress

- **The college has a fully developed campus-based research process in place.** Prior to 2008, there was no campus-based research process at San Diego Miramar College. Since that time, the college has created a committee to coordinate all research needs college-wide, established two complementary research development and prioritization processes, and

integrated the use of institutional research data into planning, program review, and other college processes.

- **The Planning and Research Analyst is integrated in campus processes.** The Planning and Research Analyst has shifted from working on the campus to working in the campus by participating in key decision making committees. As the subject matter expert in institutional research, the Planning and Research Analyst trains and assists other members of the college in using institutional research data and other sources of information to make evidence-driven decisions. The Planning and Research Analyst continues to work with appropriate constituencies in the interpretation and application of research.
- **Planning, resource allocation, and evaluation mechanisms have been revised to incorporate the use of evidence in decision making.** Each item on the Annual Research Agenda is aligned to at least one of the college's strategic goals and specifies the purpose and end user/constituency for the research. The college's planning process has been revised to ensure all objectives in support of the college's strategic goals have an associated assessment method to evaluate progress.

Additional Plans

The college remains committed to hiring a full-time Planning and Research Analyst once the current hiring freeze is lifted. The position has been approved by the SDCCD and the Board and remains in place but unfilled at the college. Until a full-time campus-based Planning and Research Analyst is hired, the college intends to continue utilizing the District's Planning and Research Analyst in his expanded role as a participant in the college's planning and decision-making processes. The college also intends to continue working with the District IRP office to generate user friendly data to meet college needs.

Evidence

Text Reference	Description
2004 CR 1-1	College Governance Handbook
2004 CR 1-2	Survey on use of evidence in decision making developed by Research Subcommittee
2004 CR 1-3	Research Subcommittee Procedures
2004 CR 1-4	2011-12 Annual Research Agenda
2004 CR 1-5	Example of Research Report
2004 CR 1-6	Example of Research Presentation
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2004 CR 1-8c	Instructional Program Review and SLOAC Committee Minutes Mar 22, 2011
2004 CR 1-8d	Instructional Program Review and SLOAC Committee Minutes Apr 26, 2011

2004 Recommendation 3: Library Materials

Acquire library materials and databases at a level sufficient to support student learning. (Standard II.C.1)

Introduction

In keeping with American Library Association standards [2004 CR 3-1], the ACCJC site visit team judged the current size of the Library/LRC collection as sufficient to meet student learning needs based on the size of San Diego Miramar College [2010 Evaluation Report, p. 8]. However, a new, larger library is under construction and the college is preparing for significant student growth in the future. The ACCJC site visit team in its recommendation to the college noted that the library's "...limited budget will make it extremely difficult for the college to acquire a sufficient collection in the future" [2010 Evaluation Report, p. 8]. Additionally, the team "...encouraged the college to recognize that in addition to furniture, fixtures, and equipment (FF&E), it will also require a substantial commitment of ongoing funds dedicated to collection development in both circulating and reference book collections" [2010 Evaluation Report, p. 8].

San Diego Miramar College is committed to continual funding of library materials and databases at a level sufficient to support student learning. To address this recommendation, the college performed an in-depth financial review of expenditures on library materials from all sources (not just the dedicated library book fund), analyzed the results of the review in light of student learning needs, and generated plans to fully develop circulating and reference book collections, periodicals, and database resources in the new facility.

Resolution

Following the receipt of this recommendation, the college performed a detailed financial review of its overall expenditures on library materials from all funding sources over the past five years. The results of the review were then used to analyze the college's overall ongoing commitment to the development of circulating and reference book collections as well as periodicals and databases. A summary of the review follows:

San Diego Miramar College continues to support the School of Library and Technology (Library, ILC, Tutoring, AV, IT) with the largest allocation of discretionary funding for any school. Discretionary funding is defined as resources allocated from the San Diego Community College District (SDCCD) that are not committed to contract salaries, benefits or special programs (e.g. police/fire academy and in-service courses). During the 2010-11 fiscal year, San Diego Miramar College was allocated \$665,218 in discretionary funding [2004 CR 3-2]. Among all the five Schools of the College, other offices, and activities, the School of Library and Technology received \$205,112 (30.8%) of this amount. Within this budget the

Library has allocated an ongoing line item of \$20,000 (3.0% of total college discretionary funding) for library books (see Table 1).

Table 1
San Diego Miramar College Discretionary Budget

2010-11 Miramar College Discretionary Budget										
	Adjunct Classroom	Adjunct Non-Classroom	Classified Hourly Non-Classroom	Classified Hourly Classroom	Benefits	Supplies	Other Operating	Capital Outlay	Total	
Liberal Arts	0	0	0	4,000	400	17,800	300	0	22,500	3.38%
Career & Workforce	0	0	0	6,500	650	18,100	600	0	25,850	3.89%
Business Math & Science	0	0	5,000	10,000	1,500	72,243	26,650	1,000	116,393	17.50%
Public Safety	0	0	0	30,000	3,000	7,623	300		40,923	6.15%
Library	0	34,752	0	56,119	9,086	24,840	18,015	7,300	150,112	22.57%
Data Bases	0	0	0	0	0	0	35,000	0	35,000	5.26%
Library Books	0	0	0	0	0	0	0	20,000	20,000	3.01%
Total Library	0	34,752	0	56,119	9,086	24,840	53,015	27,300	205,112	30.83%
President	0	0	0	0	0	1,600	10,500	0	12,100	1.82%
PIO	0	0	0	0	0	4,500	16,445	0	20,945	3.15%
VPI	0	0	0	0	0	5,057	11,000	0	16,057	2.41%
VPS	0	0	0	0	0	12,132	9,025	600	21,757	3.27%
VPA	0	0	43,140	0	4,314	17,081	14,000	4,000	82,535	12.41%
Campus Wide										
Accreditation	0	0	0	0	0	3,000	1,000	0	4,000	0.60%
Shared Governance	0	0	0	0	0	0	100	0	100	0.02%
Contingency	0	0	0	0	0	9,610	9,610	0	19,220	2.89%
Memberships/Mileage	0	0	0	0	0	0	10,000	0	10,000	1.50%
Graduation	0	0	0	0	0	8,000	22,000	0	30,000	4.51%
Class Schedules	0	0	0	0	0	12,000	0	0	12,000	1.80%
Supplemental FTEF	23,388	0	0	0	2,338	0	0	0	25,726	3.87%
Total Campus Wide									101,046	15.19%
Total	23,388	34,752	48,140	106,619	21,288	213,586	184,545	32,900	665,218	100.00%

The Library also purchases both law library books and periodicals from its discretionary allocation. On average over the past five years, San Diego Miramar College has expensed \$5,352 per year for law library books and \$3,739 per year for periodicals [2004 CR 3-3]. These bring the annual average total amount expended on library collections from discretionary funding to \$29,521 representing 14.4% of the School of Library and Technology's discretionary funding and 4.4% of the college's total discretionary funding.

In addition to the discretionary budget, the Library has regularly received additional Instructional Equipment/Library Materials (IELM) funding through the college's program review and budget allocation process. Specifically, on average the Library has been allocated \$15,487 per year over the past five years for the purchase of library books.

Of note, IELM funds have not been allocated by the state for the last two fiscal years. However, the Library has continued to plan for the purchase of library books and the college's Budget and Resource Development Subcommittee (BRDS) has continued to approve funding for such purchases through a ranked priority process should resources become available [2004 CR 3-4]. This process demonstrates the college's ongoing commitment to library print materials and is representative of the

college-wide philosophy of planning and resource allocation even in times of budget cut backs.

With the additional discretionary and IELM allocations accounted for, over the past five years the College has spent an average of \$45,007 per year on library print materials, totaling \$225,038 during the five-year period (see Table 2). This amount is more than double the minimum \$20,000 amount originally cited in the 2010 Self-Study report. In fact, the increase in the Library print collection has required the expansion of Library shelving capability to the maximum amount available in the current building.

Table 2
Total Five-Year Expenditures on Library Print Materials

	06-07	07-08	08-09	09-10	10-11	Total
Library Books	20,000	20,000	19,997	19,995	20,000	99,992
Law Library Books	4,898	6,949	4,879	5,918	6,269	28,913
Periodicals	4,059	4,042	3,675	3,478	3,445	18,699
IELM	42,940	24,496	9,998	0	0	77,434
Total	71,897	55,487	38,549	29,391	29,714	225,038

The Library also has a longstanding commitment to providing electronic resources to its students. Historically, the funding for these databases was allocated from Telecommunications and Technology Infrastructure Program (TTIP) funds. In 2009 when categorical funding was greatly reduced or eliminated for many programs, San Diego Miramar College made the commitment to shift the ongoing purchase of databases to its college-wide discretionary budget [2004 CR 3-5]. On average, over the past five years the college has expensed \$38,936 per year on databases, totaling over \$194,000 for the five-year period (see Table 3).

Table 3
Five-Year Expenditures on Library Databases

	06-07	07-08	08-09	09-10	10-11	Total
Data Base TTIP	31,621	41,271	36,203	0	0	109,095
Data Base Discretionary	0	0	0	50,587	35,000	85,587
Total	31,621	41,271	36,203	50,587	35,000	194,682

In total, after taking into consideration all funding sources, as of the end of the 2010-11 academic year San Diego Miramar College has expended on average \$83,944 per year on print and electronic resources for the Library (see Table 4).

Table 4
Total Five-Year Expenditures on All Library Materials

	06-07	07-08	08-09	09-10	10-11	Total
Library Books	20,000	20,000	19,997	19,995	20,000	99,992
Law Library Books	4,898	6,949	4,879	5,918	6,269	28,913
Periodicals	4,059	4,042	3,675	3,478	3,445	18,699
IELM	42,940	24,496	9,998	0	0	77,434
Data Base TTIP	31,621	41,271	36,203	0	0	109,095
Data Base Discretionary	0	0	0	50,587	35,000	85,587
Total	103,518	96,758	74,752	79,978	64,714	419,720

Analysis

- Fully Implemented/Completed
 Initiated/In Progress

- 1. Library materials and database are funded at a level sufficient to support student learning.** Taking into consideration all funding sources, San Diego Miramar College has expended on average \$83,944 per year on print and electronic resources for the Library. This figure is over four times greater than the fixed \$20,000 amount cited in the 2010 Self-Study report.
- 2. The College is fully committed to acquiring sufficient library materials.** Over 40% of the total expenditures on library materials over the past five years were paid for by college-wide discretionary funding approved via the college's resource allocation processes (as opposed to the designated Library budget).
- 3. Plans are in place to support the expansion of the Library.** The college has committed FF&E funds in the amount of \$100,000 to further develop the Library print collection in preparation for the move to the new Library facility (see "Additional Plans" below).

Additional Plans

San Diego Miramar College is in the process of constructing a new Library and Learning Resource Center (LLRC). The building is projected to be completed in fall 2011 and open for spring 2012 semester. The library will occupy the entire second floor of this building and will have more than triple the space of its current location. The new library will include:

- 30,000 square feet of space
- Shelving space to expand collection to 100,000 volumes
- 8 group study rooms
- 2 Library computer classrooms of capacity of 32 and 38 students respectively
- Open seating for approximately 299 students at study tables throughout the Library
- 84 public access computer stations
- 97 study carrels.

In addition to the funding sources referenced above, San Diego Miramar College has committed another \$100,000 for the purchase of library books over the next two years in order to support the opening of the new Library and anticipated college growth. The allocation of the \$100,000 is \$33,000 for the summer 2011 term, \$33,000 for the fall 2011 term and \$34,000 for the spring 2012 term. This funding has been allocated from the Furniture, Fixture and Equipment (FF&E) budget, made available to San Diego Miramar College from voter-approved Proposition N bond funding. This resource will allow San Diego Miramar College to substantially develop its circulating and reference book collections in the new building.

Evidence

Text Reference	Description
2004 CR 3-1	American Library Association Standards for Libraries in Higher Education
2004 CR 3-2	SDCCD Unrestricted General Fund Budget
2004 CR 3-3	Library Books and Periodicals Expenditures
2004 CR 3-4	Budget and Resource Development Subcommittee Minutes Dec 03, 2011
2004 CR 3-5	Library Database Expenditures

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)

Introduction

San Diego Miramar College's annual planning cycle uses three broad types of information as inputs to its annual planning, resource allocation, and evaluation processes: An internal input currently provided by the program review process, an external input provided by an environmental scan report, and a budgetary input provided by a budget and resources development review. As a component of the program review process, each program submitted a list of goals and objectives that were consolidated by the college divisions into an annual list of college-wide goals and objectives [2004 CR 4-1]. This list was then distilled down to a set of college-wide priorities, intended to provide guidance to the college's resource allocation and decision making processes for the coming year. The annual planning cycle also culminated in the development of the College-Wide Master Plan, which was a compilation of documents related to the college-wide assessment and planning process, such as the environmental scan and college-wide priorities.

During the 2010 ACCJC site visit, the team noted that "[t]he college appears to be in the nascent stage of providing evidence to substantiate that the planning process leads to improvement of institutional effectiveness" [2010 Evaluation Report, p. 8], and that "...[i]t is difficult to integrate plans because planning is subdivided among different functional groups" [2010 Evaluation Report, p. 20]. The team also found that "...not all institutional members have shared perceptions of what the institutional goals are, how the objectives are derived from them and how the institution would evaluate the degree to which the objectives have been achieved" [2010 Evaluation Report, p. 18]. The team recommended that the College "...regularly evaluate its governance and decision-making structures to assure their effectiveness" [2010 Evaluation Report, p 41]. Finally, the team urged the Planning and Institutional Effectiveness Committee to conduct an evaluation of the college's planning efforts [2010 Evaluation Report, p. 42].

In response to this recommendation, the Planning and Institutional Effectiveness Committee (formerly titled Institutional Effectiveness Committee) conducted an extensive evaluation of the college's annual planning cycle. As a result of that evaluation, the college has formalized its integrated planning process, including incorporating the Strategic Plan as the driver of the college's planning efforts; aligning and integrating the expanded and updated Educational Master Plan with division plans and operational plans; and clearly identifying timelines for regularly assessing the college's progress toward achieving its strategic goals. In spring 2011,

the college started reviewing and refining existing plans and defining ways of streamlining its operations. Implementation of the revised planning processes has commenced in the 2011-12 academic year, and an evaluation of progress will be conducted at the end of the 2011-12 academic year.

Resolution

As indicated in the college's 2010 self-study (p. 167), "The college will continue its work to formalize the process and procedure for assessment of the effectiveness of the college's planning cycle to improving instructional programs, student support services, and library and other learning support services with the proper feed of information from program review and SLO assessment data." To begin the process of addressing this planning agenda, on December 10, 2010 the Planning and Institutional Effectiveness Committee held the first of a series of meetings to evaluate the college's annual planning cycle and the college's governance and decision-making structures [2004 CR 4-2a-d]. After completing this evaluation, the committee formalized the college's integrated planning process using the college Strategic Plan as the driver. Several changes were implemented as part of this process:

1. The Strategic Plan was reviewed and updated to consolidate its goals and strategies, to remove completed or outdated strategies, and to reword or incorporate others. One new strategy under Goal #5 was added to address the review and refinement of the college participatory governance structure and activities to align with the formalized college integrated planning process. The revised Strategic Plan [2004 CR 4-3] was vetted by all constituency groups and approved by the College Executive Committee on May 24, 2011 [2004 CR 4-4]. To better align the college strategic plan with the SDCCD strategic plan, the college further refined the language of its strategic plan and the current plan [2004 CR 4-5] was approved by the College Executive Committee on September 6, 2011 [2004 CR 4-6].

2. On April 18, 2011, at the Planning and Institutional Effectiveness Committee meeting [2004 CR 4-7], it was clarified and reconfirmed that the college's formalized integrated planning process would continue to use the college Strategic Plan to drive the development and full integration of the expanded and updated Educational Master Plan with the division plans (Instruction, Student Services, Administrative Services) and operational plans, including technology, facilities, and human resources plans and related institutional processes. The Annual College Planning Cycle (Figure 2) was adjusted to reflect this change by adding the box "Annual Update of Division Plans and Educational Master Plan" to the timeline in the fall semester. This revised Annual College Planning Cycle was retained as a component of the Integrated College Planning Process (Figure 4).

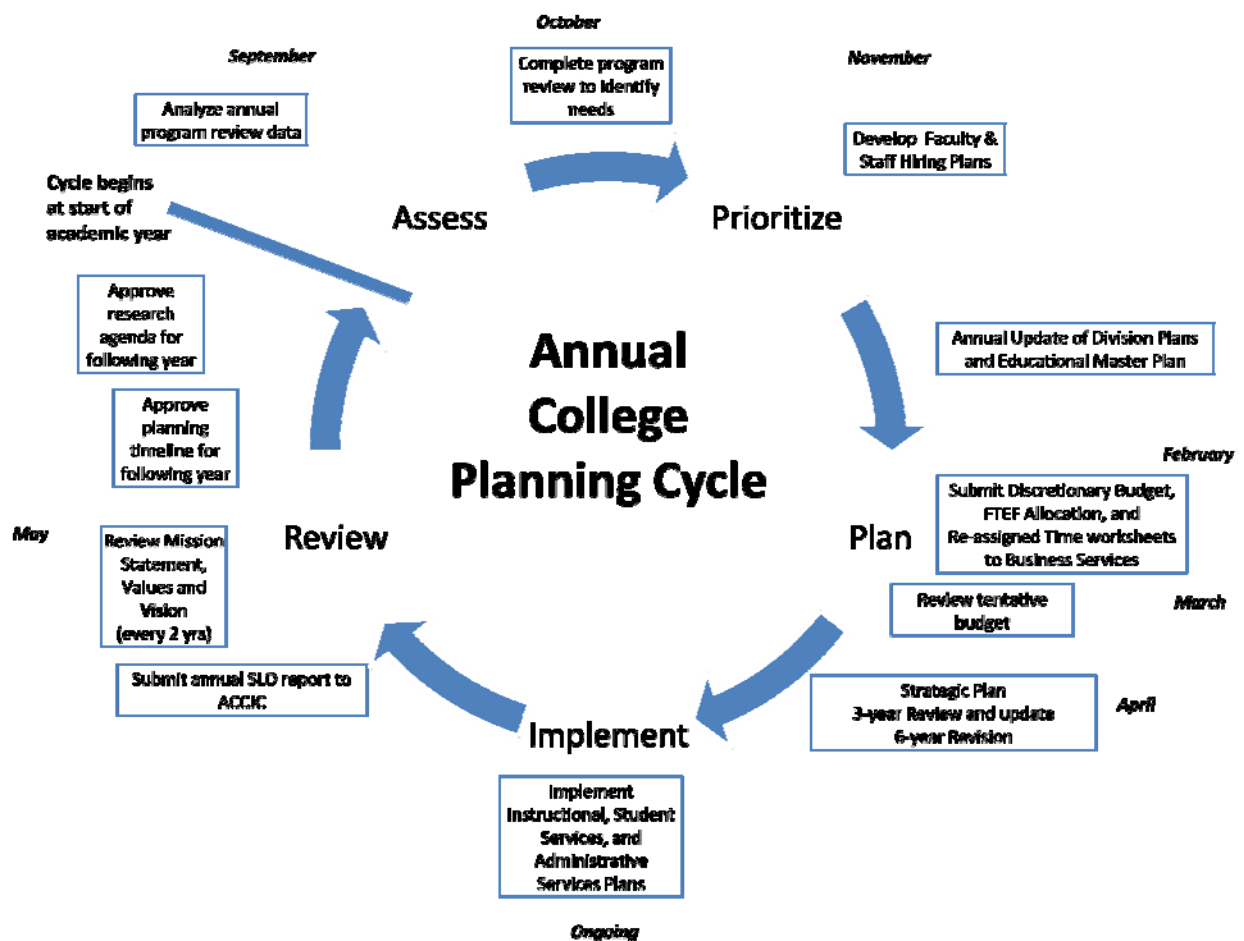


Figure 2. San Diego Miramar College Annual Planning Cycle

3. In addition, to better align with the college's updated Strategic Plan, the Planning and Institutional Effectiveness Steering Committee also reviewed the structure of the Educational Master Plan and expanded and updated it in August 2011. The college's draft division plans (Instruction, Student Services, and Administrative Services) [2004 CR 4-8a-c] were incorporated as distinct components of the Educational Master Plan within the formalized Integrated College Planning Process. These draft division plans identify specific goals and objectives to implement each of the strategies listed in the Strategic Plan to assess the effectiveness in achieving the strategic goals via operational plans. The operational plans also serve as the operational links between the Annual College Planning Cycle and the Integrated College Planning Process. Specifically, the operational plans are plans pertaining to the specific and related functions of each division (see Figure 4). These operational plans include, but are not limited to, the Technology, Human Resources, and Facilities Master Plans that serve college-wide functions. The expanded and updated Educational Master Plan structure (Figure 3) was approved by the College Executive Committee at its meeting on September 6, 2011 [2004 CR 4-5].

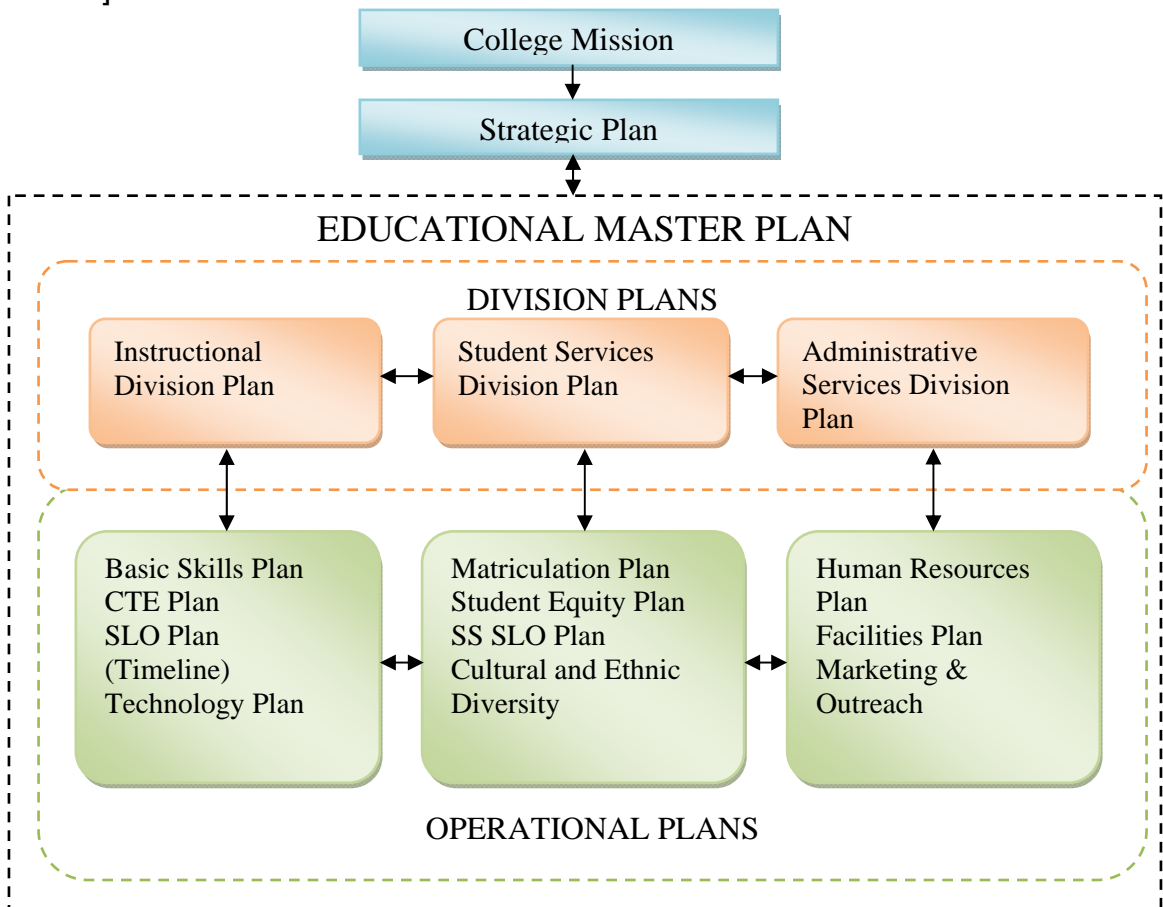


Figure 3. Alignment of San Diego Miramar College's Educational Master Plan with the Strategic Plan and the division and operational plans

San Diego Miramar College
Integrated College Planning Process

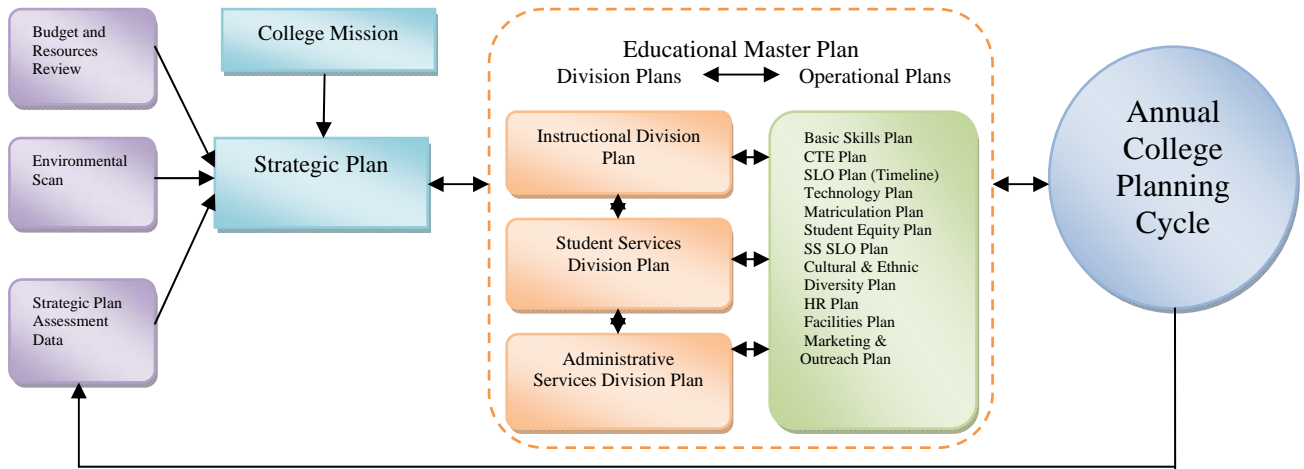


Figure 4. Integrated College Planning Process

4. An integrated approach to evaluating attainment of the college strategic goals using the strategies enumerated in the Strategic Plan was developed. The division plans [2004 CR 4-8a-c], created in summer 2011 in draft format, will be finalized in fall 2011 and will include measurable outcomes that align with and inform attainment of Strategic Goals.
5. In 2008, the college initiated the biannual process of reviewing its Mission, Vision, and Values statement. The last review of the Mission statement was approved by the SDCCD Board of Trustees in 2008 [2004 CR 4-11]. The current review was initiated in fall 2010 with an anticipated completion date in fall 2011.
6. Through its participatory governance process, on March 29, 2011, the College Executive Committee (CEC) approved the name change of the Institutional Effectiveness Committee to the Planning and Institutional Effectiveness (PIE) Committee [2004 CR 4-12]. In addition, the committee's membership was modified and approved by the CEC at the same meeting. This change reflects that the charge of the PIE Committee is to lead the college's integrated planning and institutional effectiveness and processes.
7. The college has updated its human resources plan. During summer 2011, the college gathered data to assess current staffing levels in comparison to other community colleges in the district, region, and state. In addition, the college used baseline data to project the staffing levels needed to grow to the eventual facility capacity of 25,000 students [2004 CR 4-13], and to attain a targeted full-time to part-time faculty ratio of 75:25 [2004 CR 4-14].

Analysis

Fully Implemented/Completed

Initiated/In Progress

- **The newly formalized Integrated College Planning Process uses the Strategic Plan to drive the development and full integration of the expanded and updated Educational Master Plan** with the Technology, Facilities, and Human Resources plans as well as other college plans and related institutional processes.
- **The revised and expanded Educational Master Plan was developed and approved** by the College on September 6, 2011 [2004 CR 4-5].
- **The revised College Annual Planning Cycle is integrated within the Integrated College Planning Process.** The college is implementing the revised annual planning cycle during the 2011-12 academic year.
- **Ongoing review and adaptation of the planning process is in place.** Starting late fall 2010 and during spring 2011, the Planning and Institutional Effectiveness Committee reviewed and revised the college's Strategic Plan and formalized the integrated college planning process. The committee will conduct a progress evaluation of the integrated College planning process at the conclusion of the 2011-12 academic year.
- **The newly formalized integrated planning process was communicated to the college** on August 18, 2011, during the fall 2011 Convocation, and was approved by the College Executive Committee on September 6, 2011 [2004 CR 4-5].

Additional Plans

The college vice presidents will oversee the completion and implementation of the division plans based on the established timeline.

The college will evaluate the effectiveness of its governance and decision-making structures. Joint meetings for coordination between the Planning and Institutional Effectiveness committee and the College Governance Committee will continue in fall 2011 for consideration and recommendation of changes to clarify and streamline the college decision-making processes.

Evidence

Text Reference	Description
2004 CR 4-1	Example College-Wide Goals and Objectives: Student Services Division 2010-11
2004 CR 4-2a	Planning and Institutional Effectiveness Committee Minutes Dec

	10, 2010
2004 CR 4-2b	Planning and Institutional Effectiveness Committee Minutes Feb 11, 2011
2004 CR 4-2c	Planning and Institutional Effectiveness Committee Minutes Feb 25, 2011
2004 CR 4-2d	Planning and Institutional Effectiveness Committee Planning Presentation 21Mar11
2004 CR 4-3	Revised Strategic Plan (approved by CEC on May 24, 2011)
2004 CR 4-4	College Executive Committee Minutes May 24, 2011
2004 CR 4-5	College Executive Committee Minutes Sep 6, 2011
2004 CR 4-6	Revised Strategic Plan (approved by CEC on Sep 6, 2011)
2004 CR 4-7	Planning and Institutional Effectiveness Committee Minutes Apr 18, 2011
2004 CR 4-8a	Draft Administrative Services division plan
2004 CR 4-8b	Draft Instructional Services division plan
2004 CR 4-8c	Draft Student Services division plan
2004 CR 4-11	Governing Board Minutes May 8, 2008
2004 CR 4-12	College Executive Committee Minutes Mar 29, 2011
2004 CR 4-13	Institutional Growth Projection
2004 CR 4-14	College Faculty Allocation Model

2004 District Recommendation 3: Research Function

In order to build upon their efforts to strengthen institutional effectiveness and to foster a culture of evidence throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong College components. (Standard I.B.3, I.B.6, IV.B.2.b)

Introduction

San Diego Miramar College currently works closely with the San Diego Community College District (SDCCD) Institutional Research and Planning (IRP) Office to meet research needs for college planning, assessment, and resource allocation. This research model builds on the strengths of localized research through access to a campus-based Planning and Research Analyst, with added efficiency by virtue of economies of scale as a result of access to a comprehensive central staff and a large data warehouse.

Prior to the 2010 accreditation team visit, the college created a Research Subcommittee as a subcommittee of the Planning and Institutional Effectiveness Committee. The Research Subcommittee includes the Planning and Research Analyst as well as a variety of other faculty and staff members. The Research Subcommittee Chair and the Planning and Research Analyst also sit on the District's Research Committee, ensuring close coordination between the two groups [2004 DR 3-1]. The Research Subcommittee develops an Annual Research Agenda in close consultation with the Planning and Institutional Effectiveness Committee and the Budget and Resource Development Subcommittee, as well as the SDCCD IRP office. In addition, the college has developed a process for the submission and prioritization of ad-hoc research requests. Both of these processes are described more fully under the response to 2004 Recommendation 1 on page 1 of this document. The college and SDCCD IRP have also worked together to develop a set of guidelines on access, security, use, and dissemination of sensitive data in order to assure the integrity of research and protect the rights and privacy of staff and students [2004 DR 3-2a-b].

To address this recommendation, the college has increased its level of dialogue and coordination with the SDCCD IRP office, particularly in regards to the utilization of the Planning and Research Analyst. In addition, the college and IRP office have clarified the roles and functions of research at the college and district level.

Resolution

The following actions have been taken in order to strengthen the collaborative research function between the college and the district:

1. The college has implemented, evaluated, and refined its campus-based research processes and procedures (see "2004 Recommendation 1"). These are consistent with standards and protocols established in collaboration with

the other two colleges in the district and with the SDCCCD IRP office. In all, the community of researchers at SDCCCD (district and college based research analysts) collaborate on common research projects (e.g., Fact Book and Basic Skills Report) that respond to the foundational needs of the college (i.e., accreditation, enrollment management and strategic planning), while the Planning and Research Analyst provides data and information that is more specially focused on the unique and individual needs of the various constituencies at the college (e.g., program review, grants and basic skills project evaluations).

2. The on-campus work schedule of the PRA (Planning and Research Analyst) was modified to enable the Analyst to attend regularly-scheduled meetings of key decision making and resource allocation committees (see “2004 Recommendation 1”). As the subject matter expert in institutional research, the Planning and Research Analyst trains and assists other members of the college in using institutional research data and other sources of information to make evidence-driven decisions. The Planning and Research Analyst also continues to work with appropriate college individuals and constituencies in the interpretation and application of research.
3. The college and SDCCCD IRP office have clarified the organizational structure of the institutional research function (see Figure 5).

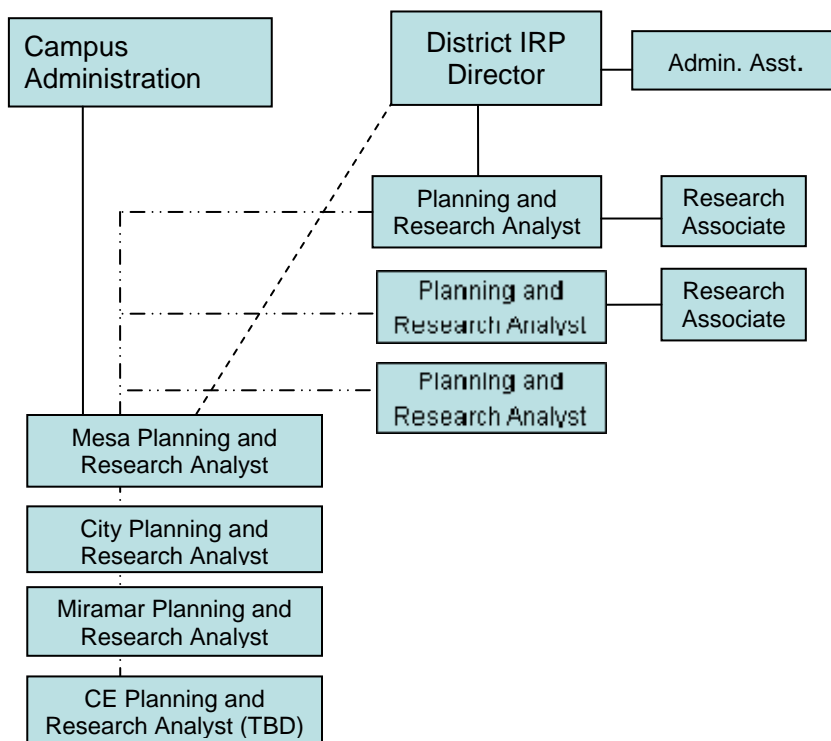


Figure 3. SDCCCD Institutional Planning and Research organizational structure

4. The chair of the college's Research Subcommittee and the Planning and Research Analyst have maintained active membership on the District Research Committee (DRC) [2004 DR 3-1]. In addition, other members of the college's Research Subcommittee frequently attend DRC meetings. The District Research Committee is responsible for directing and coordinating research support for the priorities that cross all colleges and Continuing Education. It provides leadership and guidance on initiatives that systematically promote a culture of evidence and a culture of inquiry within the District. It also coordinates and prioritizes the joint efforts of campus-based and district-based research analysts to enhance effectiveness and avoid duplication. In addition, the committee helps to disseminate research data and information that is produced by the SDCCD IRP office.

Analysis

Fully Implemented/Completed

Initiated/In Progress

- **The college has a fully developed campus-based research process in place.** Prior to 2008, there was no campus-based research process at San Diego Miramar College. Since that time, the college has created a committee to coordinate all research needs college-wide, established two complementary research development and prioritization processes, and integrated the use of institutional research data into planning, program review, and other college processes.
- **The roles, functions, and organization pertaining to the institutional research process have been agreed upon.** The roles and functions of the college, the district, and the PRA have been clarified. The PRA now participates in several key decision making and planning committees. The college continues to strengthen its processes and role as the requestor and end user of research products. The district continues to strengthen its function as the generator of research products.
- **The college is a full and equal participant in the SDCCD-wide research function.** San Diego Miramar College faculty and staff members are full and active participants in the District Research Committee. The chair of Miramar's Research Subcommittee and PRA are both voting members of the district committee and as such participate in the guidance and direction of district-wide research efforts. The college continues to collaborate closely with the SDCCD IRP office on research and assessment matters through the PRA, Research Subcommittee chair, and Vice President of Instruction.

Additional Plans

The college and SDCCD IRP office will work together to develop an Institutional Review Board (IRB) process for reviewing and adjudicating requests for research involving San Diego Miramar College students or personnel as human subjects. The college's Research Subcommittee began working on developing this process in spring 2011 [2004 DR 3-3].

Evidence

Text Reference	Description
2004 DR 3-1	District Research Committee Mission and Goals
2004 DR 3-2a	Guidelines for the Implementation of the Research Planning Agenda (GIRPA)
2004 DR 3-2b	GIRPA FAQs
2004 DR 3-3	Research Subcommittee Minutes Apr 11, 2011

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)

Introduction

An annual college planning cycle intended to facilitate strong links between planning and budgeting has been in operation at San Diego Miramar College since 2007. Coordinated by the Planning and Institutional Effectiveness Committee, the college's annual planning cycle uses three broad types of information as inputs to the planning, resource allocation, and evaluation processes: An internal input currently provided by the program review process, an external input provided by an environmental scan report, and a budgetary input provided by a budget and resources development review [2010 CR 1-1]. The program review process incorporates two types of evidence: a data report generated from the District Institutional Research and Planning Office with information about program outcomes such as student enrollment, retention, and success rates, and a faculty-generated assessment of student learning outcomes. The environmental scan report encompasses a wide range of data from sources external to the college, including local labor market information, demographic trends, and transfer university admission practices. The budget and resources development review consists of a summary of financial information derived from the district budgeting process and a review of additional grant funds.

Prior to the 2011-12 academic year, the annual college planning cycle culminated in the development of the College Wide Master Plan, which was a compilation of documents related to the planning process. The planning process also generated an annual list of college-wide goals and objectives which were then distilled down to a set of college-wide priorities [2010 CR 1-2] intended to provide guidance to the college's resource allocation and decision making processes for the coming year. At the end of the year, each division (Instruction, Student Services, and Administrative Services) assessed its progress at achieving the annual list of goals and objectives [2010 CR 1-3a-c].

The program review process also generated an annual list of program-identified resource allocation needs. These, along with supporting evidence, were used to inform resource allocation decisions. For example, the 2010-11 Instructional Program Review Annual Report included the following needs categories: scheduling, curriculum, faculty and staff, professional/staff development, facilities, technology and equipment, additional budgetary needs, student support services, and marketing [2010 CR 1-4].

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" [2010 Evaluation Report, p. 18]. The team also could not find "...evidence that demonstrates systematic, ongoing assessment of progress toward achieving stated goals occurs" [2010 Evaluation Report, p. 19]. Finally, the team urged the Planning and Institutional Effectiveness Committee to conduct an evaluation of the college's planning efforts [2010 Evaluation Report, p. 42].

To address this recommendation, the Planning and Institutional Effectiveness Committee conducted a comprehensive evaluation of the college's annual planning cycle. As a result of that evaluation, the college adjusted its Annual College Planning Cycle and formalized its Integrated College Planning Process. Changes were made to the program review process to emphasize the central role of the college strategic goals and to regularly assess the college's progress toward achieving those goals. In addition, minor changes were made to the instructional program review form to incorporate regular assessment of each programs' progress towards achievement of their stated goals and student learning outcomes. Finally, the college has made other significant changes to foster a "culture of evidence" throughout the college. Examples include adding program goals and objectives assessment to the program review process, adding a research needs item in the instructional program review form, and requesting the Planning and Research Analyst's participation in participatory governance committees. The college implemented the modified instructional program review form and the newly-formalized integrated college planning process during the 2011-12 academic year.

Resolution

The college's 2010 self-study (p. 167), states "The College will continue its work to formalize the process and procedure for assessment of the effectiveness of the College's planning cycle to improving instructional programs, student support services, and library and other learning support services with the proper feed of information from program review and SLO assessment data." As a follow-up to address this planning agenda item, beginning December 10, 2010, the Planning and Institutional Effectiveness Committee held a series of committee and working group meetings to conduct a comprehensive evaluation of the college's planning cycle and process. [2010 CR 1-5a-d]. As a result of this evaluation, the committee determined that many of the planning components that were developed and placed in the College Wide Master Plan were not fully implemented. Furthermore, the planning components that were implemented, such as the College Technology Plan, were sometimes not assessed to determine if their implementation had the desired results. The committee also found that the annual process for generating the list of college-wide priorities was cumbersome and not well understood, and the list of priorities itself was remarkably similar to the strategic goals enumerated in the college's Strategic Plan. Finally, the committee concluded that the college's annual planning cycle is fulfilling its intended purposes, which include guiding the college annual planning and resource allocation decisions.

As a result of this review by the Planning and Institutional Effectiveness Committee as well as the regular annual review of the program review process conducted by the Instructional Program Review/SLOAC Subcommittee [2010 CR 1-6a-b], the college made the following enhancements to the Annual College Planning Cycle and formalized the Integrated College Planning Process:

1. The Strategic Plan was reviewed and its goals and strategies were updated. Attainment of the Strategic Plan goals was affirmed as the driver of the development and full integration of the expanded and updated Educational Master Plan with the technology, facilities, and human resources plans and related college processes.
2. The expanded and updated Educational Master Plan, driven by the Strategic Plan, was developed, to which all division plans and operational plans align [2010 CR 1-7a-c]. The Annual College Planning Cycle was retained as a component of the newly Integrated College Planning Process.
3. The San Diego Miramar College Technology Plan was reviewed and revised in spring 2011. As a result, the Technology Plan goals were refined with strategies and defined measures of annual progress that align with the goals and strategies of the Strategic Plan [2010 CR 1-8]. The revised College Technology Plan was approved by CEC on September 6, 2011 [2010 CR 1-9].
4. The Annual Research Agenda developed by the Research Subcommittee was modified as part of the regular annual update to align individual research projects to the assessment of the college's Strategic Plan goals and strategies [2010 CR 1-10].
5. Various sections of the 2011-12 Instructional Program Review Annual Report were revised by the Instructional Program Review /SLOAC Subcommittee to add a more robust program assessment component:
 - i. The "Program Analysis" section was revised to include a report of dialog about the Student Learning Outcome Assessment Cycle (SLOAC) at the course and program levels, and specific ways by which SLO assessment results were used to improve student learning [2010 CR 1-11].
 - ii. The program "Goals and Objectives" section was revised to incorporate an assessment of progress toward achieving the program's previous cycle's goals as well as identification of how the program's stated goals align to the college's strategic goals [2010 CR 1-11]. This assessment will begin during the 2011-2012 program review cycle for the Instructional Division. Ongoing assessment of program goals and objectives was already present in the Student Services and Administrative Services program review processes [2010 CR 1-12a-b].

- iii. The “Needs” section of the Instructional Program Review Annual Report was revised to identify programmatic research needs that were not addressed in the regularly-generated program review summary data [2010 CR 1-11]. These identified programmatic research needs are to be provided to the Research Subcommittee for action [2010 CR 1-13].
6. The district Planning and Research Analyst assigned to the college part-time now participates in several key college committees in order to facilitate and foster a “culture of evidence.” The Planning and Research Analyst facilitates the use of institutional research data and other evidence for key decision making and resource allocation processes. In addition, the Research Subcommittee drafted a survey in spring 2011 to gather information on the use of evidence in college decisions [2010 CR 1-14]. The survey is to be finalized and administered to key college shared governance committees and administrators in fall 2011. The results of the survey will be disseminated and used by the Research Subcommittee to develop and recommend an action plan for increasing the use of evidence in college decision-making in spring 2012.

Analysis

- Fully Implemented/Completed
 Initiated/In Progress

- **Capacity to foster a “culture of evidence” has been significantly increased.** The college has added a research request component to the annual program review process for every instructional program. The college has involved the Planning and Research Analyst as the college research/evidence expert in key decision making and resource allocation processes, and is in the process of evaluating the use of institutional research and other forms of evidence in college decision making processes in fall 2011.
- **Mechanisms for assessing progress towards achieving college strategic goals have been added.** The college has made significant changes in its planning, program review, and institutional research processes designed to regularly assess progress toward achieving college strategic goals.
- **Assessment of progress towards achieving college strategic goals is underway.** The college is initiating the implementation of the modified instructional program review form and the formalized Integrated College Planning Process during the 2011-12 academic year. The process includes the assessment of strategic goals. Analysis of the assessment results will be used to adjust the Integrated College Planning Process and Annual College Planning Cycle, refine decision making processes, and improve student learning starting in 2012-2013.

- Planning, resource allocation, and evaluation mechanisms have been revised to incorporate the use of evidence in decision making.** An evaluation component has been added to the instructional program review process with the existing evaluation components of student services and administrative services program review processes. This addition ensures that all the divisions' (student services, administrative services, and instructional services) program review processes are assessed regularly. Decision making is informed by evidence provided in the program review reports when prioritizing college resources such as discretionary budget allocations and hiring decisions.

Additional Plans

The revised Annual College Planning Cycle, modified Instructional Program Review Report Form, and Annual Research Agenda described above have been implemented starting in the 2011-12 academic year. At the end of that cycle, the effectiveness of the revised processes will be analyzed by the responsible committees. In addition, the results of the survey mentioned in #6 on page 27 being conducted by the Research Subcommittee will be available in late fall 2011. The processes will be refined as needed for the 2012-13 annual college planning cycle using the information generated by the evaluation and survey. In addition, in spring 2012 the results will be disseminated to the college and an action plan will be developed for increasing the use of evidence in college decision-making.

In spring 2011, the Instructional Program Review/SLOAC Subcommittee assessed the feasibility of adding an evaluation component to better assess the effectiveness of the instructional program review process and to provide feedback to individual programs. This component was implemented in the 2011-12 academic year.

The college developed drafts of the division plans in summer 2011 and refined the plans in fall 2011 to ensure alignment of their objectives with the updated Strategic Plan.

The formalized Integrated College Planning Process includes streamlining college operations through three division plans [2010 CR 1-7a-c] which were finalized and implemented in the 2011-12 academic year. Each of the three plans specify division objectives intended to implement the college's strategic plan as well as assessment methods to evaluate progress.

Evidence

Text Reference	Description
2010 CR 1-1	Planning Process Presentation from Fall 2009 Convocation
2010 CR 1-2	Ranked College Wide Priorities 2010-11
2010 CR 1-3a	Goals and Objectives Year End Report 2009-10 Administrative Services
2010 CR 1-3b	Goals and Objectives Year End Report 2009-10 Instruction

2010 CR 1-3c	Goals and Objectives Year End Report 2009-10 Student Services
2010 CR 1-4	2010-11 Instructional Program Review Report Form
2010 CR 1-5a	Planning and Institutional Effectiveness Committee Minutes Dec 10, 2010
2010 CR 1-5b	Planning and Institutional Effectiveness Committee Minutes Feb 11, 2011
2010 CR 1-5c	Planning and Institutional Effectiveness Committee Minutes Feb 25, 2011
2010 CR 1-5d	Planning and Institutional Effectiveness Committee Planning Presentation Mar 21, 2011
2010 CR 1-6a	Instructional Program Review and SLOAC Committee Minutes Feb 22, 2011
2010 CR 1-6b	Instructional Program Review and SLOAC Committee Minutes Mar 22, 2011
2010 CR 1-7a	Administrative Services division plan
2010 CR 1-7b	Instructional Services division plan
2010 CR 1-7c	Student Services division plan
2010 CR 1-8	San Diego Miramar College Technology Plan (revised version)
2010 CR 1-9	College Executive Committee Minutes Sep 6, 2011
2010 CR 1-10	2011-12 Annual Research Agenda
2010 CR 1-11	2011-12 Instructional Program Review Report Form and Instructions
2010 CR 1-12a	Example of Student Services Program Review
2010 CR 1-12b	Example of Administrative Services Program Review
2010 CR 1-13	Instructional Program Review and SLOAC Committee Minutes Mar 8, 2011
2010 CR 1-14	Draft Data Usage Questionnaire

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)

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 [2010 CR 3-1]. For contract faculty, a comprehensive evaluation occurs every year during the faculty member's probationary period, any year a faculty member is eligible for promotion, and every three years for tenured faculty members. Like contract faculty, adjunct faculty members are evaluated within the first year of employment and at least once every six semesters thereafter, at which time student and peer evaluations are reviewed. A Faculty Evaluations Coordinator is designated to ensure that the evaluation process occurs in a timely fashion.

The American Federation of Teachers (AFT) Guild—San Diego Community College District (SDCCD) Office Technical Agreement establishes evaluation procedures for classified staff members [2010 CR 3-2]. Newly-hired classified staff members are considered probationary during their first year, and they are evaluated twice during this period. Thereafter, they are evaluated periodically according to the bargaining agreement. Managers, supervisory and professional staff members are evaluated under a system especially designed for them with similar evaluation tools [2010 CR 3-3a-b].

During the 2010 ACCJC site visit, the team noted:

...although the team found evidence of various tracking methods and spreadsheets for various employee groups, there was no evidence of overall college tracking of evaluation completion rates by employee groups. The contract faculty and administrative evaluations, as well as the probationary classified staff evaluations, appeared to be completed in a systematic fashion as part of the cycle described in college documents. The team also found evidence that the informal evaluation process for office and technical staff did not occur systematically and varies across the college [2010 Evaluation Report, p. 31-32].

The team also stated that "...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" [2010 Evaluation Report, p. 32].

In response to this recommendation, the college developed and implemented two new evaluation tracking mechanisms that facilitate centralized tracking of all college employees by employee category. In addition, the college has implemented 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. The college has generated plans to evaluate and refine these evaluation processes at the end of the 2011-12 academic year after these evaluation processes have been implemented and completed a full cycle.

Resolution

To address the lack of overall college tracking of evaluation rates, the college has implemented two new centralized evaluation tracking mechanisms. Evaluations for all employees are now tracked by one of these new mechanisms or the already-existing contract faculty evaluation tracking system.

Figure 6 is an excerpt from the first tracking mechanism [2010 CR 3-4], which incorporates all non-faculty evaluations (i.e. managers, supervisors, operations and office technical employees). Each of these employee classes follow unique collective bargaining agreements related to evaluation timelines and processes. In order to standardize tracking the completion of these various types of evaluations, the college has set an internal due date of July 1 of each year for completion of all evaluations and has also created a consolidated spreadsheet to track the completion of all non-faculty evaluations. Data tracked includes employee name, class, position, department, start date, last evaluation date, next evaluation date, evaluation cycle and notes. These data elements allow for the calculation of overall evaluation completion rates as well as information on the status of individual evaluations. This tracking mechanism is managed by the Senior Office Manager in the Business Office.

Employee ID	Person Full Name	Position Class	Position ID	Position Title	Dept Code	Department Description	Position Start Date	Last Evaluation Date	Next Evaluation Date	Evaluator	Evaluation Cycle	Notes
MANAGERS												
2049599	Ascione, Louis	C2	3ARH_C2_000104	Dean	3ARH	Arts & Humanities	06/30/08	06/30/10	07/01/11	Barnes (Interim)	1 yr	
0660157	Beltey, George	C2	3PUS_C2_007643	Dean	3PUS	Public Safety	01/17/06	01/17/09	07/01/12	Barnes (Interim)	3 yr	
1186839	Bell, Brett	C3	3BUO_C3_007640	Vice President, Administrative Services	3BUO	Business Office	09/01/09	02/01/10	07/01/11	Hsieh	1 yr	
2052094	Fong, Peter	C2	3VPS_C2_002757	Vice President, Student Services	3VPS	Vice President Student Srvs	07/01/08	07/01/09	07/01/11	Hsieh	1 yr	
0837946	Hopkins, Paulette	C2	3BMS_C2_002754	Dean	3BMS	Business, Math & Science	07/01/08	07/01/10	07/01/11	Barnes (Interim)	1 yr	
0606237	Jacobson, Adela	C2	3SAM_C2_009763	Dean	3SAM	Student Affairs/Matriculation	07/01/08	07/01/10	07/01/11	Fong	1 yr	

Figure 4. Non-faculty evaluations tracking spreadsheet

Figure 7 is an excerpt from the second tracking mechanism [2010 CR 3-5], which incorporates all adjunct faculty evaluations. It consists of a master spreadsheet with information populated from the Tentative Assignment Offer (TAO) database. The TAO database is a proprietary system that tracks assignment offers by term and load for all classroom and non-classroom faculty. All new hires (spring 2011) and faculty who were employed at San Diego Miramar College from fall 2009 forward are included. The spreadsheet includes the following data elements; name, school, department, chair, manager and evaluation type (peer or student). These data elements allow for the calculation of overall evaluation completion rates as well as information on the status of individual evaluations. It is designed to accommodate tracking data for six semesters and looks forward three semesters to identify what type of evaluation is due. This tracking mechanism is managed by the Faculty Evaluation Coordinator with inputs from each School Dean/Manager's office.

	A	B	C	D	E	F	G	H	I	J
1	Adjunct	Spring	2011							
2	Adjunct Faculty	Due	For	Spring	2011	Eval types	Peer comp	St comp	Eval type 3rd sem	Eval type 6th sem
3	Name	School	Dept	Chair	Manager				Fall 2012	Spring 2014
4	ALSTON, KEVIN L	BMS	BUSE	Viersen	Hopkins	peer			student	peer
5	ANDREEV, ANDREI	BMS	BUSE	Viersen	Hopkins	peer			student	peer
6	Armentrout, K	LA	Engl	Gobble	Ascione	student			peer	student
7	ARZOLA, ENRIQUE G.	LA	Span	Gobble	Ascione	student			peer	student

Figure 5. Adjunct faculty evaluations tracking spreadsheet

The site visit team indicated that the tracking mechanism for Contract faculty evaluations was completed in a systematic fashion [2010 Evaluation Report, p. 31-32]. This tracking mechanism will therefore remain the same.

The site team also noted that, “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” [2010 Evaluation Report, p. 32].

To address this recommendation, the college has implemented the provisions of a side letter between the SDCCD and the AFT Guild College Faculty Unit regarding the bargaining agreement Article XV, “Evaluation of Faculty” [2010 CR 3-6]. A component of this side letter deals specifically with the modification of faculty evaluation forms to encompass the student learning outcome assessment function as well as testing and measurement of students’ in-class performance. As part of the inclusion of student learning outcome assessment, the general term “Testing and Measurement” was changed to “Assessment” on all relevant forms.

Within the College Faculty Appraisal Guide [2010 CR 3-7, p. 24], there are five general areas of professional performance in which each tenured/tenure-track teaching faculty member is evaluated. These five areas are described as “Domains.” Within each domain there are one to eight more specific “Criteria,” each of which is followed by a general description of expected faculty competence in that area. The five Domains are as follows:

- I. Subject Matter Mastery
- II. Preparation for Teaching
- III. Teaching
- IV. Coaching and Counseling Skills
- V. SDCCD Knowledge and Involvement

Within the Domain of Teaching the eight criteria for evaluation are:

- 1. Presentation Skills
- 2. Adaptability/Flexibility
- 3. Facilitation Skills
- 4. Testing and Measurement Skills
- 5. **Assessment of Student Learning Skills**
- 6. Skill in Creating the Learning Environment
- 7. Skill in Managing Class Time
- 8. Skill in Making Content Relevant

Figure 8 is an excerpt from the revised faculty evaluation form with this change incorporated.

San Diego Community College District College Faculty Appraisal Form

For: _____
(Evaluatee's Name)

DOMAINS/ Criteria	Needs Development	Competent	Exceeds Standards
SUBJECT MATTER MASTERY			
1. Current Subject Area Knowledge/Professional Development	[]	[]	[]
2. Knowledge of Learning Theory	[]	[]	[]
PREPARING FOR TEACHING			
3. Course Conceptualization/Integration	[]	[]	[]
4. Organizing/Planning	[]	[]	[]
5. Innovation/Resourcefulness	[]	[]	[]
TEACHING (IN THE CLASSROOM)			
6. Presentation Skills	[]	[]	[]
7. Adaptability/Flexibility	[]	[]	[]
8. Facilitation Skills	[]	[]	[]
9. Assessment	[]	[]	[]
10. Feedback Skills	[]	[]	[]
11. Skill in Creating the Learning Environment	[]	[]	[]
12. Skill in Managing Class Time	[]	[]	[]
13. Skill in Making Content Relevant	[]	[]	[]

Figure 6. SDCCD college faculty appraisal form

The College Faculty Appraisal Guide provides examples of behavior demonstrated by competent faculty that include “providing a variety of methods (e.g., examinations, graded homework, informal progress reviews) by which students and instructors may measure student progress” and “Clearly delineating students’

responsibilities for learning as well as instructor's responsibility for teaching and evaluating" [2010 CR 3-7, p. 28].

Similarly, the Appraisal Guide defines four Domains for Counseling Faculty [2010 CR 3-7, p. 32]:

- I. Development, Coordination, and Implementation of Student Services Activities
- II. Professional Counseling Skills
- III. Counseling-specific Subject Mastery
- IV. Interpersonal-Personal Skills

Within the Domain of Professional Counseling Skills the four criteria for evaluation are:

- 1. Individual Counseling
- 2. Group Counseling
- 3. Assessment**
- 4. Group Presentation

Figure 9 is an excerpt from the revised counseling faculty evaluation form with this change incorporated.

**San Diego Community College District College Faculty Appraisal Form
COUNSELOR**

For: _____
(*Evaluee's Name*)

DOMAINS/ Criteria	Needs Development	Competent	Exceeds Standards
DEVELOPMENT, COORDINATION, & IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES			
1. Keeping Reports, Records, Ed Plans, & other documentation	[]	[]	[]
2. Special Functions	[]	[]	[]
3. Organizing & Planning	[]	[]	[]
PROFESSIONAL COUNSELING SKILLS			
4. Individual Counseling	[]	[]	[]
5. Group Counseling	[]	[]	[]
6. Assessment	[]	[]	[]
7. Group Presentation	[]	[]	[]

Figure 7. SDCCD counseling faculty appraisal form

The College Faculty Appraisal Guide provides examples of behaviors demonstrated by competent Counselors that includes, "Administering tests and interpreting scores to facilitate advisement (e.g., determining appropriate placement, determining career options), when appropriate; Conducting one-on-one interviews to determine status;

Reviewing and evaluating academic records to: (1) determine status and/or (2) to determine course equivalencies” [2010 CR 3-7, p. 35].

Analysis

Fully Implemented/Completed

Initiated/In Progress

- **Centralized tracking mechanisms are in place to track all employee evaluations.** The college has created new centralized tracking mechanisms for non-faculty and adjunct faculty employees. These, together with the existing contract faculty evaluation tracking mechanism, cover every San Diego Miramar College employee. Evaluations of adjunct faculty members were first tracked using the new system in spring 2011. Evaluations of non-faculty employees were first tracked using the new system in July 2011 (in accordance with the new due date for completion of all non-faculty evaluations.)
- **A student learning outcomes component is present in faculty evaluations.** The faculty evaluations instrument used in common by San Diego City, Mesa, and Miramar Colleges has been modified to specifically include a student learning outcomes component in addition to the existing component covering testing and measurement of students’ in-class performance. During the 2010-11 academic year San Diego Miramar College fully implemented the use of this revised evaluations instrument.

Additional Plans

In summer 2011, evaluation completion rates were calculated for the college as a whole and for each class of employee and delinquent evaluations will be identified for completion. Starting with the 2011-12 academic year, the offices responsible for coordinating the evaluation processes will evaluate the new tracking mechanisms on an annual basis to determine strengths, weaknesses, and areas of improvement. In addition, the college will continue its use of the revised faculty evaluation instrument.

Evidence

Text Reference	Description
2010 CR 3-1	AFT College Faculty Agreement with SDCCD
2010 CR 3-2	AFT Office Technical Agreement with SDCCD
2010 CR 3-3a	SDCCD Manager Performance Appraisal Manual 4300.5
2010 CR 3-3b	Supervisors and Professional Staff Performance Appraisal Manual 4300.2
2010 CR 3-4	Non-Faculty Evaluations Tracking Spreadsheet
2010 CR 3-5	Adjunct Faculty Evaluations Tracking Spreadsheet
2010 CR 3-6	Side Letter Between SDCCD and AFT College Faculty
2010 CR 3-7	College Faculty Appraisal Guide

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)

Introduction

San Diego Miramar College has sufficient administrators with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. The Vice President of Instruction, The Vice President of Student Services, and the Vice President of Administrative Services, as well as all college deans were hired using district hiring processes which ensure that minimum qualifications are met for all administrative hires. The search committees responsible for making recommendations regarding hiring for a specific administrative position strive to recommend individuals with the highest “desirable qualifications” beyond the minimum qualifications.

Although the college has consistently staffed its administrative positions with qualified personnel, since 2006 the college has experienced a series of administrative turnovers. However, the college has always immediately filled these vacant administrative positions with acting or interim personnel while the search for the permanent replacement was in progress to ensure the optimal operations. As a result, according to California Community College Chancellor’s Office data, San Diego Miramar College’s administrator staffing levels have remained very consistent relative to the staffing levels of other California Community Colleges in the region (Figure 10) and the state as a whole (Figure 11).

The San Diego Community College District (SDCCD) has processes and resources in place to assist new administrators in preparing for their duties at the college, including information on expectations, access to research, ACCJC standards, and SDCCD processes and procedures. These include a set of Board policies and procedures [2010 CR 4-1], professional development training and workshops on a variety of management topics [2010 CR 4-2], and a district-run Management Leadership Development Academy [2010 CR 4-3a-b].

The ACCJC site visit team in its evaluation report stated that that college is experiencing “...excessive and persistent turnover among senior administrative leadership which is seriously affecting the effectiveness of the institution” [2010 Evaluation Report, p. 12]. The college agrees that administrative turnover has been a significant and ongoing concern (although not unlike other colleges in the California Community College system during the last five years) and is committed to resolving this issue with the assistance of the college and district leadership. Specifically, to address this recommendation the college identified a set of actions and started implementation beginning spring 2011.

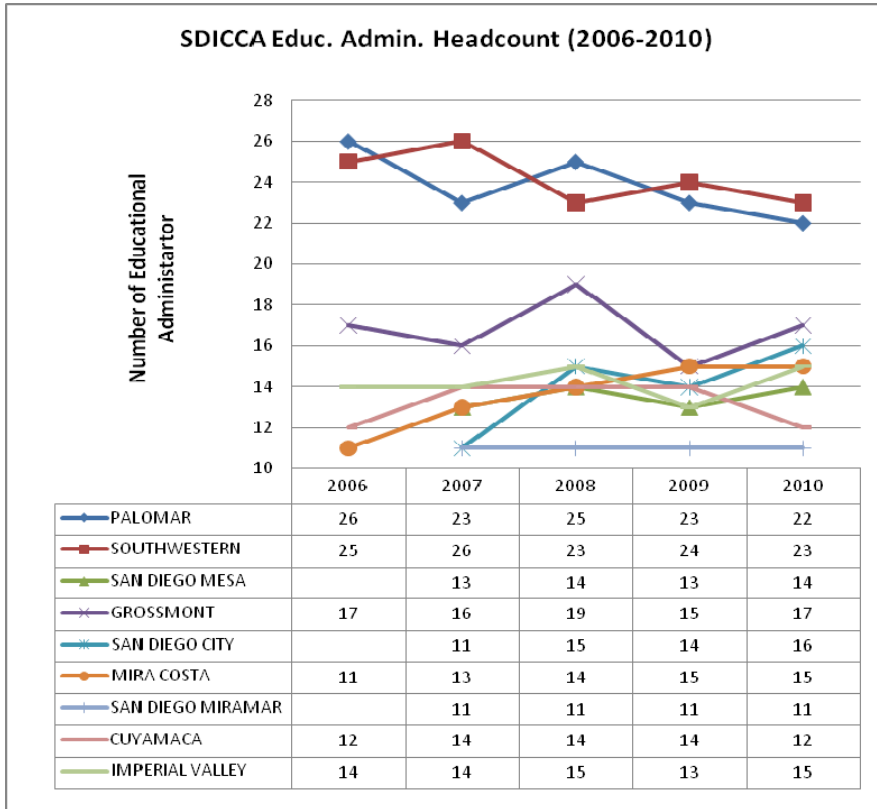


Figure 8. Administrator staffing levels for Region 10 CCC campuses

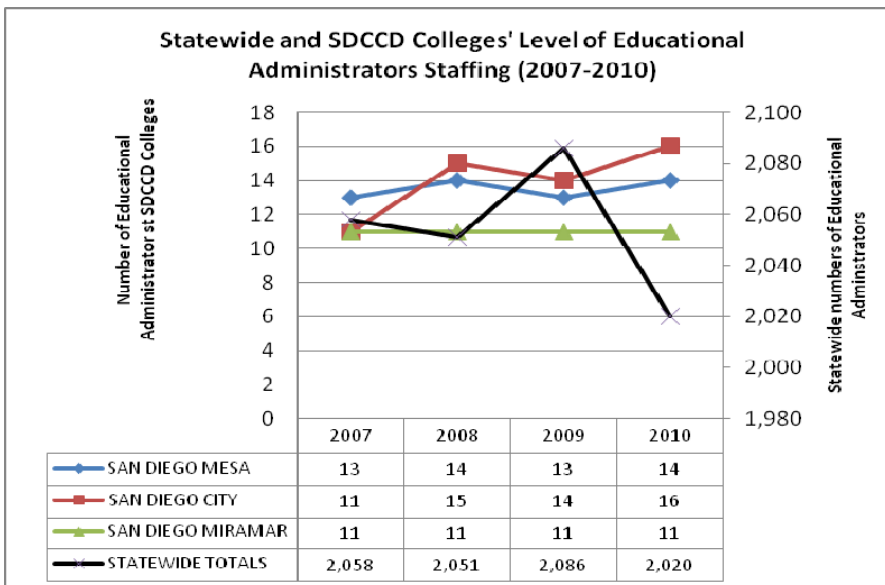


Figure 9. Administrator staffing levels for SDCCD campuses compared to statewide average

Resolution

San Diego Miramar College and the San Diego Community College District are taking action on this recommendation through the following multi-faceted approach:

1. Whenever appropriate and feasible, District 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). The interviews are intended to identify specific reasons why administrators leave a particular college so that college and district leaders can make institutional changes aimed at eliminating or mitigating those reasons. This process was implemented by the District Human Resources office beginning in spring 2011.
2. 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 (whomever is most appropriate) will conduct site visits to the top candidate(s)' current site of employment. This action is intended to foster better selection of candidates for administrative positions, as it is preferable to have face-to-face reference checks rather than phone conversations. Additionally, it is helpful to understand a potential candidate's current institutional context and/or framework. The college has implemented this action and incorporated this step starting with the selection process for the Vice President of Instruction position during spring 2011.
3. When a search committee conducts a search process 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. This action is intended to maintain the highest integrity of the process for candidate selection and to establish a dialog between the search committee members and the President/Chancellor regarding the selection process. The college has implemented this action and incorporated this step starting with the selection process for the Vice President of Instruction position during spring 2011.
4. New administrators will receive consistent training and professional development through programs such as the SDCCD Management Leadership Academy. In addition, each new administrator will be assigned a mentor for the first year of their employment with the college/SDCCD. This action is intended to facilitate and support the "learning" for new administrators, especially for those coming from outside the SDCCD, or outside the California

- Community College system. Mentoring by someone who is currently in the position at another SDCCD college or has retired from the position will also increase the new administrator's chances for being successful in the position. A list of potential mentors for new administrative hires was generated by the college's President's Cabinet and Managers during summer 2011 [2010 CR 4-4]. The college began implementing the program beginning in summer 2011.
5. In order for the college, Chancellor, and President to identify critical areas of concern that might warrant training for managers or other actions, a review and evaluation of the current employee satisfaction survey instrument will be conducted with input and feedback of all college constituent groups, to be facilitated by the Planning and Research Analyst. In addition, the differences in results between this instrument and the initial baseline survey conducted in spring 2009 will be analyzed to identify trends. The employee satisfaction survey instrument is scheduled to be administered in spring 2012.
 6. The SDCCD Human Resources department will conduct a district-wide staffing study to assess the effects of the hiring freeze in effect. The results of this study are expected in fall 2011 and will be incorporated into the college's institutional planning process. An earlier classified staffing study [2010 CR 4-5], completed in 2005, resulted in an additional four classified staff positions for the college based on the college's annual prioritized classified staffing need list. Due to attrition and the district-wide hiring freeze, classified positions have decreased. If the staffing levels are determined to be inadequate based on the follow-up study, then the college will request to fill positions identified as critical immediately. This action is intended to ensure that college administrators have sufficient staff to be successful in carrying out their administrative duties.
 7. In order to foster successful communication among college constituency groups, the college will establish reporting procedures for representatives appointed by constituent groups to report back to their constituency leaders. These reports will be provided in a timely and efficient manner to communicate important discussions that occur at District and/or college meetings. This action is intended to ensure that college administrators and college leaders receive important information from college and district committee discussions in order to facilitate their successful participation in college and district governance. The College Governance Committee (CGC) has developed reporting procedures and implemented these strategies in fall 2011.

Analysis

Fully Implemented/Completed

Initiated/In Progress

1. **Miramar College has sufficient administrators** with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose.
2. **The college is aggressively addressing the problem of excessive turnover in administrative leadership.** The college has identified strategies to address this problem and has implemented them.
3. **Administrative positions are filled as soon as possible.** The college has consistently filled its vacant administrative positions, even during hiring freezes imposed because of state budget reductions.

Additional Plans

The remediation strategies described above were implemented beginning in spring 2011. The final results of the implementation actions will not be known for several years, as they are intended to affect personnel turnover rates which are by nature long-term. However, the college plans to conduct a preliminary evaluation of the results of these actions in fall 2012.

Evidence

Text Reference	Description
2010 CR 4-1	List of SDCCD Board Policies
2010 CR 4-2	HR Training & Workshops
2010 CR 4-3a	MLDA Schedule Agenda
2010 CR 4-3b	Mgmt Training Intensive Agenda
2010 CR 4-4	List of mentors for new administrative hires
2010 CR 4-5	Classified Staffing Study Overview