

FOLLOW-UP REPORT

Fourth Draft
May 17, 2011

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

[DATE]

Table of Contents

List of Tables.....	ii
List of Figures	iii
Certification of the Follow-Up Report	iv
Statement on Report Preparation	v
2010 Recommendation 1: Culture of Evidence.....	1
2010 Recommendation 3: Evaluation Processes.....	7
2010 Recommendation 4: Administrative Turnover	14
2004 Recommendation 1: Campus-Based Research	19
2004 Recommendation 3: Library Materials	25
2004 Recommendation 4: Integrated Planning.....	30
2004 District Recommendation 3: Research Function	39

List of Tables

Table 1 Miramar College Discretionary Budget.....	26
Table 2 Total Five-Year Expenditures on Library Print Materials	27
Table 3 Five-Year Expenditures on Library Databases.....	27
Table 4 Total Five-Year Expenditures on All Library Materials	28

List of Figures

<i>Figure 1.</i> Non-faculty evaluations tracking spreadsheet.	8
<i>Figure 2.</i> Adjunct faculty evaluations tracking spreadsheet.	9
<i>Figure 3.</i> SDCCCD college faculty appraisal form.	10
<i>Figure 4.</i> SDCCCD counseling faculty appraisal form.	11
<i>Figure 5.</i> College research infrastructure.	21
<i>Figure 6.</i> San Diego Miramar College planning cycle.	32
<i>Figure 7.</i> Integrated campus planning process.	33
<i>Figure 8.</i> Alignment of San Diego Miramar College’s Educational Master Plan with the Strategic Plan and the divisional and subsidiary plans	34
<i>Figure 9.</i> SDCCCD Institutional Planning and Research organizational structure.	40

Certification of the Follow-Up Report

DATE: September 22, 2011

TO: Accrediting Commission for Community Colleges 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 Bohnn
President, Associated Student
Council

Statement on Report Preparation

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

The development of the Follow-Up Report was led by the Self-Study 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 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 work during regularly scheduled meetings in February, March, and April 2011. In addition, some teams enlisted the assistance of college shared governance committees to implement the remediation actions 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 Miramar College website for comment. Comments were accepted until August 1, 2011 and final revisions were made by August 15, 2011. The final Follow-Up Report was reviewed and accepted at the September 6, 2011 College Executive Committee meeting.

The Follow-Up Report was submitted to the SDCCD Board of Trustees office and reviewed and 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

2010 Recommendation 1: Culture of Evidence

Team Leads:

George Beitey Administrator; Dean, School of Public Safety

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
George Beitey	Administrator; Dean, School of Public Safety
Lawrence Hahn	Faculty
Buran Haidar	Faculty; Student Learning Outcomes Assessment Cycle Facilitator
Mark Hertica	Faculty
Paulette Hopkins	Administrator; Dean, School of Mathematics, Biological, Exercise, and Physical Sciences
Ryan Monroe	Faculty; Instructional Program Review/SLOAC Subcommittee Co-Chair
Greg Newhouse	Administrator; Acting Dean, School of 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	Faculty; Academic Senate President
Francesca Gade	Student; Former Associated Student Council President
Susan Schwarz	Administrator; Dean, Library and Technology
Sam Shoostary	Staff; Classified Senate Vice President

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:

Parvine Ghaffari	Faculty; Research Subcommittee Chair
Naomi Grisham	Faculty; Transfer Center Director
Joseph Hankinson	Staff
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Markell Law	Student
Daniel Miramontez	Staff; Campus Based Research Analyst
Susan Schwarz	Administrator; Dean, Library and Technology
Duane Short	Faculty
Sandi Trevisan	Staff; Public 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: Strategic Plan

Team Leads:

George Beitey	Administrator; Dean, School of Public Safety
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; 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; Instructional Program Review/SLOAC Subcommittee Co-Chair
Vuong Nguyen	Staff
Dennis Sheean	Faculty
Duane Short	Faculty
Carol Smith	Staff
Sandi Trevisan	Staff
Linda Woods	Faculty; 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:

Parvine Ghaffari	Faculty; Research Subcommittee Chair
Naomi Grisham	Faculty; Transfer Center Director
Joseph Hankinson	Staff
Adela Jacobson	Administrator; Dean, Student Affairs and Matriculation
Markell Law	Student
Daniel Miramontez	Staff; Campus Based Research Analyst
Susan Schwarz	Administrator; Dean, Library and Technology
Duane Short	Faculty
Sandi Trevisan	Staff; Public Information Officer

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

A college-wide planning model at San Diego Miramar College has been in operation since 2007 and was created to encourage strong links between planning and budgeting. Coordinated by the Planning and Institutional Effectiveness Committee (formerly titled Institutional Effectiveness Committee), the college's planning model 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 planning cycle 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. 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 planning model. As a result of that evaluation, the college has expanded its planning to include integrated long-term planning elements while retaining the existing annual planning cycle (see "2004 Recommendation 4"). 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, the program review process was revised to include regular assessment of the 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, including adding program goals and objectives assessment to the program review process, including a research needs item in the program review form, and incorporating the Campus Based Research Analyst in college governance committees. The college has developed plans to implement the revised planning and program review processes for the 2011-12 academic year.

Resolution

Beginning before the receipt of the recommendations from the ACCJC site visit, 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 model [note from Patricia: need to indicate if this was one of the self-identified planning agenda items] [2010 CR 1-5a-?]. 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 used or implemented [note from Patricia: not sure if this is accurate]. Furthermore, the planning components that were implemented, such as the 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 list of strategies 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 1-6], the college made the following changes to the planning model and college processes:

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 annual review and planning processes [question about what these terms mean] (see “2004 Recommendation 4”).
2. A multi-year college integrated planning model driven by the Educational Master Plan, the College Mission, and the Strategic Plan was developed, to which all necessary college operational plans and processes align (see response to “2004 Recommendation 4” for details of the integrated planning process). The existing Annual College Planning Cycle was retained as a component of the new Integrated College Planning Process [note: need to determine the correct name – inputs received for “Integrated Campus Planning Process” and “Integrated College Planning Process”].
3. The College Technology Plan [note: need to determine the correct name – inputs received for “Campus Technology Plan” and “College Technology Plan”] was reviewed and revised in order to refine the college technology goals with measurable objectives that align with the goals and strategies of the Strategic Plan [2010 CR 1-?]
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 stated goals and strategies as listed in the Strategic Plan [2010 CR 1-9].
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 1-10].
 - ii. The “Goals and Objectives” 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 Plan [2010 CR 1-10]. Ongoing assessment of program goals and

objectives was already present in the Student Services and Administrative Services program review processes [2010 CR 1-11a-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 1-10]. These identified programmatic research needs are to be provided to the Research Subcommittee for action [2010 CR 1-12].
6. The college added the district-assigned part time College Based Research Analyst (CBRA) as a member of key college committees, to facilitate and foster a “culture of evidence” (see “2004 Recommendation 1”). The CBRA facilitates the use of institutional research data and other evidence for key decision making and resource allocation processes. In addition, the Research Subcommittee developed a survey to gather information on the use of evidence in college decisions (see “2004 Recommendation 1”). The survey will be administered to key college shared governance committees and administrators in fall 2011. The results of the survey will be disseminated and will be used by the Research Subcommittee to develop and recommend an action plan for increasing the use of evidence in college decision making.

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 [note from Patricia: question on whether a research component is present in student services and administrative services program review processes], has integrated the CBRA 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.
- **Mechanisms for assessing progress towards achieving stated 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 stated goals at the college, program, and course (SLOAC) levels.
- **Assessment of progress towards achieving stated goals is underway.** The college is initiating the implementation of the revised planning model, program review process, and research agenda during the 2011-12 academic

year. All these processes include goal assessment components. Analysis of the assessment results will be used to adjust college and program goals, refine decision making processes, and improve student learning.

- **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. 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 planning cycle, program review process, and research agenda described above will be implemented during 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 4 being conducted by the Research Subcommittee will be available. The processes will be refined as needed for the 2012-13 planning cycle using the information generated by the evaluation and survey. In addition, the results will be disseminated *[Daphne comment: how and to whom?]*.

The Instructional Program Review/SLOAC Subcommittee is assessing the feasibility of adding an evaluation component to better assess the effectiveness of the process and to provide feedback to individual programs. Current plans are to develop this component in the 2011-12 academic year for implementation during the 2012-13 annual program review cycle.

The college will evaluate the advantages and disadvantages of integrating the separate Instructional, Student Services, and Administrative Services program review processes by assigning them to a single shared governance committee **[2010 CR 1-15a-?]**.

The college will refine its current operational plans to ensure alignment of their goals and objectives with the updated Strategic Plan.

The revised planning process (detailed below in response to the 2004 Recommendation 4) includes streamlining college operations through three Divisional Plans which **will be developed in the 2011-12 academic year**: Instruction, Student Services, and Administrative Services plans. Each of the three plans will specify divisional goals and actions intended to implement the college's strategic plan as well as assessment methods to evaluate progress.

Evidence

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	College Executive Committee Minutes Dec 15, 2010
2010 CR 1-5?	Additional IE minutes
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 1-7	Approved Integrated College Planning Process document
2010 CR 1-8a	New Administrative Services division plan
2010 CR 1-8b	New Instructional Services division plan
2010 CR 1-8c	New Student Services division plan
2010 CR 1-9	2011-12 Annual Research Agenda
2010 CR 1-10	2011-12 Instructional Program Review Report Form and Instructions
2010 CR 1-11a	Example of Student Services Program Review
2010 CR 1-11b	Example of Administrative Services Program Review
2010 CR 1-12	Instructional Program Review and SLOAC Committee Minutes Mar 8, 2011
2010 CR 1-15a	Planning and Institutional Effectiveness Committee Minutes Oct 8, 2010
2010 CR 1-15?	Additional evidence that we are discussing consolidating the three program review committees

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.

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 1 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.

Evaluations - Miramar College Non-Faculty
2011 - 2012

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	Beitney, George	C2	3PUS_C2_007643	Dean	3PUS	Public Safety	01/17/06	01/17/09	07/01/11	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	

Figure 1. Non-faculty evaluations tracking spreadsheet.

Figure 2 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 typs	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 2. 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 3 is an excerpt from the revised faculty evaluation form with this change incorporated.

San Diego Community College District College Faculty Appraisal Form

For: _____
(Evaluee'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 3. 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 4 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: _____
(Evaluatee'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 4. 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

Evaluation completion rates will be calculated for the college as a whole and for each class of employee and delinquent evaluations will be identified for completion. At the conclusion of the academic year, the offices responsible for coordinating the evaluation processes will evaluate the new tracking mechanisms to determine strengths, weaknesses, and areas of improvement. In addition, the college will continue its use of the revised faculty evaluation instrument.

Evidence

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 only 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 its vacant vice president positions with acting or interim personnel while the search for the permanent replacement was in progress and to ensure the optimal operations. 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].

Add information on administrative turnover rates statewide as per Daphne? [2010 CR 4-??]. Told that Wheeler is currently working on this. Note from Patricia: data not available; please delete.

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 summer 2011.

Resolution

The San Diego Miramar College Executive Committee (CEC) has approved taking action on this recommendation through the following multi-faceted approach [2010 CR 4-1]:

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 beginning in May 2011 [2010 CR 4-?? (minutes from CEC in early May)].
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 selections 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 starting with the selection process for the Vice President of Instruction position during spring 2011 [2010 CR 4-??].
3. When a search committee conducts a search process for an administrator, the President and/or the Chancellor (as appropriate) will meet with the search committee prior to making the final selection in order to hear the 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 return the process to 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 starting with the selection process for the Vice President of Instruction position during spring 2011 [2010 CR 4-??].
4. ??? will develop a handbook for new administrators (to include deans, vice presidents, and presidents) that includes information on expectations, access to research, ACCJC standards, college processes and procedures, and SDCCD processes and procedures. This action is intended to improve the "learning curve" for new administrators, especially for those coming from outside the SDCCD, or outside the California Community College system.

The handbook will ensure that information provided to new administrators is comprehensive and consistent with current practices at the college and within the SDCCD. The handbook will also increase the new administrator's chances for being successful in the position. The handbook is currently under development with a goal of implementation by the end of fall 2011 [2010 CR 4-??].

5. New administrators will receive consistent training and professional development and each new administrator will be assigned a mentor for the first year of their employment with the college/SDCCD. This action is intended to improve the "learning curve" 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 in collaboration with the Chancellor and SDCCD HR during summer 2011 [2010 CR 4-??]. The mentorship program will be implemented beginning in fall 2011.
6. The Campus Based Research Analyst will review the current employee satisfaction survey, with input and feedback of all college constituent groups, to ensure it meets the needs of the college. In addition, the differences in results between this survey and the initial baseline survey conducted in spring 2009 will be analyzed to identify trends. These actions are intended to provide feedback so that the college, Chancellor, and President can identify critical areas of concern that might warrant training for managers, institutional forums, team-building strategies, etc. College constituency leaders, through the College Executive Committee, began discussions with the CBRA in spring 2011 *[note: question raised from Carol about whether this actually happened – need to include evidence]* for implementation of revisions prior to the next scheduled dissemination of the employee satisfaction survey in the 2011-12 academic year.
7. The SDCCD Human Resources department will conduct a follow-up comparative staffing study for Miramar College to ensure that the college continues to have sufficient classified staff to support the administrative services at the college. The prior study [2010 CR4-??], completed in 2005, resulted in an additional four classified staff positions for the college. Due to attrition and a 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. The college President and managers will work with the Chancellor and SDCCD HR to target the earliest possible date for conducting the follow-up staffing study and to establish a timeline for hiring of positions identified as

critical *[note: need to report if this was done and need to include the staffing study as evidence].*

Input from Carol: We need to say something integrating the external staffing study results into institutional planning. This is actually a good way to use data to drive decisions, but the way it is written it looks like an external entity and the district will make decisions for us.

8. 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) is in the process of drafting the reporting procedures with a goal of implementation no later than the end of the fall 2011 semester (note: need to report if this was done and need to include the procedures as evidence. Will be discussed at 5/16/11 CGC meeting).**

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 eight separate actions to address this problem and is currently in the process of developing or implementing each one.
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 actions described above were implemented beginning in summer 2011. The final results of these 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 spring 2012.

Evidence

2010 CR 4-1	Minutes of CEC where the action plan was approved
2010 CR 4-2	Approved list of administrator mentors

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 for specialized 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 college’s planning process.

Research needs at Miramar 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 Campus Based Research Analyst (CBRA), with support from a comprehensive central staff and a large data warehouse. The CBRA works with the Miramar College 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 process (including research). 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 planning agenda goals have been met, and to recommend appropriate changes.

To accomplish these tasks, the committee:

1. Reviews and coordinates research needs related to San Diego Miramar 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 college’s CBRA currently splits his work time between San Diego Miramar College and the SDCCD IRP office, where his primary focus is on research related to Miramar College needs.

The ACCJC site visit team in its evaluation report 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 (see "2010 Recommendation 1"). 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, San Diego Miramar College has integrated the CBRA as a member of several college committees to facilitate the use of appropriate evidence in college decision-making. Finally, the college has developed a survey to assess the results of this effort. The survey is planned to be administered in fall 2012.

Resolution

Miramar 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 goals and 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 or temporary are addressed via the ad hoc research process [2004 CR 1-2]. The CBRA 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, and SLO assessment). They are often recurring research requests that have clearly defined indicators and metrics (e.g., success indicators and successful course completion rates, transfer rates, and number of awards 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 college 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 1-3].

Research and assessment results are currently disseminated in a variety of ways, including reports to the requesting constituencies [2004 CR 1-4], presentations by the CBRA or other IRP office personnel [2004 CR 1-5], facilitated discussions at committee meetings [2004 CR 1-6], and website postings (available at <http://research.sdccd.edu>).

In spring 2011, the Instructional Program Review/SLOAC Subcommittee began working with the CBRA to revise the format of the data and reports used in the annual planning process. During summer 2011, the CBRA used this feedback to develop drafts of data reports and dashboard indicators 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 Miramar College research infrastructure is shown in Figure 5.

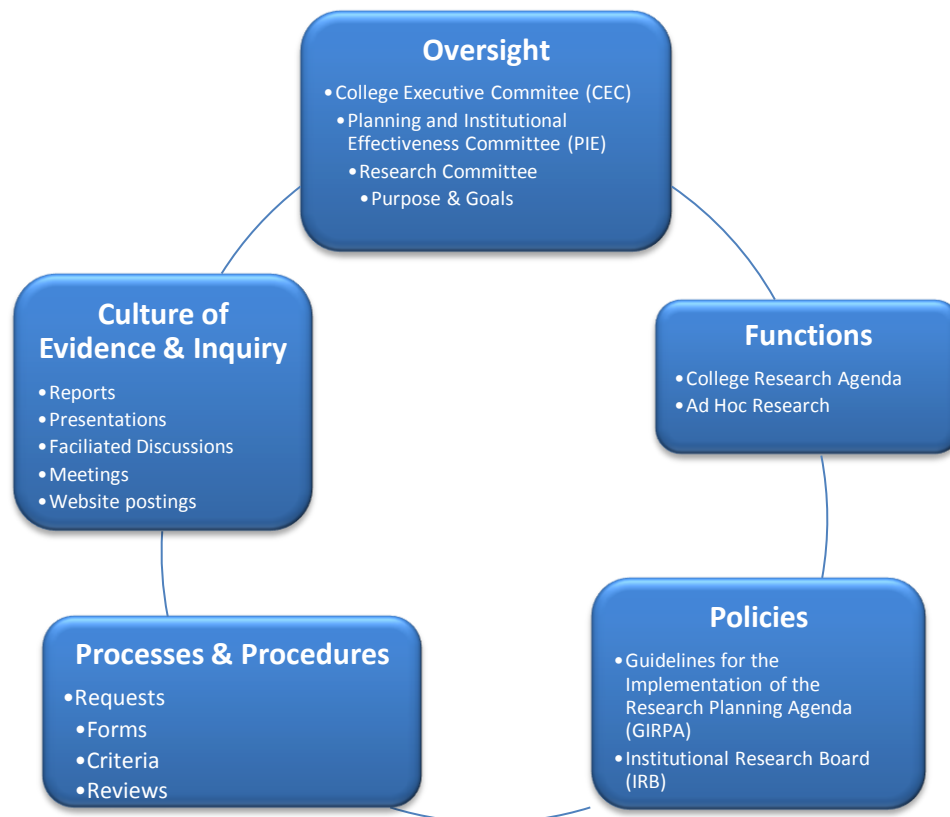


Figure 5. College research infrastructure.

In order to address the visiting team’s recommendation “...to communicate documented assessment results to appropriate constituencies” [2004 CR 1-2, p. 19], 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 1-3]. This change will allow the CBRA to provide the specific research results and to each end user/constituency group and to aid in interpretation and application of the research, if needed.

The Research Subcommittee also reviewed the request format and procedures used in the ad hoc research process and determined that the CBRA 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 CBRA’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 [note: need to determine correct name of this committee; three different titles have been provided by various people] 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 Program Review/SLOAC Subcommittee meetings [2004 CR 1-8a-?]. Responses to his attendance have been very positive, and the analyst has indicated that he has a better grasp of the college’s annual and strategic planning processes and program review processes, and data needs to support these processes. Specifically, the CBRA is now an ad hoc member of the following committees:

1. Planning and Institutional Effectiveness Committee
2. Research Subcommittee
3. Basic Skills Subcommittee [note: need to determine correct name of this committee; three different titles have been provided by various people]
4. Instructional Program Review/SLOAC Subcommittee.

The CBRA 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 by decision makers at the college, the Research Subcommittee has developed a draft survey of faculty and management leaders to be administered in late 2011 or early 2012 [2004 CR 1-9]. The results of the survey will be used by the Research Subcommittee 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 Campus Based Research Analyst (CBRA) is integrated in campus processes.** The CBRA has shifted from working on the campus to working in the campus as a fully integrated member of key college decision making committees. As the subject matter expert in institutional research, the CBRA trains and assists other members of the college in using institutional research data and other sources of information to make evidence-driven decisions. The CBRA 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 planned actions in support of the college's goals have an associated assessment method to evaluate progress.

Additional Plans

The college remains committed to hiring a full-time CBRA 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 Miramar. Until a full-time CBRA is hired, the college intends to continue utilizing the part-time CBRA in his expanded role as an integral member of the college's planning and decision making processes.

Feedback from Buran: Need to acknowledge/describe the continued challenges of providing user friendly data to meet college needs.

Evidence

2004 CR 1-1	College Governance Handbook
2004 CR 1-2	Research Subcommittee Procedures

2004 CR 1-3	2011-12 Annual Research Agenda
2004 CR 1-4	Example of a research report to a requesting user
2004 CR 1-5	Example of an on-campus research presentation
2004 CR 1-6	Example of a facilitated discussion about research at a college committee meeting
2004 CR 1-7	Research data provided for program review reports (“dashboard reports”)
2004 CR 1-8a	Institutional Program Review and SLOAC Committee Minutes Mar 22, 2011
2004 CR 1-8	Documentation that CBRA is attending various college committee meetings
2004 CR 1-9	Latest draft of survey on use of evidence in decision making committees developed by Research Subcommittee

2004 Recommendation 3: Library Materials

Acquire library materials and database 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 according for a community college of Miramar's size [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 database 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 3-1]. The School of Library and Technology received \$205,112 (30.83%) of this amount. Within this budget the Library has allocated an ongoing line item of \$20,000 (3.01% of total college discretionary funding) for library books (see Table 1).

Table 1
Miramar College Discretionary Budget

2010-11 Miramar College Discretionary Budget										
	Adjunct Classroom	Adunct 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 from discretionary funding to \$29,091, representing 14.18% of the School of Library and Technology's discretionary funding and 4.37% 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 [2004 CR 3-4].

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 Committee (BRDS) has continued to approve funding for such purchases through a ranked priority process

should resources become available [2004 CR 3-5]. 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 \$42,856 per year on library print materials, totaling \$214,280 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	Feb 2011	Total
Library Books	20,000	20,000	19,997	19,994	11,392	91,383
Law Library Books	4,898	6,949	4,879	5,918	4,120	26,764
Periodicals	4,059	4,042	3,675	3,478	3,445	18,699
IELM	42,940	24,496	9,998	0	0	77,434
	71,897	55,487	38,549	29,390	18,957	214,280

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 3-6]. On average, over the past five years the college has expensed \$39,600 per year on databases, totaling over \$198,000 for the five-year period (see Table 3).

Table 3
Five-Year Expenditures on Library Databases

	06-07	07-08	08-09	09-10	Feb 2011	Total
Data Base TTIP	31,621	41,271	36,203	0	0	109,095
Data Base Discretionary	0	0	0	54,000	35,000	89,000
						198,095

In total, after taking into consideration all funding sources, as of February 2011 San Diego Miramar College has expended on average \$82,475 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	March 11	Total
Library Books	20,000	20,000	19,997	19,994	11,392	91,383
Law Library Books	4,898	6,949	4,879	5,918	4,120	26,764
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	54,000	35,000	89,000
	103,518	96,758	74,752	83,390	53,957	412,375

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, as of February 2011 San Diego Miramar College has expended on average \$82,475 per year on print and electronic resources for the Library. This figure is over 400% more 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 \$214,280 referenced above, the Library 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. 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. The Library plans to expend \$33,000 by the end of the summer 2011 term, \$33,000 by the end of the fall 2011 term and \$34,000 by the end of the spring 2012 term.

Evidence

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	IELM Allocation Evidence
2004 CR 3-5	Evidence of BRDS approval of ongoing library expenditures
2004 CR 3-6	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

The planning model used at San Diego Miramar College until 2010-11 incorporated 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 when were then consolidated by the college divisions into an annual list of college-wide goals and objectives [2004 CR 4-01]. 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 bodies 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 (see "2010 Recommendation 1" for more information.)

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 conducted an extensive evaluation of the college's planning model. As a result of that evaluation, the college made significant changes to the planning process, including incorporating the Strategic Plan as the focus of the college's planning efforts (in lieu of the annual priorities); aligning and integrating the

Educational Master Plan with other college plans; and clearly identifying college goals, plans, and timelines for regularly assessing the college's progress toward achieving those goals. The college is currently reviewing and refining existing plans and defining ways of streamlining its operations. Implementation of the revised planning processes has commenced and evaluation of the progress will be conducted at the end of the 2011-12 academic year.

Resolution

Prior to the receipt of the recommendations from the ACCJC site visit, the Planning and Institutional Effectiveness Committee held a series of meetings to evaluate the college's planning model and organizational challenges *[note from Patricia: need to determine if this was a self-identified planning agenda item]* (see "2010 Recommendation 1"). After completing this evaluation and reviewing several planning models highlighted by the Society for College and University Planning (SCUP), the committee elected to clarify the relationships among the elements of strategic and annual planning, planning guidance and implementation, and attainment of college goals through a comprehensive revision of the college's planning process, to be communicated to all college constituencies using common terminology. The following are the implemented changes:

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 [2004 CR 4-3]. One new strategy under Goal #5 was added to address the review and refinement of the college shared governance structure and activities to align with emerging college adopted processes and procedures. The revised Strategic Plan was vetted by all constituency groups and approved through the college's shared governance process [2004 CR 4-6a-?].
2. The College Annual Planning Cycle was modified to incorporate the college's Strategic Plan as the focus and driving force behind other planning and implementation efforts [2004 CR 4-1a-?]. The existing Annual College Planning Cycle was adjusted to reflect this change (see Figure 6; please note the box labeled "Update strategies in Strategic Plan" was added to the timeline at the end of the fall semester.)

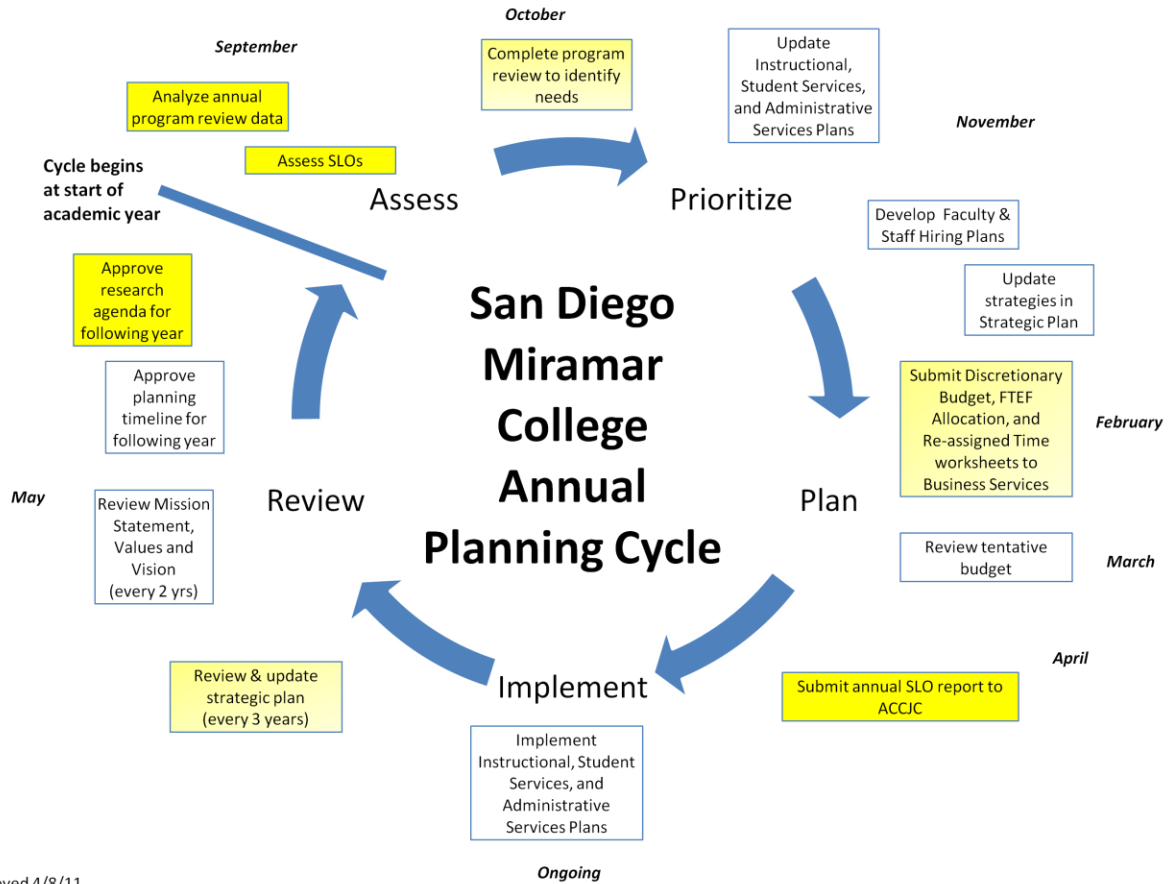


Figure 6. San Diego Miramar College Annual Planning Cycle.

3. The college developed a defined longer-term, institutional multi-year Integrated Campus Planning Process [need to verify if this title is "Campus" or "College"]. This process includes guidance components (the Educational Master Plan, the Mission Statement, and Strategic Plan) as well as implementation components for each of the college's three divisions (Instruction, Student Services, and Administrative Services; see Figure 7). The existing Annual College Planning Cycle was retained as a component of the new Integrated Campus Planning Process [2004 CR 4-2a-c] & [2004 CR 4-1a-d].

San Diego Miramar College Integrated Campus Planning Process

Approved at IE 5/13/11

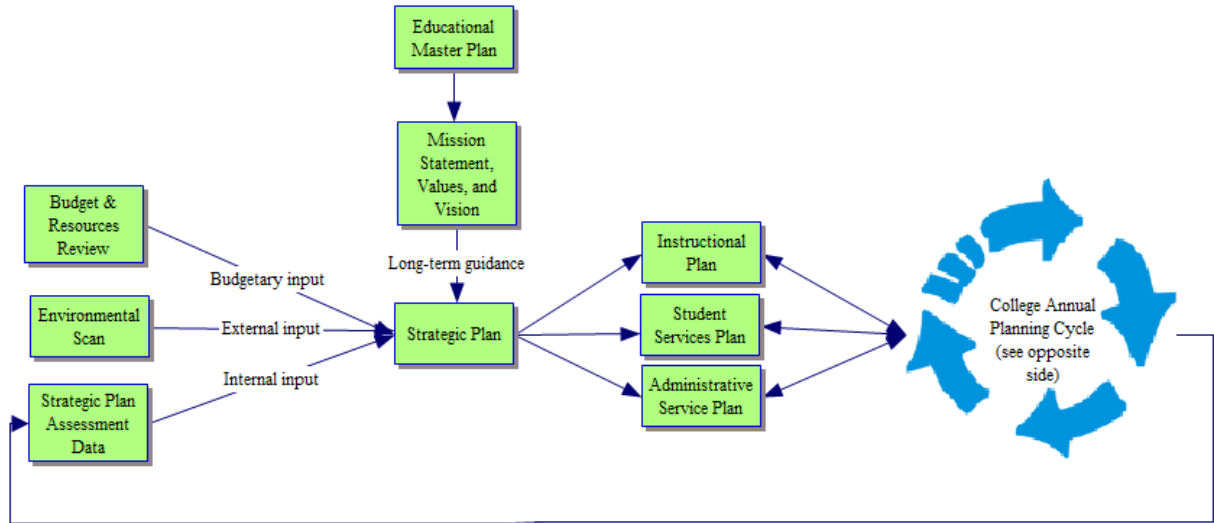


Figure 7. Integrated Campus Planning Process.

4. Planning implementation components for each of the college's three divisions (Instruction, Student Services, and Administrative Services) were added to the new Integrated Campus Planning Process [2004 CR 4-2a-c]. These divisional plans *[note from Patricia: need to state when these plans will be developed]* identify specific actions to implement each of the strategies listed in the Strategic Plan along with the responsible party and a method to assess the effectiveness in achieving the desired goals. They also serve as the operational links between the shorter term college processes that include the annual planning cycle and the longer term plans. In addition, each divisional plan also incorporates other college plans that pertain to specific functions of the division; termed subsidiary plans (see Figure 8). This category includes the Technology, Human Resources, and Facilities Master Plans that serve college-wide functions. Their assignment to the specific division is for operational purposes based on the responsible administrator. As such, the Technology Plan is a component of the Instructional Plan while the Human Resources and the Facilities Master Plans are components of the Administrative Services Plan.

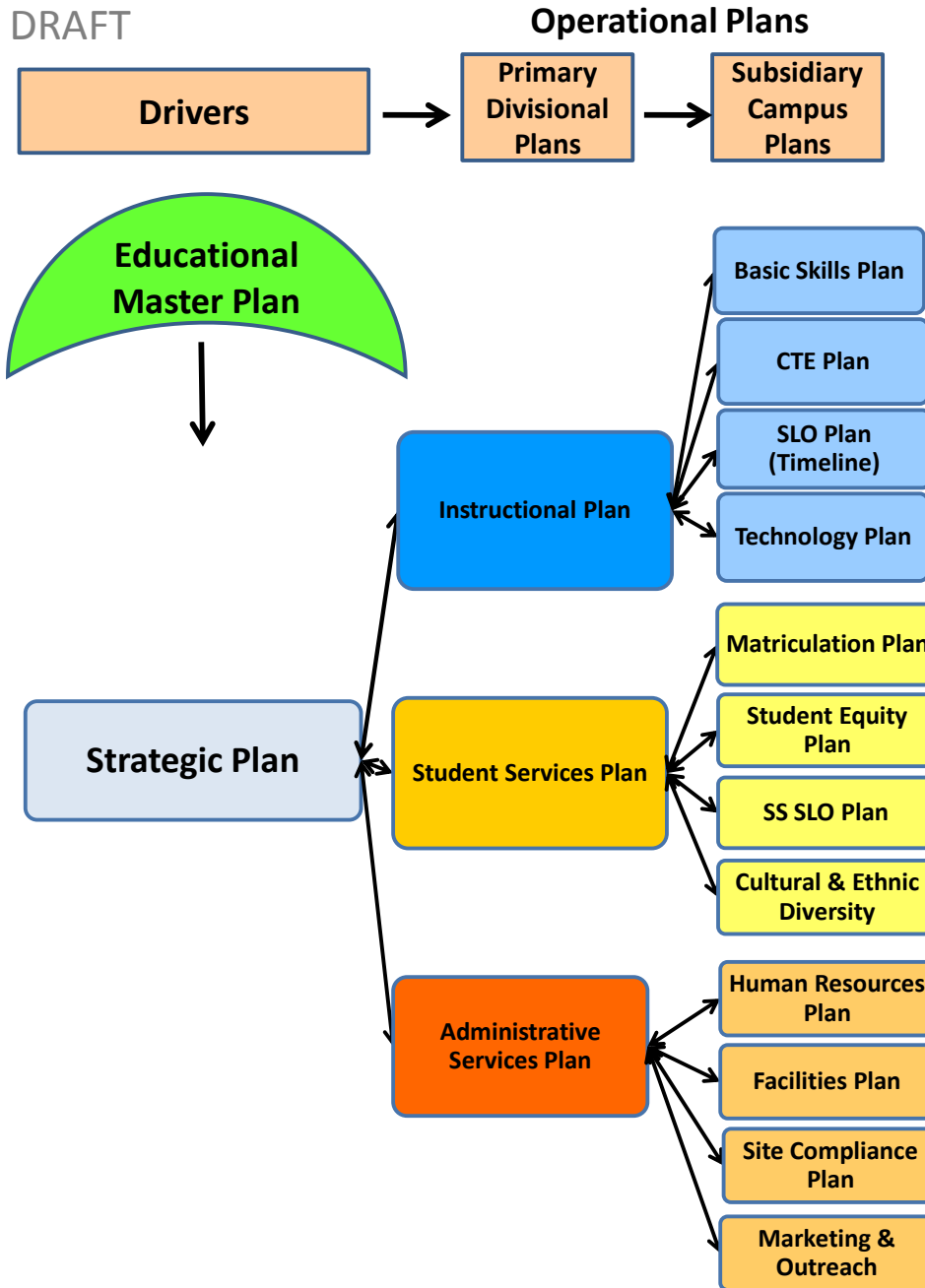


Figure 8. Alignment of San Diego Miramar College’s Educational Master Plan with the Strategic Plan and the divisional and subsidiary plans

5. An integrated approach to evaluating attainment of the college strategic goals using the strategies enumerated in the Strategic Plan was developed. Specifically, each of the divisional plans is to be refined or developed to include goals and measurable objectives that align with and inform attainment of at least one specific Strategic Goal through one strategy [2004 CR 4-??].

To foster efficiency and to avoid redundant assessment, some of the goals and objectives of the divisional plans will be the assigned goals and objectives of the subsidiary plans, as appropriate. In those instances, assessment will be conducted at the level of the subsidiary plans to inform the divisional plan [2004 CR 4-??].

6. A list of common terminology for elements of the integrated planning process and a document specifying the time horizon of its component plans were developed and communicated to all constituents. These documents clarify: a) the distinction between guidance and implementation plans, goals, strategies, and objectives [2004 CR 4-??] and b) the time horizon of each of the planning components [2004 CR 4-??]. Add additional figure showing Gantt chart of time horizon? *[received feedback that this is not clear; are "guidance plans" the same as "driver"??]*
7. 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 2009. The current review was initiated in spring 2011 with an anticipated completion date in fall 2011 [2004 CR 4-9a-?].
8. To reflect the emphasis on the planning processes, the college through its shared governance committees approved changing the name of the Institutional Effectiveness Committee to the Planning and Institutional Effectiveness (PIE) Committee. In addition, the committee's membership was modified [2004 CR 4-10a-?].

Note: several readers found this section confusing. In particular, the following terms may need to be defined or clarified:

- goals,
- campus goals,
- objectives,
- strategies,
- model,
- process,
- cycle,
- timeline,
- strategic planning,
- annual planning,
- plans,
- subsidiary plans,
- campus plans,
- primary divisional plans,
- operational plan,
- driver/drivers,
- Strategic Plan,

- Educational Master Plan,
- guidance plans,
- implementation plans,
- time horizon,
- Annual Planning Cycle,
- Integrated Campus Planning Process,
- Integrated College Planning Process (name change from Patricia)

Analysis

- Fully Implemented/Completed
 Initiated/In Progress

- **The college's revised planning process fully integrates all college plans and related institutional processes.** The revised planning process uses the Strategic Plan to drive the development and full integration of the educational master plan with the technology, facilities, and human resources plans as well as other college plans and related institutional processes
- **The revised annual planning cycle is integrated within the longer term college's planning process.** The college is using the revised annual planning cycle and related processes during the 2011-12 academic year.
- **Organizational components of the college's integrated planning model are identified.** Each of the guidance and implementation components have and identified purpose, time horizon, responsible individuals, and timeline for completion of refinement or development in accordance with the college's developed planning model.
- **Ongoing review and adaptation of the planning process is in place.** The Planning and Institutional Effectiveness Committee evaluates the college's Strategic Plan and planning process [2004 CR 4-11, p. 20]. The committee will conduct a progress evaluation at the conclusion of the 2011-12 academic year.

Additional Plans

The developed long-term integrated planning model will be communicated to the college via a variety of communication paths *[need to define or list what these are]* in fall 2011.

The college vice presidents will continue to develop and refine the divisional plans with goals and objectives within the established timeline and with input from other

college members and constituents, as appropriate *[note from Patricia: need to state when these plans will be developed]*. The vice presidents will also oversee the refinement and development of the subsidiary plans of their divisions. *[note from Patricia: need to describe the development of the Educational Master Plan as it was mentioned several times above in this section]*

The college will develop a system to track progress on refinement and development of all college plans.

The college will evaluate the compatibility of its governance structure with its planning processes and its decision making. 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

2004 CR 4-01	Example College-Wide Goals and Objectives: Student Services Division 2010-11
2004 CR 4-1a	Planning and Institutional Effectiveness Committee Minutes Feb 11, 2011
2004 CR 4-1b	Planning and Institutional Effectiveness Committee Minutes Feb 25, 2011
2004 CR 4-1c	Planning and Institutional Effectiveness Committee Planning Presentation 21Mar11
2004 CR 4-1d	PIE committee minutes and other committee minutes where new planning process was approved.
2004 CR 4-1e	Approved Integrated Campus Planning Process document
2004 CR 4-2a	New Administrative Services division plan
2004 CR 4-2b	New Instructional Services division plan
2004 CR 4-2c	New Student Services division plan
2004 CR 4-3	New approved strategic plan
2004 CR 4-4	Facilities plan with items aligned to strategic plan
2004 CR 4-5a	Approved minutes from IE committee meeting 25Mar2011
2004 CR 4-5b	Rationale for Strategic Plan Updates
2004 CR 4-6a-?	Minutes from committee meetings where updated Strategic Plan was reviewed and approved
2004 CR 4-7	Updated Educational Master Plan
2004 CR 4-8a-?	Minutes from committee meetings where updated Educational Master Plan was reviewed and approved
2004 CR 4-9a-?	Minutes from committee meetings where Mission, Vision, and Values statement was reviewed, revised, and approved
2004 CR 4-10a	College Governance Committee Minutes Oct 15, 2010

2004 CR 4-10a-?	Additional minutes from committees where name and membership of IE committee was changed
2004 CR 4-11	College Governance Handbook

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 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. The Research Subcommittee includes the Campus-Based Research Analyst (CBRA) as well as a variety of other faculty and staff members. The Research Subcommittee Chair and the CBRA 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 college planning, assessment, and resource allocation committees, 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 "2004 Recommendation 1." The college and SDCCD IRP have also worked together to develop a set of guidelines on the access, security, use, and dissemination of sensitive data in order to assure the integrity of research and protect the rights and privacy of personnel and students [2004 DR 3-2].

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 Campus Based Research Analyst (CBRA). 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 SDCCD IRP office. In all, the community of researchers at SDCCD (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 CBRA 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 CBRA was modified to enable him 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 CBRA trains and assists other members of the college in using institutional research data and other sources of information to make evidence-driven decisions. The CBRA also continues to work with appropriate college individuals and constituencies in the interpretation and application of research.
3. The college and SDCCD IRP office have clarified the organizational structure of the institutional research function (see Figure 9).

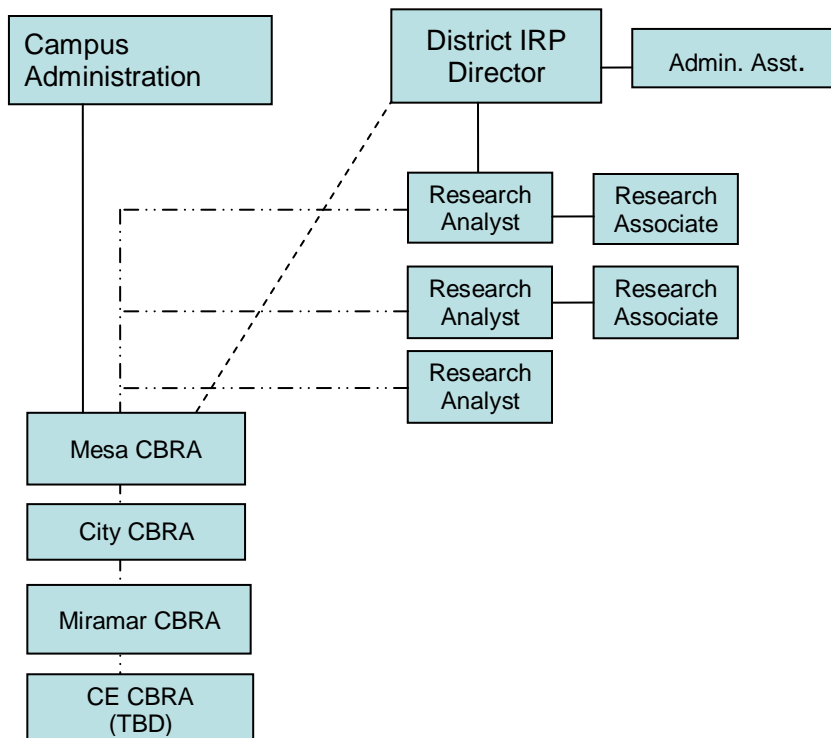


Figure 9. SDCCD Institutional Planning and Research organizational structure.

4. The chair of the college's Research Subcommittee and the CBRA 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 (see "2004 Recommendation 1").
- **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 CBRA have been clarified. The CBRA is now fully integrated in college 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 the Miramar CBRA 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 CBRA, 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 Miramar students or personnel as human subjects.

Evidence

2004 DR 3-1	Documentation of District Research Committee membership and mission
2004 DR 3-2a	GIRPA Guidelines
2004 DR 3-2b	GIRPA FAQs