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January 31, 2005

CORRECTED LETTER

Mr. Ron Manzoni
Interim President
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

Dear President Manzoni:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 12-14, 2005, reviewed the institutional self study report and the report of the evaluation team which visited San Diego Miramar College on Tuesday, October 5-Thursday, October 7, 2004. I am pleased to inform you that accreditation has been reaffirmed, with a requirement that the college complete a Progress Report and a Focused Midterm Report.

The Commission asks that a Progress Report be submitted by **October 15, 2006**. The Progress Report should focus on the recommendation noted below:

Recommendation 2: The college implement a comprehensive program review process that will integrate instructional and student services evaluations into a campus-wide analysis of institutional strengths and weaknesses. (Standard II.A.2.e)

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Midterm Reports indicate progress toward meeting the evaluation team's recommendations and forecast where the college expects to be by the time of the next comprehensive evaluation. The Midterm Report also includes a summary of progress on college-identified concerns as expressed in the self study report. A Focused Midterm Report is a midterm report which must give evidence of progress on recommendations selected for emphasis by the Commission.

San Diego Miramar College should submit the Focused Midterm Report by **October 15, 2007**. The Focused Midterm Report should address all the team's recommendations with special emphasis on the concerns as noted below:

Recommendation 5: The college should implement initiatives to ensure that faculty and staff increasingly reflect the diversity of their student body. (Standard III.A.4.a,b)

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San Diego Miramar College
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Recommendation 7: The college work with the district to implement a district-wide strategic plan that integrates with the college's vision, mission, and strategic plan. (Standards IV.B.1, B.1.b)

I have previously sent you a copy of the evaluation team report. Additional copies may now be duplicated. The Commission requires you to give the self study report, the team report and this letter appropriate dissemination to your college staff and to those who were signatories of your college self study. This group should include campus leadership and the Board of Trustees. The Commission also requires that the team report, the self study report and this action letter be made available to the public. Placing copies in the College library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, the college is expected to use the report to improve the educational programs and services of the institution.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of San Diego Miramar College. The next comprehensive evaluation of the college will occur during **Fall 2010**.

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes. (See especially Standards One and Two.) A further requirement is that accrediting agencies pay close attention to student loan default rates.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno
Executive Director

BAB/tl

cc: Dr. Constance Carroll, Chancellor, San Diego CCD
Mrs. Kathleen Doorly, Accreditation Liaison Officer
Board President, San Diego CCD
Dr. Ned Doffoney, Team Chair
Evaluation Team Members

EVALUATION REPORT

San Diego Miramar College

10440 Black Mountain Road
San Diego, California 92126

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
San Diego Miramar College October 4-7, 2004

Ned Doffoney, Ed.D.
Team Chair

EVALUATION REPORT

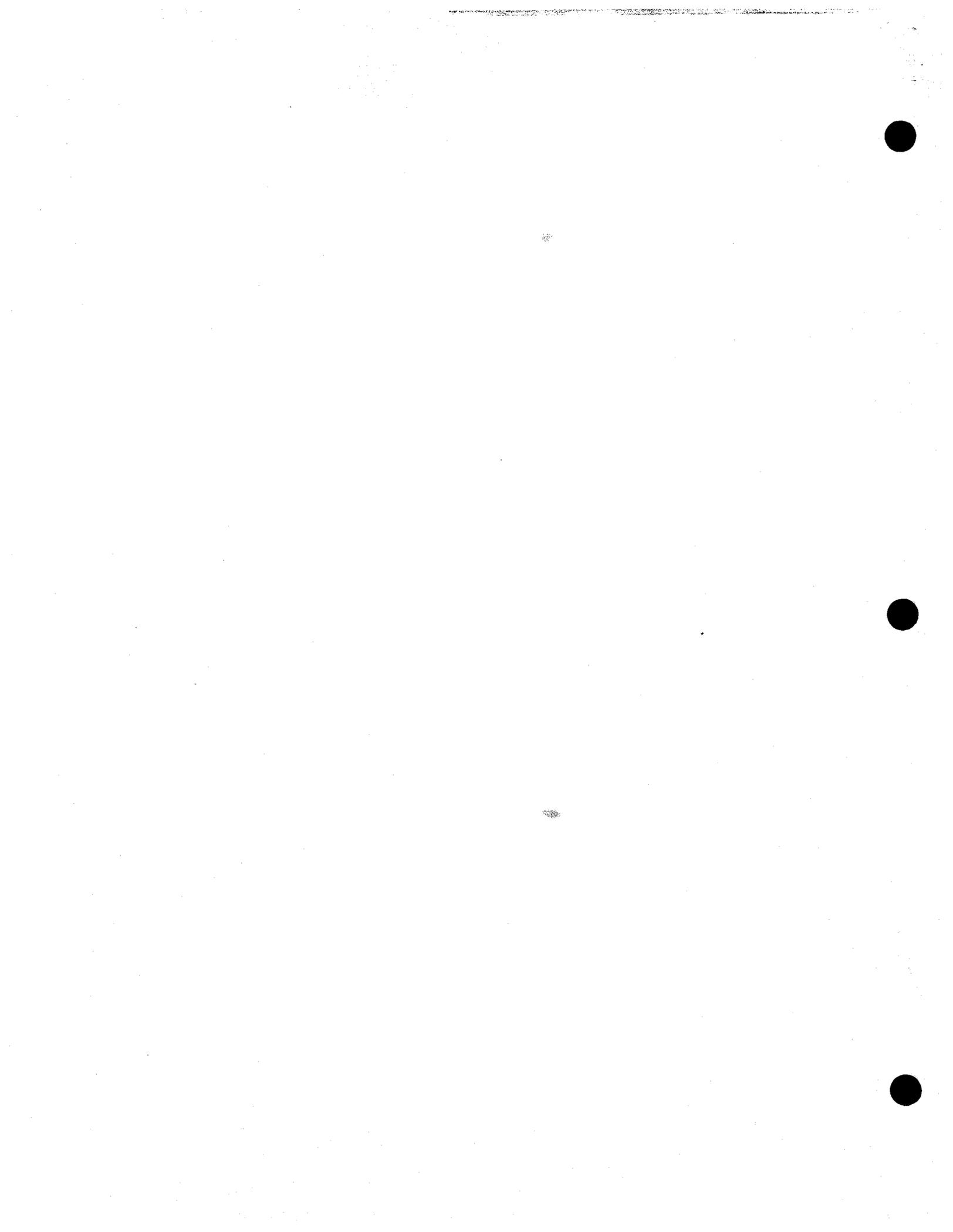
San Diego Miramar College

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San Diego Miramar College October 4-7, 2004

Ned Doffoney, Ed.D.
Team Chair



**San Diego Miramar College
Comprehensive Visit Team Roster**

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Las Positas College

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Dr. Holliday Wagner
Associate Dean of Research
East Los Angeles College

Introduction and Summary

San Diego Miramar College is part of the three-college San Diego Community College District (SDCCD). Founded in 1969, the college was introduced as a vocational college. Since its inception, Miramar College has expanded to be a progressive, comprehensive college. The college enjoys strong relationships with the community and provides relevant programs, on and off campus. The campus is working to meet the current needs of students, as well as plan for significant projected enrollment and program expansion.

October 4-7, 2004, a ten-person team visited Miramar College for a comprehensive accreditation visit. Prior to the site visit, team members reviewed the self study and available documents to prepare an initial response to their assigned standard. During the site visit, the team reviewed the evidence and met with a wide range of faculty, staff, administrators, students, board members, and district personnel to assess each of these as they relate to the standards. The team found in these resources evidence of significant progress and campuswide commitment.

One of the college's greatest strengths is its spirit of innovation. The college works with its local community to leverage resources and offer programs relevant to local needs. An example of this includes the San Diego State University (SDSU) Higher Education Center on the Miramar campus, which enables SDSU students who live in the Miramar area to take upper division courses close to home. Other innovative programs include relationships with the Caterpillar Foundation, Hawthorne Machinery, Toyota, Honda and Nissan that donate equipment, scholarships and employment programs for vocationally-focused students. The college is also one of the first among California community colleges to implement student learning outcomes. In addition to innovative programs and campus initiatives, the student population has grown significantly. During these changes, Miramar College has maintained significant dialogue around its mission and purpose and has exemplified a model of shared governance and positive campus climate.

The team found that Miramar College demonstrates a high level of quality in its programs and services. Specifically, the team found notable strength in the following areas:

1. The college is commended for facilitating extensive dialogue among constituents in development of the mission statement and strategic plan. (I.B.1)
2. The college is commended for its leadership role in development of student learning outcomes at the college, program, and course levels. (II.A.1.a; II.a.1.c)
3. The college is commended for demonstrating an innovative and entrepreneurial spirit that has resulted in excellent quality of instruction, programs, and delivery of services. (II)
4. The college is commended for its innovative and model approach for evaluation of degree and certificate completions. (II.B.3.a)

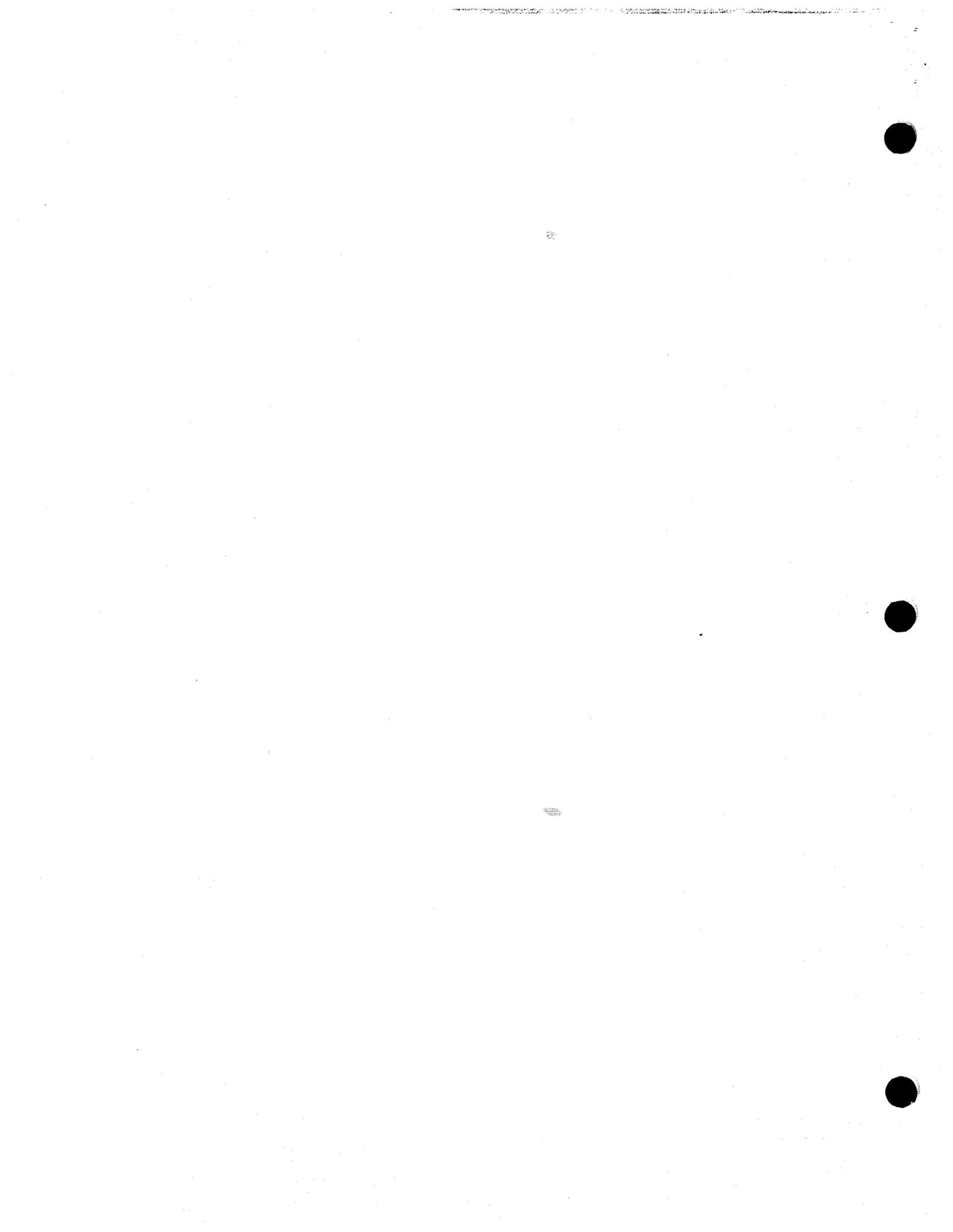
5. The college, in cooperation with the district, is commended for planning the funding of ongoing maintenance and operation of new facilities. (III.B)
6. The college is commended for establishing effective shared governance processes that give faculty and staff clearly defined roles and substantive voice in institutional governance. (IV.A.2.a)
7. The college is commended for fostering a campus climate that is conducive to institutional effectiveness. (IV)

The team found that the college has made significant progress since the previous accreditation. They also found multiple planning efforts throughout the college but were not able to identify linkages between them. Miramar College's ability to manage its growth and additional facilities effectively will be enhanced by analyzing and identifying the links between planning efforts. The team also concluded that the addition of campus-based institutional research and a comprehensive program review process would increase the college's ability to use relevant data for decision making. The themes of data analysis and planning would facilitate responses to each of the team's recommendations, including increased staff diversity, adequate administrative and support staff, and increased library materials. Specifically, the team concluded that attention to the following areas will serve the college well as they develop over the next several years.

The team recommends that the college

1. build upon efforts to foster a "culture of evidence" through campus-based institutional research (I.B.4;I.B.5;I.B.6);
2. implement a comprehensive program review process that will integrate instructional and student services evaluations into a campuswide analysis of institutional strengths and weaknesses (II.A.2.e);
3. acquire library materials and databases at a level sufficient to support student learning (II.C.1);
4. use 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);
5. implement initiatives to ensure that faculty and staff increasingly reflect the diversity of their student body (III.A.4.a.b.);
6. provide training to employees to facilitate their ability to actively participate in general budget and planning processes. (III.D.1.d); and

7. work with the district to implement a districtwide strategic plan that integrates with the college's vision, mission, and strategic plan (IV. B.1;B.1.b).



**Response to the Recommendations
From the 1998 Accreditation Evaluation**

Standard I: Institutional Mission and Effectiveness

The team recommends that the college review its Mission Statement and work with the District to align its mission to address college priorities and to address the college's growth potential.

The college completed a new mission statement and accompanying strategic plan shortly after submitting its Midterm Report in late 2000. The campus and community involvement in development of the mission statement is impressive.

The revision of the mission statement after one year clearly indicates involvement of the campus in its development. Growth is a constant theme throughout the self study and was important to the college at the time of the last team visit.

Standard II: Student Learning Programs and Services

Major recommendation 1: The team recommends that the College catalog, schedule of classes, and other publications available to the public be reviewed with respect to the inclusion of information of importance and benefit to students for consistency, for accuracy of information being disseminated, and with the intent to make the publications more student- and user-friendly.

The college has made a conscientious effort to improve the consistency and accuracy of its publications. The format of the catalog and the schedule of classes have been revised. A database management system (CurricUNET) has been developed and is utilized to ensure that all course and certificate information is accurately reflected both in print and online. Information has also been added to the catalog to assist articulation efforts. In addition, the college has developed a systematic way of reviewing its brochures and other publications, and efforts are underway to develop an online education plan system for students. The college has developed a business card CD-ROM which contains links to all of the information on the college website.

Major recommendation 2 and [former] Standard 4, recommendation 1: The team recommends that the College identify expected learning outcomes for its degree and certificate programs to ensure that students who complete these programs demonstrate achievement of identified learning competencies.

Five core competencies have been identified, as have three levels of skill mastery. An attempt has also been made to describe student learning outcomes for each program listed in the college catalog.

Major recommendation 3: The team recommends that the College provide a consistent program of student leadership development opportunities for co-curricular activities and expand the student collegiate experience to include club activities and athletic programs, if appropriate.

The college has hired a dean of student affairs/matriculation and administrative support for the Student Affairs Office. Clubs and associated student activities have increased significantly, and water polo has been introduced as an intercollegiate activity.

[Former] Standard 4, recommendation 2: The team recommends that the College analyze the issues impacting course offerings and enrollment management and develop a plan, with specific timelines, to ensure that students are able to meet their educational goals.

The college is engaged in an ongoing effort to monitor course offerings. Lower-enrolled programs are placed on a multi-semester rotation to ensure that students have the opportunity to complete educational plans over a reasonable period of time. Gaps in course offerings have been identified, and the newly drafted Educational Master Plan has made a commitment to filling these gaps.

Standard III: Resources

Major recommendation 4: The team recommends that the College, in cooperation with the District, develop a process for the recruitment and hiring of faculty positions which establishes timelines, meets affirmative action requirements, and improves the ability of the college to attract well-qualified candidates and to fill positions in a timely manner.

Miramar College has worked in coordination with the district in determining how and where to recruit and hire qualified faculty. The college adheres to the SDCCD Personnel Policy and Procedures manual, which ensures that every aspect of the hiring process is fair, timely, and does not discriminate against applicants. Hiring committees are composed of faculty discipline experts, administrators, an affirmative action officer, and other appropriate individuals. The process is highly structured and strictly confidential.

Major recommendation 5: The team recommends that the College and the District work cooperatively to identify and provide resources to employ additional faculty and support staff to serve Miramar's growing enrollment.

The district implemented a hiring freeze and offered retirement incentives to shrink the workforce in order to address reduced funding. This has resulted in a further reduction of faculty and staff to serve the growing student enrollment. In March 2004, the district lifted the freeze and began to hire additional staff.

The team recommends that the College and District address facilities needs, based on an educational master plan of the College, including an examination of the current space utilization and capacity-to-load standards.

Miramar College has partially addressed this recommendation. They are currently updating the educational master plan. The first draft was submitted during the team visit after construction began on several new buildings.

New campus physical resources began with an add-on to the existing Diesel Technology Building. Other buildings, which opened in the fall of 2004, are the science/technology lab, general classrooms, and advanced auto technology center.

In 2002, Proposition S was passed by the local voters. This proposition provides the district with over 685 million dollars to fund the construction of essential buildings throughout the district. The college is scheduled to begin planning and building a Library Learning Resource Center, Cafeteria/Bookstore, Field House and Student Services Center.

The committee charged with developing a campus-facilities master plan is composed of individuals from the Academic Senate, Classified Senate, and administration. These buildings will take several years to complete.

(Former) Standard 9: The team recommends that the College develop opportunities to assist staff in understanding the relationship between growth, productivity, and FTES to changes in resources available to the College.

The college administration recognizes the value of all constituents understanding the district and college budget allocation formula. Special forums and presentations have been held to impart this understanding to the college through events and meetings such as "Chat with Pat," Academic Affairs Academy workshops, College Executive Council, meetings with Academic and Classified Senate, Associated Students Council, the Budget and Planning Committee. These events/meetings have been very helpful in developing a basic understanding of how the college receives an allocation.

Standard IV: Leadership and Governance

The team recommends that parties involved in shared governance reaffirm their commitment to successfully implement the shared governance process, which the College has developed.

Miramar College has implemented a more inclusive shared governance process allowing constituent groups to more actively participate in campus governance. The college, under the leadership of the president and the work efforts of the Shared Governance Committee, has developed a revised Shared Governance Handbook. The college has not only implemented the shared governance process but has embraced it by utilizing the process throughout the college.

The team recommends that Board policies be reviewed and updated and include provisions for self-evaluation, as well as delineation of roles.

The Board of Trustees distributed a revised evaluation survey instrument in August 2004 to the Academic Senate officers, Classified Senate officers, bargaining/union officers and district managers. The purpose of the survey was to determine how decision makers perceived the board and to seek input on what the board needs to improve on. Approximately 60 surveys were completed and returned to the board with responses that were mostly favorable. A prior survey, which included only three questions pertaining to the board, was completed by faculty and staff of the district (April 2003 SDCCD Employee Opinion Survey) and resulted in responses that were less favorable to the board.

In 2003, a written delineation of roles was formally established to describe the hierarchy of responsibilities for the Board of Trustees and the chancellor.

Eligibility Requirements

The college continues to meet all eligibility requirements.

Standard I: Institutional Mission and Effectiveness

General Observations

The college's mission statement is descriptive of the campus culture and spirit. The mission statement and accompanying strategic plan were developed with full engagement of the college's internal and external communities. Intended outcomes and strategies of the strategic plan are reviewed and revised annually. The last revision to the mission statement in 2002 was duly approved by the Board of Trustees.

The college clearly outlines the various short- and long-term teams that are involved in reviewing and revising the strategic plan and the mission statement. As the college has chosen to review both in the same process, the mission statement is integrally linked to institutional planning and decision making.

The new mission statement was distributed to the faculty and staff on leather bookmarks and appears in college publications including the college catalog, class schedule, and instructor's guide. The annual college slogan, derived from the mission statement, is being set to music and linked to the college website.

Other major plans at the college, including the educational master and facilities plan, are in initial stages of development. At this stage of development, linkage among the mission statement, the strategic plan, and the two plans is incomplete.

The college has made great strides since the last accreditation visit in improving institutional effectiveness. It appears that many of the processes are in place and working well. The one exception is the lack of integration of data and information into the processes and the paucity of both. More data are required for adequate evaluation of college processes. Processes for informed integration of data and greater access to data need to be developed.

Miramar College engages a wide range of constituencies in self-reflective dialogue addressing continuous improvement of student learning and institutional processes. The college further evaluates institutional effectiveness through a yearly program review process in student services, but this process seems to be lacking in instructional programs. The college has also taken a state and national leadership role in the implementation of student learning outcomes across the institution through its participation in a League for Innovation 21st Century Learning Outcomes Project.

The college's guiding principles of shared governance state that the mission and the goals of the college will drive all decision making. Further, the program review process and the academic master plan are designed to guide curricular decisions. During the recent budget cuts, the college used the college-based strategic plan and an inclusive staff retreat to prioritize cuts.

Findings and Evidence

The mission statement and strategic plan were developed by the college engaging a wide spectrum of its internal and external community in dialogue. As an example of the campus involvement, the accreditation survey found a high proportion of faculty and classified staff knowledgeable of the mission and plan. A majority of the college faculty and staff agree that the planning process allows for input. The annual report of accomplishment, compiled from a variety of sources across the college, highlights the year's strategic plan successes. Annually, campus constituents are asked for revisions to the mission statement. (1.A.1; 1.A.3)

Services and programs offered by the college are in alignment with its mission. Institutional student learning outcomes were developed directly from the mission and strategic plan. A Title III grant was obtained with the primary purpose of developing services and programs in line with the needs of the community as expressed in the mission statement. (1.A.1)

The mission statement and strategic plan are an integral part of the resource allocation responsibilities of the planning and budget committee. Work plans developed by departments are required to be linked to strategic plan goals. Major plans under development by the college are not yet reflective of the mission and strategic plan. (1.A.4)

The college engages in ongoing dialogue on processes and student learning as evidenced by the development of multiple master plans; student learning outcomes at the institutional, program, and course levels; informative presidential memos and open forums; community planning workshops cosponsored with the town council; and an annual review of the strategic plan. (1.B.1; 1.B.4)

The Designing our Destiny Strategic Plan (2001) embodies most elements of Standard I. In this document the college lays out five overarching goals and then determines the measurements, intended outcomes, and strategies for each goal. Through an annual Report of Accomplishments, the various constituencies collaboratively report their activities to achieve the stated goals. (1.B.2.; 1.B.3)

The annual report card is the college's indicator of assessment results. This measure highlights the lack of measurability of intended outcomes. There is no evidence of assessment of learning and student goal attainment. (1.B.5)

The self study and staff interviews confirm that the college does not have a well-developed process for assessing its evaluation mechanisms in place. (1.B.7)

Conclusions

The college's mission statement reflects the college's commitment to education. The dialogue process through which the current mission statement was developed was commendably inclusive. The mission is an integral component of the college culture.

The college has done an admirable job in instituting dialogue and inclusive planning processes. They are also to be commended on their progress in implementing student learning outcomes across the institution. The review processes of the plans and the assessment processes for student learning outcomes are still in their infancy. The college acknowledges that as they go through this cyclical planning and assessment process over the next few years, they will need to make changes to the processes.

The college demonstrates a gradually-developing culture of evaluation and integration.

Commendations

1. The college is commended for facilitating extensive dialogue among constituents in development of the mission statement and strategic plan. (I.B.1)

Recommendations

1. Recommend 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)

Standard II: Student Learning Programs and Services

General Observations

The self-study's descriptions and self evaluations provided an adequate guide to the information needed by the team to conduct its assessment. In many cases, the self evaluation section appeared to be more of an extension of the description rather than a true self evaluation. In most cases, the planning agenda appeared to be weak in that it either (1) identified a problem in the self evaluation and then listed "none" in the planning agenda, or (2) described a plan that had no connection to the identified problem. In other cases, the charts were not labeled, and it was not always evident what was data was being presented.

Nonetheless, it is clear that the institution has made progress in many of the components of Standard II.A. Quantitative data elements are submitted to the administration as a first step in what will eventually serve the campus as a formal program review process. New processes to streamline the curriculum revision process have been introduced. The college has been responsive to the increasingly varied preferences of its target populations, and now offers courses in traditional, online, hybrid, and self-paced formats. In addition, there has been a concerted effort to support the development of student learning outcomes at the program level, and several departments are developing models for the identification of student learning outcomes at the individual course level. The college has plans to implement electronic portfolios as an innovative method of documenting student performance.

The college assures quality student services are delivered as prescribed in Standard II.B. Student surveys indicate that students are satisfied with the quality and availability of services; however, student services staff perceive themselves as lacking in personnel and resources to operate at optimal levels. Online assessment, applications, and education plans increase student access to services. Counselors participate in professional development activities to remain current in their fields, and surveys reveal that students find counselors to be friendly, helpful, and competent.

The college has employed a unique approach to increasing the number of degrees and certificates by hiring an additional transcript evaluator to identify and contact potential certificate and degree completers. These efforts have resulted in an increase of 23 percent in the degrees awarded over a four-year period. The number of students who transfer to local colleges has also increased significantly since the last accreditation report.

Instructional support services include a small library collection that is enhanced by access to electronic books and 11 online databases, a robust tutoring program, and a large and attractive open computer laboratory. The college recognizes that both the library facility and the book collection are small in relationship to the size of the student population served. There are plans for a larger library, which promises to be a showcase for the campus.

A formal collection-development policy has been adopted that identifies selection criteria for print and non-print materials and for online databases. The librarians have divided up the responsibility for evaluating the strengths of the library's collection, and each develops an

individual list of subject areas to target for augmentation during the academic year. Faculty are invited to participate in the process of selecting new materials for acquisition, although in practice, the amount of money available makes it difficult to make significant progress in updating the collection.

Tutoring program planning efforts have focused on ways to help students develop their ability to assess a learning task and to identify strategies to achieve their educational goals. Staff members have established functional working relationships with the classroom faculty and have gathered copies of textbooks, current syllabi, and other resources that assist in the tutoring process. Recent planning efforts have focused on identifying ways to improve the delivery of tutoring services to online students. Over a ten-year period, the number of tutoring contact hours has dramatically increased, while the number of dollars to provide this service has declined slightly.

Findings and Evidence

The college has made progress in identifying student learning outcomes at the college, program, and course levels. Five core competencies have been identified through a collegial process, as have three levels of mastery. An attempt has been made to describe program objectives for each program listed in the college catalog. The Instructor's Survival Guide alerts faculty of the requirement to provide a written syllabus to their students and advises them to follow the district-approved outline of record for the courses that they teach. While there is no mandated format for course syllabi, instructors are provided with model documents, and many of the syllabi examined by the visiting team contained clearly-stated student learning outcomes. (II,A.1.a; II,A,1,c; II.A.2.a)

Each instructional program has been required to document its present size, summarize its function, and identify any perceived barriers to growth. Projecting a campus with double the present headcount, each instructional program has been asked to envision the number of faculty it would need to serve a larger student population, the courses that would be offered in an expanded program, and the improvements to facilities that would be required. These individual documents have recently been combined with an environmental scan to create the first draft of a comprehensive educational master plan that (1) identifies the additional core courses that are currently needed to support degree completion or transfer and (2) identifies new programs that could be added to the college. The draft Educational Master Plan also challenges the college to expand its weekend programs to meet the needs of working adults. At this time, student services are not a key component of the Educational Master Plan; however, the Facilities Master Plan describes two buildings that will be available from Proposition S monies over the next several years. The team recognizes the careful planning and assessment occurring in Student Services that support the mission of the institution. (II.A.6.b; II.B.1)

A spreadsheet has been created that tracks projected apportionment and the costs associated with introducing new courses or with expanding the number of sections offered in existing, highly-enrolled programs. Identified as the college's "academic master plan," this spreadsheet is reviewed by the vice president of instruction, the academic deans, and the

department chairs, and consensus is sought regarding the right mix of classes that will enable the college both to maintain a reputation for service and innovation and to meet enrollment growth targets. (II.A.1.a; II.A.2.c)

The college's program review process requires instructional departments to document quantitative measures of student achievement, including course completions, retention, and fill rates, number of degrees and certificates awarded, job placements, and program productivity. In addition, departments are asked to record their course rotation patterns, to identify the last time they updated their curriculum, and to show how their courses meet one of the core educational missions of the college. Employer feedback is collected through a survey administered by the college's Employment Transfer Center. A separate program review model implemented in student services is comprehensive and utilizes point-of-service surveys for students. Despite the parallel efforts of instruction and student services, the college has yet to develop a fully-integrated program review process that could guide campuswide planning efforts or budget decisions. In theory, the Program Review Committee is charged with reviewing the departmental self-assessments and with providing a collegewide summary of program status to the Academic Affairs office, which in turn makes recommendations to the Budget and Planning Committee. In practice, the Program Review Committee has not formalized its role and is not listed as an official campus committee in the Miramar College Governance Handbook or in the Fall 2004 list of shared governance committees. (II.A.2.a; II.A.2.b; II.A.2.d; II.A.2.e; II.A.2.f)

The college has embarked on a promising attempt to document student achievement of learning outcomes through the use of electronic portfolios. Individual student accomplishments have been documented in spotlight articles in the campus schedule of classes, in press releases, and in other campus and district publications. Tangible evidence of student work products is found in the poetry, stories, artwork, and essays published in the annual student literary magazine, in the display of student art projects in the Library and President's Conference Room, and in the articles published in the student newspaper. Student success is also documented in some programs through presentations, practical application projects, and capstone experiences. Verification of occupational competencies is demonstrated through licensure examination pass rates, and vocational advisory committee feedback is used to assess satisfaction in the training levels of recent graduates. (II.A.2.a; II.A.2.b; II.A.5)

The Curriculum Committee has a well articulated philosophy that is used to guide the course approval process. In an effort to maintain institutional integrity and support articulation efforts, programs that do not update their courses in accordance with an established six-year content review cycle are not allowed to offer these classes until the updates are completed. (II.A.3.a; II.A.3.b; II.A.3.c; II.A.4)

Courses offered in the online format have been popular with the student population, and as a result, the online program has outpaced the initial planning efforts documented in the Distance Education Master Plan that was developed four years ago. (II.A.1.b; II.A.2d)

Although the faculty has adopted the American Association of University Professor's standards of professional ethics, there is no reference to these standards in the college's Instructor's Survival Guide or in other college publications. (II.A.7.a)

The college catalog and other publications contain accurate information. Accessible outreach materials are available in other languages, and a significant web presence and an outreach plan have been integrated into the student services programs. The catalog and schedule have been reformatted and student surveys reveal a high level of satisfaction. (II.B.2)

As a result of recent fiscal constraints, the college provides transfer support services to students in a manner that is inconsistent in terms of place and staffing. The college recognizes that student demand and complexity in the transfer area demands a higher level of attention and has documented that it is taking steps to mitigate this issue. (II.B.3.a)

Clubs and other co-curricular activities have blossomed under new leadership. Seventeen active clubs are now in place, and the Associated Students have offices and planned activities. The college has recently expanded the responsibilities for the Dean of Student Affairs to include Matriculation, which may have the unintended effect of diluting the ability of the college to continue to make progress in the area of student life. (II.B.3.b)

The Committee for Diversity and Inclusion plans and implements the "Diversity Rocks" program. Activities for students are varied and also embrace diversity. The college has committed itself to offering students a varied and identifiable image of diversity through these activities. (II.B.3.d)

Counseling faculty have developed and implemented student learning outcomes and are in the midst of compiling their first student satisfaction survey based on these outcomes. The counseling staff is commended for setting the standard for the integration of student learning outcomes at the program level. (II.B.4)

Although the Student Services Program Review uses staff and student input to conclude that more counselors are needed, objective data to track counseling contacts is missing. The college utilizes SARS for scheduling but has not implemented all of the features that would generate this data. Counselors participate in academic affairs prioritization for faculty positions yearly; however, the college does not have a collegewide process for faculty requests. (II.B.3.c)

College staff is part of a district team comprised of the vice presidents of student services from each college, the assistant chancellor for student services, and faculty appointed by the Academic Senate to establish districtwide policy on assessment. The self study identifies test bias issues for students from different ethnicities on some assessment tests but has not developed a planning agenda to mitigate this bias. (II.B.3.e)

The college collects standard data to rate student satisfaction with instructional support services and to describe the size of the library materials collection, the number of books circulated, and the number of students served in the tutoring program and the open computer

lab. The librarians survey the classroom faculty on an annual basis to identify what materials should be purchased to assist in completing research assignments, and there are systems in place to solicit faculty input on the purchase of classroom technology. (II.C.2)

The book and periodicals budget, which was already insufficient to meet the standards for currency required of an academic library, has declined sharply in recent years and can no longer be said to reflect a good faith effort to address this accreditation standard. Although a formal course in information competency and library skills is offered, enrollment in this course is minimal, and despite a growing student population on campus, the number of faculty bringing their classes to participate in library orientations has remained relatively low. While Saturday hours for tutoring have been implemented, Saturday hours for library services have been eliminated. (II.C.1; II.C.1.a; II.C.1.b; II.C.2)

Conclusions

The college is making admirable progress on the identification of student learning outcomes at the institutional, program, and course level, and appears to have made a conscientious effort to maintain compliance with most of the accreditation standards required by Standard II. Adoption and implementation of an integrated program review process that is based on the analysis of both quantitative and qualitative data would support other master planning efforts and would advance the desire of the campus to expand in a systematic fashion.

The college does not appear to have an aggressive plan to identify the resources needed to acquire more library books, to subscribe to more professional journals, or to pay for online databases if state categorical dollars are not forthcoming. In addition, the college has not begun to fully address the issue of integrating information competency skills across the curriculum.

Commendations

2. The college is commended for the leadership role in the development of student learning outcomes at the college, program, and course levels. (II.A.1.a; II.a.1.c)
3. The college is commended for demonstrating an innovative and entrepreneurial spirit that has resulted in excellent quality of instruction, programs, and delivery of services. (II)
4. The college is commended for its innovative and model approach for evaluation of degree and certificate completions. (II.B.3.a)

Recommendations

2. Recommend the college implement a comprehensive program review process that will integrate instructional and student services evaluations into a campuswide analysis of institutional strengths and weaknesses (Standard II.A.2.e).

3. Recommend the college acquire library materials and databases at a level sufficient to support student learning (II.C.1).

Standard III: Resources

General Observations

A recent hiring freeze has been lifted resulting in the replacement of 13 faculty retirees. The college has also filled nine classified positions. The college and district are progressing toward providing more permanent faculty and staff to support learning programs and services. Personnel are evaluated regularly, and the increase in flex time has provided greater opportunities for professional development. However, there does not appear to be integration between institutional planning and human resources plans. In addition, there is no evidence of significant effort in the area of equity and diversity hiring practices given the emphasis in the mission statement.

The college is beginning construction of new facilities using "Proposition S" funding. The college is planning for the costs of maintenance and operations of these new buildings. Many older classrooms, offices, and restrooms are not being maintained to an acceptable standard. There is a lack of integration between facilities planning and institutional plans.

The college has been a district leader, in the area of technology; however, once again there is a lack of integration with other planning processes.

The district and, by extension, the college appear financially sound. The district has tried to allocate more resources to meet student needs at Miramar College; however, increases in class offerings will likely require additional supporting resources. There is no evidence of a connection between institutional planning and general financial planning.

Findings and Evidence

In respect to human resources, there have been several recent changes. The college has hired 13 faculty replacements and will fill the remaining 3 vacancies. The college has also identified 13 full- and part-time classified staff positions to be filled. Nine of these vacancies have been filled to date. Evaluation of personnel is systematic, and the inclusion of achievement of student learning outcomes in faculty evaluation is pending the next contract cycle. There were two sub-standards not addressed in the self study respective to diversity issues. There is no evidence that the college or district go beyond standard recruitment efforts to attract and retain a more diverse faculty and staff. There does not appear to be a human resources plan. (III.A)

In terms of facilities, the college has recently drafted a facilities master plan; however, construction has already begun throughout the campus. Integration of the educational master plan and facilities master plan was inferred, but there is no actual evidence of such. Both the educational master plan and the facilities master plan were completed just prior to the team visit, and there is no integration between the two documents. (III.B.1; III.B.2)

According to survey results, college constituents do not strongly agree that assessment results are being used in facilities planning or that the college maintains and upgrades its physical

resources at a sufficient level. The evidence suggests that this is in reference to the interior of classrooms, offices, and restrooms. In response, a proposal is being put forth to move classes into new facilities as they become available, and existing facilities will be taken out of use for retrofit. (III.B.1.a; III.B.2)

The college implements staff development at sufficient levels, as the college provides an array of training for employees. The evidence suggests that most employees are aware of training opportunities, but actual participation rates are unknown. (III.C.1)

With the enrollment growth, significant online offerings, and campus expansion that Miramar is experiencing, technology issues are at the forefront. There is lack of clear administrative structure in regards to development of a collegewide technology plan. Staff interviews indicate (1) a variety of technology pockets (i.e., music, distance learning, math, science, academic affairs, etc.) and (2) a concern with the communication required to coordinate campus technology. There is no evidence of a clearly defined structure or plan to maximize campus technology. For technology maintenance, the college utilizes SCT, a third party technology company to maintain campus infrastructure and administrative and faculty computers. Classroom instructional technology is maintained by a college employee. (III.C.1; III.C.2)

Review of the college's financial resources indicates that currently 95 percent of the college's budget goes to salaries and benefits. The financial situation for the district is sound, all liabilities and future obligations have been funded, and there is at least a five percent reserve. There was one audit recommendation that has been addressed by the district's human resource department. In the past, the district exceeded the enrollment funding cap; however, with recent budget reductions, they have been more conservative. Survey results and staff interviews indicate a general agreement across campus that Miramar's allocation is not adequate to support programs, services, and anticipated growth. The district appears to be addressing this issue. This fall, the district significantly increased the college allocation, including 117 additional course sections. (III.D.1; III.D.1.a; III.D.2; III.D.3)

The college has created a strong link between planning and carry-over budget by combining the planning and budget committees. The committee has developed a process that ties projects to institutional goals. (III.D.1)

Conclusions

The college and district are appropriately filling vacancies created by attrition and retirements. Opportunities for staff development are available, although funding is limited. The college has indicated its commitment to diversity in its mission statement; however, there is no human resources plan to indicate follow-through on this commitment.

The college is well on its way to building out and providing sufficient physical resources to support programs and services; however, very poor facilities remain in use. This may continue if enrollment growth outpaces the building of new facilities. This issue validates the lack of a strong integration between institutional planning and the facilities plan.

In many ways the college is leading the district in expansion of technology development; for example, in the music and art departments. As with the other standards, there needs to be more integration of technology planning with the institutional planning processes.

The college seems to maximize support for programs and services with the financial resources allocated. The district, just this year, acknowledged the growth demands of the college. The college planning and budget committee appears to integrate institutional plans with their budget allocations.

Commendations

5. The college, in cooperation with the district, is commended for planning the funding of ongoing maintenance and operation of new facilities. (III.B)

Recommendations

4. Recommend the college use 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)
5. Recommend the college implement initiatives to ensure that faculty and staff increasingly reflect the diversity of their student body. (III.A.4.a.b.)
6. Recommend the college provide training to employees to facilitate their ability to actively participate in general budget and planning processes. (III.D.1.d)

Standard IV: Leadership and Governance

General Observations

The self study report on Standard IV provides a good picture of what is happening at San Diego Miramar College. The report utilizes survey responses from administrators, contract faculty, adjunct faculty, and staff to validate how well Miramar College has addressed the elements in Standard IV. Of possible significance is the small percentage (25 percent) of surveys completed and returned by administrators, faculty, and staff.

Substantial enrollment growth, passage of the Proposition S bond, leadership changes at the district and college, emphasis on shared governance/district and college organizational functions, program review, student learning outcomes, and integrated planning are issues that are relevant to this standard. Miramar College's mission to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation, and partnership in a setting that celebrates diversity appears to be an appropriate statement as the college faces various forces that create change.

Enrollment growth has prompted the need for additional human, physical, technical, and financial resources at Miramar College. This growth has triggered discussions on funding allocations, integrated planning, shared governance, and decision-making processes. The standard also reflects the importance of leadership during a period of dynamic change. Survey results indicate that Miramar College's previous president provided effective leadership in planning and assessing institutional effectiveness, selecting and developing personnel, developing budget and fiscal plans, and communicating with communities served by the college, all in the context of shared governance.

A concern noted in the self study is communication and understanding of expected roles between the district and Miramar College. This issue was further confirmed through discussions with district and college personnel.

Findings and Evidence

Miramar College follows established processes, procedures, and guidelines to encourage participation in decision making that lead to campus improvements. Miramar College's leaders have worked collaboratively to build an organizational climate and system that encourage all employees and students to improve the college. The college has a shared governance manual that provides written guidelines for organizational structure of the decision-making process for academic and professional matters. The purpose of the shared governance system is to encourage dialogue and establish a consensus-building atmosphere. Over ten standing committees constitute Miramar College's shared governance process. The shared governance model encourages participation by all through the following recognized constituent groups: Associated Students, Academic Senate, Classified Senate, and administration. A high percentage of survey respondents agreed that Miramar College has a viable and functioning shared governance organizational structure that encourages participation in campus decision making. Approximately 80 percent of respondents also

agreed that the college's established governance structures, processes, and practices facilitate effective communication among college constituents. In spite of the shared governance system, participation in meetings and campus activities (survey) appear to be limited by workload, resources, and understaffing. There is also a perception that classified staff are either not interested or are not encouraged by their supervisors to participate in Classified Senate and other meetings. (IV.A.1; IV.A.2; IV.A.2.b; IV.A.3)

The college has established partnerships with private business and other external agencies. Vocational advisory boards provide regular review and suggestions for program improvements. These relationships are based on a high level of integrity and directly impact students who participate in internship programs. Advisory committee meetings keep the college and partners informed about the training and employment needs of industry and the college's role in addressing those needs. (IV.A.4)

The college has complied with the Accrediting Commission standards, policies, and guidelines and has adequately responded to the previous accreditation recommendations for Standard IV. While there were no significant audit findings, the district is contemplating the use of internal auditors to review a wider scope of districtwide functions, such as human resources. (IV.A.5)

Miramar College's strengths include its organizational structure and shared governance process. In addition, the college has a comprehensive evaluation process and survey instrument from the district to provide feedback on the effectiveness of the institution's governance and decision making. (IV.A.5)

The district's five-member Board of Trustees is an independent policy-making body that establishes and follows clearly defined policies in governing the district. The Board of Trustees is effective in representing a broad range of public, college, organizational, employee, and student interests, including taking a stronger political advocacy role for improvement in the district's and region's community college funding. The Board of Trustees is responsible for establishing policies that will ensure the quality of student learning programs and services at all campuses. The board has ultimate responsibility for educational quality, legal matters, and financial integrity of the district and, thus, works closely with district and college staff to assure that board policies are adequate and current for the district's mission and operation. The self study noted that Miramar College believes the board should commit to providing Miramar students access to the same basic athletic, cultural, intellectual, and community educational events that the district's other two colleges provide for their students and communities. The board approves the district's budget and hires and evaluates the district's chancellor. A new district chancellor took leadership and management of SDCCD on July 1, 2004, following a thorough and rigorous search and selection process. (IV.B.1; IV.B.1.a; IV.B.1.b; IV.B.1.c)

The chancellor has established a New Board Member Orientation program whereby the candidates for office in the 2004 election will receive a comprehensive orientation of district and college programs including receipt of Board meeting materials. The new program will include post-election training to acquaint any new board members with the district's

functions and activities. The board also participates in a wide variety of state and national trustee conferences. The members are well informed about and have participated in the accreditation process. (IV.B.1.d; IV.B.1.f)

Like the district, Miramar College is undergoing a leadership change. The self study indicated the college's previous president did an excellent job of instituting processes for improvement. During the previous president's tenure, the college enhanced its shared governance process and developed processes for student learning outcomes. Respondents to Miramar College's Climate Survey felt that the president provided effective leadership, improved communications, increased opportunities to participate in decision making, and raised the overall morale on campus. The interim president has continued the successes of the previous president by filling new positions, opening several new facilities in the fall of 2004, and scheduling a new four-week intersession program for January 2005. The interim president also reported that the college recently completed student learning outcomes for 182 courses from 15 programs. (IV.B.1.j)

The self study showed that the previous president received high ratings from faculty and staff for leadership in planning and assessing institutional effectiveness, effective control of budgets and expenditures, and communicating with communities served by Miramar College. The distribution of resources involves decisions made by the college administration in collaboration with shared governance committees including the Planning and Budget Committee, Academic Affairs Committee, and College Executive Council. Data for decision making is provided by the district or by special campus research efforts. The college has not hired a researcher because it has prioritized other positions; however, discussions on both the district and college level are occurring in order to determine whether a research position should be assigned to the college in the future. (IV.B.2; IV.B.a; IV.B.2.b)

The organizational map defines and describes the critical functions performed by the district and the college. SDCCD has a relatively centralized operation providing the campuses with support services for nearly all the functions required by the college. The college is satisfied with most of the services and processes controlled by the district. Much of the dissatisfaction expressed by faculty, staff, and management in the self study pertains to the highly centralized, top-down formula-driven budget process that many feel does not provide the college with a equitable share of resources. This dissatisfaction is being addressed by the new chancellor and board with their shared planning decision to make Miramar College the campus with the highest priority for growth and development. (IV.B.3.a; IV.B.3.b; IV.B.3.c)

Miramar College would like to see the district create and implement a formal, ongoing process for evaluating its role and decision-making structures as well as soliciting input from end users with the goal of continuously improving support for student learning. The district has recognized this need, and efforts are being made to improve communication and feedback through newsletters, email, district/campus meetings, and evaluation surveys. (IV.B.3.g)

Conclusions

San Diego Miramar College has improved its shared governance processes and has effectively informed the district and board of its needs. The college is growing and requires additional resources to maintain the quality of its programs. The district and board have acknowledged Miramar College's efforts to serve its students and community and has decided to give the college the highest priority of the three campuses to grow and develop its programs. The Board of Trustees has in the past few years made concerted efforts to improve their performance as well as the performance of the district. The Board's efforts to improve can be enhanced by completing the district's strategic planning efforts.

Commendations

6. The college is commended for establishing effective shared governance processes that give faculty and staff clearly defined roles and a substantive voice in institutional governance. (IV.A.2.a)
7. The college is commended for fostering a campus climate that is conducive to institutional effectiveness. (IV)

Recommendations

7. Recommend that the district work with the college to implement a districtwide strategic plan that integrates with the college's vision, mission, and strategic plan. (IV. B.1;B.1.b)