

EVALUATION REPORT

San Diego Miramar College
San Diego, California

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
San Diego Miramar College from October 11-14, 2010

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SUMMARY OF EVALUATION REPORT

INSTITUTION: San Diego Community College District

DATES OF VISIT: October 11-14, 2010

TEAM CHAIR: Dr. A. Susan Carleo

A ten-member accreditation team visited San Diego Miramar College from October 11-14, 2010, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session conducted by the ACCJC on September 9, 2010, and studied Commission materials prepared for visiting teams. Team members carefully read the college's self study report, including the recommendations from the 2004 visiting team, and assessed the evidence provided by the college.

Prior to the visit, team members completed written evaluations of the self study report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college. The team also spent time discussing the Focused Midterm Report completed by the college on October 15, 2007, the Substantive Change Proposal for Distance Education submitted on January 14, 2009, and other materials submitted to the commission since its last comprehensive visit.

During the visit, the team met with over 78 faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the college, and administrators. In addition, team members visited two offsite locations -- the Marine Corps Air Station and the Naval Training Center. The team also attended two open forums to allow for comments from any member of the campus or local community; however, the team felt that the presence of college administration at both of these forums had the effect of hindering free expression.

The college was well prepared and ready for the team's visit. College personnel were very accommodating to team members and available for interviews and follow-up conversations. Although the college and the faculty chair clearly spent a lot of effort compiling and writing the self study report, the team felt that the narrative was unnecessarily lengthy. Some of the appropriate evidence (e.g., data, minutes) that would have supported the college's claims was not listed, but when the team asked for specific material during the visit, it was provided. In addition, although many of the evaluation sections noted deficiencies or issues, there were often no planning agenda items to address them; there were also several instances in which planning

agenda items did not reference specific issues in the report. The self study effort may have been impacted by the fact that the college had four different ALOs during the self study period.

Major Findings and Recommendations of the October 11-14, 2010 Visiting Team

Commendations

The team commends the college for the richness of its instructional programs, support for students taking distance education courses, and partnerships with business and industry which demonstrate an understanding of how CTE programs best function to meet the needs of the community.

The team commends the college for its attention to improving the quality of student life through clubs, sports, special events, and student activities, which all provide a welcoming atmosphere for students.

The team found a spirit of commitment to the institution among faculty and staff who expressed a feeling of pride in the college. The college demonstrated a focus on students and efforts to help them succeed. They collaborated in teams, demonstrated by helping each other through difficult budget times by sharing resources.

The college is commended for the level of classified staff participation in shared governance, notably the inclusion of a staff member as one of the three tri-chairs coordinating each standard of the self study.

The district is commended for the application of its Green Building Policy in its building and infrastructure projects, demonstrating a high level of consideration for positive building standards (e.g., LEED) and energy efficiency (e.g., solar power on shade structures). Facilities master planning for the campus incorporates a new center to create a welcoming environment for students, faculty, staff and community.

Recommendations

Recommendation 1

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.6, I.B.7, III.C).

Recommendation 2

The team recommends that the college regularly review and adjust its participatory governance structure to assure clear and widely understood pathways for decision-making and planning (I.B, III.C, IV.A.1, IV.A.2.a, IV.A.3, IV.A.5).

Recommendation 3

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).

Recommendation 4

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).

District Recommendation 1

The team recommends that the Board of Trustees develop a policy to address the selection and evaluation of college presidents (IVB.1.j).

ACCREDITATION EVALUATION REPORT FOR SAN DIEGO MIRAMAR COMMUNITY COLLEGE

Introduction

The San Diego Community College District is a multi-college district with three campuses: San Diego City College, San Diego Mesa College, and San Diego Miramar College. San Diego Miramar College opened in 1969 on 120 acres in what was then undeveloped land north of the Miramar Naval Air Station, now known as Mira Mesa. Unlike its sister colleges, which offered a range of general education classes, San Diego Miramar College began by concentrating on law enforcement and fire science training. Since that time, the college has expanded the curriculum, offering a full range of vocational and academic programs that lead to the associate degrees, certificates of achievement, or completion of the first two years of a bachelor's degree.

In 2009, the college received a substantive change approval from the ACCJC, Western Association of Schools and Colleges to offer 44 online degrees and certificates in 20 program areas. Today, the college enrolls approximately 13,000 students in day, evening, and online classes.

In 2002 and again in 2006, San Diego voters passed facilities bond measures to fund completion of additional facilities and expansions on the San Diego Miramar College campus. By 2015, completion is expected on a campus-wide infrastructure project, two new classroom buildings, a 100,000 square foot library/learning resource center, a student union, and a parking structure. Renovation and expansion to existing facilities include the student service center (interim library), aviation, diesel, automotive technology, and science buildings. Suitable land offsite has been identified for the emergency vehicle operation center (EVOC), and an alternative site is being sought for relocating the fire technology and protection program from the Naval Training Center (NTC).

San Diego Miramar College has developed successful partnerships with the community and local industry, including public safety partnerships. In 1980, police and sheriff academies countywide combined their training programs to formally establish the San Diego County Regional Law Enforcement Training Center at the college. Hourglass Field Community Park, a 32-acre athletics complex, is a joint project of the college, the City of San Diego, and Pardee Construction (phase one). The park serves the recreational needs of the community and provides athletic fields, a three-pool aquatics center, and a fitness center and Field House for the college's Physical Education Program.

Accreditation History

San Diego Miramar College had its last site visit in 2004 and received its accreditation reaffirmation from the ACCJC in 2005. In October 2006, a progress report was submitted to and accepted by the ACCJC. In October 2007, the college wrote and submitted the required Focused Mid-Term Report, which was accepted by the ACCJC in January 2008.

Evaluation of Institutional Responses to Previous Recommendations in 2004

Recommendation 1

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

The college, in conjunction with the district research office, has made considerable progress toward the creation of a culture of evidence. First, the district research office provides a wide range of needed data for program review, enrollment management, and environmental scanning. Second, the district has partially implemented the Chancellor’s Cabinet-developed operational model for research, which calls for a full-time campus-based researcher at each college. Currently, an interim campus-based researcher is assigned two days per week to Miramar College.

Although data are increasingly available and an interim researcher has been assigned part-time to Miramar College, it remains unclear whether the college has the capacity to create a culture of evidence in which data are not only available, but used to assess the degree to which the institution is effectively accomplishing its mission. Without additional capacity to foster a culture of evidence, the college will have difficulty reaching and eventually transcending the proficiency levels of institutional effectiveness as related to program review, planning, and student learning outcomes.

The college has partially resolved the key elements of this recommendation.

Recommendation 2

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 IIA.2.e)

The college has made significant progress implementing a comprehensive program review process as a result of the 2004 accreditation recommendation. Program analysis includes a quantitative review, discussion of results of SLO assessment (SLOAC), and review of program strengths and weaknesses. A needs assessment includes scheduling/curriculum, staffing, professional development, facilities, student services and budget analysis.

Based on staff interviews, evidence was presented that demonstrates integration between instructional and student services. Student Services implemented a separate process that was consistent with their SLOs, assessment, and program improvement plans. Communication was included in the final stage of the needs assessment and in allocation of discretionary funding. An example of this process was included in the classified hiring process. Both divisions coordinated meetings to assess program review staff requests.

The college has met this recommendation.

Recommendation 3

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

According to the self-study, students had access to 28,120 hard copy books in the library as of 2009. Nine online full-text periodical reference databases and subscriptions to an additional 68 print periodical titles are also available for student research. Due to the limitations of the current library facility, the size of the print collection has remained at the minimum range of acceptability for supporting student learning at the community college level. The addition of an eBooks collection of 27,772 titles was a laudable tactic to address the space problem. It has doubled the resources available to students without necessitating any increase in facilities.

In order to meet the recommendation, the college increased the book budget from \$8,900 in 2004-2005 to \$20,000 in 2006-2007. Although the midterm report refers to plans to permanently increase this budget an additional \$20,000 each year until a sufficient collection is established, the book budget has remained static at \$20,000. This limited budget will make it extremely difficult for the college to acquire a sufficient collection in the future.

Currently, the existing library facility has impacted the college's ability to fully meet this recommendation. The team understands that the new library facility will help to alleviate this problem. The team encourages 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 the circulating and reference book collections. Progress on this should be reported in the college's midterm report. The recommendation has been partially met.

Recommendation 4

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. (Standard III.A.6, III.B.1, III.B.2, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b)

It is unclear how the strategic plan, master plan, and technology, facilities, and human resources plans are all tied together and integrated—especially in relation to the program review process. Also, the hiring freezes tied to the “golden handshake” extend the staffing problems since key positions remain empty, with no plans to address the situation. Administrative turnover is a major concern as well as the lack of plans for addressing staff attrition and for new staffing needs to support new facilities.

The college has not met this recommendation.

Recommendation 5

Implement initiatives to ensure that faculty and staff increasingly reflect the diversity of their student body. (Standard III.A.4.a, b)

The college has made changes in its application process, and currently accepts only online applications directly to the district. The college Site Compliance Officer actively trains hiring committee members and approves all screening criteria and interview questions. The Compliance Officer also trains Equal Employment Opportunity members who serve on hiring committees. Further, the Diversity/International Education Committee is highly dedicated to promoting intercultural understanding as well as developing and implementing programs designed to increase awareness, inclusiveness, and understanding of diversity. The college participates in the district's internship program and regularly assesses its college climate with regards to diversity.

The college has met this recommendation.

Recommendation 6

Provide training to employees to facilitate their ability to actively participate in general budget and planning processes. (Standard III.D.1.d)

The accounting supervisor now conducts one-on-one and group training on the use of WebAdvisor for deans, their assistants, grant project coordinators, and others who need to have access to the budgets they oversee. Query access to this web-based financial system is granted upon approval of the Vice President of Administrative Services.

The Budget and Resource Development Subcommittee has developed an elaborate system for the submission, review and prioritization of requests for instructional equipment and library materials funds. Requests are cross referenced to program review and the college goals before they are considered for funding. Division chairs submit requests for discretionary funds directly to their deans. These are reviewed at Deans Council with the VP of Instruction and reallocated as needed. Vice Presidents review the discretionary budgets jointly with the President.

The college has met this recommendation.

Recommendation 7

The College will work with the district to implement a district-wide strategic plan that integrates with the College's vision, mission, and strategic plan. (Standard IV.B.1, IV.B.1.b)

Representatives from the college have participated in a district-wide Strategic Planning Committee, and the work of this committee has produced a district-wide strategic plan that attempts to integrate the college's vision, mission, and plans with the district's.

The college has met this recommendation.

District Recommendation 1

The district continue to work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty, staff, students, college and district leaders, board members and the community.

The district has worked with representatives from the college in a district-wide Strategic Planning Committee and produced a district-wide strategic plan that sets forth a vision for future development of the district.

The district and college have met this recommendation.

District Recommendation 2

The district, in cooperation with the colleges, explore new efforts and initiatives to identify barriers that limit the diversity of their workforce and ensure that faculty and staff reflect the rich diversity of their student body (III.A.4.a,b).

The district identified several barriers to diversity and has responded with policy development, training, EEO process review, Site Compliance Officers, and Diversity Reporting. The district also developed a district EEO plan that identifies additional barriers and strategies for overcoming them.

The district is encouraged to provide needed resources and support to the colleges as they progress toward increased diversity at their campuses.

The district and college have met this recommendation.

District Recommendation 3

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.B2.b)

The district research office, in conjunction with the college, has made considerable progress toward the creation of a culture of evidence. First, the district research office provides comprehensive as well as exemplary data for program review, enrollment management, and environmental scanning. Second, the district has partially implemented the Chancellor's Cabinet-developed operational model for research. This model calls for a full-time campus-based researcher at each college. Currently, an interim campus-based researcher is assigned two days per week to Miramar College.

The district has partially met this recommendation.

District Recommendation 4

The district should build upon its efforts to clearly delineate the functions of the district and colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges.

The team reviewed the district's functional map included in the self study. The team found that although the district has refined its delineation of functions and governance structure since the last accreditation visit, it had not begun "regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges" until the preparation of the current self study was well underway.

The team concluded that the district has partially met this recommendation because of the recency of its efforts to evaluate the effectiveness of the delineation of functions and the quality of services provided to the colleges.

Eligibility Requirements

1. Authority

San Diego Miramar College is authorized to operate as an educational institution and award degrees by: (1) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, (2) the California State Chancellor's Office, and (3) the locally-elected Board of Trustees of the San Diego Community College District.

2. Mission

The team confirms that San Diego Miramar College's Mission Statement was reviewed by the college and approved by the district's Board of Trustees on May 8, 2008.

3. Governing Board

The five members of the San Diego Community College District Board of Trustees are elected to represent specific areas of San Diego. The Board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The membership is sufficient in size and composition to fulfill its responsibilities. The Board is an independent policy-making body reflecting constituent and public interest in board activities and decisions. Board members do not have employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a conflict of interest policy.

4. Chief Executive Officer

San Diego Miramar College's chief executive officer, Dr. Patricia Hsieh, was appointed by the Board of Trustees to be the full-time president of the college, with full responsibility for the college and authority to administer board policies. Neither the district chancellor nor the college president serves on the Board of Trustees.

5. Administrative Capacity

The administrative capacity of San Diego Miramar College is documented in the organizational chart with names of incumbents. The administrators have full-time responsibility to provide leadership for their assigned areas. Administrators are selected based on preparation and experience and are evaluated based on performance of duties. However, the team found that the college is not in compliance with Eligibility Requirement 5 due to the excessive and persistent turnover among senior administrative leadership which is seriously affecting the effectiveness of the institution.

6. Operational Status

San Diego Miramar College is fully operational, with most students actively pursuing the college's degree programs. The college served approximately 6,927 full time equivalent

students, excluding nonresidents, during the 2009-10 academic year. The enrollment history of the college for the past five years is provided online. Enrollments in college degree programs by year are provided in the current Student Equity Report. The current schedule of classes is available online.

7. Degrees

The majority of students attending San Diego Miramar College are enrolled in educational offerings that lead to degrees, and a substantial portion of the college's educational offerings are programs that lead to degrees. The college has 473 courses that are either required or restricted electives for degrees, which represents 65.7% of the College's total active course inventory. The college offers more than 250 Associate Degrees and Certificate Programs and has transfer agreements with the CSU and UC systems.

8. Educational Program

San Diego Miramar College's academic and career/technical education degree programs are congruent with its mission, are established from recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The college's degree programs require a minimum of 60 units and were designed for students to complete in two years, although many students take longer. The college catalog describes courses and curricular sequence of educational programs as well as a list of off-campus locations where classes are offered and a list of programs that can be completed online.

9. Academic Credit

San Diego Miramar College awards academic credits in accordance with Section 51002, Standards in Scholarship, of Title 5 of the California Code of Regulations. The college provides appropriate information about the awarding of academic credit in the college catalog, including institutional policies on transfer and award of credit. The standard for one unit of credit is 16-18 hours for lecture and 48-54 hours for laboratory, clinical, or other learning configurations.

10. Student Learning and Achievement

San Diego Miramar College defines each degree and certificate program and program SLOs in the college catalog. The college regularly and systematically assesses that students who complete programs have achieved the college's stated requirements and outcomes. SLO data is being collected in a database called SLOJet. Department chairs and faculty members to have access to and input data into this system. Longitudinal student achievement data is tracked and published in the annual Fact Book.

11. General Education

San Diego Miramar College's associate degrees require a substantial component of general education courses, which are developed in accordance with SDCCD Procedure 5300.2 and Title 5, Section 55063 for California community college general education. Courses include demonstrated competencies in writing and computational skills and an introduction to some of the major areas of knowledge.

12. Academic Freedom

Policy 4030, approved by the Board of Trustees on April 28, 2009, defines academic freedom for students, staff, and faculty. Appendix II of the District-AFT Guild Agreement contains a statement that describes faculty ethical behavior and academic freedom. San Diego Miramar College supports and maintains an atmosphere of intellectual freedom.

13. Faculty

San Diego Miramar College has an adequate core of qualified faculty with full-time responsibility to support the college's educational programs. The ratio of full-time to part-time faculty has been decreasing annually and should be monitored in the future. In fall 2009, the college had 102 full-time/contract faculty and approximately 327 adjunct faculty.

14. Student Services

San Diego Miramar College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution.

15. Admissions

San Diego Miramar College's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. These policies and admission requirements are published in the college catalog, schedules of classes, and web site.

16. Information and Learning Resources

San Diego Miramar College provides a comprehensive collection of information and learning resources to support the College's mission and educational programs. The library owns or licenses a collection of print and electronic resources (including full-text books and journals) and web-accessible materials. All instructional programs, in whatever format and wherever they are offered, including online, may access these resources. Resources are also available via the campus wireless network and in a number of computer labs.

17. Financial Resources

San Diego Miramar College has sufficient financial resources to support student-learning programs and services and to improve institutional effectiveness. Planning takes place at both the college and the district level and is evaluated and modified as necessary. The college uses budget management practices that provide for fiscal stability and have maintained an ending balance that exceeds the state minimum requirement.

18. Financial Accountability

As required by law, San Diego Miramar College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by a certified public accountant that has no other relationship to the district or the college.

19. Institutional Planning and Evaluation

San Diego Miramar College incorporates an annual process of evaluation and planning. Its 2007-2013 Strategic Plan is used as a basis for assessing progress toward meeting institutional goals. This is an area in which continual improvement is advisable.

20. Public Information

The San Diego Miramar College catalog contains all the requisite information and is available to the public both online and in print.

21. Relations with Accrediting Commission

The Board of Trustees affirms that San Diego Miramar College adheres to the eligibility requirements and accreditation standards and policies of the Commission.

STANDARD I Institutional Mission and Effectiveness

A. Mission

General Observations

The current Miramar College mission statement reads:

Our mission is to prepare students to succeed in a changing world within an environment that values excellence in learning, teaching, innovation and diversity.

This statement was approved by the Board of Trustees in March 2008. The mission statement is published and publicized in a variety of venues, including the college catalog and the college website.

The college has incorporated the mission statement into its institutional planning process, in particular via the Institutional Effectiveness Committee, which in 2008 became a campus participatory governance committee. This committee is responsible for the development of annual college-wide priorities.

Findings and Evidence

Board minutes from the March 8, 2008 meeting record approval of the current Miramar College mission statement. Minutes from college committee meetings and interviews with participants indicate that the revised statement was widely reviewed and discussed among college constituent groups (I.A.2).

The mission statement is published on page 10 of the college's 2010-11 catalog and appears on the key pages of the college website, including the home page. It has also been featured in the opening day "Welcome Back" brochure for the past several years. Colorful posters with the college mission statement are posted in many college classrooms. The college has distributed wallet cards to faculty, staff and administration that include the college mission statement along with the college values, vision, and 2010-11 college-wide priorities (I.A.2).

The college mission statement has been reviewed annually and was revised in 2006. In 2008 a primarily stylistic revision was approved, resulting in the current mission statement. The revision was initiated by the College Executive Committee, and included review and input from key constituencies, including the Academic and Classified Senates. The College Executive Committee has determined that in the future the mission statement will be reviewed bi-annually; the next review is scheduled for 2011 (I.A.3).

The Miramar mission statement is supplemented by vision and values statements, which are also reviewed and revised on a regular basis. In 2009, the mission statement was reaffirmed and two new values were added: "sustainable practices in construction, curriculum and campus culture;" and "quality, flexibility and innovation" (I.A.3).

The college mission statement defines the college's broad educational purposes and its commitment to student learning, but does not specify the intended student population as required by standard IA. However, college personnel indicate that their mission statement is aligned with broader district mission statement, which does define an intended student population. The stated mission of the San Diego Community College District is "[t]o provide accessible, high quality learning experiences to meet the educational needs of the San Diego community." In combination, the district and college mission statements meet the requirements of standard IA.

Miramar College views its mission statement as descriptive of its focus on preparing students for transfer, earning a degree, or employment. According to college data for fall 2009, approximately 47% of all students attending the college list their educational objective as transfer and/or earning an associate degree, while 24% attend with the objective of career preparation (most of the remaining students are undecided). Approximately 75% of the college's course offerings are in general academic programs, while 25% are in Career Technical Education.

The college governance handbook states as a guiding principle that "[t]he governance structure is designed to implement the Miramar College mission and goals. Thus, the campus goals will be the focus for all decision making" (Miramar College Governance Handbook, p. 5). Minutes from the Institutional Effectiveness Committee meetings and retreats as well as interviews with committee members indicate that the college mission statement and the college values and visions statements are incorporated into the development of annual college-wide priorities and annual updates of the college-wide master plan (I.A.4).

Conclusions

The college meets this standard. Course offerings and student services are aligned with the college's mission. The primary focus of the college is on programs leading to transfer and/or an associate degree, and career and technical education.

The college's mission statement is approved by the Board of Trustees, is reviewed on a regular basis and has been recently revised. The mission statement is regularly reviewed and published in the college catalog and other venues. The college has done an admirable job of promoting awareness of the mission statement, vision and values in a wide variety of forums.

The college's Institutional Effectiveness Committee and other planning bodies use the mission statement, along with the college vision and values, as they develop college-wide priorities and the college master plan.

The college should consider specifying its intended student population within its mission statement so that the college mission statement can stand on its own to meet standard IA.

B. Improving Institutional Effectiveness

General Observations

The college has developed a planning cycle that describes a self-reflective, systematic, and ongoing process for assessing the effectiveness of its programs and services in support of student learning. Fundamental to this planning cycle was the creation of a robust, data-driven program review process, which virtually all programs have completed at least once. However, while a planning cycle exists and program reviews have been completed, it is not clear how the results of these program reviews are evaluated, used for resource allocation, or integrated into overall college planning.

The college, with the support of the district research office, has increased the availability of data in support of a culture of evidence. The evidence suggests that the college is engaged with and working toward reaching proficiency in the area of student learning outcomes. Nevertheless, while progress has been made in the availability of data and a clear desire to assess outcomes exists, the evidence fails to demonstrate that the college has the capacity to actually evaluate the results of available data or assess the degree to which its processes lead to improvement of institutional effectiveness.

Findings and Evidence

The self-study describes and the team visit confirmed that several opportunities exist for ongoing, self-reflective dialogue about the improvement of student learning and institutional processes. The College Planning Cycle includes several avenues for dialogue, including not only processes (e.g., Program Review Process and Student Learning Outcomes Cycle, etc.), but also several committees, subcommittees and taskforces (e.g., the Research Subcommittee, Institutional Effectiveness Committee, Institutional Program Review and Student Learning Outcomes Assessment). Although the self-study reports that college participation in dialogue is below expectations, 73% of respondents to a recent campus Employee Perception survey “agreed” or “strongly agreed” that the college facilitates an ongoing dialogue about improving student learning and institutional processes (I.B.1).

The college sets goals and objectives based on the college’s mission, educational and strategic master plans, data from program reviews and student learning outcomes, as well as environmental scan information. The research subcommittee supports the use of objectives in order to facilitate measurement of their achievement. However, the evidence suggests 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 (I.B.2).

The college Planning Cycle describes the assessment and evaluation processes used to make decisions and allocate resources to improve institutional effectiveness. The Institutional Effectiveness Committee coordinates the annual update of the College Wide Master Plan using input from Program Review/ SLOAC and Environmental Scanning data. Additionally, the Planning Cycle outlines a timeline for systematic evaluation and continuous improvement. As

the college continues to follow these processes the coordination of planning and decision-making as it relates to internal operations, especially hiring decisions, should become stronger.

The District Research Office is commended for increasing the level of campus-level data and for assigning a part-time interim campus-based researcher. The Miramar Fact Book, Program Review Data, Enrollment Management Reports and the Pipeline report of feeder high schools represent several examples of data that could be used more fully to assess institutional effectiveness. With a part-time campus-based researcher the college should be able to increase its momentum toward achieving a culture of evidence.

The team noted throughout the self-study and corroborated during the visit that, even with the district research help, a clear gap continues to exist between the demand for campus-based research and the current capacity. This finding is further supported by the team's inability to uncover clear evidence that demonstrates systematic, ongoing assessment of progress toward achieving stated goals occurs. In the few areas where assessment has been conducted, the team was unable to find evidence that demonstrates the results were evaluated and used to make decisions to improve institutional effectiveness (Standard 1.B.3).

As codified in the College Governance handbook and illustrated by the many opportunities for students, staff, faculty and managers to participate in the college Planning Cycle, the college is commended for its inclusive planning processes. However, as stated above, the college appears to be in the nascent stage of providing evidence to substantiate that the planning process leads to improvement of institutional effectiveness (1.B.4).

The college provides its internal and external constituents with extensive data regarding enrollment management, program review, student characteristics, state accountability measures, student achievement outcomes, environmental scanning, as well as selected ad hoc research reports. However, as noted by the self-study evaluation, although the district research office provides increasing amounts of rich data, the lack of campus-based research capacity limits the college's ability to communicate documented *assessment results* to appropriate constituencies (1.B.5).

The college reports that the Institutional Effectiveness Committee is responsible for the assessment of the effectiveness of its planning, resource allocation, and institutional research efforts. However, the team was unable to find evidence that the college has assessed its ongoing planning, resource allocation processes, and research efforts (1.B.6). The college provided one example in which an assessment instrument was evaluated for reliability (internal consistency) as well as content and face validity. However, the team did not find evidence that the institution assesses its evaluation mechanisms vis-à-vis their effectiveness in improving student learning and support services (1.B.6, 1.B.7).

Conclusion

In sum, the college has made progress toward creating an evidenced-based culture that allows for broad input and substantive dialogue concerning improving institutional effectiveness. A College Planning Cycle exists which outlines the integration of plans in support of the college Master

Plan. In addition, the District Research office provides comprehensive as well as exemplary data for program review, enrollment management, and environmental scanning. Moreover, the district has partially implemented the Chancellor's Cabinet developed operational model for research, which calls for a full-time campus-based researcher at each college. Currently, an interim campus-based researcher is assigned two days per week to Miramar College.

Although data are increasingly available and an interim researcher has been assigned part-time to Miramar College, it remains unclear whether the college has the capacity to create a culture of evidence in which data are not only available, but used to assess the degree to which the institution is effectively accomplishing its mission. Without additional capacity to foster a culture of evidence, the college will have difficulty reaching and transcending the proficiency levels of institutional effectiveness as related to program review, planning, and eventually student learning outcomes.

Recommendation 1

In order to meet standards, 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 (Standard I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.C).

Recommendation 2

The team recommends that the college regularly review and adjust its participatory governance structure to assure clear and widely understood pathways for decision-making and planning (I.B, III.C, IV.A.1, IV.A.2.a, IV.A.3, IV.A.5).

STANDARD II

Student Learning Programs and Service

A. Instructional Programs

General Observations

Miramar College offers quality instructional programs that are consistent with the institution's stated Mission and appropriate to an institution of higher education. The college's Vision, Values and Strategic Goals focus on high quality student learning in career and technical education, transfer education, workforce development and economic development, developmental education, personal enrichment and professional development.

The college's educational programs are intended to meet the needs of the community and a diverse student population. The self study reveals a quality instructional program. Evidence supports this affirmation as follows:

- Degrees and Certificates in 102 different disciplines
- Over 700 credit courses
- 55 Associate Degrees
- Established centers and off campus sites for instruction
- Broad Distance Education Program
- High School Dual Enrollment Program
- Outstanding Workforce/Economic Development & Career Programs (Automotive, Aviation, Bio Technology, Medical Lab Technician, POST Certification, Fire Technology, Paralegal, EMT, Child Development, and Fitness Specialist)
- Developmental Education Program
- Customized short term programs
- Transfer Articulation agreements with 49 universities, 30 high schools
- US Navy Collaboration

Instructional programs are linked with Institutional Research and Planning through review of student achievement outcomes. All instructional programs have identified program-level SLOs and have participated in at least one review cycle. The District Institutional Research and Planning Office also provides student achievement outcomes data including student success, retention, transfer and degree/certificate completion (IIA.1, IIA.1.a).

The college's strategic plan addresses the delivery of instruction and services in formats and sites that best meet the student needs. These include traditional classroom lecture, distance education, tutoring, laboratory experience, field studies, and industry internships. Programs and courses are offered at multiple sites throughout the San Diego. The college commitment to local workforce needs is evident in support of its centers in Law Enforcement, Biotechnology and Advanced Transportation. Distance Education and online hybrid courses have expanded and represent 14% of the total course offerings (IIA.1.b, IIA.2.b).

Through the curriculum approval and program review processes, multiple delivery systems and modes of instruction are offered to promote student success. These systems are evaluated for institutional effectiveness through faculty peer evaluations, district online surveys, advisory board input, and curriculum committee review. A comprehensive quality assurance process has been implemented for Distance Education which includes reviews of instructor/student contact, pedagogical and rigor of instruction, technology, and multiple measures for student achievement, accessibility and student authentication (IIA.1.b, IIA.2.d).

The District Curriculum Committee is the central body that supports faculty participation in the development and revision of curriculum. Best Practice guidelines have been established and include a district level review and approval process. Established curriculum procedures lead to ongoing quality assessment and the identification of needed improvements, both of which are supported by the college's Program Review and Student Learning Outcome Assessment Cycle Committee (PR/SLOAC) and the Program Review process. Descriptive evidence has been provided to explain curriculum development processes including the overall faculty proposal audit, approval process, technical review and district approval (IIA.2a).

At the college level, faculty members and the Academic Senate are responsible for developing SLOs, assessment methods/rubrics, analyzing results of assessment and implementing strategies to improve. The SLOAC process provides the foundation for Program Review which evaluates programs and courses and to ensure improvement. The overall focus is on campus-wide improvement for both teaching and learning (IIA.2.b).

While the college relies on the SLOAC and Program Review processes for ongoing evaluation of all courses and programs, general student data is provided by the District Institutional Research Office. The Program Review Annual Report Form requires instructional programs to provide up-to-date CurricUNET information, review Program Learning Outcomes, and analyze a variety of indicators, including course enrollment data, scheduling modifications, curriculum review, staffing requests, staff development/training, facilities, technology/equipment, budget, marketing and support services (IIA.1.c, IIA.2.e).

This review of instructional programs is a primary part of the college-wide master planning along with an external scan and budget/resource development. Master planning is also supported through the college's Institutional Effectiveness Committee which was established to address integrated planning. As part of the assessment/data gathering, the Institutional Effectiveness Committee utilizes reports such as the strategic plan, environmental scan, annual reports, and other district-wide data reports for the establishment and integration of planning goals and objectives, prioritizing college-wide priorities in relation to the college's strategic plan, and implementation of the college operating units and participatory governance bodies to make decisions and budget allocations (IIA.2.e).

Within the Program Review Process, both internal and external data is developed. Examples of internal data include student demographics, academic progress, and student outcomes such as success, retention, persistence, graduation, and transfer rates. External evaluative data is gathered from the environmental scan, which includes community and local workforce needs, new educational delivery methods, and educational trends (IIA.2.f).

None of the college's programs have required program level examinations for graduation. Departmental exams are used in developmental English and math courses. Departments offer credit-by-examination and challenge exams for prerequisites. Career and Occupational programs prepare students for standardized examinations that are administered by the agencies (IIA.2.g).

Student learning is measured to ensure course examinations have high validity and reliability. Faculty review the departmental examination process, which is modified to improve quality and student learning. Evidence of this concept is described in the English Department change from an in-class essay to a portfolio exam. This modification minimizes test biases and allows the use of multiple measures (IIA.6.c).

The college represents itself to the internal and external community through the college catalog, which is revised annually, as well as on the Institutional Research Office's website and other college publications in print and electronic form. Board of Trustees policies on student grading are published in the college catalog, class schedule, and the district's Faculty Guide to State Mandated Attendance Accounting and Grade Reporting Manual. All policies are consistent with Title 5 regulations (IIA.6.c).

The college awards Associate Degrees in Science and the Arts. The district requirements for awarding degrees and certificates are included in the 2009-10 catalog and college web site. The college catalog describes the following criteria for awarding degrees and certificates: GPA, completion of general education and major requirements, college district requirements, and completion of units for major or degree. General Education courses are common to all three district campuses and reviewed through the Curriculum Committee process by discipline faculty, chairs and administrators. Local degree requirements include multicultural studies, health, physical education, and American Institutions/California Government. The Associate Degree multiple general education patterns are offered based on the student's educational goal (IIA.3.a, IIA.3.b, IIA.3.c).

The District Curriculum Instructional Council ensures standards and established criteria for general education categories and consistent with Title 5 regulations. All course outlines require clear descriptions for content and methodology in relation to identified SLOs. District policy for general education outcomes include critical thinking, written and oral communication, quantitative analysis, awareness in arts and humanities and understanding of physical, social, and behavioral sciences in relation to diversity and global communities (IIA.3.b, IIA.3.c).

All programs have established program-level SLOs. However, program assessment methodologies are still under development. The district-identified SLOs for its general education pattern have been reviewed and approved by the Academic Senate.

The college's degree programs typically include 18 units in one or more related disciplines and meet the State Chancellor's Office requirements for degree compliance. Evaluation of student competency is accomplished in a variety of ways, including written and oral examinations, portfolios, and skill demonstrations. The college ensures that students enrolled in programs that require external licensure and certification are evaluated according to the specific industry standards for each program. Program certification processes—used to identify student competency in programs such as Peace Officer Standards and Training (POST), Automotive Service Excellence (ASE) and Department of Social

Services Licensing—are also used to assess student progress. The college catalog describes program and course level SLOs followed by an assessment statement (IIA.2.b).

Changes to program requirements must be approved by the College Curriculum Committee, the District's Curriculum Instructional Council, and the Board of Trustees (IIA.6b).

The SDCCD policies include academic freedom and freedom of expression. These policies clearly make the distinction between personal conviction and professionally accepted views in a discipline. In addition, the faculty contract includes an ethics statement regarding academic freedom and freedom of expression. This is adapted from the AAUP statement and is published in the college catalog (IIA.7.a).

Findings and Evidence

The college has made significant progress since 2004 in the development of SLOs at the institution, program, and course levels. Faculty have been active participants in this development, and the Student Learning Outcome Advisory Committee has established the SLO Jet database system that documents a process for SLO development and assessment. The team discovered that, with the exception of the SLOAC faculty coordinator, there is limited access to this data by other faculty and staff. Administrators have no access rights to this data. As of spring 2010, the college has developed SLOs for 554 courses, which represents 76% of the total course inventory. Some of the faculty have adopted the practice of including the course SLO on the course syllabi. Forty-seven percent (342) of the courses have been assessed at least once with 145 (20%) completing one full cycle of course improvement (IIA.1.c).

In Fall 2007, the college updated and approved five Institutional Learning Outcomes. In 2008, the college conducted several campus-wide forums to establish links between institutional SLOs and general education course outcomes and began mapping course-level SLOs to the institutional SLOs. All courses that have established SLOs have been linked to the five institutional learning outcomes. As a result of improvements in the college's program review process, 100% of the instructional programs have program-level SLOs listed in the 2009-10 College Catalog (IIA.1.c). The college has established a timeline to reach the proficiency level in SLO implementation by 2012.

Miramar College ensures the quality of its instructional programs through its faculty selection process, comprehensive evaluation and through program review. Programs are evaluated on a regular basis to ensure academic integrity on the basis of appropriate breadth, depth, rigor and course sequencing. The Curriculum Committee's policy sets a six-year cycle for reviewing and updating courses. The college Vice President of Instruction is actively working to address this issue. However, documents indicated that only 52.8% of the credit courses have met this deadline (IIA.2.c). Miramar College faculty play a primary role in both functions and the college is also exploring best practice methods of assessment in all of their degree requirements.

The college is striving to use data-driven decision-making as evidenced in the implementation of PR/SLOAC course and program documents, which includes measurement methods and assessment data. Productivity data measures include class sections, enrollment, WSCH, and FTES (IIA.2.e).

Despite current budget challenges, the college's Instructional Master Plan directs the college to grow strategically by developing capacity in anticipation of economic recovery. The team verified completion

of the college's Instructional Master Plan in May 2010. Faculty continue to update program plans with a goal of sustaining a college for 25,000 students.

The team reviewed the degree descriptions in the college catalog and verified that the degrees include focused study in at least one area of inquiry or are interdisciplinary in nature. In addition, the team reviewed the Occupational Outlook Report, as well as various industry guidelines, handbooks, and documents, such as the FAA Aviation Instructor's handbook, Medical Lab Technician Training Program, the State Fire Training Course Information Manual and the POST Administrative Manual. The team also interviewed several program coordinators and verified that the college ensures that vocational students meet industry and professional standards.

Based on a review of the college's website and catalog, the college effectively represents itself to students, staff, and the external community. The employee perception survey found evidence that the faculty present information objectively and there are clear expectations of academic honesty. The team verified that codes of conduct are clearly communicated in district policies, college documents, and the website (IIA.6c, IIA.7.b).

Conclusions

Miramar College meets the requirements of Standard IIA. The team encourages the campus community to build on their SLO/assessment progress to fulfill their timeline to reach proficiency by 2012 and establish continuous improvement that extends beyond the course/program level, including communication to all constituent groups.

Classroom and committee observations revealed a dedicated faculty and staff, creating an environment supportive of student learning (IIA.2.c).

The schedule of classes and catalog are well organized and provide excellent information for students about the college's degree, certificate, and transfer programs (IIA.6). The college offers courses that make use of varied instructional modes and delivery systems including a strong distance education program (IIA.1.b). The college should complete the six-year course outline review for all active courses as part of curriculum best practices. In addition, official Board Policy needs to be developed for the Program Discontinuance process (IIA.6.b).

The college meets this standard.

II.B Student Support Services

General Observations

San Diego Miramar College's Student Services Division includes talented, innovative, and committed professionals. They have created a climate of empowerment and innovation that allows students, staff, faculty and administrators to initiate improvement in college programs and services through dialogue, goal setting, and evaluation.

Division leadership continues to be actively involved despite diminishing resources and personnel changes. Student learning and success are integrated into the daily operations and mindset of these dedicated individuals. A highly collaborative spirit of family and teamwork exists throughout student services as voiced by both staff and students. The Student Services Division has created a welcoming and inclusive experience for all students and staff, who are committed to serving students.

Based on the review of the college self study, it is evident that the college division has undertaken a rigorous, thoughtful, and deliberate review and analysis of the student services area. The division embraces survey data as a basis to strengthen its efficiency and delivery of services. The college has engaged in extensive dialogue geared at creating student learning outcomes, measuring them, and developing a program review template for the division. Much effort was applied to creating and measuring SLOs across all of the student services programs and developing excellent models for the college to build upon.

Findings and Evidence

Student services surveys have been administered to students and employees. Students indicated a high degree of satisfaction with services such as the course registration process (78%), admission application process (74%), and academic counseling (74%) (II.B.1, II.B.3).

The college provides an accurate and clearly understood catalog containing relevant information for future and returning students. The catalog clearly addresses admissions, degree and certificate information, refunds, and an explanation of student rights. The information is in hard copy, web, and CD format. There is a formal grievance process in Student Services and files are managed in a systematic manner. However, the college is lacking a detailed grievance process in its catalog or student handbook. Documentation is managed by the division and confidentiality is maintained (II.B.2).

The college understands the diverse population it serves and offers multiple programs, clubs, and services that expose students, faculty, and staff to cultural appreciation. Activities promote sensitivity to ethnicity, gender, language, and at-risk populations and offer avenues for enrichment and learning experiences for everyone. With the influx of enrollment, a vast array of student clubs on campus, a 66% increase, has created a positive impact. The growth of student clubs and activities on campus offer a variety of opportunities to develop leadership skills and civic engagement. Administrative support has directly contributed to a dramatic expansion of student organizations, involvement in student government, and the prominence of a student voice on campus (IIB.3.b, IIB.3.d).

The Student Services Division has a system in place for coordinating its counseling services. SARS is utilized by staff to track, schedule, and analyze student access to counseling services as well as provide vital reports for staff. All program counselors and administrators receive this immediate information, enabling them to plan, schedule, and assess student needs throughout the year. The division has the means to provide counseling services to its students within its service area, such as EOPS, DSPS, Veterans, and the general population.

Counseling services also exist at the offsite Marine Corps Air Station with a counselor present on base two days a week. The counselor relays information to and from both campuses via committee updates. There is clear evidence of communication and a sense of “family” between general and categorical counseling services, thus ensuring that students are being referred to appropriate support programs and services. All counseling professionals meet the minimum requirements for professional service as counselors in the California Community College System. (II.B.3.c).

Miramar College systematically evaluates its placement instruments in accordance with state regulations and conducts annual reviews of cut score validation. Acceptable assessment instruments are in place to address educational levels, language, disability, and performance levels in reading, writing, and mathematics. The college utilizes the Institutional Research Office and instructional staff to evaluate the validity and reliability of the instruments in place (II.B.3.e).

Attention to confidentiality and security of student records and personal information adequately meets the standard. A detailed manual for the maintenance and security of student records was provided. The Integrated Student Information System (ISIS), security login measures, password protection, backup systems, and continued dialogue and collaboration with the District Student Services Office help to maintain and update student records, especially for financial aid (II.B.3.f).

The team noted that the Student Services Division at Miramar College has addressed student needs in its planning. For example, extended hours during peak registration period were implemented as a result of this planning process and the Financial Aid Department was included to provide more cohesive services.

Construction of a Student Union and classrooms is paving the way for anticipated growth that will almost double in the near future. Student Services is also cognizant of veteran students and their specific needs. Expanded services and resources for veterans will greatly enhance the ability to serve emerging student needs.

The division assesses the effectiveness of its programs through its program review process. This process includes all categorical programs, counseling, and financial aid. As a result of a previous recommendation, the institution developed a method to assist in SLO development and assessment. Student Services has created its own program review template. Division leaders and task forces work with district data to make informed decisions. The Student Services Division has made significant progress in the development and assessment strategies for SLOs. Two cycles of assessment have been completed. However, clear evidence about how evaluation of student services contribute to the achievement of SLOs and how that information can be used to improve and secure funding to sustain them is not widely understood (II.B.3.c, II.B.4).

Conclusions

Student Services has made significant progress in addressing its diversity concerns as evidenced by the growth in student activities, the number of clubs on campus, and the diversity of those clubs and activities. There has been an increase in student involvement. Counseling has had an impact on the

number of degree and certificates awarded. Student Services has implemented innovative programs such as “Jets Jump Start” and the “Freshman Year Experience” which address the issue of persistence and success. Student Services continues to evaluate its offerings through the program review process.

The Student Services Division demonstrates a genuine commitment to students and their needs. The division exhibits a “family” attitude.

The college meets this standard.

II.C Library and Learning Support Services

General Observations

Library and learning support include the services of the Library/Learning Resource Center; Audiovisual Media Services; Tutorial Services (also known as The Personal Learning Assistance Center [The PLACe]); the Independent Learning Center (ILC); San Diego Community College District Online (SDCCD Online); and specialized computer labs in several departments on campus.

In the Library/Learning Resource Center, the college’s 11,930 students have access to 29,261 print and 27,772 eBooks; nine subscription databases; 68 periodical titles; 17 computer workstations; and 1,900 AV units to enhance instruction. The Library/LRC Point-of-Service Survey of spring 2009 reflected that 68% of the college’s students were satisfied or very satisfied with the library’s collections, offering proof that the collection development practices utilized by the faculty librarians are a satisfactory method for targeting needed titles. The library’s book resources are nearly identical in number whether in hard copy or in electronic format. The collection notably considers distance education student needs.

The Library/LRC offers the services of professional librarians to its students. It also provides interlibrary loan services with its two sister colleges, reference services, instructor-reserves, and student AV listening stations. Audiovisual materials and equipment are available for checkout, and a professional development collection is available for staff and faculty.

Tutoring services are available through the PLACe (Personal Learning Assistance Center) and the college has offered online tutoring services since 1999. CCC Confer’s virtual meeting venue offers training related to online math, basic skills, and English composition courses. The PLACe proctors tests for distance education students and holds weekly walk-in math and English labs. The PLACe also has a collection of learning support software that covers 18 disciplines and includes specialized computer programs for vocational, developmental, transfer-ready, and ESOL students.

The Library building is alarmed and connected to District Police Dispatch. Print and media in the collection are protected by 3M security tags and a gated/alarmed entrance/exit. The Audiovisual department is also alarmed and connected to District Police Dispatch.

Usage statistics are used to evaluate the value and performance of services. These statistics are used to work with the college's sister campuses for planning purposes as well. The college meets the standards for collaboration with other institutions or sources for learning support services. It evaluates the services on an annual basis and uses the usage statistics for future planning purposes.

The college evaluates library and learning support services in four ways: Program Review; surveys of faculty, staff, and students; usage statistics; and annual data surveys for state and federal agencies. Classroom faculty provide assessment input, and students complete learning modules to demonstrate learned concepts for using the library catalog and databases. In addition, surveys completed by faculty, staff, and students address the library's collection, technology, and services offered.

Findings and Evidence

The ILC (Independent Learning Center) provides computer technology and support for the entire college. Students can participate in self-paced learning activities, access the Internet, conduct research, study, or seek learning assistance. The lab has 110 state-of-the-art computer workstations which include five adapted computers for disabled students. It also provides access to tutorial CD-ROMs on a variety of subjects (II.C.1).

According to the self-study, students had access to 28,120 hard copy books in the library as of 2009. Nine online full-text periodical reference databases and subscriptions to an additional 68 print periodical titles are also available for student research. Due to the limitations of the current library facility, the size of the print collection has remained at the minimum range of acceptability for supporting student learning at the community college level as defined by the Clapp-Jordan formula (a reliable measure used by the profession since 1965). As Miramar evaluates its collection needs, this is a good standard to strive for. The addition of an eBooks collection of 27,772 titles was a laudable way to address the space problem. It has doubled the resources available to students without necessitating any increase in facilities.

In order to meet a prior recommendation, the college increased the book budget from \$8,900 in 2004-2005 to \$20,000 in 2006-2007. Although the midterm report refers to plans to permanently increase this budget an additional \$20,000 each year until a sufficient collection is established, the book budget has remained static at \$20,000 (II.C.1.a).

Each fall, librarians conduct a collection development survey to determine faculty-required titles to be purchased to support curriculum. In addition to soliciting information this way, the librarians also encourage faculty to submit lists of wished-for titles for the library's collection (II.C.1.a).

The ILC assists students in acquiring information competencies via the "help" functions with its various computer programs. During business hours, staff members also provide one-on-one assistance to students as they work at the center's computer workstations (II.C.1.b).

All audiovisual materials and important tools are locked, secured, and inventoried daily. The PLACe is protected with a security access code. Hardware and equipment are stored in locked cabinets. Offices are locked and a panic button is connected to the front desk to protect the staff and students. The ILC is protected with a security code access. Staff workstations are positioned in line-of-sight with all equipment. Three panic buttons are located under staff desks (II.C.1.d).

Classroom faculty provide assessment input to evaluate services. Students complete learning modules to demonstrate learned concepts for using the library catalog and databases. In addition, surveys are completed by faculty, staff, and students to address the library's collection, technology, and services. To evaluate its online program, the college uses occasional surveys of faculty, staff, and students and the annual data surveys requested at the state and national levels. Finally, the college uses an online evaluation for online courses and asks faculty to encourage students to evaluate their courses. The responses are then collected and analyzed to determine whether online courses are enhancing student achievement of identified SLOs (II.C.2).

The PLACe conducts an annual program review. It uses the *Council for the Advancement of Standards in Higher Education: Learning Assistance Program Standards & Guidelines* as its point of reference. Additionally, The PLACe evaluates its efforts and sets goals for improvement through annual performance reviews of tutors, staff, services, and collections. The ILC is evaluated through student surveys and the automated attendance tracking system. Usage data is used to determine how the ILC meets student needs (II.C.2).

Conclusions

The college readily admits to a problem with the lack of library space for students to study and accessing electronic resources. Wi-Fi access has made the lack of study space even more apparent. The new 77,000 assignable square footage library building will bring a welcome remedy to this problem. However, with its new library building, the college will need to ensure that it makes a substantial and ongoing commitment to adequately fund both the circulating and reference book collections in the new facility.

The college meets the standard for providing effective maintenance and security for its library and other learning support services. It utilizes alarmed facilities, anti-theft security tags, locks, alarm codes, daily inventories, and panic buttons for staff protection to achieve this.

STANDARD III

Resources

A. Human Resources

General Observations

San Diego Miramar College has clearly established policies and procedures in place to hire faculty, staff and administrators. The college has clearly defined evaluation procedures through its respective collective bargaining agreements. The Board of Trustees and all college employees are governed by various codes of conduct and ethics.

When positions are approved for filling, the college follows established hiring policies and procedures which include mandatory training for the committee members, review and approval of selection criteria, and interview questions by the site compliance officer.

Findings and Evidence

San Diego Miramar College adheres to clear and effective district hiring policies and procedures identified in the Human Resources Instruction Manual and the Recruitment and Hiring Document. Job announcements clearly state the required education, experience, and necessary knowledge and skills for advertised positions. Faculty play a primary role in the selection of faculty. Faculty candidates are evaluated on discipline expertise and quality of teaching, as well as how the candidate will contribute to the mission of the college. Classified staff and administrators are evaluated based on the advertised criteria for their corresponding position. Faculty and administrators hold degrees from U.S. accredited institutions or follow a well outlined equivalency policy and procedure (III.A.1.a).

To ensure that hiring practices are equitable, each committee member is trained and the site compliance officer plays an active role in approving criteria and interview questions. The college meets the requirements for Standard III.A.1.a.

The college evaluates its personnel as determined by the respective collective bargaining agreements for faculty and staff (AFT Guild College Faculty Guide, the AFT OT agreement, and the Human Resources Manual), and the procedures in the SDCCD Manager Performance Appraisal Manual for management evaluations. The Office Technical Staff are evaluated during probation. However, once they have passed probation they go through an informal process with their immediate supervisor that focuses on mutual goals and professional development rather than a formal evaluation. The team reviewed sample evaluations and verified that evaluations include a well defined process for addressing areas that need improvement, including providing the necessary resources for the employee to succeed in the needs improvement plan (III.A.1.b). 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 group (III.A.1.b). 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 reviewed college documents and interviewed faculty, administrators, staff, and district Human Resources personnel and found evidence that the frequency and tracking of adjunct faculty evaluations varies from school to school. The team also found evidence that the informal annual evaluation process for office and technical staff did not occur systematically and varies across the campus. The college partially meets the requirements of Standard III.A.1.b.

Faculty evaluations focus on discipline mastery and teaching expertise, as well as district involvement as delineated in the collective bargaining agreements. However, 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 (III.A.1.c). The college does not meet the requirements for Standard III.A.1.c.

The Board of Trustees outlines its code of ethics in Policy 2715. The college employees work under the Conflict of Interest Code and the San Diego Miramar College's Professional Code of Ethics. The Academic Senate revised its existing code of ethics in 2008 (III.1.A.d). The college meets the requirements for Standard III.A.1.d.

The college's full time/part time ratio has decreased slightly over the last few years. However, there is no evidence that student learning is being negatively impacted. The college does not identify any measurable criteria to evaluate whether it is sufficiently staffed by administrators or support staff. However, in numerous interviews with college faculty, staff, and administrators there is evidence of extraordinary administrative turnover since the last accreditation cycle. College personnel indicate that this leadership instability has had a negative impact on their ability to serve students and fulfill the college mission. The college partially meets the requirements for Standard III.A.2.

The college maintains and conforms to written policies ensuring fairness in employment procedures. These policies and procedures can be found in the Business Office and on the college website, as well as the Human Resource Manual (III.A.3.a). The college meets the requirements for Standard III.A.3.a.

The college's personnel files are maintained securely in locked filing cabinets in the district Human Resources Department. Employees have access to their files and may add information to their files (III.A.3.b). Collective bargaining agreements explicitly exclude performance evaluations from the personnel files, with the exception of tenure track faculty, and are therefore not housed with the personnel files at the district office. Rather, they are kept locked in the supervisor's office at the college. The college meets the requirements for Standard III.A.3.b.

The college's Site Compliance Officer provides training at San Diego Miramar for all hiring committee members and reviews and approves interview questions and selection criteria for all hiring committees. In addition, the Site Compliance Officer provides training for volunteers who serve as trained Equal Opportunity representatives on hiring committees. The Compliance Officer is also charged with receiving and responding to complaints regarding harassment and discrimination (III.A.4 and III.A.4.a).

San Diego Miramar has a vibrant Diversity and International Education Committee that was recently transitioned from a sub-committee of Staff Development to a Standing Participatory Governance Committee. Although the committee has a very limited budget, it is highly visible and regularly presents culturally relevant and educational speakers, films, and other events designed to increase the visibility of diversity efforts on campus. The college also participates in the San Diego and Imperial Counties Community College Association Minority Faculty Internship Program. The college meets the requirements for Standard III.A.4.a.

The college maintains records of ethnic representation for all employment classifications and students. This information is used to monitor progress in achieving greater diversity. This data is published in the Fact Book (III.A.4.b). The college meets the requirements for Standard III.A.4.b.

The institution has a zero tolerance for violence in its learning and work environments and abides by the district's code of conduct. The employee perception survey reports that 75% of the respondents agree or strongly agree that the college treats them with respect (III.A.4.c). The college meets the requirements of Standard III.A.4.c.

A number of entities on campus deal with professional development. The college has a flex coordinator (at .2 reassigned time) who organizes the mandatory flex days in August and January, keeps track of fulfillment of the annual flex obligation, and posts a list of meetings, workshops, and events offered at all three district colleges as well as district online training seminars that qualify for flex credit. The Staff Development Committee approves funding for faculty, staff, and administrators to attend conferences, although funds have been limited in recent years. The Professional Development Committee reviews faculty requests to advance on the salary schedule based on the attainment of continuing education credits, makes recommendations on sabbatical leaves, and approves promotion and tenure. District Human Resources offers workshops for college employees on topics such as Employee Relations and Workplace Harassment (III.A.5.a).

The Teaching Institute, a series of best practices sharing sessions on pedagogy facilitated by a faculty member, ran for several years but was discontinued this year due to decreased attendance in 2009-10.

The college's Professional Development Center, open from 7:30 am to 9 pm, is used mainly by adjunct faculty who need access to computers.

The college allows faculty, staff, or administrators to offer workshops or programs, which the flex coordinator publicizes. However, the college does not have anyone who is responsible for organizing a comprehensive professional development program to meet the needs of its personnel. A survey regarding fall flex day asked one question on future flex topics and gleaned only 27 responses (III.A.5.a and III.A.5.b).

Although there is evidence that the college evaluates its professional development programs, the team feels it would be useful for the college to more systematically assess its professional

development needs in order to find ways to meet those needs and then use the results to make improvements (III.A.5.b).

Despite the lack of state or district funding, the self study states that the college desires to maintain “a relevant program for institutional and professional renewal.” The team suggests that the college utilize campus expertise and find creative ways to offer more professional development activities in order to enhance the professional growth of all its employees. The college meets the requirements for Standard III.A.5.

The college’s faculty hiring process is derived from the program review process and the faculty hiring committee ranks faculty requests based on program review and enrollment data, as well as the college’s mission and goals. The classified hiring requests are prioritized by the vice presidents utilizing program review data. The integrated requests also pass through several participatory governance groups. The district funding model has been described as problematic; however, the district has recognized the growth of San Diego Miramar and has altered its funding model in an attempt to account for the growth (III.A.6). The college meets the requirements for Standard III.A.6.

Conclusions

The college employs qualified personnel to support student learning programs and services. Questions remain with regard to the systematic evaluation of adjunct faculty and classified staff who have passed probation. There is also the lack of a student learning outcomes component in faculty evaluations. In addition, there are concerns that the high level of administrative turnover is negatively impacting institutional effectiveness. The college partially meets the requirements for Standard III.A.

Recommendation 3

In order to meet this standard, 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 adjunct and classified staff**
- **Adding a student learning outcomes component in faculty evaluation (Standard III.A.1.b and Standard III.A.1.c)**

Recommendation 4

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)

III.B Physical Resources

General Observations

In 1975, the Miramar Regional Occupational Training Center, which offered classes in the police and sheriff's academies, fire science, and criminal justice programs, was renamed San Diego Miramar College. The campus is situated on 120 acres and started with an administration building and bungalows that house instructional and student support facilities. In 2002, Miramar College developed its Facilities Master Plan with the goal of serving 25,000 students by the year 2025. As part of the San Diego Community College District, the Miramar College facilities planning process is linked to the college's instructional master plan. College Strategic planning processes integrate with the district-wide planning and allocation processes.

The successful passage of two facilities bond measures for a total of \$1,555 billion has enabled the three colleges in the district to construct new facilities, seismically strengthen and renovate existing ones, and provide accessibility improvements, hazardous materials abatement, and life and safety upgrades. The college is currently undergoing a huge transformation with 20 new building projects, which will more than triple the college footprint after all planned construction is completed. The Board of Trustees adopted a Green Building Policy. New buildings will be LEED certified to promote efficient space utilization, energy efficiency, and sustainability. The district projected construction, equipment, and operational costs in adherence to total cost of ownership principles. Identification of new facilities is based on the college's existing space utilization and projected student enrollment growth in compliance with California Community College capacity/load standards. Miramar College collaborates with SDCCD to develop long-range capital and equipment replacement plans for submission to the state for scheduled maintenance funding. The district provides campus facilities personnel to maintain buildings and grounds and is responsible for ongoing inspection. The security functions are centralized at the district.

Findings and Evidence

The development of physical resources is a shared responsibility between the district and the college. Since Miramar's original facilities are predominantly temporary structures, the new buildings under construction will transform the landscape of the campus and provide a warm and welcoming environment conducive to student learning. Plans for instructional and support facilities were developed through the shared governance process as the Facilities Master Plan was put together and subsequently updated. Projects were prioritized with participation of the college community (III.B.1.a and IIIB.1.b).

The college offers programs at several off-site locations, with significant programs at MCAS Miramar and the former Naval Training Center (NTC). Facilities at the NTC are outdated, and the upper floors are not accessible. The college is currently considering a plan to relocate the programs offered at this site.

The college utilizes a facilities planning process that incorporates strategic planning linked to budgeting to identify, plan, design, construct, and maintain buildings. Miramar's facilities

reflect program balance and student population growth needs. As part of its integrated planning and budgeting process, Miramar College and the district allocate resources to construct and maintain college facilities. The campus facilities plan responds to ever increasing growth in the instructional and support programs. The district budget allocation processes have identified and partially funded a reserve to cover operationally related costs (staffing, equipment, utilities) in adherence to total cost of ownership principles. The district continues to explore possible revenue streams to fund operational costs as new buildings go online within the next five years (III.B.1.a and III.B.1.b).

District facilities maintenance and operations staff maintain and clean facilities, thus assuring the campus community of a healthy and safe learning and working environment. The addition of college security staff to provide campus patrol services 24 hours a day, 7 days a week has greatly increased campus safety. Regular safety training and emergency preparedness classes are conducted to prepare the campus for emergencies (IIIB.1.b).

Conclusions

The college meets this standard. The institution plans, builds, and maintains its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. With newly constructed buildings, students, faculty, and staff enjoy a safe and clean learning and working environment with state-of-the-art technology. Long-term, the district needs to be prepared to identify funding to meet the total cost of ownership obligations, considering the state budget and the consequence of using the general unrestricted fund for this purpose.

III.C Technology Resources

General Observations

The college states that its technology services are divided into three categories to support various constituent needs: enterprise services (email, telephones, and student databases) supported by the Instructional Technology (IT) Office; faculty, staff, and administrator computers supported by Administrative Computing Services (ACS); and instructional computers and support for SMART classrooms and labs supported by Instructional Computing Services (ICS).

Technology training opportunities exist for all constituency groups: students, staff, faculty, and managers/administrators.

Students have formal technology courses in which they can enroll (Computer Business Technology and Computer Information Services), as well as access to tech savvy staff in the Independent Learning Center (ILC). The college is responsive to the growing student demand for online classes, and online learning assessment and a bevy of online resources (including online tutoring and e-books) are available to students to support their online learning experience.

Technology training for faculty seemed robust from 2006-2008 while the college received Title III grant funding. Both full-time and part-time faculty were invited to attend technology training at the Professional Development Center (PDC) during that time period. While this training is no

longer available, both ACS and ICS provide informal one-on-one assistance to faculty, staff, and administrators related to the use of office technology as well as SMART classroom technology. Disability Support Programs and Services has several technology training opportunities for staff, faculty, and administrators in the use of adaptive software as well as compliance with regulations mandating access.

IT, part of the district IT division, demonstrates thoughtful long-range planning and systematic implementation of policies and procedures to ensure smooth, reliable, and secure technological operations at the college.

Technology requests are submitted by individual programs to the Budget & Resource Development Subcommittee (BRDS) through the Program Review process. BRDS forwards technology funding requests to the Technology Committee for feedback, returning the information to BRDS. BRDS then forwards its recommendations to the Academic Senate, which in turn sends the technology requests to the Campus Executive Committee (CEC) for final approval.

The Technology Committee uses its three-year rolling technology plan as a guide for distributing hardware. Software needs emerge from program review requests and are then prioritized by the ICS or ACS and approved by the Dean of Library and Technology. District-wide purchases are made for efficiency, and all technology hardware is covered by four-year warranties, aligning with the college's four-year replacement cycle.

The college states that technology planning is integrated with institutional planning through its connection to program review, the results of which are prioritized via BRDS, while the technology plan guides the distribution.

Findings and Evidence

Students, faculty, and staff indicate high levels of satisfaction with technology services, especially those students enrolled in online courses. Hardware is covered by extensive warranties, and servers and other network services have very low to non-existent downtime due to robust network connections as well as built-in redundancy. Day-to-day tech decisions (primarily maintenance) are made by the ACS and ICS, but the shared governance Technology Committee addresses global (campus-wide) tech needs and has created a three-year rolling technology plan (III.C.1.a).

Regularly scheduled and sustained formal technology training is no longer available at the Professional Development Center (PDC), yet a need for this has been identified through the 2009 Employee Perception Survey (III.C.1.b). The college does offer mentoring to online instructors through a faculty member who receives reassigned time.

The college acknowledges that inconsistent state funding has meant that regular purchasing of computers—a key component of the college's technology plan—has not occurred. There is no real plan to rectify this other than a planning agenda to “add a line item to the campus budget for technology support” (III.C.1.c).

There is evidence that the technology plan is integrated with institutional planning through its interaction with both program review and the Instructional Master Plan (III.C.2).

Conclusions

The college has a systematic plan for meeting institutional technology needs at each level although it does not appear to be fully integrated. More formalized and systematic technology training needs to be offered regularly to faculty, staff, and administrators to ensure competency. As technology becomes more prominent and embedded in all aspects of campus operations, the college will need to find ways to secure sufficient and reliable funding to address the increased demands, primarily for more frequent computer hardware replacement and software updates. Beyond the use of perception surveys, the effective use of technology resources does not appear to be as formally assessed as it should be.

Recommendations

See Recommendation 1 and Recommendation 2

III.D Financial Resources

General Comments

The San Diego Community College District is financially sound. Due to the looming state budget shortfall, the district began building its reserves to be able to continue to support the colleges in the face of unforeseen budget cuts. When the budget crisis hit the state and community college funding was severely impacted, the district was able to reduce its general unrestricted fund without employee layoffs.

The college and district mission statements and the college's annual goals form the basis for institutional and financial planning. Revenue and expense projections and site allocations are periodically presented to the board, the colleges, and continuing education.

Findings and Evidence

The district's accrued actuarial liability under GASB 45 for Other Postemployment Benefits (OPEB) is \$19.6 million as of July 1, 2009. In 2006, the district contributed \$11 million to the Community College League of California Joint Powers Authority to fund its Other Post Employment Benefit obligation. The goal is to allow the interest to grow until the fund is sufficient to pay all future retiree benefits, sometime between 2016 and 2018, depending on investment returns (III.D.1.c).

In response to the 2004 team's recommendation to provide training to employees, the college has been providing the Budget & Resource Development Subcommittee with detailed documentation along with written guidelines at the beginning of the budget development process. One-on-one training sessions and group training have been provided on the use of WebAdvisor to enable

managers, staff, and grant coordinators to track budgets, expenditures, and available balances at any time (III.D.1.d).

The district undergoes annual audits, and from FY 2006-2007 to FY 2008-09 has received an unqualified opinion from its external auditors. Deficiencies cited are addressed in a timely fashion. A Citizens Oversight Committee was formed to monitor construction-related expenditures to ensure these are made in accordance with the purpose for which the Proposition S and N bonds are intended. Bond funds are accounted for separately and are likewise audited annually (III.D.2.a).

SDCCD employees have access to Datatel, the enterprise resource system. Staff trainings are conducted on how to access and interpret financial reports. The Chancellor, together with the Executive Vice Chancellor, regularly emails budget updates and holds budget forums at the campuses (III.D.2.b).

The district is self-insured for losses arising from public liability, auto, and property claims. It has elected to be self-insured for workers' compensation claims. In addition, it maintains a comprehensive and legal liability insurance policy up to \$5 million (III.D.2.c).

The colleges and the district have consistently maintained adequate and appropriate cash reserves to ensure fiscal stability. The colleges, along with the district and continuing education, carried over their ending balances to help in the allocation of resources during the subsequent year. Given the ongoing state fiscal crisis and its impact on California Community Colleges, the San Diego Community College District and its campuses were well served by its previous conservative fiscal practices. The college has become creative in prioritizing expenditures and using contracts and grants to carry out activities that support the college's mission and priorities (III.D.2.c).

Through the allocation model, the district continues to practice effective oversight of financial practices. Contractual functions remain centralized in their support to the campuses. Established board financial policies and procedures serve as budgetary guidelines and expenditure control measures for individual campuses. These practices and processes are viewed as supporting local decision-making authority and ensuring adherence to generally accepted accounting principles. Within the college, processes for the allocation of funds for hourly salaries, non-salary costs, and instructional materials/library materials vary. This sometimes causes confusion (III.D.2.d, III.D.2.e, III.D.2.f).

Conclusion

The college meets this standard. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The district is fiscally sound and carries adequate reserves to weather economic uncertainties and financial consequences to community colleges as a result of the state budget.

STANDARD IV Leadership and Governance

A. Decision-Making Roles and Processes

Findings and Evidence

Miramar College and the San Diego Community College District have in place numerous well defined committees and participative processes to assure that all voices are heard in decision-making (IV.A.1, IV.A.2.a). The processes and mechanisms are described in detail in the Miramar College Governance Handbook (IV.A.2) which describes the substantial role of the Academic Senate in making recommendations regarding student programs and services (IV.A.2.b). However, the existence of a large number of committees and subcommittees with broad participation (for example, the Hiring Committee with than 30 members) may lead to more chatter than action with participatory decision-making actually lost in the process.

The team observed the use of the functional map that was included in the self study report. While significant discussion of ideas and plans takes place, the existing structure does not always facilitate effective dialogue and decision-making among the college's constituencies. It is difficult to integrate plans because planning is subdivided among different functional groups. At best, this creates confusion about who finally makes a decision. The team observed situations in which a committee decides, sends the decision to another committee, which reviews and modifies the decision, which then goes back to the previous committee to modify the modified decision. Finally, the team found that, while college leadership has made an effort to clarify the process, there is confusion about who actually decides, and whether a decision is made in the participatory process or is the result of a recommendation to administration (IV.A.2.a).

The team noted in the self study (page 344, Planning Agenda) and confirmed through interviews that for two years the College Governance Committee has included an agenda item involving the merging of functions of divisional program review committees. That agenda item has not been acted upon (IV.A.5). There is a tendency at Miramar College to add committees, thus enhancing participation in college governance (IV.A.3) and, at the same time, a hesitancy to combine functions or eliminate committees.

The team found that, overall, the college and the district had been responsive to prior recommendations from the Commission (IV.A.4). However, the team did not find that the district in particular had moved "expeditiously" to respond to all previous recommendations.

The college has a number of committees with functions related to planning. The different planning venues and participative processes do not always coordinate with each other. Often plans do not always mesh upward and downward within the college and between the college and the district. The Institutional Effectiveness Committee has produced a graphic description of the college's planning cycle, which is useful but which begs the question about linkages in the process. During the team visit, the Budget Committee presented a plan to integrate the budget cycle with the Institutional Effectiveness Committee's planning cycle. It will be important for

the college to assess the effectiveness of this attempt to integrate planning and budgeting (IV.A.5).

Conclusions

The team concludes that the college has partially met the requirements of Standard IV.A.2.a, regarding clearly defined roles in institutional governance, and Standard IV.A.5, to regularly evaluate its governance and decision-making structures to assure their effectiveness. In other respects, the college meets the requirements of Standard IV.A.

Recommendations

See Recommendation 2

B. Board and Administrative Organization

Findings and Evidence

The San Diego Community College District's Board of Trustees provides the district with excellent policy leadership. The board almost always acts with unanimity and, more importantly, acts as a whole after decisions are made. This was confirmed by interviews at both the district and college levels. The board takes steps to secure public input for its decisions (IV.B.1.a). College personnel believe that the board advocates for and defends Miramar College. The team concluded that this reflects an active program for governing board development as well as a board with continuity in terms of office (IV.B.1.f).

The team found that the board acts in ways that are consistent with the missions of the district and the college (IV.B.1.b); that the board and college staff understand the board's responsibility for educational quality, legal matters, and the financial integrity of the district and the college (IV.B.1.c); and that the board models ethical standards for the district and colleges (IV.B.1.h). The team was impressed by the extent to which the board had actively involved itself in the accreditation process (IV.B.1.i). The board's policies are available on the district website, which is accessible through the college's website (IV.B.1.d).

The board has clear policies for selecting and evaluating its chancellor and carries out annual evaluations of the chancellor's performance (IV.B.1 and IV.B.1.j). These policies are supplemented by a concise policy on chancellor succession, which states, in part: "In the absence of the Chancellor and when an acting president has not been named, administrative responsibility shall reside with (in order): Board of Trustees – President." This policy may violate the Commission's Eligibility Requirement 4 and should be reviewed by the Board of Trustees in light of that and the board's other policies.

The board's minutes demonstrate that the Board of Trustees takes seriously its fiduciary responsibility for educational and financial integrity within the district (IV.B.1.c).

In 2006, the board updated many, but not all, of its policies using the model policies recommended by the Community College League of California. The policy revision remains a work in progress. With the exceptions noted elsewhere, the policies are up to date even though many board policies are not in the same format or numbering system as the League's model policies (IV.B.1.e). The team suggests that the board adopt a timeline to complete the revision process.

As part of its leadership, the Board of Trustees undertakes an annual self-evaluation, which includes input from outside the board. The team was impressed by the thoroughness of the evaluation process but question whether it is either necessary or appropriate to carry on part of the board's evaluation of itself in executive session rather than in public session (IV.B.1.g).

The self study report does not speak to the process for selection of college presidents and the team was not able to identify a policy "for selecting and evaluating the presidents of the colleges" (IV.B.1.j). By all accounts, the district selects and evaluates the college presidents in the manner described for all academic administrators. After reviewing the district's policies and discussing them with various administrators, the team was not able to find the "clearly defined policy" called for in the standard.

During the period since the last full review, the college experienced a nearly complete turn-over in its administrative leadership with the resultant loss of institutional memory and changes in institutional culture. The team determined that each of the three vice president positions at Miramar College had at least four incumbents since 2006 (a total of 11 different individuals since one person served two different times). This has had a serious detrimental effect on continuity of style, policy implementation, and, ultimately, morale among staff, faculty, and administration alike. The team is concerned that administrative turn-over is a continuing issue for Miramar College. This turnover affects the college's ability to develop objectives beyond a single year and the administration's ability to provide effective leadership (IV.B.2, IV.B.2.a, Eligibility Requirement 5). The team found that the excessive turnover in administrative leadership is hampering the president's ability to guide institutional improvement (IV.B.2.b).

Following the last full review, the college established the Institutional Effectiveness Task Force, which has since become a standing committee. The Institutional Effectiveness Committee has, as part of its charter, evaluation of the college's planning efforts. The team urges the Institutional Effectiveness Committee, with the support of the president, to undertake that evaluation (IV.B.2.b).

The team established that the district provides leadership for the college and acts as a liaison between the college and the Board of Trustees. The team found evidence that the district takes pains to assure that participatory governance goes beyond the college campus to the operation of the district (IV.B.3, IV.B.3.a, IV.b.3.f). The *District Governance and Administration Handbook* provides a clear and concise delineation of functions for the district and the college (IV.B.3.a, IV.B.3.g).

The district has begun the process of regularly evaluating the effectiveness of its services to the college (IV.B.3.b). As part of that process, the district has begun an evaluation of its governance relationships with the colleges (IV.B.3.g). There is a broadly shared belief at Miramar College that the district funding formula is not fair and disadvantages the college. The team was not able to verify a factual basis for that belief and noted that the district's funding formula is well publicized and not complex. District leaders recognize that Miramar College is growing and needs additional resources (IV.B.3.c). The college is the beneficiary of a building boom resulting from the district's bond issues and plans to both improve and expand the college's facilities. The team noted that the district maintains a reasonable financial reserve and was able to plan its expenditures to avoid layoffs and salary rollbacks during the present financial crisis (IV.B.3.e, IV.B.3.f).

Conclusions

The team concluded that the district has not met the requirements of Standard IV.B.1.j in the selection and evaluation of college presidents. The team also suggests that the Board of Trustees carefully review its policy on chancellor succession in light of Eligibility Requirement 4.

The team concluded that the college is not in compliance with Eligibility Requirement 5 and Standards IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.2.c due to the excessive and persistent turnover among senior administrative leadership which is seriously affecting its effectiveness as an institution.

The team found that the district did not begin the process of responding to the section of District Recommendation 4 from the 2004 report having to do with "regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges" until the preparation of the current self study was well underway (IV.B.3.g).

Recommendations

See Recommendation 4

District Recommendation 1

The team recommends that the Board of Trustees develop a policy to address the selection and evaluation of college presidents (IV.B.1.j).

