INSTITUTIONAL SELF-EVALUATION REPORT

ACCREDITATION 2024

SAN DIEGO MIRAMAR COLLEGE

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Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

to

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

August 2023

Certification

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

From: P. Wesley Lundburg, Ph.D., President
San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126-2999

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

P. Wesley Lundburg, Ph.D., President — Date 5/9/2023

Maria Nieto Senour, Ph.D., President, Board of Trustees — Date 6/15/23

Gregory A. Smith, Acting Chancellor — Date 6/15/2023

Daniel Miramontez, Ph.D., Dean, Accreditation Liaison Officer/ Co-Chair, Self-Evaluation Report — Date 5/9/2023

Mara Palma-Sanft, Articulation Officer, Faculty Co-Chair, Self-Evaluation Report — Date 5/9/2023

Pablo Martin, President, Academic Senate — Date 5/9/2023

Kurt Hill, President, Classified Senate — Date 5/9/23

Allen Kuo, President, Associated Student Government — Date 5/12/2023

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A. Introduction

College History

San Diego Miramar College is one of three credit colleges of the San Diego Community College District (SDCCD). The district serves approximately 100,000 students annually at its three credit colleges and Continuing Education: San Diego City College, Mesa College, Miramar College, and seven campuses of San Diego College of Continuing Education. As a multi-college district, the planning process across all four colleges is shared, and the SDCCD's district office provides support to its four institutions on aligning district wide priorities, services, operations, and needs. Conversely, campus instruction and services at San Diego Miramar College and each of its sister institutions are conducted independently.

Founded in 1969, San Diego Miramar College is a comprehensive community college located in the Mira Mesa/Scripps Ranch area of San Diego. The College offers 166 degrees and certificates, in 40 programs and a full range of transfer pathways for students looking to attend UC, CSU, and private universities. The mission of the College is as follows:

> San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

San Diego Miramar College values its diverse student body and is committed to student success. The College has about 21,756 students enrolled annually (INTRO-01). The students are registered for classes both full and part time, and are of all ages and backgrounds. To enrich student life, the College has established five intercollegiate sports teams and hosts the Phi Theta Kappa International Honors Society. San Diego Miramar College students compete and earn scholarships, and have been recipients of the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship in recent years since 2013. The College's Honors students have won recognition in the All-USA Community College Academic Team, which in turn has opened doors to additional scholarship opportunities offered by various renowned sponsors.

Additionally, partnerships with local industry and the City and County of San Diego help San Diego Miramar College prepare students for high demand and well-paying careers in the highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. The College has been home to the Southern California Biotechnology Center, Advanced Transportation and Technology Center, and San Diego Regional Public Safety Institute. Since 1969, the college has provided training for nearly all law enforcement officers and firefighters within San Diego County. The Public Safety Institute also trains EMTs and offers the only open water lifeguard degree program in the world. The College is proud of its state-of-the-art facilities, including those for departments such as science, automotive, heavy duty advanced transportation, fitness/athletics/health, humanities/arts and

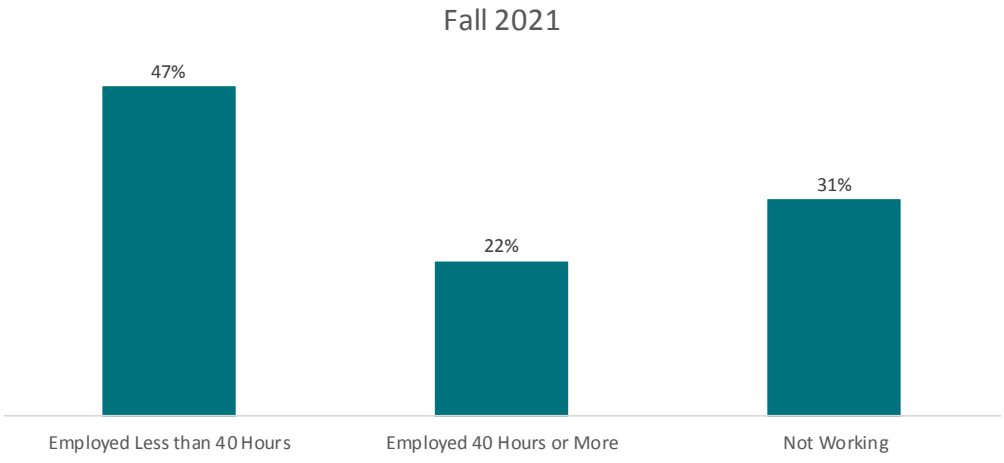
business/math classroom facilities, fire science/EMT training, MTS transit, and a 100,000 square foot library/learning resources center and student union to meet the comprehensive instructional and student service needs of its student body. Each spring, San Diego Miramar College awards approximately 1,109 associate degrees and 695 certificates (INTRO-01).

Since the last comprehensive self-evaluation and review, San Diego Miramar College has engaged in several major events and developments focused on enhancing the college's capacity toward improving the student experience and strengthening the college's integrated planning efforts. The California Community College Chancellor's Office Vision for Success, which includes Guided Pathways, Student Equity and Achievement Program, and AB 705 Equitable Placement, were introduced statewide in an effort to better center the student experience and move closer to its mission as a community college system. The College began its response to the Vision and Call to Action by first developing strategic goals that directly support the college's mission and serve as a guide for integrated college wide planning over a seven-year period among all divisions (Administrative Services, Instructional Services, and Student Services). At the same time, the college engaged in an intentional and thoughtful self-examination of its governance structures and internal systems with guidance from the California Community Colleges Collegiality in Action Team; and by using the Guided Pathways framework as a compass while implementing the college's strategic plan.

Student Enrollment Data

San Diego Miramar College offers accessible, diverse learning experiences that both reflects and meets the enrollment needs of its community as illustrated in the chart below:

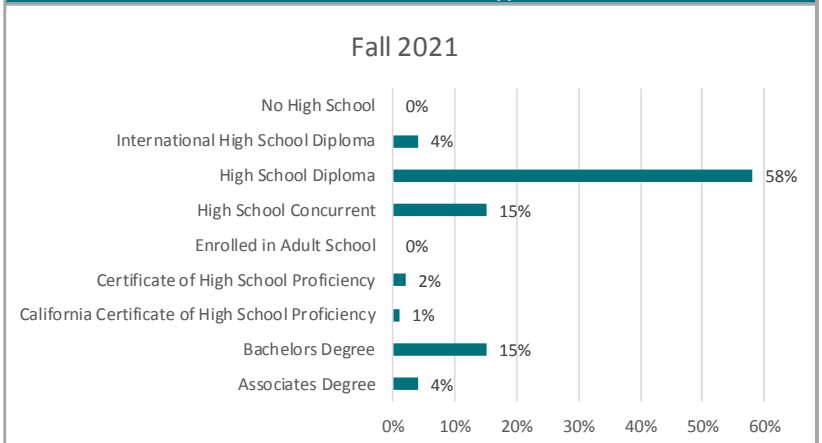
Employment Status at Time of Application*



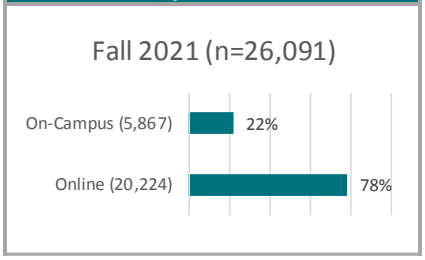
Source: Facts on File: Report on Academic Year 2021-2022

*Due to incomplete data, only percentages are reported in these instances.

Student Enrollment Type**



Enrollments by Mode of Instruction



Dual Student Headcount

	Fall 2021	
CCAP	1104	8%
ACP/CCAP	---	---
Concurrent	83	1%
Total	**1,165**	**9%**

Source: Facts on File: Report on Academic Year 2021-2022

** Due to incomplete data, only percentages are reported in these instances

Labor Market Data

At the start of the new accreditation cycle in 2017 and through spring 2020, San Diego Miramar College compiled and published an environmental scan report for San Diego County. The report shows the most current labor market data and trends for various industry sectors including the civilian labor market. At the time the data was collected, the top five forecasted San Diego job openings between 2016 to 2026, which require an associate degree or post-secondary training, were Bookkeepers, Accounting Clerks, Auditing Clerks, Nursing Assistants, Teacher Assistants, Medical Assistants, and Heavy and Tractor-Trailer Truck Drivers. San Diego Miramar College offers coursework, degrees, and training in each of these. Other forecasted jobs in which the College offers coursework, degrees and training are Preschool Teachers (except Special Education), Automotive Service Technicians and Mechanics, Firefighters, Paralegals and Legal Assistants, Web Developers, and Medical and Clinical Laboratory Technicians (INTRO-02).

Civilian Labor Force, Employment, and Unemployment for San Diego County

Measures	2014	2015	2016	2017	2018	% Change 2014-2018
Labor Force	1,540,700	1,550,100	1,564,300	1,574,600	1,592,200	**3.34%**
Employment	1,441,700	1,469,500	1,490,500	1,511,400	1,539,500	**6.78%**
Unemployment	99,000	80,600	73,900	63,200	52700	**-46.77%**
Unemployment Rate	6.4	5.2	4.7	4	3.3	**-48.44%**

Source: State of California Employment Development Department, Historical Data for Unemployment Rate and Labor Force (Not Seasonally Adjusted) (last download date: 7/2/2019)

Employment by Industry in San Diego County

Industry	2014	2015	2016	2017	2018	Avg. Annual Employment	% Change 2014-2018
Health Care and Social Assistance	165,980	174,483	182,893	188,028	191,908	180,658	15.62%
Accommodation and Food Services	150,353	155,911	165,892	170,594	173,387	163,227	15.32%
Professional, Scientific, and Technical Services	135,975	138,027	138,211	135,660	147,885	139,152	8.76%
Retail Trade	131,751	134,512	135,091	136,788	136,496	134,928	3.60%
Educational Services	122,077	125,881	128,070	131,092	131,398	127,704	7.64%
Manufacturing	96,795	106,014	108,206	109,593	113,875	106,897	17.65%
Administrative and Support and Waste Management and Remediation Services	80,380	85,345	88,239	88,211	93,233	87,082	15.99%
Construction	65,093	71,693	78,159	81,166	85,395	76,301	31.19%
Other Services (except Public Administration)	48,904	50,020	51,715	52,029	52,135	50,961	6.61%
Finance and Insurance	40,713	41,543	43,131	44,526	45,609	43,104	12.03%
Wholesale Trade	47,007	47,960	47,534	51,285	44,767	47,711	-4.77%
Public Administration	38,554	39,418	40,872	41,589	41,680	40,423	8.11%
Arts, Entertainment, and Recreation	37,698	38,557	37,120	36,286	37,267	37,386	-1.14%
Transportation and Warehousing	23,318	24,854	25,762	27,088	28,643	25,933	22.84%
Real Estate and Rental and Leasing	27,367	27,610	27,712	27,840	28,360	27,778	3.63%
Information	25,538	25,974	25,064	26,062	25,666	25,661	0.50%
Management of Companies and Enterprises	23,870	23,892	23,200	23,647	25,297	23,981	5.98%
Agriculture, Forestry, Fishing and Hunting	9,380	9,180	9,098	8,761	9,083	9,100	-3.17%
Utilities	7,159	6,827	6,877	6,602	6,448	6,783	-9.93%
Mining, Quarrying, and Oil and Gas Extraction	390	361	272	332	330	337	-15.38%
Total	**1,278,302**	**1,328,062**	**1,363,118**	**1,387,179**	**1,418,862**	**1,355,105**	**11.00%**

Source: QWI Explorer, Annual Averages, by NAICS Sector in San Diego County (last download date: 7/1/2019)

Top 20 Jobs Requiring an Associate Degree or Post-Secondary Vocational Training* with Highest Predicted Annual Job Openings in San Diego County

Occupation	Predicted Annual Openings from 2016-26
Bookkeeping, Accounting, and Auditing Clerks	1,898
Teacher Assistants	1,281
Nursing Assistants	1,261
Medical Assistants	1,097
Heavy and Tractor-Trailer Truck Drivers	972
Automotive Service Technicians and Mechanics	787
Hairdressers, Hairstylists, and Cosmetologists	603
Manicurists and Pedicurists	512
Computer User Support Specialists	506
Dental Assistants	486
Preschool Teachers, Except Special Education	486
Licensed Practical and Licensed Vocational Nurses	466
Paralegals and Legal Assistants	389
Massage Therapists	348
Telecommunications Equipment Installers and Repairers, Except Line Installers	337
Electrical and Electronics Engineering Technicians	301
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	255
Web Developers	242
Firefighters	223
Health Technologists and Technicians, All Other	203

Source: State of California Employment Development Department, Long-Term Occupational Employment Projections (last download date: 7/1/2019)

*Includes occupations with following entry-level education requirements: Associate's degree, Postsecondary non-degree award; Some college, no degree

Top 20 Jobs Requiring a Bachelor's Degree with Highest Predicted Annual Job Openings in San Diego County

Occupation	Predicted Annual Openings from 2016-26
General and Operations Managers	2,350
Registered Nurses	1,601
Business Operations Specialists, All Other	1,463
Accountants and Auditors	1,222
Management Analysts	1,106
Market Research Analysts and Marketing Specialists	1,073
Software Developers, Applications	1,067
Teachers and Instructors, All Other, Except Substitute Teachers	961
Managers, All Other	936
Elementary School Teachers, Except Special Education	922
Substitute Teachers	914
Secondary School Teachers, Except Special and Career/Technical Education	877
Software Developers, Systems Software	660
Financial Managers	602
Sales Managers	594
Human Resources Specialists	571
Construction Managers	566
Securities, Commodities, and Financial Services Sales Agents	557
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	488
Civil Engineers	480

Source: State of California Employment Development Department, Long-Term Occupational Employment Projections (last download date: 7/1/2019)

Labor Market Demand vs. Program Supply for the Top 25 Middle-Skill* Jobs in San Diego County

Occupational Group	2017-22 Annual Openings	Supply Gap or Oversupply	2013-15 Average Annual Awards	Difference between Openings and Awards
Customer Service Representatives	2,920	Supply Gap	5	2,915
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,683	Supply Gap	1,206	1,477
Registered Nurses	1,810	Supply Gap	553	1,257
First-Line Supervisors of Office and Administrative Support Workers	1,743	Supply Gap	9	1,734
Sales Representatives, Services, All Other	1,578	Supply Gap	--	--
First-Line Supervisors of Retail Sales Workers	1,542	Supply Gap	78	1,464
Business Operations Specialists, All Other	1,439	Supply Gap	59	1,380
Maintenance and Repair Workers, General	1,303	Supply Gap	-	1,303
Medical Assistants	1,180	Oversupply	1,396	(216)
Carpenters	1,178	Supply Gap	99	1,079
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,132	Supply Gap	87	1,045
Medical Secretaries	1,058	Supply Gap	405	653
Electricians	1,026	Supply Gap	115	911
Heavy and Tractor-Trailer Truck Drivers	988	Supply Gap	N/A	--
Fitness Trainers and Aerobics Instructors	835	Supply Gap	125	710
Plumbers, Pipefitters, and Steamfitters	799	Supply Gap	221	578
Executive Secretaries and Executive Administrative Assistants	768	Supply Gap	--	--
First-Line Supervisors of Construction Trades and Extraction Workers	732	Supply Gap	26	706
Inspectors, Testers, Sorters, Samplers, and Weighers	650	Supply Gap	-	650
Licensed Practical and Licensed Vocational Nurses	645	Supply Gap	378	267
Insurance Sales Agents	554	Supply Gap	-	554
Computer User Support Specialists	548	Supply Gap	39	509
Dental Assistants	533	Supply Gap	410	123
Production, Planning, and Expediting Clerks	505	Supply Gap	3	502
First-Line Supervisors of Production and Operating Workers	474	Supply Gap	--	--

"--" indicates that the TOP code(s) for that job was (were) omitted and accounted for elsewhere in the table
"N/A" indicates that no program exists for that TOP code in the region
Source: San Diego & Imperial Community Colleges Regional Consortium, San Diego County Regional Scan June 2018 (last download date: 10/22/2019)
* Middle-skill occupation requires at least a high school diploma, but less than a four-year degree.

Demographic Data

San Diego Miramar College serves a diverse student population reflective of its community and service area as illustrated in the demographic data chart below. The three largest groups comprise of White (33%), Latinx (31%), and Asian (13%). While the remaining percentage of students are distributed as follows: African American (5%), Filipino (7%), Multiple Ethnicities (8%), Pacific Islander (1%), Native American (< 1%), and 3% of students did not report a specific race or and ethnicity. At 46% of the total unduplicated headcount, about half of its students are between the ages of 18 to 24 years old. Students ages 25-29 comprise 15% of the college's students, ages 30-39 comprise 16%, 11% of students are under 18 years old, ages 40-49 comprise 7% of students, and 5% are students ages 50 and over. The gender makeup of the college's students during the time the data was collected shows a slightly higher percentage of male students (52%) versus female students (47%) were enrolled.

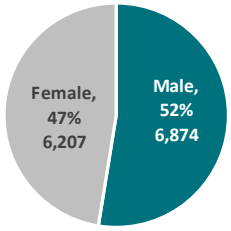
Race/Ethnicity		
Fall 2021		
African American	629	5%
American Indian or Alaskan Native	38	<1%
Asian	1,774	13%
Filipino	892	7%
Hispanic/Latina/o/e/x	4,071	31%
Multiple Ethnicities	991	8%
Pacific Islander	75	1%
White	4,376	33%
Unreported	341	3%
Total	**13,187**	**100%**

Age Group		
Fall 2021		
Under 18	1,411	11%
18-24	6,128	46%
25-29	2,041	15%
30-39	2,100	16%
40-49	910	7%
50 & Over	597	5%
Total	**13,187**	**100%**

Headcount by Residency		
Fall 2021		
Non-Resident	287	2%
Resident	12,885	97%
International	15	<1%
Total	**13,187**	**100%**

Gender*

Fall 2021 (n=13,187)



Source: Facts on File: Report on Academic Year 2021-2022

* Note. Non-Binary, Unknown, Unreported <1%

Socio-economic Data

San Diego Miramar College's student body is comprised of diverse socio-economic backgrounds, including an average of about 472 students from 2020-2022, who participated in the new San Diego Promise Program. The program focuses on reducing resource barriers for prospective and current students and increasing access to higher education. There were 6,145 students who received Federal Financial Aid and 27% who identify as first-generation students. Three percent of the College's students receive Disabled Students Programs and Services (DSPS).

First Generation**	
Fall 2021	
First Generation College Students	27%

Source: Facts on File: Report on Academic Year 2021-2022

**Due to incomplete data, only percentages are reported in these instances.

San Diego Promise***	
Fall 2021	
Cohort 5 (2020-21)	394
Cohort 6 (2021-22)	549
Total Promise Participants*	**943**

Source: Facts on File: Report on Academic Year 2021-2022

***These numbers reflect unduplicated headcount for Fall 2021 Promise Participants. The Campus listed is the "home" campus where students received Promise services. This count includes 2021-2022 Promise participants that signed a commitment contract and participants from the 2020-2021 cohort that returned for a second year and signed a re-commitment contract.

Special Populations		
2021-2022		
Students Receiving Financial Aid	6,145	28%
Students Receiving DSPS Services	681	3%

Source: Facts on File: Report on Academic Year 2021-2022

Sites

Off-Campus Sites

- MCASM 5305 Marine Corps Air Station Miramar
  2258 Mitscher Way, San Diego, CA 92145
- SDPDP RANGE San Diego Police Dept. Pistol Range
  4008 Federal Blvd., San Diego, CA 92102
- MFAF CLSRM Montgomery Field
  3870 Kearny Villa Road, San Diego, CA 92123

High School Partnerships and Agreements

- Mira Mesa High School
  10510 Reagan Road San Diego, CA 92126
- Canyon Hills High School
  5156 Santo Road San Diego, CA 92124
- Scripps Ranch High School
  10410 Treena Street San Diego, CA 92131
- University City High School
  6949 Genesee Avenue San Diego, CA 92122

Specialized or Programmatic Accreditation

Program/Other	Outside Programmatic Accreditors	Other Special Certification
Automotive		• Toyota Certification • Honda Certification • National Automotive Technicians Education Foundation • National Automotive Service Excellence (ASE)
Administration of Justice	• California Commission on Peace Officer Standards and Training (POST) • California Standards and Training for Corrections (STC)	
Aviation Maintenance	• Federal Aviation Administration (FAA) Part 147	
Aviation Operations	• Federal Aviation Administration (FAA) Part 141	
Business Administration	• Accreditation Council for Business Schools and Programs (ACBSP)	
Child Development	• National Association for the Education of Young Children (NAEYC)	
Diesel Technologies		• National Automotive Service Excellence (ASE)
Emergency Medical Technician	• American Heart Association • Emergency Medical Services - San Diego County, National Registry of Emergency Medical Technicians	
Fire Protection Technology	• Cal Fire San Diego Unit • Fire and Emergency Services Higher Education (FESHE) • Federal Emergency Management Agency • International Fire Service Accreditation Congress (IFSAC) • National Professional Qualification Board (PROBOARD)	
Liberal Arts	• Department of Defense (DOD) Voluntary Education Partnership	
Medical Laboratory Technician Training	• CA Department of Public Health Laboratory Field Services • National Accrediting Agency for Clinical Laboratory Services (NAACLS) • Clinical Laboratory Sciences (NAACLS)	
Paralegal	• American Bar Association (ABA)	

Evidence List for Introduction

INTRO-01: Facts on File: Report on Academic Year 2021-2022, p. 16
INTRO-01: Facts on File: Report on Academic Year 2021-2022, p. 18
INTRO-02: San Diego Miramar College Environmental Scan Fall 2019-Spring 2023

B. Presentation of Student Achievement Data and Institution-Set Standards

San Diego Miramar College is committed to promoting institutional effectiveness using data and information from a variety of internal and external sources to make evidence-based decisions, fostering cultures of evidence, inquiry, and action. Since 2014/15, the College has developed the Strategic Plan Assessment Scorecard (SPAS) based on the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology The BSC is a measurement and strategic management tool designed to translate the goals and strategies into specific, measurable benchmarks or institution-set standards. It helps define and measure institutional effectiveness, as well as enhances the existing planning efforts.

During 2020-2021, the College updated its mission statement review cycle and developed the 2020-2027 Strategic Plan to translate the College mission into five general goals and 14 strategic directions. The Planning, Institutional Effectiveness, and Research Committee (PIERC) in collaboration with the Office of Planning, Research, and Institutional Effectiveness (PRIE) collected and analyzed the available data for the 53 measures. For each of the measures, the PIERC reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each KPI and how effectively the College has implemented the strategies moving towards achieving its goals.

The following summary table provides the six-year trend analysis (2015/16 - 2020/21) of institution-set standards (i.e. benchmarks) for measures identified in the Fall 2020 - Spring 2027 Strategic Plan, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement. For details on all of the measures, related indicators and goals, and benchmarking methodology, please see the Fall 2020 - Spring 2027 Strategic Plan Assessment Scorecard 2.0 (SPAS 2.0) (SAD-ISS-01). Below is the trend analysis from SPAS 2.0:

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
I.1.1	Social and Behavioral Sciences & Education	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Health Sciences	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Public Safety	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Creative Arts, Languages, Communications	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Business & Entrepreneurship	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Advanced Transportation & Applied Technology	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Science, Technology, Engineering, & Math	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.1.2	Retention Rate	90%	90%	90%	90%	88%	90%
I.1.3	Persistence Rate (Fall to Spring)	58%	59%	58%	59%	55%	53%

I.1.4	Student Satisfaction with Pathways and Wrap Around Services	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.2.1	Successful Course Completion Rates	77%	77%	78%	79%	78%	78%
I.2.2a	Number of Degrees Awarded	756	812	1,059	1,144	951	1,159
I.2.2b	Number of Certificates Awarded	491	447	506	733	477	532
I.2.3	Number of Associate Degree for Transfer (ADT) Awarded	212	276	407	526	445	534
I.2.4	Transfer Volume	758	825	953	1,286	1,482	1,511
I.2.5	Awards (Career Education Students)	NO DATA	NO DATA	NO DATA	NO DATA	558	639
I.3.1	Number/Percentage of courses/program/units with ongoing assessment of learning outcomes within a 3-year cycle						
I.3.1a	Number/Percentage of courses with on-going assessment of learning outcomes within a 3-year cycle	618/687(90%)			449/665(68%)		
I.3.1b	Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle	38/38(100%)			38/40(95%)		
I.3.1c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.1	Number of courses offered via all modalities (distance ed, day-time and evening classes, and off-campus locations)	Refer to PREDD for Data					
II.1.2	Number of support services by modality offered via distance Ed or off-campus locations	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.3	Number of professional development workshops and activities	NO DATA	NO DATA	NO DATA	NO DATA	99	79
II.1.4	Number of participating faculty, classified staff, and administrator's participations	NO DATA	NO DATA	NO DATA	NO DATA	879	371
II.2.1	Success and Retention Rates by DIs	Refer to PREDD for Data					
II.2.2	Student Equity Plan (SEP) Indicators (2022)	Refer to the 2022 SEP for Data					
III.1.1	Percentage of program reviews completed	90%			68%		
III.1.2	Percentage of program review reports reviewed applying the Rubric	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	30%
III.2.2	Program Review results specific to student learning and performance						
III.2.2a	Student Learning Outcomes (SLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	78%
III.2.2b	Program Learning Outcomes (PLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	52 out of 100
III.2.2c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	37 out of 60
III.2.3	Self-reported survey results related to Program Review performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.)						
III.2.3a	Success	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3b	Retention Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3c	Persistence	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	77%
III.2.3d	Transfer Volume & Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	90%
IV.1.1	Effectiveness of the Governance Structure						
IV.1.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1b	Communication (within committee)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1c	Information flow (within governance)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1d	Time to decision making	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1e	Time from decision to action	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.2.1	Effectiveness of the Student Equity Plan						
IV.2.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.3.4	Impact/effectiveness of the outreach activities/programs						

IV.3.4a	Number of participants	NO DATA	14,362	15,147	16,665	12,443	4,006
IV.3.5	Other impact of partnerships						
IV.3.5a	Percentage change of articulation agreements	41	41	41	41	41	41
V.1.1	Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.1	Number of college-wide events and PD opportunities/FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.2	Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities.	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.3	Satisfaction of the PD activities	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	81%
V.3.1	Culturally responsive instructional pedagogy						
V.3.1a	Number of courses with culturally responsive texts, lessons, assignments, media, activities (See Culturally Responsive Curriculum Scorecard.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.1b	Number/percentage of programs and courses that have DEI-related learning outcomes	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	43%
V.3.2	Student-centered services						
V.3.2a	Number of programs/services that collect, disaggregate, and analyze student data	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2b	Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2c	Number of students who access basic needs resources	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3	Recruitment, screening, and retention of employees						
V.3.3a	Number of faculty trained in culturally responsive instructional pedagogy	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3b	Climate survey results related to the workplace (pre- and post-implementation of new DEI practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

Note. no data - Data are non-existent at the time this Scorecard was compiled.

This Scorecard was shared with the College through meetings, governance groups and convocations. The PIERC then analyzed the data, identified gaps in meeting institution-set standards, and determined the following priorities for institutional planning for the remainder of the Strategic Plan cycle:

- Priority #1: To review, plan and implement Guided Pathways across the College.
- Priority #2: To review, plan and implement DEI across the College.
- Priority #3: To evaluate and revise the implementation of the college's governance processes and structure.
- Priority #4: To increase degrees/certificates awarded across DI groups.
- Priority #5: To increase transfer volume across DI groups.
- Priority #6: To enhance the quality of program review across the College.

Disaggregated Student Achievement Data

In addition to the college-level benchmarks set in the SPAS 2.0, the College disaggregates student achievement data for use in planning and improvement. The institution-set standards for Awards Conferred, Success Rates, and Retention rates were provided for program consideration. Since fall 2018, the Office of Planning, Research, and Institutional Effectiveness (PRIE) has created the Program Review Equity Data Dashboard (PREDD) (SAD-ISS-02) to help advance data literacy, turn data into equity-focused actions through a collaborative inquiry process, and link unit/program level planning to college wide strategic planning for stakeholders to take shared responsibilities of mitigating college wide equity gaps.

The PREDD uses Tableau to visualize student headcount, enrollment, performance, productivity, and awards data and disaggregates the key metrics by multiple Disproportionate Impact (DI) populations that are tracked in the college's Student Equity Plan. Users can view and monitor program-level and course-level inequities through single-year snapshots as well as multiple-year trend analysis by adopting the Percentage Point Gap benchmarking method.

As importantly, the PREDD also includes data coaching strategies (via embedded questions) that are intended to help users identify equity gaps, arrive at meaningful interpretations of the data, and incite cross-constituency discussions about supporting equitable student success through equity-focused budget planning and resource allocation.

Please note that the data presented below cover the period of the COVID-19 pandemic, which affect the 2019/20 and 2020/21 academic years, respectively. Therefore, please review results with caution.

The following information on student achievement was retrieved from the PREDD, where student achievement data were disaggregated by various demographic variables and other impact factors. For enrolled students, San Diego Miramar College's annual headcount is disaggregated by student characteristics variables (e.g. gender, educational objectives, ethnicity, age, first generation status, DSPS, EOPS status, military status, residency, foster youth status, and economically disadvantaged status), delivery mode (e.g., day, evening, and online), and section type (e.g. face-to-face and online). Data presented also summarizes student retention rates, successful course completion rates, and persistence rates. Successful course completion rates and retention rates were reported as measures of course completion and were disaggregated by age, gender, ethnicity, and course modality.

Finally, annual awards conferred, student program completion, transfer volume, and student job placement rates are reported in this section. The number of annual awards conferred is reported by award type, which includes Associate Degrees, Certificates 60 or more units, Certificates 30 to 59 units, and Certificates 29 or fewer units. In addition, Career and Technical Education (CTE) awards are provided. Program completion data was determined by the number of each award type conferred for that program.

Terms and definitions of the data reported in this section are described as follows:

- Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, tutoring, and year-long summer in-service classes are excluded.
- Headcount: The individual count of students, or unduplicated headcount. Drops, never attends, cancelled, and year-long summer in-service classes are excluded.
- Persistence Rate - Term and Annual: The percentage of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, N, NP, I, or RD and who enrolled in at least one course in the subsequent spring term (term persistence) and fall terms (annual persistence) and received a grade notation of A, B, C, D, F, N, NP, I, or RD. SDSU and UCSD only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded.
- Retention Rates: The percentage of students who complete a course out of the total course enrollments. The retention rate is calculated by dividing the number of students who received any grade notation except W (withdrawal) by the total number of valid enrollments as of official census and then multiplying by 100.
- Successful Course Completion Rates (i.e. Student Success Rate): The percentage of students who complete a course with a grade of A, B, C, or P out of official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.
- % Change: The percentage change is calculated by taking the difference between two measured values of the first year and the last year, dividing by the first year value, and multiplying by 100.

Annual Student Headcount

The annual unduplicated headcount for San Diego Miramar College increased by 10% from 22,150 in 2015/16 to 24,327 in 2020/21. The average annual headcount was 25,399 during the six-year span, which peaked in 2017/18 at 28,598 students.

Miramar College Annual Student Headcount

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	Average 15/16 - 20/21
Headcount	22,150	26,201	28,598	27,067	24,052	24,327	10%	25,399

Source: Miramar College PREDD 201516-202021
Note. Percent change and average were based on counts.

Overall Student Headcount by Term

Unduplicated headcount at San Diego Miramar College increased from 2015 to 2020 during the fall terms and summer sessions. The increase across summer sessions was significantly larger at 32% than the increase during fall, which was 8%. However, unduplicated headcount decrease by 3% from 2016 to 2021 during the spring terms. The same measure decreased by 9% from 2017 to 2021 during intersession.

Miramar College Overall Student Headcount by Term

	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020	% Change 2015-2021
Total	4,580	6,840	8,194	7,593	5,816	6,045	32%

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change 2015-2020
Total	13,133	14,751	15,781	15,916	14,459	14,204	8%

	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	% Change 2016-2021
Total	14,217	14,856	15,946	15,154	13,968	13,782	-3%

	Intersession 2016	Intersession 2017	Intersession 2018	Intersession 2019	Intersession 2020	Intersession 2021	% Change 2017-2021
Total	N/A	1,063	1,514	1,113	1,257	966	-9%

Source: Miramar College PREDD 201516-202021
Note. Percent change and average were based on counts.

Student Headcount by Gender

From 2015/16 to 2020/21 female headcount increased by 27%, while male headcount decreased by 5%. The percentage of female students was lower than the percentage of male students until the 2020/21 academic year.

Miramar College Student Headcount by Gender

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Female	9,686	44%	11,492	44%	13,221	46%	12,895	48%	11,594	48%	12,322	51%	27%	47%	53%
Male	12,463	56%	14,709	56%	15,375	54%	14,171	52%	12,379	51%	11,889	49%	-5%	53%	47%
Non-Binary	---	---	---	---	---	---	---	---	14	---	24	---	---	0%	0%
Unknown	1	0%	---	---	2	0%	1	0%	65	0%	92	0%	9100%	0%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Educational Objectives

Between 2015/16 and 2018/19, educational objectives were mostly unchanged. The percentage of students with unknown goals increased from virtually 0% to 43% by the 2019/20 academic year and remained high at 36% in the following year. Between those two years, educational goals remained about the same for all categories. Across all years, the most common objective was to earn a bachelor's degree after completing an associate's degree (24% in 2020/21).

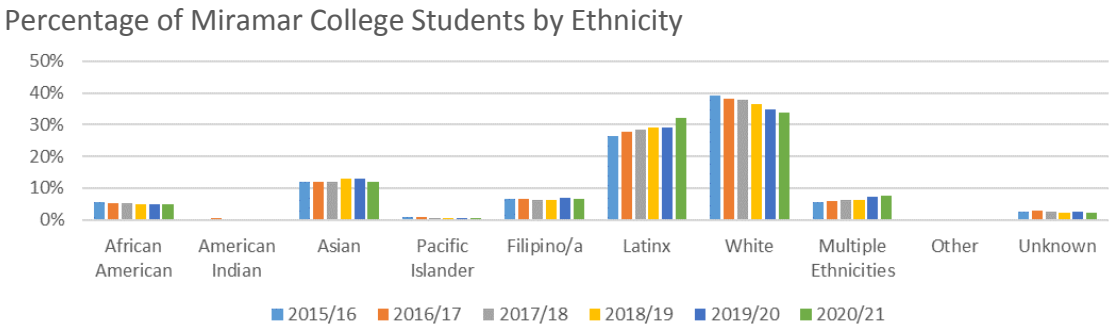
Miramar College Student Headcount by Educational Objectives

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	6-Year Average 15/16 - 20/21
4 Yr. College Student	1,872	8%	2,372	9%	2,663	9%	2,486	9%	488	2%	941	4%	-50%	7%
AA/AS w/out Transfer	1,388	6%	1,549	6%	1,664	6%	1,499	6%	2,159	9%	1,718	7%	24%	7%
BA/BS after Completing AA/AS	7,302	33%	8,628	33%	9,643	34%	8,898	33%	5,266	22%	5,804	24%	-21%	30%
BA/BS w/out Completing AA/AS	2,265	10%	2,816	11%	3,084	11%	2,934	11%	924	4%	1,379	6%	-39%	9%
Basic Skills Improvement	172	1%	188	1%	240	1%	191	1%	110	0%	138	1%	-20%	1%
Certificate/License Maintenance	696	3%	809	3%	845	3%	834	3%	136	1%	209	1%	-70%	2%
Current Job/Career Advancement	1,871	8%	2,245	9%	2,315	8%	2,027	7%	355	1%	461	2%	-75%	6%
Educational Development	407	2%	487	2%	531	2%	550	2%	283	1%	536	2%	32%	2%
HS Diploma/GED Certificate	74	0%	150	1%	216	1%	247	1%	80	0%	370	2%	400%	1%
New Career Preparation	2,609	12%	2,821	11%	3,075	11%	3,094	11%	592	2%	1,007	4%	-61%	9%
Non-Credit to Credit Transition	32	0%	44	0%	57	0%	52	0%	16	0%	23	0%	-28%	0%
Voc Cert/Degree w/out Transfer	2,927	13%	3,496	13%	3,622	13%	3,658	14%	2,978	12%	2,332	10%	-20%	12%
Undecided	22	0%	41	0%	3	0%	1	0%	10,227	43%	8,874	36%	40236%	13%
Unknown	513	2%	555	2%	640	2%	596	2%	438	2%	535	2%	4%	2%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change and average were based on counts.

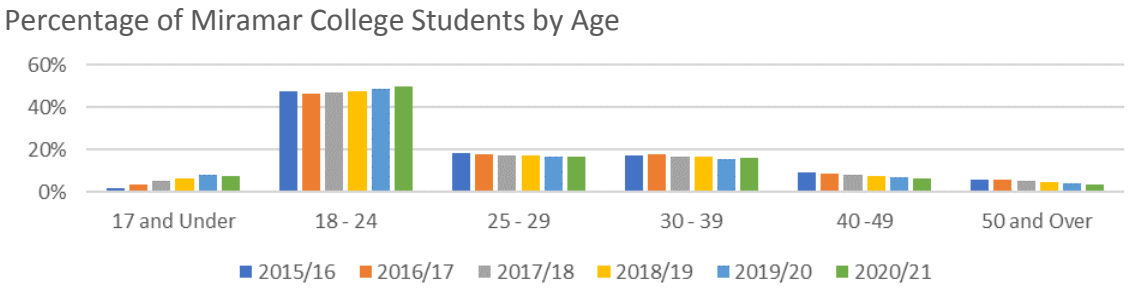
Student Headcount by Ethnicity

The largest percentage of students, on average, between the 2015/16 and the 2020/21 academic years were White, Latinx, and Asian students. By 2020/21, the percentage of Latinx students increased to 32%, while the percentage of White students fell to 34%. The proportion of Asian, Pacific Islander, and Filipino/a students remained about the same during the six-year span at 12%, 1%, and 7% respectively. The percentage of Black students decreased slightly from 6% to 5%. The percentage of students who reported Multiple Ethnicities increased from 6% to 8%.



Student Headcount by Age

Students between ages 18 and 24 constituted almost half of the San Diego Miramar College student population from 2015/16 to 2020/21. The percentage of students who were 17 and under increased during the six-year span from 2% to 7%. The 25-29, 40-49, and 50 and over age groups experienced slight decreases in the proportion of student population.



Student Headcount by First Generation

Between 2015/16 and 2018/19, the proportion of students who were and were not first generation students remained constant at 24% and 76%, respectively. In the following academic year, the number of students with unknown classification increased to 13% of the student population and remained high at 12% in 2020/21.

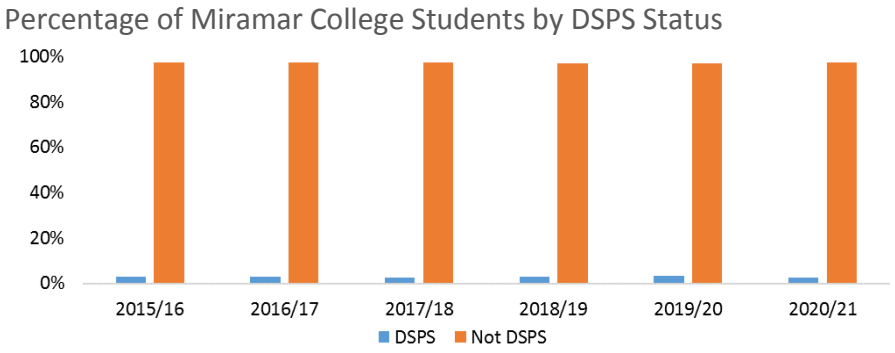
Miramar College Student Retention Rates by First Generation

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
First Generation	5,347	24%	6,288	24%	6,831	24%	6,367	24%	5,838	23%	6,068	25%	13%	24%	28%
Not First Generation	16,789	76%	19,854	76%	21,721	76%	20,697	76%	15,847	63%	15,591	64%	-7%	72%	68%
Unknown	14	0%	59	0%	46	0%	3	0%	3,349	13%	2,859	12%	20321%	4%	4%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	25,034	100%	24,518	100%	11%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

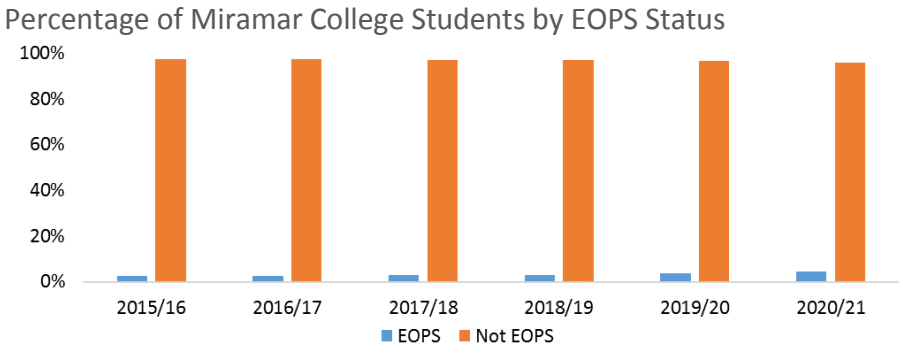
Percentage of Students by Disability Support Programs and Services (DSPS)

From 2015/16 to 2020/21, the percentage of students with DSPS status remained constant at 3%.



Percentage of Students by Extended Opportunity Programs and Services (EOPS)

The percentage of students with EOPS status slightly increased from 3% in 2015/16 to 4% in 2020/21.



Student Headcount by Military Status

The proportion of students by military status has remained about the same from 2015/16 to 2020/21. The proportions in 2020/21 were 13% and 87% for veteran/active duty and not

veteran/active duty, respectively. During the six-year period, the number of veteran/active duty students increased by 16% and the number of non-veteran/active duty students increased by 9%.

Percentage of Miramar College Students by Military Status

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Veteran/Not Active Duty	2,724	12%	3,039	12%	3,168	11%	2,951	11%	2,928	12%	3,171	13%	16%	12%	11%
Not Veteran/Not Active Duty	19,426	88%	23,162	88%	25,430	89%	24,116	89%	21,124	88%	21,156	87%	9%	88%	89%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Section Modality

The percentage of students who attended classes on campus decreased gradually from 73% in 2015/16 to 59% in 2019/20. That percentage dropped sharply to 21% in 2020/21. The percentage of students who attended classes online increased from 25% in 2015/16 to 68% in 2020/21.

Miramar College Student Headcount by Section Modality

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
On Campus (F2F)	16,091	73%	17,322	66%	17,769	62%	17,166	63%	14,090	59%	5,014	21%	-69%	57%	59%
Online	5,579	25%	7,489	29%	9,535	33%	9,540	35%	9,091	38%	16,506	68%	196%	38%	36%
Unknown	480	2%	1,390	5%	1,294	5%	361	1%	871	4%	2,807	12%	485%	5%	5%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Face-to-Face Section Type

Of the students who attended face-to-face courses, a large majority attended during the day. The percentage of daytime students increased from 74% to 84% between 2015/16 and 2020/21, while the percentage of evening students decreased from 26% to 16%. Most of the change took place between the last two academic years.

Miramar College Student Headcount by Face-to-Face Section Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Day Only	11,884	74%	13,098	75%	13,500	76%	13,440	78%	11,195	79%	4,204	84%	-65%	77%	45%
Day/Evening	59	0%	73	0%	69	0%	91	1%	-	-	-	-	---	0%	0%
Evening Only	4,207	26%	4,224	24%	4,269	24%	3,726	22%	2,895	21%	791	16%	-81%	23%	14%
Hybrid (<50% Online)	-	-	-	-	-	-	-	-	-	-	19	0%	---	0%	0%
Unknown	-	-	-	-	-	-	-	-	-	-	-	-	---	---	41%
Total	16,150	100%	17,395	100%	17,838	100%	17,257	100%	14,090	100%	5,014	100%	-69%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Online Section Type

Of the students who took any online classes, around 90% were fully online year to year. The number of students who were fully online increased from 4,926 to 8,583 between 2015/16 and 2019/20. This figure increased sharply in 2020/21 to 20,576 students.

Miramar College Student Headcount by Online Section Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Fully Online	4,926	87%	6,789	89%	8,798	91%	8,952	91%	8,583	91%	20,576	96%	318%	91%	38%
Hybrid (<50% Online)	108	2%	174	2%	184	2%	326	3%	332	4%	454	2%	320%	2%	1%
Partially Online (>=50%)	653	11%	700	9%	737	8%	588	6%	558	6%	395	2%	-40%	6%	3%
Unknown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58%
Total	5,687	100%	7,663	100%	9,719	100%	9,866	100%	9,473	100%	21,425	100%	277%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Student Type

Between 2015/16 and 2020/21, the percentage of On-Campus/Online and Online Only students increased by 22% and 227%, respectively. The percentage of Day Only and Evening Only students decreased by 63% and 94%, respectively.

Miramar College Student Headcount by Student Type

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Day Only	9,868	45%	11,063	42%	11,208	39%	11,223	41%	9,040	38%	3,692	15%	-63%	37%	36%
Day/Evening	2,537	11%	2,247	9%	2,197	8%	1,959	7%	1,577	7%	142	1%	-94%	7%	7%
Evening Only	2,872	13%	2,915	11%	2,879	10%	2,482	9%	1,848	8%	620	3%	-78%	9%	10%
On-Campus/Online	1,781	8%	2,362	9%	2,993	10%	2,952	11%	3,284	14%	2,173	9%	22%	10%	13%
Online Only	4,866	22%	6,513	25%	8,294	29%	8,268	31%	7,715	32%	15,918	65%	227%	34%	31%
Unknown	226	1%	1,101	4%	1,027	4%	183	1%	588	2%	1,782	7%	688%	3%	3%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Residency

The number of resident students increased by 3% from 2015/16 to 2020/21, while the number of non-resident students increased by 241%. This disproportion increase shifted the percentage of resident students from 97% to 91% and non-resident students from 3% to 9%.

Miramar College Student Headcount by Residency

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
International Student	69	0%	83	0%	115	0%	128	0%	88	0%	53	0%	-23%	0%	1%
Non-Resident	623	3%	611	2%	671	2%	736	3%	2,365	10%	2,124	9%	241%	5%	5%
Resident	21,458	97%	25,507	97%	27,812	97%	26,203	97%	21,491	89%	22,049	91%	3%	95%	94%
Unknown	-	-	-	-	-	-	-	-	108	-	101	-	---	0%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Foster Youth Status

Between 2015/16 and 2020/21, the average percentage of foster youth and non-foster youth students was 1% and 99%, respectively. The number of foster youth students peaked at 445 in 2017/18 and declined to 95 students in 2019/20.

Miramar College Student Headcount by Foster Youth Status

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Foster Youth	333	2%	387	1%	445	2%	429	2%	95	0%	171	1%	-49%	1%	2%
Not Foster Youth	21,817	98%	25,814	99%	28,153	98%	26,638	98%	23,957	100%	24,156	99%	11%	99%	98%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Headcount by Economically Disadvantaged Status

The number of students attending San Diego Miramar College who were economically disadvantaged decreased from 10,168 to 2,751 between 2015/16 and 2020/21. Accordingly, the proportion of students who were economically disadvantaged decreased from 46% to 11%.

Miramar College Student Headcount by Economically Disadvantaged Status

	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21		% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Yes	10,168	46%	11,342	43%	12,108	42%	10,980	41%	5,320	22%	2,751	11%	-73%	35%	43%
No	11,982	54%	14,859	57%	16,490	58%	16,087	59%	18,706	78%	21,445	88%	79%	65%	56%
Unknown	-	-	-	-	-	-	-	-	26	-	131	1%	---	1%	0%
Total	22,150	100%	26,201	100%	28,598	100%	27,067	100%	24,052	100%	24,327	100%	10%	100%	100%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Course Completion (Retention and Successful Course Completion Rates/Student Success Rates)

Overall Student Success Rates

The San Diego Miramar College annual student success rate increased from 75% to 77% between 2015/16 and 2020/21, with a six-year average of 76%.

Miramar College Overall Student Success Rates

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Average	75%	76%	74%	77%	76%	77%	2%	76%	71%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Success Rates by Gender

Between 2015/16 and 2020/21, the average female and male success rates were comparable at 76% and 77%, respectively. Both success rates reached 77% in the 2020/21 academic school year. The success rate for non-binary students was comparable in 2019/20 at 76%, but dropped to 64% in 2020/21.

Miramar College Student Success Rates by Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Female	76%	76%	74%	78%	76%	77%	1%	76%	72%
Male	75%	76%	77%	78%	77%	77%	2%	77%	70%
Non-Binary	-	-	-	-	76%	64%	-	70%	57%
Unknown	100%	-	67%	78%	83%	83%	-17%	83%	85%
Average	**75%**	**76%**	**75%**	**78%**	**77%**	**77%**	**2%**	**76%**	**71%**

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Success Rates by Ethnicity

Between 2015/16 and 2020/21, White students (80%) and Asian students (83%) had the highest average success rates. The average success rate of African American students (66%) was lower than the average success rates of the general student populations at San Diego Miramar College (77%). Almost all of the reported ethnic groups showed increases in success rates during the six-year period, with Asian students increasing the most by 5.2 percentage points. American Indian

and Unknown were the two ethnicity groups that experienced drops in student success rate by 3.3 and 3.7 percentage points, respectively.

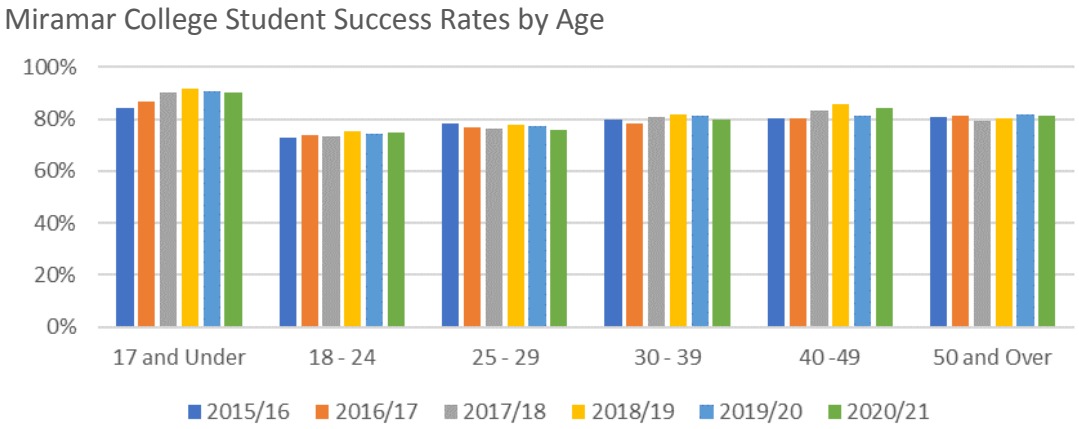
Miramar College Student Success Rates by Ethnicity

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
African American	65%	65%	65%	68%	66%	67%	2.0%	66%	61%
American Indian	83%	78%	84%	78%	75%	79%	-3.3%	79%	73%
Asian	80%	82%	83%	83%	84%	85%	5.2%	83%	80%
Pacific Islander	74%	75%	76%	73%	74%	77%	3.6%	75%	68%
Filipino/a	75%	77%	79%	77%	76%	78%	3.0%	77%	74%
Latinx	69%	71%	71%	74%	73%	72%	2.3%	72%	65%
White	79%	79%	80%	81%	82%	81%	1.6%	80%	77%
Multiple Ethnicities	76%	74%	77%	76%	76%	76%	0.2%	76%	70%
Other	89%	87%	90%	90%	-	-	-	88%	78%
Unknown	81%	80%	77%	84%	78%	78%	-3.7%	80%	74%
Average	**76%**	**76%**	**77%**	**78%**	**78%**	**77%**	**1.8%**	**77%**	**72%**

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

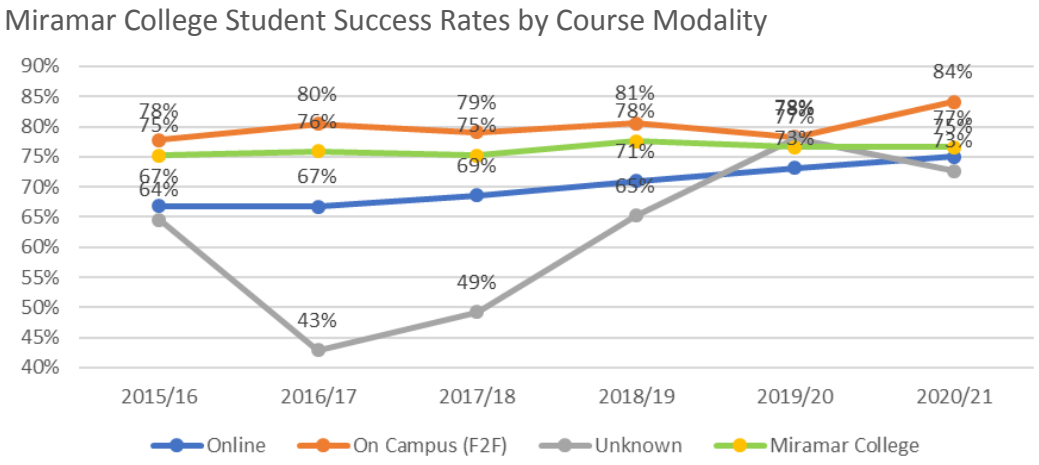
Student Success Rates by Age

Students under age 18 had the highest average success rate at around 90%. For age groups 30-39, 40-49, and 50 and over, the average success rate was about 80%. Students in the 18-24 age group had the lowest average success rate at about 74%, followed by the 25-29 age group at about 77%.



Student Success Rates by Course Modality

Between 2015/16 and 2020/21, the success rates for online and on-campus students increased by eight and six percentage points, respectively. In 2020/21 the success rate for on-campus students (84%) was nine percentage points higher than online students (75%).



Overall Student Retention Rates

Between 2015/16 and 2020/21, the San Diego Miramar College retention rate remained steady at 90%, except with a temporary drop to 88% in the 2019/20 academic year.

Miramar College Overall Student Retention Rates

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Average	90%	90%	90%	90%	88%	90%	0.4%	90%	87%

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Retention Rates by Gender

Between 2015/16 and 2020/21, the average female and male retention rates were comparable at 89%, respectively. The retention rate for non-binary students was close in 2019/20 at 86%, but dropped to 80% in 2020/21.

Miramar College Student Retention Rates by Gender

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Female	89%	89%	89%	89%	88%	89%	1%	89%	87%
Male	90%	90%	91%	91%	88%	91%	0%	90%	87%
Non-Binary	-	-	-	0%	86%	80%	-	83%	86%
Unknown	100%	-	100%	100%	92%	93%	-7%	97%	99%
Average	**93%**	**89%**	**93%**	**93%**	**89%**	**88%**	**-5%**	**91%**	**90%**

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Student Retention Rates by Ethnicity

Between 2015/16 and 2020/21, American Indian, Asian, Filipino/a, and White students had average retention rates equal to or greater than 90%. African American students had the lowest average retention rate at 85%. The six-year average retention rate at San Diego Miramar College was 90%.

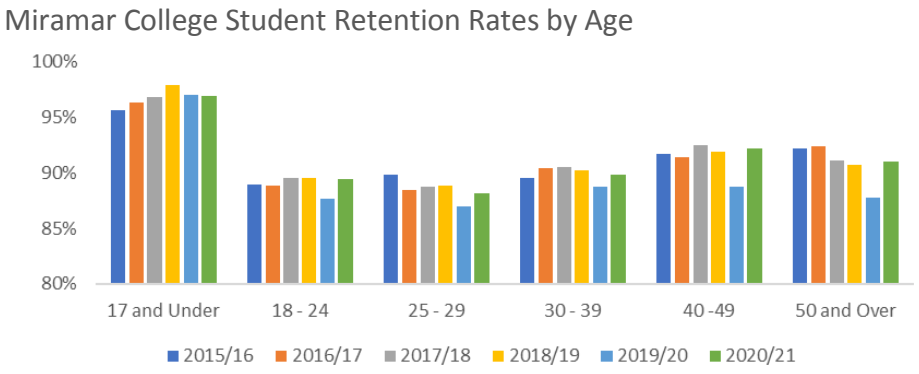
Miramar College Student Retention Rates by Ethnicity

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
African American	85%	85%	86%	86%	83%	85%	0.4%	85%	81%
American Indian	93%	92%	92%	88%	84%	90%	-2.9%	90%	86%
Asian	91%	91%	92%	92%	91%	93%	2.7%	92%	89%
Pacific Islander	89%	88%	90%	89%	86%	91%	1.3%	89%	84%
Filipino/a	89%	89%	91%	90%	89%	91%	2.3%	90%	87%
Latinx	88%	88%	88%	89%	86%	88%	0.0%	88%	83%
White	91%	91%	91%	91%	90%	91%	0.2%	91%	88%
Multiple Ethnicities	90%	89%	90%	89%	87%	89%	-1.0%	89%	85%
Other	97%	99%	97%	97%	-	-	-	98%	91%
Unknown	91%	93%	92%	93%	89%	89%	-2.0%	91%	88%
Average	**90%**	**90%**	**90%**	**90%**	**88%**	**90%**	**0.4%**	**90%**	**86%**

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

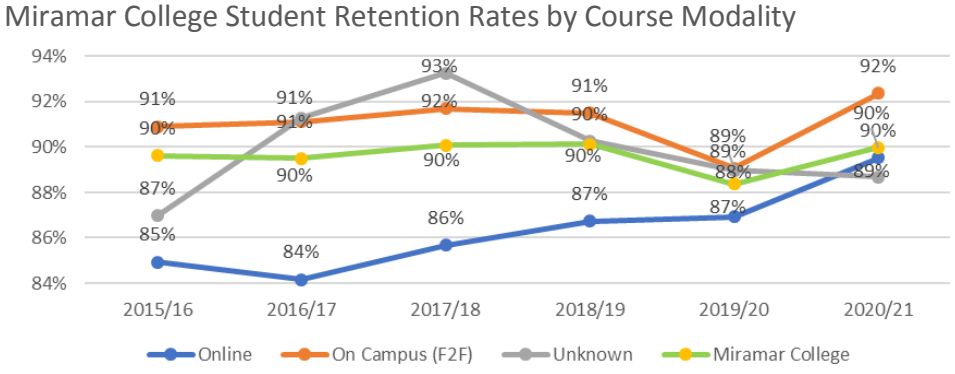
Student Retention Rates by Age

During the six-year period, each age group experienced a drop in retention rates during the 2019/20 academic year. All age groups rebounded in the subsequent year, except for the 17 and under age group. However, the 17 and under age group had the greatest retention rate across each year with an average of about 97%. The 40-49 and 50 and over age groups had the next closest six-year average retention rates at about 91%.



Student Retention Rates by Course Modality

Between 2015/16 and 2020/21, online students experienced a noticeable increase in retention rates from 85% to 90%. The retention rate for on-campus students increased slightly from 91% to 92%.



Persistence

Overall Student Persistence Rates

The average term persistence rate for students at San Diego Miramar College was 57% among the fall 2015 to fall 2020 cohorts. The average annual persistence rate was 34%. The term persistence rate decreased from 58% in 2015 to 53% in 2020. During the same six-year span, the annual persistence rate also decreased from 37% to 29%.

Miramar College Overall Student Persistence Rates

Cohort	Fall Enrollment Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates	All Colleges Term Persistence	All College Annual Persistence
Fall 2015	10,377	5,977	58%	3,830	37%	60%	37%
Fall 2016	11,404	6,710	59%	4,192	37%	60%	38%
Fall 2017	13,049	7,509	58%	4,421	34%	59%	35%
Fall 2018	13,038	7,682	59%	4,487	34%	59%	15%
Fall 2019	13,444	7,414	55%	4,273	32%	64%	42%
Fall 2020	12,998	6,841	53%	3,715	29%	66%	41%
Total/Average	**74,310**	**42,133**	**57%**	**24,918**	**34%**	**61%**	**34%**

Source: Miramar College Persistence Dashboard 2014-2020, Districtwide Persistence Dashboard 2014-2020
Note. Percent change were based on counts.

Annual Student Persistence Rates by Gender

On average, the annual persistence rate of female students (33%) was about the same as the rate for male students (34%) between the fall 2015 and the fall 2020 cohorts. Across these cohorts, the annual persistence rates for female and male students decreased by 11 and six percentage points, respectively. Between the 2019 and 2020 cohorts, the annual persistence rate for non-binary students was 32%.

Miramar College Annual Student Persistence Rates by Gender

Cohort	Female	Males	Non-Binary	Unknown
Fall 2015	39%	35%	-	-
Fall 2016	38%	35%	-	-
Fall 2017	34%	34%	-	-
Fall 2018	36%	33%	-	0%
Fall 2019	30%	34%	60%	31%
Fall 2020	28%	29%	21%	26%
Total	**33%**	**34%**	**32%**	**28%**

Source: Miramar College Persistence Dashboard 2014-2020
Note. Percent Calculations were based on counts.

Annual Student Persistence Rates by Ethnicity

The ethnic groups with the highest average annual persistence rates between the fall 2015 and the fall 2020 cohorts were Filipino/a students (42%) and Asian students (40%). The annual persistence rate decreased for all groups between 2015 and 2020. The largest decreases were among Pacific Islander and White students (11 percentage points), followed by students reporting multiple ethnicities (10 percentage points), and further followed by African American and Asian students (nine percentage points).

Miramar College Annual Student Persistence Rates by Ethnicity

Cohort	African American	American Indian	Asian	Pacific Islander	Filipino/a	Latinx	White	Multiple Ethnicities	Other	Unknown
Fall 2015	32%	35%	43%	39%	44%	32%	36%	39%	18%	33%
Fall 2016	27%	27%	42%	32%	47%	33%	36%	38%	50%	30%
Fall 2017	26%	24%	39%	40%	46%	31%	32%	36%	0%	29%
Fall 2018	23%	49%	41%	40%	40%	31%	34%	38%	0%	31%
Fall 2019	28%	30%	39%	24%	41%	28%	29%	37%	-	27%
Fall 2020	23%	34%	34%	28%	37%	26%	27%	29%	-	27%
Total	**26%**	**34%**	**40%**	**34%**	**42%**	**30%**	**32%**	**36%**	**25%**	**29%**

Source: Miramar College Persistence Dashboard 2014-2020
Note. Percent calculations were based on counts.

Annual Student Persistence Rates by Age

Between the fall 2015 and the fall 2020 cohorts, the average annual persistence rate was the highest among students 17 and under (40%), followed by the 18-24 age group (38%). From 2015 to 2020, the annual persistence rate decreased for each age group, led by students 50 and over (15 percentage points), students 17 and under (13 percentage points), and the 40-49 age group (12 percentage points).

Miramar College Annual Student Persistence Rates by Age

Cohort	17 and Under	18 - 24	25 - 29	30 - 39	40 - 49	50 and Over
Fall 2015	51%	40%	28%	31%	32%	34%
Fall 2016	38%	42%	26%	27%	31%	36%
Fall 2017	34%	38%	26%	28%	29%	31%
Fall 2018	42%	38%	25%	27%	31%	32%
Fall 2019	43%	37%	23%	23%	19%	18%
Fall 2020	38%	31%	21%	23%	20%	19%
Total	**40%**	**38%**	**25%**	**26%**	**26%**	**28%**

Source: Miramar College Persistence Dashboard 2014-2020
Note. Percent calculations were based on counts.

Annual Student Awards Conferred

Overall Annual Student Awards Conferred

Between 2015/16 and 2020/21, the number of annual awards conferred at San Diego Miramar College increased by 35% from 1,247 to 1,681.

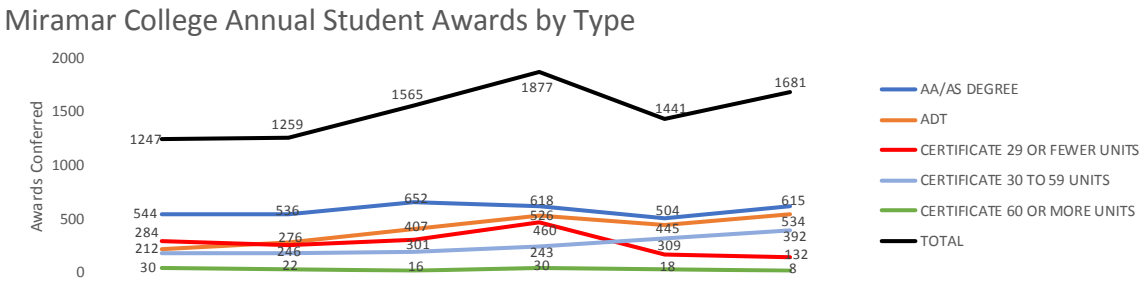
Miramar College Annual Student Awards Conferred

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% Change 15/16 - 20/21	College Average 15/16 - 20/21	All Colleges Average 15/16 - 20/21
Average	1,247	1,259	1,565	1,877	1,441	1,681	35%	1,512	1,594

Source: Miramar College PREDD 201516-202021
Note. Percent change were based on counts.

Annual Student Awards by Type

Between 2015/16 and 2020/21, all award types increased except for certificates 29 or fewer units and certificates 60 or more units.



Student Program Completion

The College also determined institution-set standards for awards conferred per program. The recommended benchmarks for each program represent an institution-set standard based on the six-year average plus a 0.5 Standard Deviation. This information was provided for each program to consider as part of the program review process. As there are different trends, impact factors, and comparison points for each program, the faculty discipline experts could address the recommended benchmarks and suggest modifications as needed. On average, Business, Social and Behavioral Sciences, and Administration of Justice received higher numbers of awards compared to the other programs between 2015/16 and 2020/21.

Miramar College Student Program Completion

Program	Subject	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Benchmark
Business	Accountancy	18	13	23	16	19	25	21
	Administrative Assistant	0	0	0	4	7	6	4
	Business Administration	51	50	39	31	19	37	44
	Business Administration for Transfer	67	80	131	147	135	159	139
	Business Management	10	3	8	13	11	15	12
	Business Management Mortgage Broker/Bank	8	1	0	2	0	0	3
	CBT - Administrative Assistant	10	3	7	5	0	0	6
	CBT - Microcomputer Appl	3	0	0	0	0	0	1
	Computer and Information Sciences	10	3	6	5	5	12	9
	Computer Science for Transfer	0	0	0	0	10	35	15
	Economics for Transfer	4	8	10	18	9	16	13
	Financial Services	0	0	0	1	4	2	2
	Law, Public Policy, and Society for Transfer	0	0	0	0	4	3	2
	Legal Assistant	0	1	0	0	0	0	0
	Paralegal	37	58	65	63	57	81	67
	Subtotal	218	220	289	305	280	391	316
Chemistry	Chemistry Studies	29	35	28	52	29	27	38
	Subtotal	29	35	28	52	29	27	38
Child Development	Assistant Teacher	0	0	0	13	19	21	14
	Child Development	20	22	22	24	21	18	22
	Child Development Associate Teacher	31	23	33	25	10	14	27
	Child Development Master Teacher	4	7	6	6	3	3	6
	Child Development Site Supervisor	0	1	0	7	2	7	4
	Child Development Teacher	24	13	29	18	5	6	21
	Elementary Education	1	0	0	0	0	0	0
	Human Development Studies	13	8	16	12	8	14	13
	Subtotal	93	74	106	105	68	83	96
English and World Languages	English for Transfer	3	8	8	6	9	13	9
	English/Literature Studies	7	6	11	7	8	4	8
	Spanish for Transfer	0	1	0	2	2	0	1
	World Language Studies	0	1	1	1	2	1	1
	Subtotal	10	16	20	16	21	18	19
Exercise Science, Health, & Nutrition	Exercise and Nutritional Sciences	0	7	26	23	7	12	18
	Fitness Specialist	5	0	2	0	0	0	2
	Health/Physical Edu Studies	12	6	2	1	0	0	6
	Kinesiology for Transfer	7	8	12	8	5	7	9
	Personal Training	12	17	4	11	14	3	13
	Subtotal	36	38	46	43	26	22	40

Fire Technology/ Fire Academy/EMT	Entry Level Firefighter	0	0	0	0	3	12	5
	FIPT - Fire Protection	5	2	4	4	0	0	4
	FIPT - Open Water Lifeguard Prof	2	2	2	2	0	0	2
	FIPT - Company Office Cert	0	0	1	1	0	0	1
	FIPT - Fire Officer Certification	6	7	0	0	0	0	4
	FIPT - Fire Prevention	0	0	1	0	0	0	0
	Fire Prevention	0	0	4	4	1	2	3
	Fire Protection Technology Company Officer Certification	0	0	0	0	2	2	1
	Fire Protection Technology Fire Prevention	0	0	2	0	1	0	1
	Fire Technology	81	66	54	53	37	13	62
	Open Water Lifeguard	0	0	0	3	1	0	1
	Subtotal	94	77	68	67	45	29	75
Interdisciplinary Studies	Cert of Achievement - CSU Gen Ed	0	0	0	0	1	0	0
	CSU General Education - Breadth	1	22	39	58	135	149	98
	Intersegmental General Education Transfer	0	8	40	49	124	166	98
	Occupational/Technical Studies	1	1	0	0	0	0	1
	Selected Studies	0	0	0	1	0	0	0
	Transfer Studies CSU	1	3	0	0	0	0	1
	Subtotal	3	34	79	108	260	315	196
Mathematics	Mathematics for Transfer	6	7	10	14	10	11	11
	Mathematics Studies	38	40	44	41	36	41	41
	Subtotal	44	47	54	55	46	52	52
Physical Sciences	Earth Science Studies	1	0	1	3	1	3	2
	Physics for Transfer	4	6	12	12	6	10	10
	Physics Studies	5	1	0	1	0	0	2
	Pre-Engineering Studies	9	13	23	28	31	32	27
	Subtotal	19	20	36	44	38	45	39
Social & Behavioral Science	Anthropology for Transfer	6	8	4	6	4	4	6
	Behavioral Sci-Alcohol & Drug	0	0	0	1	0	0	0
	History for Transfer	8	7	12	22	13	15	16
	Political Science for Transfer	7	11	20	17	14	24	19
	Psychology	22	7	12	8	1	0	12
	Psychology for Transfer	0	17	30	69	52	56	50
	Social and Behavioral Sciences	80	77	116	106	76	103	102
	Sociology for Transfer	5	14	14	16	18	21	17
	Subtotal	128	141	208	245	178	223	210

Source: Miramar College PREDD 201516-202021

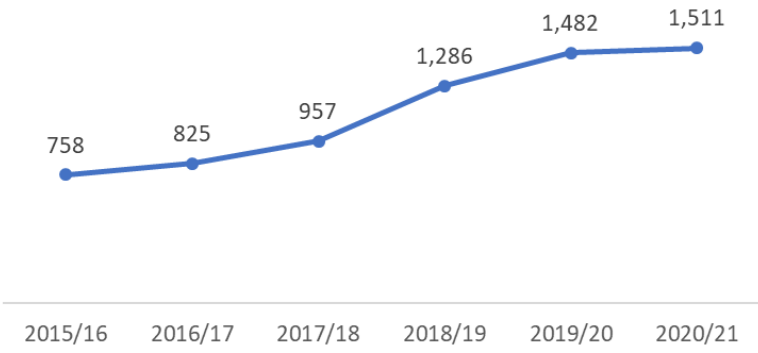
Annual Student Transfer Volume

Between 2015/16 and 2020/21, the annual student transfer volume increased each year, from 758 to 1,511.

Miramar College Annual Student Transfer Volume

Number of Transfers	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Annual Transfer Volume	758	825	957	1,286	1,482	1,511

Source: Miramar College ACCJC Annual Report, 2021 - 2022, pg. 4



Student Job Placement Rates

During 2017-2018, Administration of Justice, Fire Technology, and Medical Laboratory Technology had relatively higher job placement rates compared to the other programs.

Miramar College Student Job Placement Rates

Program	TOP	Institution-Set Standard (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate	2020-21 Job Placement Rate
Accountancy	0502	68%	n/a %	n/a %	n/a %	n/a %
Administration of Justice	2105	68%	92%	n/a %	n/a %	n/a %
Automotive Technology	0948	68%	75%	n/a %	n/a %	n/a %
Aviation Maintenance	0950	68%	54%	n/a %	n/a %	n/a %
Aviation Operations	3020	68%	54%	n/a %	n/a %	n/a %
Banking and Finance (Financial Services)		68%	74%	n/a %	n/a %	n/a %
Biotechnology	0430	68%	56%	n/a %	n/a %	n/a %
Business Administration	0505	68%	n/a %	n/a %	n/a %	n/a %
Child Development	1305	68%	64%	n/a %	n/a %	n/a %
Diesel Technology	0947	68%	58%	n/a %	n/a %	n/a %
Exercise Sciences-Personal Training-Yoga	0835	68%	50%	n/a %	n/a %	n/a %
Fire Technology	2133	68%	90%	n/a %	n/a %	n/a %
Medical Laboratory Technology	1205	68%	77%	n/a %	n/a %	n/a %
Office Technology (Computer Business Technology)		68%	63%	n/a %	n/a %	n/a %
Business Management (Entrepreneurship)		68%	62%	n/a %	n/a %	n/a %
Paralegal	1402	68%	71%	n/a %	n/a %	n/a %

Source: Miramar College ACCJC Annual Report, 2021 - 2022, pg. 4

Evidence List for Student Achievement

SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027
SAD-ISS-02: Program Review Equity Data Dashboard Snapshot

C. Organization of the Self-Evaluation Process 2024

To prepare for the 2024 Accreditation Self-Evaluation Process**,** the Accreditation Liaison Officer (ALO) and the College President, in consultation with participatory governance constituency leaders, prepared and disseminated the Accreditation Faculty Co-Chair Announcement in April 2021 (SEPO-01). In summer 2021, with consultation between the Academic Senate President and College President, a faculty member was appointed and announced to the College (SEPO-02). This faculty member, along with the ALO, would comprise the Accreditation Steering Committee. The Steering Committee was primarily responsible for the following: (1) overseeing the work of the Standard Tri-Chair teams and communicating the progress of the 2024 Accreditation Process to the College; (2) reviewing the ACCJC Accreditation Standards and Policies to determine level of compliance of the College and (3) proposing accreditation-related measures and/or activities. In addition, the Steering Committee was responsible for developing the process and timeline for preparation of the Institutional Self-Evaluation Report (ISER).

Similar to previous accreditation processes, the College implemented a Standard Tri-chair Team structure to coordinate each Standard of the ISER. Each tri-chair team consisted of one administrator, one faculty, and one classified professional. Faculty were recommended by the Academic Senate, classified professionals were recommended by the Classified Senate, and administrators were appointed by the President. The Academic Senate and the Classified Senates' recommendations were approved by the President. The tri-chair teams were formed at the beginning of fall 2021. In addition, students were invited to participate through the Associated Student Government.

On October 8, 2021, the College held an Accreditation ISER Training facilitated by ACCJC's College Liaison in consultation with the college's Accreditation Steering Committee (SEPO-03). The training included the following topics: (1) Understanding the ISER context; (2) How to engage in the self-evaluation process; (3) How to interpret the Standards; and (4) Group engagement activity. Subsequently following this event, the Accreditation Steering Committee met with each respective tri-chair team to explain the organizational logistics on how they are set-up in Microsoft OneDrive, set expectations and timeline, and answered any questions or provided clarifications. The meeting set tri-chair responsibilities relative to the production of the ISER, review of relevant ACCJC publication (e.g., guides, writing template etc.), and provided guidance on how to organize the evidence and narrative responses to the Standards.

Once the tri-chair teams received the training, each team was responsible for gathering evidence and providing narratives based on the ACCJC ISER template and the prompts found in the Guide to Institutional Self-Evaluation Improvement and Peer-Review. The teams were organized to work asynchronously using Microsoft OneDrive. The tri-chair teams held regular online meetings and Co-chairs of the Steering Committee were invited to join these meetings as needed. In addition, the Steering Committee held periodic meetings with the tri-chair teams to monitor progress on the ISER, to ensure adherence to the process timeline, and to ensure that drafts of each Standard were circulated to the College. In all, tri-chair teams were responsible for writing

narratives to address the criteria in their respective Standard, for identifying evidence used to support their narratives, and for documenting progress made on planning items.

In December 2021, Accreditation Steering Committee Teams from each of the three SDCCD Colleges met with District Office personnel to organize and discuss information and concerns regarding the ISER process. During this organizational meeting, a timeline, procedures for requesting evidence and information from the District, and delineation of responsibilities were fleshed-out.

On May 2, 2022, the Accreditation Steering Committee distributed the first Self-Evaluation Draft Report to the College via email (SEPO-04). Feedback was collected through a SurveyMonkey link provided after each section of the report. Respondents were able to access the link and provide feedback on individual sections of the Standards. Following the release of draft one of the ISER, the College held Public Forum Round 1 (PFR 1) to provide an online venue for feedback from the college community at-large. During summer 2022, the Steering Committee incorporated feedback from both the public forum and circulation of draft 1 into the tri-chair team responses. Furthermore, District responses were received and incorporated into the narrative.

In fall 2022, the Steering Committee met with each respective tri-chair teams and notes were provided to them regarding areas of the Standards that contained missing content, incorrect information, and/or lacked evidence. This also allowed the tri-chair team members to ask questions, get clarification, and receive guidance on next steps in the ISER process. On September 16, 2022, the College received a follow-up Accreditation training, facilitated by ACCJC's College Liaison in consultation with the Accreditation Steering Committee (SEPO-05). The training included the following topics: (1) Good practices and tips for the ISER and (2) Overview on timeline and process of the comprehensive visit.

Following these meetings, a second draft of the Self-Evaluation Report was sent to the College on October 17, 2022 (SEPO-06). The same process for obtaining feedback from the Self-Evaluation Report Draft 1 was used for Draft 2. On November 2, 2022, the College held its second Public Forum Round 2 (PFR 2) to provide a venue for feedback from the college community at-large, and suggested edits were submitted to the Steering Committee for follow-up.

After PFR 2, the Steering Committee prepared a third draft of the Self-Evaluation Report, which was sent to the College on February 24, 2023 (SEPO-07)**.** The feedback again was provided to Accreditation Steering Committee for follow-up and inclusion in the final draft. The third draft report was circulated among the college constituency groups for final review and approval in March/April 2023. The College Council (CC) reviewed and approved the third draft on April 25, 2023 (SEPO-08). On April 26, 2023 the Steering Committee distributed a final draft of the Self-Evaluation Report to the District for final vetting and approval. The San Diego Miramar College Self-Evaluation Report was presented to the Board of Trustees for acceptance on June 15, 2023 (SEPO-09).

Throughout the process, updates on progress were communicated to the College through email and were a standing agenda item at the CC, Academic Senate, Classified Senate, and Associated Student Council. In addition, the Accreditation Steering Committee regularly sent out communications and reminders regarding the accreditation timeline and planned tasks.

Accreditation Self-Evaluation Timeline

Spring 2021/Fall 2021

Events	Time
Accreditation Faculty Co-Chair Announcement is sent	April 27, 2021
Accreditation Faculty Co-Chair Announcement closes	May 7, 2021
Appointment of Accreditation Faculty Co-Chair by College President	August 19, 2021
Appointment of Standards Tri-chair Teams	August/September 2021
Accreditation ISER Training by ACCJC College Liaison	October 8, 2021
Colleges to provide feedback on accreditation surveys (Employees and Students)	October 2021
Accreditation Organizational Meetings	November/December 2021
Accreditation District Coordination Meeting	December 10, 2021
District IRP Administer Accreditation Survey-Students	December 1-17, 2021
District IRP Administer Accreditation Survey-Employees	Dec 14 - Jan 21, 2022

Spring 2022

Events	Time
Standard Tri-chair Teams collect evidence for the Self-Evaluation Report	January-May 2022
Kick-off meeting with Tri-chairs (re: structure/timeline)	February 4, 2022
Accreditation survey results available	March 2022
Incorporate accreditation survey results (if necessary) into standard narratives	April 2022
Standard Tri-chairs turn in first round responses of Self-Evaluation Report to Steering Committee for compilation	April 13, 2022
Accreditation Self-Evaluation Draft 1 distributed to College for feedback	**April 29, 2022**
Standard IV.D. Meeting with Board Subcommittee	Early May 2022
Accreditation ISER Draft #1 Public Forum (PFR 1)	May 13, 2022
Feedback from Draft #1 Public Forum (PFR 1) due	May 27, 2022

Summer 2022

Events	Time
Incorporate changes and suggestions from (PFR 1) by Steering Committee	June/July 2022

Fall 2022

Events	Time
Standard Tri-chairs turn in second round responses of Self-Evaluation Report to Steering Committee for compilation	September 28, 2022
Accreditation Self-Evaluation Draft 2 distributed to College for feedback	**October 14, 2022**
Accreditation ISER Draft #2 Public Forum (PFR 2)	November 2, 2022
Feedback from Draft #2 Public Forum (PFR 2) due	November 10, 2022
Incorporate changes and suggestion from (PFR 2) by Steering Committee	November/December 2022

Spring 2023

Events	Time
Start cataloging evidence for Self-Evaluation Report (Draft 3)	January/February 2023
Draft 3 feedback due to Steering Committee	February 8, 2023
Incorporate changes and suggestions from Draft 3 by Steering Committee into Final Draft	February 2023
Distribute Draft 3 (Full Content)	**February 24, 2023**
All Constituency Approval -Management (3/06/23 & 3/13/2023) -Academic Senate (3/07/23 & 4/04/2023) -Classified Senate (3/21/23 & 4/04/2023) -Associated Student Government (3/24/23 & 4/07/2023)	March/April 2023
Campus' Approval of Self-Evaluation Report	April 25, 2023
Add Final Edits, Cover Art, etc.	April 2023
Send Final Draft to Vice Chancellor, Ed. Services for review and fact check	**Week of April 24, 2023**
Send 4 print copies of "Final Draft" for Board Subcommittee (formatted)	May 1, 2023
Board Subcommittee review of the Final Draft Chancellor Review of Final Draft	2nd week of May 2023
District Governance Council (DGC) final review of Self-Evaluation Report	May 17, 2023
Chancellor's Cabinet summary review of Self-Evaluation Report	May 23, 2023
District Board approval of Self-Evaluation Report	June 15, 2023

Summer 2023

Events	Time
Final edits to ISER	June/July 2023
Gather signatures	June/July 2023

Fall 2023

Events	Time
Send ISER to ACCJC	**August 1, 2023**
Respond to ISER Team's Core Inquiries Report and make arrangements for focused site visit	August-December 2023

Spring 2024

Events	Time
Make final arrangements for focused site visit	January/February 2024
Accreditation focused site team visit	Week of February 24, 2024

Evidence List for Self Evaluation Organizational Process

SEPO-01: 2021 Accreditation Faculty Co-Chair Announcement
SEPO-02: President's Email to the College 08/19/21
SEPO-03: Accreditation ISER Training Presentation 10/08/21
SEPO-04: SDMC Accreditation Institutional Self-Evaluation Report Draft 1 Email
SEPO-05: Accreditation ISER Training Presentation 09/16/22
SEPO-06: SDMC Accreditation Institutional Self-Evaluation Report Draft 2 Email
SEPO-07: SDMC Accreditation Institutional Self-Evaluation Report Draft 3 Email
SEPO-08: College Council Minutes 04/25/23, p. 2
SEPO-09: Board of Trustees Agenda 06/15/23, p. 45

D. Organizational Information (Org Charts/Functional Maps)

San Diego Community College District
Accreditation Functional Map

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements

*For purposes of this map, the term College refers to City College, Mesa College, Miramar College, and College of Continuing Education.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

	College*	District
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-

B. Assuring Academic Quality and Institutional Effectiveness

	College*	District
Academic Quality 1. 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.	P	S
2. 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
Institutional Effectiveness 1. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
2. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
3. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
4. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	-
5. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

C. Governing Board

	College*	District
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	-	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	S	P
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

	College*	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-
4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	-
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	-
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

B. Library and Learning Support Services

	College*	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	-
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	-

C. Student Support Services

	College*	District
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	S
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	-
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	-
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	SH	SH
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

Standard III: Resources

A. Human Resources

	College*	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline, expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	P	S
7. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
8. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	P	S
9. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	P	S
10. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
11. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
12. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
13. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

B. Physical Resources

	College*	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

C. Technology Resources

	College*	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

D. Financial Resources

	College*	District
Planning 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	S	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
Fiscal Responsibility and Stability 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	-	P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	-	P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	-	P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	-	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	-	P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	S	P
Contractual Agreements 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

	College*	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision- making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

B. Chief Executive Officer

	College*	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	-
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	-
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: a. establishing a collegial process that sets values, goals, and priorities; b. ensuring the college sets institutional performance standards for student achievement; c. ensuring the college sets institutional performance standards for student achievement; d. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; e. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; f. ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	-
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	-
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	-

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

6. The CEO works and communicates effectively with the P communities served by the institution.	P	-

C. Governing Board

	College*	District
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	-	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	-	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	-	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P

D. Multi-College Districts or Systems

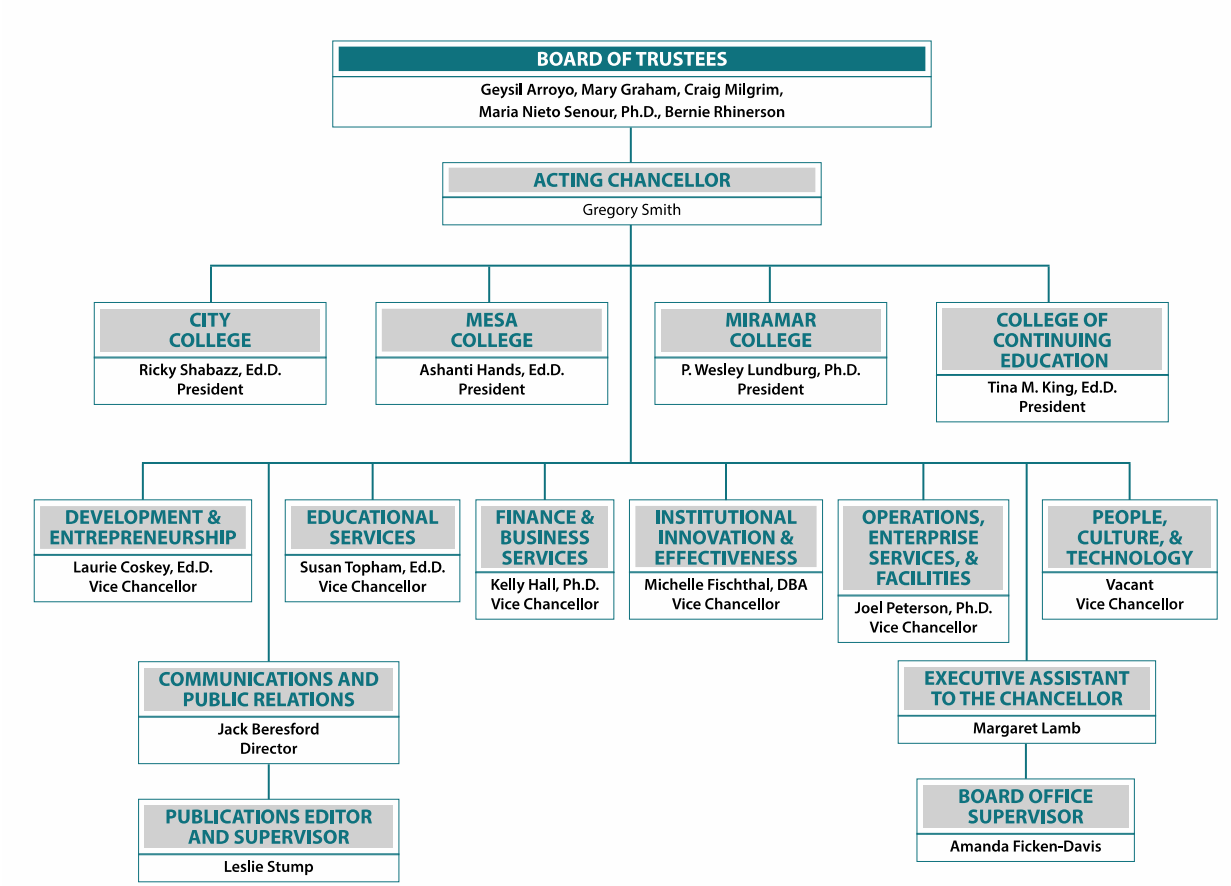
	College*	District
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	-	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	-	P
4. The CEO of the district or system delegate's full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

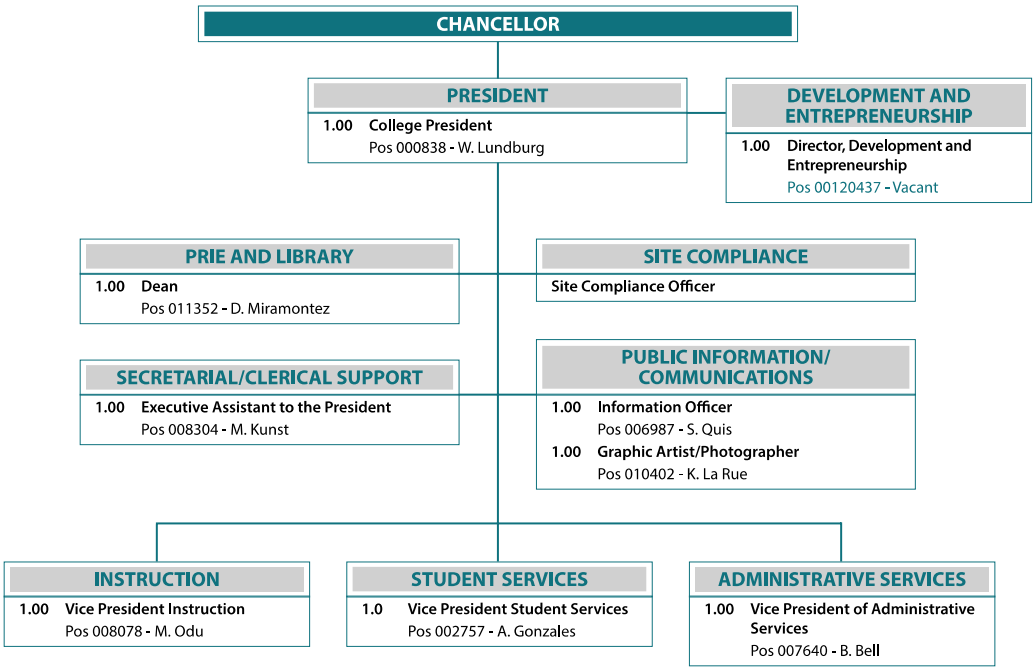
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	-	P

P: Primary Responsibility S: Secondary Responsibility SH: Shared Responsibility

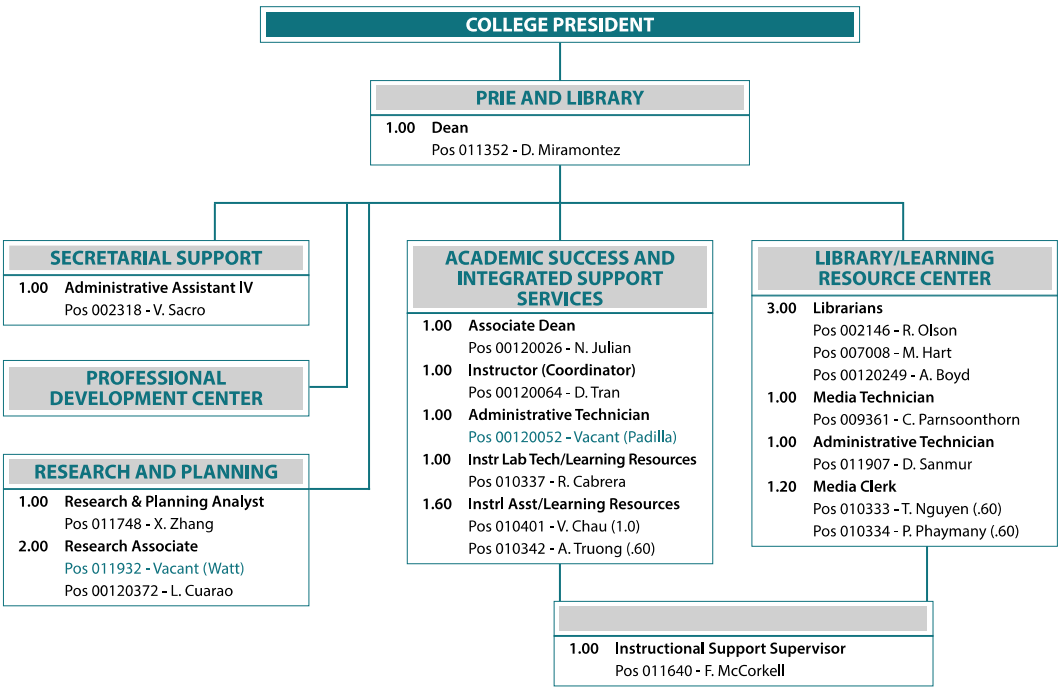
Organization Chart: San Diego Community College District Administration



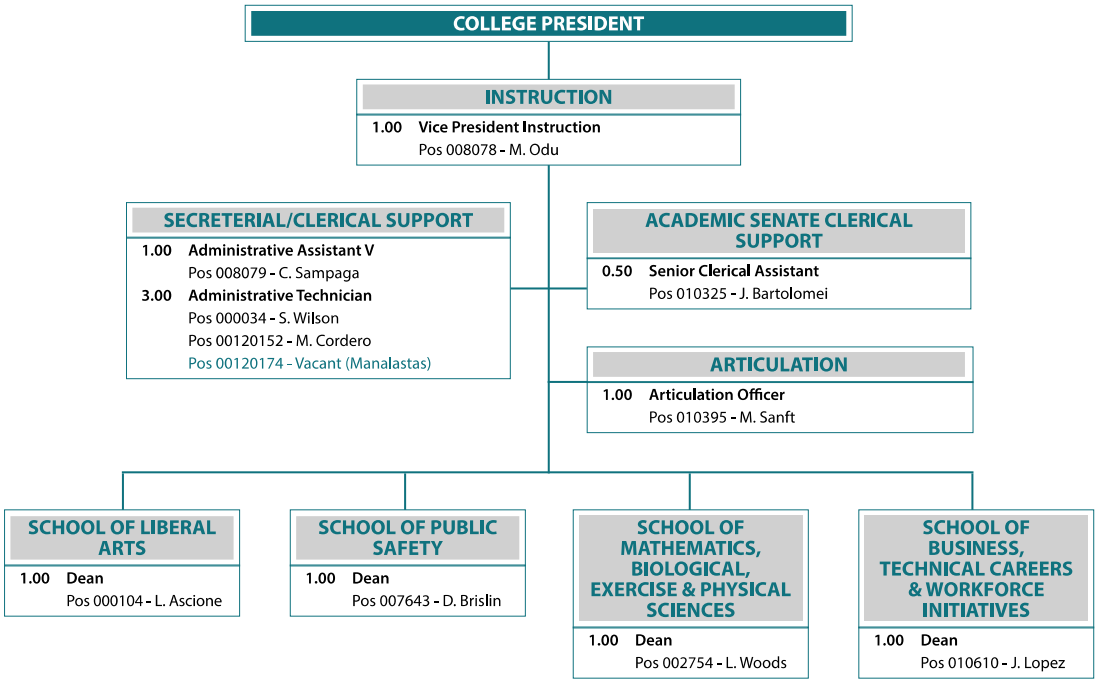
Organization Chart: President



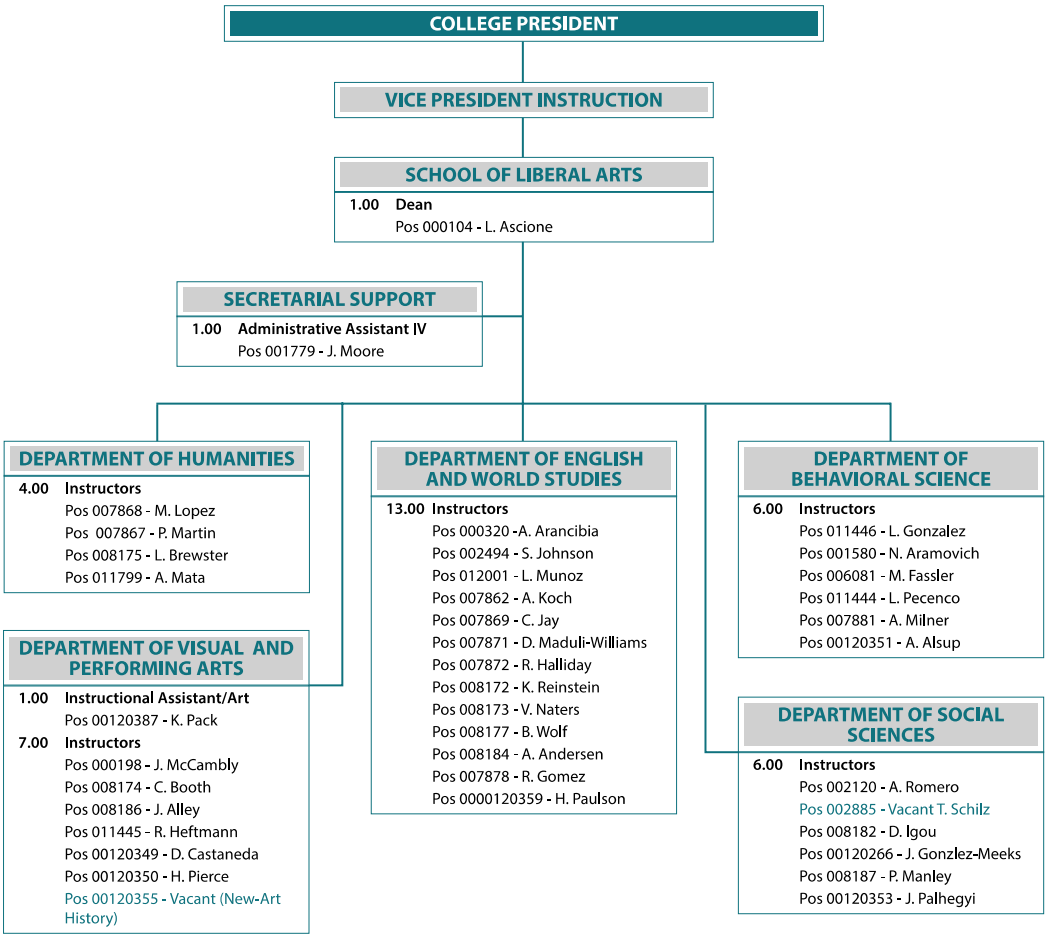
Organization Chart: Planning, Research, Institutional Effectiveness, and Library



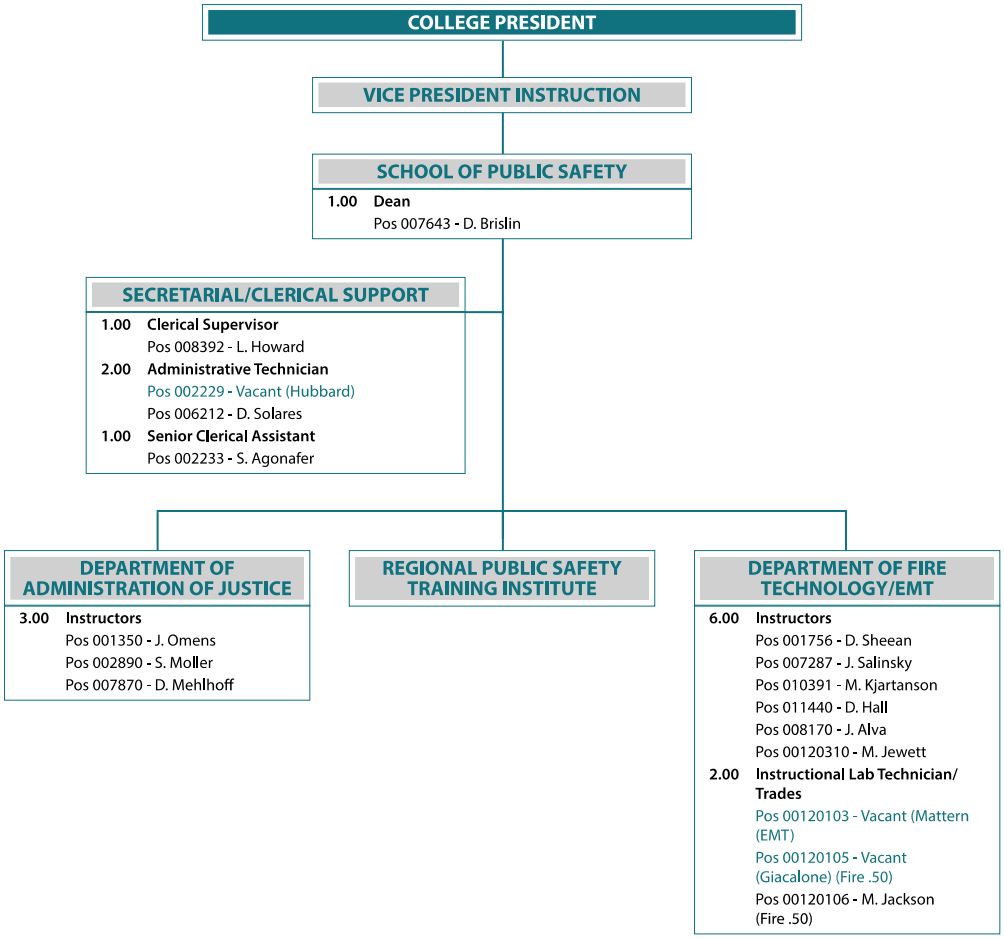
Organization Chart: Instruction



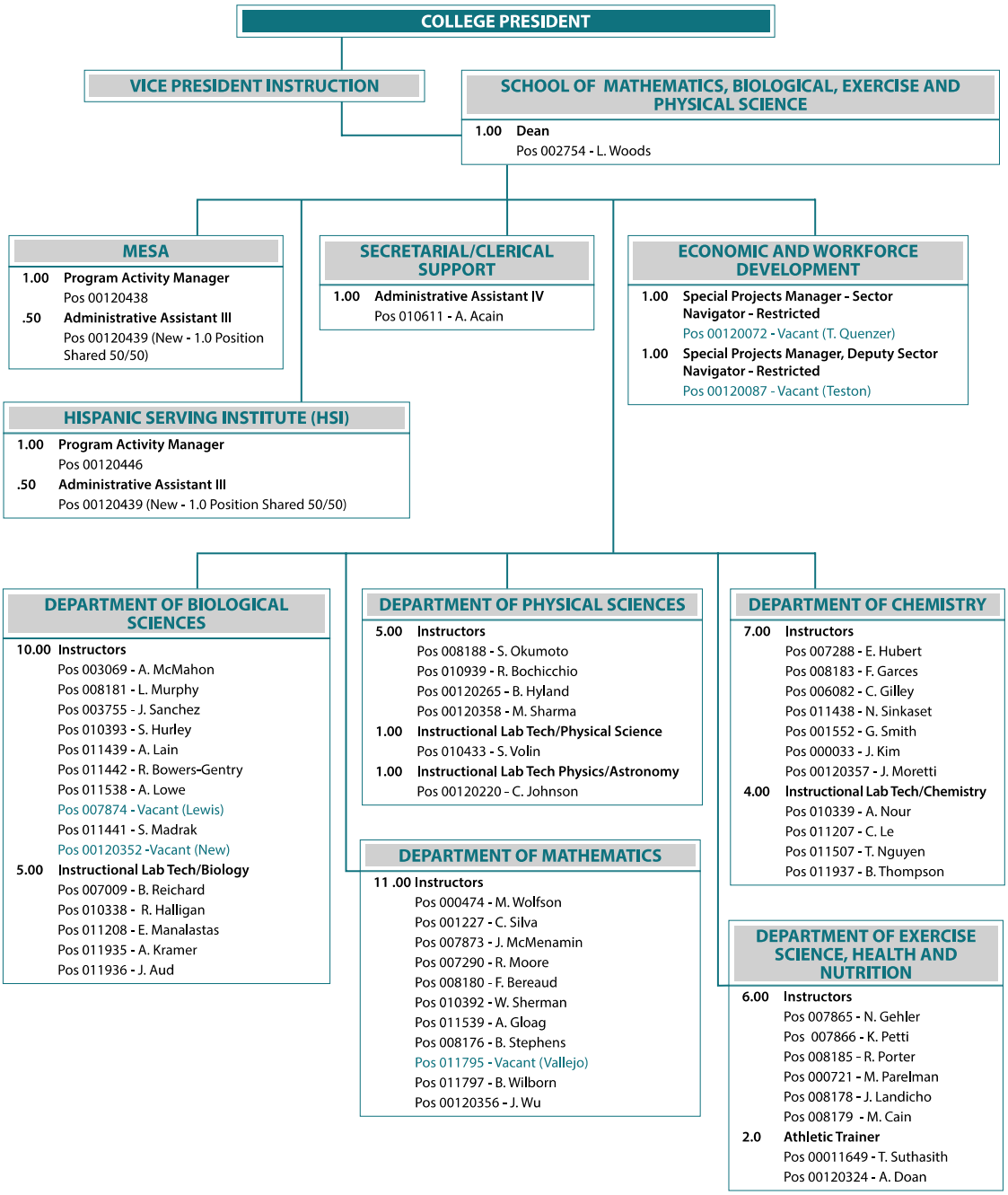
Organization Chart: Instruction – School of Liberal Arts



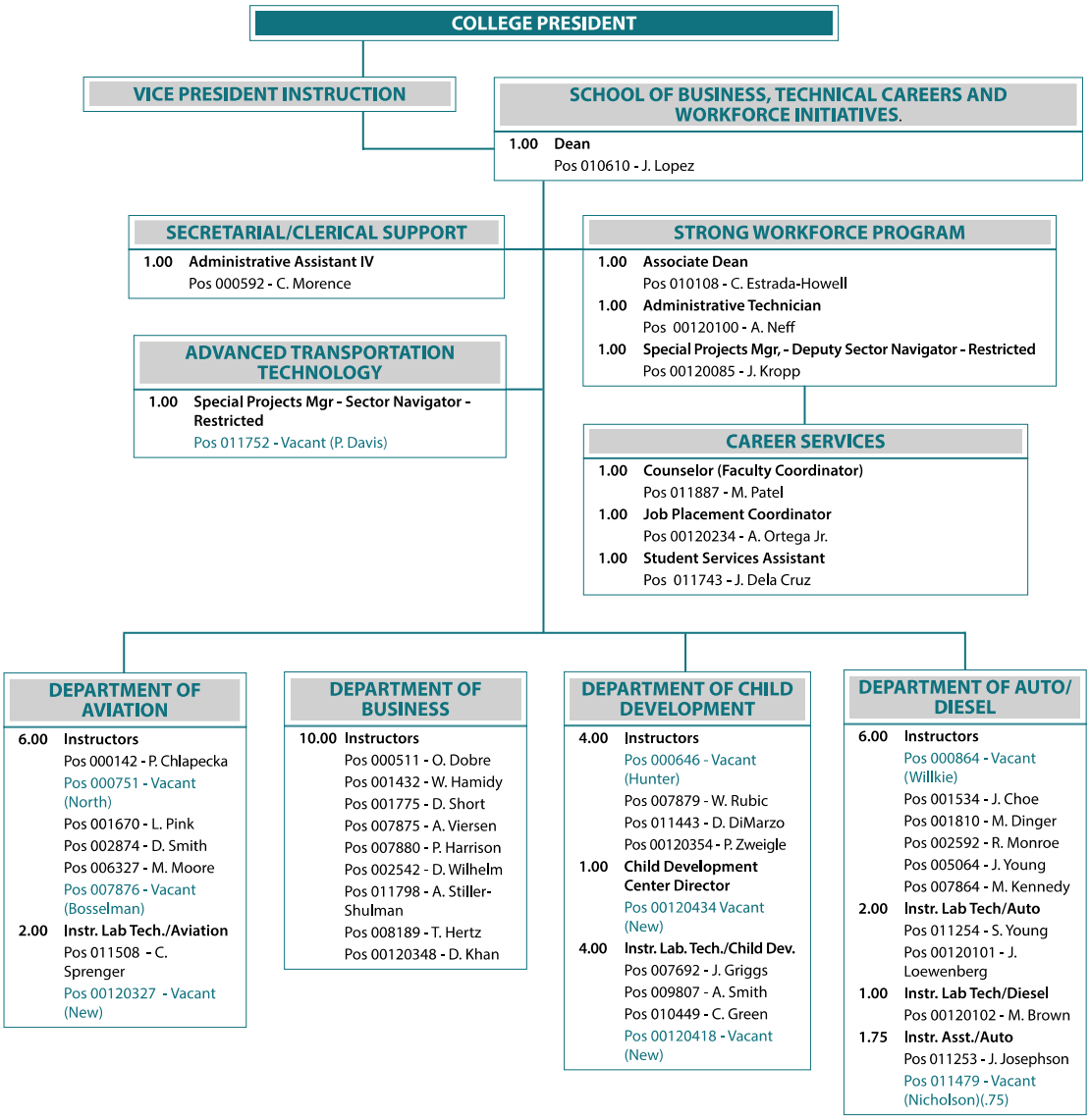
Organization Chart: Instruction – School of Public Safety



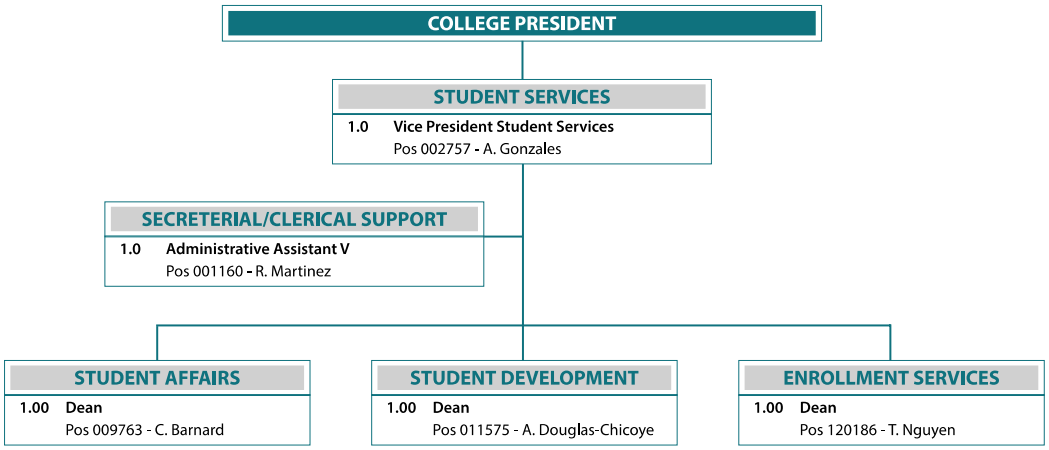
Organization Chart: Instruction – School of Mathematics, Biological, Exercise, and Physical Science



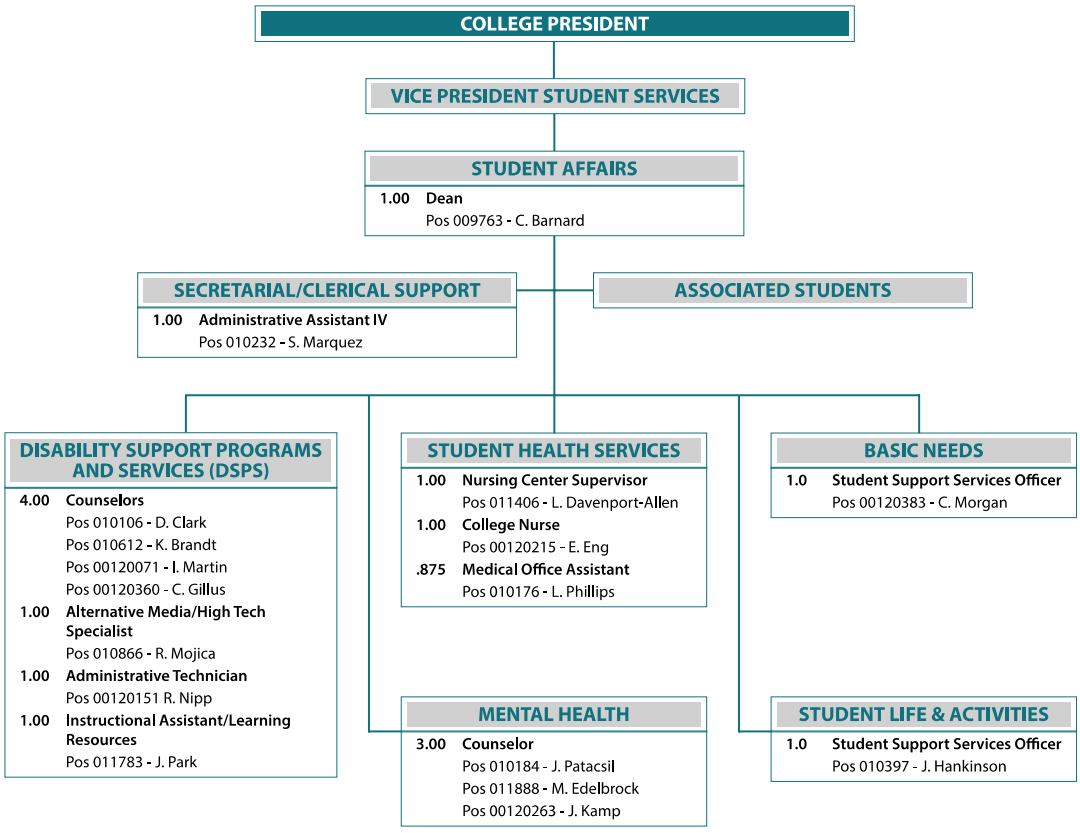
Organization Chart: Instruction – School of Business, Technical Careers and Workforce Initiatives



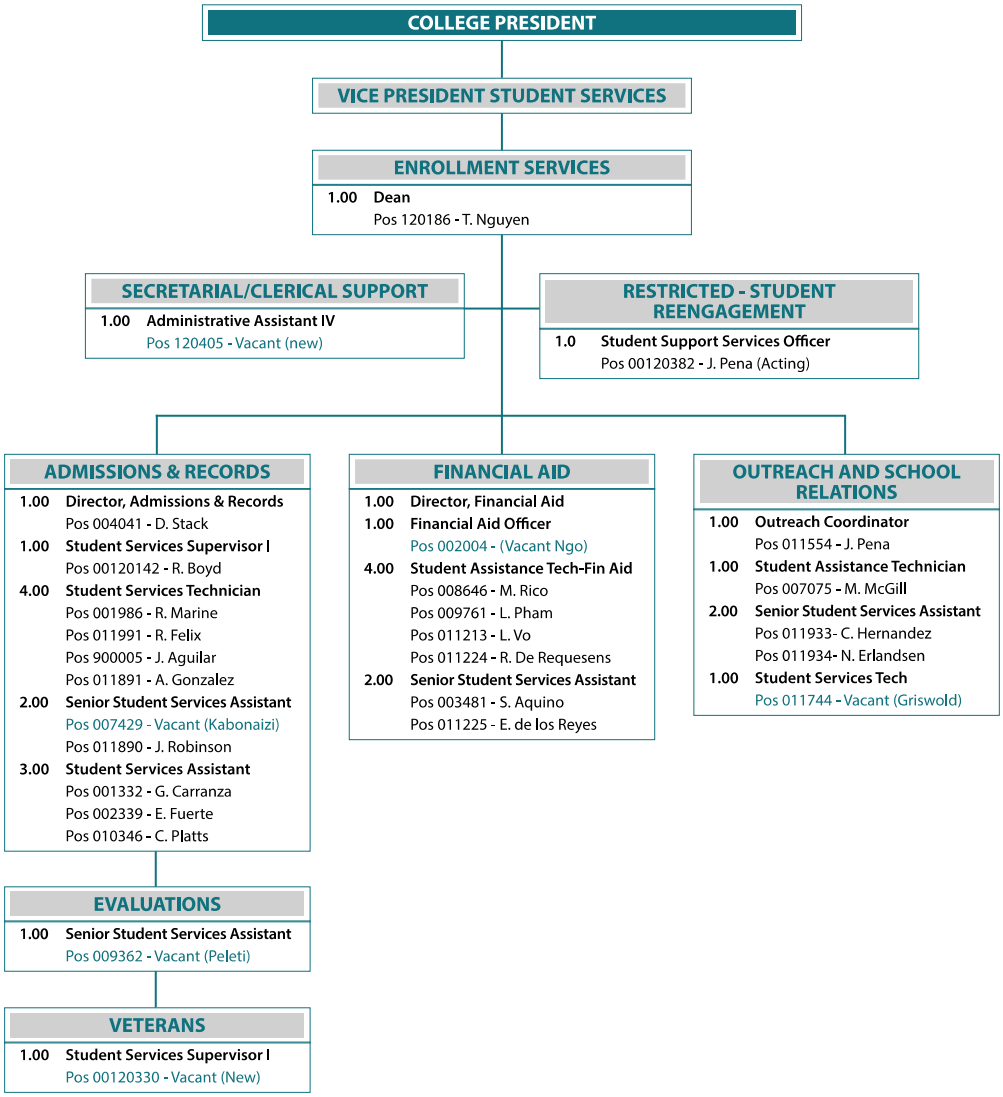
Organization Chart: Student Services



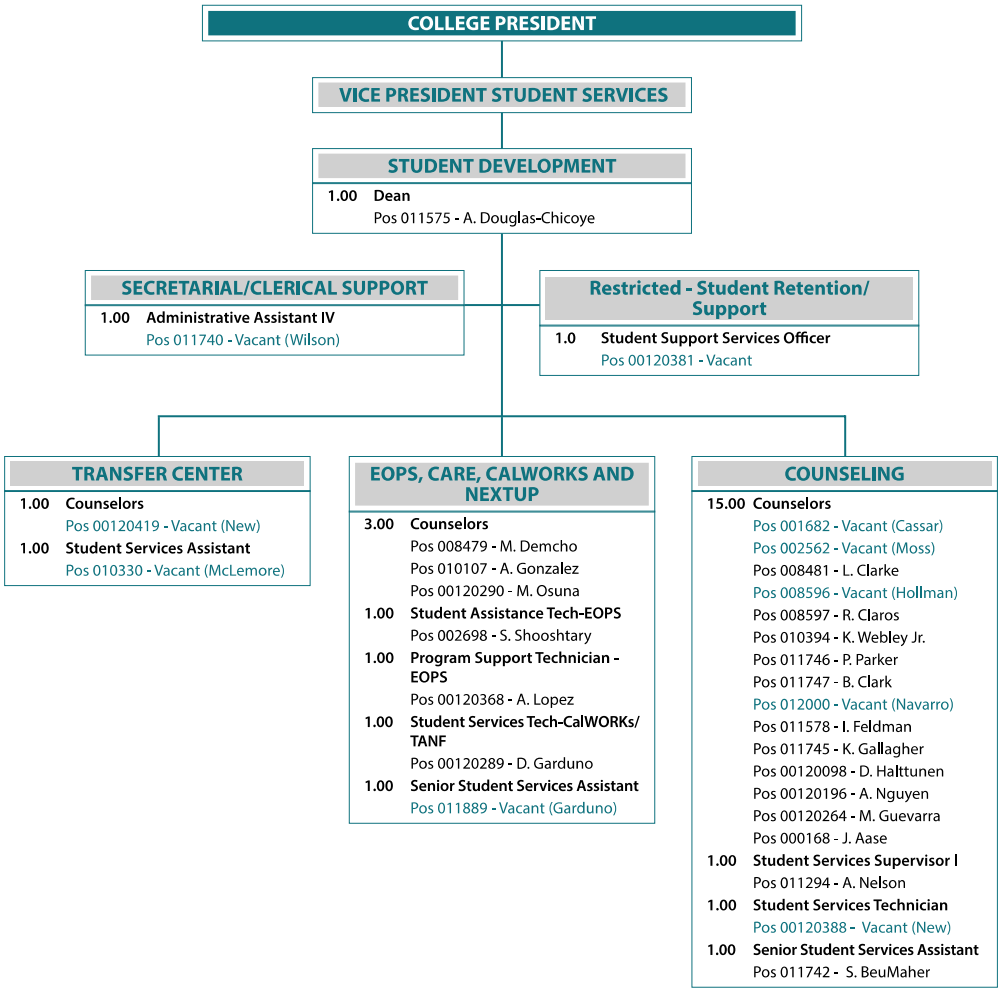
Organization Chart: Student Services – Student Affairs



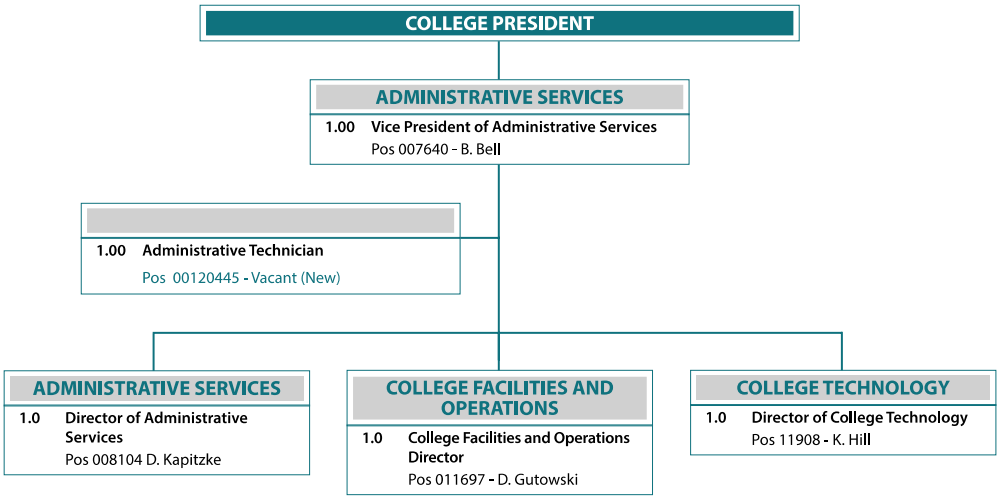
Organization Chart: Student Services – Enrollment Services



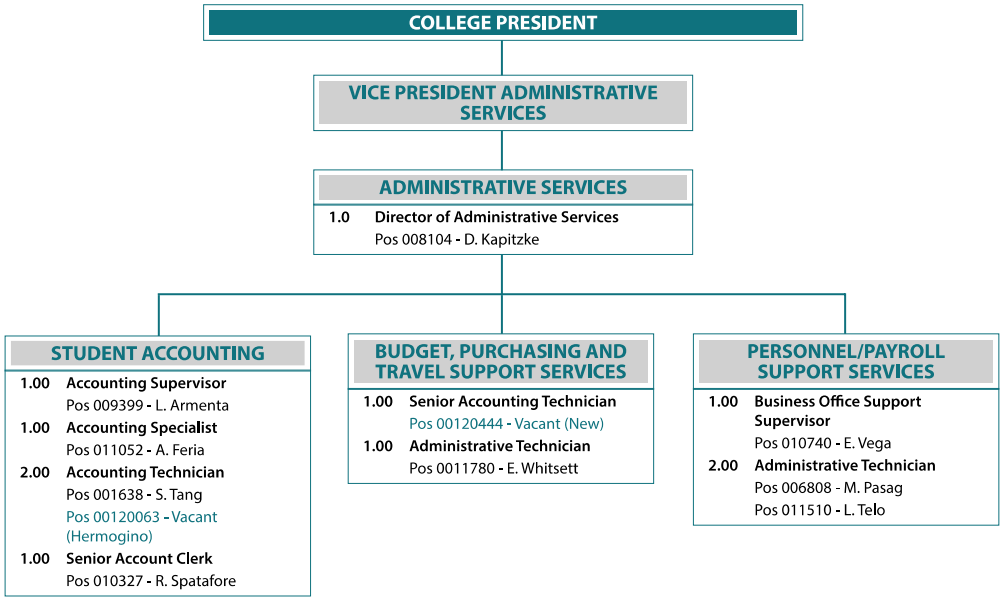
Organization Chart: Student Services – Student Development



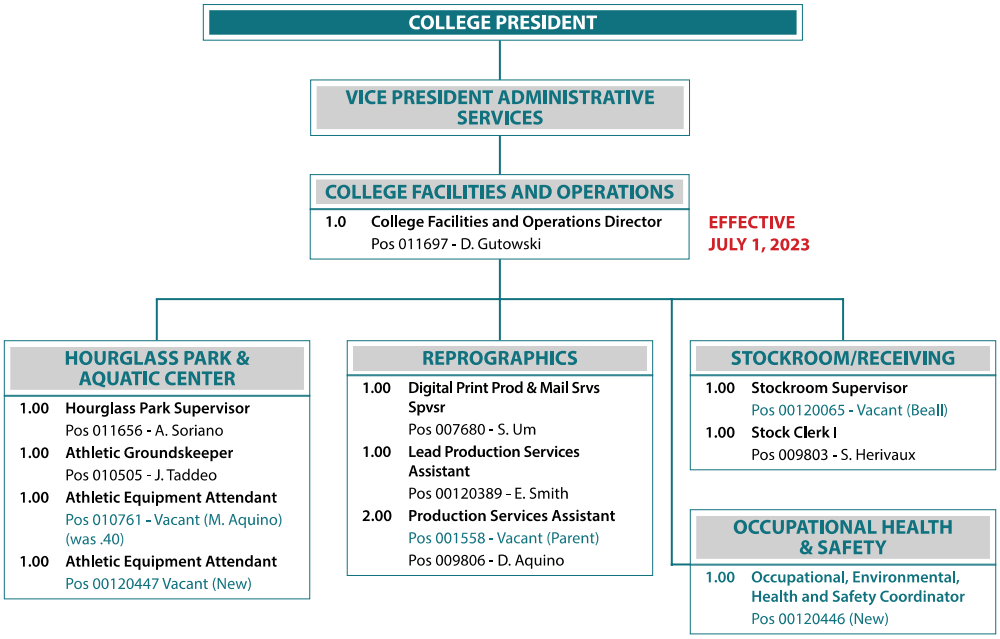
Organization Chart: Administrative Services



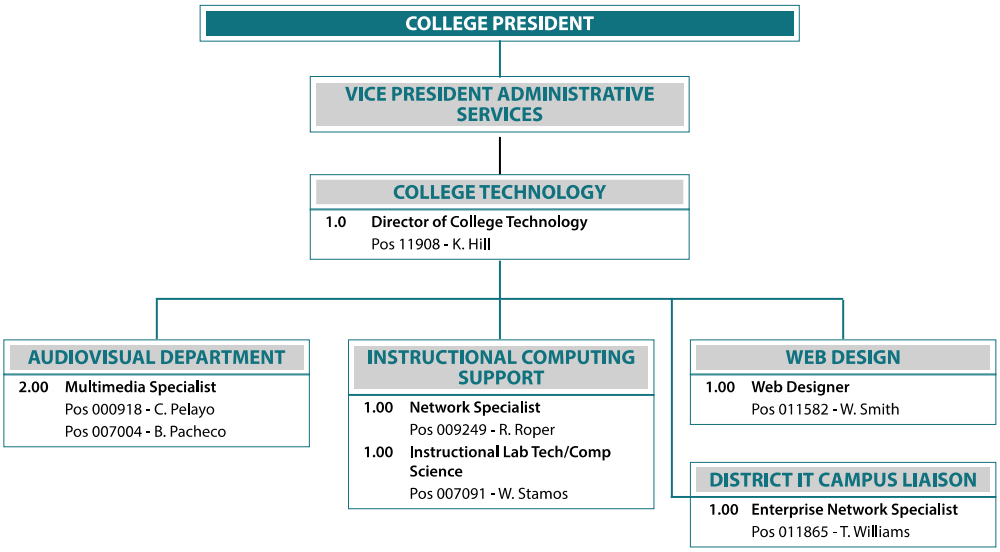
Organization Chart: Administrative Services - Administrative Services



Organization Chart: Administrative Services – College Facilities and Operations



Organization Chart: Administrative Services – College Technology



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

San Diego Miramar College is authorized to operate as an educational institution and award degrees by the following:

- The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ERS-01)
- The California State Chancellor's Office
- The locally elected Board of Trustees of the San Diego Community College District

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

San Diego Miramar College is fully operational, with students actively pursuing the College's degree programs. The College served 24,327 students (unduplicated headcount in 2020/21. The average annual headcount (unduplicated) was 25,399 was between 2015/16 to 2020/21. Additionally, the number of annual awards conferred was 1,681 during the same period. This information is described in detail in the Student Achievement section of the ISER. The current schedule of classes is available online.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

San Diego Miramar College operationally defines an educational program using the definition provided in California Code of Regulations, Title 5, 55000(g): Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

As discussed in the introduction section and Standard II.A.1., the College offers a total of 42 educational programs which lead to a total of 168 Associate Degrees and Certificates, including Associate Degrees for Transfer; Certificates of Achievement; and locally-approved Certificates of Performance. Specific requirements to attain a degree/certificate, including courses and length of study, are outlined in the College catalog. Since the college's last comprehensive self-evaluation and review, San Diego Miramar College has engaged in several major events and

developments focused on enhancing the college's capacity toward improving the student experience - to strengthen and facilitate their success in attaining their degree and goals. The California Community College Chancellor's Office Vision for Success, which includes Guided Pathways, Student Equity and Achievement Program, and AB 705 Equitable Placement were introduced statewide in an effort to better center the student experience, and facilitate more equitable learning outcomes and degree attainment.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

As discussed in Standards IV.B. and IV.C., San Diego Miramar College's chief executive officer is Dr. P. Wesley Lundburg. The District Board of Trustees appointed Dr. Lundburg to be the College President, with full responsibility for the College and authority to administer Board Policies. Neither the District Chancellor nor the College President may serve as the chair of the Board of Trustees.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There have not been any financial, internal control, or compliance issues resulting from findings, recommendations, or exceptions in the last five annual audits. However, if any were identified, they would be reviewed and discussed during the Board's public session before the Board accepted the audits prepared by the certified public accountancy firm (ERS-02).

Evidence List for Eligibility Requirements
ERS-01: ACCJC Certificate
ERS-02: District Financial Audit Report Webpage

F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

San Diego Miramar College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Standard I.C.1. notes publication of the College's accreditation status: San Diego Miramar College's ACCJC accreditation status and other specific programmatic accrediting agencies is published in the College catalog and on the College website. Information on program-specific accrediting agencies can also be found in the program description pages of the College catalog (CPS-01).

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).
The College has added a link to ACCJC's Third Party Comment Form from its Accreditation Webpage. The College has notified the campus community and public of the ACCJC Third Party Comment Form through its participatory governance process (CPS-02).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
The College collects, analyzes, and publishes a variety of reports that document assessment of student learning and evaluate student achievement. Course, program, and institutional level are shared throughout individual programs as well as with departments, students, the College, District, and the greater San Diego community. Additional evidence and detail of these data and reports may be found at the beginning of the ISER in the Presentation of Student Achievement Data, as well as Standards I.B.4., I.B.6., and I.C.3.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.
District policies regarding credits, program length, and tuition for baccalaureate degrees, associate degrees, and certificates of achievement follow Commission policies. Credit hour assignments and the length of the baccalaureate degree, associate degree, and certificate of achievement follow standards, guidelines, and good practices in higher education. The institution verifies the assignment of credit hours and the length of the baccalaureate degree, associate degrees, and certificates of achievement. They are reliable and accurate across classroom-based courses, laboratory courses, distance education, and directed clinical practice. Additional references may also be found in Standards I.C.2., I.C.6., and II.A.5.

The enrollment fee follows the standard set by California legislation. It assesses all students, including nonresident students and baccalaureate degree students. Enrollment fees are waived for students who petition. They qualify as benefits recipients under the Temporary Assistance to Needy Families (TANF) program, the Supplementary Security Income/State Supplementary (SSI) program, or the General Assistance Program.

In addition to the enrollment fee and health fee, tuition is charged to students who are not legal residents of California for tuition purposes.

In compliance with state legislation, students enrolled in upper division baccalaureate degree courses are charged enrollment fees, health fees, and an additional $84 per unit tuition (CPS-03); (CPS-04); (CPS-05).

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).
The District fully complies with the Commission's policy on transfer credits. Board Policies and Administrative Procedures for transfer credits, including advanced placement exams, International Baccalaureate, CLEP, and DANTES, international coursework, high school articulated credits, upper division coursework, and credits for military experience are published in the College catalogs and on Student Web Services, the District's student portal. The Colleges have numerous articulation agreements with other higher education institutions where there are mutual student enrollment patterns. These agreements are developed under the leadership of the College articulation offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section with comprehensive information about articulation agreements and various transfer agreements. In addition, information about transfer and articulation is posted on the College department websites and Student Web Services. The Colleges have Transfer Centers that assist students in navigating the complex transfer pathway. The Transfer Center staff routinely holds transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements, and processes.

District transfer policies are compliant with Commission policies. Transfer policies are appropriately disclosed to students and the public. Policies contain information about the institution's criteria for accepting transfer credits (CPS-06); (CPS-07); (CPS-08); (CPS-01).

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.
Distance education courses follow practices standard in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Distance education courses undergo the same rigorous curriculum approval process as traditional courses, although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation methods, additional resources, and contact type. The department of Curriculum Services ensures that policies and procedures for defining and classifying a course

offered by distance education exist and align with U.S. Department of Education definitions. Furthermore, the department of Curriculum Services follows California Code of Regulations, Title 5, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. To ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Determination and judgments about the quality of distance education under the course quality standards are made with the full involvement of faculty in accordance with District policy and California Code of Regulations, Title 5, Section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. The College curriculum review committees separately approve distance education courses, but they follow the same official course outline of record (CPS-09).

Students taking distance education courses are assessed similarly to face-to-face courses via the learning management system and/or on-campus examinations. Student learning outcomes are stated in the course syllabus and are developed by faculty as part of the approved curriculum development process.

Distance education students have the same availability of resources as students taking on-campus courses. Resources available for distance education students include access to library materials, online tutoring, online counseling, online registration, class enrollments, and grade posting.

The institution has filed for substantive changes through the Commission for programs, degrees, or certificates in which 50% or more of the courses are via distance education. District policies regarding distance education follow California Code of Regulations, Title 5, Federal Standards, and Commission policies.

Student Complaints

Regulation citations: 602.16(a) (1)(ix); 668.43.

The District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process and an online form to file a complaint are posted on Student Web Services, which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link on the District website in compliance with the Higher Education Act. The District Accreditation webpage links directly to the ACCJC for filing a complaint (CPS-10).

Many other Board Policies (BP) and Administrative Procedures (AP) also address student complaints. AP 5530 *Student Grievance*, provides students with a prompt and equitable process for resolving grievances. AP 3435 *Discrimination and Harassment Investigations*, provides a process to address complaints alleging discrimination or harassment.

AP 3540 *Sexual and Other Assaults on Campus*, addresses complaints about sex or gender-based assaults. AP 3105.1 *Academic Accommodations and Disability Discrimination for Students with Disabilities* provides a process for students to resolve disputes regarding academic accommodations, including formal complaints.

Complaints regarding allegations of unlawful sexual harassment or discrimination are the responsibility of the District Equal Opportunity and Diversity Officer. Complaints regarding Title IX matters are the responsibility of the District Title IX Coordinator. The District Office maintains files on student complaints pertaining to both discrimination and Title IX. Complaints regarding 504 compliances and other general complaints about programs and services are maintained in the office of the Vice President of Student Services at each campus.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a) (1) (vii); 668.6.
The College's official primary publication source for advertisement is the college catalog as detailed in Standard I.C.2. The following information is contained within the catalog:

1. General Information	Page
• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
• Educational Mission	13
• Representation of accredited status with ACCJC and with programmatic accreditors, if any	4
• Course, Program, and Degree Offerings	137
• Institutional Learning Outcomes for Programs and Degrees	12
• Academic Calendar and Program Length	9
• Academic Freedom Statement	5
• Available Student Financial Aid	77
• Available Learning Resources	83
• Names and Degrees of Administrators and Faculty	419
• Names of Governing Board Members	3
2. Requirements	
• Admissions	15
• Student Tuition, Fees, and Other Financial Obligations	28
• Degrees, Certificates, Graduation, and Transfer	92 106 107 109
3. Major Policies and Procedures Affecting Students	
• Academic Regulations, including Academic Honesty	32
• Nondiscrimination	63
• Acceptance and Transfer of Credits	39

• Transcripts	38
• Grievance and Complaint Procedures	67
• Sexual Harassment	64
• Refund of Fees	29
4. Locations of Publications Where Other Policies May Be Found	67

Secondary publication sources for advertisement include the class schedule, The San Diego Miramar College Annual Report to the Community, and it's Foundation Report (CPS-11). Please refer to Standard I.C. for further details.

Additionally, the College's recruitment is done by trained college employees within various departments including Matriculation & Student Development; Outreach & Assessment; Admissions; Financial Aid; Counseling; EOPS; and Student Affairs. The employees work collaboratively with the College's high school partners to provide recruitment in high schools and the community. Accurate cost of attendance, program requirements, and cost of education are provided to students. Students are informed about all types of financial aid, including restricted funds, grants, and scholarships that are offered and awarded on the basis the criteria for each fund, award, or scholarship.

The Office of the Vice President of Instruction, instructional Deans and instructional faculty also play a role in recruitment by presenting at student and parent events; showcasing specific program information during open-house events; and working collaboratively with high school partners to develop course offering lists for partnership agreements.
The College does not:

- Employ the services of independent contractors or agencies for recruiting purposes.
- Make representations of employment guarantees or assurances to prospective, current or former students.
- Use agencies or individuals to recruit students.
- Provide money or other inducements, other than student and academic support services, in exchange for enrollment.
- Misrepresent placement or employment opportunities for graduates.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.
The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Educational Services office coordinates a bi-monthly meeting of Financial Aid Officers from the three credit Colleges to coordinate and address the financial aid system and business processing needs. These needs include monitoring program balances compliance with the Higher Education Act and loan

defaults. District Educational Services assists and supports the Colleges in monthly reconciliation and ensuring compliance with federal regulations on the Direct Loan program.

Colleges advise students interested in direct federal loans on the advantages and disadvantages of borrowing. Colleges will encourage students to consider other financial aid options, such as grants or scholarships, before borrowing from student loans. All three credit Colleges require students to complete entrance counseling when applying for a federal student loan. In addition to the entrance counseling session directed by federal regulations, the three credit Colleges have served as Experimental Sites for the Department of Education's additional loan counseling experiment through the 2020-2021 aid year for subsidized loans and 2021-2022 for unsubsidized loans.

Additionally, each college engages in various practices to help reduce excessive borrowing, such as requiring students to apply for loans instead of auto-packaging, case management for delinquent students, and loan cancellation at specific periods in the semester. In compliance with federal regulations, direct loan disbursement letters are sent to student loan borrowers allowing the student to cancel the disbursement or loan.

The following are the loan default rates for the past three years:

San Diego Miramar College	
DR Year	3 Year Rate
2019	1.8 %
2018	9.3 %
2017	10.0 %

Source: U.S. Department of Education,
5-Year Student Loan Default Report

The district makes a concerted effort to monitor student loan default rates and conduct routine audits to ensure compliance with all other federal, state, and local statutes by holding regular meetings between the College Financial Aid Officers and District Educational Services. The sessions are in addition to the consultation process with Districtwide governance and collaboration with statewide associations. As a result, the Colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act; (CPS-12)
- Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training; (CPS-13)
    - Online training documentation:
        - SDSU Alcohol eCHECKUP TO GO (CPS-14)
        - SDSU Marijuana eCHECKUP TO GO (CPS-15)
        - District Drug & Alcohol Prevention Programs (CPS-16)
- Creation of Title IX website, including online student training; (CPS-17)
- Creation of a streamlined online complaint process (CPS-10).

Evidence List for Commission Policies

CPS-01: San Diego Miramar College Catalog 2021-2022, p. 4
CPS-02: College Council Minutes 02/14/23, p. 2
CPS-03: Board Policy 5030 Student Fees
CPS-04: Administrative Procedure 5030 Student Fees
CPS-05: District Student Information Webpage
CPS-06: District Transfer Policy Webpage
CPS-07: Board Policy 5120 Transfer Center
CPS-08: Administrative Procedure 5120 Transfer Center
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 109
CPS-09: Distance Education Handbook 2022
CPS-10: District Student Complaint Process Webpage
CPS-11: 2021-2022 Annual Report to the Community
CPS-12: District Consumer Information Webpage
CPS-13: District Drug and Alcohol Prevention Webpage
CPS-14: Alcohol eCheck-up Webpage
CPS-15: Marijuana eCheck-up Webpage
CPS-16: District Drug and Alcohol Prevention Program Resources
CPS-17: District Title IX Webpage
CPS-10: District Student Complaint Process Webpage

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

Under the leadership of the San Diego Miramar College's PIER Committee (Planning, Institutional Effectiveness, and Research Committee), the mission is developed collaboratively with input from all constituencies. The College's mission is in alignment with the San Diego District's Board Policy (BP) 1200 *District Mission* and was last updated in fall 2018. The College's institutional philosophy, purpose, vision, and institutional values are expressed in the President's message which may be found on Miramar College's website and in the catalog.

Analysis and Evaluation

San Diego Miramar College's mission is grounded in student equity and success as evidenced by the mission statement and its supporting documentation and data (IA1-01). The College's student population is described in detail in the introduction section of the ISER. As the College continues to improve and develop its strategies for student equity and success, it remains steadfast in its commitment to honor each student and how they, individually, define their success. The College prides itself on walking side-by-side with each student such as hearing their voice, collaborating on participatory governance, and community building.

Consistent with the mission, immediately upon news of quarantine in response to the COVID-19 pandemic, the College converted courses to online formats, all while maintaining the integrity of instruction and availability of courses to its students. This effort allowed students to continue the pursuit of certificate and/or degree completion. Given the rapidly changing factors in the nation's social, health, financial, and environmental wellbeing, the College will continue to

evaluate, realign, and convert its structure and learning modalities to meet student instructional needs.

As the College looks to the future, it will continue to review its mission statement, making necessary revisions to align its statement based on the premise of continuous quality improvement. Maintaining outcome review, creating unique and engaging programs, expanding instructional modalities, and continuing outreach to all community members will continue to be top priorities for the College.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College prides itself on consistently using data to evaluate its progress on meeting its mission and how effective it is in directing institutional priorities in meeting the educational needs of its students. This is accomplished via a variety of methods including the strategic planning and program review respective processes. The use of robust data-driven processes provides a solid foundation for the College's continuous quality improvement efforts. Please reference both the Student Achievement and Standard I.B.3. of the ISER regarding data used to illustrate how the College accomplishes its mission by setting priorities.

Analysis and Evaluation

The College determines how effectively it is accomplishing its mission through its student-centered integrated planning framework (IA2-01). At the beginning of this framework is the seven-year strategic plan (IA2-02), which explicitly states five strategic goals and directions that are meant to guide towards successfully meeting its mission. Also included in this seven-year plan are specific indicators and measures which will inform the college as to whether it is achieving its stated mission. A plethora of data was used to assist in the creation of this strategic plan including the following:

- The Strategic Plan Assessment Scorecard
- Qualitative Data from events such as the Collegewide Planning Summit
- Quantitative College Data from surveys such as the San Diego Miramar College Graduate Survey
- Environmental Scans

In addition to this plan, a variety of assessment and program review activities occur during the set three-year Assessment Cycle (IA2-03). At the beginning of this three-year cycle, all areas are required to map their Program Goals to the College's Strategic Goals and Directions (IA2-04). The College sets its priorities and benchmarks through its Strategic Plan Assessment Scorecard (SPAS), described in detail in Standard I.B.3. During this three-year cycle, each course, program and service area is assessed to make sure that the College is making programmatic changes which improve quality, and build the required knowledge and skill sets for students to successfully complete their program of study.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Throughout the College, the mission statement takes a central role. Programs and services are aligned and operate with the intention of moving closer to fully achieving its mission. Key decisions made by the governing bodies align with the College's mission as well.

Analysis and Evaluation

The College's mission guides institutional decision making. Standards I.B. and IV.A. describe the supporting structures and processes to articulate the mission which include College Council; Planning, Institutional Effectiveness, and Research (PIER) Committee; and Budget and Resource Development Subcommittee (BRDS). The mission statement serves as the foundation for tying integrated planning efforts together. For example, the mission statement itself is either quoted in its entirety, as it is in the San Diego Miramar College Technology Plan (IA3-01), or serves as the overall lens through which critical documents are created such as the Strategic Plan (IA2-02). Furthermore, strategic goals are mapped to agenda items for governance groups. This helps guide decision-making, planning, and resource allocation (IA3-02); (IA3-03). This is also a priority at the College Council, the college's culminating decision-making body, where "Student Centered Integrated Planning" is often discussed (IA3-04).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College routinely reviews (IA4-01) and widely publishes its mission statement which is approved by the Board of Trustees. This mission statement is woven throughout a plethora of widely published materials and maintains a prominent focus on all of the college's web pages.

Analysis and Evaluation

San Diego Miramar College updated its mission statement in fall 2018 and was adopted by the San Diego Community College District Board of Trustees in February 2019. In fall 2021, the college included the mission statement in a seven-year review cycle to prelude the start of the strategic planning process. The College widely publishes its mission statement in various locations, including the President's home web page (IA1-01), the College Catalog (CPS-01), the College's Annual Report (IA4-02), the College's Governance Handbook (IA3-03), and in a variety of planning documents, all of which are publicly accessible on the College's website. The College reviews the mission statement every seven years, along with the Values and Vision associated with this mission statement (IA2-03). The most recent assessment included a review of the mission statement cycle in fall 2021, with input from all constituency groups (IA3-04).

Conclusions on Standard I.A: Mission

As evidenced above, San Diego Miramar College meets this standard. The College's mission and values articulates the broad educational purpose and its commitment to equitable student learning and achievement. The institution uses data to determine how effectively it is accomplishing this mission, and this data directs its institutional priorities in meeting the educational needs of students. Miramar College is clearly aligned with and driven by the mission as evidenced by the cultural climate that has been created and the many innovative programs and services the college offers. It is apparent in the decision-making, planning, and resource allocation at all levels of the college.

San Diego Miramar College publishes the mission statement broadly in a wide range of documents all of which are publicly accessible on the College's website.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

IA1-01: President's Office Webpage, p. 2
IA2-01: Student Success Framework for Long-Term Integrated Planning Upgraded Fall 2020-Spring 2027
IA2-02: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023
IA2-04: Strategic Goals-Program Goals Alignment Report
IA3-01: San Diego Miramar College Technology Plan 3.0, p. 2
IA2-02: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan, p. 7
IA3-02: Budget and Resource Development Subcommittee Agenda 02/09/22 Example
IA3-03: College Governance Handbook Spring 2023, p. 69
IA3-04: College Council Minutes 02/08/22, p. 2
IA4-01: Planning Cycles Alignment Chart
IA1-01: President's Office Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 13
IA4-02: Annual Report to the Community 2020-2021, p. 2
IA3-03: College Governance Handbook Spring 2023, p. 4
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023, p. 2
IA3-04: College Council Minutes 02/08/22, p. 2

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

There is a plethora of evidence that demonstrates alignment with this standard. In particular, the annual planning summits provide a venue for college wide dialogue to occur that produces qualitative data, which helps augment quantitative data based on the student equity and success [e.g., Planning Summits 2017 Presentation (student achievement via college wide presentations), 2018 Presentation (student learning and achievement via 6 college wide priorities), 2019 Presentation (student learning focus via soft-skills), 2021 Presentation and Qualitative Data Packet (college wide focus on equity), and 2022 Presentation (focus on program review)]. Modeling after the planning summits, the inaugural Equity Summit provided the time and space for the College to do a deeper dive into Diversity, Equity, and Inclusion (DEI) efforts, under the guidance of the Leading Equity, Anti-Racism, and Diversity (LEAD) Office.

At a more granular level, the college's redesigned governance structure provides for local dialogue to occur within committees such as Guided Pathways and Planning, Institutional Effectiveness, and Research Committee (PIERC) (formerly known as the Planning and Institutional Effectiveness Committee). These two committees are representative examples of the type of dialogues that take place in meeting student learning and achievement across outcomes, equity, academic quality, and institutional effectiveness.

Analysis and Evaluation

As a direct response to the college's student-centered integrated planning framework, the Collegewide Planning Summit 2017 established a three-year theme titled Miramar ACT^{X}: Action, Collaboration, and Transformation. This theme focused on taking the College through a three-year journey on taking action, building collaboration, and ultimately providing the basis for transforming the institution in meeting the needs of student learning and achievement.

Through a series of presentations, the Collegewide Planning Summit 2017 laid the groundwork for how practitioners took action by highlighting best practices from various departments across the student journey (from connection to completion) (IB1-01). Collegewide Planning Summit 2018 provided college practitioners with the opportunity to build collaboration by working together on interventions in addressing the six college wide priorities (IB1-02). Finally, the Collegewide Planning Summit 2019 allowed college practitioners to focus exclusively on student learning as it relates to the workforce in building students' soft-skill sets (IB1-03). The ACT^{X} theme helped set the stage for college wide transformation.

The 2019-2020 academic year was hard for San Diego Miramar College in that the global pandemic did not allow the college to engage in the annual college wide planning summit in 2020. Coupled with the George Floyd event, DEI efforts were reignited across the nation, as well as the college. In July 2020, a new college president took the helm and steered the College into a brave new space that focused on DEI. With the theme of "Sharing the Space", the College embarked on a deep dive into DEI efforts unlike it has ever seen before.

The College hosted a number of dialogues, called Circle of Change, which allowed faculty, classified professionals, administrators, and students to engage in authentic conversations about experiences related to DEI and racism (IB1-04); (IB1-05). These important dialogues set the stage for DEI efforts to be front and center at every major event for the college. Thus, the online Collegewide Planning Summit 2021 featured an interactive student panel of varying diverse backgrounds, to share their experiences in engaging with the college, which helped shape action planning moving forward. In all, this event produced a qualitative data packet that focused on addressing equity in: 1) teaching and learning, 2) student services, 3) campus policies and procedures, and 4) lifting minoritized voices (IB1-06); (IB1-07).

With the growing need to infuse DEI into the fabric of the institution, the College deemed it necessary to give DEI efforts its own platform. Thus, under the leadership of the LEAD Office, the College developed and implemented the Equity Summit in fall 2021. This inaugural event was a major success as it took place over two days and featured the District's own Chancellor Emerita, Dr. Constance M. Carroll, in a lecture series named in her honor. Dr. Carroll lectured on "In Search of Equity: A Brief History in Higher Education" (IB1-08). This monumental event was a new beginning for the college in starting to knit DEI efforts into the fabric of the institution using an intentional design. To keep the momentum going, the College hosted its second annual Equity Summit in fall 2022.

In addition to the intentional DEI work, the college has been systemically engaged in guided pathways efforts. In fall 2021, the College launched a new governance structure, which included the formation of the Guided Pathways Committee. The committee charge involves overseeing the guided pathways development and implementation. Dialogue has occurred at both the college and committee levels. For instance, the Guided Pathways Committee often has dialogue based upon major focus areas as follows: 1) Onboarding, 2) Course Sequencing, and 3) Mapper Project. Furthermore, Academic and Career Pathways Success Teams (ACPSTs) provide updates on the status of building and implementing practices across the focus areas (IB1-09). The Guided Pathways Committee provides a venue for collegial dialogue on academic quality in shaping the future of the college. Please reference Standard I.B.6. for details about the college's Guided Pathways efforts.

The PIER Committee monitors the health of the college via its benchmarking process in setting college wide priorities. Please reference Standard I.B.9. for details about the college's integrated planning efforts. Within the new governance structure, a consolidated Program Review/ Outcomes Assessment Subcommittee was created under PIERC. This subcommittee was responsible for shepherding a new consolidated program review process that was showcased at

Planning Summit 2022. Please reference Standard I.B.5. for details. At this event, the college engaged in dialogue about this new process and input was collected (IB1-10).

The structured dialogues outlined above are in line with the most recent strategic planning cycle, which runs from fall 2020 to spring 2027. That is, five major goals chart the direction for the college as follows: 1) Pathways, 2) Engagement, 3) Organizational Health, 4) Relationship Cultivation, and 5) Diversity, Equity and Inclusion.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Service Unit Outcomes (SUOs), Program Learning Outcomes (PLOs), and Student Learning Outcomes (SLOs) are defined for each service unit, instructional program, and course respectively. All areas map their goals and outcomes to Miramar College's Institutional Learning Outcomes (ILOs) as well as the College's strategic goals and plans (IB2-01). Program information and program-level learning outcomes are published annually in the college catalog and on the college website (IB2-02). SLOs are published in the District CurricUNET course management system on the course outline of record (COR) course report for each course (IB2-03). The SLO assessment analysis and results are published in the College's SLO data management and assessment system, Taskstream/Nuventive. SUOs are also defined, maintained, and published in Taskstream/Nuventive, and are assessed on a three-year cycle.

Analysis and Evaluation

The College has an integrated program review, outcomes assessment, planning, and resource allocation process which prioritizes equity and is responsive to the College's mission, facilitates and improves institutional effectiveness, and assures academic quality. In fall 2021, the College implemented a revised college governance structure that was developed in collaboration with the California Community Colleges Collegiality in Action team (IA3-03). As a result of this work and in an effort to focus on assessment and increase opportunities to support personnel, a campus wide Program Review and Outcomes Assessment Subcommittee (PROA) was formed under Planning, Institutional Effectiveness, and Research Committee (PIERC). Additionally, a newly reconceived Program Review and Outcomes Assessment Facilitator position was added. PROA Subcommittee and the faculty facilitator immediately began their work on the 2021-2024 Program Review and Outcomes Assessment Plan, which was fully approved by the College in spring 2022. The focus of the 2021-2024 plan is on supporting faculty and classified professionals in the quality assessment process (IB2-04).

All instructional programs and courses offered at San Diego Miramar College are established using faculty defined PLOs, SLOs for courses, and the measures for assessment of each. Likewise, learning and student support services have established SUOs by which effectiveness is measured and equity is prioritized.

Learning outcomes assessments are the basis for the regular evaluation of all courses and programs. Upon conclusion of the College's last accreditation self-evaluation cycle in 2017, San Diego Miramar College updated the system for regular review and evaluation of PLOs (through the program review process), SLOs, and SUOs, to a comprehensive three-year review cycle, which also includes an annual update. Therefore, programs assess how students achieved the individual outcomes with outcomes assessed at least once during the three-year cycle. This structure offers programs the opportunity to analyze the program holistically, report on program progress, assess opportunities, and set new three-year goals in alignment with the College's mission and strategic plan (IB2-05); (IB2-06); (IB2-07). The following example describes one way in which the college implemented the three-year process within the instruction unit.

In 2017-2018, the College engaged in the Institutional Effectiveness Partnership Initiative (IEPI) and formed a SLO disaggregation pilot. This helped inform and guide the college toward more meaningful strategies during the regular, ongoing dialogue to ensure institutional effectiveness and improved student outcomes, with an emphasis on equity and quality as the college approached the 2018-2021 program review cycle. As part of these efforts, the Program Review Equity Data Dashboard (PREDD) was designed to support the instructional program review process with program-level and course-level performance data disaggregated by student characteristics/Disproportionate Impact (DI) populations. Additionally, SLO training workshops focused on meaningful outcomes assessment were planned and offered college wide to department chairs and other faculty for FLEX professional development activities both in-person and via Zoom during spring 2020 due to the campus closure for the COVID-19 emergency (IB2-08); (IB2-09).

Upon completion of the 2018-2021 comprehensive outcomes analysis and program review, the respective Instructional and Student Service divisions end of cycle program review summary reports were published to the division's public program review websites (IB2-10); (IB2-11). More specific details pertaining to accomplishments, challenges, and resource needs are available in Taskstream/Nuventive.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College regularly develops and assesses its strategic goals to determine how it's meeting the mission. Using the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology, the College has been able to identify a comprehensive set of key performance indicators (KPIs) to measure how it is effectively achieving the mission and to aid in the development of institution-set standards for the KPIs. Specifically, the BSC is a measurement and strategic management tool designed to translate the mission statement and strategies into specific, measurable benchmarks. It has helped the College effectively define, measure, monitor, and challenge itself; as well as enhances the existing student-centered planning framework for continuous improvement (SAD-ISS-01).

Analysis and Evaluation
With the end of the strategic planning cycle looming, during the 2020-2021 academic year, the College began a full analysis of its plans. That is, the College updated its Strategic Plan for fall 2020 through spring 2027 (IA2-02). The Strategic Plan includes five strategic goals and 14 strategic directions. Based on these goals/directions, the Planning, Institutional Effectiveness, and Research Committee (PIERC) led the effort of establishing a comprehensive set of benchmarks for pinpointing where the College is moving towards achieving its goals. PIERC first identified 14 KPIs and 53 measures to calibrate the progress and had the Office of Planning, Research, and Institutional Effectiveness (PRIE) collect and analyze the available data for the 53 measures. For each of the measures, the PIERC reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each KPI and how effectively the college has implemented the strategies for achieving its goals.

The measures and benchmarks are compiled in the Strategic Plan Assessment Scorecard 2.0 (see SPAS 2.0). The SPAS 2.0 provides a six-year longitudinal view (2015/16 - 2020/21) for the College to identify its college wide priorities. For the KPIs that consistently fall below their floor benchmarks or have lacked data/measures for the years, PIERC recommended that they become the college wide priorities to guide institutional planning. With a focus on delivering equitable education, it became apparent that this needed to be reflected within the college, including program review. With a revision of the program review and outcomes assessment process, which is being vetted during the 2022-2023 academic year, the College began to place an emphasis on better aligning program review to the planning process. The proposed program review process is intended for divisions, departments, and units to use the data and benchmarks to identify areas that either need to sustain its current success (floor benchmarks) or address improvement (aspirational benchmarks). At unit-level planning, personnel dialogue about how to address the improvement via a structured inquiry process, and adjust the goals and activities to form action plans, which are intended to initiate a new cycle of inquiry, data collection, and evaluation.

The Office of PRIE utilizes the benchmarks in the College's data tools (e.g., PREDD and AB 705 Data Dashboards), which is described in detail in the Student Achievement section (SAD-ISS-02).

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
The Guided Pathways Initiative has been instrumental in helping the College to identify loss/momentum points for its student population beginning with the adoption of the Academic and Career Pathways (ACPs), piloting the Student Success Teams, and finally rolling out the ACP pilot. Each progression in the Guided Pathways framework implementation has seen a stronger

connection to assessment and analysis of student achievement data (IB4-01). In addition, the implementation has become both intentionally and purposefully focused on the assessment of disproportionately impacted populations and the associated actions shown to aid these students (IB4-02). As the ACPs begin to strategically interact with students, the College has been able to identify a population that can be tracked to measure if the interventions increase persistence and completion rates (IB4-03); (IB4-04). In the ACPs pilot, the College strategically developed systems to intentionally connect with all new, first time enrolled college students. Multiple interventions were developed to help support this population, including an on-campus half-day orientation, Jets Jump Start (details of this program will be outlined in the Quality Focus Essay section). Next, the campus community built a canvas shell specific to each ACP, embedding critical information and developing systems for how to best support these students - which has been at the forefront of every conversation. This ACP pilot also allowed the College to determine which courses most students took, which helped with the development of a Professional Development program targeting faculty who teach these courses, herein called Light the Fire (details of this program will be outlined in the Quality Focus Essay section).

Analysis and Evaluation

While the campus was entrenched in assessment of disaggregated data, the Guided Pathways initiative formed a leadership team. Faculty were recruited to serve in the roles of coordinator and leads. The initial team consisted of two co-coordinators and three leads. Each lead was tasked with establishing a workgroup for their area, thereby expanding the network. Each workgroup was tasked with assessing and implementing strategies aimed at increasing student success. Initially, the Guided Pathways initiative focused primarily on helping students to clarify the path and enter the path. Three projects were identified: evaluate the current onboarding process, develop course sequences for every degree and certificate, and determine the Academic and Career Pathways (ACPs) for the campus. Each lead was then tasked with establishing a workgroup to evaluate what was currently being done, collect best practices, and begin to identify a plan for growth and improvement. Within the first year, the team was able to lay the groundwork for the Guided Pathways framework and establish six ACPs, assess the current onboarding process, and begin to develop course sequences. As the project progressed, the structure of the team changed from co-coordinators to one coordinator. Still, Guided Pathways efforts made significant strides and continues to progress in clarifying the path and entering the path. The launch of the ACPs in fall 2022 pushed the team to ensure that: 1) all course sequences are completed and entered into the Program Mapper, making them visible to all students; 2) Academic and Career Pathways Success Teams (ACPSTs) are developed who would prepare the ACPs for the students; and 3) Areas to develop in the onboarding process to aid students' successful integration in the ACPs are identified.

Recognizing the need for a more inclusive on-campus new student orientation, Guided Pathways worked with the Outreach department to offer Jets Jump Start. This half-day workshop mirrored orientations like those offered at the universities, moving students through workshops and events in cohorts. Students were exposed to many resources, all designed to better equip them for success at the College. As the ACP's continue to develop their goals and outcomes (IB4-05), it will be critical to embed commonalities across student support strategies. Each ACP has a

canvas shell (IB4-06) that will guide students through their educational experience at the College. In addition, a module has been added which will help students understand the purpose of and process for developing both an abbreviated and eventually comprehensive educational plan, with the aid of a counselor. Moving forward, each ACP will also develop strategies on how to best communicate expectations, opportunities, and events that can help students achieve their goals. In an effort to institutionalize the ACPs on campus, each ACP has been structured under an Instructional Dean.

With the formation of the ACPs, the District has been helping San Diego Miramar College to establish a system to populate new students into the appropriate canvas shell. The collection of students into the canvas shells will enable the Research Office to conduct ACP-specific studies such as administering surveys based on number of credits, gathering essential information about the college's current students by ACP, and tracking progress and identify when students stop out for each ACP. This wealth of data will aid the college in the development of strategies and interventions to improve persistence rates. Furthermore, it has afforded the college the opportunity to take a deep dive into the enrollment management practices, which revealed that a revision was needed to the Strategic Enrollment Management (SEM) plan. The college applied for and was awarded a grant which provided funds and training to aid in the development of a new SEM plan (IB4-07).

Once this pilot population was identified, the Guided Pathways team began to investigate ways to engage the college in student learning. A preliminary analysis was run to determine the top courses all students took in each of the ACPs (IB4-08). Based on this list, faculty were invited to participate in a Light the Fire professional development event. During the event, the faculty discussed best practices that engage students in these introductory courses and help them to feel connected, nurtured, and directed. Since its inception, there have been three Light the Fire events where faculty share opportunities to engage students on the resources available on campus, the role career exploration plays in introductory classes, and project-based learning as a vehicle to improve learning.

As a result of the discussions, a Canvas shell was created to encourage the sharing of material, examples, and experiences (IB4-09). Simultaneously, as the ACPs set their goals and outcomes, it became apparent that developing a component inside of each ACP which encourages conversations on teaching and learning will be critical. Since one of the ACPSTs had developed a website on their inquiry and action project (IB4-10), it is proposed that each ACP use this as a starting point to begin the conversation.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

San Diego Miramar College assesses accomplishment of the College's mission through the Program Review and Outcomes assessment processes. The College's Program Review process includes a comprehensive three-year review along with annual updates. The Program Review process is fully outlined in the College's Program Review and Outcomes Assessment Guidebook (IB2-01). Following the College's proposed Program Review process, data and information from a variety of internal and external sources is considered in the process.

The College's Program Review and Outcome Assessment Guidebook outlines the respective processes including alignment with its mission. Program review instructions and expectations on how program outcomes, including both student learning and student achievement data, are used to plan for improvements are also outlined in the guidebook. In addition, program review sample templates for each respective college division provide the framework for the program review process. The guidebook is currently in the revision process to reflect changes to the college's data management system, from Taskstream to Nuventive, which include steps to strengthen the program review process.

As a component of the program review process, the College disaggregates student achievement data, which is used to inform programs during the Program Review cycle, and ultimately the College's mission. Quantitative data is disaggregated by student demographic, course, mode of delivery, award level information, and is analyzed with student characteristics for inclusion in Program Review. Achievement data is disaggregated by student demographics including ethnicity, age, veteran status, disability, and more. Programs analyze the data to identify learning and achievement gaps in courses and programs. The data is readily available to the College's faculty and staff through the online Program Review Equity Data Dashboard (PREDD).

Previously, the College conducted limited manual collection and analysis of disaggregated learning outcomes data due to the limited capabilities of its data management system (Taskstream). However, in fall 2022, the College began the initial design phase and implementation for Nuventive, its newly purchased Program Review and Outcomes Assessment data management system. Together, Nuventive and Canvas (the College's Learning Management System) provided an easier means of collection and disaggregation of outcomes data by student demographic. Ongoing professional development opportunities are offered to train instructional faculty on the use of Canvas and Nuventive.

Analysis and Evaluation

The program review process at San Diego Miramar College operates on a regular three-year cycle evaluation of programs and services using program, student learning, and student achievement data (IB5-01). This process supports program improvement, implementation of changes, modifications, and evaluation for continuous quality improvement. In efforts to improve program review, the college is reviewing the process to align with college wide and division planning.

All the divisions are aligned within a focused program review process. Program goals, service area goals, resource requests, and activities are mapped to the College's Strategic Plan Goals and the Collegewide Priorities, which are themselves based on the College mission statement (see Standard I.B.3. for details). Therefore, both short-range and long-range needs for programs and services are captured in program review and channeled through higher-level plans to improve institutional effectiveness and academic quality. During the Program Review comprehensive and annual reports, previous goals and objectives, student achievement data, and student learning data are analyzed.

San Diego Miramar College publishes division, school, and program level comprehensive program review reports to the College's Program Review website. These reports provide summaries of each program and service area program review for the public and internal/external constituencies as evidence as to how well the College is accomplishing college and program missions (see Standard I.B.2. for details).

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College has been diligent in its efforts to strengthen the assessment of data by looking at performance gaps between the various subpopulations. The creation of the Program Review Equity Data Dashboard (PREDD) has been pivotal in allowing easy access to the data, as well as simple analysis and interpretation of this data. With the release of the PREDD, the college implemented the Data and Equity Coaching Communities (DECC) program, training faculty and staff on how to view, review, and analyze data by subpopulations (IB6-01). As the DECC program grew, faculty and staff became comfortable with the data accessible to them. Under the direction of Guided Pathways, the teams adopted inquiry and action teams for each Academic and Career Pathway (ACP's). Each ACP was asked to assess the data for the various subpopulations enrolled in their ACP and develop strategies and interventions to help students achieve their academic and career goals (IB6-02); (IB6-03); (IB6-04); (IB6-05). As the teams continued their efforts, strategies and interventions were piloted to see if they can help students persist and complete.

Analysis and Evaluation

In spring 2017, the College piloted a study disaggregating student learning outcomes data by student subpopulations. The pilot study used a sample course from each instructional school yielding a sample of four courses with 25 sections. Student learning outcomes (SLO) assessment data per student was collected for each section of the course. For each course, the number of students who completed the course with a grad of A, B, C, or P (Course Success Count) and the number of students who achieved a minimum standard for the SLO assessment (SLO Success Count) were both counted and disaggregated by educational plan status, course modality, ethnicity, and age. The disaggregation helped identify apparent discrepancy between SLO

success and Course success in some courses and determine disproportionate impact (IB6-06). The College is planning to continue collecting and disaggregating SLO data to identify inequities in learning and their association with student achievement. This will be an action for the next three-year cycle (2024-2027).

Since fall 2018, the Office of Planning, Research, and Institutional Effectiveness (PRIE) has created the Program Review Equity Data Dashboard (PREDD) to support the College's integrated program review process which is directly tied to resource allocation and college-level planning. The PREDD is designed to be used in lieu of the paper program review data packets that PRIE previously distributed on an annual basis. While many of the same metrics are included in the PREDD as were provided in the annual program review data packets (e.g., enrollment, course success, and course retention), the PREDD 1) adds productivity (e.g., sections, capacity, fill rate, FTES/FTEF ratio, etc.) and awards data, 2) provides user-friendly visualizations of general trends, such as change in headcount and enrollment over time, and 3) has a strong focus on drawing attention to potential equity gaps by disaggregating key metrics by student subpopulations (e.g., gender, ethnicity, age, military status, foster youth status, EOPS status, DSPS status, etc.). The College's Student Equity Plan also tracks the same disproportionate impact (DI) populations. Users can view and monitor program-level and course-level inequities and identify their roles in mitigating the college wide equity gaps.

The PREDD also intentionally includes data coaching strategies designed to help connect users to relevant resources. An introduction in PREDD called 'About the PREDD dash' intentionally reminds users to review the college's Student Equity Plan, integrated program review process, and strategic planning process and documents. It also connects users to quantitative research data and qualitative data packets, as well as other existing data resources. The 'About the PREDD dash' also includes policies for protecting data sensitivity, benchmarking methods, and protocols for requesting new research data.

PREDD also has a set of guiding questions for practitioners to navigate the dashboard (IB6-07). The guiding questions are another format of data coaching which is intended to help users identify equity gaps, arrive at meaningful interpretations of the data, and incite cross-constituency discussions about supporting equitable student success through equity-focused budget planning and resource allocation. The guiding questions are designed to help advance data literacy, turn data into equity-focused actions through a collaborative inquiry process, and link unit/program level planning to college wide strategic planning for stakeholders to take shared responsibilities on mitigating college wide equity gaps.

In spring 2019, San Diego Miramar College completed the update to the Student Equity Plan for the California Community College Chancellor's Office (IB6-08). The Student Equity Plan outlined how the framework of Guided Pathways would aid in the connection of the student experience to a thorough analysis of disaggregated data of subpopulations of students. Simultaneously, the college gathered a team to participate in the Strong Workforce Faculty Institute program where faculty from around the region participated in a guided process where and were exposed to disaggregated data of disproportionately impacted (DI) populations of students to assess their

strategies used in the classroom. The ultimate goal was to share strategies and interventions that could improve retention and completion rates for disproportionately impacted students. The College also participated in the Strong Workforce Faculty Institute 2.0 in spring 2022 (IB6-09).

Modeled after the Strong Workforce Faculty Institute program, San Diego Miramar College launched a homegrown program, the Data and Equity Coaching Communities (DECC). The DECC program uses data coaching in a five-week mentor-cohort structure. Participants in DECC were guided through a workbook which helps investigate disproportionately impacted populations. The program also placed each participant in a small group to allow them to discuss findings, explore differences, and share potential strategies and interventions with their mentors. At the end of the five-week program, faculty were asked to share their plans on strategies they will use to decrease the equity gaps they discovered in their classes. Since its inception in 2019, roughly 90 faculty have served as mentors and as participants (IB6-01). Modeled after the PREDD, the Office of PRIE developed Tableau data tools to support the Strong Workforce Faculty Institute and the DECC program, respectively. Faculty access their course-level and section-level data and disaggregate student retention and success by a number of identifiers, including age, gender, ethnicity, veteran status, on-campus vs. online course modalities, DSPS, etc.

The College also adopted this particular type of assessment of disaggregated data when it launched the ACPSTs as part of the Guided Pathways initiative. Using an inquiry and action model, faculty and classified professional joined student success teams based on ACP and expanded their investigation into the equity gaps that exist within their ACP. Each team was asked to move through a detailed workbook wherein they would conduct an analysis of the data disaggregated by subpopulations of students relating to the various disciplines within their ACP. The teams were then asked to develop and implement no more than three strategies that would aid in the reduction of equity gaps. Currently, 25 faculty members have actively been engaged in the analysis, discussion, and development of interventions. As the College begins to launch the strategies, faculty participation will increase significantly. In fall 2021, the Science, Technology, Engineering, and Math (STEM) ACP launched a mentoring program for students. With over 24 students in attendance at four separate events, the program grew for spring 2022. During spring 2022, four workshops were scheduled and the number of mentors grew to 12. Each faculty member has agreed to participate at the workshops, meet with students, and develop resources to help in the retention of students enrolled in STEM majors (IB6-10). In spring 2022, the Creative Arts, Languages, and Communications (CALC) ACP launched a community of practice focused on building community in online classes (IB4-10). The development of a culture of inquiry was strategically planned and well received throughout the college.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The formal evaluation of policies takes place at the District level via Board Policies (BP) and Administrative Procedures (AP). The District's formal process includes regularly evaluating its policies across all areas including instructional programs, student learning support services, resource management, and governance. Please see Standard I.C.5. for details about the formal process. Furthermore, it is the practice of the District to evaluate its policies and practices through the various participatory governance groups, as indicated in the District's Administration and Governance Handbook. Please see Standard IV.A.2. for information about the handbook. Enrollment management materials such as the outlook, schedule efficiency reports, and other similar reports are also part of resource and enrollment management (IB7-01); (IB7-02).

The Early College Credit planning group, comprised of the Joint Partnership Committee and Workgroup members, reviews CCAP, ACP, and CBE data to identify areas for program improvement. This work includes aligning college-based DSPS services with high school student needs, connecting enrollment trends to planning processes, identifying and remedying pre-requisite discrepancies across the Colleges, and identifying components of the course request process that may contribute to access gaps (IB7-03).

Evaluation of practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes takes place at the college level.

Analysis and Evaluation

Evaluation of Practices in Instructional Programs

The College has structured its governance system to include regular evaluation of practices to ensure academic quality and accomplishment of mission with input from all appropriate constituencies. Within the new governance structure, the Enrollment Management Committee (formerly called the Academic Affairs Committee) comprised of Instructional Deans, Chairs of Chairs, Instructional Chairs, the Counseling Chair, and the Vice President of Instruction, regularly reviews a range of processes and practices related to instructional programs. The process and practices are shared in the committee purpose and responsibilities (IA3-03).

The primary tool used for evaluation of practices in instructional programs is the program review process (see Standard I.B.5. for details). For details regarding the implementation of instructional program practices, please reference Standard II.A.

Evaluation of Practices in Student and Learning Support Services

The primary tool used for evaluation of practices in student and learning support services is the program review process (see Standard I.B.5. for details). For details regarding the implementation of student and learning support services practices, please reference Standards II.B. and Standard II.C., respectively.

Evaluation of Practices in Resource Management
Please reference Standard III. for details regarding evaluation of practices in resource management across human, physical, technology, and financial resources.

Evaluation of Practices in Governance

The implementation of the College's new governance structure occurred in the 2021-2022 academic year. Under the charge of the College Council (the main recommending body to the president for decision-making), a governance evaluation of structure, process, and practices was implemented in fall 2022 (IB7-04). Results from this evaluation was reviewed at College Council during spring 2023 (IB7-05). Moving forward, the College will refine the structure, process, and practices based on the results. For details regarding the creation and implementation of the new governance structure, please reference Standard IV.B.

Distance Education
In alignment with U.S. Department of Education definitions, the institution regularly evaluates its policies and practices for defining and classifying a course offered by distance education. Administrative Procedure 5105 *Distance Education*, defines and classifies a course offered through distance education (IB7-06).

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed). All courses delivered through distance education are based on the same course outlines of record as face-to-face courses to ensure consistency and academic rigor in all courses offered (IB7-07).

Additional District policies and procedures address the process for awarding credit for distance education programs**.** Course credits, degrees, and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. Policies and procedures are reviewed on a six-year review cycle. The last reviews of Board Policy (BP) 5020 and Administrative Procedure (AP) 5020 *Curriculum Development* were in 2019 and 2017 (IB7-08); (IB7-09).

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College utilizes a variety of venues to broadly communicate the results of all of its assessment and evaluation activities to college community members. Through the College's participatory governance structure, the College website, college wide events (e.g., fall

Convocation, annual Planning Summit, and annual Equity Summit), advisory boards (particularly for CTE programs), as well as college wide presentations and publications. The College deliberately helps the internal and external campus community develop a shared understanding of the institution's strengths and weaknesses, identify new institutional priorities, and assume important roles in improving institutional effectiveness.

Analysis and Evaluation

The College communicates the results of assessment and evaluation activities widely through participatory governance groups, including President's Cabinet, PIER (planning committee), Academic and Classified Senates, the Associated Student Government, and other committees and councils. Within these meetings, participants from across the campus partake in viewing and interpreting research data and information, conducting facilitated discussion within the committees, and developing action plans based upon the findings. These activities are usually guided by individuals who lead the assessment and evaluation process, such as college wide program coordinators, program leads, the Dean of Planning, Research, Institutional Effectiveness, and Library (PRIEL), and the Research and Planning Analyst (IB8-01); (IB8-02).

Starting fall 2021, the College implemented a new governance structure, where members of the committees broadly represent all divisions/units/constituent groups. The College encourages representatives to actively engage in forwarding information to constituents and carrying back to governance groups. For example, after the College adopted a new set of strategic goals and directions, the PIER Committee worked with the college's Research Office to develop a set of key performance indicators (KPIs) to measure progress towards accomplishing the goals, and recommended the KPIs to the College. Upon college approval of the KPIs, the Research Office led the data collection efforts of the KPIs and facilitated discussions within PIERC to set floor and aspirational benchmarks. The benchmarks together with the collected data as well as the definitions of the KPIs were compiled in a document named Strategic Planning Assessment Scorecard (SPAS) 2.0, which was carried through participatory governance groups for further discussion and feedback. In fall 2022, SPAS 2.0 was finalized and published on the College's website. Based on the findings SPAS 2.0 presented, the PIERC identified gaps in meeting the aspirational benchmarks and determined six college wide priorities for institutional planning (SAD-ISS-01).

The College website is used as another tool for communication. From the College's main webpage, under the "Faculty/Staff" menu and then the "Resources for Faculty & Staff" menu, there's also the "Institutional Effectiveness" subheading which includes results of assessment and evaluation activities in areas such as Accreditation self-study results and integrated planning processes and results (IB8-03). The Research Office has a robust web presence where aggregated data and research reports at discipline level, program level, college level, as well as district wide is published. For example, the research website posts the Environmental Scan report, the Program Review Student Equity Data Dashboard (PREDD), the Academic Success Center (tutoring) report, the Transfer level English and Math Outcomes and Persistence report, the Graduation Student Survey, Qualitative Data packets, and reports on awards and transfer (IB8-04). Many reports include a one page summary of key findings for easy access, longitudinal

comparison for trend analysis, as well as a theme analysis distilling trends observed from multiple research reports to major themes for the College to further investigate (IB8-05).

While the college website is a valuable tool for communication of documented evidence to students, faculty, and the public at-large, college wide events in fall and spring such as convocation events, annual planning summit, and annual equity summit are occasions that gather the largest audience to receive the results of assessment and evaluation activities. At the events, types of communication for eliciting feedback, facilitating discussion, and creating college wide dialogues are intentionally designed and implemented. For example, in spring 2022, the College showcased a new program review process and walked through a robust program review data dashboard with all the participants (IB1-10). In the evaluation form of the planning summit, many participants reported increased awareness of a proposed program review process and finding the data tool very useful in assisting them to complete a program review. In fall 2022, the 2022-2025 Student Equity Plan was vetted with a large audience including faculty, classified professionals, administrators, and student representatives (IB6-08).

The aforementioned examples demonstrate that the College commits to using varied approaches to disseminating assessment and evaluation results to ensure that all College community members have a shared understanding of strengths and weaknesses college wide and further identify new priorities based upon the results. Engaging constituencies in the communication in various formats allows opportunities for them to feel connected to and assume important roles in helping achieve the College's larger mission.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College's governance structure provides the means in how program review, planning, and resource allocation are integrated. In particular, the Planning, Institutional Effectives and Research (PIER) Committee is the main body that oversees all planning efforts at the college (IA3-03). The PIER Committee has two subcommittees, namely the Program Review and Outcomes Assessment Subcommittee (PROAS) and the Budget and Resource Development Subcommittee (BRDS). Components of this governance structure allows for broad and sustainable participation among constituency groups in shaping how planning, program review, and resource allocation are integrated at the college (IB9-01).

The College's Student Success Framework for Long-term Integrated Planning (IA2-01) provides the mechanism by which the mission, strategic plan, and program review (please see Standard I.B.5. for resource allocation) are aligned/integrated. In all, these are the main processes that provide context for addressing both short range and long range needs for educational programs

and services (through the division plans) across human, physical, and technology resources (as outlined in the functional plans).

At a more nuanced level, the College's Annual Planning Calendar/Cycle (IA2-03) articulates detailed information regarding the integration of planning, program review, and resource allocation. In particular, the fall term outlines exact dates when program review needs assessment generates resource requests for educational programs and services. The spring term is the fulfillment of those requests pending available resources from the district. For a full description on how program review intersects with college-level planning and unit-level resource allocation, please see Standard I.B.5.

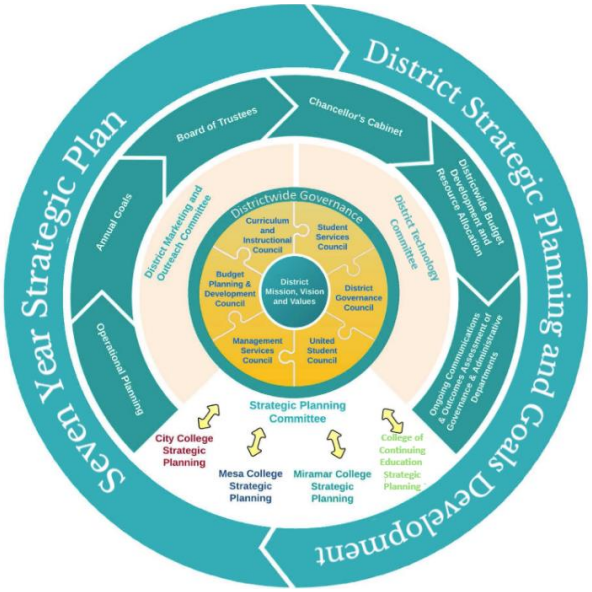
Analysis and Evaluation

The District engages in integrated planning for every component of operations and is committed to fostering ongoing alignment between the colleges and all accreditation standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor's Cabinet, and the District Governance Council's practices (IB9-02).

The District has been engaged in an evaluation of its integrated planning processes. Based on the review of its planning practices, the Chancellor's Cabinet and District Governance Council developed a *Districtwide Integrated Planning Framework Model* to visually represent its planning processes in a comprehensive framework.

The District's framework model describes its integrated planning concept, including stakeholder groups' participation in developing strategic plan goals, operational planning, budget development, resource allocation, and continuous improvement. This is the overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occurs at the District Office and links to the fulfillment of the District's mission and its effectiveness. The model is periodically reviewed and refined.

Districtwide Integrated Planning Framework Model



Through the College's governance structure and student centered planning framework, the College is poised to accomplish its mission and improve institutional effectiveness and academic quality through its integrated planning efforts. In fall 2021, the college realigned its mission statement review to better align with both the strategic planning and program review respective cycles (IA4-01). This adjustment was made because the mission statement drives all planning at the college and a misalignment was starting to occur in the long-term. Instead of a three-year review, the new cycle for review will happen every seven years, just prior to the start of any major strategic planning cycle. This realignment also included program review cycles.

The last college wide mission statement review of fall 2018 initiated the Fall 2020 - Spring 2027 Strategic Planning Cycle. This strategic planning cycle resulted in the establishment of five college wide goals: 1) Pathways, 2) Student Engagement, 3) Organizational Health, 4) Relationship Cultivation, and 5) Diversity, Equity, and Inclusion (DEI) (IA2-02). This plan was widely vetted and incrementally approved across the college (IB9-03); (IB9-04).

The next step in the strategic planning process was to measure the progress toward achieving the mission, through the five strategic goals/directions. During the 2021-2022 academic year, the PIER Committee engaged in a comprehensive benchmarking process, which resulted in six college wide priorities. This process was based on analyzing a plethora of quantitative data via structured inquiry qualitative dialogue. Please reference Standard I.B.3. for details about the process.

During the same academic year, the PIER Committee commissioned the Planning Summit workgroup to work on the development of a new program review process (IB9-05). In March 2022, the Planning Summit workgroup displayed the new program review process and received feedback on it (IB9-06). In fall 2022, PIER Committee charged the PROA Subcommittee to vet the new program review process through governance for feedback. Please reference Standard I.B.5. for details.

The new program review process provides the opportunity for both instructional and non-instructional programs to put forth their needs assessment that results in resource requests. In revamping this process, the college focused on integrating program improvement with student need. This produced a means for programs to intentionally focus on needs from the student perspective, particularly disproportionately impacted student populations. Similar to the student-centered planning framework, the college preferred unit-level planning to center on students' needs and drive programmatic needs through the new program review process.

The College's Student Success Framework for Long-term Planning articulates the way each component works together (IA2-01). Starting with the mission statement, the strategic plan charts the direction of the College within a seven-year cycle. Simultaneously, the College engages in the new program review process, which identifies resources and creates improvement plans in meeting student need. Two, three-year program review cycles, are aligned within one seven-year strategic planning cycle.

The mission statement, strategic plan, and program review processes are all informed by valid data sources, which appear in the column of the framework called Data to Inform Decision-Making. This includes outcomes assessment data, budget data, SPAS 2.0 (see Standard I.B.3.), qualitative data, environmental scan, and data from the college, district, and state. In turn, the main plans along with the program review process inform both division (e.g., Student Services Plan) and functional plans (e.g. Technology Plan) within the context of the student-success framework. The College's Annual Planning Calendar/Cycle provides nuanced information about when the mission and strategic plan are reviewed and updated relative to the program review process (IA2-03).

Conclusions on Standard I.B.: Academic Quality and Institutional Effectiveness

As evidenced above, San Diego Miramar College meets this standard. It does so by demonstrating a strong commitment to a mission that emphasizes student learning and achievement. The College is committed to a robust culture of evidence by analyzing both quantitative and qualitative data for the purpose of continuously and systematically evaluating, planning, implementing, and improving the quality of its educational programs and services.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IB1-01: Planning Summit 2017 Presentation
IB1-02: Planning Summit 2018 Presentation
IB1-03: Planning Summit 2019 Presentation
IB1-04: Circle of Change Flyer Spring 2021
IB1-05: Circle of Change Fall 2021 Schedule
IB1-06: Planning Summit 2021 Presentation
IB1-07: Planning Summit 2021 Qualitative Data Packet
IB1-08: Inaugural Equity Summit Presentation 10/28/21 Program
IB1-09: Guided Pathways Committee Minutes 02/01/22, p. 2
IB1-10: Planning Summit 2022 Presentation
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 11
IB2-02: College Catalog History Program Example, pp. 1-2
IB2-03: Business Course Curriculum Report Example, p. 4
IA3-03: College Governance Handbook Spring 2023
IB2-04: 2021-2024 Program Review Outcomes Assessment Plan
IB2-05: Program Review and Collegewide Planning Webpage
IB2-06: Student Services Program Review and Outcomes Assessment Webpage
IB2-07: Instructional Program Review Webpage
IB2-08: Program Learning Outcomes Best Practices Presentation Spring 2020
IB2-09: Student Learning Outcomes Best Practices Presentation Spring 2020
IB2-10: Outreach and School Relations Department Program Review 2021 Example
IB2-11: Business, Technical Careers and Workforce Initiatives School Program Review Report

2021 Example
SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027
IA2-02: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan
SAD-ISS-02: Program Review Equity Data Dashboard Snapshot
IB4-01: Academic and Career Pathways Success Team Inquiry and Action Workbook Template
IB4-02: Guided Pathways Workplan 2022-2026
IB4-03: Guided Pathways First Time to College Student Profile Fall 2022 Cohort
IB4-04: Guided Pathways First Time to College Student Outcomes and Persistence Report Fall 2022
IB4-05: Guided Pathways Goals and Tasks 2022-2023
IB4-06: Academic and Career Pathway Canvas Shell Example
IB4-07: Strategic Enrollment Management Plan Board Agenda Item
IB4-08: Light the Fire Course Analysis
IB4-09: Light the Fire Canvas Shell
IB4-10: Creative Arts-Language-Communications ACP Webpage
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024
IB5-01: Outcomes Assessment and Planning Webpage, p. 2
IB6-01: Data and Equity Coaching Communities Workbook
IB6-02: Social-Behavioral Sciences-Education Inquiry & Action Form
IB6-03: Business and Entrepreneurship Inquiry & Action Form
IB6-04: Science-Technology-Engineering,-Math Inquiry & Action Form
IB6-05: Creative Arts-Language-Communications Inquiry & Action Form
IB6-06: Student Learning Outcomes Disaggregation Study Spring 2017
IB6-07: Program Review Equity Data Dashboard Walkthrough
IB6-08: 2022-2025 Student Equity Plan
IB6-09: Strong Workforce Faculty Institute 2.0 Workbook
IB6-01: Data and Equity Coaching Communities Workbook
IB6-10: STEM Report 2021-2022
IB4-10: Creative Arts-Language-Communications ACP Webpage
IB7-01: Two Year Target Analysis Scheduling Efficiency – Miramar College Report
IB7-02: 2021-2022 Outlook FTES Compared to Targets
IB7-03: District K12 to College Pathways Webpage
IA3-03: College Governance Handbook Spring 2023, p. 25
IB7-04: Participatory Governance Survey Results Fall 2022
IB7-05: College Council Minutes 02/14/23, p. 3
IB7-06: Administrative Procedure 5105 Distance Education
IB7-07: Curricunet Webpage
IB7-08: Board Policy 5020 Curriculum Development
IB7-09: Administrative Procedure 5020 Curriculum Development
IB8-01: Academic Senate Minutes 12/06/22, p. 2
IB8-02: Classified Senate Minutes 10/18/22, p. 2
SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027, p. 15
IB8-03: Integrated Planning Webpage
IB8-04: Research Report Webpage

IB8-05: Graduation Survey Three-Year Comparison Report 2018-2021
IB1-10: Planning Summit 2022 Presentation
IB6-08: 2022-2025 Student Equity Plan
IA3-03: College Governance Handbook Spring 2023, p. 35
IB9-01: Planning, Institutional Effectiveness, and Research Committee Minutes 10/14/22
IA2-01: Student Success Framework for Long-Term Integrated Planning Upgraded Fall 2020-Spring 2027
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023
IB9-02: District Governance Council Webpage
IA4-01: Planning Cycles Alignment Chart
IA2-02: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan
IB9-03: College Council 12/08/20 Minutes, p. 2
IB9-04: College Council 05/25/21 Minutes, p. 2
IB9-05: Planning, Institutional Effectiveness, and Research Committee Minutes 11/12/21
IB9-06: Planning Summit 2022 Qualitative Data Packet
IA2-01: Student Success Framework for Long-Term Integrated Planning Upgraded Fall 2020-Spring 2027
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

San Diego Miramar College, in coordination with the District Office, delivers accurate information to its students, its stakeholders, and the public about the institution through various ways including: regular presentations and campus meetings (IA4-02); (IC1-01); (IC1-02); (IC1-03); (IC1-04).

Analysis and Evaluation

San Diego Miramar College provides clear and accurate information to students, personnel, and the public with regard to mission, learning outcomes, educational programs, student support services, and accreditation status. The College uses multiple communication methods, including the College website, the College catalog, course schedules, email, bulletin boards, printed materials (CPS-01); (IC1-05). The College also prepares both annual and ad-hoc reports regarding student learning, student achievement, and student success, including the Strategic Plan Assessment Scorecard 2.0 (SAD-ISS-01); (IC1-06). The College provides information to students, employees, and the public in the following areas:

- College Mission: The College's mission statement is published in the College catalog, on the College website homepage, as well as in other published materials (IB8-03).
- Accreditation Status: San Diego Miramar College's ACCJC accreditation status and other specific programmatic accrediting agencies is published in the College catalog and on the College website. Information on program specific accrediting agencies can also be found in the program description pages of the catalog (CPS-01).
- Student Learning/Service Unit/Administrative Unit Outcomes: Outcome statements, assessment plans and findings, and reports are kept current and accurate by individual faculty and staff, and by the Program Review/Outcomes Assessment Facilitator. Information on learning outcomes and assessment plans at the various levels is communicated as follows:

Outcome Level	Source of Information			
	College Catalog	Outcomes and Assessment Webpage	Taskstream	Course Syllabus
Course		X	X	X
Instructional Program		X	X	
Service Unit/ Administrative Unit		X	X	
Institutional	X	X	X	

- Educational Programs and Courses: The College provides information on educational programs and associated courses via the catalog, course schedule, and the College website (IC1-07). A new program finder webpage connects students to programs and pathways by highlighting careers, degrees and certificates, and courses (IC1-08).
- Student Support Services: Information on student support services can be found on the College website, catalog, class schedule, and within Canvas (IC1-09). College and District Student Services also communicate important information about support services directly to students via email.
- Information is kept current by newsletters and other communication (IA4-02) from the Public Information Officer to provide information to students, employees, and the public regarding its accreditation status, mission, learning outcomes, educational programs, and student support services.

The District Office supports San Diego Miramar College in this effort by striving to provide accurate information to students and the public about its accreditation status through various outlets. These include, but are not limited to, the methods below:

- Regular presentations and College meetings are held to ensure students, faculty, and staff can hear directly from representatives of the District and share their questions and concerns. The District's Board of Trustees holds the most important of these meetings once a year at each of the District's four colleges (IC1-10). In addition, the District Chancellor has a "Chancellor's Forum" meeting each fall at each of the four colleges (IC1-11). The forums are well promoted, and faculty and staff are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations are provided online.
- Board Report – to keep students, faculty, staff, and public members informed of the actions taken by the District's Board of Trustees, a summary report is prepared and distributed electronically following each board meeting (IC1-12). This is in addition to regularly publishing the Board agenda, notices of upcoming meetings, and other outreach.
- The District NewsCenter is a news site operated by Communications and Public Relations with updated information on districtwide interest (IC1-13).

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

The College provides a comprehensive catalog in both print and electronic formats. (CPS-01). As shown in the chart in the Commission Policy section, the college catalog includes detailed information about its programs; locations; requirements; policies and procedures; and other general information.

Analysis and Evaluation

The College provides a comprehensive academic year catalog in electronic formats on Student Web Services, a one-stop student portal. A downloadable portable version (PDF) is also

available. An electronic version of historical catalogs available online from 2004-2005 (IC2-01). The College catalogs can also be accessed from each College website which points to the District site maintained by District Educational Services (IC2-02).

The catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Educational Services department, which is responsible for the overall production of the College catalogs (IC1-03). Review and updates to the content for the academic programs and course sections of the catalog are coordinated by the District Educational Services department with a review, input, and campus coordination by the College Vice Presidents of Instruction, relying upon the college faculty, along with the District evaluators to ensure accuracy. In addition, the Curriculum and Instructional Council's College Catalog Taskforce composed of faculty, and District and college administrators, performs a systematic review of the production of the catalogs (IC2-03).

The student support services, admissions and registration, and policies and procedures sections of the catalog are reviewed, updated, and coordinated by the District Educational Services with a review, input, and campus coordination by the Vice Presidents of Student Services. Changes to content that are consistent in the catalogs for the three credit Colleges are reviewed by the District Student Services Council and its various subcommittees.

The College provides accurate information to students, prospective students, personnel, and outside organizations in the college catalog and schedule of classes, the District Curriculum Services website, college departmental websites, and CurricUNET, the online curriculum management system and historical archive of courses, degrees, and certificates. Specifically:

- The College's accreditation status is stated on the College website and catalog; Additionally, the accreditation status of each program awarded separate accreditation is indicated on the program's website and the program pages of the College catalog; (IC2-04)
- The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode; (CPS-01)
- The College mission statement, learning outcomes, and accreditation status are included in the College catalog, which is available in hard copy and a free online version in downloadable portable document format (PDF); (CPS-01)
- All curricula, including associate degrees, baccalaureate degree, certificates, and courses, are listed and described in the College catalog and CurricUNET; (IB7-07)
- Institutional learning outcomes, general education learning outcomes, and program learning outcomes are listed in the College catalog. Student learning outcomes are listed on the course syllabi, and the course report, a component of the course outline of record, which is available to students and perspective students, and the public [CurricUNET]; and
- The College catalog includes the District's BP 4030 *Academic Freedom* (IC2-05).

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
The College collects, analyzes, and publishes a variety of reports that document assessment of student learning and evaluate student achievement (see Standard I.B. for details). Course, program, and institutional level are shared throughout individual programs as well as with departments, students, the College, District, and the greater San Diego community.

Analysis and Evaluation
Student learning and achievement and its relationship to academic quality is documented and transparently communicated to all constituency groups, the District, and the community. Institutional student learning outcomes are analyzed and interpreted through the College's integrated program review and outcomes assessment process (see Standard I.B.2. for details). The College uses a Strategic Plan Assessment Scorecard (SPAS) to assess progress in achieving the mission, as well as to communicate institution-set standards, college wide performance regarding student achievement or gaps, so that clear institutional priorities could be used to guide planning (see Standard I.B.3. for details). For example, the College hosts a Planning Summit each spring to inform, dialogue, and set short and long-term goals and plans toward improving the student experience. Outcomes from Summit are used to prioritize goals and planning for the upcoming year. The College and the District Office of Institutional Research and Planning (IRP), respectively, are responsible for collecting and communicating evaluations of student learning and student achievement in relation to academic quality college wide, district wide, and within the community.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The primary source document for disseminating information to students about instructional programs, degrees, and certificates is the college catalog available in both print and electronic format as described in Standard I.C.2. The College catalog describes certificates and degrees in terms of their purpose, content, and course requirements as well as expected program learning outcomes (CPS-01).

Analysis and Evaluation
In the College catalog, an alphabetical list of programs is provided in addition to the associated certificates and degrees (CPS-01). The programs are described including information on types of degrees and certificates offered, general purpose, Program Learning Outcomes (PLOs), required courses, faculty contacts, career options, and transfer information. Some programs include information regarding required licensures and/or certifications.

The college website also displays all programs being offered. Each program webpage lists general descriptions as well as the PLOs and respective certificates and degrees (IC4-01).

Furthermore, the College promotes the programs, degrees, and certificates via flyers and social media platforms such as YouTube, Instagram, and LinkedIn (IC4-02); (IC4-03); (IC4-04).

Program Learning Outcomes (PLOs) are developed and maintained by discipline faculty for each program. The PLO statements can be found in the College catalog as well as the Taskstream/Nuventive platform (IC4-05).

The College has demonstrated evidence showing that it describes its programs, certificates, and degrees in terms of their purpose, content, course requirements, and expected learning outcomes as shown in the College catalog and webpages. The program and award descriptions encompass unit totals, prerequisites, and specific admissions recommendations if applicable. The College also markets the various programs, degrees, and certificates to the public through flyers and social media posts.

Additionally, the College has implemented Guided Pathways throughout its policies, programs, and practices (see Standards I.B.4., I.B.6., and II.A. respectively, for details). During the fall 2022, Academic and Career Pathways were published to the College website along with course sequencing being populated in the College's program mapper.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Under the Chancellor's leadership, the District regularly reviews institutional policies, procedures, and publications to ensure integrity and alignment with the missions of the District and its colleges. This review includes broad consultation and communication through the District and the College's participatory governance groups.

Policies and Procedures

The Chancellor and Vice Chancellors ensure that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations and District business processes per Board Policy 2410 and Administrative Procedure 2410. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years (IC5-01); (IC5-02).

Changes to policies and procedures undergo a thorough review and consultation by the Districtwide councils, which include College faculty, staff, and students; College constituents; the Chancellor's Cabinet; and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the College Presidents, Vice Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

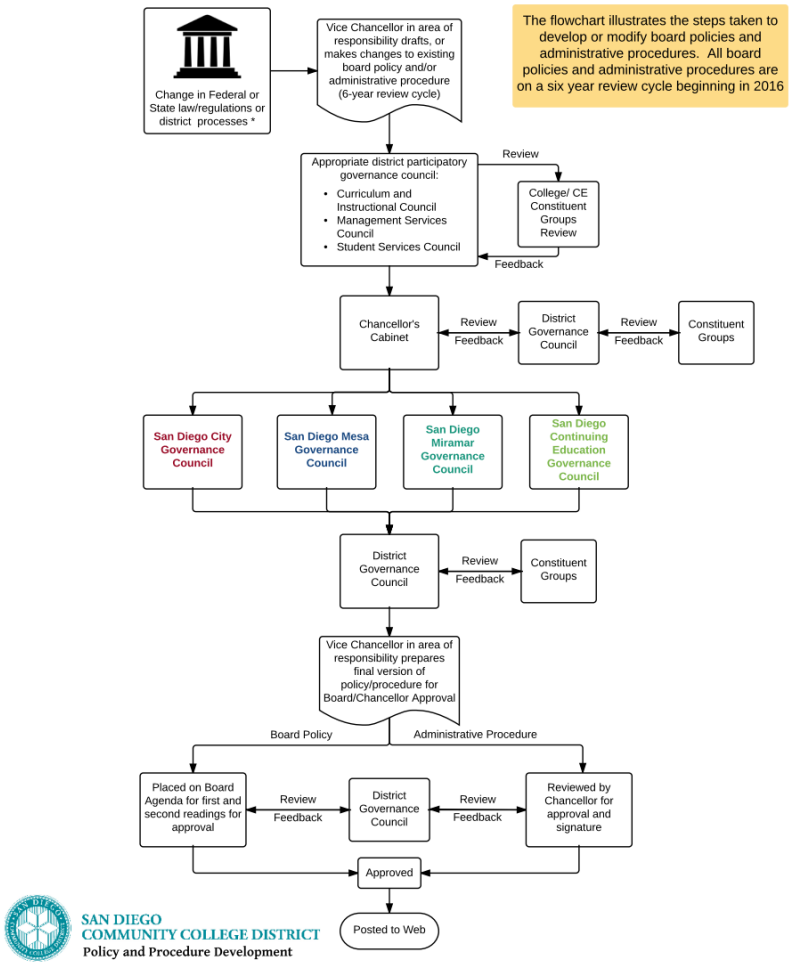
Publications

The District has several publications that support and promote the District's mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the College and District communities, including Annual Report to the Community (IC5-03); the District

Administration and Governance Handbook (IC5-04); Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District (IC5-05); Safe and Sound, the District's Annual Safety Report (IC1-02); the WE "With Excellence" (IC5-06) the District's news magazine; the Student Veterans Handbook (IC5-07); and the Financial Aid Bulletin (IC5-08). An electronic copy and one hard copy of all major publications are available for each College.

Analysis and Evaluation

San Diego Miramar College participates in this process through the governance system and representation on all district wide councils including the District Governance Council as illustrated below (IC5-09):



The above flowchart ensures that the College can provide accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. The District Board Policies and Administrative Procedures can be viewed on the District website (IC5-10).

Several college committees are charged with the regular review of college wide processes, procedures, and plans, and recommendations are forwarded through the governance system for final adoption by the Academic Senate and College Council. This ensures effective participation of all constituencies as well as wide-spread communication of changes to processes, procedures, and plans (IA3-03). Please reference Standard IV.A.7. for college governance structure.

Examples of committees involved in consistent review are, including but not limited to, Academic Senate; Associated Student Government; Classified Senate; College Council; Committee on Committees; Curriculum Committee; Distance Education Standards Committee; Inclusion, Diversity, Equity, and Anti-Racism Committee; Planning, Institutional Effectiveness, and Research Committee; Program Review and Outcomes Assessment Subcommittee; Student Services Committee, etc.

All materials prepared for publication by the San Diego Miramar College are also reviewed for content and accuracy. Printed materials are managed by the Public Information Officer and ensure consistency of mission and message with one example being the College's Annual Report to the Community (IA4-02). These processes ensure college compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. In addition, the College catalog is reviewed and updated annually, which includes review of information describing the college mission, academic calendar, admissions and registration, student services, academic requirements, transfer information, course and program descriptions, and certificate and degree information as described in Standard I.C.2.

The College and District have established a system of participatory governance that ensures regular review of institutional policy, procedures, and publications. Students, faculty, classified professionals, and administrative professionals play a significant role in this review process to ensure integrity and consistency of information presented.

The College participates in the review of district wide policies and procedures through the District Comprehensive Policy and Procedure Review Plan. Following BP/AP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings before approval. Once approved, they are posted to the District's website. The Chancellor approves changes to administrative procedures after comprehensive review and consultation by the institution's governance councils, committees, and constituent groups. To ensure integrity and compliance with state and federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures based upon changes to laws and regulations. There are no differences between distance education and face-to-face policies and procedures.

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard
The District and College fully comply with all state and federal laws and regulations about accounting fees and informs current and prospective students of the total cost of instruction. The District provides information about the total cost of education in various locations to ensure that current and future students can easily find it. The college catalog, webpage about fees, and AP 5030 *Fees* all outline specific costs. Other policies and procedures ensure that information is updated appropriately and disseminated in a timely manner. Textbook costs and required materials fees are easily viewable in the schedule of classes.

Analysis and Evaluation
The District and College accurately informs all prospective students of the total cost of education, including all required fees and instructional materials, in several ways. Please note: All Board Policies and Administrative Procedures are being updated with a 5000s coding system to align with the Community College League of California. Board Policy (BP) 5030 *Fees – Direct Costs to Students* (IC6-01), specifies that all fees charged to students are established in accordance with the Education Code and requires that all fees charged to students be approved by the Board of Trustees. In addition, BP 5030 requires that all fee information be included in the College catalogs and class schedules, including any exemptions to fees and the refund policy. BP 5030 contains the Student Fee Schedule, which includes a detailed listing and description of all mandatory and optional fees and the consumer fees charged to patrons of services for the various Career Technical Programs such as Automotive Technology, Cosmetology, and Furniture Upholstery. The Student Fee Schedule is reviewed by multiple stakeholders and updated each academic year with final approval by the Board of Trustees (IC6-02).

All student fees are printed in the college catalogs, and the schedule of classes is in both print and electronic formats (CPS-01). A comprehensive list of fees is also listed on Student Web Services, the online student portal, and the District website. The online class schedule also lists various instructional materials fees for specific classes (IC6-03); (IC1-07). Per the Higher Education Act, the online class schedule contains a listing and cost for all textbooks and other instructional materials for each class. This information is updated each semester.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 1)

Evidence of Meeting the Standard
The College assures institutional and academic integrity and shares information about academic freedom and responsibility through its published policies, handbooks for faculty and staff, and through the union bargaining agreement.

The District and College honor its policies and procedures on academic freedom in distance education. Board Policy 4030 *Academic Freedom* makes clear the institution's commitment to

the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students (IC2-05). Specifically, the Board Policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on Academic Freedom is reviewed every six years. The last review was in 2016. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Analysis and Evaluation

The District Board establishes clear policies pertaining to academic integrity, academic freedom and responsibility and as one of four colleges within the multi-college district, San Diego Miramar College adheres to the policies. California Education Code District Board Policy (BP) 4030 *Academic Freedom* describes how "free expression is essential to excellence in teaching, learning, critical inquiry, and service to the community".

As described in San Diego Miramar College's 2017-2018 Faculty and Staff Handbook, the College supports freedom of expression as it "affords the faculty, staff, and students the right to speak and write freely in accordance with the constitutional protections of free speech". The District Board Policy clearly supports academic freedom and also describes how "faculty, staff, and students have responsibilities which are based upon principles of fairness, integrity, confidentiality, safety, professionalism, and respect for others" (IC7-01). The Academic Senate's Professional Code of Ethics also describes how "the obligation in maintaining academic freedom is to create a learning environment in the classroom which fosters the free exchange of ideas" (IC7-02).

Policies are published on the College and District website. Major policies affecting students can also be found in the College catalog (CPS-01). Course Outlines of Record (CORs) found in CurricUNET provide standards on the content of each course, in alignment with requirements. While the COR provides the content of each course, academic freedom in instruction of courses (regardless of delivery mode), is conducted in accordance with California Code of Regulations, Title 5, Section 5102312, and BP 4030 (I.C.7-1). In addition to these policies and regulations, The American Federation of Teachers (AFT) union and Collective Bargaining Agreement (CBA) provide guidance and recommendations. The current CBA reflects the commitment to the free pursuit and dissemination of knowledge, and its advocacy for an atmosphere in which intellectual freedom exists for both faculty and students (IC7-03). A transparent contract and adjunct faculty evaluation process further promotes academic freedom and individual responsibility, accountability, and integrity that comes with such freedom (IC7-04); (IC7-05).

There is no difference between distance education and face-to-face instruction, therefore the policy on Academic Freedom is implemented and comparably applied and monitored for distance education through the District Online and Distributed Learning department. In online courses, faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their

methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The District has clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies and procedures align with all state and federal regulations. They are published in the College catalogs, student web services, the one-stop online portal for students, and the College and District websites. In addition, the Student Code of Conduct, which includes expectations for honest academic conduct, is posted in various locations on campus (IC8-01).

Analysis and Evaluation

Faculty are held to professional standards regarding course content and the way they express their views while honoring academic freedom as it is expressly and clearly supported by District. The College communicates this commitment in the *Mission Statement*, the College Governance Handbook, and the Faculty & Staff Handbook (IC7-01). In addition, the Academic Senate has adopted a Professional Code of Ethics, which references the American Association of University Professors (AAUP) Statement on Professional Ethics. Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, if controversial views are "addressed in a mutually respectful manner" (IC2-05). Program review process is used to ensure that classroom faculty follow the COR, which sets the standard discipline content, and that faculty are expressing views appropriately and treating students with respect. As part of the program review process, faculty engage in assessment of course student learning outcomes (SLOs). Faculty work collaboratively in this process at the course and department level to assess SLOs and dialogue about learning outcome improvement strategies. Assessment, analysis, and action planning related to learning outcomes in the classroom helps to ensure that content is taught in a similar fashion across the discipline (IC8-02). The College also ensures that it is effectively meeting this expectation through the faculty evaluation process. Faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi and the COR (IC8-03). Some departments also implement additional informal policies to uphold the standard (e.g., requiring a common textbook). Lastly, schools and departments convene regular meetings to allow for communication in distinguishing the difference between personal conviction and professionally accepted views in a particular discipline. The above policies, processes, and practices apply to courses taught in distance education mode, as well as in traditional modes. The College's academic freedom policy also appears in the College catalog and is applicable regardless of

location or method of instruction. In addition, procedures for authenticating student identity in DE/CE courses are set at the District for all four of its colleges.

BP Policy 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* (IC8-04), has been updated to become Board Policy 5500 under the new coding system. It enumerates the rights and responsibilities of all students, including the *Student Code of Conduct*. The *Student Code of Conduct* establishes clear standards and expectations for students, if found in violation, of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity, and overall responsibility. Following the *Student Code of Conduct,* students are subject to charges of misconduct concerning, but not limited to, the following acts:

a. Academic misconduct or dishonesty.
b. Forgery, alteration, falsification, or misuse of campus/District documents, records, electronic devices, or identification.
c. All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, reporting false information, or reporting a false emergency to officials acting in an official capacity.

In accordance with Board Policy 5500, students are expected to be always honest and ethical in pursuing academic goals. AP 3100.3 *Honest Academic Conduct* (IC8-05), ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification. Administrative Procedure 5520 *Student Disciplinary Procedures* (IC8-06), provides uniform standards to assure due process when a student is charged with violating the Student Code of Conduct, including charges of academic dishonesty.

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The District follows HEOA (Higher Education Opportunity Act), Section 496. The District offers faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments and provides unique student logins. The student information system tracks students who are out-of-state residents. The District has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the web (IC8-07). Students have a secure log-in, and access is restricted to enrolled students or ensuring that student information is protected.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed) (IC8-08); (IC8-09).

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty distinguish between personal convictions and professionally accepted views within their disciplines. Expectations are outlined in the Faculty Appraisal Guide (IC8-03), and this is assessed in faculty appraisals and student evaluations. Professional Development opportunities are available to support faculty.

Analysis and Evaluation

There is a clear expectation that faculty distinguish between professionally accepted views and their personal ones. The faculty evaluation process includes student, peer, dean, and reflective evaluations across multiple domains. Faculty develop their courses in alignment with the approved Course Outline of Record (COR), which creates a standard for course content. While course content is based on the COR, academic freedom allows for and encourages different points of view in the presentation and discussion of material, if controversial views are "addressed in a mutually respectful manner." The faculty evaluations include a review of student comments as well as in-class evaluations, all of which can be used to ensure that faculty are objective and adhering to syllabi and the COR. Some departments also implement additional informal policies to control the standard. Faculty have an obligation to "exercise critical self-discipline and judgment in using, extending, and transmitting knowledge" (IC7-02). Faculty are made aware of this and are trained in various venues throughout the year through department meetings, professional development, faculty evaluations, and student evaluations (IC9-01); (IC9-02). San Diego Miramar College will continue to monitor its efforts in this area to ensure compliance of faculty in the presentation of data and information in a fair and objective manner.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation

Not applicable to San Diego Miramar College.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation
Not applicable to San Diego Miramar College.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
San Diego Miramar College, as part of the San Diego Community College District, complies with all Eligibility Requirements, Accreditation Standards, Commission policies and guidelines for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. BP 0005 *Accreditation*, articulates the Board of Trustees' commitment to adhering to all eligibility requirements and Accreditation Standards (IC12-01).

San Diego Miramar College maintains Accreditation status with ACCJC, most recently achieving full seven-year accreditation (ERS-01); (IC12-02). The College publishes Accreditation-related reports, previous self-studies, follow-up reports, distance education substantive change reports, mid-term reports, and communications from the Commission on the Accreditation webpage of the College website (IC12-03).

San Diego Miramar College has demonstrated its deep commitment to compliance with ACCJC standards and policies including eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure. The College submits all annual and midterm reports within required timelines, including the 2021 Midterm Report (IC1-06); (IC12-04). Every six years, the College completes a rigorous Institutional Self-Evaluation Report as part of the reaccreditation process.

Analysis and Evaluation
The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When a college is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

The Board of Trustees also has several structures in place that demonstrate a commitment to comply with Eligibility Requirements and Accreditation Standards:

- The Board of Trustees has a standing subcommittee on Accreditation that reviews periodic reports on the progress of the Colleges' accreditation. The subcommittee comprises two Board members who meet, along with the Vice Chancellor of Educational Services, who provides staff support to the subcommittee. The subcommittee also receives regular reports on institutional effectiveness, including ongoing reports on student outcomes and accreditation (IC12-05).

- The Board of Trustees receives periodic reports on Accreditation status at public meetings and Board of Trustees Retreats (IC12-06); (IC12-07).
  - October 21, 2021, Board Retreat had an Accreditation Board Training item with Dr. Catherine Webb, Vice President from ACCJC.
  - March 11, 2021, the Board reviewed and approved the spring 2021 midterm reports for all four Colleges.
  - The Board received an annual update on accreditation progress through 2020.
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards. Each goal references the ACCJC Accreditation Standard it addresses (IC12-08).
- The District publishes information on accreditation in its catalogs and College and District websites (IC2-04). Public notice of disclosure and the student complaint process is also posted online with links to file complaints (CPS-10).
- The March 11, 2021, Board of Trustees meeting included an agenda item on accreditation where the leadership team had the opportunity to discuss the status of meeting the accreditation standards and plan for the team visits.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

San Diego Miramar College maintains honesty and integrity with external agencies. The College and the District fully complies with the United States Department of Education regulations regarding all its accrediting agencies in accordance with ER 21 (Integrity in Relations with the Accrediting Commission) and District Board Policy (BP) 0005 and Administrative Procedure (AP) 0005.1 *Accreditation* (IC12-01).

Analysis and Evaluation

The College has achieved program-level accreditation and certification with several accrediting boards and agencies. Recently granted 10-year national accreditation for business degree programs through a rigorous self-study and site visit by peer evaluators from the Accreditation Council for Business Schools and Programs (ACBSP), San Diego Miramar College is the first and only two-year business program in San Diego County to become nationally accredited by ACBSP. The College has established and maintains a status of good standing by all programmatic accrediting and licensing organizations and agencies, and communicates this information clearly and accurately on the College website and in the College catalog (CPS-01). The College advocates and demonstrates honesty and integrity in communicating its accreditation status to all internal and external stakeholders.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Not applicable to San Diego Miramar College.

Analysis and Evaluation

Not applicable to San Diego Miramar College.

Conclusions on Standard I.C: Institutional Integrity

As evidenced above, San Diego Miramar College meets this standard by the analytical and reflective review of the fourteen components of Institutional Integrity. The College together with the District demonstrates intentional, consistent, and transparent efforts to communicate accurate information about the college and its dynamic mission and values, programs, awards, policies and procedures, outcomes, and other information to students, faculty, classified professionals, and the greater San Diego community.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

IA4-02: Annual Report to the Community 2020-2021
IC1-01: 2022-2023 Catalog Proof and Sign Off Email
IC1-02: District Annual Security Report 2018-2020
IC1-03: Catalog Production Timeline 2021-2022
IC1-04: Board Policy 5401 Catalogs and Related Information Publications
CPS-01: San Diego Miramar College Catalog 2021-2022
IC1-05: Social Media Post Accountancy Example
SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027
IC1-06: ACCJC Annual Report 2022
IB8-03: Integrated Planning Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022, pp. 4-5
IC1-07: District Class Schedule Webpage
IC1-08: STEM Program Mapper Webpage Example
IC1-09: Student Services Webpage
IA4-02: Annual Report to the Community 2020-2021
IC1-10: District Board of Trustees Meeting Information Webpage
IC1-11: Chancellors Forums Advertisement 2021-2022
IC1-12: District Board Report March 2022
IC1-13: District News Center Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022

IC2-01: District Previous Year Catalogs Webpage
IC2-02: District-College Catalog Webpage, p. 16
IC1-03: Catalog Production Timeline 2021-2022
IC2-03: Curriculum and Instructional Services Committee Functions and Responsibilities
IC2-04: District Accreditation Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022-Online Learning Pathways, p. 84
CPS-01: San Diego Miramar College Catalog 2021-2022
IB7-07: Curricunet Webpage
IC2-05: Board Policy 4030 Academic Freedom
CPS-01: San Diego Miramar College Catalog 2021-2022
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 137
IC4-01: Business Program Webpage Example
IC4-02: Career Education Social Media Post Example
IC4-03: Computer Business Technology Program Flyer Example
IC4-04: Police Academy Recruitment Flyer Example
IC4-05: Accountancy Program Taskstream Example
IC5-01: Board Policy 2410 Board Policies and Administrative Procedures
IC5-02: Administrative Procedure 2410 Board Policies and Administrative Procedures
IC5-03: District Annual Report to the Community 2019-2020
IC5-04: District Administrative and Governance Handbook 2021-2022
IC5-05: District Endless Possibilities Brochure 2021-2022
IC1-02: District Annual Security Report 2018-2020
IC5-06: District With Excellence Magazine Publication Webpage
IC5-07: District Student Veterans Handbook 2019-2020
IC5-08: District Financial Aid Bulletin 2021-2022
IC5-09: District Policy and Procedure Development Flowchart
IC5-10: District Board Policies and Administrative Procedures Webpage
IA3-03: College Governance Handbook Spring 2023, p. 65
IA4-02: Annual Report to the Community 2020-2021
IC6-01: Board Policy 3300 Fees
IC6-02: Board Policy 3300 Attachment A – Student Fee Schedule
CPS-01: San Diego Miramar College Catalog 2021-2022
IC6-03: District Tuition and Fees Student Webpage
IC1-07: District Class Schedule Webpage
IC2-05: Board Policy 4030 Academic Freedom
IC7-01: Faculty and Staff Handbook 2017-2018
IC7-02: Academic Senate Professional Code of Ethics
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 15
IC7-03: Faculty Collective Bargaining Agreement
IC7-04: College Faculty Appraisal Forms
IC7-05: Adjunct Faculty Appraisal Forms
IC8-01: Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process
IC7-01: Faculty and Staff Handbook 2017-2018, p. 19

IC2-05: Board Policy 4030 Academic Freedom
IC8-02: 2018-2021 Program Learning Outcomes Assessment Status Report
IC8-03: College Faculty Appraisal Guide, p. 9
IC8-04: Board Policy 5500 Student Rights, Responsibilities, Campus Safety and Administrative Due Process
IC8-05: Administrative Procedure 3100.3 Honest Academic Conduct
IC8-06: Administrative Procedure 5520 Student Disciplinary Procedures
IC8-07: Student Enrollment in Online Classes-State Approval
IC8-08: District Instructional Services Webpage
IC8-09: District Distance Education Handbook Webpage
IC8-03: College Faculty Appraisal Guide, p. 28
IC7-02: Academic Senate Professional Code of Ethics, p. 1
IC9-01: Professional Development Canvas Shell Modules
IC9-02: Professional Development FAQ Webpage
IC12-01: Board Policy 0005 Accreditation
ERS-01: ACCJC Certificate
IC12-02: ACCJC Action Letter 2017
IC12-03: Accreditation Webpage
IC1-06: ACCJC Annual Report 2022
IC12-04: Accreditation Mid-term Report 2021
IC12-05: Board Subcommittee Accreditation Agenda Example
IC12-06: Accreditation Mid-term 2021 Board Action
IC12-07: Institutional Accreditation Progress Board Report
IC12-08: 2022-2023 Board of Trustees Goals Webpage
IC2-04: District Accreditation Webpage
CPS-10: District Student Complaint Process Webpage
IC12-01: Board Policy 0005 Accreditation
CPS-01: San Diego Miramar College Catalog 2021-2022, pp. 4-5

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

As discussed in Standard I.A., San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement. Additionally, the Student Achievement section includes student achievement data. Each of the College's programs and their awards align to the mission and are appropriate to higher education (CPS-01); (IC4-03).

Analysis and Evaluation

Instructional Programs and Mission

To ensure that instructional programs are consistent with the college's mission and satisfy ER 9 (Educational Programs), the Curriculum Committee is the primary participatory governance committee responsible for reviews of all proposed instructional offerings, including distance education (DE) proposals. The Committee assures alignment with District Board Policies (BP) 5020 (IIA1-01). The proposals are also assessed against the "five criteria" established by the California Community Colleges Chancellor's Office (CCCCO), which includes alignment of programs with the institutional mission and meeting student needs in areas of degree or certificate attainment, employment preparation, or transfer. In addition, the criteria includes review of student learning outcomes, course objectives, and other attributes of the course, which are necessary components for maintaining articulation of courses and demonstrating appropriateness of course in higher education. Members of the Curriculum Committee receive training in this process annually (IIA1-02).

The Academic Standards Subcommittee is responsible for instructional and curricular issues related to college wide academic or interdisciplinary program requirements (IA3-03). This includes but is not limited to review and oversight of interdisciplinary degrees and certificates, review and oversight of general education patterns, and district requirements. The subcommittee also serves as the reviewing and recommending body for the Curriculum Committee, and therefore the Academic Senate, on issues related to the implementation of college and district wide academic policy and procedure, evaluation of coursework from other institutions, and the application of credit from previous educational experience.

Program and Course Offerings

San Diego Miramar College offers 42 programs with 75 AA/AS/ADT degrees and 56 Certificates of Achievement in fields consistent with the College mission and for transfer, workforce training, and career advancement (CPS-01). The College also offers 41 Certificates of Performance, which do not require CCCCO approval but represent skill-building in fields consistent with the College's mission (CPS-01). Of these, 31 degrees and 26 certificates may be offered via distance education (DE) mode. Programs that can theoretically be completed by 50% or more of courses taken in DE format are separately reviewed and approved for DE delivery by ACCJC. In 2020, the College received emergency approval from the California Community Colleges Chancellor's Office (CCCCO) and ACCJC to offer the vast majority of courses in DE format due to the COVID-19 pandemic mandated campus closure (IIA1-03). All courses regardless of the method of delivery must meet appropriate levels of quality and rigor, and DE courses are held to the same standards. Therefore, there is no distinction between DE and face-to-face instruction in terms of course integration into programs. A course will apply to a degree or certificate whether it is taken via DE or face-to-face instruction.

Since the college's implementation of the Guided Pathways framework in 2018, Academic and Career Pathways (ACPs) have recently been created to house each program and provide additional opportunities for community and students. San Diego Miramar College's Guided Pathways are intentionally designed to ensure that students identify a path and subsequently stay on that path to completion. Course sequences for each degree and certificate have been created, reviewed, and finalized during the 2021-2022 academic year and are being inputted into the Program Mapper tool (IC1-08) for student use beginning fall 2022.

Evaluating Program Success through the Program Review Process

In the Instructional Division, the College ensures that students are progressing to achieve their goals of transfer preparation, workforce training and/or career advancement by utilizing a cyclical program review process that aligns with District Administrative Procedure (AP) 5019: Instructional Program Review (IIA1-04). The Program Review and Outcomes Assessment Subcommittee (formerly the Instructional Program Review/Student Learning Outcomes Assessment Cycle, or IPR/SLOAC) is responsible for overseeing development and revisions of the program review process, coordination of program review efforts (IA3-03), and the College's program viability review process.

The College currently uses a three-year program review cycle, coinciding with the three-year student learning outcomes (SLO) assessment cycle, which allows for different courses to be evaluated during different semesters and for testing of various intervention strategies (IB5-01). Furthermore, to align management of SLOs with program review processes, the program review template was developed in the Taskstream Accountability Management System (IIA1-05) during the last accreditation cycle. As described in Standard I.B.5., the program review process now requires that instructional programs review disaggregated student achievement data through the Program Review Equity Data Dashboard (SAD-ISS-02), including attainment of degrees and certificates, as well as attainment of SLOs at the course and program level. Programs are required to map program goals to the College's Strategic Goals and Institutional Learning Outcomes, which are grounded in the College mission, and as such provide a direct link between instructional programs and college wide planning through the mission. The recent focus has been on ensuring a quality program review process.

Courses offered via distance education (DE) mode are assessed in the same way that other courses are assessed in terms of student learning outcomes, and the results of these assessments are included in program review. The College as a whole also assesses students' perceptions and opinions about elements involved in online courses, such as preparation, experiences in the course, technical support, classroom support and communication, and students' perception of learning.

Program Viability Review (IIA1-06) involves a specific process that occurs as a result of the regular program review process, or upon special request. The term program as it relates to this review refers to a field of study with one or more related certificates and degrees. The official program list is published in the College catalog. In accordance with District Administrative Procedure 5021, the College's program viability review process has been established and is meant to assure that the College's instructional resources are used in response to the College's mission, strategic plan, and educational plan; the needs of its students; and the requirements of the community it serves. The three outcomes of viability review include program initiation (institutionalization or adoption of a new program and/or a new department); discontinuance (termination) of an existing program and/or department); and modification or improvement (to enhance the performance and effectiveness of an existing program and/or department as part of a plan to avoid program discontinuance). In accordance with Education Code 78016 and California Code of Regulations, Title 5, §51022 and 55130, viability review must be conducted prior to program discontinuance.

Program review has become far more intentional and fully integrated with SLO assessment at the College over the past accreditation period. The Program Review & Outcomes Assessment (PROA) Subcommittee has led efforts to help faculty understand and use available data in striving for increased equity through Flex workshops and Program Review office hours. Moreover, funding requests require justification through the program review process.

Evaluating Program Success through Institution-Set Standards
At an institutional level, the College evaluates program success, including student progress and outcomes, through assessment of the college's strategic goals. As described in Standard I.B.3., the College has developed institution-set standards (i.e., benchmarks) for instructional programs as part of its strategic plan assessment process and in accordance with ER 11 (Student Learning and Achievement). The benchmarking process involves evaluation of indicators and measures, including transfer rates, degrees/certificates awarded, completion rates, and career technical education (CTE) rates. These benchmarks are provided in the Program Review Equity Data Dashboard (PREDD) and program review documents in Taskstream/Nuventive to guide self-evaluation, as individual programs review student achievement and develop programmatic goals, improvement strategies, and resource requests (IB2-01). These institution-set standards are also reported college wide with the publication of the Strategic Plan Assessment Scorecard (SAD-ISS-01). This provides direction in developing main plans and functional plans, respectively, that address fulfillment of the College mission and ensures that appropriate changes and resource allocations are made to achieve them.

The College's instructional programs, regardless of location or means of delivery, including distance education, are offered in fields of study consistent with the institution's mission; are appropriate to higher education; and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. Program descriptions include expected student learning outcomes and list the applicable degrees and/or certificates that can be earned. The College has consistently evaluated and improved its robust program review process, which is fully integrated with course and program SLOs and student achievement analysis to serve as a foundation for program evaluation and improvement, regardless of location or means of delivery. As part of the program review process, the programs and college examine data on student achievement of degrees and certificates.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
The College ensures that the course content and methods of instruction meet the accepted academic and professional standards and expectations and adhere to District Board Policies (BP) and Administrative Procedures (AP) in BP 5020/AP 5020 *Curriculum Development* and AP 5022 *Course Approval* (IIA1-01); (IIA2-01); (IIA2-02).

Analysis and Evaluation
Review of Content and Methods of Instruction

As discussed previously in II.A.1., the Curriculum Committee plays a major role in reviewing all proposed instructional offerings, including distance education proposals, against the "five criteria" established by CCCCO. These include alignment with the institutional mission and meeting student need such as degree or certificate attainment, employment preparation, or transfer. They also include alignment to student learning outcomes (SLOs) and other attributes of the course. Furthermore, the discipline faculty and the Curriculum Committee members comprised of students (when available), faculty representatives from various disciplines, Classified Professionals, Curriculum Chair, Vice President of Instruction, and Articulation Officer collaborate with respective counterparts at all three credit colleges within the District to review all courses at least once every six years.

Using CurricUNET, faculty are able to develop, revise, approve, and access course information in the Course Outline of Record (COR), which contains all elements required by the California Code of Regulations, Title 5 including unit values, contact hours, requisites, catalog description, objectives, and content. This provides multiple levels of scrutiny, as all three credit colleges must agree on any changes. All faculty, including full-time and adjunct, create course syllabi in reference to the COR, and the Department Chairs and Deans ensure that every course syllabus also includes the SLOs. In response to ACCJC requests, the District has worked with the colleges to list the SLOs for each College in the Course Curriculum Report (CR) of the COR (IB2-03). Delivery modes for courses and programs are reviewed using distinct criteria and as a separate proposal by the discipline faculty, Department Chair, Dean, and Curriculum Committee at the college and district levels before approval (IIA2-03). When reviewing the proposal, the reviewers look at the appropriateness of the delivery mode for the curriculum and the student population. All courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. Courses offered via distance education (DE) mode follow similar tests and assessments for standards and expectations as do the traditional face-to-face courses. A course will apply to a degree or certificate whether taken via distance education or face-to-face instruction.

Relevancy is determined for program awards during the development phase, and throughout the curriculum approval process by the Curriculum Committee and the CCCCO, which review all proposals for new programs awards. The program award approval process also follows District Board Policies and Procedures set forth in BP 5020/AP 5020 *Curriculum Development*, BP 5025/AP 5025 *Philosophy and Criteria for Associate Degree and General Education*, and AP 5026, *Philosophy and Criteria for Certificates* (IIA2-04); (IIA2-05); (IIA2-06). Program awards that can be completed by 50% or more of courses taken distance education are separately reviewed and approved for DE mode by ACCJC. San Diego Miramar College received approval in 2009, 2016, and 2020 (received emergency approval in 2020 due to Covid-19 pandemic lockdown) to offer the DE mode of delivery. Courses offered via DE mode are assessed in the same way that other courses are assessed in terms of SLOs, such that SLOs are measured in sections offered via DE as well as in sections offered face-to-face. Results of the outcomes assessment allows program faculty members to evaluate learner needs, identify areas for improvement, and implement change as appropriate to meet the mission of the College.

Career Technical Education (CTE) program awards must also be reviewed every two years and have external accrediting bodies and industry advisory committees that aid in validating relevancy and currency, and recommending necessary updates in accordance with the CCCCO's requirements. In addition to industry advisory committees, the following certifying entities advise on competency levels and SLOs for their related program:

- Accreditation Council for Business Schools and Programs (ACBSP)
- American Bar Association (ABA)
- Commission on Peace Officer Standards and Training (POST)
- Federal Aviation Administration (FAA)
- Automotive Service Excellence (ASE)
- State of California Department of Social Services Community Care Licensing
- State of California Child Development Division

Continuous Improvement

To address improvement of programs and services college wide, faculty and staff engage in periodic program review. During this accreditation cycle, there has been significant emphasis on quality program review. This includes an assessment of SLOs/Service Unit Outcomes (SUOs) and student achievement in the course or program/service area, and is the primary mechanism used to assure currency, improve teaching and learning strategies, and promote equity in student success. To ensure consistency, the program review process has been aligned for all instructional programs, as well as for Student Services and Instructional Support Services (see Standard I.B.2. for reference).

Changes/improvements in courses, programs, and/or service areas are captured in the College's integrated three-year program review cycle and are described in detail in Standard I.B.5. Taskstream/Nuventive software offers the College a platform that provides faculty, both full-time and part-time, with a means to communicate on student learning and achievement in both courses and programs. These changes/improvements are then used to inform higher level planning, as they are integrated into school program reviews, division plans, and ultimately the educational plan (IA2-01). Specifically, Program Review drives planning and budget by providing the evidence and justification for development of the Budget and Resource Development Subcommittee list for resource allocation of equipment and supplies (IA2-03), the faculty hiring priority list, and the classified hiring priority list.

This intentional approach in program review and analysis of SLOs and achievement data has led to identification and implementation of improvement strategies, in several schools including the following:

- The School of Liberal Arts
- The School of Public Safety
- The School of Mathematics, Biological, Exercise & Physical Sciences
- The School of Business, Technical Careers & Workforce Initiatives

Faculty may also incorporate a variety of techniques to address various student learning styles and evaluate these efforts to continuously improve instructional outcomes assessment and/or in their program review actions. Analysis and discussion of the relationship between these teaching methodologies and student success occur in many venues and in different formats, including:

- Professional development and FLEX opportunities, including in-service training to learn about student learning needs and andragogical approaches (e.g., Faculty Online Learning Community [FLOC], Data & Equity Coaching Community [DECC], Campus Read, etc.);
- Analysis of student evaluations that investigate perceptions and opinions about instruction, including perceptions of delivery modes;
- Analysis of student evaluations that investigate perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support, classroom support, and communication;
- Analysis of success and retention rates of online, hybrid, and on-campus courses (e.g., the PREDD); and
- Creation of Guided Pathways Academic and Career Pathways Success Teams (ACPSTs) to delve into research on equity gaps for students within specific interest areas and particular action plans for reducing these gaps.

The College follows both district and institutional processes to ensure continuous improvement of instructional courses, programs, and services to promote student success. This level of review provides multiple opportunities for faculty and staff to ensure content, currency and quality, with input from multiple constituencies.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Instructional SLOs are defined for all college courses and degrees/certificates/programs (PLOs) (IIA3-01). Faculty, both full-time and adjunct, are responsible for collaboratively developing the learning outcome statements and assessment plans, assessing student attainment of outcomes, dialoguing about the results, and implementing improvement strategies to increase student success. In addition, faculty use a variety of assessment methods to measure SLOs, including but not limited to objective examinations, writing assignments, applied skills demonstrations, and portfolios. Assessment occurs on a three-year cycle, with emphasis on the development and implementation of improvement strategies to increase student success and is used to inform program review.

Analysis and Evaluation

Student Learning Outcomes and Assessment Plans

As faculty develop SLOs, they are aligned (i.e., mapped) to PLOs in Taskstream/Nuventive, and PLOs are further aligned with the Institutional Student Learning Outcomes (ISLOs), providing an

integrated perspective on SLOs college wide (IIA3-02). The guidelines for SLO assessment in courses and programs are found in the following documents located on the Outcomes Assessment & Planning: Resources Webpage, as well as in Taskstream/Nuventive (IB2-01).

Outcome Statements in Syllabi and Course Outline of Record
San Diego Miramar College has Course Outlines of Record (COR) established in alignment with District Board Policies and Administrative Procedures BP 5020/AP 5020 *Curriculum Development*. The CORs align within the District, but SLO statements are developed in collaborative discussions among the College's discipline faculty, to more directly reflect the needs of their student population. SLO statements are published for each respective college within the District on the Course Curriculum Report (CR), an extension of the COR. The SLOs are developed by faculty, recorded/edited in Taskstream/Nuventive, and uploaded annually to the CR CurricUNET. In every class section, students receive a course syllabus including SLO statements (IIA3-03). Faculty are required to submit their course syllabi within the first two weeks of the semester, and the Instructional Dean's Office is responsible for ensuring that all syllabi contain the approved SLOs.

A compilation of the outcome statements are also available on the college's Outcomes and Assessment Webpage and in Taskstream/Nuventive. PLOs are published in the College catalog (CPS-01).

The College has published SLOs that are assessed on a regular cycle at the course and degree/certificate (i.e., program) level. In addition, SLO statements are included on every syllabus and are attached to the approved COR on the CR. When surveyed, 83% of San Diego Miramar College's students agreed with the statement "my instructors inform me about the types of skills or learning outcomes I am expected to master through my classroom activities and assignments." Similarly, 81% of students agreed with the statement "my instructors tell me how I will be assessed before I begin an assignment or test."

The College is committed to continually improving outcomes and assessment at all levels. During this accreditation cycle, there has been tremendous improvement in how SLOs are written and assessed, with a focus on conducting a quality program review and addressing equity in student success. The College uses outcomes assessment as a basis for improvement in the program review process, which fully integrates outcomes assessment with the traditional methods and metrics used to evaluate and improve the College's programs (see Standard I.B.5. for details). To that end, the College has implemented the following actions since 2018:

- Provide more robust support to faculty and staff through the Program Review and Outcomes Assessment Subcommittee (formerly the Instructional Program Review/ Student Learning Outcomes Assessment Cycle Subcommittee) by providing additional workshops for improved development, implementation, analysis, and use of SLO assessment.
- Work with District offices to optimize process for extracting SLO statements from Taskstream and for the regular upload of SLOs into CurricUNET in order to capture changes that might occur due to improvement strategies.

- Revise Strategic Plan to include student learning/service unit outcomes assessment as an indicator of success in achieving the College mission.

Additionally, the Program Review Outcomes Assessment Subcommittee developed a step-by-step guide (IB2-01) for completing program review and regularly holds open office hours to assist with the process and ensure that any questions are answered. Numerous Flex professional development workshops (IIA3-04) have also been held about how to analyze equity data (PREDD) and how to complete program review.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

San Diego Miramar College offers pre-collegiate level curriculum in English, Math, and English Language Acquisition (ELAC), as well as non-credit courses. These pre-collegiate courses are designated with a number less than 100 (CPS-01). In the catalog, English and Math courses that are not applicable to the associate degree are listed under Basic Skills Courses, but they are listed as stand-alone in ELAC. Each course description also states that it is not applicable to the associate degree. Pre-collegiate courses that are applicable to the associate degree are listed under Associate Degree Courses and they are identified under their descriptions. Course outlines also indicate when a course is non-degree applicable, associate degree applicable, or transferable.

Analysis and Evaluation

To support students engaged with pre-collegiate curriculum, instructional and counseling faculty provide guidance for education planning and direct students to available resources. The College's Academic Success Center also provides comprehensive on-ground and online tutoring and academic support services for students in pre-collegiate courses. The college's catalog provides information for students on placement into pre-collegiate courses using multiple placement measures - a self-guided placement protocol developed by faculty to help students identify their own learning needs while clarifying distinctions between collegiate and pre-collegiate courses (CPS-01). Finally, disaggregated student achievement data is frequently analyzed at the Academic Success Committee to inform the distribution of tutoring resources and on the Success in English, English Language Acquisition (ELAC) and Math (SEEM) Committee to determine the impact of pre-collegiate level courses on student success in response to California law AB 705 that became effective on January 1, 2018.

Most recently and as a result of the College's successful implementation of the multiple placement measures and AB 705, the college has responded to findings regarding student learning and achievement and are on track to eliminate offering most of pre-collegiate courses in Math and English at San Diego Miramar College. In the meantime, the catalog and course outlines continue to help students distinguish between pre-collegiate curriculum and collegiate

curriculum. Further, the college continues to support pre-collegiate students through resources provided in the catalog and through counseling and learning assistance services.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

College degrees and programs follow practices standard in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Although approved through an independent review, distance education courses undergo the same rigorous curriculum approval process as traditional courses. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. District Educational Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and align with U.S. Department of Education (USDE) definitions. Furthermore, the department of Curriculum Services follows California Code of Regulations, Title 5 Regulations, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. To ensure consistency and academic rigor in courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Analysis and Evaluation

Determination and judgments about the quality of all courses, and distance education modality, under the course quality standards are made with full involvement of the Faculty per District policy and California Code of Regulations, Title 5, Section 55374. Faculty develop competency levels and measurable student learning outcomes for distance education as part of the approved curriculum development process. Courses delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. Each college's respective Curriculum Review Committee separately approves distance education courses, and follows the same official Course Outline of Record (COR).

Faculty from the three credit colleges participate in the Districtwide Curriculum and Instructional Council (CIC). Faculty within the subject discipline confer and decide which programs and courses to offer. The College Curriculum Review Committee (CRC) review and approve each proposed or existing course. The review and approval of new and existing courses, including DE courses, follow the curriculum approval procedures. DE courses require additional documentation, including how the course will maintain regular and effective contact to ensure that online sections maintain the quality and rigor of face-to-face sections.

Units of credit, expected student contact hours, and total student work are identical for DE and face-to-face courses. For purposes of federal financial aid eligibility, a credit hour shall not be

less than one hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately (15 weeks for one semester or trimester hour of credit or 10 to 12 weeks for a one-quarter hour of credit), or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Except for a few courses offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The Colleges prorate weekly hours for courses that meet for fewer than 16 weeks to ensure that a maximum of 54 hours of total student work earns one unit of academic credit, no matter the term length.

The College awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and under higher education standards. Every credit course and academic program includes learning outcomes appropriate to the discipline and academic rigor of the course and program.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, Section 55002.5, and BP 2020 Curriculum Development (IC5-10). The College formula is based on a minimum of a 16-week semester to a maximum of an 18-week semester, assuming that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. The tables below provide an example of the calculations for the minimum of 48 hours = 1 unit of credit and calculations for the maximum of 54 hours = 1 unit of credit for both lecture and laboratory courses (IIA5-01).

1 Unit of Lecture Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	16	32	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	36	54

1 Unit of Laboratory Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	48	0	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
54	0	54

The relationship between hours and units follows the standards for credit hour calculations contained in the California Code of Regulations, Title 5, Sections 55002.5, 55002(a)(2)(B), and

55002(b)(2)(B). The course credit calculation is rounded down to the nearest 0.5-unit increment or the nearest fractional unit award used by the College.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

San Diego Miramar College has continued to make course scheduling a high area of focus since the last full self-evaluation cycle, prioritizing student needs toward completing certificate and degree programs within a period of time consistent with established expectations in higher education. The College integrates the discussion and implementation within the Guided Pathways framework; and within its updated governance structure as part of the Enrollment Management Committee. These efforts are described in detail in Standards I.B. and IV.A., respectively. Sample course sequencing charts, such as EMT and other CTE programs, may be found on the College website through the Program Mapper tool (IIA6-01); (IIA6-02).

Analysis and Evaluation

The College's Office of Instruction offers leadership in the planning and direction for scheduling each semester. To ensure that course scheduling is maximized for "students to complete certificate and degree programs within a period of time consistent with established expectations in higher education", college enrollment and scheduling decisions rely on multiple data sources and these decisions and are made collaboratively by the Vice President of Instruction, Program Directors, Department Chairs, and Deans. The planning and scheduling process also includes the use of enrollment information derived and calculated from the Enrollment Management System (EMS) provided by the District office. The College also uses program review to assess effectiveness of learning and student achievement, thus also identifying trends and/or gaps in order to best inform scheduling. Additionally, discussions and recommendations also occur as part of the College's governance structure through the Enrollment Management Committee, and the Planning, Institutional Effectiveness, and Research Committee (PIERC).

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Thoughtful and data driven discussions regarding effective use of a variety of delivery modes, teaching methodologies, and learning support services occur in the college's Enrollment Management Committee, Program Review and Outcomes Assessment Subcommittee, and the Curriculum Committee to determine appropriate methods for the College's student population.

Analysis and Evaluation

Delivery Modes and Teaching Methodologies

Details on how courses are approved for distance education (DE) mode can be found in Standard II.A.5. An example that illustrates the College's understanding of student needs is the course offerings at the Marine Corps Air Station (MCAS) Miramar. The College offers general education courses on the local MCAS base to accommodate military students' duty schedules and military commitments (CPS-01). These students also benefit from courses offered in a non-traditional delivery mode, particularly while on deployment. Non-traditional delivery modes include fully online, partially online (i.e., more than 50 percent is offered online), hybrid (i.e., 50 percent or less offered online), and web-enhanced, on-campus courses. The College piloted its first Hyflex course in fall 2021 and plans to expand such offerings; this mode offers extreme flexibility for students, enabling them to come onto campus or access class online depending on their preference each day. Each mode of delivery utilizes Canvas, and the District Online Learning Pathways (SDOLP) staff supports all modes (IIA7-01). Technology support is provided to both faculty and students 24 hours a day, seven days a week. SDOLP also provides training in the latest technologies used in distance education, as well as in instructional design (IIA7-02).

The Distance Education Standards Committee is also charged with facilitation of DE discussions on campus (IIA7-03). In this venue, faculty, classified professionals, and administrators discuss what teaching methodologies are commonly used in DE programs and the relationship between the selected teaching methodologies and student performance. The discussions resulted in a resolution from the DE Subcommittee to that all online instructors must first complete an Online Teaching Certification program, effective 2020-2021. Faculty completing the certification program learn about state and federal laws and regulations for distance education. They also learn how to use the tools in the Learning Management System (Canvas) and how to design courses using best practices. The Academic Senate supported this recommendation, and Instructional Deans committed to assign only certified faculty to online classes beginning in spring 2017.

Regardless of mode of delivery or location, the College Curriculum Committee, through the faculty-led curriculum development process, determines which assessment methods should be available to measure student learning. Courses, including those offered in DE mode, are developed and approved to ensure that there are multiple assessment methods available to meet the needs and learning styles of its students. Faculty have the primary responsibility in the discussion of and regularly assess how teaching methodologies affect student performance. Faculty members use the program review process to capture this dialogue and learning via achievement and learning outcomes data in order to inform and prepare strategies for improving teaching and learning. The curriculum development process, discussions, and outcomes assessment are described in Standards II.A.2. and II.A.5.

Professional development is taken seriously throughout the entire district, with activities aligning with the Vision for Success goals (IIA7-04). Many other professional development opportunities have also been created for the college's faculty and staff, including the following (IIA7-05):

- Faculty Learning Online Community (FLOC)
- Data & Equity Coaching Community (DECC)
- Campus Read
- Indigenous Issues & Land Acknowledgement Community of Inquiry
- Strong Workforce Faculty Institute
- Ungrading Community of Inquiry (Spring 2022)
- Regular Flex workshops on andragogy

A professional development space has been created in Canvas, in which faculty can complete workshops and trainings to obtain multiple badges in areas such as "Teaching & Learning," "Equity, Inclusion, and Anti-Racism," "Student Engagement," and more (IIA7-06). Additionally, reassignment time has been established for three new roles to lead these efforts; the Professional Development Coordinator, the Online Teaching Mentor, and the Online Accessibility Mentor.

The College provides an extensive array of instructional and student learning support services to both traditional and DE students and faculty. The online services are designed to mirror the services provided on campus. Furthermore, the Student Equity and Achievement Plan (SEAP) provide funds dedicated to facilitating tutoring services for disproportionately impacted students (IIA7-07); (IIA7-08). A variety of tutorial services are offered on-campus, online (both synchronous and asynchronous), inside the classroom, outside of the classroom, and in group and one-one-one settings (IIA7-09). For details on these services, please refer to Standard II.B. Additionally, the recent creation of the Leading Equity, Anti-Racism, and Diversity (LEAD) Office has dramatically increased efforts at the College to promote equity across all areas in which students are affected, including learning support services. The LEAD team has conducted an in-depth analysis of student demographics, with a focus on further narrowing and closing equity gaps for specific student subpopulations. Moreover, the college's Guided Pathways team has created ACPSTs, gathering instructional faculty, counseling faculty, and classified professionals together in small teams to focus on students within particular interest areas. These teams identified equity gaps within their interest areas and then developed and piloted particular intervention strategies to close these equity gaps. The plan is then to institutionalize these strategies and apply them across interest areas to support students across the entire campus.

The College effectively uses a variety of delivery modes and teaching methodologies to accommodate the diverse and changing needs of all its students through the support of the former statewide California Community Colleges Basic Skills Initiative (BSI), Student Success and Support Program (SSSP), Student Equity Plan (SEP), and the Basic Skills and Student Outcomes Transformational Program (BSSOT), the College was able to engage in focused investigation of the relationship between teaching methodologies/learning support services and the diverse student population, to maximize student success. This work has continued and advanced through the most recent Student Equity and Achievement Program (SEAP). The College will continue to investigate the relationship between teaching methodologies/learning support services and the diverse student population to maximize student success. Additionally, the

continuation of mandatory online training certification for all online teachers and significant increase in professional development for online teaching ensures instructor knowledge of state and federal laws for distance education. Additionally, it ensures the best distance education practices to support equity and success for all students. The numerous initiatives overseen by the Professional Development (PD) Coordinator and PD Committee, and the work of the newly-established Leading Equity, Anti-Racism, and Diversity (LEAD) Office also support teaching methodologies that promote equity.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College has documented procedures for validating the effectiveness of program examinations used by the certifying agency administering those exams, including prior learning (IIA8-01) and ensures that processes are in place to reduce test bias and enhance reliability.

Analysis and Evaluation

San Diego Miramar College does not require department wide course and/or program examinations except in some disciplines where such examinations are part of external accreditation and certification. In those disciplines and programs, the maintenance of the exam and validation thereof are maintained by the certifying agency administering the exam. These include the Federal Aviation Administration, California Commission on Peace Officer Standards and Training, National Registry of Emergency Medical Technicians, and San Diego County Emergency Medical Services Authority. Regarding direct assessment of prior learning, the District has administrative procedures (IIA8-02) for challenging prerequisites and/or corequisites, credit by examination, advance placement credit, credit for prior military experience, and multiple measures and high school transcripts as a result of AB 705 to reduce/eliminate placement tests bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards academic credit based on generally accepted practices for degree-granting institutions of higher education and in accordance with the California Code of Regulations, Title 5, Section 51002: *Standards in Scholarship* and the District Administrative Procedure (AP) 3910.1. Additionally, credit is evaluated based on student achievement, which includes achievement of course SLOs and/or program SLOs.

Analysis and Evaluation

San Diego Miramar College awards academic credit in accordance with federal regulations (34CFR 600.2); California Code of Regulations, Title 5, Section 55002.5; and District Board Policy (BP) 5020 *Curriculum Development* (IIA1-01). These regulations are consistent with the Carnegie unit model used as generally accepted norms in higher education. All of the instructional programs assign credit by the standard Carnegie unit, including career technical programs that are accredited by external accrediting organizations. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For additional details, see Standard II.A.5. Additionally, the College follows District Board Policies and Procedures regarding grading standards, which are published in the College catalog (CPS-01) along with the grading system and grading options such as pass/no pass, withdrawals from a class, incomplete, and in-progress grades. Finally, course credit and degrees are awarded based on student achievement according to established course student learning outcomes and program learning outcomes to ensure that students attain the appropriate, necessary, and meaningful knowledge and skills toward their goal.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The District has a centralized Records and Evaluations department within the District Educational Services Division for evaluating transfer credits. The District Records office reviews credits transferred into the District according to District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, and generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU (California State University) and IGETC general education patterns. All credits earned by students at the three credit Colleges are posted on a single District transcript to facilitate the mobility of students within the District and transfer institutions (IIA10-01).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and following all District and state guidelines and generally accepted practices. District policies and business practices are regularly reviewed and updated to remain current and align with state guidelines. One example is a recent change to AP 5235 *Credit for Prior Learning* (IIA8-01) that was modified to expand the options and clarify the process for Credit for Prior Learning. *Note: AP 5235 is under review, and the numbering will be changed to AP 4235, Credit for Prior Learning.*

Policies and information are included in the College catalog and Student Web Services, the online student portal.

Analysis and Evaluation

Credits from Other Regionally Accredited Institutions

Credits from other regionally accredited institutions may be accepted for transfer credit after evaluation by District Evaluators. The District will not accept the transfer credits from another institution if the review by the District Evaluators determines that the credits received from another accredited institution do not meet the equivalent standards and learning outcomes for a similar course taken at one of the Colleges in the District.

Upper Division Coursework

The District accepts all lower division courses taken at U.S. regionally accredited Colleges. All lower-division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper-division coursework. Petitions to use upper-division courses from regionally accredited Colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. The faculty or an appropriate designee and/or College committee must approve all petitions for exception in the discipline.

International Transfer Credit

Students who elect to submit transcripts from international colleges and universities must first submit them to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States is evaluated dependent on course equivalency and learning outcomes on a course-by-course basis.

Credit for Prior Learning

Per Administrative Procedure (AP) 5235, academic credit may be awarded for validated college-level skills and knowledge gained outside a College classroom. Credit for prior learning may be earned for eligible faculty-approved courses for students who pass an authorized assessment satisfactorily (IIA8-02). *Currently, AP 5235 is under review, and the numbering will change to AP 4535.*

Credit is available through the following:

- External standardized examination: Advanced Placement Examinations (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES)
- Credit by Examination (CBE)
- Military Service/Training
- Evaluation of Industry Recognized Credentials
- Student-Created Portfolios

Academic Credit for AP, IB, CLEP, and DANTES/DSST

The tables in the College catalog indicate the score necessary, the credit allowed, and the area(s) satisfied for each of the examinations accepted for credit. Students may view a full copy of the policy by accessing the policies and procedures website (IC5-10).

High School and Noncredit Courses for College Credit (Credit by Examination)
Students who complete articulated non-credit continuing education courses at the San Diego College of Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the College application for admission and certification form, complete the articulated Continuing Education course, and pass a college faculty-approved examination. The most up-to-date listing of active agreements and student requirements is available online (IIA10-02).

Acceptance and Application of Military Credit
Credit for educational experiences completed during military service is applied toward the associate degree following the associate/baccalaureate credit recommendations in A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education (ACE) (IIA10-03). Students must submit documentation of educational experiences during military service. Military service credit may be granted upon verification of six (6) months of continuous active duty or completing basic training for National Guard/Reservists. Four (4) credit units may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) units may also satisfy Area E of the CSU General Education Breadth pattern. Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide and faculty approval.

Articulation Agreements
The Colleges have numerous articulation agreements with local institutions and higher education institutions throughout the state and nation based on enrollment patterns between institutions. The Articulation Officer develops articulation agreements at each College in consultation with the faculty. The College uses ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) as the official repository of articulation information for California's public colleges and universities (IIA10-04).

Distance Education
District BP 5020 and AP 5020 *Program and Curriculum Development* address the process for awarding credit for distance education programs. The District's clearly stated transfer-of-credit policies and procedures described above for each type of transfer credit are the same for DE since there is no distinction in the course content that appears in the official course outline of record for either modality, distance, or in-person.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
The College maintains institution-level student learning outcomes (ISLOs) in the categories of Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical

Skills; Personal and Social Responsibility; and Integrative and Applied Learning. These are the top level ISLOs. There are subsets under each which cover the ones listed in the criteria: communication competency (2.1), information competency (2.5), quantitative competency (2.4), analytic inquiry skills, ethical reasoning (3.3), the ability to engage diverse perspectives (3.1, 3.2) (IIA11-01).

The College assesses at the institutional level (ISLOs), program Level (PLOs), course and service unit level (SLOs/SUOs). Instructional programs, courses, student services, and instructional support services have clearly defined SLOs and/or SUOs. These outcomes are used for instruction and services to assess courses, programs, and service units. Program level outcomes (PLOs), course and unit outcomes (SLOs/SUOs) are assessed during each three-year cycle. All areas are required to map goals and outcomes to the college's Institutional Student Learning Outcomes (ISLOs) as well as the college's Strategic Goals & Plans (IB2-01).

San Diego Miramar College publishes division, school, and program level comprehensive program review reports to the College's Program Review website (IB2-07); (IIA1-05). These reports provide summaries of each program and service area program review for the public and internal/external constituencies as evidence to how well the college is accomplishing college and program missions. PLOs and SLOs are defined for each instructional program and course respectively. Program information and program-level learning outcomes are published in the College catalog. SLOs are published in the Course Outline of Record (COR) for each course and the College's data management system, namely Taskstream/Nuventive. All SLOs and SUOs are maintained in the data management system and assessed on a three-year cycle. CORs and SLOs are available to the public through the College's curriculum management software, CurricUNET (IB7-07).

Analysis and Evaluation

The College's mission, Institutional Student Learning Outcomes (ISLOs), Program Learning Outcomes (PLOs), and course Student Learning Outcomes (SLOs) are integrated to facilitate student competency toward communication, information, quantitative reasoning, analytic inquiry, ethical reasoning, diverse perspectives, and other areas specific to individual programs. Faculty develop and review course SLOs and PLOs. Each SLO is mapped to a PLO, which is mapped to the college wide ISLOs. This process helps ensure that learning content in academic programs encompasses the breadth of learning outcomes specific to competency, inquiry, reasoning, and engagement appropriate to the program level (IB2-01); (IIA3-04).

San Diego Miramar College uses a three-year cycle for both its Program Review process and the assessment of Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) at the course, program, and service unit level. An annual update is built into the process to ensure that assessment is ongoing. Additionally, the college's Research Office reviews all ISLOs data collected through the annual graduation surveys. Discussion and analysis of the data culminates in the ISLO Report, which is used as a one of the planning tools to inform and drive program improvement via program review (IB8-05). This report is published on the college's website and available to the College community.

The College updates and enhances its program review plan prior to the close of the three-year cycle. A Program Review and Outcomes Assessment Plan with a focus on quality was developed in fall 2021 and approved in spring 2022. The focus of the 2021-2024 plan is on supporting faculty and staff in the quality assessment process (IB2-04).

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College awards the Associate in Arts Degree, the Associate in Science Degree, and the Certificate of Achievement to students who complete specific major preparation, district graduation requirements, general education, and other requirements as specified in the College catalog (CPS-01). San Diego Miramar College ensures alignment with ER 12 (General Education) by following District Board Policies and Administrative Procedures regarding general education requirements for degrees (IIA2-04); (IIA2-05). District policy and procedure describes how general education is based on the philosophy that general education courses should contribute to the broad education of career technical and transfer students in the following areas:

- Critical thinking, writing, and oral communication
- Understanding and the ability to use quantitative analysis
- Awareness of the arts and humanities
- Understanding of physical, social, and behavioral sciences as they affect one's interaction with the diverse local and global communities

Analysis and Evaluation

As mandated by California Code of Regulations, Title 5, Section 55063, the California Community Colleges general education requirements consists of 18 semester units within the following four areas: Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality. California Code of Regulations, Title 5, Section 55806 defines each of these four areas and requires demonstrated competence in reading, written expression, and mathematics as learning outcomes of all four. The College provides the option for students to complete one of four different general education (GE) options, in order to best accommodate each student's individual educational goal. All of these options include, at a minimum, the District's GE core and competencies specified above. GE advising sheets are provided and updated each academic year for use by the College's academic counselors during educational planning sessions with students

in which they discuss and map all required courses for a degree. These GE options are listed below:

- The SDCCD General Education Pattern and district graduation requirements in multicultural studies, health education, two courses in physical education or dance activities, and two courses in American Institutions/California Government
- The California State University General Education (CSU GE) Breadth Pattern
- The Intersegmental General Education Transfer Curriculum (IGETC) Pattern
- The SDCCD General Education Pattern (only available for some transfer-specific majors) (IIA12-01)

The specific breadth and categories of knowledge in each GE area are determined by the requirements of the particular GE pattern being followed:

- For Associate Degree GE, the breadth is prescribed by California Code of Regulations Title 5, Section 55063 (IIA12-02)
- For the CSU GE pattern, the breadth is prescribed by CSU Executive Order 1100 (IIA12-03)
- For the IGETC pattern, the breadth is prescribed by the IGETC Standards document (IIA12-04)

The College adheres to all changes in GE patterns, which includes a recent addition of an Ethnic Studies requirement and college-level math and English courses.

Discipline faculty propose courses in their own discipline as appropriate for inclusion in general education, based upon student learning outcomes and competencies appropriate to the degree level. The College Curriculum Review Committee, which includes faculty with expertise in GE requirements, reviews and approves proposed additions in alignment with District Board Policy and Administrative Procedure (IIA1-01); (IIA2-01). Some GE courses are also offered in distance education mode, but all courses, regardless of the method of delivery, must meet appropriate levels of quality and rigor. GE courses offered via distance education follow the same tests and assessments for standards and expectations as do the traditional face-to-face courses. A GE course will apply to a degree whether it is taken via distance education or face-to-face instruction.

General Education course proposals are also reviewed by faculty at of the other colleges within SDCCD, by District Educational Services, and by the District Curriculum Instructional Council (CIC). GE courses are aligned for all three credit Colleges within the District. Therefore, discipline faculty, Department Chairs, School Deans, the three Articulation Officers, and the Vice Presidents of Instruction also review courses proposed for general education at each campus. This review consists of comparing the content, student objectives, and student learning outcomes in the course to the standards and criteria established for various GE categories. Upon review by the three campuses, CIC reviews and approves all GE courses to ensure they meet specific requirements as outlined in District Board Policy (IIA2-04). CIC approval of GE is a

separate curricular action. Final approval rests with the District's Board of Trustees as per District Board Policy (IIA1-01); (IIA2-02).

GE proposals are reviewed and approved as a separate curricular action twice per year at CIC and comply with ER 12 (General Education). The District's general education pattern is aligned with the three credit colleges of the district and determines the intellectual inquiry and breadth of knowledge expected of all graduates. For example, the Natural Sciences GE requirement includes instruction to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of relationships between science and other human activities. The Humanities GE requirement includes instruction encouraging an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another and an understanding of ethical behavior as it applies to the human condition. Each of these requirements serves both to promote separate kinds of various ways and breadth of intellectual inquiry and to expose students to different types of diverse areas of knowledge.

As described in Standard II.A.11., the College has determined that SLOs for general education are the same as those for the institution, culminating in a single set of Institutional SLOs (ISLOs). The ISLOs include statements on students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (IIA11-01). College constituency groups, culminating with the College Council, reviewed and approved the ISLOs, and they are published in the College catalog (CPS-01).

The College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees stated in the College catalog. The College, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, as described in the ISLOs.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

As described in Standard II.A.1., the College has a curriculum development process (IIA2-04); (IIA1-01); (IIA2-06) that involves multiple levels of review at both the college and district level. As described in Standard II.A.5., faculty are responsible for initiation and development of degree programs that include one area of inquiry or in an established interdisciplinary core. In addition, they identify specialized courses in an area of inquiry or interdisciplinary core based upon student learning outcomes and competencies at the appropriate degree level within the field of study.

Analysis and Evaluation

All instructional programs that lead to an Associate Degree at San Diego Miramar College are designed to provide students broad areas of knowledge, relevant theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core/area of emphasis. All of the College's degree programs include focused study in at least one area of inquiry, with a minimum of at least 18 units in the discipline or related disciplines. All the College's degree programs also meet California Code of Regulations, Title 5 and State Chancellor's Office requirements for degree compliance, including a concentration of units in a discipline or related disciplines.

The discipline faculty, who create a program in a particular field of study, design it to meet a transfer or career technical education (CTE) purpose. Programs that are designed for transfer incorporate courses with competencies and student learning outcomes that are appropriate to the baccalaureate level, while programs that are designed for CTE incorporate courses with competencies and program-level SLOs that are needed for the particular target career field. Some of the degrees offered incorporate both of these purposes. Program SLOs and competencies are listed for each program in the College catalog and in Taskstream/Nuventive. In each program, specific courses are required to ensure students achieve the desired SLOs and competencies. In Taskstream/Nuventive, specific course SLOs are mapped to program SLOs to ensure each program level SLOs and competencies are being met by required courses in the program. Both the programs and courses are screened and approved for the appropriate degree level by the College Curriculum Committee, using curriculum policy, regulation, and other state level guidance. Please refer to Standard II.A.5. for additional details.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

San Diego Miramar College ensures that graduates completing career and technical education (CTE) degrees and certificates demonstrate technical and professional competencies that meet workforce standards including preparation for external licensure and certification. As a part of this process, the College utilizes two external resources for information on standards and

competencies, specifically industry advisory committees and program specific accreditation as described in District Board Policy (BP) and Administrative Procedure (AP) 5102 *Career and Technical Education Programs*. Additionally, as part of the College's regular curriculum approval process, all new CTE awards are submitted to the California Region 10 Community Colleges Workforce Development Council for review and endorsement.

Analysis and Evaluation
Each CTE program has an industry advisory committee consisting of local industry partners and professionals, program faculty, and college administrators. The advisory committees meet at least once a year to discuss program development and continuous improvement pertinent to curriculum, certificate and degree requirements, job opportunities, internships, and training needs. Much of the input from advisory committee assists the program in ensuring currency in the training and education needs of the industry (IIA14-01).

Several CTE programs also have program level accreditation by state, federal, or professional accreditation or licensing authorities. Examples include the Paralegal program, accredited by the American Bar Association, and the Aviation Maintenance Technology program, accredited by the Federal Aviation Administration. Programs with this level of accreditation are evaluated on a regular basis by the accrediting body, to ensure the program is adequately preparing students for licensure or certification in the applicable career field. Details on programs accredited by professional accreditation or licensing authorities are found in Standard II.A.2. Some CTE programs include the final licensure or certification requirement as part of the program curriculum. For example, the College provides certified training programs for state law enforcement and firefighter certification agencies. Students who complete the Law Enforcement or Firefighter Academy programs receive certification in those areas upon successful completion of the program. In those cases, the College acquires reliable information about its students' ability to meet these requirements because the College documents the students' completion of the required courses in the program and therefore the students' completion of the licensure or certification requirements. In other CTE programs, students apply for licensure or certification from an organization other than the College after completing the College's preparation program. In those cases, the College usually relies on students' self-reported pass rates; this information is more readily available in some programs than it is in others. For example, students in the College's Emergency Medical Technician (EMT) program usually take the EMT exam shortly after completing the program, and therefore often provide timely information.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard
The District and College have a clearly defined policy to review programs. Per the policy of the Board of Trustees and through mutual agreement with the Academic Senates, program discontinuance procedures shall be established by college guidelines that include a detailed plan and recommended timeline for phasing out a program with the least impact on students,

faculty, staff, and the community (IIA1-04); (IIA15-01). The College catalog, website, counselors, and faculty provide students with notifications or changes to program requirements and the elimination of programs.

A program is marked for discontinuance when it no longer satisfies the College's mission, Strategic Plan and Educational Plan; the needs of its students; and the requirements of the community it serves. In alignment with District Administrative Procedures, San Diego Miramar College follows its approved Viability Review of Instructional Programs process (IIA1-06), which includes the following steps:

- Steps to monitor the impact on other areas including articulation, transfer agreements, student notification, transition, and assistance in program completion;
- A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff, and the community;
- A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternate means;
- A plan that ensures an open and transparent participatory governance process in generating any recommendation to the Board of Trustees regarding program discontinuance; and
- An agreement with the District for retraining and placement of faculty impacted by program discontinuance per collective bargaining agreement with AFT (American Federation of Teachers).

Analysis and Evaluation

Instructional faculty, counseling faculty, and administrators from both Instructional and Student Services work collaboratively to ensure students are advised appropriately on how to complete educational requirements when programs are eliminated or when program requirements are significantly changed.

San Diego Miramar College department faculty regularly review courses, awards, and programs to determine if modifications are necessary in order to continue to meet the program's goals and learning outcomes. This review occurs in alignment with the District Administrative Procedure (IIA1-04) and as part of the College's Program Review process, but departments may also revise programs at other times if needed. Programs are modified through the addition or removal of course requirements. All such changes must be approved by the College Curriculum Committee, the District Curriculum Instructional Council, and the District Board of Trustees, in alignment with Administrative Procedure (IIA2-01). Program modifications take effect in fall semesters when the new academic year's college catalog is published. Minor changes to programs are reported to the California Community College Chancellor's Office (CCCCO) as an information item. Major changes to programs must be approved by the CCCCO prior to implementation. Substantive changes, as defined by ACCJC, must also be submitted as a Substantive Change Proposal for approval. Course instructors, counselors, and the college catalog are used to notify students of program changes. Students may establish catalog rights to the college catalog in effect at the time they began their studies at any California Community

College (CCC), California State University (CSU), or University of California (UC), or the San Diego Miramar College catalog in effect at the time of graduation. In addition, students who have been in continuous enrollment may petition a counselor to graduate under another catalog in effect while continuously enrolled, based upon changes to program requirements (CPS-01). College counselors assist students in modifying their education plans to address program or award changes. Students may also petition to graduate with different requirements when courses required for a student's intended program or award are no longer offered. Student catalog rights and the petition process extend to programs that have been eliminated. Therefore, a student may receive a degree or certificate in a program that was discontinued in the past and no longer appears in the College catalog. However, if a student breaks continuous enrollment, they are no longer eligible to follow the original catalog and must complete the requirements of the revised or new program or award.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

San Diego Miramar College regularly evaluates and improves the quality and currency of all instructional programs offered by conducting college wide meaningful program review (IB2-01); more cohesive integration of all three college divisions: Administrative Services, Instructional Services, and Student Services (IB4-02); and establishing, measuring, and improving course and program student learning outcomes, as well as institutional learning outcomes (IB2-01); (IIA3-04).

Analysis and Evaluation

Faculty discipline experts conduct program review regularly on a three-year cycle to evaluate all instructional programs and courses, regardless of delivery mode or location. This process is conducted using the Taskstream/Nuventive tool and includes review of quality, relevancy, student outcomes and achievement, and currency of information, standards and competencies. Assessment of student learning outcomes and achievement, including plans for improvement, occurs systematically as part of the program review process. Achievement data is provided by the Office of Planning, Research and Institutional Effectiveness and is disaggregated by course, program and equity group to provide program faculty and staff with a comprehensive view of program performance. Student learning outcomes data for courses and programs, and institutional learning outcomes are provided by faculty and are linked to resource and budget requests to improve student learning (Refer to Standards I.B.4. and I.B.5. for details). Additionally, the curriculum development and approval process ensures that all courses, regardless of mode of delivery or location, are reviewed and updated at least once every six years. Institutional planning uses program review to identify strategies and actions that leading

to accomplishment of the college's Mission Statement and Strategic Plan Goals (see Standards I.B.5., I.B.7., and I.B.9) and integrate all three college divisions: Instructional Services, Student Services, and Administrative Services.

Conclusions on Standard II.A: Instructional Programs

As evidenced above, San Diego Miramar College meets this standard. The College offers instructional programs aligned with its mission and are conducted at levels of quality and rigor appropriate for higher education. The College assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The College defines and includes into all of its degree programs, general education designed to offer breadth of knowledge and promote intellectual inquiry.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

CPS-01: San Diego Miramar College Catalog 2021-2022, p. 137
IC4-03: Computer Business Technology Program Flyer Example
IIA1-01: Board Policy 5020 Curriculum Development
IIA1-02: Curriculum Committee Minutes 09/02/20
IA3-03: College Governance Handbook Spring 2023, p. 56
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 91
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 106
IIA1-03: ACCJC Distance Education Covid-19 Approval Letter
IC1-08: STEM Program Mapper Webpage Example
IIA1-04: Administrative Procedure 5019 Instructional Program Review
IA3-03: College Governance Handbook Spring 2023, p. 39
IB5-01: Outcomes Assessment and Planning Webpage, p. 2
IIA1-05: Mathematics, Biological, Exercise and Physical Sciences School Program Review Report 2021 Example
SAD-ISS-02: Program Review Equity Data Dashboard Snapshot
IIA1-06: Program Viability Process-Revision Draft 04/03/23
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 46
SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027
IIA1-01: Board Policy 5020 Curriculum Development
IIA2-01: Administrative Procedure 5020 Curriculum Development
IIA2-02: Administrative Procedure 5022 Course Approval
IB2-03: Business Course Curriculum Report Example
IIA2-03: Curricunet Guide
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IIA2-05: Administrative Procedure 5025 Philosophy and Criteria for Associate Degree and General Education

IIA2-06: Administrative Procedure 5026 Philosophy and Criteria for Certificates
IA2-01: Student Success Framework for Long-Term Integrated Planning Upgraded Fall 2020-Spring 2027
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023
IIA3-01: Establishing Quality Outcomes Assessment Webpage
IIA3-02: Institutional Student Learning Outcomes Mapping Report 2022
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024
IIA3-03: Biology 210A Course Syllabus Example
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 137
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024
IIA3-04: Nuventive Instructional Training Manual
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 252
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 17
IC5-10: District Board Policies and Administrative Procedures Webpage
IIA5-01: California Community Colleges Chancellor's Office Hours and Units Calculations
IIA6-01: Exercise Science Program Mapper Example
IIA6-02: Emergency Medical Technician Program Mapper Example
CPS-01: San Diego Miramar College Catalog 2021-2022, pp. 4-5
IIA7-01: District Online Learning Pathways Webpage
IIA7-02: Instructional Design Resources Webpage
IIA7-03: Distance Education Standards Committee Webpage
IIA7-04: District Professional Learning Hub Webpage
IIA7-05: Professional Development Plan 2021-2024
IIA7-06: Teaching and Learning Canvas Badging Shell
IIA7-07: 2017-2019 BSI-Equity-SSSP Integrated Plan
IIA7-08: 2019-2022 Student Equity Plan
IIA7-09: Academic Success Center Webpage
IIA8-01: Board Policy 5235 Credit for Prior Learning
IIA8-02: Administrative Procedure 5235 Credit for Prior Learning
IIA1-01: Board Policy 5020 Curriculum Development
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 33
IIA10-01: District Student Transcript Webpage
IIA8-01: Board Policy 5235 Credit for Prior Learning
IIA8-02: Administrative Procedure 5235 Credit for Prior Learning
IC5-10: District Board Policies and Administrative Procedures Webpage
IIA10-02: District SDUSD High Schools to College Credit by Exam Webpage
IIA10-03: American Council on Education Webpage
IIA10-04: ASSIST Webpage
IIA11-01: Institutional Student Learning Outcomes Webpage
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 11
IB2-07: Instructional Program Review Webpage
IIA1-05: Mathematics, Biological, Exercise and Physical Sciences School Program Review Report 2021 Example
IB7-07: Curricunet Webpage

IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 56
IIA3-04: Nuventive Instructional Training Manual
IB8-05: Graduation Survey Three-Year Comparison Report 2018-2021
IB2-04: 2021-2024 Program Review Outcomes Assessment Plan
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 91
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IIA2-05: Administrative Procedure 5025 Philosophy and Criteria for Associate Degree and General Education
IIA12-01: Associate Degree Requirement Form 2020-2021
IIA12-02: Title 5 Section 55063 Webpage
IIA12-03: CSU General Education Breadth Requirements
IIA12-04: IGETC Standards Version 2.2
IIA1-01: Board Policy 5020 Curriculum Development
IIA2-01: Administrative Procedure 5020 Curriculum Development
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IIA1-01: Board Policy 5020 Curriculum Development
IIA2-02: Administrative Procedure 5022 Course Approval
IIA11-01: Institutional Student Learning Outcomes Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 13
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IIA1-01: Board Policy 5020 Curriculum Development
IIA2-06: Administrative Procedure 5026 Philosophy and Criteria for Certificates
IIA14-01: Child Development Advisory Committee Minutes 04/20/23 Example
IIA1-04: Administrative Procedure 5019 Instructional Program Review
IIA15-01: Administrative Procedure 5021 Instructional Program Discontinuance
IIA1-06: Program Viability Process-Revision Draft 04/03/23
IIA1-04: Administrative Procedure 5019 Instructional Program Review
IIA2-01: Administrative Procedure 5020 Curriculum Development
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 107
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 37
IB4-02: Guided Pathways Workplan 2022-2026
IB2-01: Program Review and Outcomes Assessment Guide 2021-2024, p. 56
IIA3-04: Nuventive Instructional Training Manual

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

San Diego Miramar College provides a comprehensive approach to Library and Learning Support Services in alignment with the college mission by creating access to services for all students to successfully achieve their career and educational goals. The Library offers sufficient print and electronic resources to support the campus community both in person and online. In addition, the College offers a range of learning support services through the Academic Success Center (ASC), Math Lab, and Independent Learning Center (ILC). These centers offer the campus community a multitude of programs and services to support students in their educational journey both on campus and online.

Analysis and Evaluation

San Diego Miramar College provides its students, faculty, and classified professionals with a state-of-the-art library and an array of student learning facilities and learning support services as identified in district Board Policy (BP) 5040 *Library and Learning Support Services* (IIB1-01). The College catalog offers details about the library and other learning support services (CPS-01). The Library and Learning Support Services conduct periodic assessments to guide the ongoing enhancement of their offerings and resources. The facilities and resources are aligned with ER 17 (Information and Learning Resources), and are tailored to the college's size, student demographics, and mission of the College. The College's Library and Learning Resource Center (LLRC) building conveniently house the Library and Learning Support Services.

The College provides all students with access to an on-campus library and online library services to support both face-to-face and distance education students. The Miramar College Library facility is 42,600 square feet, boasts a seating capacity for 1,265 students, as well as 88 computer workstations. Among the library's offerings are weekly 30-minute workshops, a textbook reserve collection, eight group study rooms, a casual reading area, flexible and open study spaces, a copy center, laptops, headsets, and calculators. In addition, the library houses two classrooms with a capacity of 71 students each, complete with 35 computers for student use during Bibliographic Instruction (BI) orientations. Each classroom is equipped with 35 computers for students to work on. Miramar College students also have online access to all library and learning support services. The College Library subscribes to databases provided by Academic Video Online, Alexander Street, CQ Researcher, Credo, CountryWatch, EBSCOhost, Films on Demand, Gale, HeinOnline Academic, Infobase, JoVE, JSTOR, Oxford University Press, PBS Video Collection, ProQuest,

Psychiatry Online, Reference Shelf, Sage, SIRS Knowledge Source, and Swank Video Collection, among others.

The College's ASC, ILC, and Math Lab offer a diverse range of learning support services including tutoring, academic and student success workshops, dedicated study spaces, meeting spaces, computer stations, and resources/manipulatives like anatomy models, textbooks, study guides, and calculators. The ASC and ILC are co-located within the LLRC building. These joint departments house eight study suites, a conference room, training room, program space, independent and group study spaces, and 60 computer stations. The Math Lab is located on the second floor of the Math Building in proximity to the math classrooms and faculty offices. The ASC, ILC, and Math Lab support students through one-on-one, embedded tutoring review sessions, group and independent study, and academic and student success workshops. Students can access tutoring services both in-person and online, asynchronously, and synchronously on a drop-in and appointment basis. Additionally, tutors are embedded in specific courses including math, English, English Language Acquisition (ELAC), and Career Technical Education (CTE) courses. The open study areas in the ASC, ILC, and Math Lab are equipped with tables and chairs that seat four to six students, while each study suite can comfortably accommodate two to six students, and is outfitted with tables, chairs, a dry erase board, and markers. The computer systems are imaged to include the standard Microsoft Office suite and internet access. The Centers are also equipped with Pay-for-Print services and an Add Value machine for students to print out papers for their courses. Information on how to access academic support services can be found on the ASC webpage (IIA7-09), and the Student Support Hub on the Miramar College Canvas page (IIB1-02), as well as through various social media channels such as Facebook, Instagram, and Twitter.

The College offers a range of web-based learning support services through the Academic Success Center Zoom Hub and online tutoring services. The ASC contracts with StarCA and NetTutor to supplement tutoring services available to students online. The ASC created several instructional videos that explain how to access learning support services including how to access the Tutoring Page on the Canvas Student Support Hub, use of the paper drop-off feature, and access NetTutor and StarCA (IIB1-03). The ASC staff also host workshops during flex week and throughout the semester to provide information on all its programs and services.

Additionally, the Instruction/OER Librarian developed and curated numerous videos and 66 LibGuides to help students navigate the research process and access the resources available at the Library. The LibGuides provide tailored support for specific courses and are accessible via the college's Library webpage under "Research Guides" (IIB1-04). LibGuides is a content management and information sharing system. Librarians create guides for instructors and their classes to aid in content delivery. These research guides typically include links to print books, eBooks, embedded videos, subscription databases topically related to the subject, and citation tutorials. The Instruction/OER Librarian checks LibGuides for ADA compliance using the WAVE Web Accessibility Evaluation Tool. These Research Guides and Videos are embedded in many Canvas courses. The Library is developing a Library Support Hub inside Canvas with the Guided Pathways team to provide students easy access to these resources.

Departments under Library and Learning Support Services conduct comprehensive evaluations of their programs, services, and resources to assess the effectiveness in meeting students' learning needs, as part of the ongoing program review process. Please refer to Standard I.B.5. regarding the program review process.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

San Diego Miramar College uses the annual program review process as a means of identifying, maintaining, and selecting educational equipment and materials that aide in student learning and align with the college mission. The program review process also includes involvement through governance committee recommendations. Additionally, the college relies on the expertise of faculty, including librarians and faculty tutoring coordinators, in determining, selecting, and maintaining educational equipment, materials, technology, and programs to foster academic success.

Analysis and Evaluation

Librarians coordinate the purchase and maintenance of library materials with the current instructional offerings using syllabi provided by instructional faculty and researching the collection to ensure there are sufficient materials available for students to successfully complete the course. Faculty are encouraged to meet with the librarians and discuss the print and electronic resources that their students will be using during the semester. Furthermore, librarians create a collection development plan for the library resources and submit it to the instructional faculty to solicit input regarding the proposed expenditures for each area of resources requested (IIB2-01). This process provides an opportunity to identify gaps or imbalances in the library resources and/or materials.

The library collections are made available to students with remote access by the authentication of their student status. Their CSID number, along with their password, provides off-campus access to the online library catalog, eBooks, and research databases. Nearly 50% of the library's book collection is available online and in full text as well (IIB2-02).

Maintaining the currency of the library's collection of electronic and print books is a vital task performed by the librarians on a continuous basis. The librarians work closely with and collaborate with classroom faculty during this process to determine depth of content and quality of resources required to complement and supplement their course materials. The library database evaluation process involves meeting with vendors, conducting demonstrations, and conducting trial periods.

The Academic Success Center team coordinates the selection and maintenance of equipment and materials of the ASC, ILC, and Math Lab to provide robust programs to support student

learning. The Faculty Tutoring Coordinator meets with faculty during department and committee meetings to determine the academic support needs for their respective areas. Additionally, the ASC discusses and implements recommendations from governance committees including the Academic Success Committee; Success in English, ELAC, and Math; and Guided Pathways Committee, in determining academic support services for students. Furthermore, the Faculty Tutoring Coordinator solicits feedback every semester to assess the effectiveness and quality of the ASC's programs and services.

The inventory and effectiveness of library and learning support equipment and materials, is done using the Instructional Support Services Program Review process (IIB2-03). Usage statistics provided through LibGuides, the eBook collection, online databases, and the On-Demand library services indicate how often they are accessed during the course of the academic year (IIB2-04).

Equipment and material needs are identified through the Instructional Support Services program review process, which include the Library and Academic Success Center (ASC) (IIB2-05). All goals and resource needs identified in program review are linked to the College's Strategic Plan Goals, which are based on the college mission, thus ensuring achievement of the mission through evaluation of these services.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and Learning Support Services conduct a thorough evaluation of services offered through the college wide program review process. Each department conducts an annual review of their services to determine contributions to support the attainment of student learning outcomes and student success. Departments analyze data regularly to determine areas of strength and opportunities for growth.

Analysis and Evaluation

Every year, the Library engages in an evaluation of services and a needs analysis through the program review process (IIB2-03). Library faculty also carry out ongoing evaluations of the library collections, considering usage statistics, course offerings, course assignments, publishing output, and input from students and faculty. The annual program review process allows the library to identify its needs based on data from the previous year. Specifically, the library has identified and measured four service unit outcomes (SUO) in meeting student learning needs. These SUOs are analyzed, and key action items are developed to measure progress on the effectiveness of library services rendered (IIB3-01).

Once the assessment from the previous year is conducted, it serves as the basis for the Program Review Report. The library uses the program review process to identify departmental goals and reports major changes that have occurred within the past year. The department goals are then

detailed out with identified resources needed in the upcoming year that will allow the library to better serve students.

The library also utilizes an evaluation survey that provides feedback from the faculty, staff, and administrators as to the effectiveness of the library and learning support services on student learning. Student input through the library point-of-service surveys provides direct feedback about the library's resources and whether their needs are met (IIB3-02).

The ASC, ILC, and Math Lab provide learning support services evaluated through the program review process. This process involves analyzing data to assess if the services are meeting goals connected to unit outcomes, promoting student success and retention, and aligning with the College's mission and vision, strategic goals, and priorities, and statewide initiatives. To support the college's equity goals, and respond to national conversations around diversity, equity, and inclusion, the ASC introduced a revamped Tutor Training program centered on culturally responsive tutoring strategies. In addition, as the College implements Guided Pathways and creates Academic and Career Pathways Success Teams, the ASC uses data to develop action plans that provide learning resource services to meet student and program needs.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

San Diego Miramar College collaborates with multiple entities to compliment and supplement Library and Learning Support Services and documents all contractual agreements utilizing the appropriate College and District processes. The College takes responsibility for and assures the security, maintenance, and reliability of services provided and regularly evaluates services to ensure their effectiveness.

Analysis and Evaluation

The San Diego Miramar College Library participates in a consortium to offer LibChat, an online "live chat" reference service, to students 24 hours a day, every day. This consortium also allows the College to offer LibGuides and LibAnswers. LibGuides is where the library creates research guides for specific courses and how-to guides on using library resources. LibAnswers is an FAQ page where students can submit questions. The FAQ database is populated by what is created by librarians and the questions asked by the students.

The Academic Success Center (ASC) participates in a consortium to offer StarCA, an online tutoring platform available to students outside the hours of operation for the center. The consortium allows students to access tutors employed at California Community Colleges. These

tutors typically provide support in subject areas not currently staffed by tutors at the college. Students also have access to tutors outside the typical hours of operation for the ASC. The ASC collects and reviews data on student use regularly to assess effectiveness regarding student success.

In addition, the ASC is contracted with NetTutor, an online tutoring platform available to students outside the hours of operation for the center. The consortium allows students to access tutors who provide support in subject areas not currently staffed by tutors at the College. The ASC collects and reviews data on student use regularly to assess effectiveness regarding student success.

The Library maintains an interlibrary loan agreement with the libraries at the two credit Colleges within the San Diego Community College District: San Diego Mesa College and San Diego City College. The library also makes use of several external collaborative relationships, which are secured via formal agreement, to better serve the needs of its constituents. These relationships are described below:

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCCLRC). This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of librarians to discuss issues of common interest, participation in a shared video library collection (which includes delivery services), and access to 24/7 "live chat" reference service through Springshare. Contracts for services such as these are negotiated through the cooperative to obtain discounted pricing (IIB4-01).

Community College League (CCL). The San Diego Miramar College Library is a participating member in CCL, a statewide organization of all community college libraries. CCL evaluates databases and negotiates special pricing for members of the League. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost and SIRS Knowledge Source (IIB4-02).

The College enjoys many benefits from the cooperative relationships above. SDICCCLRC provides a venue for the nine participating libraries who meet two to three times a semester to address common needs. For example, the consortium media library is a resource for the faculty, but most faculty have come to prefer locally-owned media. To accommodate this need, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. The College takes responsibility for and assures the security, maintenance and reliability of services provided directly. All services provided directly by San Diego Miramar College are evaluated through the program review process.

Conclusions on Standard II.B: Library and Learning Support Services

As evidenced above, San Diego Miramar College meets this standard. The College provides a comprehensive approach to Library and Learning Support Services through robust programs and services to support the success of the diverse needs of the students both through in-person and online services. Faculty and Classified Professionals utilize the program review process and other assessment tools to continually evaluate all learning support services and use these evaluations as the basis for improvement to meet the needs of the student and campus community. While the College meets this standard, it is committed to continual improvement.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

IIB1-01: Board Policy 5040 Library and Learning Support Services
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 83
IIA7-09: Academic Success Center Webpage
IIB1-02: Student Support Hub Canvas Page
IIB1-03: ASC Tutoring Student Support Canvas Page
IIB1-04: LibGuides Webpage
IIB2-01: Library Collection Development Intake Form
IIB2-02: Library Research Tool Webpage
IIB2-03: Library Program Review Report 2022-2023
IIB2-04: Annual Library Data Survey 2021-2022 Example
IIB2-05: Academic Success Center Program Review Report 2022-2023
IIB2-03: Library Program Review Report 2022-2023
IIB3-01: Library Assessment Report 2021-2022
IIB3-02: Library Satisfaction Survey Results Example
IIB4-01: SDICCCLRC Joint Powers Agreement
IIB4-02: Library Database Webpage List

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The Campus continually evaluates the quality of its services, and the most effective and efficient way to provide these services. Evaluation surveys are taken and based on the feedback from students, they are offered guidance and support remotely, in-person, and through various other means.

Analysis and Evaluation

The College offers various means of support including email, phone, or visit (either virtually or in-person) for a variety of student support services. Students have access to their online portal (MySDCCD) to take care of some campus business, in addition to being able to access support by other means. Instructors teaching online courses complete an online teaching certification program through the District (IIC1-01).

The District provides support to the College's regular evaluation of the quality of their support services through discussions at District Student Services Council (IIC1-02), and regular workgroup meetings with the following departments:

- Admissions and Records
- Counseling
- Extended Opportunities Programs and Services (EOPS)
- CalWORKs
- Financial Aid
- Veteran Services

The District provides support and assistance to help students succeed in online education courses by directing them to the District's "Online Learning Pathways" website whenever enrolled in an online class (IIC1-03). The Online Learning Pathways provides support and ongoing services to students before and after they register and faculty to support student success in the online environment. The colleges' program review processes also monitor and track student success in online programs.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
San Diego Miramar College utilizes survey data, quantitative data, and the annual program review process in order to make informed decisions regarding delivery of services. Each year the program review process engages in discussions through department meetings and student services division meetings to include reviewing available data, identifying gaps, and developing actions toward improvement. One example includes redesigning orientation/onboarding content (e.g. information on College resources), and options including modality (IIC2-01).

Analysis and Evaluation
In an effort to focus on quality assessment and increase opportunities to support faculty and staff, a campus wide Program Review and Outcomes Assessment Committee was formed in 2021 under the Office of Planning, Research, and Institutional Effectiveness. A newly conceived Program Review and Outcomes Facilitator position was added as well.

Through its formal program review process for all Student Services departments, the College uses assessment data to continuously improve its support programs and services for students and their learning (IB2-06). The process of outcomes assessment for the College's Student Services Division is a continuous process to measure knowledge, skills, and abilities which in turn helps programs, courses, and services focus on continuous quality improvement. The College's assessment of its student services and programs helps answer the following questions adapted from the *Arizona State University (ASU) University Office of Evaluation and Educational Effectiveness*:

- What do students need to know to successfully graduate?
- What do graduates need to know to be successful professionals?
- What programmatic changes can be made to continuously improve quality, increase student success, and build required knowledge and skill sets for program completion?

The results of asking these questions:

- Strengthen programs and service areas
- Students can better articulate and apply knowledge inside and outside class
- Students know what is expected and how it will be evaluated

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
The District supports the Colleges' efforts to assure equitable access to all its students through its website, student information system, and other interactive online technologies. For example, admissions and registration processes are completed online using CCCApply and Campus Solutions (IIC3-01); (IIC3-02). Students can view the class schedule online at any time (IC1-07) on the District website and Campus Solutions. Most of the following services are accessible online through mySDCCD:

- Viewing Financial Aid

- Paying for Classes
- Registering for Classes
- Viewing and Ordering Official and Unofficial Transcripts
- Applying for Graduation

Placement Assistant and ELAC GO are self-guided placement tools accessible online (IIC3-03); (IIC3-04). These systems can be used in-person and online and do not require physical access to campus.

Forms for most campus services are available through the online service desk JIRA (IIC3-05). Students can complete and submit documents online and obtain other support services through the mySDCCD Support Desk (IIC3-06). The District provides Colleges with training and support in using these online systems through the mySDCCD Info Hub (IIC3-07).

The College's student services were established by a mix of department/institutional needs, and student feedback through surveys, meetings, and various other methods of data collection; and it provides a comprehensive set of the services to all students regardless of modality. The following programs and service areas maintain a college webpage with access to service delivery information and offer in-person services, and on-line, telephone and email access. Many of these service areas and program also utilize social media and text messaging to regularly communicate with students.

Department	Types of Services
Admissions & Records	• Admissions • Transcript Evaluations • Course Registration • Transcripts • Student IDs • Student Petitions
Basic Needs Resource Center	• Food Pantry • CalFresh assistance • Clothing Closet • Technology Assistance • Transportation Assistance • Shower Facilities Access
CalWORKs	• Application Assistance • Counseling Support • Work Study • Technology Access
CARE	• Application Assistance • Counseling Support • Direct Student Aid
DSPS	• Counseling Support • Disability Accommodations

	• Alternate Media support • High Tech Center
EOPS	• Counseling Support • Direct Student Aid • Priority Registration
Financial Aid	• FAFSA • State Aid • Scholarships
Student Accounting	• Payment of Fees • Refund Processing • Transit Passes • Parking Permits
Academic Success Center	• Study Rooms • Tutoring • Writing Center
Dreamers Center	• AB540 Application Assistance • Counseling Support • Legal Aid Referrals
Library	• Book • Audio/Visuals
LGBTQ+ Resources	• Counseling • Faculty Advising • Club Activities
Student Life	• Associated Student Government • Student Clubs • Basic Needs • Student Conduct
Veterans	• Counseling • Benefit Application Assistance • Student Lounge
International Students	• Counseling Support • I-20 Issuance • Student Engagement Activities
Associated Student Government	• Student Representation • Student Engagement Events and Activities • Student Clubs
Student Health	• Medical Assessment and Care • Lactation Room Access • Wellness Support
Mental Health Counseling	• Counseling Support • Crisis Intervention

	• Wellness Workshops • Resource Referrals
Career Services	• Counseling Support • Job/Internship Searches • Interview Prep • Career Fair
Counseling Services	• Counseling Support • Student Education Plans • Transfer Preparation • Resource Referral
SD Promise Program	• Counseling Support • Direct Student Aid • Peer Mentors
Bookstore	• Textbooks • School Supplies • Course Materials
Transfer Center	• Counseling Support • Transfer Preparation • Transfer Fair • Field Trips

Analysis and Evaluation

San Diego Miramar College offers a wide array of student support services both in-person and remotely, in order to ensure that regardless of service location, or delivery method, the needs of students are met. The college offers diverse services including counseling, online student engagement through clubs, and organizations, as well as access to appeals, petitions, policies and procedures through the Admissions and Financial Aid offices. The San Diego Miramar College Counseling Department in conjunction with the Transfer Center, offer a variety of workshops to support students through creating and understanding a comprehensive educational plan, transfer process, and academic probation (IIC3-08); (IIC3-09). The Disabled Student Support Program and Services (DSPS) and Extended Opportunity Program and Services (EOPS) offer additional student support that assist in matriculation, registration, and the creation of educational plans (IIC3-10). Prior to the pandemic, the college's Outreach Office, in conjunction with the Counseling Department, provided in-person matriculation and registration workshops. Currently, this support is delivered remotely.

Funding from various sources (general, categorical, miscellaneous grants, etc.) is utilized to address equity gaps in services. As an example, during the pandemic and through the present, San Diego Miramar College addressed student inequity in technology access by providing laptop rentals, and opportunities for low, or no cost internet access, as well as additional financial assistance to those who qualified.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

All programs, including co-curricular and athletics, are aligned with the College's mission and follow sound educational policy and standards of integrity. The College is responsible for the delivery of these programs and works in collaboration with the District regarding their required finances.

Analysis and Evaluation

Athletic and co-curricular programs at San Diego Miramar College provide unique opportunities for student engagement, enrich learning, and contribute to the overall development and campus participation of Miramar College students. These engagement opportunities allow students to acquire new skills, while also enhancing those, which they already possess. San Diego Miramar College offers the following athletic and co-curricular opportunities:

Program	Campus, Cultural and Social Contribution
Intercollegiate Athletics: Soccer, Volleyball, Water Polo, Basketball	San Diego Miramar College offers a wide array of competitive and recreational sports for student-athletes; (IIC4-01); (IIC4-02). **Mission Statement for Athletics Coaching:** "Consistent with the mission of San Diego Miramar College, Miramar Jets Intercollegiate Athletics will strive for academic and athletic excellence by offering model programs that fit the needs, interests, and abilities of our male and female student-athletes. In this context, excellence is focused on the physical, emotional, and intellectual well-being to develop meaningful standards of character, respect, responsibility, integrity, leadership, and sportsmanship with the educational and social environment, through highly qualified educators, coaches, and state-of-the art facilities".
Student Affairs Office	Provides a variety of services, activities, and learning opportunities designed to engage students in the college experience. Mission is to promote the success of students, enrich the quality of campus life, and support classroom instruction (IIC4-03).
Associated Student Government (ASG)	Offers students the opportunity to participate in student government, develop leadership skills, civic

	engagement such as voter registration drives, and coordinate special events. ASG representatives reflect the diversity of the student body and are allowed to recommend policies and procedures. Officers of the ASG are elected at large by the general student body; (IIC4-04); (IIC4-05); (IIC4-06); (IIC4-07).
Student Clubs and Organizations	Student Clubs are an integral part of student life at San Diego Miramar College. Student organizations provide opportunities to make friends, pursue special interests, and gain leadership skills (IIC4-08).
Basic Needs: Food Security Programs; San Diego Miramar College Jet Fuel Pantry, The Really Really Free Farmers Market, Retail Rescue at the Jet Fuel Pantry, CalFresh Homeless Resources	San Diego Miramar College has been very active in addressing the food insecurity issues of its students. Over the past year, the Office of Student Affairs along with the student group REACT (Researching Equity, Action and Community for Transformation), has led the way in developing programs that directly provide nutritious meals to students as well as assisting students in identifying resources to nutritious food. Resources to support these endeavors are made possible by a grant from the California Community College Chancellor's Office, Feeding San Diego, San Diego Food Bank, and donations from the Miramar College Community (IIC4-09).
Student Employment	San Diego Miramar College's mission is to assist students in developing career goals by exploring their values, skills, personality traits, and interests in an inclusive and supportive environment. The college prepares students to make informed decisions about their futures by providing career-related counseling, comprehensive resources and specialized programs. The Career Center is dedicated to serve diverse populations by offering an array of career-development activities that inspire and support each student's lifelong career journey. Students also receive assistance in Job Placement Services (IIC4-10). San Diego Miramar College also participates in the Federal Work Study Program, by allowing students to earn part of their financial aid award by working in an assigned job, either on-or-off campus (IIC4-11).
Music	Provide students with the basic skills for engineering, recording, mixing, and producing music for various music and audio industry recording fields. The program also provides students with skills in basic

	musicianship, theory, ear training, and music business. The academic program in Music Studies provides students with basic musical skills required in the discipline in preparation for transfer to a four-year institution.

San Diego Miramar College evaluates the quality and effectiveness of its co-curricular programs on a regular basis. The College has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs (IIC4-12); (IC8-04). This includes a review by the Pacific Coast Athletic Conference (PCAC); completion of the California Community College Athletic Association (3C2A) Statement of Compliance of Title IX Gender Equity form; completion of the Equity in Athletics Disclosure Act Survey which is reported to the U.S. Department of Education; and completion of a Statement of In-Service Training submitted to the California Community College Athletic Association (3C2A) Director of Membership Services and the PCA Conference Commissioner (IIC4-13).

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling services are offered through the General Counseling unit, Career Center, Transfer Center, Mental Health Office, and through various programs for targeted populations including: EOPS, DSPS, CARE, CalWORKs, NextUP, Veterans, Dreamers, Promise, and Formerly Incarcerated.

Analysis and Evaluation

San Diego Miramar College realizes the critical role that counseling plays in supporting student success. The college provides counseling services to a diverse population, including services that are targeted to support disproportionately impacted populations. Across the campus, including both categorical and general counseling units, there are 26 full-time counseling faculty and 17 part-time counseling faculty. Counselors offer career and major exploration, transfer and degree guidance, transcript evaluations, course placement assistance, and educational planning. Additionally, matriculation and registration workshops are held both in-person and via Zoom. Counselors teach personal growth courses, which cover content such as college success and lifelong learning, career and life planning, and life skills and stress. San Diego Miramar College has structures in place to verify that all pertinent information on academic requirements are accurate and disseminated in a timely manner. All counselors attend bi-weekly meetings to share information, best practices, and to clarify questions or concerns and have additional meetings to stay abreast of changes within their specific programs. Counselors work with Department Chairs, District Articulation Officer and Evaluators, and various institutions to ensure

transfer and articulation agreements are current and accurate. This collaboration ensures that educational plans and program mappers provided to students are accurate.

Counselors have ample opportunities for professional growth and development through in-person and online courses, campus committees, membership in professional organizations, and institutional learning opportunities. The Department of Counseling also used internal evaluations and reviews in order to ensure that counselors were providing students with information in an equitable and accurate way. These include an annual evaluation of programs and services, student satisfaction surveys (IIC5-01), and the faculty tenure evaluation process in which all faculty, pertinent to their contract stipulations, are evaluated appropriately by colleagues and students (IIC5-02).

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The District's admissions policies are consistent with its mission and specify the qualifications for various programs. These policies align with the regulations outlined in California Code of Regulations, Title 5. San Diego Miramar College, as part of the District, adheres to admission policies consistent with both the District's and its own mission. In addition to the published board policies, this information is also available in the college catalog both as a hard copy and electronically (CPS-01). Additional information is also available on the Admissions & Records website, as well as Outreach (IIC6-01). San Diego Miramar College is also in the process of publishing clear pathway/program roadmaps for degree, transfer, and certificate completion (IIC6-02).

Analysis and Evaluation

The District has adopted and adheres to admission policies consistent with its mission. Admissions policies comply with state regulations and are published in the College catalog and on College and District websites (CPS-01); (IIC6-03). According to Board Policy (BP) 5010 *Admission of College Students*, admission is open to all persons with a high school diploma, California High School Proficiency exam certificate, or high school equivalency certificate (IIC6-04). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are provisionally admitted. The District also has several policies and procedures specific to the admission of special categories of students:

Special Admission High School Students

The District admits concurrently enrolled high school students as special part-time students per District policy and state law as follows:

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- The course is advanced scholastic or technical (College degree applicable).

- The course is not available at the school of attendance.
- Students are given College credit for all courses. Grades will be part of the student's permanent College record.
- Concurrently enrolled high school students whose College grade point average falls below 2.0 or who do not complete 60% of all units attempted will not be permitted to re-enroll without approval from a College counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal (IIC6-05).

F-1 Visa Students
The College accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the College catalog. Admission is granted based upon the following criteria: before acceptance into a College program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL (Test of English as a Foreign Language) score, demonstrated financial independence, health clearance, and program of study (CPS-01).

In addition to providing program information in the catalog, campus websites, and meetings with counselors, San Diego Miramar College is incorporating a Guided Pathways (GP) framework into its approach in supporting students. Guided Pathways provides students with a set of clear course-taking patterns aimed at promoting better enrollment decisions and preparing students for future success. Guided Pathways also integrates support services in ways that make it more efficient and effective for students to obtain the help that they need as they progress to completion (IIC6-06). Programs and majors have also been broken up into Academic and Career Pathways (ACPs), where similar programs of studies are linked together and then students are able to learn more about the programs as well as access program roadmaps, which provide guidance on course sequencing (IIC6-02). Counselors team with instructional faculty in devising the best pathways for students, as well as ensuring that there is sufficient support for students a long these pathways. Access to clear pathways lessens confusion and allows for a more successful completion of a student's educational journey

Furthermore, fully matriculated students can access their academic requirements via Campus Solutions (PeopleSoft student database system). This is an online platform that tracks a student's academic progress via a degree audit system, so a student can track degree progress in real time (IIC6-07). In addition to the above referenced tools, students may always make an appointment to speak with a counselor.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
With the implementation of California Assembly Bill AB 705, which required colleges to maximize the probability that students will complete college level math and English

requirements in their first year, the College is no longer using an instrument for placement. To comply with AB 705, the District Colleges have adopted the guided and self-placement methods in compliance with California Code of Regulations, Title 5, Section 55522 and Chancellor's Office AB 705 guided and self-placement rules (IIC7-01).

Students are assigned their math and English placement based on their high school performance responses on CCCApply. If students did not answer the high school questions or have graduated from high school more than ten years ago, students are directed to an online Placement Assistant tool, which aligns with CCCApply and state guidelines. Using the same questions and placement logic as CCCApply, students are assigned an English and math course placement upon completing Placement Assistant.

Students who have graduated from a U.S. high school within the past 10 years will receive the placement levels based upon high school performance information that is provided on the application from admission. The college application (CCCApply) will identify English and math courses that students can enroll in using prior high school history. Students will report cumulative, unweighted high school GPA, courses completed, and grades received in English and math courses (CPS-01).

Additionally, students who have graduated from a U.S high school more than 10 years ago, completed the GED or HiSet exam are eligible for Placement Assistant. The Placement Assistant will identify courses that students can enroll in using prior academic history. Students will report cumulative, unweighted high school GPA, courses completed, and grades received in English and math courses. Based on the information reported, students will receive an English and math placement milestone. Students who graduated from a foreign high school should contact the Assessment Center for guidance. The College evaluates placement processes to ensure their consistency and effectiveness. As the process is discussed in detail in Standard I.B.5., the College has implemented a three-year program review cycle occurring in the fall semester to evaluate the effectiveness of practices and tools for the following:

- A&R Program Review (for evaluation of Admissions process)
- Counseling Program Review
- Equitable placement and completion: English and Math validation of practices and improvement plans
- Transfer-level English & math outcomes and persistence analysis (published in spring 2020)

Distance Education

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for distance education courses.

Analysis and Evaluation

San Diego Miramar College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate and is at least age 18 without requiring Scholastic Aptitude Tests. As an open-access institution of higher learning, the College's

admissions policies and practices are consistent with the College mission statement, the California Education Code, the California Code of Regulations, Title 5, and the statewide mission for the California Community Colleges. These policies are printed in the College catalog and posted on the College website (IIC6-01). High school students at the junior or senior level requesting concurrent enrollment may also apply for admission to San Diego Miramar College as "special part-time" students with the permission of and documentation from a parent/guardian and a high school principal (IIC7-02). Effective beginning in 2019, students receive placement recommendations for math and English based on multiple measures, including previous academic history (courses taken and academic performance) and counselor recommendation.

A Placement Assistant tool is also available and is intended for students who have not been placed in English and math yet upon completion of the application process. The online placement assistant tool asks the same questions as those on CCCApply (IIC3-03). The Placement Assistant tool asks the following questions:

1. Did you graduate from high school in the United States?
2. High School Graduation Year
3. High School Cumulative GPA
4. Select the last Math class you passed with a C- or better
5. Select the last English class you passed with a C- or better

In addition, if a student indicates on CCCApply that they are not comfortable speaking and writing in English, they are directed to ELAC Go (IIC3-04), where they will go through a guided self-placement to determine the appropriate level of English or English Language Acquisition (ELAC) class.

The tool offers students a new way to be placed into English and mathematics courses based on self-reported data and is designed to be inclusive for all students no matter the educational history or time from the last completed course. This means that it will be open to those who have not received a diploma and have General Education Development Test (GED) scores, High School Equivalency Diploma (HiSET) scores, California High School Proficiency Examination (CHSPE) scores; or even completed schooling in a foreign country.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The District and College's procedures for classifying, retaining, releasing, and destroying student records fully comply with state and federal law. All permanent records are maintained, backed up nightly, and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Following federal and state law, students must provide a written request to access their records to a third party. Staff are

granted access on a need-to-know basis with the approval of the appropriate manager. All employees must annually acknowledge student records' confidentiality when accessing the student records database. Training on the confidentiality of student records is provided periodically by the Vice Chancellor of Educational Services, who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for releasing student records in all publications and on the District and College websites.

Analysis and Evaluation
San Diego Miramar College and the District maintains student records permanently, securely, and confidentially, providing a secure backup of all files, regardless of the form in which those files are supported. The institution publishes and follows established policies for the release of student records.

The District complies with all state and federal laws and District policies regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a *secured database, including nightly backups and off-site storage*. The District's Student Records policy (IIC8-01) identifies the various classifications of student records and the process for disposition and destruction according to state regulations. Information about the release of student records is published in College catalogs, websites, and District Student website (CPS-01); (IIC8-02).

Secure Storage
The PeopleSoft Campus Solutions application permanently maintains student records, supported by full-page and row-level security, and its secure Oracle database. The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The Oracle database is backed up multiple times during the day, and critical steps in nightly batch processing updates. The daily backups included copies of flat files, program libraries, Financial Aid data, archives, and transaction logs. The data within PeopleSoft, including full operating system files, are backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations.

The PeopleSoft Campus Solutions application is integrated with a records Imaging System provided by ImageSource. It maintains critical document images indexed by the corresponding student identification or course reference numbers. Examples of these images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grades, attendance forms, and various Student Aid Management forms (Financial Aid related). The ImageSource system is on an imaging application server used to scan, save, or search for electronic images and a backend Microsoft SQL Server that stores images on the application

server. The imaging system servers are backed up on high-speed LT06 tape drives every night. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault, like the PeopleSoft Campus Solutions tape backups. These backups would allow the District IT staff to perform a complete server (or entire image system) restore for either server should any server hardware or software fail. Data Center Operations rotates the backup tapes as scheduled using Corodata's secure pickup and delivery services.

Confidentiality
Student record information is in a centralized student information system accessible to users, with approved access throughout the District. Users are granted access based on role and responsibilities and must have the approval of their supervisor. The Vice Chancellor of Educational Services maintains requests for user access per District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information other than data that would otherwise be classified as directory information.

Pre-July 2018, user and department passwords are changed annually. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (IIC84; IIC85). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis.

The Vice Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and the leadership development academies offered by People, Culture, and Technology Services.

Post-July 2018, user passwords conform to a >= 10-character complex password requiring at least 3 of the following: one uppercase letter, one lower case letter, one number, and/or one unique character. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (IIC8-03). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis. The Vice Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and the leadership development academies offered by People, Culture, and Technology Services.

Single Sign-On and Multi-Factor Authentication
Login with complex credentials through the PeopleSoft portal Interaction Hub (IH) allows properly provisioned faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation. The District has leveraged Multi-Factor Authentication before the end of 2022 for all faculty, staff, and students.

Release of Student Records
The release of student records is strictly monitored and enforced per BP 3001 Student Records (IIC8-04) and AP 3001.1 *Student Records, Release, Correction, and Challenge* (IIC8-01). Board Policies and Administrative Procedures comply with the Family Education Rights and Privacy Act

(FERPA) and the California Education Code. The District does not classify any student records information as directory information.

Student Records Classification and Destruction
The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the *Student Records Classification, Retention, Destruction Manual* (IIC8-05) in consultation with the Colleges that contain a listing and classification for all student records. The manual is strictly adhered to and is maintained in the District Student Services office. All Class 1 records are stored electronically, and a backup is stored in an off-site location as described previously. In some cases, the College maintains paper records on campus.

Conclusions on Standard II.C: Student Support Services
As evidenced above, San Diego Miramar College meets this standard. It offers student support services aligned with its mission. Its programs are conducted at levels of quality and rigor appropriate for higher education and are assessed through methods accepted in higher education. The College makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IIC1-01: District Online Faculty Certification Program Webpage
IIC1-02: District Student Services Council Meeting Minutes Webpage
IIC1-03: District Training for Online Students Webpage
IIC2-01: Go 2 Orientation Registration Webpage
IB2-06: Student Services Program Review and Outcomes Assessment Webpage
IIC3-01: District Application Webpage
IIC3-02: District Student Portal Login Webpage
IC1-07: District Class Schedule Webpage
IIC3-03: District Place Assistance Webpage
IIC3-04: District ELAC Assessment Webpage
IIC3-05: District Student Forms and Documents Submission Webpage
IIC3-06: District Student Portal Support Desk Webpage
IIC3-07: District Student Information Hub Webpage
IIC3-08: New Student Counselor Flyer Example
IIC3-09: Transfer Center Workshops Spring 2023
IIC3-10: Disabled Student Support Program and Services Flyer Example
IIC4-01: Board Policy 5700 Intercollegiate Athletics
IIC4-02: Student-Athlete Handbook 2019-2020
IIC4-03: Student Affairs Office Webpage

IIC4-04: Associated Student Government Webpage
IIC4-05: Board Policy 3200 Associated Students Organizations
IIC4-06: Board Policy 5410 Associated Students Elections
IIC4-07: Board Policy 5420 Associated Students Finance
IIC4-08: Student Clubs and Organization Webpage
IIC4-09: Basic Needs Webpage
IIC4-10: Job Placement Services Webpage
IIC4-11: Work-Study Program Webpage
IIC4-12: Board Policy 4300 Field Trips and Excursions
IC8-04: Board Policy 5500 Student Rights, Responsibilities, Campus Safety and Administrative Due Process
IIC4-13: Gender Equity Athletics Compliance Report
IIC5-01: General Counseling Program Review 2021
IIC5-02: College Faculty Appraisal Form-Counselor
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 15
IIC6-01: Admission and Records Webpage
IIC6-02: Guided Pathways Main Webpage
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 15
IIC6-03: District Admissions Webpage
IIC6-04: Board Policy 5010 Admission of College Students
IIC6-05: District Supplemental Application for Special Part-Time or Joint-Diploma
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 26
IIC6-06: Guided Pathways Program Mapper Webpage
IIC6-02: Guided Pathways Main Webpage
IIC6-07: Student Portal Education Planner Page Example
IIC7-01: Business Process for English and Math Placement
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 17
IIC6-01: Admission and Records Webpage
IIC7-02: District High School Information Webpage
IIC3-03: District Place Assistance Webpage
IIC3-04: District ELAC Assessment Webpage
IIC8-01: Administrative Procedure 3000.1 Student Records, Release, Correction and Challenge
CPS-01: San Diego Miramar College Catalog 2021-2022, p. 68
IIC8-02: College Policies and Procedures
IIC8-03: District Confidentiality Acknowledgement Statement
IIC8-04: Board Policy 3001 Student Records
IIC8-01: Administrative Procedure 3000.1 Student Records, Release, Correction and Challenge
IIC8-05: District Records Manual

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. **The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

San Diego Miramar College and the District's People, Culture, and Technology Services (PCTS) Division (formerly known as Human Resources Division) monitors policy compliance in hiring processes and performs initial qualification screening. College Screening Committees thoroughly assess application materials for appropriate credentials and experience. The District is implementing new tools to ensure diversity, equity, inclusion, and accessibility (DEIA) are essential qualifications for all positions, including anonymous screening, DEIA qualification requirements, and DEIA scoring criteria and metrics. The expected outcomes include more diverse and highly qualified applicant pools and new hires best able to serve the institution's student communities' diversity successfully.

Analysis and Evaluation

San Diego Miramar College advertises for personnel with expertise and experience in the specific position and/or discipline, including distance education (DE) as a desirable qualification when it is applicable to the position being advertised. If a desired qualification is a person with DE experience, the hiring committee would be comprised of at least one member with experience/expertise in the area of DE. All new hires are processed through District Human Resources to confirm and clear minimum qualification to ensure District Policies and Procedures are being followed.

Board policies require comprehensive processes for establishing appropriate qualifications; advertising qualifications in vacancy announcements; using committees with diverse perspectives to evaluate qualifications; and requiring verification of degrees and prior work experience before hiring. Administrative Procedure 4001.1 *Personnel Administration*, requires all position qualifications to be approved by the Board of Trustees (IIIA1-01).

Academic qualifications are set by the State Chancellor's Office (relying primarily on the Academic Senate for the California Community Colleges) and applied in compliance with Board Policy 7120 *Recruitment and Hiring* (IIIA1-02), distance education, and Continuing Education. The District uses diverse committees to assess qualifications during screening and interviewing in accordance with AP 4200.1 *Employment of Faculty* (IIIA1-03), which requires faculty with discipline and effective teaching expertise to assess applicants. Job announcements list minimum qualifications, licensure, and certification; related criteria for the discipline; and provide direction on equivalency. Equivalency requests are processed following Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure* (IIIA1-04), as developed by the Academic Senates. Faculty with discipline expertise apply strict criteria to assess education and training equivalent to the required academic degree and preparation. There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency. Qualifications are the same for distance education and face-to-face courses.

Adjunct faculty hiring processes are codified in AP 4200.2 *Employment of Instructional Staff - Adjunct.* Deans and chairs screen applications for program needs and minimum qualifications. The District's People, Culture, and Technology Services (PCTS) Division verifies minimum qualifications and degrees for selected applicants before hire and placement (IIIA1-05).

Classified positions are defined in BP 7230 *Classified Employees*. Job classifications state the duties and responsibilities needed to effectively serve in the assigned area. Minimum qualifications are established based on the education and training necessary for successful job performance. As duties evolve, positions are reviewed and reclassified (IIIA1-06).

Management positions are filled following District procedures in the Management Employees Handbook (IIIA1-07). Minimum qualifications and job requirements are stated in vacancy announcements. College Screening Committees with diverse perspectives and qualifications assess applications and interviews. The college President recommends the candidate for hire to the Chancellor, who presents the individual for approval by the Board of Trustees.

Vacancies are posted online, advertised to diverse communities, on higher education sites, and in niche sources for hard-to-fill disciplines. The District reimburses interviewee travel and relocation costs to attract highly qualified candidates (IIIA1-08); (IIIA1-09).

The hiring processes outlined above demonstrate that the college uses integrity and planning in employing qualified administrators, faculty, and classified professionals. While processes are in place, employee perceptions according to the 2021 District Accreditation Survey-Employees regarding whether criteria for hiring employees are clearly stated and procedures for hiring employees are strictly followed have fallen slightly over the past six years (1% and 5%, respectively) (IIIA1-10). As a result of revisions made to the college governance structure, procedures for appointing hiring committee members were updated to more transparently align

with district processes. Now, the Committee on Committees coordinates which faculty members are assigned to faculty search committees and recommends them to the college president. The department chair initiates the process by asking the chair of the Committee on Committees to solicit faculty members across the college who are interested in serving on a faculty search committee for that department. The chair of the Committee on Committees collects names of interested faculty members for ten business days and then sends the list to the department chair. The department chair and the dean from the instructional area select committee members from that list and a list of self-identified Diversity, Equity, and Inclusion (DEI)/Equity faculty members on file with the President's Office. Inclusion of a DEI/Equity faculty member ensures that the faculty search committee will be comprised of someone who will look at the hiring process with a DEI lens. This current process has been followed for faculty search committees that have been formed since the summer of 2022.

2. **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.**

Evidence of Meeting the Standard

Rigorous qualification standards are consistently applied by the District and College in recruiting, employing, evaluating, and the professional development of faculty. All contract faculty must complete annual professional development activities under the District's Flex program (IIIA2-01). The District has expanded professional development activities focused on cultural sensitivity and humility to improve the quality of instruction and services for students from diverse communities and develop knowledge, skills, and abilities related to DEIA for all faculty. The District is establishing performance criteria for evaluations focused on DEIA principles and equitable success for all student communities.

Analysis and Evaluation

The State Chancellor's Office establishes faculty qualifications. They are applied following Board Policy 7120 *Recruitment and Hiring* (IIIA1-02), including faculty in baccalaureate degree programs, distance education, and College of Continuing Education. Qualifications include knowledge of effective principles and practices in instruction; curriculum development, assessment, and revision; student rights; technical knowledge; and two years of directly related experience. Diverse committees assess qualifications through screening and interviewing following AP 4200.1 *Employment of Faculty* (IIIA1-03). Equivalency requests are processed as described in Standard III.A.1. The District incentivizes faculty to continue education in pursuit of degrees, certification, licensure, and any measures that support lifelong learning and preparation to serve the evolving academic needs of diverse student communities.

Distance education and in-person instruction have the same qualification criteria. Faculty are assigned distance education courses following the collective bargaining agreement. Faculty

assigned to teach distance education must complete the Online Faculty Certification Program (IIC1-01).

Once a faculty position is approved for hiring by the College and District, the College forms a faculty search committee, which determines the hiring criteria and faculty qualifications, including professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Development and review of curriculum are listed as major responsibilities in a position announcement and are often used as a subject for an application screening question. Faculty are important members of the faculty search committees, as they review the applications and are an integral part of the interview process. The committee reviews the applications based on the established hiring criteria, and only those ranking highest during the screening process are invited to interview with the faculty search committee. The top candidates are invited back for a second interview. This interview includes the hiring manager, the College President, and the respective Vice President. The College determines that the faculty selected for a position has the subject matter expertise and requisite skills based on evidence that the candidate presents on their application and during the interview process, as well as through transcripts and references. The College relies on a two-pronged process to verify the qualifications of the applicants and newly-hired personnel: the District validates the transcripts and the College validates the references. For equivalency, evaluation of non-U.S. degrees is required, and the candidate provides this evaluation at their expense. Most faculty interviews also require a sample teaching demonstration which allows the faculty search committee to assess the candidate's knowledge of subject matter and teaching skills. The faculty search committee scores candidates via criteria on a ratings sheet.

The District has several policies in effect to ensure qualified faculty are hired. Faculty search committees have clearly stated criteria for hiring, and the procedures for employment are strictly followed. When hired, faculty may also be assigned to distance education courses at the discretion of their department chairs. Starting in 2020, faculty who are assigned to teach at a distance must complete the District Online Faculty Certification course in Canvas (including dean approval) (IIC1-01). In fact, seventy-eight percent of students that were surveyed are satisfied with the overall quality of instruction at San Diego Miramar College (IIIA2-02).

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Rigorous qualification standards are applied in recruiting, employing, evaluating, and developing administrators. Most management positions require a Master's degree relevant to the area(s) of responsibility. Job descriptions are periodically reviewed for currency with industry trends and best practices. DEIA related performance criteria have been expanded to meet the evolving needs of diverse communities. Professional development is offered in multiple modalities, including support for participation in statewide organizations, local workshops, industry conferences, and through the District's supervisor and management leadership academies.

Analysis and Evaluation
All administrators must meet established qualifications through appropriate education, training, and experience as defined in District Board Policy (BP) 7120, *Recruiting and Hiring* (IIIA1-02). Employees are hired per the advertised position's criteria and procedures. BP 7250 *Educational Administrators* (IIIA3-01) addresses the employment process for academic administrators with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* (IIIA3-02) addresses the employment process for classified supervisors and managers.

Annual performance evaluation and employment contract renewal processes ensure institutional effectiveness and academic quality. The Management Employees Handbook (IIIA1-07) outlines the evaluation and renewal processes. Administrators are incentivized to pursue higher education, licensure, and certification through professional study leave and paid management leave for projects that would enhance performance.

All vacancies are posted online and advertised to diverse communities, on higher education sites, and in niche sources for hard-to-fill disciplines. The District reimburses travel for interviewees and relocation for selected candidates to attract highly qualified candidates (IIIA1-08).

The College ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. An employee search committee utilizes established qualifications and criteria for each position. By using minimum qualifications established by the search committee, only qualified applicants are screened to move on to the interview process. This stage in the process further identifies those who are qualified and eligible for final selection.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
Degree requirements are applied following legal requirements and best practices. Applicants must validate credentials, and employees must be provided with ongoing professional development. DEIA performance requirements are expanded to meet diverse communities' needs. Leadership positions include requirements for organizational leadership expertise.

Employment Services in the District HR Department will initially screen to verify and document that all applicants for contract and adjunct positions possess minimum qualifications. Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position. If Employment Services has determined that an applicant does not meet minimum qualifications

and if that applicant has requested a review for equivalency at the time of application, then the applicant's request for equivalency will be forwarded to and reviewed by the Equivalency Subcommittee of the Screening Committee. Once the committee determines that the applicant meets equivalency, the application shall be included in the balance of the selection process.

Analysis and Evaluation
BP 7120 *Recruitment and* Hiring (IIIA1-02) requires a thorough assessment of academic degrees during the hiring process. Degrees must be from a U.S. accredited institution listed in the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs (IIIA4-01). Applicants must submit official transcripts upon hire. Foreign degrees are evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) (IIIA4-02). Foreign degree evaluation is used to determine if the applicant meets the academic qualifications for the position. Requirements are the same for in-person and distance education assignments. As described in III.A.2., equivalency processes follow requirements outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, as developed by the Academic Senates (IIIA4-03); (IIIA1-04).

The aforementioned equivalency process is dependent upon discipline college faculty, as part of the Equivalency Subcommittee determine equivalency based upon a strict set of criteria (IIIA4-04). Under AP 7211, the governing Board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications."

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
The College and the District's PCTS tracks the completion of evaluations and compliance with processes and criteria from applicable collective bargaining agreements and employee handbooks. Executive managers are notified of delinquent evaluations to ensure prompt resolution. The District is developing expanded criteria for DEIA-related performance criteria to be implemented for all job classifications to ensure the Institution continues to serve diverse student communities successfully in all aspects of its operations.

Analysis and Evaluation
Performance evaluations at the College follow formal policies and procedures, collective bargaining agreements, and employee handbooks. The District PCTS division oversees the coordination and implementation of employee evaluations. Evaluations guide improvement and

increase effectiveness through timely performance feedback and linking criteria to successful performance.

The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as faculty are codified in Article XV - Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement (IIIA5-01) and implemented as part of the evaluation process. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency, and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians; the different forms can be found in Appendix II of the Collective Bargaining Agreement. When areas of concern are identified during an evaluation, evaluation committee members clearly communicate changes that need to be made before the next evaluation cycle. For tenure-track faculty members, if the instructor fails to address these areas one year later, the evaluation committee either provides another improvement plan or recommends that the faculty member separate from the District (depending on which evaluation year is being conducted). This process has been applied recently at the College.

Evaluation procedures for classified professionals are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement (IIIA5-02). Unit members are evaluated using the Performance Appraisal Report Form, which includes a self-appraisal and supervisor/manager appraisal (IIIA5-03).

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook (IIIA5-04), utilizing a standard evaluation instrument and adhering to stated timelines (IIIA5-05).

Management employees are evaluated using a 365-survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook. Surveys include twenty-three elements. The comprehensive evaluation is completed consistent with the guidelines in the Management Employees Handbook (IIIA1-07).

All evaluation policies and procedures include formal processes for timely identification, correcting, and timely monitoring of inadequate performance. Performance improvement plans and reevaluation are used any time performance is determined to fail to meet minimum expectations.

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6. is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The District's Board Policy (BP) 7210 *Academic Employees* requires progress towards 75% of total faculty workload hours taught by full-time faculty as established in the Education Code (IIIA7-01). The College has an existing structure in its governance process in which a Faculty Hiring Priority Committee comprised of faculty and vice presidents evaluate program needs and recommends disciplines where new full-time faculty should be hired to the Academic Senate, confirming the list for advancement to the college President. The Committee assesses program reviews and requests to add faculty positions from an institutional perspective to ensure equitable staffing. PCTS provides an annual analysis to the Chancellor's Cabinet using data from the Full-Time Faculty Obligation Number (FON) Report. The California Code of Regulations, Title 5, Section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the growth in funded credit FTES (IIIA7-02); (IIIA7-03). Qualified faculty are assigned distance education courses appropriate to program and enrollment needs and following collective bargaining agreement requirements.

Analysis and Evaluation

The District as a whole has met its Full-Time Faculty Obligation Number without exception. The District received funding in 2018-2019 and 2021-2022 to add 35 positions. New positions are allocated following program review outcomes and enrollment trends to ensure resources are invested equitably and efficiently.

However, since the FON is calculated as a district, it allows the colleges across the district with a higher number of full-time faculty members to compensate for colleges with a lower number of full-time faculty members. The College's Academic Senate has held numerous discussions on this topic and have approached the District and the Board of Trustees about adequate staffing levels at the College. While the District has begun to address this issue by allocating a larger percentage of new faculty positions to San Diego Miramar College, many feel that the allocation should be greater. Additionally, a mandated position in Counseling has been left unfilled for four years and is only now being filled.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
The institution fully meets its commitment to ensuring all adjunct faculty members are given every opportunity to excel in their role and to support the students by providing orientation, oversight, evaluation, and professional development. Additionally, San Diego Miramar College provides adjunct faculty with numerous opportunities to participate in the life and strategic planning of the institution (IIIA5-01). Please reference Standard II.C.14 for details about the college's professional development opportunities.

Analysis and Evaluation
In alignment with Board Policy 7160 *Professional Development* (IIIA8-01), the College is committed to providing adjunct faculty with the skills and knowledge required to perform competently and hosts orientation meetings for adjunct faculty during flex week each semester (IIIA8-02). Additionally, each school and department coordinate meetings with adjunct faculty to provide support during the semester. These meetings provide adjunct faculty with critical information all faculty need to perform their jobs effectively and to support students. Additionally, adjunct faculty are invited and encouraged to attend college convocation, flex workshops, school wide meetings, equity and planning summits, and department meetings. Flex credit or a form of compensation is offered to faculty who participate in these events. Additionally, faculty are encouraged to apply for institutional funds available from the Professional Development Committee (PDC) (IIIA8-03). The goal of the PDC is to develop and promote a professional development program. It supports the educational mission of the College to include activities that enhance and improve the college atmosphere, cultivate a positive culture on campus, and oversee the disbursement of professional development funds for faculty, classified professionals, and administrators. Part-time faculty can apply for up to $1,000 per academic year to support their professional development goals.

Oversight, evaluation, and professional development are also provided to adjunct faculty as outlined in the AFT collective bargaining agreement, Article XV Evaluation of Faculty, Section 15.1.14 (IIIA5-01). Adjunct faculty are encouraged to participate in convocation, participatory governance, commencement, and college wide summits (e.g., Guided Pathways and Equity) and take an active role in advancing the mission and strategic goals of the College. All adjunct faculty are regularly evaluated by tenured or tenure-track faculty according to an appraisal tool as outlined in the AFT Collective Bargaining Agreement. The supervising manager is responsible for overseeing adjunct evaluations. The manager will assign contract faculty within a specific department to perform the evaluation, which includes class visits. As outlined in the CBA, evaluations will be conducted by a peer evaluator who is a subject matter expert in the appropriate discipline area, as defined in Articles 15.1.7.4. and 15.1.7.5. Contract faculty members who perform more than three evaluations per academic year are provided additional compensation to complete the evaluation process.

During the pandemic, evaluations of adjunct faculty members were suspended for one or more semesters in some departments. As operations have slowly returned to some version of normal, these departments have been performing more evaluations per semester to make up for those lost semesters. Due to low enrollment numbers, some adjunct faculty members who would be

evaluated have not returned, but they will be evaluated if/when they accept a teaching offer in the future.

Due to the pandemic and hybrid/hyflex options, participation in professional development has significantly improved for new and returning adjunct faculty. An increase in FLEX professional development opportunities for all faculty, contract and adjunct, has been critical for driving the improvement. School and department meetings are well attended, and the number of adjunct faculty actively participating in activities involving more complex facets of faculty duties and obligations has increased. Information regarding student learning outcomes, program review, and accreditation is disseminated to all adjunct faculty through email, adjunct orientation, convocation, flex activities, and department meetings. This information is provided with the expectation that they would be evaluated in the future regarding their knowledge and participation in these critical areas of faculty involvement.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The College has policies and practices to determine the appropriate number and qualifications for support personnel. The District supports the college with centralized human resources, facilities, technology, inventory control and distribution, budget and finance, contracts and purchasing, and governance operations. Each operational area is managed by a Vice Chancellor with qualifications established by PCTS and approved by the Board of Trustees. Vice Chancellors develop goals for their areas of responsibility each year in consultation with the Chancellor, aligned with the District's Strategic Plan, and in support of the Board of Trustees and Chancellor's annual goals.

Analysis and Evaluation

Management at the College regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees to ensure staffing levels are sufficient to meet the evolving needs from throughout the District. For example, the Physical Sciences department recently hired an instructional laboratory technician which was identified as a need in their program review (IIIA9-01).

In some areas, administrative staff has been lacking. For example, areas which formerly had two full-time administrative assistants and one part-time administrative assistant were whittled down to only one full-time administrative assistant with a part-time administrative assistant with frequent turnover. As would be expected, turnaround times on paperwork and work quality suffered because the assistant was overwhelmed. During the fall 2022 request cycle, the major stakeholders in this area unanimously agreed that this was the top human resource need in this area.

At a district level, the District offices assess operational areas and identify opportunities to enhance performance. The District utilizes an annual review process to identify where evolving operational needs have changed individual positions' work responsibilities and tasks, and reclassification or reorganization is necessary. The review can be initiated by any employee or manager and is conducted by the PCTS Division in consultation with the appropriate bargaining unit or meet-and-confer representatives. The Chancellor's Cabinet reviews current vacant positions monthly to ensure staffing meets current instruction and service needs (IIIA9-02).

Moreover, District completed a 2023-2030 Strategic Plan (IIIA9-03) and a significant reorganization in 2022 (IIIA9-04). A comprehensive evaluation led the District to combine Human Resources and IT Services Departments, consolidate enterprise services, and create new divisions for institutional effectiveness, development, and entrepreneurship. The reorganization has led to improved network performance, cybersecurity, and a refresh of technology resources at the colleges. Reorganizations of Financial Aid, Admissions and Resources, and Administrative Services were recently completed at the colleges. The District assesses operational areas and identifies opportunities to enhance performance. In an effort to fully align across the district, reorganizations of Financial Aid, Admissions and Resources, and Administrative Services were also recently completed at each of the colleges

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

With the focus on the institution's Mission Statement and Strategic Plan Goals, the number of qualified administrators who represent their respective areas ensures the institution is well positioned to provide effective leadership and continuity. Funding and ultimately Board approval determines staffing numbers. The procedure for succession planning when managers or administrators leave the College includes regular review of current administrative staffing levels by the executive leadership within the Chancellor's Cabinet.

The College's administrators consist of the College President, three Vice Presidents, eight Deans, two Associate Deans, and five Directors. The management team meets weekly as a President's Cabinet and deans meet regularly during Deans' Council. The management team meets regularly to discuss pressing issues affecting the overall effectiveness of the institution. Reporting directly to the President, there is a Dean of Planning, Research, Institutional Effectiveness and Library, and an Associate Dean of Academic Success and Integrated Support Services. The Vice Presidents oversee three critical areas of the College: Instruction, Student Services, and Administrative Services. Each school within the College is represented by a dean. These deans oversee each of their school's respective programs and service areas. Additionally, in Instruction, there is one Associate Dean who oversees Strong Workforce. There are three Student Services Deans who represent Student Affairs, Student Development, and Enrollment Services. Additionally, in Student Services, there are two Directors who oversee Admissions and Financial Aid. In Administrative Services there is a Director of Administrative Services, Director

of College Technology, and a Director of College Facilities and Operations. One Associate Dean oversees Equity. Please reference the Organization Information section of this report as evidence.

Analysis and Evaluation
San Diego Miramar College maintains a sufficient number of administrators to effectively support its mission and goals. Vacancies from the Management and Supervisory units are reviewed and approved for replacement by the Executive Cabinet. This process allows the college to evaluate the vacancy against current institutional needs. As an example, the Student Services division recently went through a re-organization that established a Director of Admissions, Director of Financial Aid, and Director of Enrollment Services. This reorganization prepared the College to address strategic enrollment management in the post-pandemic era, the Student Services Division has identified structural changes that could help to strengthen communication and collaboration among the offices that provide direct support for outreach and enrollment services. This reorganization also allowed for increased workload balance among the existing management team by creating a third dean position within the Student Services Division.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
San Diego Miramar College's website is linked to the San Diego Community College District website which it makes publicly available, online, all personnel policies and procedures (IC5-10). Notices are provided to employees regarding how to access personnel policies and procedures through the District Office of Human Resources and through the integrated District and College participatory governance process.

District executive managers are responsible for ensuring timely and systematic review and updating of policies and procedures, equitable application, and resolving concerns. The Chancellor holds managers accountable for successful performance in these areas. The District has implemented a process to align all policies and procedures with the Community College League of California system. It continues to progress as periodic reviews of policies in each category are completed. In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the College by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District makes every effort to administer its personnel procedures equitably and consistently.

Analysis and Evaluation
Policies and procedures are developed and updated by PCTS in compliance with evolving laws, regulations, and best practices for efficient, effective, and equitable personnel operations. Chancellor's Cabinet reviews policies and procedures, the District Governance Council (the highest level of participatory governance with representation from each Academic Senate,

Classified Senate, collective bargaining unit, and student government), and the Board of Trustees. The Board of Trustees must approve all policies.

Policies and procedures are posted on the District's website for review by the public. Revisions are communicated to the college through the Academic and Classified Senates and the District's Governance Council. The Vice Chancellor of PCTS periodically sends updates to all employees highlighting various personnel policies and procedures.

Board Policy 3410 *Nondiscrimination* (IIIA11-01) and Administrative Procedure 3410 *Nondiscrimination* (IIIA11-02) require equity in operations, employment, and personnel matters. The District provides periodic training to managers and supervisors on the appropriate and equitable application of personnel policies and procedures. Board Policy 3430 *Prohibition of Harassment* (IIIA11-03) and Administrative Procedure 3435 *Discrimination and Harassment Investigations* (IIIA11-04) ensure faculty and staff can address concerns timely and formally. Grievance procedures in the collective bargaining agreements and employee handbooks further ensure accountability for fair and consistent administration of policies and procedures (IIIA11-05).

San Diego Miramar College ensures that it administers its personnel policies consistently by following District policies and procedures. Oversight and adherence to these policies and procedures is the responsibility of the College's management team and the College's Business Office.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

San Diego Miramar College and the District Legal Services/Equal Employment Opportunity (EEO) & Diversity Office are committed to employing qualified administrators, faculty, and classified professionals who are dedicated to the success of all students and are in alignment with District BP 3420 *Equal Employment Opportunity* (IIIA12-01). The College and the District regularly assess employment equity and diversity, including employee ethnicity and gender diversity. The District's Fact Book publishes diversity data annually. The Chancellor's Cabinet reviews staff diversity data for the college quarterly. Diversity data and outcomes are presented to the Board of Trustees annually.

College Site Compliance Officers provide EEO & Diversity Training for screening committees. Per the District's EEO Plan, training is mandatory for screening committee members. The training provides information on EEO requirements, anti-discrimination laws, District policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognition bias.

Analysis and Evaluation

San Diego Miramar College and the District have personnel policies that support diversity and equity and other formal statements of the institution's commitment to diversity and/or equity (IIIA12-02). The Leading Equity Anti-Racism and Diversity (LEAD) Office drives the College's efforts in this area by supporting programs that celebrate equity, diversity, and inclusion. The current draft of the College's 2022-2025 Student Equity Plan identifies disproportionately impacted representation in faculty, classified professionals, and administrators as a barrier to equity (IB6-08) and is working to tie that to the College's Strategic Goal #5, Direction 3.3. that looks at the recruitment, screening, and retention of employees from an equity-minded perspective. Additionally, when a hiring committee is formed, the department chair and the dean from the instructional area selects at least one committee member from a list of self-identified DEI/Equity faculty members on file with the President's Office. Inclusion of a DEI/Equity faculty member ensures that the faculty search committee will be comprised of someone who will look at the hiring process with a diversity, equity, and inclusion lens. Examples of programming and services to support the College's diverse community include FLEX workshops and the District's Employee Assistance Program (IIIA12-03). The College also offers programs, workshops, and staff development through campus instructional improvement (FLEX) events and college specific offerings (IIIA12-04).

Additionally, the College has an active governance committee, IDEA (Inclusion, Diversity, Equity and Anti-Racism) Committee, which includes diverse membership from all constituency groups. The committee is committed to promoting understanding, engagement, and appreciation throughout the College and District for all aspects of DEI. The IDEA Committee meets twice per month and members report to each constituency group. The committee supports the diverse personnel by providing a variety of educational and cultural events on campus.

The District's 2022 employee diversity analysis shows the District and the College have a highly diverse workforce, with more than 50% of employees identifying with a community of color. The District and the College continue to prioritize a broad employment marketing campaign to encourage applicants to be well-prepared to successfully serve the diversity of its student communities. Challenges persist in disciplines where systemic discrimination in employment has limited opportunities for individuals from communities of color, women and non-binary individuals, LGBTQIA+ communities, individuals with disabilities, and others. Revisions to application and screening procedures, such as anonymous application screening, are expected to improve employment equity and diversity within the District and the College.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District and the College attempt to proactively foster a culture of mutual respect and ethical conduct through training. Professional development workshops, including *Workplace Ethics and MEET on Common Ground: Respect in the Workplace*, are conducted periodically for all employees. Violations are addressed promptly through appropriate investigation and discipline.

San Diego Miramar College follows District policy and procedure for ethics violations. Formal reporting and tracking of all complaints are handled confidentially by the institution's Site Compliance Officer (SCO) and overseen by the District EEO office. This ensures thorough and objective investigations are completed in a timely manner. Additionally, the District's Title IX Coordinator and Title IX Investigator are supported by Title IX training to include the role of Board of Trustees in processes; understanding institutional liability; and requirements to prevent and end discrimination and harassment based on gender supporting professional ethics for all personnel.

Analysis and Evaluation

The District and the College have adopted Board Policy (BP) and Administrative Procedure (AP) 7800 *Conflict of Interest* (IIIA13-01); (IIIA13-02), which identifies actions conflicting with an employee's duties and require action by supervisory/management personnel. BP 7150 *Civility and Mutual Respect* (IIIA13-03) describes unacceptable and unethical behavior. The AFT Guild College Faculty Agreement, Appendix I, includes a code of Professional Ethics specific to all faculty members. BP 2715 *Code of Ethics/Standard of Practice* (IIIA13-04) addresses conducted by the Board of Trustees. An EEO Representative is assigned to each screening committee to ensure members engage in accordance with appropriate professional and ethical standards. The college has a rich history of supporting professional ethics among all its personnel. Violations of the District's ethics policy are addressed through the disciplinary process following the applicable collective bargaining agreement or employee handbook. Infractions are subject to progressive discipline up to termination.

Professional ethics are also integrated into the District's hiring processes. All members of the screening committee must be EEO certified and have taken EEO training within the past three years (checked by screening committee chairs and verified by District Human Resources). Additionally, an EEO Representative must be requested and subsequently appointed to all screening committees. The EEO Representative is responsible for ensuring that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards (IIIA13-05).

The College follows the District's written policies for professional ethics. The Site Compliance Officer is trained by the District and adheres to the same high standards that the District follows. Complaints of harassment, ethical lapses, and EEO violations are promptly addressed with contact of all parties and a thorough investigation. Oversight for this position is provided by the District's EEO office.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College and District offer many opportunities for professional development. The College has a dedicated Canvas page that houses information about professional development opportunities. These opportunities include self-paced "academies" which allow personnel to learn about specific topics (in areas such as teaching and learning; equity, inclusion, and anti-racism; and student engagement, among others) as well as courses and events available from other organizations (IIIA14-01); (IIIA14-02). Travel requests for participation in a professional development opportunity are reviewed by the Professional Development Committee to ensure that the activity is in line with the College's Mission Statement and/or Strategic Goals and that beneficial outcomes and deliverables have been identified (IIIA8-03). Overall results of survey instruments for professional development indicate employee satisfaction with the opportunities for professional development and employees feel they stay current in their fields of expertise (IIIA1-10).

Analysis and Evaluation

The College offers and supports an array of professional development programs, in alignment with its mission and Board Policy (BP) 7160 *Professional Development* (IIIA8-01). Some of these professional development opportunities are offered through either the District or the College. For instance, leadership academies, new faculty mentor programs, faculty sabbatical programs, and instructional improvement (*e.g.*, FLEX) opportunities are all examples of professional development opportunities (IIIA12-04). The College's FLEX Coordinator sends emails announcing FLEX opportunities. The College identifies the teaching and learning needs of its faculty and other personnel through an array of avenues such as collaborations between the Academic Senate, Classified Senate, and the District's Professional Development department. Additionally, the Professional Development Coordinator provides recommendations for activities and facilitates a variety of online and in-person events for the college community. FLEX activities focused on teaching and learning needs are held periodically, and additional information, including ideas for FLEX credit and instructional improvement activities, can be found on the College's FLEX webpage. Adjuncts are also informed of FLEX opportunities and obligations during adjunct orientation each semester and on the website (IIIA14-03). FLEX survey tools allow the College to engage in meaningful evaluation of professional development activities, including the impact of teaching and learning and any necessary improvements (IIIA14-04).

Professional development is also offered through various programs by the District. Employees may request leaves of absence for professional training. District Leadership Academies offer training in communication, self-management, leadership, team building, priority management, DEIA, conflict resolution, ethics, strategic thinking and planning, and performance management. Academies are offered for Management, Supervisors, Classified Professionals, and Faculty. Over 500 employees have completed the academies and provided feedback to inform the evolution of the curriculum. The Leadership Academy Mentoring Program provides ongoing professional development. Training is available to all employees online through the Cornerstone platform, which includes all Vision Resource Center content. The District uses Keenan SafeColleges to provide OSHA-approved safety, interpersonal and work-related, sexual harassment prevention,

and other courses. Employees are offered tuition reimbursement and educational incentives for completing higher education courses.

Another example is the San Diego Community College District Online Learning Pathways (SDOLP) workshops in online pedagogy and technology. The SDOLP works with College to develop these campus-based workshops and holds an annual summit for faculty training. SDOLP surveys faculty at the end of each workshop and summit to determine the professional development needs of its personnel involved in distance education (DE).

In addition to training sponsored by the District and Chancellors Office (e.g., Vision Resource Center), staff are offered a tuition reimbursement program as well as educational incentives for completing higher education courses. Faculty are offered sabbatical leave to enhance discipline-related knowledge. Faculty may seek Professional Development through Travel and Conferences under Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the Agreement. Article VIII, Section A4.3 includes salary increases for completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.

The District and the College continue to invest significant resources in professional development. Employees in all classifications are incentivized to participate. The District allocates travel funds for faculty professional development through its Campus Allocation Model (IIIA14-05). The College's Budget and Resource Development Subcommittee (BRDS) allocates funds to the Professional Development Committee for college wide and supervisor professional development activities (IIIA14-06). The California School Employee Professional (CSEP) Block Grant is allocated to the Professional Development Committee for classified professional development (IIIA14-07).

Finally, recent turnover in the District's People, Culture, and Technology Services (PCTS) Division has resulted in the hiring of a District Professional Development Analyst to coordinate the programs. Revised leadership academies will begin in the fall of 2023, and a two-year cultural sensitivity and humility training series will begin in the spring of 2023.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The District and the College have a well-established security system for personnel files and records that protects employees from unauthorized disclosure of personal information. The District recently added encryption for computers, email, and file transfers to protect digital records from unauthorized access. Administrators are responsible for the security and confidentiality of personnel records.

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), (IIIA15-01); (IIIA15-02), every employee has a right to inspect their individual personnel records

in accordance with Article XX, Article IV, and Chapter II of the bargaining agreements for faculty, supervisors/administrators, and classified professionals, respectively (IIIA5-01); (IIIA5-02); (IIIA5-04). In addition, employees have a right to be notified of and to review and comment on information that is added to their permanent personnel file. Official personnel records are kept secured and confidential within the PCTS Division. With the exception of Faculty, Administrator, Supervisor, and Classified evaluation files, there are no official records kept at the campus. There is strong evidence that all records are kept secure by the District and the College at all times as described in the analysis section below.

Analysis and Evaluation

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for securing the District's personnel records in the Payroll Office of the PCTS Division. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and with those with a need access to such information. The personnel file room is open to Human Resources/Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the workweek and remains locked during all other times.

Following California Education Code (§87031) and California Labor Code (§1198.5), employees may inspect personnel records, which are secure within PCTS with restricted access. Digital records are maintained on the District's private network, with access limited to staff with an operational need, and may be accessed during open office hours. Faculty evaluations are kept secure in the College's Office of the Vice President of Instruction. Access to evaluation files is controlled by VPI staff. Access to non-tenured faculty evaluation materials is limited to the Faculty Evaluations Coordinator, evaluation committee members, Tenure Promotion Review Committee members, appropriate Vice President, and the College President. Access to tenured faculty evaluation materials is limited to the Faculty Evaluation Coordinator, evaluation committee members, appropriate Vice President, and College President. Administrator evaluations are kept on file in the Business Office. Supervisor and Classified evaluations, are kept on file in the Business Office or locally in the office of their direct supervisor/manager. A notification of the completion of these evaluations is completed and submitted to the Business Office.

Conclusions on Standard III.A: Human Resources

District and College HR processes are well-established and ensure consistent compliance with policies, procedures, and legal requirements. Current efforts are focused on converting to the Community College League or California (CCLC) policy organization structure and embedding DEIA qualifications and performance criteria into all aspects of personnel administration.

With the exceptions of Standards III.A.7. and III.A.9., San Diego Miramar College meets this standard. As described above, the College employs faculty members and administrators who hold degrees from accredited institutions and possess the requisite knowledge skills for their

positions. Classified Professionals also have the requisite skills for their duties. Regular evaluations of all personnel are performed to ensure that high standards are met throughout the college. Adjunct faculty members are evaluated after being initially hired, and efforts to integrate them into the institution occur at the department, school, and college levels. To improve individuals and the College as a whole, professional development opportunities are offered. San Diego Miramar College supports diversity and equity, follows established personnel policies, and adheres to a code of professional ethics. Lastly, all personnel records are kept confidentially in secure locations.

Improvement Plan(s)

Staffing levels for faculty and classified professionals had been identified as being inadequate within the College previously, and this self-evaluation of the College's human resources brought these issues into sharper focus. Coming out of the pandemic, the College must determine if it is size appropriate and take steps to either acquire the additional human resources necessary or strategically offer services based on the number of staff it currently employs. Specifically, improvement plans are identified for Standards III.A.7. and III.A.9.:

III.A.7.: Continue to work with the District to ensure funding for adequate faculty staffing levels or strategically allocate resources to support instructional programs that are size appropriate.

III.A.9.: Continue to work with the District to ensure funding for adequate classified professional staffing levels or strategically allocate resources to support campus operations that are size appropriate.

Evidence List

IIIA1-01: Administrative Procedure 4001.1 Personnel Administration
IIIA1-02: Board Policy 7120 Recruitment and Hiring
IIIA1-03: Administrative Procedure 4200.1 Employment of College Faculty
IIIA1-04: Administrative Procedure 7211 Equivalency Determination Procedure
IIIA1-05: Administrative Procedure 4200.2 Employment of Instructional Staff - Adjunct
IIIA1-06: Board Policy 7230 Classified Employees
IIIA1-07: District Management Employees Handbook
IIIA1-08: District Employment Opportunities Webpage
IIIA1-09: District Employment Informational Webpage
IIIA1-10: District Accreditation Employees Survey-Miramar Report, p. 23
IIIA2-01: 2021-2022 Instructional Improvement Handbook
IIIA1-02: Board Policy 7120 Recruitment and Hiring
IIIA1-03: Administrative Procedure 4200.1 Employment of College Faculty
IIC1-01: District Online Faculty Certification Program Webpage
IIIA2-02: District Accreditation Student Survey-Miramar Report, p. 14
IIIA1-02: Board Policy 7120 Recruitment and Hiring
IIIA3-01: Board Policy 7250 Educational Administrators
IIIA3-02: Board Policy 7260 Classified Supervisors and Managers

IIIA1-07: District Management Employees Handbook
IIIA1-08: District Employment Opportunities Webpage
IIIA1-02: Board Policy 7120 Recruitment and Hiring
IIIA4-01: USDE Database of Accredited Postsecondary Institutions and Programs Webpage
IIIA4-02: National Association of Credential Evaluation Services Webpage
IIIA4-03: Barclays Official California Code of Regulations
IIIA1-04: Administrative Procedure 7211 Equivalency Determination Procedure
IIIA4-04: Education Code Section 87359
IIIA5-01: District Faculty Collective Bargaining Agreement-Article XV
IIIA5-02: District Classified Professionals Collective Bargaining Agreement
IIIA5-03: Performance Appraisal Report Form – Classified Professionals
IIIA5-04: District Supervisory and Professional Administrators Handbook
IIIA5-05: Supervisory and Professional Administrators Association Evaluation Process
IIIA1-07: District Management Employees Handbook
IIIA7-01: Board Policy 7210 Academic Employees
IIIA7-02: Board of Trustees Agenda Faculty Obligation Number (FON) Agenda Item
IIIA7-03: Fall 2021 FON Compliance Reporting
IIIA5-01: District Faculty Collective Bargaining Agreement-Article XV
IIIA8-01: Board Policy 7160 Professional Development
IIIA8-02: Adjunct Faculty Orientation Event Agenda
IIIA8-03: Professional Development Request Form
IIIA5-01: District Faculty Collective Bargaining Agreement-Article XV
IIIA9-01: Physical Science Program Review Hiring Need Example
IIIA9-02: Reclassification Window Email Example
IIIA9-03: District Strategic Plan 2023-2030
IIIA9-04: District Office Reorganization Board Presentation
IC5-10: District Board Policies and Administrative Procedures Webpage
IIIA11-01: Board Policy 3410 Nondiscrimination
IIIA11-02: Administrative Procedure 3410 Nondiscrimination
IIIA11-03: Board Policy 3430 Prohibition of Harassment
IIIA11-04: Administrative Procedure 3430 Prohibition of Harassment
IIIA11-05: District Collective Bargaining Agreement Webpage
IIIA12-01: Board Policy 3420 Equal Employment Opportunity
IIIA12-02: Leading Equity Anti-Racism and Diversity Webpage
IB6-08: 2022-2025 Student Equity Plan
IIIA12-03: Employee Assistance Plan Services Overview
IIIA12-04: FLEX Schedule Example
IIIA13-01: Board Policy 7800 Employee Conflict of Interest
IIIA13-02: Administrative Procedure 7800 Employee Conflict of Interest
IIIA13-03: Board Policy 7150 Civility and Mutual Respect
IIIA13-04: Board Policy 2715 Code of Ethics-Standards of Practice
IIIA13-05: EEO Representative Request Form
IIIA14-01: Canvas Shell Professional Development Academies Information
IIIA14-02: Canvas Shell Professional Development Opportunities Information

IIIA8-03: Professional Development Request Form
IIIA1-10: District Accreditation Employees Survey-Miramar Report, p. 23
IIIA8-01: Board Policy 7160 Professional Development
IIIA12-04: FLEX Schedule Example
IIIA14-03: FLEX Guidelines Webpage
IIIA14-04: FLEX Survey Results Fall 2021
IIIA14-05: Campus Allocation Model Professional Development Budget 2022-2023
IIIA14-06: Budget and Resource Development Subcommittee Professional Development Allocation 2022-2023
IIIA14-07: California School Employee Professional Block Grant Allocation
IIIA15-01: Education Code Section 87031
IIIA15-02: Labor Code Section 1198.5
IIIA5-01: District Faculty Collective Bargaining Agreement-Article XV
IIIA5-02: District Classified Professionals Collective Bargaining Agreement
IIIA5-04: District Supervisory and Professional Administrators Handbook

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District ensures that all institutions have safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities, including distance education. They are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. Fiscal resources and the allocation of campus police resources are leveraged most effectively.

As a result of governance restructure efforts, the college combined the Safety Committee with the Facility Committee. The new committee, Facilities, Health, and Safety Committee meets once a month and is charged with reviewing college wide facility improvements and health and safety items.

Analysis and Evaluation

The Management Services Council serves as the forum where Districtwide staff meets to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements.

The district wide security plan and annual safety report identify measurable metrics, processes, and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision-makers to evaluate information and make decisions that will facilitate the best allocation of resources (IIIB1-01).

The District safety website is a comprehensive plan developed to standardize the safety plans across the District that address District requirements and the unique activities at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan identifies the requirements necessary for an effective plan so that resources can be appropriately allocated. The District Safety Coordinator oversees this website (IIIB1-02).

Megamation, the automated work order process employed throughout the District, provides faculty and staff with a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety and ensure proper resources are always allocated to these issues (IIIB1-03).

The annual inspection process for District offsite locations was implemented this year and provided a documented site visit to the active offsite locations (IIIB1-04).

The District ensures that all facilities are safe and sufficient for students, staff, and administrators. The District regularly evaluates the effectiveness of college and district physical resources.

The College's Facilities, Health, and Safety Committee has a standing agenda item to review all Accident, Injury, and Illness reports. The committee evaluates the cause of accidents, injury, or illness and makes recommendation to mitigate future incidents. The committee members, while appointed by constituency leaders, has a broad representation from across the campus. The membership includes representatives from Student Health, Facilities, laboratory personnel, Student Services, Instruction, and students. The committee is co-chaired by the Vice President of Administrative Services and an appointed faculty member. All three vice presidents are appointed by position to ensure the broadest participation and input.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District constantly assesses the physical resources necessary to accomplish its educational mission. This includes support for all modalities, including distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing, and replacement of physical resources. The assessment looks at facilities, equipment, land, and other assets in a manner that assures effective utilization and the continued quality necessary to support the District's services and programs to achieve its educational mission. The bond program has delayed the need for a comprehensive replacement plan because the bond provided new equipment throughout the District. As this equipment ages, the District is formalizing a more sustainable equipment replacement strategy.

Analysis and Evaluation

As discussed in Standard III.B.1., the District uses various plans and procedures to assure effective use and continued quality of its physical resources. In addition, the district has the following plans and programs to ensure its physical resources achieve its mission, and support its programs and services in each of its colleges.

The state-scheduled maintenance program allocates state resources to scheduled maintenance requirements levied by the District. Each year, the District submits a list of scheduled maintenance projects to the State Chancellor's Office that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled

maintenance efforts. Though these resources are limited, the District successfully provides the proper resource allocations to maintain and replace assets as required.

The Operations and Maintenance Outlook document is updated annually, and projects future operational costs based on assigned parameters that ensure the District gets the best value for its allocated resources. The District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating programs. This is most evident in the analysis of custodial staffing levels.

The District Equipment Replacement Plan is in its early development stage. The immediate funding available to support equipment replacement has been one-time money from the state, allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process.

The District has a process in place to ensure its physical resources are maintained or updated as needed to support the District's programs and services.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The District is a complex and dynamic organization. To ensure the accomplishment of its educational mission, the District uses data-driven tools to provide critical information to decision-makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities, including distance education and all levels of courses taught.

The College utilizes a strategic facility planning process to guide its allocation of physical resources. The Facilities, Health, and Safety Committee guides facility planning with recommendations to College Council. In addition to this macro view, the Facilities, Health, and Safety Committee reviews and makes recommendation for out-of-cycle facility renovations and minor improvements. Resources and planning for equipment are allocated through the Budget and Resource Development Subcommittee.

Analysis and Evaluation

Details for this standard are outlined in Standards III.B.1. and III.B.2., respectively, which speak to the Management Services Council, automated work order process, state scheduled maintenance program, and the operations and maintenance outlook.

In 2022, the College, through the Facilities, Health, and Safety Committee, published the new strategic facility plan titled Miramar College Facilities Path to 2035. This strategic planning process was collaborative and included college wide input. There were multiple discipline

specific meetings as well as interdisciplinary and community forums to gather data in input to create the new facility strategic plan. The District Board of Trustees adopted this new strategic plan in May 2022.

The College's Facilities, Health, and Safety Committee also leads the campus through out-of-cycle facility renovations and minor improvements. Most recently, the college has renovated an underutilized space to create a new Veteran's Resource Center. Shortly after its completion, the college received additional funding and is now planning phase two of the renovation, which will include new space for the Honors Program.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District utilizes a facility plan to help guide resource allocation. This includes support for all modalities, including distance education. The facilities plan, when coupled with the individual campus strategic plans, provides a framework for long-range capital planning. Once an agreed-upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related costs so an informed decision can be made. The Board of Trustees, through its Sustainability Policy, promotes this type of sustainable activity by examining the following:

Purchase Cost + Maintenance Cost + Hidden Cost = Actual Cost
Some of the hidden costs are listed below:

- Acquisition costs: the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something
- Upgrade/Enhancement/Refurbishing costs
- Operating costs: for example, human (operator) labor or energy/fuel costs
- Change management costs: costs of user orientation, user training, and workflow/process change design and implementation
- Financing costs: loan interest and loan origination fees
- Depreciation expense tax savings (a negative cost)

Additionally, long-term planning and the allocation of physical resources are compared to the sustainability goals established by the District.

Analysis and Evaluation

When making decisions about facilities and equipment, the District considers the "total cost of ownership" to function in a fiscally responsible manner. The District further assesses the effectiveness of long-range capital planning in advancing the District's improvement goals through the facilities planning process.

Conclusions on Standard III.B: Physical Resources

As evidenced above, San Diego Miramar College meets this standard. Facilities planning and budgeting at the College are integrated with the District planning and budgeting processes. These efforts include building projects as well as ongoing maintenance. Challenges include the age of facilities and increasing construction costs. Another challenge is limited expansion opportunities. This means that the College must strategically use space and consider alternative options, such as renovating existing buildings or building up instead of out. District's facilities planning process considers these factors and allows for planning and decision-making to assure access, safety, positive learning, and a working environment.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

IIIB1-01: District Annual Security Report 2019-2021
IIIB1-02: District Police Department Webpage
IIIB1-03: District Facilities Services Reaction Time Priority Matrix
IIIB1-04: District Off-Campus Site Visitation Record

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology in the District is a critical component of multiple aspects of teaching, learning, and student support, as well as the foundation and infrastructure for all administrative and business operations throughout the District. As a multi-College District serving multiple campuses and locations throughout the City of San Diego, there are aspects of technology centralized to the District Office's Information Technology Services department and others decentralized to the Colleges' Information Technology areas. Technology-related services, hardware, and software are regularly evaluated, upgraded, and maintained through both District wide process and efforts are being made at the individual campus level in order to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

District services operate under the umbrella of the District Information Technology (IT) Director, and campus technology services operate under the Administrative Services division. The two departments are broadly categorized as "Administrative Computing Support" and "Instructional Computing Support", respectively.

Analysis and Evaluation

The Colleges support the teaching and learning technology service-related needs of the academic programs at each institution, with the District's IT department providing Districtwide network infrastructure, hardware and software, telephone operations, data center, and "helpdesk" services to all four Colleges in addition to being responsible for the District Office's various locations. The District IT department is also responsible for the Districtwide library system and web servers, the administrative ERP (Enterprise Resource Planning) system's hardware and software configuration, installation and maintenance, and the standards for all technology software and hardware used throughout the District. The current District Technology Replacement Plan's priority is server upgrades, which require a comprehensive evaluation of the various physical and virtual servers within the District.

The District provides district wide software licensing for many essential and commonly used software packages such as the Adobe suite and Microsoft Office, as well as other essential Enterprise products such as Antivirus tools.

The District participates in the Systemwide Technology Access Collaborative for California Community Colleges' license agreement for the Canvas learning management system and the faculty, student Help Desk Service Agreement, InCommon Secure Services, and Zoom video conferencing.

The District assures a robust and secure technical infrastructure for distance education (DE) classes through cloud-managed hosting with Canvas. Canvas uses redundant Amazon Web Services to provide highly available, robust services. The technical infrastructure is evaluated and maintained by Canvas. Reliability and support of the resources are monitored and provided through a 24/7 Canvas Help Desk phone, email, and chat services. District students, faculty, and classified professionals have access to support services. Canvas also schedules security maintenance adhering to ISO 27001 (IIIC1-01). In addition, other technological resources are subscribed to, and the vendor sites maintain the services. A list of district wide technology available to the Colleges and terms of subscription are posted publicly (IIIC1-02).

District Online Learning Pathways archives courses for three academic years. Archives are kept on backup Amazon Web Servers with redundancy across the United States and are accessible by written request by authorized personnel. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA), and only selected data is uploaded to the server. Student information is not archived.

All student records are secured by multiple technologies, including firewalls installed on local servers. The student and course data are refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Canvas system. In addition, the District IT department and the College IT areas ensure all campus computers can connect to the Canvas data centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high-speed internet access. All the systems are monitored daily for reliability and bandwidth capacity.

The District does not provide “Personally Identifiable Information (PII)” data for students to the Canvas system. Only the student-assigned District ID is provided and matched along with course reference number information to build Canvas course rosters. The instructor of record manages the coursework in Canvas and is responsible for inputting attendance and grade information into the District’s administrative Enterprise Resource Planning (ERP) system.

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting. It is funded by a general maintenance budget to maintain and refresh technology every five years (IIIC1-03).

District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. This data is shared with the Colleges and District planning groups to ensure resources are efficiently and effectively expended. District IT also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed monthly to determine trends in equipment failures and support service challenges.

Several Districtwide advisory committees ensure compliance with standards related to technology and acquisition, particularly regarding technology equipment, applications, and support services bid documents through Requests for Proposals (RFPs). The advisory committees

serve as a resource to the District's Director of Information Technology Services to solicit input from the Colleges regarding network and technology infrastructure capacity to ensure the District can support the academic and administrative program needs of the College's IT services. The advisory committees also serve as an informal information-sharing opportunity with regard to information technology to ensure standards are established and adhered to district wide. RFPs communicate the District's equipment and construction standards to which vendors need to bid on or be in compliance with their bids, solution designs, and installations. The construction standards related to technology are addressed in construction-related RFPs for new and existing buildings to ensure compliance with standards.

Examples of District IT department-supported systems are:

- Administrative Enterprise Resource Planning (ERP) Systems (Student System including Financial Aid, Finance, PCTS, and Payroll
- Campus-based local area networks (LAN)
- Internet and Intranet Security Systems
- Communications Infrastructure (Internet, Intranet, District phone system, Voice Mail, and emergency communication systems)
- District Web Services (Campus websites and portals)
- Remote Access Services
- Student, Course, and Instructor data for the Canvas learning management system
- Building Communications and Audio-Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget. Major system replacements are capital budget project requests, funded through the District Office's Districtwide budget prioritization process.

The District takes steps to provide for Disaster recovery through multiple means, such as providing for redundant power (e.g., the District Data Center provides both UPS and Diesel generator power backups), and District data is regularly backed up to tape and stored both on-site and off-site.

At the college level, planning begins with the annual Program Review process, where departments identify upcoming technology needs, whereas available resources can address priorities (IIIC1-04). There are provisions for reliability, disaster recovery, privacy, and security, when considering the College's technology needs. Provisions for disaster recovery/security are discussed in Standard III.C.3.

The College strives to meet technology needs through both governance and operational processes. Needs are assessed across campus during the annual Program Review process, where each instructional or service department identifies needs which are compiled as "Requests for Funding (RFFs)". This information is vetted through the Budget & Resource Development Subcommittee (BRDS), which recommends the allocation of various funds based upon the program review process (IIIC1-05). The college's Instructional Computing Support

Supervisor is a defined member of the BRDS Committee to ensure technology needs can be assessed with a comprehensive viewpoint. Additionally, BRDS vets all technology requests from Program Review through the campus Technology Committee for review (IIIC1-06). Moving forward, the college will make efforts to strengthen communication of resource requests (e.g., technology) and their status. To ensure better integration with District IT, the College's Technology Committee has defined a position for the District IT director (or designee).

These departmental needs are consolidated and prioritized for each school/operational area. The requests are sent to BRDS, followed by the Technology Committee for further review and prioritization. Generally, the Technology Committee does not reprioritize most requests. However, it looks for areas that can be handled with existing equipment/services, consolidates requests to avoid making many small purchases, and ensures standards are being adhered to where possible. This updated prioritization is then formally proposed as a recommendation to the BRDS Committee. Both the Audiovisual and Instructional Computing Support departments provide input into the prioritization.

In addition to the formal processes outlined above, BRDS maintains an emergency fund to handle unplanned events. Not all funds go through the BRDS process. Individual departments and schools have their own discretionary budgets which may be used as deemed necessary by the department/school administrator without utilizing the BRDS process. Campus wide technology support departments routinely plan for technology upgrades via both internal and BRDS processes (IIIC1-07). Other examples of funds that can be used independently of the BRDS process would be grant funds which are already very specific to a purpose, and the emergency funds provided during COVID which needed to be utilized in a timely manner to ensure students were provided the support needed. For instance, during COVID, federal funds were utilized to provide students access to laptops allowing them the opportunity to succeed in a remote-only situation.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Colleges and District IT departments ensure that various technology needs are identified, updated, and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the District IT department and Colleges collaborate on technology-related issues. Each College has an Information Technology Committee with constituency representation serving on the committee to provide input for planning, budgets, and timelines to address technology issues at each institution.

At the college level, existing technology such as classroom/lab computers and projection systems are identified and prioritized for maintenance or replacement as resources are available. New or specialized technology needs are planned for via the campus-wide program review process. Resource requests are then funneled to the appropriate technology department that work with the requestors to ensure standards are met, reduce duplication, and provide input on prioritization of requests to the BRDS Committee. The campus is currently planning to expend a significant amount of Physical Plant and Instructional Support (PPIS) funding to update existing computer infrastructure as well as audiovisual installations (IIIC2-01).

Analysis and Evaluation

To ensure coordination of Districtwide technology needs, the District's Information Technology Services Director attends the various College IT committee meetings to share planning information related to Districtwide operational technology projects. In addition, the District recently added a Districtwide Technology Committee that consists of individuals possessing technical and functional technology skills and knowledge representing the District offices with the four Colleges. The Technology Committee was formed to ensure a venue by which broad-based communications related to Districtwide technology support and services may be addressed.

The District maintains a redundant leased fiber connection currently providing 10Gbit Internet connectivity to the District and ensures all Colleges have sufficient Internet bandwidth to meet the needs of students and staff.

In addition to working with the Districtwide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in developing all Requests for Proposals (RFP) related to technology acquisitions and the development of technology standards Districtwide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software, enabling automatic tracking, status, and dispatch of support staff for problems or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer, and audiovisual standards as necessary, as well as vendor support issues.

The District makes decisions about the use and distribution of its technology resources at the District level with input from each College through the Districtwide Distance Education Steering Committee (DDESC) and Educational Services Software Workgroup (ESSW). ESSW and DDESC facilitate discussions about districtwide evaluation, adoption, and review. DDESC members participated in a Canvas learning management system pilot, and in the summer of 2019, the District fully transitioned into Canvas Learning Management System (LMS) (IIIC2-02).

Additionally, ESSW reviews Districtwide technological resources and makes recommendations to acquire those resources. Recently, the district's plagiarism solution was reviewed in the fall of 2021 by the committee via an evaluation group comprised of faculty at each College and the Online Learning Pathways department. After evaluating various solutions, the ESSW voted to acquire TurnItIn to replace the current Unicheck plagiarism system (IIIC2-03). ESSW also annually

reviews software (accessibility, plagiarism, student communication, online tutoring) offered to colleges at a discount through the California Community College Foundation's Systemwide Technology Access Collaborative (IIIC2-04).

The District Online Learning Pathways coordinates a student satisfaction survey with the district's Office of Institutional Effectiveness and Research (OIER) bi-annually to review and assess students' needs. The survey results are shared with the DDESC, which makes recommendations accordingly. For example, survey results from a 2020 student need survey showed a desire for faculty to complete the online certification program to improve teaching abilities. Based on the survey results and upon recommendation and support of the DDESC, the Online Faculty Certification Program capacity was increased to support (IIIC2-05); (IIIC2-06). District Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. For example, the staff reviewed the inquiries and found that students' most frequent problem was password information for logging into Canvas. To help solve the issue, automatic emails are sent to all registered online students one week before their class, starting with information on how to log in to Canvas before the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule and posted directly on the Canvas login page (IIIC2-07); (IIIC2-08).

The District provides various services, including technical and hardware support, infrastructure, Internet and telecommunications, and instructional platforms. In collaboration with the College's IT staff, the District has a process for identifying and prioritizing technology needs and works with College IT to ensure those needs are met.

The College is currently soliciting participation in the Districtwide Technology Planning Process to help strengthen collaboration. The College's needs in IT and its ability to plan for multi-year technology projects is limited due to the fluctuation of available funding in a given fiscal year. All funds used for campus technology must generally be expended in that year, and there is no guarantee that funding will continue to be available for larger projects.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The District IT department is primarily responsible for technology security, as all enterprise systems reside at the District level. For instance, District IT is responsible for such Enterprise services as student records, email servers, PeopleSoft, Canvas, etc. However, the College website is the responsibility of the College. The College ensures its labs and classrooms are maintained and updated regularly via annual allocations of PPIS funding (IIIC1-05). All campus instructional systems are deployed with suitable antivirus tools and use DeepFreeze to ensure reliability.

District IT systems are operational seven days a week, 24 hours a day. Each server is backed up nightly to a system that duplicates the data for onsite and offsite storage. Backups are copied to tape, placed into a safe weekly, and transported offsite to a secure location in case of a disaster.

The District IT department is responsible for a maintenance budget that covers all the hardware and software it supports and is responsible for throughout the District. The District maintains various maintenance and support contracts depending on the systems' critical nature and the downtime impact. Critical systems such as the Administrative Enterprise Resource Planning hosts (PCTS/Payroll, Finance, Student, and Financial Aid) have seven days a week, 24 hours a day on-site maintenance agreements. Other less critical systems have five days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts before receiving the failed part). Spare-in-the-air support agreements are always preferred because the supplier is responsible for sending the replacement part upon contact rather than waiting to receive and verify the failed part, which may often take days to receive a new replacement part.

In addition, the District maintains a stock of critical spare parts for the IT staff to use for replacement purposes, which is usually quicker service than vendors can provide. Examples of such parts are network switches and blades, servers, and raid array hard disks.

The District IT department also utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of District computers visible to the public to internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to District servers.

Regarding security, all Active Directory servers authenticate user accounts and passwords. Web servers utilize Secure Socket Layer (SSL) encryption for data security, preventing hackers from seeing or stealing employee login IDs and passwords.

The District IT department provides and supports the network infrastructure, including cloud and file servers, and ensures the core data and telecom services are available at all District locations. These include telephone service with local four-digit dialing for internal District calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student Campus Solutions, Financial Aid, and People, Culture, and Technology Services departments.

Analysis and Evaluation

The College ensures reliability and security of its systems through multiple means. Antivirus software (Avast, ESET, or Defender) is installed on all systems, and all instructional computers also employ DeepFreeze, which ensures systems are always rebooted in a clean state. Production servers are all virtualized and regularly backed up via Veeam and additionally, critical files are backed up separately, such as the Pay-4-Print and website databases. Administratively,

faculty and staff have access to network drives to store work and important files, which is backed up by District IT. All enterprise services provided by the District are backed up regularly and copies are kept off-line and off-site as well. This includes email, student records, financials, etc. Internet connectivity to the District is provided by redundant 10 Gigabit links, and all servers are protected by the District firewall. Physical security is maintained by separately-keyed telecom rooms and coded access to the data-center which is also staffed 24 hours per day. Expensive equipment such as projection systems are physically secured as well.

The campus website is backed up daily, as both a full virtual machine backup (via Veeam) and as a set of file backups of the website database and file-system. Further, the website utilizes standard open-source tools such as Composer and Git, which allow a complete server rebuild to be nearly fully automated.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instruction and support of staff and administrators at the District Office related to the use of technology and technology systems are primarily done on an as-needed basis via requests made through the District Help Desk. As new technology applications or equipment comes on board at the District Office, the District IT department offers training opportunities, e.g., staff and administrators attended training sessions when the new Microsoft Office version was implemented. In addition, in coordination with the District's People, Culture, and Technology Services (PCTS) division, the District IT department funds a 50 concurrent-user license account subscription with the State Chancellor's Vision Resource Center for self-paced, professional development service for all employees to remain current on over 100 products, including Microsoft Windows, Microsoft Office Suite, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many more.

Analysis and Evaluation

With regard to faculty, staff, and administrators' training related to the use of technology and technology systems related to teaching and learning, the District, in partnership with the Colleges, provides training and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations using several methods to obtain feedback to include the following:

- An Online Student Satisfaction Survey is administered bi-annually.
- At the end of each technology training workshop, a short questionnaire is submitted by participants regarding other technological training needed.
- Faculty mentors serve on the Districtwide Distance Education Steering Committee from the campuses and report to the District's Dean of Online and Distributed Learning about any training requested.

- The Flex Coordinator at each campus solicits suggestions for faculty training.
- The Colleges rely heavily on the District's Online Learning Pathways to provide technology training for distance education teaching. Online Learning Pathways regularly offers the Online Faculty Certification Program. The rigorous certification activity, facilitated and graded by District instructional designers, is self-paced and requires an average of 20-30 hours to complete. Over 1,000 contracts and adjunct faculty have completed the course and received certification. The course is required for teaching distance education courses in the District.

The District's Online Learning Pathways (OLP) offers extensive training to faculty and staff in using the Canvas Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology workshops pertinent to both online and classroom instruction is offered by District Online Learning Pathways staff. These workshops may be face-to-face, online synchronous, or online asynchronous. Topics addressed include media production, regular and substantive interactions, accessibility, online learning, and many more. OLP also provides a Distance Education Handbook, which includes policy, procedure, technology resources, and best practices (CPS-09). At the end of each workshop, the participant receives evaluations via face-to-face, email, or an online questionnaire.

In addition, OLP has Student Orientation available for all students taking an online class. The orientation covers time management, organizational skills, local resources, and navigating the LMS. OLP has a 24/7 Help Desk to support faculty and students with technology related problems accessing Canvas.

The College offers training on the use of campus technology to staff primarily, through the Audiovisual and Instructional Computing Support departments. Training is provided either in-person (individual or group settings) and informational videos may be provided either as a supplement to or in place of in-person training (IIIC1-01). Additionally, selected faculty and staff are provided training as college website content editors on an individual and group basis (IIIC1-02).

Faculty and staff are required to go through a training session prior to being given access to use the instructional podiums. This training, provided by the Audiovisual Department, ensures the end-user knows how to properly use the standard equipment in classrooms. Instructional Computing Support/Web Services provides individual training to content authors who publish content for the College website. Self-help videos on the Web Services department page are also available, along with a style guide, FAQ and other information. Individual assistance is also available for various issues as needed from all technology departments; Audiovisual (AV) Department, Instructional Computing Support (ICS), and Web Design.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Distance Education:
The institution has policies and procedures that guide the appropriate use of technology in teaching and learning, as evidenced in AP 5105. According to AP 5105, the Vice Chancellor of Educational Services, or designee in collegial consultation via the District Governance Council, shall utilize one or more methods of secure credentialing/login and password, proctored examinations, or new or other technologies and practices that are effective in verifying student identification. In addition, guidelines for good practice are included in the Online Faculty Certification Program and District Online Learning Pathway's Distance Education Handbook.

On campus, all computers are protected by an anti-virus product and, with few exceptions, instructional systems (e.g., computer labs) utilize DeepFreeze. This ensures that students are afforded a level of protection and that the systems remain consistent and stable from day-to-day. In order for ICS to provide effective service to so many systems, ICS ensures that, to the extent possible, all systems be grouped into large blocks of identical systems. This practice allows for the maintenance of a single hard-drive image, making it much easier for ICS to update an image to provide the latest software. The college wide practice is that most technology purchases go through the Audiovisual Department, Administrative Computing Support, or Instructional Computing Support for signatures. This allows these departments to review and ensure all systems purchased are standard, or that there is a justification for deviating from the standard. Systems can then be replaced under a roll-down process (see Standard III.C.2 for details), so that individual requests from departments Requests for Funding are aggregated into a single large block purchase of identical systems when possible. This block of computers can then replace computers in large labs, providing "roll-down" systems to handle the needs of smaller labs or various departmental requests.

Analysis and Evaluation
As evidenced by the college-level and district wide processes that guide technology use, the College and the District follow established policies and procedures that outline the appropriate use of technology in the teaching and learning process.

The District provides Board Policies (BP) and Administrative Procedures (AP), which determine the appropriate use of technology. The specific BP/AP's relating to this are: BP/AP 3720 *Computer and Network Use*, AP 3721 *EMail and Digital Communication*, and BP/AP 3310 *Records Retention and Destruction*. These BPs and APs are then implemented and followed by the District and Campus technology departments. Additionally, the College provides its own procedures (staying within the BP/AP guidelines) for the use of technology where appropriate. For example, the College utilizes antivirus protection on all systems, ensuring it remains within specified licensing agreements by employing Sassafras Keyserver, and works collaboratively with District IT when implementing security procedures (IIIC5-01).

Conclusions on Standard III.C: Technology Resources

As evidenced above, San Diego Miramar College meets this standard. The College works in collaboration with the District in an effort to ensure faculty, staff, and students have access to current and effective technology for administrative and academic purposes. The College utilizes program review and the governance processes effectively in identifying technology needs and planning appropriate allocations of funding. Instructional classroom technology is regularly updated through this process, based on available resources. College and District IT collaborate through multiple means. Formal processes such as the Districtwide Technology Committee bring together key stakeholders from across the District, and the District IT Director (or designee) is a member of the College Technology Committee. College faculty and staff have access to training on-campus technology regularly via planned events, online resources (video tutorials, Vision Resource Center, etc.), as well as individual appointments. Security of information systems is a shared responsibility between the College and the District. The District has the larger burden as they maintain the enterprise systems with critical and sensitive data, which is protected via multiple means including firewalls, encryption, and other enterprise security tools and methods such as multi-factor authentication. The College collaborates effectively with the District to ensure systems are deployed with appropriate tools to protect the systems and end-users.

Improvement Plan(s)

Through the campus Technology Committee, the campus will be involved in identifying ways to improve training and communication processes to track measurable progress. Specifically, improvement plans are identified for Standard III.C.1. and III.C.2.:

III.C.1. The College will make efforts to strengthen communication of resource requests and their status. A feedback process will be developed in that all technology requests submitted by the campus Technology Committee during the program review process will include ongoing communication to the originator.

III.C.2. To strengthen collaboration, the College will participate in the Districtwide Technology Planning Process in efforts to improve the College's ability in planning for multi-year technology projects. The District and College respective plans will be integrated to include necessary technology training, processes to communicate IT needs, resource allocation, milestones, measurable progress, and deliverables.

Evidence List

IIIC1-01: Microsoft Information Security Management Standards Webpage
IIIC1-02: District Faculty Technology Resources Webpage
IIIC1-03: District Technology Replace Plan
IIIC1-04: 2022-2023 Instructional Computing Support Program Review Example
IIIC1-05: Budget Resource and Development Subcommittee Minutes 10/26/22
IIIC1-06: Technology Committee Minutes 10/28/21

IIIC1-07: 2022-2023 Computer Replacement List
IIIC2-01: PPIS Requisition Log
IIIC2-02: Districtwide Distance Education Steering Committee Meeting Notes 09/09/19
IIIC2-03: District Educational Services Software Workgroup Meeting Notes 02/17/22
IIIC2-04: District Educational Services Software Workgroup Meeting Notes 03/17/22
IIIC2-05: Districtwide Distance Education Steering Committee Meeting Notes 05/02/22
IIIC2-06: 2021-2022 District Online Faculty Certification Program Report
IIIC2-07: District Canvas Support Information
IIIC2-08: District Canvas Login Webpage
IIIC1-05: Budget Resource and Development Subcommittee Minutes 10/26/22
CPS-09: Distance Education Handbook 2022
IIIC1-01: Website Video Tutorials Webpage
IIIC1-02: Website Content Editor Training Session Email Example
IIIC5-01: Campus Technology Security Email Example

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources allocated provides a reasonable expectation of short-term and long-term financial solvencies. Financial resource planning at the District and College level is consistently integrated with institutional planning.

The District wide Budget Planning and Development Council (BPDC) is tasked with making recommendations to the Chancellor on District wide budget and planning issues. The Council comprises constituency representatives throughout the District as defined in the District's Administration and Governance Handbook, which is reviewed and updated annually. The Council reviews the Campus Allocation Model (CAM) and the budget assumptions used in developing the annual tentative and adopted budget. The District and Colleges' Strategic Plans provide the underlying guidelines for district wide budget planning and development. The BPDC meets monthly with discussions focusing on state and local funding and non-collective bargaining aspects of the district wide annual expenditure budget (IIID1-01). Each of the Colleges receives its allocation based upon the CAM and BAM (District Budget Allocation Model) allocations from the district wide General Fund Unrestricted and Restricted funds to develop each College's budget based upon its planning and resource allocation processes.

Resource allocation to the Colleges is primarily based on the agreed-upon full-time equivalent student (FTES), full-time equivalent faculty (FTEF) targets, and other agreed-upon allotments defined in the CAM to support and respond to local community demand (IIID1-01). The primary operating fund of the District is the General Fund Unrestricted (GFU) and Restricted (GFR), representing revenues and expenditures that support instructional programs, student services, maintenance and operations, and business and institutional operations. All funded programs are instrumental to successfully fulfilling the District's mission and goals as defined in all the strategic planning documents.

The GFR fund encompasses revenues and expenditures primarily comprised of categorical programs, grants, contracts, and other state-funded programs such as the SEA (Student Equity and Achievement) Program, Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs,

TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative. In addition to state-restricted funds, the District's federal and local income averages approximately 27% of the District's FY 2022-2023 General Fund Restricted Adopted Budget.

The District's funds other than General Fund (GFU and GFR) represent approximately 56% of the District's total Adopted Budget, which are established in accordance with and as defined in the Budget and Accounting Manual of the California Community College system. The supplemental funds characterize a wide range of revenues and expenditures from specific sources such as the Child Development Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Propositions S & N Construction Programs (IIID1-02).

Concerning the General Fund (GFU and GFR), the District primarily depends on state apportionment revenue funding, representing approximately 84% of the total GFU revenues. GFU represented 63% of the District's Total General Fund revenues per the adopted budget for the year ending June 30, 2023. GFR adopted budget revenue represented 37% of the District's Total General Funds in the same period. GFR revenues were the third largest source of revenue budgeted to be received by the District in FY 2022-2023.

A campus-based allocation process determines the resources allocated to the four Colleges, the District Office, and the District Service Center. Note that Western Association of Schools and Colleges (WASC), not ACCJC, accredits the College of Continuing Education. However, it is autonomous to the three credit Colleges and represents a significant amount of the District's General Fund (Unrestricted and Restricted). The District's Campus Allocation Model (CAM) determines the actual amount allocated to the four Colleges based upon FTES and FTEF targets established each year as part of the budget planning and development process at the District level (IIID1-02). The CAM then flows through to the District's Budget Allocation Model (BAM), which includes all District divisions and departments, projected salary and benefit costs for contract positions, and other District wide commitments, including collective bargaining and "Meet and Confer" agreements (IIIA11-05). The District's Resource Allocation Formula (RAF) establishes the proportional share of dollars available to each employee unit. Each unit is then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF defines the methodology and supporting documentation supporting the calculations agreed upon by all employee units in the three-year RAF document. The current RAF, as of this writing, is effective July 1, 2020 to June 30, 2023.

Analysis and Evaluation

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered District wide. The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget. Any deficit budgeting results from realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in the over-allocation of expense budgets. The District has consistently addressed budget deficits to avoid financial deficits. In addition, the District

consistently maintains adequate cash reserves, avoids external borrowing costs, and meets all state-mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number), to name a few.

The budget and financial affairs of the District are widely and regularly communicated through various participatory governance councils and committees, through the Chancellor's Forums, College and District wide meetings, budget messages, and various internal and external publications distributed throughout the fiscal year. The District's financial stability is demonstrated by its annual externally prepared audits consistently being opinioned as "unmodified" by the independent auditors. The District's financial stability is further demonstrated by the District consistently receiving the highest bond rating for a California Community College S&P (Standard and Poors, which is a "AAA" rating) and Moody's Investment Services, which is an "Aaa"), both of which were re-affirmed in fall 2021 by S&P and Moody's (IIID1-03).

The District has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services, as well as improve student outcomes and institutional effectiveness. The District demonstrates sound financial planning and execution by meeting its annual goals within the budget. Careful planning and priority setting have provided the means for funding institutional improvements.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

This District supports integrated financial planning by setting goals and targets at Chancellor's Cabinet. These FTES targets drive the major financial planning process as illustrated in the Campus Allocation Model (CAM). The CAM is produced in two versions, Tentative and Adopted. The FTES targets are assigned to each college and produce FTEF targets based upon agreed productivity.

The CAM fully funds all contract compensation including mid-year step increases. Additionally, the CAM provides resources for Adjunct compensation, Academy, In-service, Instructional Service Agreements, discretionary budgets, and commitments from collective bargaining agreements (IIID2-01).

During the tentative budget development process, each Division on campus completes a request for reallocation of budget. This reallocation process allows divisions, schools, and departments to reallocate existing budgets to meet the goals for the upcoming budget year (IIID2-02).

During the adopted budget development process, each division on campus completes a request for new resources. These requests are linked to the college's strategic goals and program priorities (see Standard I.B. for reference) (IIID2-03).

In preparation for tentative and adopted budget development, the Strategic Enrollment Committee reviews and recommends allocation of classroom FTEF. Lastly, the Budget and Resource Development Subcommittee (BRDS) provides an annual distribution of unallocated resources that uses program review goals and actions to support one-time purchases of equipment and instructional supplies.

Analysis and Evaluation

Annually, the District Board of Trustees adopts a balanced budget that supports its goals and strategies. Budget and financial performance are regularly communicated at District Board meetings and Budget Council meetings, as well as the College's BRDS meetings and College Council meetings, respectively.

Monthly financial forecasts are completed to ensure that budget planning is on track and that opportunities for reallocation of resources are identified timely.

To ensure consistency, there is membership overlap between the District Budget Council and the College's BRDS. This allows goals, information, and action to occur between the two governance committees responsible for budget development and financial performance.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Budget development occurs at three major points within the District. The first is Chancellor's Cabinet. At Chancellor's Cabinet, high level targets and allocation are identified. These targets and allocations are documented in the Budget Allocation Model (BAM) and Campus Allocation Model (CAM). Both the BAM and CAM are reviewed at District Budget Council. District Budget Council is chaired by the Executive Vice Chancellor of Business and Finance and has appointed membership from District Management and College Management, Faculty, and Classified Professionals. The Budget Council also makes budget recommendations back to Chancellor's Cabinet. After Chancellor's Cabinet and Budget Council review, the final CAM is distributed to the campus.

At the College, the Budget and Resource Development Subcommittee (BRDS) reviews the tentative and adopted CAM, respectively, and reports to its parent committees PIERC and College Council. BRDS, PIERC, and College Council are participatory governance committees with appointed constituencies from management, faculty, classified professionals, and student government (IIID3-01).

Additionally, the constituent-based College BRDS Committee is responsible for managing the re-allocation of existing resources within the tentative budget development process and allocating new resources during the adopted budget development process.

Analysis and Evaluation
The timely review of budget development is critical for transparent communication and participation from all constituent groups. The District Budget Council meets each month to review state and local budget conditions. This council reviews current budget and financial matters, restricted finance and budget matters such as COVID and Higher Education Emergency Relief Fund (HEERF), enrollment, personnel planning, and strategic planning.

The College's BRDS Committee meets two times a month. A planning calendar is adopted and the main action items are adopted CAM review, one-time resource allocation, new resource allocation, classroom audio visual funding allocation, Physical Plant and Instructional Support (PPIS) allocation, tentative CAM review, and review of new college wide resources such as HEERF and COVID-19 Block Grant.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
Financial assessment is a shared responsibility of all four Colleges and the District. The District's Strategic Planning Committee regularly reviews and updates its Strategic Plans priorities and goals, which inform the Colleges' Strategic Plans and vice versa. The Colleges systematically assess the effective use of financial resources in alignment with planning documents using various methods and tools. These include audits, program planning and review, strategic plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program reviews.

The District's Executive Vice Chancellor of Finance and Business Services oversees and monitors the District and Colleges' financial aid allocations, externally funded programs, contractual relationships, auxiliary organizations/foundations, institutional investments, and assets. The Colleges Presidents and Vice Presidents of Administrative Services are responsible for developing, administering, and controlling their institution's budgets, with support and guidance from the District's Executive Vice Chancellor of Finance and Business Services.

Additional budget requests for the Colleges and District Divisions are submitted to the Chancellor's Cabinet for review, discussion, and potential approval of augmented budget allocations. Cabinet discussions include assessment of funding sources such as re-allocating existing budgeted expenditures due to budgeted vacant positions and additional revenue augmentation. The State and District's budget status is a standing agenda item at the Chancellor's Cabinet meetings, the District Governance Council (DGC) meetings, and District

Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation under the Student-Centered Funding Formula (SCFF) that focuses on student outcomes as a primary priority. Enrollment management is also a standing agenda item for the BPDC (IIID4-01); (IIID4-02).

Analysis and Evaluation
The District takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and planning through realistic needs analysis, priorities are identified, and decisions are reached. The District emphasizes continued communication throughout the budget development process through the participatory governance structure.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard
To ensure the financial integrity of the District and responsible use of financial resources, internal controls are evaluated and reported annually by external auditors. The internal control structure has appropriate control mechanisms and uses the review results to improve internal control systems throughout the District. The internal controls are followed at the District and the Colleges in accordance with Generally Accepted Accounting and Auditing Principles (GAAP) and requirements. The District's internal controls allow management and employees, in their normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. Separation of duties within functional operational areas is reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy (BP) and Administrative Procedure (AP) 6125 *Fraud Procedure and Whistleblower Protection* provide a process by which irregularities can be reported and appropriately addressed. The independent external auditors have consistently determined that the District's internal control structure has appropriate control mechanisms, which are strong and adequate to support sound financial decision-making and fiscal stability (IIID5-01); (IIID5-02).

The District's Enterprise Resource Planning (ERP) administrative system ensures the dissemination of real-time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors, and budgets all contract positions throughout the District to be included in the District's BAM (Budget Allocation Model) for budget development purposes. Non-contract staffing is funded and administered at the campus and District Office level from allocated budgets annually. The Campus Allocation (CAM) and Budget Allocation Model (BAM) are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drive the allocation of resources to the District and Colleges. The credibility of the

information with constituents is achieved through transparency and regular ongoing communications with all institutional leadership and constituents.

The Board of Trustees' Budget Study and Audit Subcommittee meets with the external auditors, the Chancellor, and the Executive Vice Chancellor to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had at least ten consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and San Diego Community College Auxiliary Organization (ERS-02).

In addition to meeting with the Board's Budget Study and Audit Subcommittee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees (IIID5-03).

Analysis and Evaluation
The District assures its financial integrity and the responsible use of its financial resources. The District has appropriate control mechanisms and widely disseminates reliable and timely information for sound financial decision-making. Annual budget reports and audits are freely available for review and communicated to institutional leadership. The Board of Trustees reviews the annual audit at a regular public board meeting.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
The District's annual budget represents a culmination of the strategic planning and budget development processes, including a campus allocation formula that ensures an appropriate level of resources is allocated to the four Colleges to support student learning, services, and outcomes. Financial documents go through a thorough review process to ensure a high level of transparency and accuracy to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports and enrollment management decisions (which drive FTES and FTEF targets). The annual Campus Allocation Model and budget assumptions used in the development of the Budget Allocation Model in the annual tentative and adopted budget are also reviewed by the BPDC (IIID6-01).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet. In addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year that is not a state requirement. The Preliminary Budget is unique to the District and is intended to provide an opportunity for faculty and staff to be kept informed of some issues to be considered in the development of the upcoming year's Tentative and Adopted Budgets.

The Chancellor also regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Forums each fall at the four Colleges and District Office, where the Chancellor and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year along with presentations by other Vice Chancellors related to annual plans and objectives (IC1-11); (IIID6-02).

District budget allocations are developed based upon:

- FTES targets, which are converted into Full Time Equivalent Faculty (FTEF) requirements based upon defined productivity targets to achieve the targeted FTES.
- Allocation rates as defined within the District wide Campus Allocation Model.
- Budget assumptions following the Budget Allocation Model's projected revenues.

The Colleges then use the District wide budget allocations to develop their annual budgets to support student programs at each institution.

Analysis and Evaluation

The District's budget accurately reflects institutional spending and has high credibility with constituents due to its collaborative and shared governance process. All documents reflect the appropriate allocation and use of financial resources to support student learning programs and services.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The external auditors have consistently identified the District's audits as "unmodified" (formerly known as unqualified) (IIID5-03); (ERS-02). The District's Board of Trustees Budget Study and Audit Subcommittee, the Chancellor, and the Executive Vice Chancellor, meet with the external auditors to review the annual audits before being brought to the full Board for consideration during a public meeting of the Board of Trustees each year.

The District engages the external auditors for three years with two one-year renewals for a maximum of five years. In advance of the fifth year, the District publishes a Request for Proposal (RFP) solicitation for external auditing services in accordance with its practice of awarding a contract for up to five years to ensure a truly independent objective review of the financial documents of the District.

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results District wide. The information provided is sufficient in content and provided in a timely manner to support institutional and financial planning and management. The external auditors have consistently identified the District's audits as unmodified audits.

In the event findings are identified during the audit discovery process, the Executive Vice Chancellor reviews the items identified through random sampling methods, determined by the auditors, with the appropriate management personnel. This ensures that corrective action is initiated in a timely response regarding the findings. The proposed corrective plan is then communicated to the external auditors during fieldwork well in advance of finalization of the annual audit, and if findings are included in the final audit report, corrective actions are communicated appropriately and immediately addressed.

Analysis and Evaluation
Corrective actions are implemented and appropriately communicated based on the type of finding, and processes are developed to avoid repeat findings in subsequent audit reports

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
The District's financial and internal control systems are evaluated and assessed regularly for validity and effectiveness, and results are used for improvements. The external auditors annually review internal control processes throughout the District by performing random sampling processes identified during their fieldwork efforts at the District. In planning and performing their audit of the District's financial statements, the auditors consider the District's internal control over financial reporting to determine whether the controls are appropriate, under any given circumstance, for their expressing an opinion on the financial statements. The auditor's review ensures that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District (ERS-02).

Analysis and Evaluation
As a result of the review by the external auditors, deficiencies in internal control rarely resulted in material weaknesses or significant deficiencies being identified. If so, they are immediately addressed.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The District consistently maintains sufficient cash reserves to maintain stability, support strategies for appropriate risk management, and implement contingency plans to meet financial emergencies and unforeseen occurrences. The District has never had to borrow cash at any time despite federal and state economic conditions impacting apportionment revenue earnings and state payments to the District.

The District's Fiscal Services department monitors cash flow and projects future cash flow requirements over a revolving twelve-month cycle. Bank statements are regularly reconciled.

The District is fiscally independent, and its Cash Reserve is held in the County of San Diego's treasury pool.

The Board of Trustees recently updated its Board Policies 6200 and 6300 to reflect a requirement to achieve and maintain a minimum ending fund balance reserve of two months (approximately 16.7%) of General Fund Operating expenditures. In addition, the Resource Allocation Model (RAF) that defines distributions to all employee units requires an annual 311 ending fund balance reserve of 15% for employee units to receive an annual distribution (IIID9-01); (IIID9-02).

Analysis and Evaluation
The District's Cash Reserve as of June 30, 2022, was 5.3% of the General Fund expenditures, which was in line with the state-recommended 5% and following the existing Board Policy 6200, which stated at the time that general fund cash reserve would not fall below 5%. This Policy was modified by Board action in FY 2022-2023 to require reserves of at least two months (16.7%) of General Fund Unrestricted operating expenditures. The District's total reserves and set-asides as of July 1, 2023, were $41,433,074.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
Financial oversight occurs throughout the District at the campus and District Office levels. Budget to actual variances is calculated and monitored in terms of expenditures. The District's Fiscal Services department monitors grant requirements. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged, and entered into the system in accordance with generally accepted accounting principles and Education Code requirements (IIID10-01).

The San Diego Community District College's foundations are separate legal entities with a Board of Directors overseeing operations. The District oversees the Colleges to ensure they remain compliant and follow the terms and conditions of Memorandums of Understanding executed with each entity by the District as to the role, relationship, and responsibilities of each foundation and the District (IIID10-02).

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with its mission, policies, and priorities. The SDCCAO is a separate 509 (a) (1) publicly supported nonprofit organization that is exempt from income taxes under Section 501 (a) and 501 (c) (3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The SDCCAO is also exempt from state franchise or income tax under Section 23701 (d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity. SDCCAO operates under the leadership of a Board of Directors consisting of District staff,

administrators, and students as a component unit of the District and was formed by the District's Board of Trustees in 1991.

The District monitors and manages student loan default rates, revenue streams, and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Educational Services Division, along with the College Financial Aid Directors, monitor student loan default rates which are consistently below the 30% federal limit.

Contracts & Grants are also monitored, following District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight (IIID10-03).

Investments are held in the County of San Diego investment pool, with the Board of Trustees receiving quarterly reports from the County, which are reviewed and considered as part of a public meeting agenda. The Board also reviews and adopts the County's Investment Policy annually (IIID10-04). The only other District investment is the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust within the Community College League of California (CCLC) under a Joint Powers Authority (JPA) organization established by CCLC. The Executive Vice Chancellor, Finance and Business Services, serves on the Board of the JPA. The JPA Board consists of District member representatives assigned by each member District to serve on the JPA Board.

Analysis and Evaluation
The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organization, and institutional investments and assets, are primarily at the District level, with some aspects of the oversight process being the responsibility of the campuses. As a result of the review by the external auditors, all the previously stated functions and entities are effectively operated and overseen.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The District utilizes an encumbrance control system for human capital and non-personnel costs to ensure resources are properly allocated for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. An

independent actuary reviews worker's Compensation costs every three years to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted annually (IIID11-01). To support those long-term obligations, the District maintains reserves for vacation leave accrual, insurance, building maintenance, and operations costs.

Concerning the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved joining the California Retiree Health Benefits Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized $11 million previously held in a fund reserve of the District to fund the OPEB to be transferred into an irrevocable trust in the CCLC-JPA. The balance of the OPEB Plan Fiduciary Net Position as of June 30, 2022, was $6.9 million, which represents a funded percentage of 17% (IIID11-01).

Analysis and Evaluation
The institution identifies plans and allocates resources for payment of liabilities and future obligations as evidenced by the District's significant operational, cash, and irrevocable reserves, which as of June 30, 2022, were calculated at $285.5 million. The level of financial reserves provides a reasonable expectation of the institution's short and long-term financial solvency.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
The most recent actuarial study at this writing was performed for the year ending June 30, 2022. The study calculates the District's OPEB liability at $41 million. The accrued liability at the time of the 2022 study was $34 million, with $ 6.9 million invested in an irrevocable trust with the Community College League of California's Joint Powers Authority (CCLC-JPA). Actuarial studies are independently conducted and reported on a bi-annual basis following Governmental Accounting Standards Board (GASB) 74 and 75 requirements (IIID11-01). These two GASB statements ensure that all Community College Districts identify, plan, and allocate resources to pay liabilities and future obligations.

Analysis and Evaluation
Meeting this Standard is evidenced by the District's annual independently prepared actuarial reports beginning in 2016 reflecting the reporting requirements of GASB 74 and 75. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, as evidenced by the District's policy and practice to maintain at least two months of expenditures in reserves and a Resource Allocation Formula that prioritizes liquidity before allocating new revenues to operations (IIID9-01).

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Through sound financial management and strong reserves, the District has not incurred any local debt instruments except for its General Obligation 39 Bond Debt Capital Project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices, with direct payment on the debt coming from property tax assessments to local taxpayers.

Analysis and Evaluation

The District has no local debt obligations other than the General Obligation 39 bond debt for its Proposition S and N capital bond projects. This debt is paid directly through the County of San Diego based on local taxpayers' property tax assessments. Both propositions are fully expended and have recently closed out (IIID13-01). The District has consistently maintained the highest bond rating for an apportionment-based California Community College of "AAA" by Standard & Poors and "Aaa" by Moody's. Aaa is the highest rating by each entity and was re-affirmed by both rating agencies in fall 2021, demonstrating the sound fiscal management of the District.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District and campus business offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored regularly to ensure proper accounting for various financial resources and the use of funds following their intended purposes for all auxiliary activities and grants. The District does not have any outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District's local taxpayers as Proposition S (2002) and Proposition N (2006) are used with integrity in a manner consistent with the intended purpose of the taxpayers and have recently closed out. This example is further evidenced by propositions undergoing annual financial and performance audits, consistent with GO 39 legislation, related to bond construction programs resulting in unmodified audits with no findings or recommendations noted by the external independent auditors.

Analysis and Evaluation

The District does not have any local, federal, or state debt. The only debt recorded on the District's financials is the general obligation debt established by Proposition S and N. General obligation debt is reported on the District's financial statement; however, they are not the debt of the District as the debt is paid by the taxpayers of the District as assessed by the County of San Diego.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Educational Services Division coordinates a bi-monthly meeting of Financial Aid Officers from the three credit Colleges. The purpose of the meeting is to coordinate and address the financial aid system and business processing needs, including monitoring program balances compliance with the Higher Education Act and loan defaults. District Educational Services assists and supports the Colleges in monthly reconciliation and ensuring compliance with federal regulations regarding the Direct Loan program.

Colleges advise students interested in direct federal loans on the advantages and disadvantages of borrowing. Colleges will encourage students to consider other financial aid options, such as grants or scholarships, before borrowing from student loans. All three credit Colleges require students to complete entrance counseling when applying for a federal student loan. In addition to the entrance counseling session directed by federal regulations, the three credit Colleges have served as Experimental Sites for the Department of Education's additional loan counseling experiment through the 2020-2021 aid year for subsidized loans and 2021-2022 for unsubsidized loans.

Additionally, each college engages in various practices to help reduce excessive borrowing, such as requiring students to apply for loans instead of auto-packaging, case management for delinquent students, and loan cancellation at specific periods in the semester. In compliance with federal regulations, direct loan disbursement letters are sent to student loan borrowers allowing the student to cancel the disbursement or loan.

Loan Default Rates:

Below is a table of the three-year cohort default rates for San Diego Miramar College for the 2017, 2018, and 2019 cohort years.

San Diego Miramar College	
DR Year	**3 Year Rate**
2019	1.8 %
2018	9.3 %
2017	10.0 %

Source: U.S. Department of Education, 5-Year Student Loan Default Report

The District makes a concerted effort to monitor student loan default rates, and conduct routine audits to ensure compliance with all other federal, state, and local statutes by holding regular meetings between the College Financial Aid Officers and District Educational Services. The sessions are in addition to the consultation process with District wide governance and collaboration with statewide associations. As a result, the Colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act; (CPS-12)
- Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training; (CPS-13)
    - Online training documentation:
        - SDSU Alcohol eCHECKUP TO GO (CPS-14)
        - SDSU Marijuana eCHECKUP TO GO (CPS-15)
        - District Drug & Alcohol Prevention Programs (CPS-16)
- Creation of Title IX website, including online student training; (CPS-17)
- Creation of a streamlined online complaint process; (CPS-10).

Analysis and Evaluation

The District fully complies with all federal requirements, including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue streams to ensure compliance.

The default rates for San Diego City College, San Diego Mesa College, and San Diego Miramar College are below the "30% for a three-year" threshold established by the U.S. Department of Education.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by policies adopted by the District's Board of Trustees, consistent with the District's mission and goals. The District's Finance and Business Services Division implements these policies through procedures established by the Chancellor, which contain an appropriate provision to maintain the integrity of the District and the quality of its programs, services, and operations. The Board of Trustees has delegated the authority to the Chancellor to purchase supplies, materials, apparatus, equipment, and services necessary to the District's legal and efficient operation and to enter into contracts on behalf of the District. The Chancellor further delegates this responsibility to oversee and administer the procedures developed in support of the Board Policies to the Executive Vice Chancellor of Finance and Business Services (IIID16-01).

Analysis and Evaluation
Contractual agreements with external entities are generated by institutional policies and are concurrent with the District's mission and goals. All contractual agreements maintain the institution's integrity, including the quality of programs, services, and operations.

Conclusions on Standard III.D: Fiscal Resources
As evidenced above, San Diego Miramar College meets this standard. The College and District have a long history and strong reputation for sound fiscal management practices, as demonstrated in the evidence. The District uses short-term planning processes and long-term projections to ensure that the Colleges can meet their financial obligations and maintain fiscal solvency. Over the past two years, the District has been making progress to ensure sufficient reserves to help manage budget shortfalls. The annual audits demonstrate strong integrity in fiscal planning, budgeting, and expenditures and are crucial to maintaining trust and transparency with stakeholders. Overall, the College and District are committed to sound fiscal management practices and transparency in maintaining financial stability and accountability.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IIID1-01: District Budget Planning and Development Council Agenda-Minutes 09/07/2022
IIID1-02: 2022-23 District Adopted Budget
IIIA11-05: District Collective Bargaining Agreement Webpage
IIID1-03: District Refinancing Bonds Article
IIID2-01: 2022-2023 Adopted Campus Allocation Model
IIID2-02: Instructional Division Reallocation Example
IIID2-03: Instructional Division New Resources Example
IIID3-01: Budget and Resource Development Subcommittee Budget Update Example
IIID4-01: District Budget Planning and Development Council Agenda-Minutes 11/02/2022
IIID4-02: District Budget Planning and Development Council Agenda-Minutes 03/02/2022
IIID5-01: Board Policy 6125 Fraud Policy and Whistleblower Protection
IIID5-02: Administrative Procedure 6125 Fraud Policy and Whistleblower Protection
ERS-02: District Financial Audit Webpage
IIID5-03: District Social Security Audit Report 2022
IIID6-01: 2022-2023 District Adopted Budget Report
IC1-11: Chancellors Forums Advertisement 2021-2022
IIID6-02: Chancellors Forums Advertisement 2022-2023
IIID5-03: District Social Security Audit Report 2022
ERS-02: District Financial Audit Webpage
IIID9-01: Board Policy 6300 Fiscal Management
IIID9-02: Board Policy 6200 Budget Preparation
IIID10-01: District Warehouse and Central Receiving Webpage

IIID10-02: Miramar College Foundation Memorandum of Understanding
IIID10-03: Administrative Procedure 6480.1 Grant and Contract Administration
IIID10-04: Board of Trustees Pooled Money Fund Policy Adoption
IIID11-01: District Financial Statements and Supplemental Report 2022, p. 58
IIID11-01: District Financial Statements and Supplemental Report 2022
IIID9-01: Board Policy 6300 Fiscal Management
IIID13-01: Board of Trustees Audit Reports Approval
CPS-12: District Consumer Information Webpage
CPS-13: District Drug and Alcohol Prevention Webpage
CPS-14: Alcohol eCheck-up Webpage
CPS-15: Marijuana eCheck-up Webpage
CPS-16: District Drug and Alcohol Prevention Program Resources
CPS-17: District Title IX Webpage
CPS-10: District Student Complaint Process Webpage
IIID16-01: Board Policy 6100 Delegation of Authority

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Participatory governance committee members from all constituencies work continuously on assessing and improving college processes and policies. Innovating for improving student learning and addressing equity goals signifies the college's commitment to its vision and mission. The College offers a diverse array of collaborative college wide practices, programs, and services.

Analysis and Evaluation

The College has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. In particular, the College Governance Handbook provides a detailed structure and process for faculty, students, classified professionals, and administrators to participate in collegial decision making and policy recommendations for improving college programs and services (IA3-03). Based on guiding principles for spurring inclusive, college wide decision-making, the handbook specifies participatory governance committee processes and roles, a governance structure flow chart, and a detailed appendix containing rules, templates and resources (IA3-03). College committee minutes show dialogue and decision-making to support student learning and improve institutional effectiveness (IVA1-01); (IVA1-02).

As participants in numerous professional organizations and associations, San Diego Miramar College faculty, classified professionals, and administrators garner many distinctions and awards (IVA1-03); (IVA1-04). Such recognition is borne out of a shared institutional commitment to excellence and a spirit of innovation (IVA1-05). Embracing continuous learning

and improvement, college employees devote many hours to professional development endeavors to improve instruction, services, and job performance (IVA1-06). As participants in equity institutes, webinar trainings, and various professional learning conferences, college faculty, classified professionals, and administrators learn and implement novel approaches driving college wide innovation (IVA1-07). These efforts have had direct impact on institutional effectiveness, resulting in greater student achievement, learning, and success.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The District has policies and processes to ensure that its leadership can bring forward innovation and create a robust culture that recognizes and encourages advancement and innovation. It is to be noted there has been a significant huge turnover in top administrators since the fall of 2020, and the need to continue working collaboratively across all areas of the District is of the highest priority.

Analysis and Evaluation

The District is long-standing committed to administrator, faculty, staff, and student participation in decision-making processes. Board Policy 2510 and Administrative Procedure 2510 *Participation in Local Decision-Making*, ensures faculty, staff, and students have the right to participate effectively in District governance (IVA2-01); (IVA2-02). The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further, BP/AP 2510 allows students to participate effectively in District governance. It affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also allows staff to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all Colleges.

- Board Policy 0210: *Academic Senate* authorizes the formation of academic senates within the District, ensuring the opportunity for meaningful participation by faculty in decision-making processes (IVA2-03).
- Board Policy 2310: *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision-making (IVA2-04).

The membership of the District Governance Council, the primary Districtwide governance body, demonstrates the District's commitment to participatory governance in decision-making. The Council comprises the chairs of all the District Governance Councils, the College Presidents,

Academic Senate representatives from all four Colleges, Classified Senate representatives from all four Colleges, the Student Trustees, and representatives of the labor organizations. The District Governance Council meets to review the Board of Trustees meeting agenda and address District operational matters, including changes to policies and procedures; Council and task force reports; state budget updates; and significant changes to business processes. The Council also periodically appoints special task forces to address a specific topic.

The overall composition of the other District governance councils and committees also demonstrates the vital role faculty, staff, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each Council are described in the District Administration and Governance Handbook (IC5-04).

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The San Diego Community College District has centralized policies and procedures that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees. District policies and procedures, as well as the Administrative and Governance Handbook, clearly define the roles of participants of each constituency group in institutional policies, budgeting, and planning. Each group is represented in the District's governance councils, including the District Student Services Council, the Curriculum and Instructional Council, and the Budget Planning and Development Council.

Analysis and Evaluation

The District has policies and procedures that ensure faculty, staff, and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District and the Colleges. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District per the policies established by the Board of Trustees.

Developing and reviewing policies and procedures are collegial efforts involving various governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative issues, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The Board agenda includes a standing

item, titled *Call for Academic Senates' Agenda items for Discussion,* intended to allow the Academic Senate presidents to identify items on the agenda they wish to address. In addition, the public may comment at board meetings on any policy consideration before the Board.

Regarding budget and fiscal matters, the District is primarily responsible for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once the Board approves a budget, the Colleges have autonomy in determining campus expenditures following their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to Districtwide budget planning and development is the *Budget Planning and Development Council*.

The District Administration and Governance Handbook provides direction to the organization and delegation of function of the various departments and District governance structures. The Handbook clearly illustrates the District's commitment to participatory governance. As part of the District's commitment to shared governance, various Districtwide councils and committees meet regularly. In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and academic administrators make recommendations about curriculum and student learning programs and services in accordance with the California Code of Regulations, Title 5, Section 55002, *Standards and Criteria for Courses;* the District and College policy and procedures; and well-defined governance structures as follows:

- BP 5020 *Curriculum Development* (IIA1-01)
  - AP 5019 *Instructional Program Review*
  - AP 5020 *Curriculum Development*
  - AP 5021 *Instructional Program Discontinuance*
  - AP 5022 *Course Approval*
  - AP 5260 *Requisites, Corequisites, Limitations, and Advisories*
- BP 5025 *Philosophy and Criteria for Associate Degree and General Education*
  - AP 5025 *Criteria for the Associate Degree and General Education* (IIA2-04)
- College Academic Senate (IVA4-01)
  - *College Curriculum Committee*
    - College Curriculum Tech Review Subcommittee
    - Academic Standards Subcommittee
- District Curriculum and Instructional Council

Analysis and Evaluation
As described in Standard II.A., recommendations about curriculum are made in the College's Curriculum Committee, including its Curriculum Technical Review Subcommittee. The College's Governance Handbook and the District CurricUNET processes define the roles/responsibilities and authority of faculty and academic administrators on curriculum matters. The College's Academic Senate is the parent body of the Curriculum Committee. Final review and approval of the curriculum is done at the District Curriculum and Instructional Council (CIC) where all three sister Colleges and Continuing Education are members. Once approved, the district Board of Trustees accepts the approved curriculum, which is published in the College catalog.

Faculty and academic administrators also have responsibility for recommendations about student learning and support services through the College and District Student Services Committee, Commencement Subcommittee and the Program Review/Outcomes Assessment Subcommittee. The College Governance Handbook (IA3-03) defines the roles, responsibilities, and authority of faculty and academic administrators in these areas.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog and consideration of relevant perspectives in decision-making throughout the District.

Per board policies, the District's governance structures and processes clearly define appropriate roles for faculty, staff, administrators, and students. To ensure proper representation of diverse perspectives, the composition of each of the District's significant councils include at least one seat for each of these groups. Council and committee information is available on the District's website, accessible to all employees.

San Diego Miramar College's committee structure allows for these types of reports and other district wide and College critical matters to be shared and/or vetted through the College's constituency groups. This allows for full participation from all through the College's clearly delineated processes and timelines, including collaboration on the College's decision-making and planning efforts. Policies and procedures are developed through a participatory governance structure that includes administrators, classified professionals, faculty, and students.

Analysis and Evaluation
The District Chancellor's Cabinet meets weekly. The group comprises College Presidents, District Vice Chancellors, the Director of Communication, and other staff. The agenda for these meetings varies but includes various items of district wide importance and interest. Members of the Chancellor's Cabinet are expected to share relevant information within their respective

organizations. Conversely, essential items of district wide interest are expected to be shared with other members of the Chancellor's Cabinet. It is important to note that since the fall of 2020, the District has experienced changes in eight of eleven Cabinet membership roles.

The Chancellor's expectation for timely action on institutional plans, policies, and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting (IVA5-01). Another example is the annual Chancellor's Cabinet retreat, where the agenda includes the goals and accomplishments of the Cabinet members and the planning agenda for the year (IVA5-02).

San Diego Miramar College develops institutional plans and policies via a governance structure built upon engagement from all constituency groups. The College Governance Handbook delineates roles and decision-making processes for college wide participation (IA3-03). The San Diego Miramar College Annual Planning Calendar/Cycle provides the college with target dates, action items, and responsible parties for decision-making and college wide planning (IA2-03).

Participatory governance committee work at San Diego Miramar College is centered on collaboration and inclusion of diverse stakeholder perspectives (IA3-03). College committee minutes reflect input from diverse perspectives and stakeholders as well as attention to timeliness in addressing curricular issues, college policies, and institutional plans (IVA1-01); (IVA1-02).

The College's recommending committees report either to the College Council or the Academic Senate. Recommending participatory governance committees report to the College Council. The Academic Senate President, Classified Senate President, and College President serve on the College Council (IA3-03). The College President consults with both the Academic Senate and the College Council, comprised of representatives from all three constituencies as well as students.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The District disseminates timely information about significant decisions such as program offerings, commitment to student learning outcomes, and commitment to diversity, equity, and inclusion through a network of published meeting agendas and minutes, public reports, committee liaisons, memos, and email updates. The District Office of Institutional Effectiveness and Research (OIER) is working on a Climate Survey that will provide insight into decisions and how they are made.

All decision-making processes and any minutes from decision-making groups and other types of communication such as reports that demonstrate when decisions are made and/or when resulting actions are completed for the College and District are documented and accessible on both websites, respectively. When appropriate, timely communication regarding any actions may also be sent campus wide via email.

Analysis and Evaluation

The Chancellor is committed to effective and timely communication on all critical matters. The Chancellor and Board of Trustees use several communication vehicles to document and communicate decisions and essential information that impacts the organization.

Examples of Communication include the following:

- *Board of Trustees Reports* – provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization and to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District (IVA6-01).
- *Chancellor's Cabinet* – The Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission effectively (IVA6-02).
- *Chancellor's Open Forums* – The Chancellor holds an open forum at each College and the District Office each year. The purpose of the Chancellor's open forum is to present the District's annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management, and students (IC1-11); (IIID6-02).
- *Chancellor's Messages on Major Areas of Interest* – The Chancellor sends periodic updates to the District community and external community members on significant areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates, and Facilities Updates (IVA6-03); (IVA6-04); (IVA6-05); (IVA6-06); (IVA6-07); (IVA6-08).
- *The WE (With Excellence)* – This is a semester report highlighting significant programs, events, and accomplishments of students, faculty, and staff throughout the District (IC5-06).
- *NewsCente**r*** – NewsCenter is the District's online news outlet reporting various events, activities, and significant accomplishments. NewsCenter aims to ensure that the District community is apprised of the many exemplary ways it accomplishes its mission. In addition, NewsCenter allows the community to remain informed of the many celebrations and events throughout the District (IC1-13).

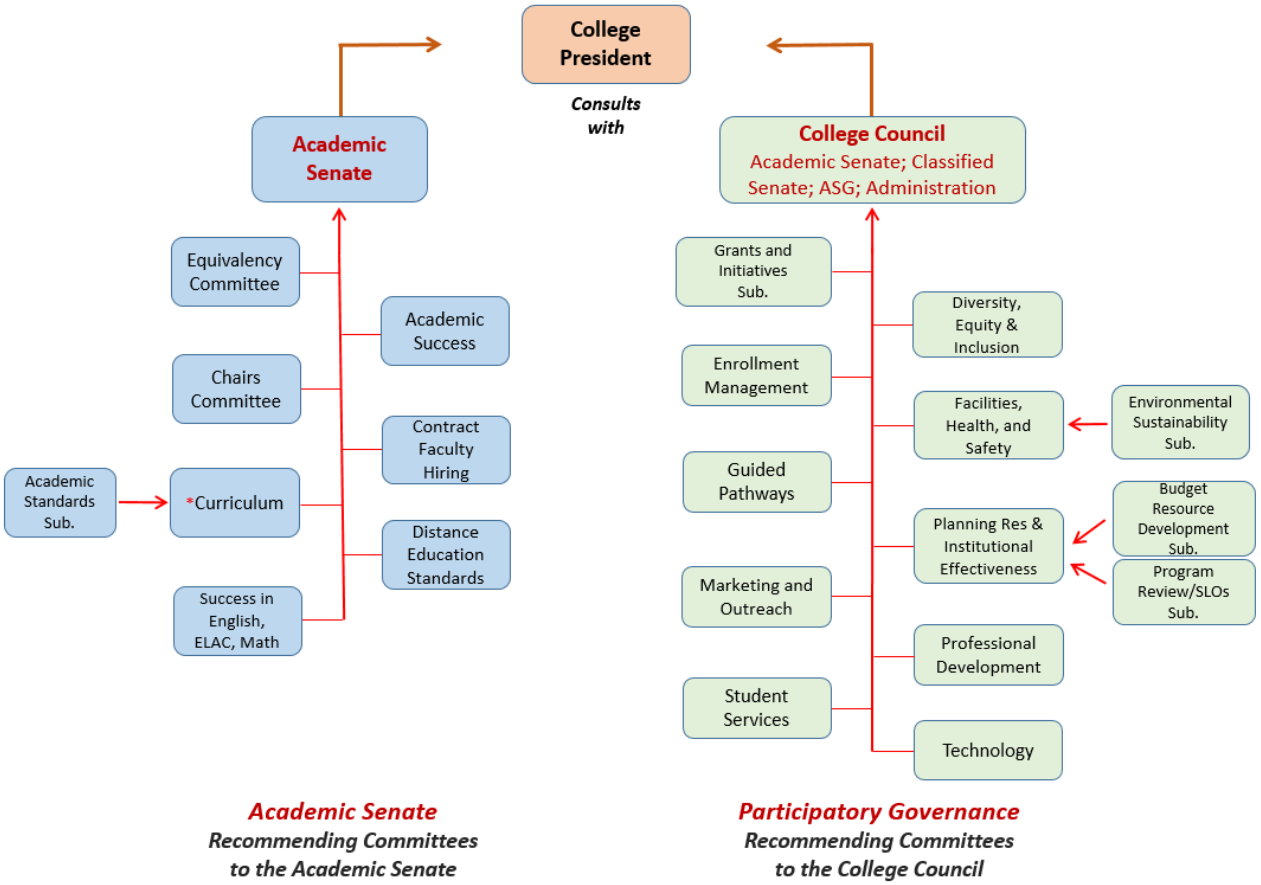
In addition, the District Vice Chancellors and Presidents are expected to broadly communicate on essential matters to various constituencies. These communiqués are distributed broadly to both the internal and external communities.

The District's Policies and Procedures, and the College's processes are documented on the College and District websites (IC5-10). Decisions are documented through participatory governance committee agendas and minutes, which are also communicated online and in compliance with the Brown Act (IVA6-09). The College President, Academic Senate President, Classified Senate President, and Associated Student Government President meet bi-weekly and all attend various campus and district meetings to provide input and recommendations and collect and distribute feedback (IA3-03).

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to ensure their integrity and effectiveness. The District currently has nine Districtwide participatory governance councils and committees divided into two tiers. All the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 *Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the *District Administration and Governance Handbook* (IVA2-01); (IC5-04). The changes in leadership at the District level and the COVID-19 Pandemic have presented challenges and created opportunities for District growth and improvement. Similarly, San Diego Miramar College has a delineated college governance structure which is evaluated college wide to assure integrity and effectiveness of the college's student-centered priorities (IA3-03).



Analysis and Evaluation
Based on feedback from College representatives, District Governance Council (DGC) and the individual councils improve communications, processes, and membership. For example, beginning in fall 2022, the College Deans of Student Development and the District Dean of Wellness, Safety, and DSPS were added to the Student Services Council for planning and improved Communication; the District Strategic Plan includes a goal to institutionalize a District Office Program Review. Through the development of the Strategic Plan, it was identified that the District needs a program review process similar to the Colleges' process. The newly appointed Vice Chancellor of Institutional Innovation and Effectiveness has been tasked with developing this process for the District offices.

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. The self-assessment is intended to be on a yearly cycle. However, the timeline has varied by Division due to administrative changes. The Chancellor and Vice Chancellors have established annual goals and objectives. However, the new Vice Chancellor of Institutional Innovation and Effectiveness will develop a formalized assessment method.

From summer 2018 through spring 2020, San Diego Miramar College engaged in a process called Collegiality in Action (IVA7-01). Through this process, the College participated in collaborative campus wide discussions to examine the College Governance Handbook (CGH) and participatory governance structure, and rebuild it. During fall 2020, the new CGH was vetted through the constituencies and participatory governance process and, it was approved by the College in April 2021. In fall 2021, College Council created the Process for Requesting Changes to the CGH, corresponding form, and established a timeline (IVA7-02); (IVA7-03). The new handbook is set to be evaluated annually.

The College implemented a new governance handbook in fall 2021. The College is in the process of fully meeting all components of this standard. It has identified the following next action steps toward completing an evaluation of the new structure (IB7-05):

Action Step 1: Conduct first annual evaluation of new governance handbook and use results to implement improvements (IB7-04).
Action Step 2: Create participatory governance training modules (IVA7-04).
Action Step 3: Create guidebook or manual to compliment handbook by outlaying specific processes and responsible parties and include documentation of the regular cycle of evaluation for the College's revised governance structure.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
As evidenced above, San Diego Miramar College meets this standard. It recognizes and uses the contributions of leadership both at the College and District for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. As one of four colleges within a multi-college district, the roles within the

district/system are clearly delineated. Governance roles are defined in the College Governance Handbook, and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness and the overall good of the College, while acknowledging the designated responsibilities of the faculty, administrators, classified professionals, students, the President, the governing board, and the Chancellor. Furthermore, the District has policies for allocation of resources to adequately support and sustain the colleges.

The leadership transition at the Chancellor's Cabinet level allows the district to revisit its governance procedures and decision-making policies, which will more accurately represent the current environment. The newly adopted District Strategic Plan is the foundation for all district and college planning processes.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IA3-03: College Governance Handbook Spring 2023, p. 7
IA3-03: College Governance Handbook Spring 2023, pp. 65-66
IVA1-01: College Council Minutes 05/25/21
IVA1-02: College Council Minutes 02/22/22
IVA1-03: Phi Theta Kappa Honor Society Five Star Award
IVA1-04: District With Excellence Magazine Spring 2021, p. 7
IVA1-05: The REC Innovation Lab Webpage
IVA1-06: Professional Development FAQ Webpage
IVA1-07: Professional Development Equity Flyer Example
IVA2-01: Board Policy 2510 Participation in Local Decision-Making
IVA2-02: Administrative Procedure 2510 Participation in Local Decision-Making
IVA2-03: Board Policy 0210 Academic Senate
IVA2-04: Board Policy 2310 Regular Meetings of the Board
IC5-04: District Administrative and Governance Handbook 2021-2022
IIA1-01: Board Policy 5020 Curriculum Development
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IVA4-01: Academic Senate Webpage
IA3-03: College Governance Handbook Spring 2023
IVA5-01: Chancellors Cabinet Meeting Action Items Example
IVA5-02: Chancellors Cabinet Annual Retreat Agenda Example
IA3-03: College Governance Handbook Spring 2023, p. 9
IA2-03: San Diego Miramar Annual Planning Calendar-Cycle 2022-2023
IA3-03: College Governance Handbook Spring 2023, p. 9
IVA1-01: College Council Minutes 05/25/21
IVA1-02: College Council Minutes 02/22/22
IA3-03: College Governance Handbook Spring 2023, p. 18
IVA6-01: District Board of Trustees Report 04/14/2022
IVA6-02: Chancellors Cabinet Meeting Action Items Example

IC1-11: Chancellors Forums Advertisement 2021-2022
IIID6-02: Chancellors Forums Advertisement 2022-2023
IVA6-03: Chancellors Welcome Message Spring 2022
IVA6-04: Chancellors Message on Approval of 2023-2030 District Strategic Plan
IVA6-05: Chancellors Message on the Ukraine Conflict
IVA6-06: Chancellors Message on District Commitment to Civil Discourse
IVA6-07: Chancellors Message Update on Return to Work
IVA6-08: Chancellors Budget Message on Governors May Revision Budget
IC5-06: District With Excellence Magazine Publication Webpage
IC1-13: District News Center Webpage
IC5-10: District Board Policies and Administrative Procedures Webpage
IVA6-09: College Committee Webpage
IA3-03: College Governance Handbook Spring 2023, p. 18
IVA2-01: Board Policy 2510 Participation in Local Decision-Making
IC5-04: District Administrative and Governance Handbook 2021-2022
IA3-03: College Governance Handbook Spring 2023, p. 65
IVA7-01: College Governance Forum Slide Deck 04/17/2019
IVA7-02: College Governance Handbook Change Process
IVA7-03: College Governance Handbook Change Form
IB7-05: College Council Minutes 02/14/23, p. 3
IB7-04: Participatory Governance Survey Results Fall 2022
IVA7-04: Participatory Governance Academy Save the Date Flyer Fall 2023

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As the CEO of the institution, the President is responsible for all areas of college operations and the effectiveness of those operations (IVB1-01); (IVB1-02). A formalized structure is in place to facilitate College priorities and implementation with the College's mission at the apex. The College mission and additional priorities are facilitated and reviewed through the College Council, constituencies, and governance committees. The President appropriately monitors the well-being of the college through formal review of operations conducted during one-on-one meetings with the Vice Presidents, Dean of PRIEL (Planning, Research, Institutional Effectiveness, and Library), and through both Executive Cabinet and President's Cabinet meetings, respectively. The President also gauges the effectiveness of the institution through regular meetings with the Academic Senate and Classified Senate leaders as well as the Associated Student Government; regular review of program review reports; and systematic and regular data collection provided through the college's Institutional Research Office. The planning, organizing, and budgeting procedures conducted at the college are appropriately delegated with close oversight by the President through regular review of delegated activities and, when appropriate, actively led by the President. The processes for recruitment and for the development of personnel are appropriate and consistent with standard practices at community colleges. The assessment of institutional effectiveness is delegated to and led by the Dean of PRIEL, under the guidance and direction of the President, and with strategic planning conducted in close collaboration among the President, the Dean of PRIEL, and the Vice Presidents. In all, this practice is consistent with the practice among community colleges. In addition to these formal internal structures, regular communication about institutional values, goals, institution-set standards, and other relevant information to internal and external stakeholders are shared via the College's Annual Report to the Community (IA4-02).

Analysis and Evaluation

The President (CEO) oversees all aspects of the institution and ensures that a high level of quality service and instruction is maintained. This is accomplished through an effective organizational structure of divisions and departments, with authority over the divisions and departments delegated to Vice Presidents, Deans, and managers (Please see Organizational Information section for details). Regular meetings between levels of management ensures regular review and oversight of operations; the President meets with Vice Presidents, the Dean of PRIEL, and the Public Information Officer weekly; meetings with the Leading Equity, Anti-Racism and Diversity (LEAD) Office Associate Dean occur bi-weekly to ensure Diversity, Equity, and Inclusion (DEI) is infused throughout the institution (IVB1-03). Furthermore, the President ensures effective leadership in planning and organizing through weekly Executive Cabinet meetings (IVB1-04). The President works closely with the Vice President for Administrative Services on budgeting (IVB1-05). The selection of personnel for faculty and management positions is assured with direct

involvement by the President during finalist interviews and the hiring process (IVB1-06). Personnel development increasingly has become a discussion at Executive Cabinet meetings, with attention to college wide professional development of faculty and classified professionals, but also the development of Vice Presidents, Deans, and managers (IVB1-07). The assessment of institutional effectiveness is a major topic at all meetings between the President and the Dean of PRIEL and at Executive Cabinet and President's Cabinet meetings, respectively, with a focus on appropriate documentation and alignment of program/service improvement and the college mission (IVB1-08).

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The President delegates authority and responsibility for the college's divisions to three Vice Presidents and the Dean of PRIEL, with management levels under each division; the President ensures that appropriate delegation of duties follow down the chain-of-command as a means of assuring that the institution functions optimally (Please see Organizational Information for details).

Analysis and Evaluation

The President (CEO) has conducted a review of the organizational structure of the College and is currently engaged with the Executive Cabinet in developing re-organization plans for each division (IVB2-01), beginning with the Student Services division, to be followed by the Administrative Services division and the School of PRIEL, and then the Instructional Services division. Staffing shortages to support all divisions is of high concern, resulting from a combination of a now-ended district wide hiring freeze and budget constraints (Please see Standard III.A. for improvement plan details). The President continues to advocate for the College at the district level, as the College fell behind staffing needs to support significant enrollment growth during the hiring freeze. These efforts are the result of close attention to the college mission and how each division supports students and learning, in an environment of full "wrap-around" service to students.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and

- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The College President has established collegial processes that set the college's values, goals, and priorities toward moving the College even closer to its mission. The President ensures the college sets institutional performance standards for student achievement and has delegated this authority to the Dean of PRIEL. Under the Dean's guidance, the College's evaluation and planning rely on high quality research and analysis of external and internal conditions, and is evident in the strategic planning process.

Analysis and Evaluation
San Diego Miramar College's CEO is the College President and began tenure in fall 2020, during year one of the global pandemic stay at home order. The College President has established collegial processes that set the college's values, goals, and priorities toward moving the College even closer to its mission through the strategic planning process. Additionally, the President resides as co-chair of College Council, where the Mission Statement Review Alignment Cycle was reviewed and approved (IA3-04).

The College President's process is evident in developing the goals for the strategic plan (IVB3-01). The Planning, Institutional Effectiveness, and Research Committee (PIERC) benchmarked the KPIs associated with the strategic goals, which resulted in college wide priorities (SAD-ISS-01). The College President ensures the college sets institutional performance standards for student achievement and has delegated this authority to the Dean of Planning, Research, Institutional Effectiveness, and Library (PRIEL). Before the current College President's tenure, San Diego Miramar College was well on its way to ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions. This has continued under the College President's oversight and is evident in the strategic planning process. The College President ensures that educational planning at the college is integrated with resource planning and allocation to support student achievement and learning as is demonstrated in the strategic plan (IA2-02). Under the College President's leadership, the College engages in a systematic review of Requests for Funding (RFF), every fall through the Budget and Resource Development Subcommittee (BRDS) (IVB3-02). Additionally, the College President has established procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution, which is discussed in detail in Standard I.B.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The College President, takes a lead role in the accreditation process and in creating a culture of commitment to continuous quality improvement. The College President's role in accreditation is

robust and is outlined in a number of board policies as well as in the job description (IVB1-01); (IVB1-02). The President meets regularly with the Accreditation Liaison Officer (ALO) (IVB1-03) to ensure that the college community is engaged in accreditation efforts and that the college is complying with all reporting to the accrediting body. The President works with the executive leadership in support of compliance with accreditation standards during one-on-one meetings with the Vice Presidents. A new Executive Planning group has been established that includes the President, Vice Presidents, the Dean for PRIEL, and the Associate Dean of the LEAD office to more effectively plan for the integration of college efforts, the college mission, and accreditation standards.

Analysis and Evaluation

As part of the College's institutional self-evaluation process, an Accreditation Steering Committee was established with co-chairs who work with the college constituencies to identify tri-chair teams that will lead the self-evaluation work for each accreditation standard. The co-chairs for this process are the Dean for the School of Planning, Research, Institutional Effectiveness, and Library (PRIEL)/Accreditation Liaison Officer, and a faculty member (Please see section C. Organization of the Self-Evaluation Process for details). The College President provided consultation on the tri-chair structure by working with the ALO to appoint managers to teams, and by communicating with constituency leaders about the process during the College Council meetings in fall 2021 (IVB4-01). The College President also ensures that the entire campus community understands the importance of accreditation and their roles in the process to advance student equity and success (IVB4-02). Accreditation is a standing agenda item, in which the College President collaborates with the ALO to provide a regular report to the Council (IVB4-03).

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board of Trustees policies are regularly reviewed at Chancellor's Cabinet as they go through a regularly scheduled review process, and are discussed by the Chancellor's Cabinet prior to going to the Board of Trustees for approval (IVB5-01). The college President forwards the policies to the Executive Cabinet for review and for distribution as appropriate, with discussion at Executive Cabinet when emphasis or review of the policy is needed. State and Federal statutes and regulations are forwarded to the Executive Cabinet and any other members of President's Cabinet who are deemed as having compliance responsibility for the particular statute or regulation. When deemed appropriate, they are reviewed at President's Cabinet. The President reviews policies and laws with the appropriate Vice President for the area affected during one-on-one meetings to ensure compliance and to review alignment with the college's mission, including effective allocation of resources.

Analysis and Evaluation
The President recognizes the need for immediate attention in the areas of documentation, distribution, review, discussion, and planning associated with Board of Trustees policies, and with Federal and State statutes and regulations. While the practice of disseminating and reviewing policies, statutes, and regulations occurs as described above, there has been little documentation, particularly in the President's one-on-one meetings, where no minutes are kept and agendas are sporadic. The President will implement the use of formal agendas being set for one-on-one meetings with the Vice Presidents and the Dean of PRIEL. Planning, if appropriate and needed, will be implemented at the Executive Cabinet level and at President's Cabinet where broader review and discussion is warranted by the nature of the policy, statute, or regulation.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The College President maintains regular communications with the campus as well as the District through a variety of ways. The communications discuss campus wide initiatives such as Guided Pathways, convey relevant important information such as FTES challenges and campus policies, as well as address important current global and national news and events impacting the surrounding communities.

Analysis and Evaluation
The President represents the campus at District-level meetings, such as District Governance Council (DGC), Budget Development, etc., and disseminates pertinent priorities and updates to the College regularly (e.g. convocation, attendance at meetings, start of semester emails). The District and College's response to important recent events such as the pandemic lockdown, race consciousness and antiracism, and war in Ukraine, etc., are also communicated and discussed in these venues (Please see Standard IV.A.6. for details).

Additionally, the President maintains regular meetings with campus constituent leadership, in the form of regular management meetings (IVB6-01), governance meetings (IVB6-02), and regular meetings with constituency leadership including one-on-one meetings with Academic, Classified, and Student leadership, as well as joint meetings.

Conclusions on Standard IV.B: Chief Executive Officer
As evidenced above, San Diego Miramar College meets this standard. The President oversees all aspects of the institution and ensures that a high level of quality service and instruction is maintained. This is achieved through an effective organizational structure of divisions and departments, led by an executive leadership team comprised of three Vice Presidents, the Dean of PRIEL, and the LEAD Office Associate Dean. The executive leadership team oversee the major divisions with appropriately organized management levels both across the college and under

each division. The President ensures that appropriate delegation of duties follow the chain-of-command as a means of assuring that the institution functions optimally. To assure that the organization fulfills the college mission, the President has established collegial processes that set the college's values, goals, and priorities that guide the College toward mission fulfillment. The President ensures the college sets institutional performance standards for student achievement and has delegated oversight of this effort to the Dean of PRIEL through evaluation and planning based on a clear strategic planning process. The College President takes a lead role in the accreditation process and in creating a culture of commitment to continuous quality improvement. The College President appropriately forwards Board of Trustees policies to the Executive Cabinet for review and for distribution as appropriate, with discussion at Executive Cabinet when emphasis or review of the policy is needed. The Vice Presidents and Dean of PRIEL then disseminate and monitor compliance. The College President maintains regular communications with the campus as well as the District through regular email updates, open forums, and meetings to address concerns and to assure that the college is cognizant of leadership and district activities and plans.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IVB1-01: Board Policy 2437 Evaluation of the President
IVB1-02: College President Job Description
IA4-02: Annual Report to the Community 2020-2021
IVB1-03: President-PRIELT Dean Meeting Schedule Spring 2023 Example
IVB1-04: Executive Cabinet Action Items 06/06/23
IVB1-05: President-VPA Meeting Agenda Example
IVB1-06: Scheduling Instructions for Personnel Interviews
IVB1-07: Managers Retreat Agenda Summer 2022 Example
IVB1-08: Presidents Cabinet Action Items 5/15/23 Example
IVB2-01: College Council Minutes 11/08/2022
IA3-04: College Council Minutes 02/08/22, p. 2
IVB3-01: College Executive Committee Minutes 10/27/2023, p. 3
SAD-ISS-01: Strategic Plan Assessment Scorecard 2.0 Fall 2020-Spring 2027
IA2-02: San Diego Miramar College Fall 2020-Spring 2027 Strategic Plan, p. 15
IVB3-02: Budget and Resource Development Subcommittee Minutes 09/22/2021, p. 4
IVB1-01: Board Policy 2437 Evaluation of the President
IVB1-02: College President Job Description
IVB1-03: President-PRIELT Dean Meeting Schedule Spring 2023 Example
IVB4-01: College Council Minutes 08/31/2021, p. 3
IVB4-02: President's Email to the College 03/17/22
IVB4-03: College Council Minutes 03/14/2023, p. 2
IVB5-01: Chancellors Cabinet Agenda 06/13/23
IVB6-01: Presidents Cabinet Agenda Example, p. 2
IVB6-02: College Council Meeting Calendar 2023-2024

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The District has a stable, deeply committed, locally elected governing Board with authority over and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services and the institution's financial stability.

A five-member locally elected Board governs the District and one student member per the California Education Code. The Board of Trustees is well known for its stability and solid commitment to students and the community, contributing significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in District-only elections, and the two top candidates in each Trustee District run city-wide in a general election. The Associated Students Presidents, elected by the students at each College, collectively share the role of Student Trustees. BP 2015 *Student Members* and AP 2015 *Student Members* were updated in spring 2022 to include a Student Trustee representative from the College of Continuing Education, having full representation from all four Colleges of the District. The four Student Trustees rotate as the "sitting Trustees" representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students (IVC1-01); (IVC1-02).

The quality of programs, integrity of institutional actions, and effectiveness are the Board's top priorities, as demonstrated through the District mission statement, Board policies, and actions. The Board of Trustees consistently monitors outcomes and exercises oversight over the academic quality and effectiveness of student learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness.

Analysis and Evaluation

The Board of Trustees, through several policies and actions, exercises oversight of the academic quality and effectiveness of the student learning programs and services, including regular reports at Board meetings on various student outcomes and accountability measures such as the review and approval of the Student Equity and Achievement Plans, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters, and reports on various academic programs and services, most recently a report on the District's housing initiative. The agenda items for the Board retreats also reflect the Board's commitment to academic quality. After comprehensive review and approval by faculty, the Board approves all new revisions to courses and degree and certificate programs for both the credit and noncredit programs (IVC1-03); (IVC1-04); (IVC1-05); (IVC1-06).

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual goals, which reflect a focus on the quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards and the District's Strategic Planning Goals (IVC1-07).

Several Board policies and procedures require sound fiscal and budget management practices, which help ensure the District's financial stability. The Board has a standing subcommittee, the Budget Study and Audit Subcommittee, consisting of two board members. The subcommittee meets with the Chancellor and the Executive Vice Chancellor of Finance and Business Services to review in detail the annual proposed, tentative, and final adopted budgets before either being finalized or submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor of Finance and Business Services, and representatives of the external auditing firm to review the five District audits.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The District governing board is highly stable and effective. Three Board members have served more than fourteen years—one of whom has served for thirty-two years—one member for ten years, and one member for one year. As a result, Board members collaborate in support of decisions. In addition, Board members are active statewide and nationally, contributing to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality, the integrity and effectiveness of student learning programs and services, and the fiscal integrity of the District.

Analysis and Evaluation
The Board members are collegial and highly regarded in the community. They have varied backgrounds and perspectives, contributing to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in Board Policy (BP) 2715 *Code of Ethics/Standards of Practice*. Specifically, the policy states that, "*Board members recognize that legal and effective functioning is by the Board as a whole*." BP 2715 also establishes an expectation of Board members for high ethical conduct and addresses managing conflicts of interest and handling special interest groups (IIIA13-04). The Board of Trustees meetings are conducted to ensure board members can engage in a thorough discussion before taking decisive action on an item before the Board.

The governing Board demonstrates support for its policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed per BP 2410 and AP 2410 (IC5-01); (IC5-02) to be current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees has authority over and responsibility for the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to them (members of the Chancellor's Cabinet, including College Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of the People, Culture, and Technology Services Division, the Chancellor and Board has followed the selection and evaluation requirements for its senior administrators.

The last Chancellor search occurred in 2021 and resulted in the selection of the current sitting Chancellor, who has provided stability, leadership, and guidance to the District. Board Policy 2431 and Board Policy 2432 were adopted on December 14, 2006 and will be adhered to for future vacancies in the Chancellor classification (IVC3-01); (IVC3-02).

Analysis and Evaluation

Selection of Chancellor

The Board follows Title 5 of the California Code of Regulations; the California Education Code; Board Policy 2431 *Chancellor Selection*, and Board Policy 2432 *Chancellor Succession* in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250 *Educational Administrators* in the appointment of College Presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor and Board Policy 2437 about the evaluation of presidents. The Board takes responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to them (including College Presidents, the Executive Vice Chancellor, Vice Chancellors, and members of the Chancellor's Cabinet).

The Board of Trustees designates a Board Subcommittee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conduct initial interviews and makes recommendations concerning all aspects of the search process. The Board interviews finalists in a closed session and the final selection is announced in an open session and voted on for approval.

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation by the Board of Trustees. Board Policy 2435 outlines the requirements for the evaluation of the Chancellor (IVC3-03). The Board may solicit input from various constituents, including the College presidents, District senior staff, Academic Senate presidents, union representatives, outside agencies, and others

designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year based upon their stated goals. The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation. When their assessment is complete, the Board meets with the Chancellor, and s/he is provided with the final, written document. A signed copy of the Chancellor's evaluation is maintained in the People, Culture, and Technology Services Division.

Selection of College Presidents
The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College Presidents. Board Policy 2436 specifies the President Selection procedures and involves national searches (IVC3-04). Board action is required to initiate the presidential search process, directing the Chancellor to begin the process according to Board Policy 2436. Recent Board actions authorizing President Searches include Miramar College (2020), Mesa College (2022), and the College of Continuing Education (2022).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval.

After conducting interviews, the Chancellor compiles information from the background and reference checks and forwards the names of a minimum of two finalists to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy 2436.

Evaluation of College Presidents
As detailed in Board Policy 2437 *Evaluation of President*, contracts for College Presidents include a provision for an annual evaluation conducted by the Chancellor. College Presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and every three years after that. In this process, the President's self-evaluation is supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, outside agencies, and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policymaking body by studying all materials before meetings, being well-informed before engaging in District business, and asking questions and requesting additional information. Through its legislative advocates in Sacramento and Washington, DC, the Board participates in advocacy efforts on behalf of the District and community colleges.

Analysis and Evaluation
The Board of Trustees comprises five members elected to four-year terms by voters of the Trustee areas composing the District. The Board also has a Student Trustee, elected by students for a one-year term. The Associated Students Presidents, selected by the students at each College, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board except for closed sessions. Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and College operations is facilitated through open session comments at Board meetings and through the Board's consistent adherence to open meeting laws and principles. The District's service area is diverse, and constituents advocate strongly for their respective interests. Public members can express their perspectives during the public comments section of each Board meeting when individual agenda items are under consideration and through direct correspondence with the Board. In addition, Board members engage with local communities across the District. This practice helps broaden Board members' perspectives on issues affecting individual Colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate Communication among citizens, Board members, and educators and to advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on community attitudes, opportunities, and needs; and advise the Board on whether the programs are meeting the needs of the citizenry (IVC4-01); (IVC4-02).

The Board maintains its independence as a policymaking body by studying all materials before meetings, being well-informed before engaging in District business, and asking questions and requesting additional information. In carrying out its duties, the Board maintains the highest standards of ethics. As previously stated, the Board adopted and complied with an ethics policy applicable to its members. The Board has also adopted and complies with a specific conflict of interest policy to ensure actions per the public's interest.

The Board engages in advocacy efforts on behalf of the District in particular and community Colleges in general through its legislative advocacy in Sacramento and Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor and their state legislative consultant.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The District Board of Trustees is committed to educational quality, financial integrity, and stability per state and federal laws and regulations. This commitment is evident in the Boards' annual goals, policies, and procedures. The Board holds the Chancellor responsible for the overall operation of the District, following District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for the institution's operation. The Board establishes and regularly updates policies consistent with the mission of the District to ensure the quality, integrity, and improvement of student learning programs and services in alignment with ACCJC standards. Several Board policies address academic programs' quality and integrity, financial integrity, and stability.

Analysis and Evaluation

The Board of Trustees establishes policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, the Chancellor's Cabinet, and the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity, and improvement are demonstrated in several ways:

- The Board of Trustees meeting agenda includes a report on various programs and student outcomes, including Degrees and Certificates awarded, Transfer, Student Demographic Trends, Enrollment Trends, Noncredit to Credit Transition, and Honors Program Outcomes.
- The Board of Trustees' annual goals references the respective Accreditation Standards and the District's Strategic Planning Goals. Refer to IV.C.1. for additional information about the Board's Goals.

Several Board Policies reflect a commitment to the quality of programs and services, financial integrity, and institutional effectiveness.

- BP 2200 *Board Duties and Responsibilities* illustrates the Board's ongoing focus on quality (IVC5-01).
- The Board's mission statement is contained in BP 1200 *District Mission. The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.* In addition, the District's statement on shared values – shared vision states: *…teaching and learning are our highest priority as we move forward in the 21st century* (IVC5-02).
- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding the Associate Degree and general education courses (IIA2-04).

- BP 5020 *Curriculum Development* establishes standards for a course and program approval (IIA1-01).
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation (IVC5-03).

The Board has a standing Subcommittee on Accreditation that monitors student outcomes and educational quality. In addition, the Board receives ongoing reports on student achievement, academic programs, and support services.

Legal Matters

- The Board has ultimate responsibility for legal matters. BP 2200 *Board Duties and Responsibilities* sets forth the Board's responsibility for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for College operations (IVC5-01).
- Regarding ongoing and potential legal matters, the Chancellor regularly briefs the Board. According to BP 2315 *Closed Sessions*, the Board also regularly receives the advice of counsel on pending and anticipated litigation in closed sessions so that the Board may take appropriate action on all legal matters (IVC5-04).

Financial Integrity and Stability

- The Board's standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District.
- The Board also reviews in detail any long-term obligations because of collective bargaining and "meet and confer" agreements with employee units before approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and address unforeseen emergencies. In addition, adequate funds are held to address long-term commitments. BP 6200 *Budget Preparation* has been updated to reflect a 16.7% reserve.
- BP 6300 *Fiscal Management* assures sound fiscal management, including adequate internal controls, accurate, timely, and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined (IIID9-01).
- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications (IVC5-05).

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies, and Board goals, in addition to the Board meeting schedule, agenda, minutes, and reports.

Board Policies about the size, District's responsibilities, structure, and operating procedures are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

Analysis and Evaluation
The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, and Board goals, along with the Board meeting schedule, agenda, minutes, and reports.

The following Board policies address membership, responsibilities, and operating procedures:

- BP 2010 *Board Membership* describes the Board membership per the California Education Code Sections 72023, 72103, 72104 (IVC6-01).
- BP 2015 *Student Members* specify the criteria and responsibilities of the student member(s) of the Board (IVC1-01).
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections (IVC6-02).
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board (IVC6-03).
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy (IVC6-04).
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees (IVC5-01).
- BP 2210 *Officers* describes the process for electing governing board officers and the term of office (IVC6-05).
- BP 2310 *Regular Meetings of the Board* provide for the structure and operation of Board meetings (IVC6-06).
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establish the requirements and conditions for a closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings (IVC5-04); (IVC6-07).

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
As new Board members, Trustees participate in a comprehensive orientation and attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide knowledge of the Board's Policies and Administrative Procedures on Board operations. Board Policies are regularly reviewed and updated per BP 2410 and AP 2410 and based on state and federal law changes. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure accuracy.

Analysis and Evaluation
The District Board of Trustees consistently acts following its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees and an understanding of the policies and procedures on Board operations.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled per a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester to address specific policy and operational matters such as College policies and operations and establish annual goals.

Minutes and formal Board Reports reflecting all the actions of the Board are published after each meeting (IVC7-01); (IVC7-02). The conduct of the meetings, meeting minutes, and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed sessions and special and emergency meetings are conducted per Board Policies (BP 2310 – BP 2365). Board Policies are established and revised under Board Policy 2410 and Administrative Procedure 2410. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four Colleges. These meetings allow the Colleges to highlight their programs and interact directly with the Board (IVC6-06); (IVC7-03).

The Board actively reviews and assesses its policies to ensure effectiveness in fulfilling the District's mission. Board Policies and Administrative Procedures are updated periodically based on state or federal law changes or organizational needs per Board Policy 2410 and Administrative Procedure 2410. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas remain current and accurate (IC5-01); (IC5-09); (IVC7-04); (IC5-02).

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The Board of Trustees establishes clear expectations for student success and equity. It regularly reviews key student learning and achievement indicators with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

The Board is fully engaged in discussions about student outcomes and institutional effectiveness. It is committed to student success and academic quality, as evident in its policies, practices, processes, and ongoing collaboration with the Board of its feeder high school District.

Analysis and Evaluation
The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals and ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements, including annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services, including diversity, assessment, and placement data, the Student Success Scorecard, and Honors Program outcomes. The Board also reviews the curriculum after review and approval by the faculty, including new and revised courses and academic programs.

The Board's goals reference the relevant Accreditation Standards and the District's Strategic goals (IVC8-01). Refer to IV.C.1 for additional information about the Board's Goals.

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings at each of the Colleges. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the Colleges highlight academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is collaborating with the Board of Education of the San Diego Unified School District, the governing body for all the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting to review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges and the various concurrent enrollment partnership programs and support services between the two Districts. Each year, the boards receive a report on the Districts' progress in accomplishing the Joint Board goals. Examples of Joint Board goals include Retention and Success of First Time Students, Career Technical Program alignment, and Student Success of Black and Latinx Students. This commitment between the two Districts has resulted in many improvements to programs and increased student services.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
In addition to the orientation of new Trustees, Board members participate in annual retreats facilitated by the Chancellor in consultation with the President of the Board. The Board of Trustees also participates in mandated ethics training and engages in training through attendance at conferences where leadership development training is provided.

Analysis and Evaluation
The District has a clear process for orienting Board members. It includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices act, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for and conduct during Board meetings. In consultation with the President of the Board, the Chancellor facilitates semi-annual Board retreats and schedules regular educational presentations to the Board throughout the year. Board members participate in both mandated training, such as Ethics Training required under AB 1234, and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees, where leadership development training is provided. The Board has followed a policy to ensure the continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance (IVC6-04); (IVC9-01).

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the published agenda.

Analysis and Evaluation
The Board of Trustees consistently adheres to its self-evaluation policies by routinely assessing their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open Board of Trustees meeting and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans, and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policymaking and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success (IVC10-01); (IVC10-02); (IVC10-03); (IVC10-04); (IVC10-05); (IVC8-01).

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves appropriately and legally, policies to ensure that Trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict-of-Interest form that ensures no conflict of interest among Board members.

Analysis and Evaluation

The Board of Trustees has a code of ethics and a conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715 *Code of Ethics/Standards of Practice*, documents the expected behavior of Board members. It further states that violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where the President of the Board's behavior is in question, the Executive Vice President will address the matter (IVC11-01).

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include BP 2710 *Conflict of Interest* (IVC11-02), BP 2716 *Political Activity* (IVC11-03), BP 2717 *Personal Use of Public Resources* (IVC11-04), and BP 2720 *Communication Among Board Members* (IVC11-05).

The Board also has numerous policies that specify how Trustees should conduct themselves appropriately and legally and policies to assure that Trustees understand their duties and responsibilities, including BP 2200 and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict-of-Interest form (California 700, *Statement of Economic Interest*) each year that ensures no conflicts of interest among Board members (IVC5-01).

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the

functions of the District and provide a structure by which the Board holds the Chancellor accountable.

Analysis and Evaluation
The Board of Trustees delegates full authority to the Chancellor, who has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in developing District policy and strategies while respecting the delegation of authority to the Chancellor and presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations (IVC12-01).

The Chancellor and the Executive team continue to support the training and focus of the Board on its policymaking role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds them, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable (IVC3-03); (IVC12-02).

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board of Trustees' annual goals includes the relevant Accreditation Standard and District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by establishing a standing Board Subcommittee on Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards.

Analysis and Evaluation
The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard and District Strategic Goals. The Governing Board also receives regular updates on accreditation, including eligibility requirements, Accreditation Standards for both credit and noncredit Colleges, Commission policies, accreditation processes, and progress reports on the institutions' Self-Evaluation Reports. Updates are provided to the Board by the Chancellor and through the standing Board Subcommittee on Accreditation, which comprises two Board members who meet to review accreditation matters and student success and equity outcomes data. Updates are also provided to the Board at public Board meetings. One example is a midterm report provided to the Board on the progress made since the 2017 accreditation cycle (IC12-06).

The Board encourages feedback from governance leaders through informal discussions and direct Communication. The agendas for the Board of Trustees meetings include a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow the Academic Senate to address any matter before the Board. The Board schedules open-door sessions before each Board meeting scheduled at the Colleges. In addition, the Board holds a Board Retreat each semester, focusing on planning matters and institutional effectiveness.

Conclusions on Standard IV.C: Governing Board

As evidenced above, San Diego Miramar College meets this standard. The Board of Trustees receives training and orientation about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status from both ACCJC and through statewide and local workshops. The Board participates in regular self-evaluation and has affirmed its commitment to improvements as part of the self-evaluation and accreditation processes. The Board approves all reports submitted to ACCJC by the Colleges.

Information from Board subcommittee meetings is conveyed to the full board during open board meetings. Board members can engage in discussions, ask questions, and provide input. College representatives present relevant information in the open board session to begin the accreditation agenda item and answer questions. This comprehensive, interactive communication process during the open meetings ensures all members are informed and involved. All proceedings are documented in meeting minutes and presentations are part of the public board agenda.

Improvement Plan(s)

No major gaps found based on evidence and analysis.

Evidence List

IVC1-01: Board Policy 2015 Student Membership
IVC1-02: Administrative Procedure 2015 Student Membership
IVC1-03: District Board of Trustees Diversity-Equity-Inclusion Presentation 2022
IVC1-04: District Distance Education Update 2022
IVC1-05: District Board of Trustees LGTBQ+ Presentation 2022
IVC1-06: District Board of Trustees Promise Program Presentation 2022
IVC1-07: District Board of Trustees Goals 2022-2023
IIIA13-04: Board Policy 2715 Code of Ethics-Standards of Practice
IC5-01: Board Policy 2410 Board Policies and Administrative Procedures
IC5-02: Administrative Procedure 2410 Board Policies and Administrative Procedures
IVC3-01: Board Policy 2431 Chancellor Selection
IVC3-02: Board Policy 2432 Chancellor Succession
IVC3-03: Board Policy 2435 Evaluation of the Chancellor
IVC3-04: Board Policy 2436 President Selection
IVC4-01: District Trustee Advisory Council Information
IVC4-02: Board Policy 1020 Trustee Advisory Councils-Policies and Bylaws Governing the

Formation and Operation
IVC5-01: Board Policy 2200 Board Duties and Responsibilities
IVC5-02: Board Policy 1200 District Mission
IIA2-04: Board Policy 5025 Philosophy and Criteria for Associate Degree and General Education
IIA1-01: Board Policy 5020 Curriculum Development
IVC5-03: Board Policy 5100 Graduation Requirements for Degrees and Certificates
IVC5-01: Board Policy 2200 Board Duties and Responsibilities
IVC5-04: Board Policy 2315 Closed Sessions
IIID9-01: Board Policy 6300 Fiscal Management
IVC5-05: Board Policy 6250 Budget Management
IVC6-01: Board Policy 2010 Board Membership
IVC1-01: Board Policy 2015 Student Membership
IVC6-02: Board Policy 2100 Board Elections
IVC6-03: Board Policy 2105 Election of Student Members
IVC6-04: Board Policy 2110 Vacancies on the Board
IVC5-01: Board Policy 2200 Board Duties and Responsibilities
IVC6-05: Board Policy 2210 Officers
IVC6-06: Board Policy 2310 Regular Meetings of the Board
IVC5-04: Board Policy 2315 Closed Sessions
IVC6-07: Board Policy 2320 Special and Emergency Meetings
IVC7-01: District Board of Trustees Documents Webpage
IVC7-02: District Board of Trustees Report 09/29/2022
IVC6-06: Board Policy 2310 Regular Meetings of the Board
IVC7-03: Board Policy 2365 Recording
IC5-01: Board Policy 2410 Board Policies and Administrative Procedures
IC5-09: District Policy and Procedure Development Flowchart
IVC7-04: Community College League of California Policy and Procedure Subscriber Service
IC5-02: Administrative Procedure 2410 Board Policies and Administrative Procedures
IVC8-01: District Board of Trustees Goals 2021-2022
IVC6-04: Board Policy 2110 Vacancies on the Board
IVC9-01: Administrative Procedure 2110 Vacancies on the Board
IVC10-01: Board Policy 2745 Board Self-Evaluation
IVC10-02: Board of Trustees Self-Evaluation Agenda Item
IVC10-03: ACCJC Accreditation Standard IV
IVC10-04: District Board of Trustees Survey Results 2021
IVC10-05: District Board of Trustees Self-Evaluation 2020-2021
IVC8-01: District Board of Trustees Goals 2021-2022
IVC11-01: Board Policy 2715 Code of Ethics-Standards of Practice
IVC11-02: Board Policy 2710 Conflict of Interest
IVC11-03: Board Policy 2716 Political Activity
IVC11-04: Board Policy 2717 Personal Use of Public Resources
IVC11-05: Board Policy 2720 Communications among Board Members
IVC5-01: Board Policy 2200 Board Duties and Responsibilities
IVC12-01: Board Policy 2430 Delegation of Authority to the Chancellor

IVC3-03: Board Policy 2435 Evaluation of the Chancellor
IVC12-02: Administrative Procedure 2435 Evaluation of the Chancellor
IC12-06: Accreditation Mid-term 2021 Board Action

D. Multi-College Districts or Systems

1. In multi-College Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. Working with the Colleges, the District/system CEO establishes clearly defined roles, authority, and responsibilities between the Colleges and the District/system.

Evidence of Meeting the Standard

The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with the Executive Cabinet to plan and establish priorities and expectations for the year (IVA5-02). In addition, the Chancellor shares annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. Each year, the Chancellor's evaluation by the Board includes an assessment of the Chancellor's major goals and objectives. The Chancellor's goals reflect the same commitment to institutional excellence and effective operations of the institutions (IVC3-03); (IVC12-02).

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled at each College and the District Office at the beginning of the fall semester. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The forums are attended by hundreds of faculty, staff, and students each year (IIID6-02).

The Chancellor also establishes expectations of excellence in the Chancellor Messages, which serve as regular written Communication to the entire District on enrollment, the budget, and various major planning items such as the Baccalaureate Degrees. The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission and the Chancellor's expectations for the exemplary operation of the organization (IVA6-03); (IVA6-04); (IVA6-05); (IVA6-06); (IVA6-07); (IVA6-08).

Analysis and Evaluation

The Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. Through careful planning and weekly meetings along with an annual retreat with the Executive Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor, the Chancellor ensures the effective operation of the District and its institutions. Working with the Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the Colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization.

2. The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the Colleges receive effective and adequate District/system-provided services to support the Colleges in achieving their missions. Where a District/system is responsible for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the institution's accredited status.

Evidence of Meeting the Standard

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the District from those of the Colleges and consistently adheres to this delineation in practice. A *Delineation of Function Map* that describes the functional duties of the District departments and the Colleges was first produced in 2004 and is routinely updated yearly. It is widely disseminated district wide through the Administration and Governance Handbook.

The Chancellor holds each college President responsible for the operation of their respective institution as articulated in the *Delineation of Function map* and the President's job description. The Chancellor ensures that the Colleges receive effective and adequate services the District provides to assist them in achieving their mission in several ways. One example is that the Chancellor meets regularly with each College President to discuss operational matters. Another mechanism is through the Chancellor's Cabinet (IVA5-01).

Further, periodically the Chancellor's Cabinet agenda includes a *Policy and/or significant item for Discussion* where the meeting time is extended for meaningful dialog on an important policy matter. Items have included: accreditation, enrollment management, District wide communication strategic planning, and funding for the San Diego Promise. Another example of the Chancellor's commitment to effective operations and support for the Colleges in achieving their mission is that the Chancellor meets with the Academic Senate Presidents to receive direct feedback on operations.

A Districtwide survey is planned to assess the ongoing effectiveness of District services provided to the Colleges to support their effectiveness and to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission, and functions. The results will be provided to the Chancellor, the Presidents, the Vice Chancellors, and the Colleges. The District Divisions also develop annual goals and undergo an assessment of those goals each year.

Resources are allocated to each College through the District budget model that includes resources for fixed costs (i.e., personnel), enrollment (FTEF and FTES) targets, and other contractual commitments (i.e., reassigned time). In addition, resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the Colleges, including IT resources, student records maintenance, and legal services.

Several Board policies and procedures address budget preparation, budget, fiscal management, and asset management. The previously referenced policies and procedures delineate the responsibility of the District regarding fiscal-related functions and allocations. Each College has a Business Services office responsible for budget allocation at the College level to support its programs and operations.

The District is responsible for identifying and calculating Districtwide revenue resources and allocating those resources to the Colleges and District operations to support student access. Planning occurs at both the District and College levels with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the Colleges and the community served by the District.

Analysis and Evaluation
The Chancellor delineates, documents, and communicates operational responsibilities and functions of the District administrative units from those of the Colleges. This delineation of roles and responsibilities is consistently adhered to and reviewed periodically to ensure effective operation. The Chancellor holds the President responsible for the overall operation of the College and provides the College has adequate resources and support to achieve its mission. The administrative divisions of the District provide resources and support to the Colleges in completing their missions.

3. The District/system has a policy for allocating and reallocating adequate resources to support the effective operations and sustainability of the Colleges and District/system. The District/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The District has several Board Policies and Administrative Procedures related to allocating resources to support the effective operations and sustainability of the Colleges and the District. Board Policies and associated Administrative Procedures, which primarily relate to the distribution of resources and the effective control of expenditures, are the following:

- BP 6100 and AP 6100.1 *Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations and with the California Community College Budget and Accounting Manual, and with California Code of Regulations, Title 5 (IIID16-01).
- BP 6200 *Budget Preparation*, AP 6200.3 *Campus Budget Model*, and AP 6200.4 *Revenue and Expense Projections* (IIID9-02).
- BP 6250 *Budget Management* and AP 6250.2 *Budget Transfers* (IVC5-05).
- BP 6300 *Fiscal Management* and AP 6300.1 through AP 6300.12, which address various fiscal-related items (IIID9-01).

Each previously stated Board Policy and Administrative Procedure clearly defines the roles, responsibilities, and allocation process related to resources and expenditures within the budget development process. Annual resource allocation is primarily based on state revenue

apportionment funding, restricted state funds, and all federal, state, and local grants and contracts in any fiscal year. The District estimates apportionment revenue based upon the prior year's state-funded FTES increased by system wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to develop the District's annual budget and provide adequate control of expenditures. The allocation of resources adequacy is based upon FTES targets for the Colleges to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary expenses.

The Colleges, Districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations), and the District Offices are responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

Analysis and Evaluation
The District has Board Policies and Administrative Procedures implemented to ensure sound practices to support the effective operations and sustainability of the Colleges and District Office. BP 6200 *Budget Preparation*, BP 6250 *Budget Management*, and BP 6300 *Fiscal Management* require that the budget preparation and the budget and fiscal management of the District are per California Code of Regulations, Title 5, and the California Community College Budget and Accounting Manual required of all 72 Community College Districts in the state. The Colleges are funded to support effective operations and sustainability as determined by the state.

4. The CEO of the District or system delegates full responsibility and authority to the CEOs of the Colleges to implement and administer delegated District/system policies without interference and holds College CEOs accountable for the operation of the Colleges.

Evidence of Meeting the Standard
The Chancellor delegates full responsibility and authority to the College Presidents and supports them in implementing District policies at their respective Colleges. College Presidents are held accountable for their College's performance by the Chancellor, the Board, and the communities they serve. College presidents are expected to strictly adhere to all District policies, and the Chancellor asks that communication between the College and the District be thorough and regular.

Analysis and Evaluation
Board Policy 0010 *Governance - District Administrative Organization* stipulates the President is responsible for the total program assigned. The Authority of the Presidents is delegated to them by the Chancellor. College Presidents are expected to adhere to all District Policies strictly, and

the Chancellor expects all communication between the College and the District to be thorough and regular (IVD4-01).

5. District/system planning and evaluation are integrated with College planning and evaluation to improve student learning, achievement, and institutional effectiveness.

Evidence of Meeting the Standard

The District has been evaluating its integrated planning practices, including reviewing and assessing the components of an integrated planning process to ensure the linkage of various planning processes into a holistic system. Evidence of this evaluation is the Chancellor's Cabinet and Vice Chancellor discussions and meetings of the District Governance Council, which have created a "Districtwide Integrated Planning Framework Model" to present how planning processes occur Districtwide visually. Please see Standard I.B.9. for additional information.

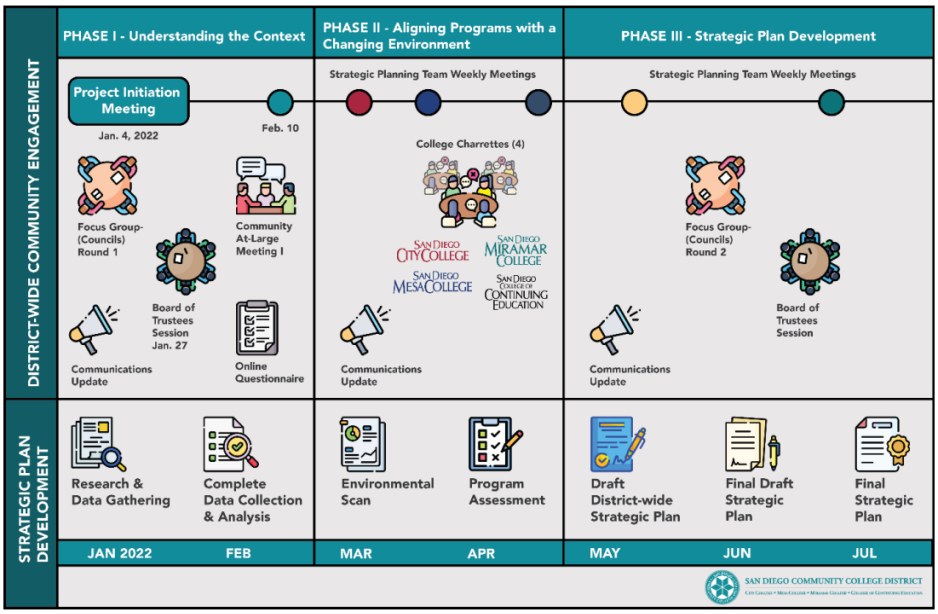
The Districtwide Strategic Planning Framework Model addresses short and long-range needs in developing the eight-year Strategic Plan. This integrated approach builds upon each institution's Facilities Plan, Educational Plan, Technology Plan, and Strategic Plans.

As outlined in the diagram below, the Strategic Plan Development Timeline, the Strategic Planning process involves Research & Data Gathering, Data Collection & Analysis, Environmental Scan, Program Assessment, and multiple drafts refined by feedback from all constituents across the District. This integrated approach allows for the thorough review and intentional alignment of the Board of Trustees' goals, District priorities, and consideration of District and College plans by the Chancellor's Cabinet, which results in the articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, students, administrators, and staff, refined the overall themes in goals, objectives, and measures for the eight years.

Strategic Plan Development and Evaluation

The Districtwide Strategic Plan was developed on a four-year cycle in previous years. Under the leadership of the new Chancellor, the District embarked on a district wide, integrated Strategic Planning process that will usher the District and its institutions into 2030 with an 8-year Strategic Plan. The District is fully invested in this new approach and contracted a skilled consulting agency with a multitude of experience working with institutions of higher education and community Colleges. The comprehensive Strategic Planning process engaged faculty, students, staff, administrators, and community members of the four Colleges and the District Office.

The comprehensive Strategic Plan was comprised of three phases:



Phase I: Understanding the Context

The first phase was devoted to identifying key trends and issues impacting the District that the strategic plan should focus on over the next six years. To identify and clarify these issues, the consultant conducted extensive focus group meetings with committee members and other stakeholders, facilitated a community-at-large gathering to engage the larger community, and launched an online survey of over 7,000 students, and nearly 800 employees responded. Concurrently, the consultant compiled and analyzed quantitative data on internal and external conditions in collaboration with the District Strategic Planning Committee (SPC) and the Office of Institutional Effectiveness (e.g., community and student demographics) to inform the planning effort further.

Phase II: Aligning Programs with a Changing Environment

During the second phase, findings from Phase I outreach and research were used to develop an initial set of goals. These goals, along with related Phase I results – issues, challenges, and opportunities – were then presented to a cross-section of the District community during a series of five planning forums/charrettes (one for each of the District's four Colleges and the District Offices). During each charrette, participants were tasked with brainstorming potential strategies and actions for proactively addressing vital strategic issues.

Phase III: Developing the Strategic Plan

In the project's third phase, the SPC, District staff, and consultants collaborated to consolidate results from the first two phases to develop the Districtwide Strategic Plan. As a first step, the priority strategies proposed by charrette participants were refined into a Working Draft of the Strategic Plan. The Working Draft was then vetted with a broad set of campus groups for feedback and commentary, including many of the same committee members and other constituent groups that provided their initial input during phase one. This Draft Strategic Plan

emerged for further internal review before presenting to the Board of Trustees for their review and adoption of the Final Districtwide Strategic Plan.

The SPC is core to this process and ensures the needs and priorities of each College are well represented in every aspect of planning. The representatives are appointed by their respective Academic Senates, College Presidents, and Vice Chancellors. Meetings are held regularly with representatives from across District (IVD5-01).

To facilitate ongoing continuous improvement, the SPC coordinates the District's annual cycle of a) assessing and learning from the year's implementation activities, b) acting to refine objectives for the next year, c) identifying resource needs and allocating resources to the objectives; and d) implementing activities designed to meet planning objectives by collecting results of annual planning efforts from members of the committee into an Annual Update. Annual Updates are developed, reviewed, published, and distributed by the SPC (IVD5-02). The SPC reviews internal and external environmental analyses to inform the strategic plan development process review further. Under the leadership of the new Vice Chancellor of Institutional Innovation and Effectiveness, this process will be re-evaluated to ensure that it continues to meet the needs of the Colleges and the District.

The District Strategic Planning Development Timeline is an alignment tool that brings together the District Office Divisions and the Colleges in a planning effort to develop the new plan and corresponding future reports. This approach furthers the district's efforts to align the plans from each College (e.g., Student Equity and Access Program and Educational Plan).

Analysis and Evaluation
District planning and evaluation are integrated with College planning and assessment to improve student learning, achievement, and institutional effectiveness. The District ensures a comprehensive and integrated system of planning that drives the allocation of resources involves multiple stakeholders and is focused on student success and educational effectiveness. The Chancellor ensures that the District has and implements a broad-based, comprehensive, systematic, and integrated planning system between the District and Colleges. The District's planning system reflects guidance from the State Chancellor's Office, accreditation principles, and best practices.

6. Communication between Colleges and Districts/systems ensures effective operations of the Colleges and should be timely, accurate, and complete for the Colleges to make decisions effectively.

Evidence of Meeting the Standard
The District values effective communication between the District Office and its Colleges. To be effective, communication must be two-way. The District Office employs various methods to ensure solid two-way communication, allowing information to be shared easily. Refer to Standard IV.C.1. for specific examples of communication methods.

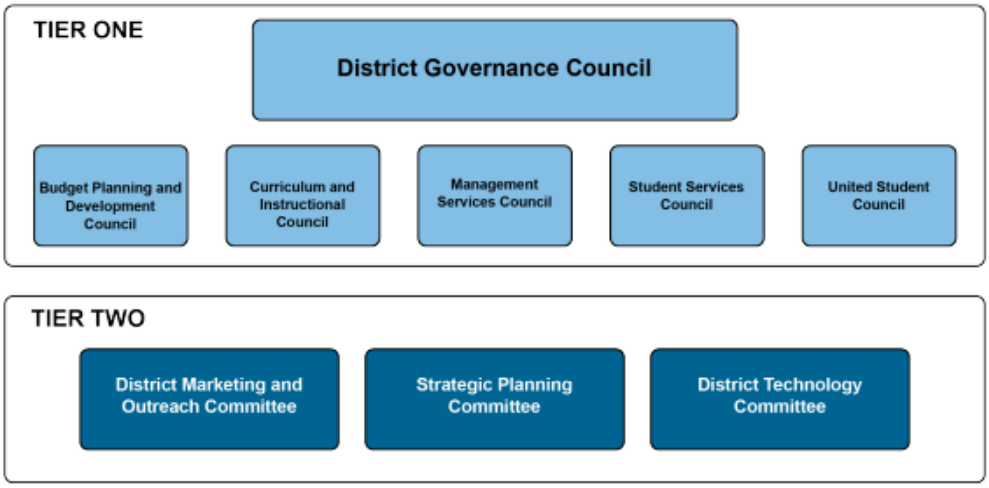
Analysis and Evaluation
Information is communicated through various mechanisms, including Chancellor's Cabinet, Vice Chancellor meetings with College Vice Presidents, email updates, social media, Board Reports, Chancellor Forums, and governance meetings.

7. The District/system CEO regularly evaluates District/system and College role delineations, governance, and decision-making processes to ensure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The Chancellor relies on summative and formative assessment of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting the student achievement and learning goals. The Chancellor relies on input from the Executive Cabinet, which meets weekly to address operational matters, governance, and decision-making. Summary reports from these meetings are published monthly and communicated throughout the organization. Issues before the Cabinet fall within the following broad areas: Agenda and General Items of Importance; Instruction; Student Services; Planning, Research, and Institutional Effectiveness; Development and Entrepreneurship; Health and Safety; Board of Trustees Items; Finance and Business Services; People and Culture; Technology Services; Operations, Enterprise Services, and Facilities; Communications, Marketing, and Advocacy; Conferences, Events, and Information; and Roundtable.

The Chancellor has established an expectation that the leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on multiple activities and offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects the Executive team to provide regular updates on important matters and gives updates to the Board in the form of Weekly Board Reports.

Districtwide Participatory Governance Committee Evaluation and Planning



Note. Ad hoc groups are periodically convened for a specific task or issue until resolved.

The District currently has eight Districtwide participatory governance councils and committees divided into two tiers. *Tier One* consists of five governance councils with broad oversight, each chaired by the Vice Chancellors. *Tier Two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or report to one of the Cabinet members.

All the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 on participatory governance (IVA2-01). These functions and responsibilities are reviewed and reported annually in the *District Administration and Governance Handbook* (IC5-04).

In addition to committees, Task Forces are convened ad hoc to address specific district wide issues until resolved. The following is a description of the councils, committees, and task forces:

- Governance Council: Representative body of individuals with expertise in a related area, delegated to deliberate and make decisions and policy recommendations to the Chancellor's Cabinet.
- Governance Committee: Convened to deliberate, research, coordinate and/or perform a specific function or make recommendations on matters related to a specific area. Committees are organized to be subordinate to the Governance Councils, which are the primary governance bodies.
- Task Force: Ad hoc groups periodically convened for a specific task or issue until resolved.

Analysis and Evaluation

The Chancellor relies on several assessments of the effectiveness of roles and responsibilities, District governance, and District operations to ensure their integrity and effectiveness in assisting the Colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the District divisions and governance councils and committees. The District recognizes that the yearly evaluations need to occur more systematically. This evaluation has not happened due to the turnover at the Cabinet level since the fall of 2020 and the COVID-19 pandemic.

Conclusions on Standard IV.D: Multi-College Districts or Systems

As evidenced above, San Diego Miramar College meets this standard. Under the Chancellor's leadership, the District regularly evaluates the roles of governance and decision-making processes. District governing procedures are outlined in the District Governance Handbook, which is updated regularly. The handbook is updated annually to reflect changes to the council/committee charge, composition, and meeting schedule. Policies and procedures are updated based on the data collected. These structures and processes ensure effective communication regarding issues of interest to the Colleges and the District and foster a collaborative and strategic approach to addressing issues that arise.

Improvement Plan(s)
No major gaps found based on evidence and analysis.

Evidence List
IVA5-02: Chancellors Cabinet Annual Retreat Agenda Example
IVC3-03: Board Policy 2435 Evaluation of the Chancellor
IVC12-02: Administrative Procedure 2435 Evaluation of the Chancellor
IIID6-02: Chancellors Forums Advertisement 2022-2023
IVA6-03: Chancellors Welcome Message Spring 2022
IVA6-04: Chancellors Message on Approval of 2023-2030 District Strategic Plan
IVA6-05: Chancellors Message on the Ukraine Conflict
IVA6-06: Chancellors Message on District Commitment to Civil Discourse
IVA6-07: Chancellors Message Update on Return to Work
IVA6-08: Chancellors Budget Message on Governors May Revision Budget
IVA5-01: Chancellors Cabinet Meeting Action Items Example
IIID16-01: Board Policy 6100 Delegation of Authority
IIID9-02: Board Policy 6200 Budget Preparation
IVC5-05: Board Policy 6250 Budget Management
IIID9-01: Board Policy 6300 Fiscal Management
IVD4-01: Board Policy 0010 Governance
IVD5-01: District Strategic Planning Committee Agendas and Minutes Webpage
IVD5-02: District Strategic Plan Annual Update 2018-2019
IVA2-01: Board Policy 2510 Participation in Local Decision-Making
IC5-04: District Administrative and Governance Handbook 2021-2022

H. Quality Focus Essay

Introduction and Rationale

Standard I.B.1. and I.B.4. describes the College's engagement in student equity and success; and its guided pathways efforts. The Guided Pathways Initiative has been instrumental in helping the College to identify loss/momentum points for the student population at San Diego Miramar College. In fall 2021, the College launched a new governance structure, which included the formation of the Guided Pathways Committee. The committee charge involves overseeing the guided pathways development and implementation at the college. Dialogue has occurred at both the college and committee levels and is centered around several major focus areas including onboarding and course sequencing. Accordingly, the following two related projects have been identified as the College's Quality Focus Essay (QFE) priorities:

Project 1: Jets Jump Start Orientation Program – Revise current onboarding strategies in collaboration with the District to all four colleges' onboarding process. San Diego Miramar College developed a student-centered onboarding success team to address barriers and provide clarity for connection and entry into the college.

- The College strategically developed systems to intentionally connect with all new, first time enrolled college students with multiple interventions including an on-campus half day orientation called Jets Jump Start. Once students began the semester, all new students were enrolled in an Academic and Career Pathways (ACP) canvas shell based on their major selection. As part of its ACP model, the campus community built a canvas shell specific to each ACP, embedding critical information for this student population, and developing systems for how to best support these students has been at the forefront of every conversation. The ACP model also allowed the college to determine which courses most students took and thus helped with the creation of a professional development program for faculty teaching the courses, herein called Light the Fire.

Project 2: Light the Fire Faculty Professional Development – Work to improve the college's Strategic Enrollment Management plan. The College will utilize course sequences to plan most effective and beneficial scheduling of classes for students.

- With the adoption of the Program Mapper, the college held several workshops designed to connect instructional faculty with counseling faculty. A lead instructional faculty member from each program was invited to attend to review the course maps being created for every degree and certificate. Following the workshops, counseling faculty reviewed the course maps to ensure accuracy in the maps for CSU and UC's as well as full-time and part-time maps. With all of the maps developed, the campus is conducting a thorough review of the maps and making updates and recommendations as needed. These maps will eventually help with the development of a Strategic Enrollment Management plan helping to build schedules and course offerings.

Anticipated Impact on Student Learning and Achievement

Project 1: Jets Jump Start Orientation Program – The College has been working in collaboration with the district offices and fellow colleges to design an onboarding process that would streamline access to information by replacing the multiple welcome emails that are sent to students. In fall 2023, all new students will be placed in a canvas shell where they will be notified about upcoming elements needed to be successful along their journey. This list will also be shown on the MySDCCD portal, connecting the college to-do list with the district's requirements. Recognizing these efforts, the college has undergone a revision to its general orientation and undertaken the task of developing an ACP orientation as well as an entire orientation for students who declare their major as Undecided. *The anticipated impact of the project on student learning and student achievement* will be a streamlined, clear, efficient, intuitive, and inclusive onboarding process that provides relevant information to students when and how they need it.

Project 2: Light the Fire Faculty Professional Development – Research has shown that decreasing the number of students who change their major after attending for several semesters will increase retention and completion, given that it will decrease their time in the college. With the development of the Undecided majors canvas shell, students will have the ability to explore the connection between major and career. Students who have already declared a major will also have the opportunity to explore the connection between major and career in the identified Light the Fire courses. Faculty teaching the introductory Light the Fire courses have been invited to participate in professional development to gain best practices and tools that encourage career exploration as an assignment. In addition, each ACP will offer group abbreviated educational planning sessions, helping students to understand the pathway needed to completion. The plan includes exposing students to the Program Mapper in multiple orientations and classroom assignments to better prepare them for both the abbreviated and comprehensive counseling appointments. As a whole, the College is working on the development of a Strategic Enrollment Management (SEM) plan, that includes an analysis of the courses needed versus the courses offered in order to improve the scheduling of classes to meet student need. *The anticipated impact of the project on student learning and student achievement* will be a logical, supportive, and systematic order in which classes are offered, enabling students to plan accordingly, therefore increasing the likelihood of retention, persistence and graduation. Selected courses will be meaningful to students and assist in major and career exploration.

Outcome Measures

Project 1: Jets Jump Start Orientation Program – The College will measure and examine the number of students who participate in the orientation program. *The measurable changes to these metrics that the college expects to see as a result of the project's implementation* is an increase to the connection between students and the resources available to them at San Diego Miramar College. To corroborate this point, the College engaged in the 2023 Planning Summit, which yielded the following qualitative results (based on cross-functional discussions) (QFE-01):

- Improving first semester orientation by providing *information* to connect students to resources and services, and having students feel that Miramar College takes care of them.

- Connecting student groups to form student *communities*, developing support systems that meet student needs, and collecting more targeted and DI-specific survey *data* to understand barriers.
- Using *technology* to enhance communication and engagement, getting *ready to help* students, enhancing *coordination* across departments, and providing students with *guidance* and *inspiration*.

Project 2: Light the Fire Faculty Professional Development –The College will measure and examine the number or faculty who participate in the Light the Fire program**.** *The measurable change to these metrics that the college expects to see as a result of the project's implementation* is an increase in retention and persistence of students.

To corroborate these efforts, the chart below shows a strong correlation between the College's initial Guided Pathways efforts, and a positive impact on student retention and persistence.

Miramar College First Time to College - Fall 2022 Student Cohort Summary

Measure	Fall 2022 Cohort	Collegewide Benchmark
Headcount	2,320	-
Retention Rate	91%	90%
Success Rate	76%	78%
Persistence Rate	74%	57%

Furthermore, the following qualitative results from the 2023 Planning Summit corroborate the aforementioned efforts (QFE-01):

- The most common theme in igniting student engagement was providing students with *information, guidance,* and *care* through multiple venues.
  - Strengthening the *support systems* to better serve Disproportionate Impact (DI) groups and committing to being *ready to help* were also common.
  - Collecting *data* to identify common challenges for students, building *communities* by ACPs, and embracing *diversity* through increasing outreach for more representation.

Project Action Plan

Project 1: Jets Jump Start Orientation Program

Activity	Responsible Party	Resources Required	Timeline
Develop events to welcome students (Jets Jump Start) • Program videos in development • Develop onboarding webpage on College website • Create career exploration modules; link to ACPs • Research communication tools • Expand College Open House • Offer Majors Information Day • Develop special programs orientations • Research funding for Summer Bridge program	Faculty Leads	• Additional Outreach Classified Professional(s) dedicated to outreach and in-reach for the ACPs • Instructional Designer to aid with the development and revision to canvas shells • Additional Counseling faculty to aid with the development and design of orientations for sub-populations • Funding for a communication tool, such as Constant Contact	Dec 2022 - May 2023

Project 2: Light the Fire Faculty Professional Development

Activity	Responsible Party	Resources Required	Timeline
Ensure Light the Fire Learning (Provide PD to Light the Fire Instructors) • Fall Light the Fire Professional Development conducted August 2022 • Fall Light the Fire conducted December 2022 • Light the Fire reflection January 2023 • Light the Fire promoted in College newsletters spring 2023 • Light the Fire to be conducted May 2023	Faculty Leads	• Full-time Professional Development Coordinator • Funding to support faculty professional development • Funding for communication tool such as Constant Contact	Aug 2022/ Dec 2022/ May 2023

Evidence List

QFE-01: Planning Summit 2023 Qualitative Data Packet, p. 4
QFE-01: Planning Summit 2023 Qualitative Data Packet, p. 9

SAN DIEGO MIRAMAR COLLEGE

10440 Black Mountain Road
San Diego, CA 92126-2910
www.sdmiramar.edu
P. Wesley Lundburg, Ph.D., President

The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees. ***(Geysil Arroyo, Mary Graham, Craig Milgrim, Bernie Rhinerson, Maria Nieto Senour, Ph.D.)***

Gregory A. Smith, Acting Chancellor