SAN DIEGO MIRAMAR COLLEGE

Accreditation Focused Mid-Term Report

October 15, 2007

FOCUSED MIDTERM ACCREDITATION REPORT

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

Submitted to the Accrediting Commission for Community and Junior Colleges on

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STATEMENT ON REPORT PREPARATION

The college's preparation of the Accreditation Focused Mid-Term Report began in 2005-06, with its development of the Accreditation Progress Report that was submitted to the Commission in October 2006. Once the Progress Report was finalized and submitted, the college followed a very similar process and timeline in developing the Focused Mid-Term Accreditation Report during the 2006-07 academic year, using the Progress Report as a basis for assessing how far the college had come in addressing the site visit recommendations and college planning agenda items and what remained to be done.

On October 6, 2006, the Institutional Effectiveness Task Force held a retreat to begin the detailed work of developing a Focused Mid-Term Report. For each site-visit recommendation and college planning agenda item, the retreat participants identified what had been accomplished in the prior two years, what needed to be done in 2006-07, and how the recommendation or planning agenda item was linked to the Strategic Plan. Additionally, one or more faculty members or administrators, along with a related shared-governance committee, were assigned lead responsibility for each recommendation or planning agenda item. Over the next several months they reviewed college documents, interviewed key individuals and met with groups most closely involved with the issues identified in the recommendation or planning agenda item, and circulated drafts of the Focused Mid-Term Report sections that described college progress in each area. The Accreditation Liaison Officer (the vice president of student services) compiled these individual drafts into a unified draft Focused Mid-Term Report that was shared with the Academic Senate, the Classified Senate and the Associated Students Council in early 2007 for reaction, input, and refinement.

The February 23, 2007 Institutional Effectiveness Task Force retreat was entirely devoted to the Focused Mid-Term Report. The individuals and groups who had been assigned lead roles at the October 2006 retreat reported on their work to date. Detailed updates were presented and discussed on program review processes in Instruction, Student Services, and Administrative Services; Student Learning Outcomes; the Educational Master Plan; the college and district Strategic Plans; the integration of the collegewide planning and budgeting processes, including the identification of collegewide priorities; and the evolving role of the Institutional Effectiveness Task Force in coordinating all of the work above.

In the third week of March 2007 the draft of the Focused Mid-Term Report was posted on the college intranet for broad faculty and staff review and comment. Comments and suggestions were received electronically and in hard-copy by the Accreditation Liaison Officer, who modified the draft report in line with the input. On March 28 and 29, 2007, two open collegewide forums were held with the participation of the Accreditation Liaison Officer, the college president, the vice presidents of instruction and administrative services, Academic Senate and Classified Senate leaders, and interested faculty and staff. At both forums, each section of the draft mid-term report was reviewed and discussed, and suggestions were made for elaboration, clarification and correction. An updated draft of the report was then compiled

and circulated to shared-governance committees. Additionally, the Accreditation Liaison Officer met with the Academic Senate, the Classified Senate and the Associated Students Council to discuss the update draft in more detail and to provide further opportunity for input.

The Institutional Effectiveness Task Force held a retreat on May 4, 2007, at which the initial drafts of program reviews in Instruction, Student Services and Administrative Services were presented and discussed in the context of an integrated planning and budgeting process for the college. The Task Force was unable to complete its work at this meeting and held a second retreat three weeks later. At this subsequent retreat on May 25, 2007, the pilot program reviews in Instruction, Student Services and Administrative Services programs were again presented and discussed. With the program reviews as a foundation, the Task Force then discussed how the reviews link to collegewide planning and budgeting processes, such as the Work Plans for the Planning and Budget Committee that would be submitted in September 2007 and each September thereafter. The Task Force also refined the draft annual Integrated Planning Calendar that specifies the key dates, shared-governance committees, and decision-points in the college's planning model.

At the May 8, 2007 meeting of the Academic Senate, the co-chair of the Program Review/SLOAC Subcommittee and the SLOAC Coordinator reported on the college's progress in these two areas in the context of the Focused Mid-Term Report due. They noted that much work remained to be done and urged the Senate to set aside Flex days in August 2007 to complete the program reviews and related SLOAC processes. At the subsequent meeting of the Senate, on May 22, 2007, the Accreditation Liaison Officer and the co-chair of the Program Review/SLOAC Subcommittee both discussed the Focused Mid-Term Report and the work the college still needed to complete in order to meet the expectations of the 2004 site-visit recommendations. At this meeting the Senate approved dedicating two full Flex days (August 22 and 23, 2007) to completing every program's annual program review update.

In early July 2007, an updated draft of the Focused Mid-Term Report was shared with the entire college via an e-mail attachment. Comments, suggestions and other input were solicited. In mid-August and early September 2007, further updated drafts of the Focused Mid-Term Report, reflecting input from key committees and individuals, were sent to the entire college faculty and staff via e-mail attachment, with an invitation to review the drafts in detail and provide feedback to the Accreditation Liaison Officer. The drafts were also posted on the college's intranet with an electronic mechanism for providing feedback. The final draft was presented for review to the Academic Senate, the Classified Senate, and the Associated Students Council at each group's first meeting of the 2007-08 academic year in early September 2007.

The Focused Mid-Term Report was submitted to the Chancellor's Cabinet for review and comment in September 2007, and to the Board of Trustees for review and approval at its September 25, 2007 meeting. A list of the members of the Institutional Effectiveness Task Force is provided in Attachment 1.

(signature)   **Mr. Marty Block**
President, Board of Trustees

(signature)   **Dr. Constance Carroll**
Chancellor, San Diego Community
College District

(signature)   **Dr. Patricia Hsieh**
President, San Diego Miramar College

(signature)   **Mr. Darrel Harrison**
President, Academic Senate

(signature)   **Mr. Sam Shooshtary**
President, Classified Senate

(signature)   **Ms. Brittany Forester**
President, Associated Students

(signature)   **Mr. Peter White**
Accreditation Liaison Officer

Institutional Focus on Specific Recommendations
of the October 2004 Site Visit Report

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

Miramar College has worked diligently since the 2004 site visit to implement an integrated program review process that serves as the basis for collegewide planning and decision-making. The college's progress toward that goal was initially described in the Accreditation Progress Report to the Commission (October 2006), relevant portions of which are summarized below. Further progress in 2006-07 and early Fall 2007 is also described, along with actions that will be taken in the remainder of the 2007-08 academic year.

Actions in 2004-2006. Following the 2004 site visit, under the leadership of the Interim College President, Miramar College took a series of closely-coordinated steps to address Recommendation 2, including the formation of a group called the Primary Planners (consisting of the Vice President of Instruction, Vice President of Student Services, Academic Senate President, and Dean of Technical Careers and Workforce Initiatives); creation of the Institutional Effectiveness Task Force; facilitating Institutional Effectiveness meetings and retreats; hosting a Process Mapping training retreat; facilitating an Institutional Planning Retreat; facilitating a series of Student Learning Outcomes Assessment Cycle (SLOAC) workshops; facilitating Instructional Program review meetings, workshops and retreats; providing reassigned time for a Student Learning Outcomes Assessment Cycle Coordinator; and hiring a consultant to provide guidance to the Institutional Effectiveness Task Force.

In November of 2004, immediately after the accreditation team visit, the college's management team began discussing how to organize and mobilize the college community to address this recommendation. The notes from the Miramar Manager's meeting held on November 15, 2004 reflect that addressing WASC Recommendation 2 was the primary focus of the meeting. During this meeting several strategies and activities were put into action, including:

- Planning a Program Review retreat
- Integration of Program Review into all of the master plans
- Funding for the Datatel and Decision Support System software modules

On November 30, 2004 a group consisting of Title III staff, the Vice President of Student Services, the Vice President of Instruction, and the Counseling Department chair met to discuss the Miramar College Planning Process Map. At this meeting the first process map was developed. This process map and later revisions became the vision for Institutional Effectiveness.

In an effort to accelerate the development and implementation of an integrated Program Review and Institutional Effective model the college sent two individuals to a workshop on Process Mapping. Subsequently the college retained the Orion Development Group to facilitate the Miramar College Process Management Initiative Workshop. The workshop was held on March 4, 2005. The Orion Group works in cooperation with the Graziadio School of Business and Management at Pepperdine University. The objectives of this workshop were:

Objectives:

- Develop a planning review model
- Develop an institutional planning system integrating key participant perspectives
- Learn Process Mapping models and tools
- Identify planning system components and their related processes
- Integrate shared governance principles

College deliverables:

- Development of college-wide Process Mapping model
- Summary report describing newly developed Process Mapping model.

On March 29, 2005 a group called the Institutional Planning and Review Committee began meeting under the leadership of the Title III office staff. The purpose of this committee was to integrate processes and ensure consistency. The committee stated that in order to be successful the process should be:

- Simple
- Mandatory
- Flexible
- Adaptive
- Continuous

The Institutional Planning and Review Committee met again on May 3, 2005. During the meeting samples of instructional and student services program review were shared. The Title III Program Manager was charged with developing templates that would generate the necessary outputs that could then be used for institutional planning. But these templates were not completed because of staff changes, and the Institutional Planning and Review Committee later became inactive. However, by late spring 2005 the college had completed developing, and was testing, the Decision Support System (DSS) which is a software application that pulls instructional program data from the district database and organizes the output in an Excel spreadsheet format for analysis. The DSS program has become a useful analysis tool for instructional deans and department chairs, and provides quantitative data that can be used in program review.

The Primary Planners began meeting on May 17, 2005. The purpose of this group was to develop a vision for Institutional Effectiveness, and provide leadership to move the campus forward in the adoption of new processes and procedures that would provide a cycle of

planning, implementation, and evaluation. The Primary Planners developed Institutional Effectiveness process map models that were shared with other groups and which were used for discussion in the beginning stages. The eventual outcome was that the Primary Planners recommended to the College Executive Committee (CEC) that an Institutional Effectiveness Taskforce, under the college's Planning and Budget Committee, be formed and that a consultant be hired to assist the taskforce. Subsequently a task force was formed and a consultant was hired. Miramar College retained Dr. Phyllis Sensenig, Ph.D. of Program Development Services as the Institutional Effectiveness consultant. It was also decided that the Program Review and Academic Master Plan Subcommittee as identified in the Miramar College Governance Handbook would be the most appropriate group to revise the instructional program review process.

In August 2005, the new college president came on board and immediately started addressing Institutional Effectiveness and program review as top priorities for the college. She assigned principal administrative responsibility for Institutional Effectiveness and instructional program review to the Vice President of Instruction and administrative responsibility for accreditation to the Vice President of Student Services.

Throughout fall 2005 and spring 2006, the college's Program Review and Academic Master Plan Subcommittee met on a regular basis to design an instructional program review process that addressed Recommendation #2. Among other initiatives, it worked with software consultants ITPI (Information Technology Partners, Inc.), contracted through Title III, to develop a software application called Tool Box. Tool Box includes an enrollment management module as well as a program review module. The program review module is web based and contains the data and templates necessary to complete a program review cycle. The Program Review and Academic Master Plan Subcommittee examined the Tool Box a number of times in spring 2006 for its applicability to the emerging program-review model considered by the subcommittee. But ultimately the subcommittee decided to postpone the use of the Tool Box and focus instead on the development of a Word template-based approach to the program review reporting format. Nevertheless, ITPI consultants provided further training on the Tool Box use in September 2006 at the Chairs Academy; to deans, chairs and vice presidents in October 2006; and to a small group of administrators in December 2006, focused on the data entry needed to operationalize the Tool Box. All these further ITPI trainings were in anticipation of the eventual use of the Tool Box when the program review model is more fully developed.

Dr. Sensenig, the Institutional Effectiveness consultant, facilitated a retreat on February 24, 2006 to review the top priorities, goals, and objectives in several areas: overall institutional effectiveness, student learning outcomes, program review, strategic planning, accreditation and enrollment.

The participants in the planning retreat set the following goal and objectives:

> *Institutional Effectiveness goal:* Develop an institutional planning process that fosters system-wide decision making that (a) integrates instruction, student services and administrative services, (b) is driven by program review, and (c) leads to campus-wide planning and budget allocation.

Institutional Effectiveness Objectives:

1. Establish timelines for process development and implementation

2. Establish an integrated, system-wide institutional effectiveness process within the shared governance structure, and clarify the relationship of the Institutional Effectiveness process/committee with those sub-committees responsible for program review/evaluation

3. Base the program review and institutional effectiveness process on the college's strategic mission and goals; link Student Learning Outcomes to the program review process

4. Draft a written program review process that integrates instructional, administrative and student services into a campus-wide analysis of institutional strengths and challenges

5. Review/modify/approve the written process description through the shared governance process

6. Develop a technology supported planning system that would allow users to users to call up program review reports, data, recommendations, etc.

In spring 2006, two campuswide open forums were held as part of the college's development of its Accreditation Progress Report (submitted to the Commission in October 2006). Input was gathered from campus constituencies on the processes and initiatives taken to that point to address the recommendations of the 2004 site visit report, including the work of the Institutional Effectiveness Task Force outlined above.

Actions in 2006-07. The Institutional Effectiveness Task Force continued to meet on a regular basis throughout 2006-07, including retreats in October and December 2006. In fall 2006 it was also decided that Instruction, Student Services, and Administrative Services would each develop a separate program review model appropriate for their respective areas but which would all address similar issues (e.g., funding, staffing, facilities, the strategic plan, etc.) so that their findings would converge in a compatible, easily-combined way for purposes of developing collegewide planning and budgeting priorities. As of spring 2007 the task force had developed a draft process map (pp. 5-9 of this report) and a draft Annual Calendar for Planning and Budgeting (see Attachment 2) for all campus planning and decision-making processes.

In fall 2006 the Program Review and Academic Master Plan Subcommittee began meeting twice a month to accelerate the design of the program review process. During these meetings the group decided that Student Learning Outcomes (SLOAC) should be an integral part of program review and that the committee name and goals should be revised to reflect the inclusion of Student Learning Outcomes. This recommendation was forwarded through the shared governance process and approved in spring 2007. The group is now the Program

Review/Student Learning Outcomes Assessment Cycle (SLOAC) Subcommittee, reporting to the Academic Affairs Committee.

The Institutional Effectiveness Task Force, in collaboration with the Program Review/SLOAC Subcommittee, the Student Services Committee and the Vice President of Administrative Services, developed an Institutional Effectiveness strategy that would integrate the program review processes and outcomes in Instruction, Student Services and Administrative Services. This strategy is based on a review of the structures of program review within each of the three college divisions; consideration of the information that should be gathered, summarized and prioritized within each program review process; and the mechanisms to be used to integrate these program review reports into an overall structure for Institutional Effectiveness.

The Institutional Effectiveness Task Force has served to bring together the program review functions of the three college divisions, each of which is facilitated by a Vice President:

- Instruction
- Student Services
- Administrative Services

Each division has both information and planning needs common to the college as a whole and needs unique to that division. As of spring 2007 each division had a formal committee or task force to: (1) provide direction and guidance to the program review process to meet both the planning needs unique to the division and the planning needs common to all areas of the college; (2) review the outcomes of each program review; (3) recommend priorities in funding and resource allocation within their division; and (4) prepare a summary report for their division that can be used in the integrated institutional effectiveness process. The Academic Affairs Committee serves in this capacity for Instruction, the Administrative Services Task Force for Administrative Services, and the Student Services Committee for Student Services.

Each division's program review process addresses and answers a set of common questions in the form of a short summary report or a presentation to the respective oversight committee, based on division's needs:

1. Relevant History: where the program has been in the past

2. Goals: program vision, where faculty members/staff see the program going in the future, in alignment with the College's strategic plan.

3. Strengths: program strengths that will allow it to reach its goals, based on available data about program performance

4. Challenges: the issues that make it difficult to reach program goals, again based on available data about program performance

5. Proposed Changes: the changes needed in functional areas to address the challenges identified and reach program goals. These functional areas include:

a. Curriculum
b. Faculty
c. Staff
d. Administrators
e. Facilities
f. Equipment and technology
g. Supplies
h. Marketing
i. Professional Development
j. Funding
k. Research

Planning for 2007-08 includes the assignment to each oversight committee or task force the preparation of a summary of the strengths and challenges of the programs in the division. Each committee is also expected to create an overview table that summarizes the changes and needs identified through the program reviews for the division.

The overview table follows the structure of the table below. Some functional areas (the top row) might not apply to all programs or services areas under review.

	Curr.	Faculty	Staff	Admin	Facilities	Equip /Tech	Supplies	Marketing	Prof. Devel	Funding	Research
English											
Math											
Biology											
Etc.											

The oversight committee would also prepare a narrative to explain the components of their chart as needed.

Each oversight committee would then identify the top priorities for program improvement in their division, and forward their summary of division strengths and challenges, program review summary tables and their recommendations to the Institutional Effectiveness Task Force. The Institutional Effectiveness Task Force would then collates the three division reports into a single table of program reviews and creates a report that summarizes the overall institutional priorities recommended through the work of the three oversight committees.

The table that integrates the three program review processes would provide information in two ways: it would summarize the program review conclusions for each instructional department or program, each student services program or service, and each administrative service (the horizontal rows). It would also summarize the program review results according to the ten functional areas listed in the column headings (the vertical columns).

Shared governance organizations (or, in some cases, a designated administrator) are expected to provide campus-wide oversight and guidance to each of these ten functional areas.

1. Curriculum: Curriculum Committee
2. Faculty: Hiring Committee
3. Staff: Vice Presidents
4. Administrators: Vice Presidents
5. Facilities: Facilities Committee
6. Technology: Technology Committee
7. Equipment and Supplies: Planning and Budget Committee
8. Marketing: Marketing Committee
9. Professional Development: Staff Development Committee
10. Funding: Planning and Budget Committee
11. Research: Research Committee

The Institutional Effectiveness Task Force would then conduct a meeting of all of the committee chairs and other campus representatives (to ensure that all constituents are represented) to review the combined program review summary table and recommend the overall institutional priorities for program development and resource allocation. The Institutional Effectiveness Task Force would then develop a summary report of the program review outcomes, the recommendations made in the institutional review, and the conclusions of the institutional effectiveness process. A feedback loop will be built into the process so that the outcomes of the Institutional Effectiveness Process are provided as input for each program review and planning-and-budgeting cycle.

The Program Review/Student Learning Outcomes Assessment Cycle Subcommittee performed a beta test of the instructional program review process during an all-day retreat in January 2007, and initiated a pilot test of the new process during the spring semester 2007 in seven programs: developmental English, transfer English, English for Speakers of Other Languages (ESOL), Speech, Spanish, Biology-Allied Health, and Aviation Maintenance. The pilot tests included a dean's summary report for each instructional program review. The pilot test ran into several data-related problems, however, that kept the individual program reviews from drawing as heavily on enrollment, student-success, FTEF and other indicators as extensively as had been intended. Among the problems were competing demands on the District Research Office's time and staff, and data that were organized by discipline but not necessarily by program (some of which cut across disciplines or are sub-sets of disciplines). As a result, at the two Institutional Effectiveness retreats held in May 2007, only the Biology-Allied Health pilot program review and the Dean's report on Aviation Maintenance were able to be distributed and available for discussion.

The Administrative Services Division initiated its program review activities in 2006-07. One area – Reprographics – was selected for the division's pilot study. The findings and conclusions resulting from the pilot program review were presented at a full-day retreat of the Institutional Effectiveness Task Force in early May 2007. All areas within Administrative Services – Reprographics, the Business Office, Personnel-Payroll Support Services, Stockroom Receiving, Student Accounting, and Hourglass Park -- conducted an annual program review update in August 2007, covering the 2006-07 year and looking ahead to 2007-08. In 2007-08 the comprehensive program review process will be undertaken in three of the areas.

The Student Services program review has been in place since the mid-1990s. A selected number of programs are reviewed each academic year, with all programs undergoing review within each five-year period. In line with the collegewide examination of program review undertaken in 2006-07, the pilot review process in Student Services implemented a number of enhancements that mirrored elements of the new Instructional and Administrative Services reviews (e.g., inclusion of student learning outcomes and their assessment). These were pilot-tested in two programs in spring 2007: EOPS/CARE and Assessment. The results of these two Student Services pilot program reviews were presented and discussed at the May 2007 full-day retreat described above. By August 2007 all Student Services programs conducted an annual program review update, drawing on prior comprehensive program reviews and looking ahead to 2007-08. In 2007-08, Student Services will move to a three-year cycle for comprehensive program reviews, with five (5) programs undergoing review each academic year.

Actions in 2007-08. In late May 2007, the Academic Senate approved the recommendation of the Program Review/SLOAC Subcommittee to dedicate the entire two days of flex (August 22 and 23, 2007) to program review and student learning outcomes activities. Specifically, the Chairs Academy on August 22 was devoted to training all department chairs in the program review/SLOAC process for the annual program updates (see Attachment 3), while the following day was devoted to training all contract faculty in the annual program review/SLOAC update processes and to having every department complete an annual update of their program review/SLOAC. The writing took place in the ILC with the assistance of the chairs and deans. All Student Services programs and all Administrative Services programs also completed an annual program review update at this same time.

To support this collegewide program-review effort, in mid-July 2007 the district's office of Institutional Research and Planning provided a complete set of the data requested for the reviews. In mid-July the district director of research also provided on-site training to department chairs and administrators on data on accessing the data using filters and pivot tables in Excel. Based on feedback from the training, the Research Office later provided the college with CDs that contained revised and additional information requested by the chairs. Additionally, the college's Office of Instruction compiled for the chairs easy-to-use information on three-year trends in enrollment, fill rates, etc. on a course-by-course basis, as well as lists of courses with their last revision date for use in considering the program's curriculum needs.

The findings and recommendations of the annual program review updates that were completed for all programs and services in the three college divisions in August 2007 -- Instruction, Student Services and Administrative Affairs – were used in the development of the department and service-area Work Plans for 2007-08 that were submitted to the Planning and Budget Committee in September 2007 (see Attachment 4.) These work plans lead directly to the allocation of campus fiscal resources over the course of the 2007-08 year. Similarly, the program review findings were incorporated into the fall 2007 Hiring Committee processes that lead to the identification and prioritization of new faculty positions at the college for the 2008-09 academic year.

At the first meeting of the Academic Affairs Committee in fall 2007, the instructional programs that will undergo a comprehensive program review in 2007-08 were identified and they initiated their reviews immediately. It is anticipated that the comprehensive program reviews

for these programs will be completed in early spring 2008, in time for the results of the reviews to be used in the collegewide planning and decision-making processes outlined earlier in this report. Similarly, five Student Services programs (EOPS/CARE/CalWorks, Assessment, Counseling, Matriculation and DSPS) and three Administrative Services programs (Hourglass Park, Student Accounting and Reprographics) will undergo a comprehensive program review that will provide information to the collegewide planning and decision-making process in early spring 2008.

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

The district and college have engaged in a broad, multifaceted discussion of the steps that should be taken to increase the extent to which the college's faculty and staff reflect the increasing diversity of the student population and to enhance a campus climate that recognizes and supports ethnic and cultural diversity.

At the district level, the Vice Chancellor, Human Resources, addressed the District Governance Council in July 2006 on the Accrediting Commission's recommendations pertaining to diversity. The District Governance Council, which is part of the participatory governance structure of the district, agreed to the following plan to address the recommendations:

a) Each college and Continuing Education's shared governance body will discuss diversity of the workforce along with current hiring practices and identify any barriers as well as make recommendations for improvement.
b) The college and Continuing Education Presidents and Site Compliance Officers will compile the recommendations and report back to the Chancellor's Cabinet.
c) A districtwide committee will be convened, chaired by the District EEO Officer, to review the recommendations and develop a plan for implementation.
d) The committee will identify data that should be routinely gathered and reported.
e) The final plan will be reviewed by the District Governance Council.
f) Each college and Continuing Education will develop its own response to the recommendation from the Accrediting Commission from a campus perspective, including activities and strategies employed by the colleges and Continuing Education.

In addition, the Board of Trustees has initiated an effort to regularly monitor the diversity of the workforce and student body through quarterly reports to the Board. These reports provide a profile of the employees, including recent hires. The quarterly reports also include student demographic profiles. In addition, the Human Resources department conducts ongoing analysis of the district applicant pool. Further analysis is planned for specific categories of positions.

During the 2007-2008 academic year, a districtwide EEO Council will develop plans that will include:

- An EEO/Diversity policy statement
- Delegation of responsibility, authority and compliance
- EEO/Diversity advisory committee
- Complaint procedures

- Notification to district employees
- Training for screening/selection committees
- Annual written notice to community organizations
- Analysis of district workforce and applicant pool
- Other measures necessary to further equal employment opportunity

At the college level, and within the framework of the district's initiatives, Miramar College has addressed this accreditation recommendation through six major action areas:

- Hiring new, diverse faculty
- Administrative and classified hiring
- Modification to job announcements
- Faculty training and workshops offered by the college EEO/SCO
- Diversity/International Education Subcommittee
- SDICCCA Internship Program

Faculty Hiring. At the conclusion of each of the past three hiring seasons (2004-05, 2005-06 and 2006-07), a report entitled "Report on Diversity Issues" was presented to the Board of Trustees. This report provided diversity information about the new full-time faculty and managers hired during the past two years. Included are gender and ethnicity statistics for new full-time faculty hires at Miramar College in the three-year time period of 2004-05 to 2006-07. The report also shows the number of adjunct faculty hired into contract positions, the number of in-district transfers, as well as the number of new hires possessing doctorates. The report also contains the same information for administrative hires. Miramar's new faculty include:

(2004-05)	14 new full-time faculty	
(2005-06)	10 new full-time faculty	
(2006-07)	10 new full-time faculty	
TOTAL	34 new full-time faculty hires	
Males	22	(65%)
Females	12	(35%)
Total # with PhDs/EdDs	7	
African American	3	(8.8%)
Asian	4	(11.8%)
Hispanic	4	(11.8%)
White	23	(67.6%)
Unknown	0	(0%)

Additionally, these 34 new faculty included 25 who were current or previous adjuncts at Miramar College. This total of 34 faculty hired in a three-year period includes growth positions allocated to the college by Chancellor's Cabinet and positions filled as a result of retirement or resignation.

Administrative and Classified Hiring. There has been considerable administrative change over the past two years due to promotions, resignations, and retirements.

In August 2005, the position of president of Miramar College was filled. But in February 2006 the vice president of student services accepted a presidency in the Los Angeles area; an interim vice president served for six months, until the position was filled in August 2006. In summer 2006, three instructional administrative positions (Vice President of Instruction, Dean of Business, Math and Science, and Dean of Liberal Arts) were vacated through the incumbents accepting permanent or temporary appointments at other colleges. All three positions were filled by interim administrators for the 2006-07 academic year. One of the positions, Vice President of Instruction, was filled permanently in July 2007. The two instructional dean positions will continue with interim assignments into the 2007-08 academic year. In June 2007 the Dean of Student Affairs and Matriculation transferred to another college within the district; the position is filled on an interim basis for Fall 2007 with an expectation that it will be filled permanently by January 2008. In August 2007 the Vice President of Administrative Services retired; the position was filled on a permanent basis that same month. As of fall 2007, the composition of the college's administrative team is:

Males	7	(53.8%)
Females	6	(46.2%)
African American	1	(7.7%)
Asian	1	(7.7%)
Hispanic	2	(15.4%)
White	9	(69.2%)

The districtwide freeze on existing vacant classified positions was lifted in October 2005 and the college is making progress on refilling many of these positions. Now as positions become vacant, the college has the option to refill. Starting in 2006-07, the college was granted permission to refill all frozen or vacant classified positions, or to reallocate them, provided that the college balances its budget. Therefore, all 1.0 FTE positions considered essential were approved for filling, along with most of the less-than-fulltime contract positions that were vacant. However, the college has need for additional classified positions to support outreach, increased lab classes, and additional clerical functions due to significant enrollment increases. The current districtwide classified allocation is not sufficient to address all of these needs.

As of 2006, the ethnic/racial composition of Miramar College's 327 contract classified and non-academic hourly staff members was:

African American	28	(8.6%)
Asian/Filipino	88	(26.9%)
Hispanic	39	(11.9%)
White	144	(44.0%)
Other/Not Specified	28	(8.5%)

Modifications to Job Announcements. The district EEO Office and the Miramar College EEO/Site Compliance Officer directed that all job announcements will carry the

following statement which is a minimum qualification for employment: "The successful candidate will demonstrate experience and/or knowledge in working with students of great diversity in socioeconomic, cultural, and ethic background including those with different levels of academic preparation and varying physical and learning abilities." Additionally, the site compliance officer reviews all hiring paperwork to assure that this statement is used as a paper screening criterion on all hirings. The EEO Site Compliance Officer (SCO) assures that the interview criteria includes language similar to "Evidence of working with students/staff of great diversity in socioeconomic, cultural, and ethnic background, including those with different levels of academic preparations and varying physical and learning abilities." The EEO/SCO also assures that all interviews include a question on the subject of diversity. A sample question would be "Please give the committee at least two (2) specific examples of how you have successfully taught and worked with students/staff of great diversity in socioeconomic, cultural, and ethnic background, including those with different levels of academic preparations and varying physical and learning abilities."

Training and Workshops Presented by the Site Compliance Officer. The Miramar College Site Compliance Officer (SCO) presents workshops and training as needed each year for adjunct faculty on application procedures for fulltime positions. Similarly, the SCO provides information on screening committee processes, sexual harassment complaints, and other compliance matters to all groups who request it, including screening committees, departments, schools, deans council, etc. The SCO visits hiring committees to train and consult; signs off on screening criteria and interview questions; and serves each year on a variety of hiring committees for full-time faculty, classified staff, and special-assignment positions (e.g., Grants Coordinator and Coordinator of Learning Communities).

The site compliance officer reports directly to the college president and maintains an office for SCO functions and has an outgoing phone message identifying the office of the college Site Compliance Officer. The reporting status and office provide the SCO with the autonomy and authority to perform the responsibilities with the fullest integrity. The SCO attends the College Executive Committee and other key campus meetings as needed. The Miramar College SCO works closely with the district EEO Office as well as campus administrators, faculty and staff to assure full compliance with all laws, regulations, policies, and procedures.

Diversity/International Education Subcommittee. The Diversity/International Education Subcommittee of the college's Staff Development Committee is comprised of administrators, faculty members and classified staff members. Its goal is to "promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations." The subcommittee promotes intercultural understanding and the view that cultures are equal in value, as well as developing and implementing programs and approaches that increase global awareness, celebrate diversity, and foster inclusiveness in the Miramar campus community. The subcommittee meets on a regular basis throughout the academic year, and its discussions and recommendations are forwarded to the Staff Development Committee and, when appropriate, to the other shared-governance committees at the college.

SDICCCA Internship Program. The San Diego and Imperial County Community College Association (SDICCCA) Internship Program has been in existence for 13 years, lead

by retired San Diego State University professor Bill Piland. Miramar is a committed participant in the program. Individuals preparing for community college careers may apply to intern with an instructor, counselor, or librarian mentor. Participants also agree to attend regular workshops that cover a variety of topics. The Vice President of Student Services at Miramar is the liaison to the SDICCCA Internship program. He recruits faculty mentors, assistants in placements, and organizes the meetings when they are held at Miramar. Each year, Miramar has between two and five interns. In 2007-08 the college has five (5) working with seven faculty mentors. In recent years Miramar interns have gone on to serve as adjuncts or fulltime faculty members at Miramar, Mesa, and neighboring community colleges in Counseling, EOPS, Chemistry, and Economics.

Future initiatives. During the 2006-07 academic year, the college made a concerted effort to develop medium- and long-term initiatives that would strengthen its efforts to attract and retain a diverse staff of faculty, classified staff, and administrators. Suggestions were solicited throughout the campus, and in particular through the major constituent groups: the Academic Senate, the Classified Senate, the Associated Students, and the Administrators. All suggestions were compiled into a draft document that was circulated through the constituent groups for further input and refinement, and then circulated again. The draft then came to the College Executive Council (CEC) for discussion in spring 2007. At the recommendation of the CEC the draft document was sent to the Staff Development Committee and that committee's Diversity/International Education Subcommittee for further development. Both groups offered refinements to the document, including suggested priorities, and returned it to the CEC for finalization. With only very small further changes, the CEC endorsed the document in late May 2007 and directed that it be made widely available on campus (e.g., via the college's website), that its recommendations be reflected in the college's Focused Mid-Term Accreditation Report and the 2007-2013 Strategic Plan, and that its assignment of responsibilities be shared with and carried out by each group identified in the document. (See Attachment 5.) The CEC and other college shared-governance committees and constituencies will receive regular updates on progress that is made on each recommendation.

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

The district has made significant progress in strategic planning in the last three years. The Chancellor appointed a district Strategic Planning Committee which includes representatives from each college and Continuing Education, as well as the district. The committee, which is part of the participatory governance structure of the district, serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the district and colleges/Continuing Education. The committee has been charged with developing a Strategic Plan to provide a vision for future development for the district.

Ongoing efforts of the committee have included:

➢ Developing a coordinated timeline for institutional planning across the district.

➢ Reviewing the planning outcomes of the colleges and Continuing Education to identify the common elements, themes, key issues and need for broad-based review and analysis.

➢ Conducting an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges.

➢ Reviewing and disseminating current and timely information from external groups and agencies that relate to the planning opportunities the district and its institutions should strategically pursue.

➢ Sponsoring forums and workshops to discuss planning options in conjunction with the District Governance Council, the Chancellor's Cabinet and the Board of Trustees.

➢ Linking the review and consideration of identified strategic priorities to the ongoing districtwide budget development and allocation procedures.

The committee has produced two reports that have been broadly shared and reviewed across the district:

1) *San Diego Regional Environmental Scan: (June 2006)* which has been widely used by key decision-makers at each of the Colleges and Continuing Education to shape their own short-term and long-term planning priorities and strategies (http://ispt.sdccd.edu/docs/stratplan/7-06EnvirScan-wCommitteesRequest.pdf).

2) A draft district strategic plan identifying key priority areas to be systematically addressed over the next few years. This draft report is currently under review throughout the district.

The planning goals in the districtwide strategic plan focus on nine strategic priorities:

1) Ensuring success for all students
2) Improving outreach and partnership opportunities
3) Integrating planning, management and resource allocation decisions
4) Modernizing facilities and upgrading new technology tools
5) Working proactively to promote strength through district diversity
6) Improving all student support systems and services
7) Focusing concentrated attention on professional and staff development
8) Fostering better communication and governance practices
9) Improving district's public relations and image

The district strategic plan will be refined and finalized in the 2007-08 academic year.

In spring 2007, college constituent groups approved a Miramar College strategic plan for 2007-2013 and identified implementation steps and timelines for each of the plan's strategies. (See

Attachment 6.) These steps will guide college planning and prioritization for 2007-08. The plan will be reviewed annually and updated where necessary. Three years into the plan, and in preparation for the comprehensive accreditation site visit in fall 2010, the plan will undergo a more thorough review and revision to bring it up to date.

Components of the college's strategic plan have been included in the district plan, just as items from the district plan have been incorporated into the college plan. The college representatives on the districtwide committee are the Dean of Library and Technology, the Academic Senate Vice President and the Classified Senate President.

Institutional Response to the Other Recommendations of the October 2004 Site Visit Report

***Recommendation 1*: Recommend the college build upon efforts to foster a "culture of evidence" through campus-based institutional research. (Standard I.B.4, I.B.5, I.B.6)**

To address this recommendation at Miramar and throughout the district, under the leadership of the Chancellor's Cabinet an operational model which incorporates a full-time researcher at each college and Continuing Education was developed. This model was widely discussed for input throughout the organization.

Campus-Based Research Structure. The vision of this approach is to expand the district and campus research capabilities and extend research functions beyond the district's central research office to become an integral part of each college and Continuing Education. In this model, the Campus-Based Researcher (CBR) reports to the district Institutional Research and Planning (IRP) Director but, after training, spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the campus. The CBR is an integral part of the broader districtwide research community. As projects emerge from the campus that have relevance to one or more of the other colleges, these projects would transition from campus-specific to districtwide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The processes for generating accurate database information, developing these data into useful information and maintaining the integrity of the resulting reports are all the responsibilities of the IRP Office (including the CBRs). The procedures needed to process electronic downloads from the district mainframe computer, which houses all the student data, as well as transfer data from the National Student Clearinghouse and various other sources of raw data into more useful information has been documented and requires all researchers to follow the prescribed approaches. The requirements and standards of report integrity are also defined and being revised as campus requests vary the nature of each report or study.

The district has approved the creation and funding of a full-time Research Analyst position for Miramar College, working under the direction of the district Director of Research but located at Miramar. Its initial priority will be to assist departments and programs conduct their full program reviews and the annual program review updates. The search process took much of the 2006-07 academic year, but very small pools of qualified applicants resulted in the position not

being filled as planned. The position will be readvertised in fall 2007 and will be filled as soon as possible within the 2007-08 academic year.

The reporting and documenting protocols needed to maintain report integrity while maximizing the opportunities for collaboration have been working very well for the Mesa College CBR. These protocols will serve as an initial framework for the work of the Miramar CBR when that position is filled. They include:

1) Weekly meetings are scheduled to review project plans, identify short cuts to project completion (e.g., point out cases where a model for approaching this project/research question already exists).
2) Meetings are periodically scheduled with CBR, campus administrative contact and district IRP Director to help facilitate open communication and mutual sharing of issues and new directions in research emerging from campus or districtwide arenas.
3) IRP Director is developing a list of recurring projects that require CBR and district researcher collaboration/awareness such as common core report elements for Transfer Studies, Program Review, EOPS, DSPS, Matriculation, Accounting and Reporting for Community Colleges (ARCC), and Enrollment Management reports.

Culture of Evidence. The ultimate goal of this recommendation and the resulting actions described herein are to facilitate the development of a "culture of evidence" within the colleges, Continuing Education, and the district as a whole. The primary goal for developing a culture of evidence is to inform all key decisions with relevant data thus moving towards data-driven decisions.

In the continuing absence of a CBR at Miramar College, the district IRP attends and provides key data to the college's Institutional Effectiveness Task Force, Program Review/SLOAC Subcommittee, and other college committees. The implementation of the CBR model at Miramar, anticipated for late 2007, will allow for the extension of the research support and participation to go beyond the liaison relationship and become more integral to on-going campus interaction. A recent example of the integration of planning at the campus and districtwide levels is shown with the Basic Skills Initiative. This state-funded priority calls for data collection, analysis and data-driven decisions as a central part of making responsive changes and enhancements to the delivery of course offerings. The community of researchers (district and CBR) will be collaborating on project plans that attend to a core set of issues for all colleges and Continuing Education while maintaining the ability, through the CBR, to provide special focus on the campus elements that are unique.

Districtwide Research Committee. The Districtwide Research Committee, which was reconstituted in 2006, serves as a major vehicle for directing and coordinating research support to the priorities that cross the colleges and Continuing Education, including: 1) Student Learning Outcomes, 2) Program Review, 3) districtwide sharing of best practices in program innovation and evaluation, and 4) providing a forum for identifying future research, data collection issues that need attention, and proactive changes.

The Districtwide Research Committee, chaired by the District Director of Institutional Research, includes one or more representatives from all three colleges, Continuing Education,

the Vice Chancellor of Instruction, special grant initiatives (Title 3, Title 5), as well as the research analysts to help ensure a comprehensive approach to address essential research issues.

A number of additional actions have been taken at Miramar College to further develop a culture of evidence. For example, the office of Dean of Library and Technology, working with the Technology Committee and hourly webmaster, developed a process for all minutes, agendas and comprehensive college data, to be placed on the web. All such material is emailed to the hourly web master and he places it in the appropriate folder and notifies the sender where the material can be accessed.

Using funding received via a federal Title III Strengthening Institutions, Part A grant, the college developed the following three information management systems: (1) Decision Support System (DSS), (2) Toolbox Budget Development Module, and (3) Tool Box Program Review Module. The Decision Support System is used by management and department chairs to monitor FTEF, FTES, WSCH, productivity ratios, enrollment, and class fill factors. This system provides important information that can be used in making scheduling decisions. The Toolbox Budget Development Module is a schedule planning and cost analysis tool. This tool can be used by management in developing schedules that meet student needs while also being fiscally sound. The Program Review Module can eventually be used by faculty to analyze academic programs to better meet students' educational needs. (See the discussion of the program review process, pp. 1-9 of this report.)

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

The library's book budget of $9,000.00 was increased to $20,000.00 during the fall 2006 semester. Plans are underway to permanently increase this budget an additional $20,000 each year until a sufficient collection is established. It is anticipated that an adequate maintenance budget for books will be included in the library's base budget. Also, the library will be working with the campus to increase online database subscriptions to sufficiently support student learning.

Recommendation 4: **Recommend the college use its strategic plan to drive the development and full integration of the educational master plan with the technology, facilities, and human resources plans and related institutional processes. The human resources plan should be developed with special attention to providing sufficient administrative and staff members for projected institutional growth. (Standard III.A.6, III.B.1, III.B.2, III.B.2.b, III.C.2, III.D.1.a, III.D.1.b)**

As noted earlier in this report, the college has developed, approved and begun to implement a new six-year (2007-2013) **Strategic Plan**. For each of the Plan's six goals, there are specific implementation strategies that each have "orchestrators" (the individuals who are chiefly responsible), "teams" (the college committees and/or departments that are most directly related to implementation), implementation steps and the timelines for them to be carried out, and progress indicators. Because the Strategic Plan's goals and activities touch on virtually all aspects of college planning and operation, and draw from all areas of Instruction, Student Services and Administrative Services, it is at the center of Miramar's integration of its

Educational Master Plan, Facilities Master Plan, Technology Plan and Human Resources Plan. As of early fall 2007, the latter four plans – Educational, Facilities, Technology and Human Resources -- are at different stages of development. Finalization of them, and their full integration with the Strategic Plan as a unified foundation for planning and budgeting at Miramar, is expected by June 2008.

The **Educational Master Plan** was last updated in 2004, in preparation for the fall 2004 accreditation site visit. Its development was not broadly inclusive of campus constituencies, and as a result it has not been used as a central, active element in college planning or decision-making since then. Under the leadership of the vice president of instruction. the Academic Senate, and department chairs, the Educational Master Plan will be thoroughly reviewed and updated during the 2007-08 academic year. It will provide, on a department-by-department basis (including instructional, student services, and administrative services departments), summary information and analysis (e.g., program review findings and recommendations, demographic and enrollment or service-level trends) as well as projections of future program direction and needs. These projections will, in turn, support periodic updates to the Facilities Master Plan (particularly as the detailed plans for individual instructional and student services buildings continue to take shape), the annual updates of the Technology Plan, and the development of the college's first-ever Human Resources Plan.

The three-year rolling **Technology Plan** was updated in spring 2007 and has been approved through the college's shared-governance process. It will be thoroughly reviewed during the 2007-08 academic year as the Educational Master Plan is developed.

The **Facilities Master Plan** was developed in 2002 with broad college and district participation, in preparation for the Proposition S capital-construction bond measure. It has been subsequently reviewed several times after the two bond measures were approved by voters and as each new facility on the Miramar campus is designed, reviewed, approved and constructed.

The **Human Resources Plan** consists of the Faculty Hiring process, the Classified Hiring Process, the strategies for Enhancing Campus Staff Diversity and Enhancing Campus Climate for Cultural and Ethnic Diversity (see Attachment 4), and the medium- and long-term staffing-need projections for administrative, faculty and classified positions that are developed and revised each year in line with the institution's growth in student enrollment, curriculum, and facilities. The steady addition of new instructional facilities, in particular, will continue to shape the Human Resources Plan's identification of staffing needs. The college's staff development activities will be incorporated into the Human Resources Plan during the 2007-08 academic year.

Recommendation 6: **Recommend the college provide training to employees to facilitate their ability to actively participate in general budget and planning processes. (Standard III.D.1.d)**

During the fall semester each year, the Accounting Supervisor provides the Planning and Budget Committee with detailed worksheets explaining the funds available for distribution during the work plan allocation process. Written guidelines for allocation of these funds are

also provided. Training in the use of DSS and Web Advisor has been provided to all staff who have requested it. Training is done in group sessions and also individually. Workbooks detailing web advisor access are available electronically and in hard copy.

College Planning Agenda
by Accreditation Standard

Standard I: Institutional Mission and Effectiveness

I.A. Mission

1. The college will take steps to expand awareness of the college mission statement and integrate the mission statement into all aspects of decision-making. (1.A.4)

The San Diego Miramar College mission statement is:

> **MISSION**
>
> Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation and partnerships in a setting that celebrates diversity.
>
> **Values**
>
> We at Miramar College value …
>   - Student access, learning and success
>   - Preparing students for degrees, jobs, careers and transfer
>   - The ability to recognize and respond to opportunities
>   - A collegiate college community with mutual respect, courtesy and appreciation
>   - Accomplishments of individuals, groups and the college as a whole
>   - Diversity of our students, staff, faculty and programs
>   - Creativity and excellence in teaching, learning and service
>   - Collaboration and partnerships
>   - Shared governance and communication
>
> **Vision**
>
>   - Student learning and success will be the focus of all we do.
>
>   - Miramar College will develop as a college that identifies student access, learning and success as the touchstone to guide planning, set priorities and measure effectiveness.

- Miramar College will have a beautiful campus that attracts students and is user friendly.

- Miramar College will be a hub of education, diversity, recreation and services to the community.

Goals

1) Focus efforts on student learning and student success.
2) Deliver instruction and services in formats and at sites that best meet student needs.
3) Provide a campus, programs and co-curricular activities at Miramar College that fully meet the comprehensive needs of college students.
4) Initiate and strengthen beneficial partnerships with business and industry, schools and community.
5) Enhance Miramar College's visibility, attractiveness and reputation for quality.

The Miramar College mission statement is included in all electronic and print publications of the college, including positioning on the home page of the website and on the inside front page of class schedules and catalogs. As the foundation of the college's strategic plan, and as part of the strategic planning process, the mission statement is reviewed annually by all constituent groups, edited and/or reaffirmed by the College Executive Committee (CEC), and presented to the district Board of Trustees. Most recently, in December 2006, all Miramar constituent groups and the Academic Affairs Committee approved continuation of the college's mission statement for at least one year. After 2007, the mission statement will be reexamined. No changes are anticipated in this process for periodic review of the mission statement.

The mission statement is integrated into the decision-making process, as evidenced in the College Governance Handbook, which states:

Mission

This Governance Structure at Miramar College is designed to:

1. Implement the mission of the college through compliance with AB-1725.
2. Provide the opportunity for input from all college constituencies.
3. Base the decision making process on open communication and shared information.
4. Create a process to promote open communication between the constituencies.
5. Encourage all to hear and respect the needs and expectations of faculty, staff, students, and administrators in a consensus building atmosphere.

Guiding Principles

The Miramar Governance procedures are based on the following key assumptions:

1. *This governance structure has been established first and foremost to further the educational goals of Miramar College students. To accomplish this, we value and depend upon the commitment and communication of everyone. Therefore, this model invites the participation of the students, faculty, classified and administrative staff of Miramar College through their officially recognized constituent groups, respectively: the Associated Students, the Academic Senate, the Classified Senate and the College President. Conflict resolution, if any, shall take place in a collegial and professional manner.*

2. *The governance structure of Miramar College should remain dynamic, flexible an modifiable to accommodate campus needs as well as changing situations, policies, laws and responsibilities defined at the District and State levels.*

3. *The governance structure is designed to implement the Miramar College mission and goals. Thus, the campus goals will be the focus for all decision making.*

I.B. Improving Institutional Effectiveness

1. The college's planning, evaluation, re-evaluation and resource allocation process will identify specific quantitative and qualitative data sources that will support institutional improvement. (I.B.1; I.B.3)

To support institutional improvement, managers and department chairs can use the data available through the Decision Support System (DSS) and Toolbox Budget Development module to plan the class schedules and allocate college resources. Over the course of the past three years, the college has provided four training sessions to end users regarding how to access and use the data available in these two systems to make quantitative and qualitative decisions. Training is ongoing and is offered based on the need of the end users.

2. College governance participants will be provided training in the content and use of various data products for analysis. (I.B.2)

As noted above, training is ongoing and is offered based on the need of the end users.

3. The college will work with the SDCCD Institutional Research and Planning Office to improve the usefulness and clarity of college reports. (I.B.4)

The district Director of Institutional Research and Planning works closely with college faculty and staff, both individually and through college committee meetings, to assist in clarifying the content, layout, and interpretation of district and college reports that are used in the college's planning processes. As described above, the district has authorized a full-time Research Analyst position for Miramar College but the search process has been much lengthier than planned.

4. The College will secure funding for a dedicated staff position to coordinate research, assessment, and planning at Miramar. (I.B.6)

As noted above, in fall 2006 the district provided funding for a full-time research analyst position that, under the direction of the district researcher, is located at Miramar College and is assigned to assist Miramar College faculty and staff in identifying, collecting, and analyzing data sources for the college's full range of planning processes (e.g., program review, student learning outcomes, enrollment management and growth, state and district reports, etc.). The position is not intended to coordinate the college's assessment process for initial course-level placement, nor the college's overall planning processes. Campus assignments will be coordinated through the office of the college president. A search for a research analyst position was conducted in 2006-07 but was unsuccessful. The position will be readvertised in fall 2007 and filled later in the 2007-08 academic year.

5. The strategic plan and Miramar College *College Governance Manual* (2003) will be reviewed more closely to coordinate, define, and document assessment processes for the self-evaluation of instructional programs, student support services, and learning support services. (I.B.7)

The college's Strategic Plan for 2006-2012 (see Attachment 6) was updated in 2006-07. Throughout its goals, strategies and year-to-year activities, there is close attention to improving the college's self-assessment processes. Among these activities are the college's commitment to program review in all instructional, student services and administrative services areas (see pp. 1-9 of this report) and the implementation of Student Learning Outcomes in Instructional and Student Services (see pp. 1-9 and 22-25 of this report).

Similarly, the college's *Shared Governance Handbook* is reviewed and updated annually. Committees identified in the *Handbook* are increasingly posting agendas and meeting notes on the web so that the college community as a whole can view the discussions and actions each committee takes towards internal self-evaluation and improvement.

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Standard II: Student Learning Programs and Services

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II.A. Instructional Programs

1. The Program Review Committee will reevaluate its program review process to include course learning outcomes into the annual review cycle. (II.A.1.a)

Miramar College has taken several significant actions in response to this recommendation (see pp. 1-9 of this report). These actions include a revision of program review processes and the program committee title and structure to include student learning outcomes, the appointment of a Student Learning Outcomes Assessment Cycle (SLOAC) Coordinator, the creation of a SLOAC website (http://www.sdmiramar.edu/titleIII/SLOAC/), a redesign of the instructional program review template to include student learning outcome data, and inclusion of the student

learning outcome analysis data from program review as one of the input components for Institutional Effectiveness.

First, the campus shared governance committee that is charged with program review has requested, and the campus has approved, a name change and a new set of goals and objectives. The new committee is the Program Review/Student Learning Outcome Assessment Cycle Subcommittee. Consistent with the name change the committee has also updated the goals and objectives of the committee to reflect this expanded role. These are reflected in the updated *College Governance Handbook*.

To ensure compliance with the student learning outcomes initiative the campus has appointed a coordinator of Student Learning Outcomes Assessment Cycle (SLOAC). The coordinator has been, and continues to be, Dr. Linda Lee. The position is supported with 50% reassigned time and additional hours to support her work during non-duty day periods. The SLOAC coordinator also sits on the Program Review/Student Learning Outcomes Assessment Cycle Subcommittee.

To fully integrate student learning outcomes in the instructional program review model, the campus examined various models and engaged in dialogue with stakeholders. The result is a new comprehensive program review model that integrates student learning outcomes at the course, program and institutional levels. This model was beta tested in late fall 2006 and early spring 2007 and then pilot tested by several disciplines during the spring semester of 2007 (see pp. 7-9 of this report). In addition, the Program Review/SLOAC Subcommittee developed an annual report to be completed by all programs that includes student learning outcomes as a central feature..

The college has also developed an Institutional Effectiveness strategy and the SLOAC outputs from Instructional program review and Student Services program review will feed directly into this process.

2. The Miramar faculty will incorporate program and course learning outcomes into the student learning process and design methods to assess those outcomes. (II.A.1.a)

Initial work on student learning outcomes began with faculty participation in 2001-2005 in the 21st Century Learning Outcomes project. That work produced five, global core competencies to be used as institutional learning outcomes. (See Attachment 3.) Subsequently, student services and counseling developed 21 student learning outcomes linked to the core competencies. In addition, thirty-three faculty worked on developing outcomes and assessment techniques for 237 courses. In 2005, the leader for these efforts resigned and the position was left vacant until spring of 2006.

From the summer of 2005 through spring 2006, twenty-seven faculty and staff attended a series of state-funded assessment cycle workshops. Then, in March of 2006, Dr. Linda Lee was appointed as the Student Learning Outcomes Assessment Cycle (SLOAC) Coordinator. As a member of the Program Review Committee, Dr. Lee proposed and the committee agreed to also serve as the SLOAC committee and to make SLOAC a permanent item on the Program Review agenda.

The process for devising course and program SLOACs was developed during the spring 2006 semester and endorsed by both the Academic Affairs Committee and the Academic Senate. The five steps in this process are: 1) Dialogue (develop SLOs, the measurement method(s), and the rubrics); 2) Gather Data; 3) Analyze the Data (devise improvement strategies, as needed); 4) Assess the Cycle (gather data on the improvement(s), current SLO, or next SLO); and 5) Analyze Data (devise improvement strategies, as needed). (See Attachment 3.)

A pilot training session was presented to two course teams in English: Basic Composition (English 51) and Reading and Writing for Nonnative Speakers, English III (ESOL 40).

Two summer retreats were held in 2006 for the Program Review Committee. The first one established goals and principles for the Miramar SLOAC efforts, as well as a model for institutional, program, and course SLOACs. The second one covered both SLOAC and program review, looking at the need for a paradigm shift from meeting accreditation requirements to developing a learning-centered campus. As a result of these retreats, the Program Review Committee began discussing how to incorporate student learning outcomes into the program review process. It also decided to make the SLOAC Coordinator a required member of the Program Review/SLOAC Subcommittee.

The official "kick-off" of the campus wide SLOAC efforts was in fall 2006, which initiated the major SLOAC efforts, including training and course SLOAC work. At the very beginning of the semester, Dr. Norena Norton Badway provided special training for all administrators as well as a session for the entire campus at the opening session of fall Flex. During the semester, Dr. Lee presented two major training workshops for developing course SLOACs to the faculty at large and two specialized sessions: one for the English, Communications, and World Language department and the second for the Science Department. During this semester, a major resource development project for course level SLOAC work was also completed: three CD's were created, produced, and distributed to all full-time faculty and administrators. They were entitled *Articles, Rubrics, and Internet Resources* (CD #1), *Getting Started on Course SLOAC* (CD #2), and *Writing and Measuring Course SLOs* (CD #3). As a result of the training sessions, resources, and other printed directions, 10 faculty teams were created for 10 different entry level and/or gate-keeper courses. Each team identified one or more student learning outcomes (SLOs), measurement methods, rubrics, and assessment plans.

During this semester, the Program Review Committee also decided to make SLOAC an official part of its title, goals, and objectives. This change reflected the committee's determination that instructional SLOACs should be an essential and permanent aspect of the committee's work. The change approved in February, 2007.

In early spring 2007 the subcommittee held a retreat to finalize the program review process and review the sections devoted to SLOAC. Questions for reporting SLOAC at the program and course levels were devised and included in the Program Review pilot study.

Training for developing course SLOACs was continued during this semester. It began with two Flex sessions, which presented an overview of the link between SLOAC and Program Review. Three additional training sessions for developing course SLOACs and aligning courses to the proposed Institutional SLOs were provided to the English, Communications and World

Languages Department and one campus-wide workshop was also presented. In addition, the Coordinator held individual sessions with a number of course team leaders. By mid-semester, there were a total of 16 course teams that had developed SLOs, measurement methods, rubrics, and assessment plans. By the end of the semester 13 of the teams had conducted their assessments and four had analyzed their results.

During spring semester, major efforts for each of the three SLOAC levels were also completed. At the course level, the initial SLOs developed between 2001-2005 were reviewed. It was determined that many were not measurable and that they should not be used in the current reporting until they were peer reviewed, revised as needed, and submitted to the SLOAC Coordinator. In addition, as a result of the successful work of the course teams, it was determined that the five course-level SLOAC steps should be used as the overall process for both institutional- and program-level cycles. At the institutional level, the 21st Century Learning Objectives were revised and used as the Institutional SLOs (see Attachment 3). A database for collecting and analyzing information for assessing the Institutional SLOs was developed. Finally, the processes for both Institutional and Program SLOACs were developed and presented to the Academic Affairs Committee.

The summer of 2007 was devoted to several resource development projects. First, a major resource guidebook for Program Review/SLOAC was developed (Attachment 3). It covers the required and desired rationale for both processes, which are integrated; directions for conducting the reviews and developing SLOACs at the institutional, program, and course levels; optional worksheets; and reporting forms. Second, an electronic storage system for collecting, sharing, and tracking SLOs was designed; it will be implemented in fall 2007 as the annual program reviews and related SLOs are completed and compiled. And finally, work was begun on the SLOAC website.

A major portion of the fall 2007 Flex was devoted to Program Review/SLOAC presentations and work sessions, which were given by the SLOAC Coordinator and the faculty co-chair of the subcommittee. First, a training session on both processes was presented at the Chairs Academy to all chairs and administrators. Second, the opening day session began with an overview of the Program Review and SLOAC processes. The remainder of the day was used for working meetings where faculty categorized their courses by the Institutional SLOs, developed program goals and SLOs, worked on course SLOACs, and/or began their Program Review analyses. During these sessions, the Program Review/SLOAC manual was distributed to every administrator, full-time faculty member, and participating adjunct instructor. As a result of the summer development work and the fall sessions, the processes, major resources, and campus-wide orientation to SLOAC at all three levels was completed. Virtually all of the departments have begun work on one or more levels of SLOAC.

By early summer 2007, every Student Services program had identified appropriate student learning outcomes and the method(s) for best assessing them. The assessment will be conducted in the 2007-08 academic year and the results will be incorporated into the Student Services Program Reviews and annual program review updates that will be conducted in 2007-08 and will be used in program's planning for 2008-09 and beyond.

3. The college will work to expand the comprehensiveness of its course offerings. (II.A.2)

Over the past three academic years, Miramar College has significantly expanded its course offerings. Since the 2004 self-study was completed, 167 new courses have been added to the curriculum, while 473 additional sections of new and existing courses have been added. Twenty-eight of these new courses are in Physical Education, where a number of them support the college's new and growing Intercollegiate Athletic program. There are also 9 more academic and career/professional programs available than was the case in 2004, and 19 more certificate programs.

4. The college will establish codes for all certificates of completion and begin reporting data in the Management Information System (MIS). (II.A.2.b)

Data on certificates of completion are issued and maintained by the college. The district is in compliance with all required reporting to the state Management Information System.

5. If adequate funds are available, the college will publish the Transfer Guide both as a stand-alone guide as well as in the college catalog. (II.A.6.a)

A "transfer guide" section was incorporated into the Miramar College catalog in 2005. A draft stand-alone Transfer Guide was created in fall 2006 and was reviewed by counselors and students in spring 2007 in order to obtain feedback and suggestions. These were incorporated into the final version, which was formatted and submitted for printing in summer 2007 and was distributed to counselors and students and posted on the college's Transfer Center website in fall 2007. The guide was also presented to other community college transfer center directors as an example of a "best practice." A survey will be conducted among counselors and students in spring 2008 to assess the Guide's usefulness and to determine whether future updates and distributions should be electronic, hard-copy, or a combination of the two approaches.

6. The college will update program brochures to provide information on courses of study. (II.A.6.c)

To accomplish effective image building, branding and public information, a new general college viewbook and a comprehensive instruction and student services program series of 4x9 rack cards and flyers have been developed by the Public Information Office with assistance by the Marketing Committee, utilizing a consistent look and theme, contemporary color palette, graphic elements, and approved photos and fonts.

Rack cards and flyers were deemed more effective than program brochures, as content changes often render brochures inaccurate or outdated. Thus, abbreviated information on the cards will direct readers to the website, which can be updated regularly. Flyers for each program area can be updated and printed inexpensively in-house and distributed at job fairs, high school events, street fairs and upon request.

Publications have been distributed to Outreach (school relations) and Communications Services offices, as well as to respective departments for distribution on and off campus.

Higher end, color program brochures for vocational fields of study are occasionally funded by VTEA for targeted outreach. These brochures coordinate with the rack cards, flyers and website.

The Dean of Library & Technology, webmaster and Web Committee are working with the campus to develop and approve a procedure for departments to maintain their web pages to ensure that information is current. The webmaster, Public Information Office and Marketing Committee are coordinating look and feel of the website with campus publications. The website will feature the same template and allow the designated department member to have access to certain areas of the site, which will not affect the template.

7. The college will add a statement in the *Instructor's Survival Guide* regarding the separation between personal conviction and professionally accepted views with a discipline. (II.A.7.c)

The college has changed the name of this document to *Faculty Guide to Success*, effective fall 2007. The statement regarding the separation of personal conviction and professional accepted views will be included in the *Guide* in spring 2008.

8. The college will include the SDCCD student rights and responsibilities policy and procedures for academic honesty and the faculty ethics statement in the *Instructor's Survival Guide* (II.A.7.c)

The instructor's role in notifying students of standards of academic honesty is included in the *Faculty Guide to Success* (p. 8, "Cheating and Plagiarism"). The related district policy (#3100) on the student code of conduct is referenced, along with steps the instructor should take when an instance of plagiarism or cheating is identified. This section was enhanced in the fall 2007 edition to include additional resources to support faculty in addressing academic honesty and student rights and responsibilities.

The faculty ethics statement will be added to the spring 2008 edition.

II.B. Student Support Services

1. The College will hire full-time contract counseling faculty to help meet student counseling demands. (II.B.1)

At the time of the college self-study in spring 2004, there were 12.0 full-time contract counselors (7.4 in Counseling, 3 in DSPS, and 1.6 in EOPS/CARE/CalWorks). Additionally, the college used approximately .5 FTE in adjunct counselors (exclusive of adjunct backfill for full-time counselors with reassigned time).

In fall 2007, there were 15.0 full-time contract counselors on staff (8.5 in Counseling, 1 in the Transfer Center, 2.5 in DSPS, 2 in EOPS/CARE/CalWorks, and 1 in the TRIO program). The college used approximately 1.5 FTE in adjunct counselors. Overall, there was a net gain of 3.0 FTEF in counseling services from 2004 to 2007.

It should be noted, however, that in both 2004 and 2007, a significant amount of the counseling FTEF was actually assigned to non-direct-counseling duties such as EOPS and DSPS program coordination, Counseling Department Chair duties, and full-time coordination of the Transfer Center. In real terms, and for students outside of the categorical programs (TRIO, EOPS/CARE and DSPS), there has been only a very modest improvement in student-to-counselor ratios.

2. The college will secure additional storage and/or imaging equipment for the maintenance and storage of records and files. (II.B.3.f)

In Student Services there has been no net gain in physical space for the maintenance and storage of student records and program files. However, in 2004 the DSPS program begun using document-imaging technology to store and access its program-specific student records. At the same time, all the district's centrally-held student records were moved from microfiche to document-imaging and are available to Student Services staff through their desktop computers. In spring 2007 the district began scanning all incoming student transcripts and began working with the three colleges' Financial Aid and EOPS/CARE programs to implement document-imaging capability at the campuses. There will continue to be areas of Student Services (e.g., TRIO, the Admissions Office processing of student petitions, Student Health Services, Student Affairs records of discipline and other actions) that would benefit from access to campus-level document-imaging technology.

In April 2004, the Accounting Office began scanning billing authorizations and invoices for the Law Enforcement Academy sponsors. At the same time, the office started converting copies of dishonored checks, student collection letters, financial statements and bank reconciliation reports into pdf formats. Access to additional document-imaging technology would allow Accounting to store digital copies of third party authorization forms, military tuition assistance documents, scholarships, student refund requests, deferment applications, and MTS bus sticker sales records.

The overall need for in-office storage space will decline over the next several years as more records are moved to an electronic format that can be retrieved by staff at their desktop computers.

3. The College will increase all student services' facilities and unite service departments into a single, central location on campus. (II.B.4)

and

4. The College will allocate larger student services facilities to all departments that will include more support staff, office spaces, larger reception areas, computer areas for students, and more storage space. (II.B.4)

Since the college's self-study in spring 2004, there has been a small increase in the space assigned to Student Services programs at Miramar College, specifically a former classroom that was assigned to and remodeled for the new TRIO program, additional space for The PLACe (tutoring) through the conversion of an adjoining student lounge into computer and individual-

work space, and the reassignment in fall 2007 of a bungalow classroom (B-304) for use by the Evaluations unit and the new Outreach office.

With the voters' passage of two construction bonds -- Prop S in fall 2002 and Prop N in fall 2006 – there is a firm district fiscal commitment to address the Student Services facilities problem at Miramar College through two major projects: the conversion of the current 9,300 assignable square-foot Library to student services uses when the new Library and Learning Resources Center (LLRC) is opened in mid-2010; and the construction of a new 45,000-square foot Student Union that will include a bookstore, cafeteria, dining area and space for Student Services. Neither project, alone, will provide the necessary or unified space for all the student services for a college of a projected enrollment of 25,000 students; both together, however, will greatly improve upon the college's current state of dispersed, crowded services located in antiquated bungalows.

There is excellent space designed into the new LLRC for two important student services: The PLACe (tutoring) and the DSPS High-Tech Center. The new LLRC will provide the space both programs need to serve a 25,000-student campus.

By the end of summer 2007, the college's Student Services staff completed the initial medium-term staffing and space projections needed to convert the current Library into a "one-stop" center for Admissions, Counseling, the Transfer Center, Evaluations, Veterans Services and Student Accounting. Plans were also outlined for the "secondary effects" of this move, specifying where vacated bungalow space would be reallocated to those Student Services programs that will remain in the bungalows for the foreseeable future. The reallocation of vacated bungalow space will allow those programs to continue to grow over the next several years while planning is finalized on the Student Union concept. For both the Library conversion and the remodeling of the vacated bungalow space, the plans include adequate lobbies and reception areas, adequate work space for staff and storage, adequate computer access for students, and room for the continued growth of services for the growing student enrollment at the college. The district will assign an architect to this project in 2007-08, in order to have working drawings and plans finalized in time for the Library's move to the new LLRC in mid-2010, the transfer of some Student Services into the Library shortly thereafter, and the remodeling of the vacated bungalow spaces to accommodate the expansion of the remaining Student Services programs.

By the end of fall 2007, the Student Services staff will complete the long-term staffing and space projections necessary for the initial design of the Student Union project. No date has been set at this time for the initiation or completion of this project. It will include a bookstore, a cafeteria and dining area, and as many Student Services programs as are logically linked to such a Union (e.g., Student Affairs, the Associated Students, Student Health Services) and for which the approved size of the building can accommodate for the planned enrollment of 25,000 students at the college.

5. The college will ensure the levels of support personnel are adequate to meet the increasing student population and service demands in all student service areas. (II.B.4)

During the 2006-07 academic year, the Student Services staff initiated a detailed, program-by-program review of staffing needs in both the near- and long-terms in line with projected student enrollment increases, prior program review findings, a prioritization of staffing needs that was done in spring 2006, and changing state requirements and opportunities in categorically-funded areas. The result was a year-by-year projection of where staff positions needed to be added over the next three years (to spring 2010), keeping in mind the college's goal of eventually enrolling 25,000 students. Although the immediate impetus for the comprehensive review was the planning for the conversion of the existing Library to student services use in 2010 and the later design and construction of a Student Union for the college, the staffing plan will now also serve to drive Student Services requests in the college's annual Faculty Hiring process and in the process that allocates new district-funded classified positions to Miramar as student enrollment increases.

Based on the spring 2006 prioritization, available new state and district funding, and the long-term staffing plan, Student Services was able to increase its contract staffing levels in the Transfer Center, Veterans Services, Financial Aid, Student Health Services, Admissions, Outreach, and the office of the Vice President of Student Services.

6. The college will develop appropriate student learning outcomes language for the Student Services Divisions (II.B.4)

By the end of summer 2007, every Student Services program had identified appropriate student learning outcomes (SLOs). As part of the SLO process, each program also developed assessment methods, criteria and/or procedures to measure each identified SLO and a timeline for doing so. In some cases, programs also linked their SLOs with institutional core competencies which were identified as part of the college's participation in the League for Innovation's 21st Century Learning Outcomes Assessment Project. Upon assessing the SLOs during the 2007-08 academic year, results will be used in modifying program plans and strategies for 2008-09, and will be an important element of the Student Services Program Review process for the programs that will undergo comprehensive review in 2007-08 and beyond.

II.C. Library and Learning Support Services

1. The college will provide extended hours of service during peak utilization time periods by coordinating the staffing and services of the library and learning support. (II.C.1)

Currently the library's hours of operation are: Monday – Thursday, 8:00 a.m. – 8:30 p.m.; Friday, 8:00 a.m. – 3:30 p.m. Staffing includes one supervisor, two contract librarians, four adjunct librarians, two contract media technicians, two 45% contract media clerks, and one hourly clerk.

Future plans for library service are linked to the opening of the new LLRC in mid-2010. At that time it is expected the library's hours will be extended to 7:30 a.m. to 9:00 p.m. and may include Saturday hours.

It is anticipated that the budget will be increased to hire additional contract classified positions required to support the increase in workload, extended hours, and day-to-day operations.

2. Establish a streamlined budgetary process to meet the ongoing and non-routine technological needs of the library and learning support services that includes cost-of-ownership, such as technical staff support, software upgrades, maintenance, replacement and repair. (II.C.1.a)

The library will continue to work with the college's Technology and Planning and Budget Committees to place library needs as a priority. Once the priority is set the budget process should run more smoothly to meet the ongoing, non-routine technological needs of the library and learning support services.

Currently the campus plan for the new LLRC has two library instruction classrooms with a capacity of 42 students each. Also, there will be 84 Online Public Access Catalogue (OPAC) computers available for student use positioned throughout the library.

3. The college will foster greater integration and cooperation of library and learning support services by creating adjacency in a single facility specifically designed to provide learning services. (II.C.1.c)

In 2006-2007, the LLRC Committee finalized the plans for the new 100,000 assigned square foot facility. Estimated occupancy is mid-2010. The following programs will be in the building and are working together in a collaborative manner to develop and complete the Furniture, Fixtures and Equipment (FF&E) lists, determine the benchmark purchases and work with an interior design consultant to complete interior design: The PLACe, High Tech Center, Independent Learning Center (ILC), Audiovisual, Library, Dean of Library and Technology, Instructional Computing Support and Administrative Computing Support. The Dean of Library and Technology Services is also working with campus representatives in the planning of the public space and five general purpose classrooms that will be in the building. Students will be able to access learning support within one single building with the completion of the LLRC.

4. The college will ensure staffing is appropriate for all student support learning areas to sustain the increasing student growth and service demands. (II.C.1.c)

In the Library and Learning Resources area, as throughout the college it is anticipated that as college enrollment increases the budget, too, will be increased to hire additional contract classified and certificated positions required to support the increase in LLRC workload, extended hours, and day-to-day operations. The LLRC staff have developed a detailed, long-term projection of the number of types of faculty and classified staff positions that will be needed as the college grows to its planned 25,000-student enrollment, with special focus on what will be needed to open, if not fully and immediately staff, the new 100,000-square-feet LLRC in mid-2010. These projections will be refined in the program review the LLRC will

undergo in 2007-08 and in the annual program updates thereafter. Also, the District has stated that as new campus buildings are constructed, staffing requirements will be met.

5. The College will expand the physical space of the library to include group study rooms. It will also provide a greater selection of books, periodicals, and other resources. (II.C.2)

Currently, the library has one large quiet study room for group study. Plans for the new LLRC include eight group study rooms and a variety of study and reading areas. In addition, plans include a substantial increase in book purchases, periodical and database subscriptions, along with the necessary shelving sufficient to accommodate such growth.

The campus has expanded the library book budget and has plans to continue adding to the Library's base budget.

6. The college will provide extended hours of service during periods of peak demand, it will expand the variety of academic support services, and it will provide additional tutors and printing services. In addition, Miramar will expand The PLACe's rooms/facilities. (II.C.2)

Future plans for library service are linked to the opening of the new LLRC in mid-2010. At that time it is expected the library's hours will be extended to 7:00 a.m. to 9:30 p.m. It is anticipated that periods of peak demand will include finals week and the week preceding.

With two library instruction rooms available for library orientations, it is anticipated we will be able to accommodate faculty seeking library instruction for their students.

A copier room has been incorporated into the design of the new LLRC and will accommodate three copiers, one bill changer machine, and two add value machines.

Also, the location of The PLACe in the new LLRC has been designed to greatly increase its current square footage.

7. The college will increase the number of contract faculty available to staff the ILC during periods of peak demand at the beginning of each semester and during mid-term/final exams. (II.C.2)

The college is in the process of determining whether contract faculty positions are needed in the ILC as the state has terminated the FTES support in this area. At the end of fall 2006, the .40 contract faculty position was moved from the ILC into the classroom to a 1.0 classroom position. (The campus is looking into developing an FTE generating course that would be offered in the ILC.)

8. The college will hire temporary SDCCD Online staff with appropriate skills in providing assistance to students and faculty during periods of peak demand at the beginning of each semester. (II.C.2)

The college has an Online Mentor who provides support to online faculty throughout the year. SDCCD Online has hired additional staff to assist faculty during peak times. The district has also put into place a 24/7 online help line to assist both faculty and students. This service is contracted with an outside entity. It is being piloted for one year (2007-08) and then will be evaluated as to if it should be continued.

Standard III: Resources

III.A. Human Resources

1. The college will work with the district and faculty union to better realign faculty evaluation criteria to accommodate focus on student learning outcomes. (III.A.1.c)

The college has been working with the district and faculty union to develop evaluation forms and delivery methods for on-line classes, but there has been no discussion to date with the negotiations related to faculty evaluation criteria tied to student learning outcomes.

2. Develop data and a planning model to assess the impact of program growth and possible faculty retirements. (III.A.2)

In fiscal year 2005-06, the college completed development on the Toolbox Budget Development Module. The Toolbox Budget Development Module is a schedule planning and cost analysis tool used by management and department chairs. It is accessed by end users to determine the cost of a particular course schedule based on a variety of inputs. Since that time, the College has provided two training sessions.

3. Develop alternative funding sources to support maintenance and expansion of staff development activities. (III.A.5.b)

There is a remaining TTIP/HR balance of approximately $7000. This can be used for training of faculty and staff on new platforms, software and other technology based activities. The Dean of Library and Technology Resources will continue to notify the campus of this fund and solicit requests for TTIP funds

Since 2003, the college has used funding provided through its federal Title III Strengthening Institutions Part A grant to support the expansion of various staff development activities on campus. Specifically, the Title III grant program is funding the following types of activities: (1) New Contract Faculty Mentoring Program, (2) Teaching Institute, (3) Learning Communities Program, (4) Education Technology training for faculty, and (5) Student Learning Outcomes Assessment Cycles (SLOAC) workshops and the SLOAC Coordinator assignment.

The New Contract Faculty Mentoring program pairs new contract faculty with tenured faculty to ease their transition at the college. Through the Teaching Institute, various professional development workshops are provided to faculty to assist them in improving their teaching skills. The college also developed learning communities that will be offered in fall 2007. A learning community coordinator is currently providing support and training workshops for faculty interested in developing learning communities on campus and online. In our Professional Development Center, two staff members (the staff is funded with Title III grant funding) provide education technology workshops to faculty who are interested in incorporating technology into their presentations. The Title III grant funds were also used to send teams of faculty from different program areas to three workshops focused on SLOAC. In addition, Title III provided funding to host SLOAC Consultant, Norena Norton-Badway. She provided two SLOAC workshops, one for faculty and the second for management. Title III is also supporting the reassigned time of a faculty member who is responsible for providing and developing SLOAC workshops and resource materials

4. Coordinate with the district to modify the allocation model to accommodate enrollment growth for Miramar. (III.A.6)

During the 2006-07 fiscal year, the District Allocation model was revised to include the elimination of the proposed budget reduction. Miramar College received an additional $320,760 as a result. These funds were used to support additional classes, supplies and hourly staffing.

During the 2006-07 fiscal year the campus was allocated $21,250 to support Marketing and advertising. The campus Marketing Committee used this funding to implement a campus-wide marketing plan.

During the 2005-06 fiscal year, authorization was received from the District to fully fund Public Safety Academy expenses. The 2006-07 Budget Allocation formula reflects the funding agreement for the Public Safety Academy.

During the 2005-06 fiscal year, a staffing study was conducted in the District. As a result of the study, Miramar College was granted 4.00 FTE additional classified positions. The positions were distributed in the following areas: Student Services (1.0 FTE), Instruction (1.6 FTE), Business Office (1.4 FTE). In addition, during the 2006-07 fiscal year the campus was allocated an additional $21,571 to support hourly staffing needs and supplies required for enrollment-growth classes.

III.B. Physical Resources

1. Link education services and planning with facilities development, renovation, and decision making. (III.B.1.b)

Educational planning and enrollment growth across the campus underlie the detailed facilities planning that has taken place at San Diego Miramar College over the past three years. Ground has been broken on a new Field House for Physical Education and Athletics, which will be jointly funded by and shared with the City of San Diego. Design work has been completed on a

new Library and Learning Resources Center (LLRC) that will open in mid-2010. The initial redesign of the old Library, which will be converted for Student Services use, began in 2006-07 and will be completed in 2007-08. In spring 2007 college faculty and administrators completed the initial design for a new Arts and Humanities building and a new Business, Math and Technology building, both of which will contain classrooms, labs, and faculty offices; these will open subsequent to the new LLRC and will entail the renovation and internal re-design of the current Math and Business building and the current Science building. In each case, the planning for the new buildings and related renovations went through the affected departments and programs, the respective schools (Liberal Arts, Library and Technology Services, and Business, Math and Science) and divisions (Instruction and Student Services), the college's shared-governance structure (Facilities Committee and College Executive Committee) and included extensive coordination with and support from the district's Facilities Management office.

2. Continuously evaluate and improve systems to ensure shared governance and full campus involvement in planning and decision making that will lead to a comprehensive institution. (III.B.2.a)

Through its shared-governance committee structure, culminating in the College Executive Committee (CEC), Miramar College engages in a year-round dialogue on and evaluation of the structures and processes through which the full campus community is involved in the kind of planning and decision-making that characterizes a comprehensive institution. This dialogue is reflected in the notes of various committee meetings, which are posted on the college's web site, as well as in the annual revision and update of the college's *Shared Governance Handbook*.

The Academic Senate also organized a "committee fair" during August 2007 flex, during which faculty members were informed about and activity recruited to serve on the college's wide variety of shared-governance and other committees. Each committee's chair or co-chairs orient new and continuing committee members to the purpose, structure and reporting relationship(s) of the committee when it begins meeting in the fall semester.

III.C. Technology Resources

1. Refine the campus process for addressing closed captioning videos for students with disabilities. (III.C.1)

The accomplishments of the college process for captioning videos for students with disabilities include:

- The district Access Technology Specialist (ATS) committee developed priorities, guidelines and procedures for captioning requests (for college owned videos and the purchasing of uncaptioned videos and multimedia)
- The ATS committee developed and distributed captioning request forms for the campus and district use

- The campus received closed captioning equipment (hardware and software) which is housed in the Audio Visual department; training for use of the equipment was offered at the High Tech Training Center in Cupertino, CA.
- Approximately 200 college owned videos (including library and department collections) have been captioned since 2004
- Campus presentations have been conducted discussing the captioning process and the district requirements
- Workshops on Section 508 have been conducted both on campus and at the district office
- Notification via email and mailbox to instructors regarding the use of captioned video materials
- The district has created and filled a full-time captioning coordinator position that will oversee the captioning process for all three colleges, Continuing Education, and the district as a whole

2. Equip the campus to receive satellite links. (III.C.1)

The campus is requesting cable access to all new building and permanent buildings. The District Facilities Management staff are working with the area cable company representatives to determine the feasibility of supplying cable access for campus buildings. Access depends on the distance of campus facilities from a central hub.

3. Standardize technology equipment portable carts. (III.C.1.a)

The campus has established a standard for smart classrooms. Portable carts have been purchased to support the standard to use in classrooms that do not have the equipment installed. The Technology Committee, Instructional Computing Support and the Audiovisual staff are working with the Prop S and Prop N building committees to develop incremental standards for new classrooms and faculty offices. The standards will be reviewed annually to address new technology changes and the changing needs of faculty and students.

4. Install more effective security procedures and devices for classrooms with technology equipment. (III.C.1.a)

The Audiovisual staff is working with the Facilities Department and district alarm technicians to develop and install security in the off site locations. They are also working with the faculty and staff at those locations to develop a procedure to maintain the security of the equipment.

5. Increase the use of the Professional Development Center for faculty technology training. (III.C.1.b)

The Dean of Library and Technology is working with the internship chairperson at SDSU Educational Technology Department to continue the internship relationship that began in spring of 2006. TTIP funds can be used to bring in trainers for workshops. As the campus grows the establishment of a full time faculty member in that area may be needed to assist faculty.

6. Establish training, guidelines, and procedures for faculty teaching hybrid or enhanced courses. (III.C.1.b)

Beginning in February 2007, the college's Professional Development Center (PDC) has the services of an intern from SDSU's Educational Technology Department three days a week, to assist faculty and staff in ongoing technology skills development. The intern is available for individual and group assistance on both a scheduled and walk-in basis. The district also established and filled a new full-time contract Instructional Design Coordinator position in March 2007. The position supports the district's three colleges' WebCT environment and the application of multimedia and video technologies.

7. Update the 1998 Technology Plan. (III.C.1.c)

The campus approved a Three-Year Rolling Technology Plan in May 2005 through the shared governance process. In spring 2007 the Technology Committee updated the plan for FY 2006–09 and the plan was approved by CEC. The plan will be reviewed annually.

8. Maintain and monitor a centralized list of computer software under site licenses, master contracts, or contracts for support and upgrades. (III.C.1.c)

Staff members in Instructional Computing maintain the campus inventory for all instructional support software licenses. The Administrative Computing Support staff member (provided through a District contract with Sungard) maintains the inventory for all administrative software licenses. These two areas also maintain the inventory for computers that fall under their respective divisions. All software and hardware purchases need to be approved by the IT department and the dean before being sent to the business office.

9. New facilities planning will ensure that technology systems are compatible and accessible and include economy-of-scale savings. (III.C.1.c)

Both the Instructional Computing Support supervisor and the Administrative Computing Support (Sungard) staff member are included on all new building committees to ensure that the technology plans are current and follow the campus standard. The Instructional Support Supervisor of the Library/AV Department will participate in the audiovisual planning needs of the new buildings. This will ensure that the equipment purchased is being checked against the district vendor bid for cost savings and that the installations are planned and completed according to campus standards.

10. As part of the plan to address its understaffed status, Miramar College needs to be mindful of its lack of technical support including web design, instructional technology, AV, and professional development training personnel. (III.C.2)

The classified hourly webmaster position will need to become a permanent contract position as the continuity is needed for the campus to maintain and develop the college web site. This position will maintain both the integrity and the accessibility of the site while working with the College Information Officer regarding the template for the site. The campus is looking at a currently vacant classified position to determine the best use of staffing resources.

III.D. Financial Resources

1. Encourage more campus constituents to participate and attend Budget and Planning Committee meetings to further understand how the college's mission and goals are intertwined into funding decisions. (III.D.1)

The college continues to work through its shared-governance process on developing and implementing predictable, credible mechanisms by which college staff can participate in collegewide planning and budgeting decisions through their representative constituent groups, and keep apprised of decisions that emerge from the Budget and Planning Committee through web postings of committee meeting agenda and minutes.

These efforts are aimed at accomplishing a higher degree of participation. As well, with the increase in college discretionary funding, and the subsequent hiring of nearly 30 new faculty over the last three years, the college is getting a much higher level of governance participation in some areas.

2. Campus constituents will advocate for increased funding for enrollment growth. (III.D.2.b)

During the 2006-07 fiscal year, the District Allocation model was revised to include the elimination of the required budget reduction. Miramar College received an additional $320,276 as a result of the elimination of the budget reduction. These funds were used to support additional classes, supplies and hourly staffing assistance.

3. Campus personnel will be actively involved in the implementation of the new SDCCD administrative systems. (III.D.2.b)

The Finance and Human Resources components of the Datatel system are now operational. Campus staff are no longer required to spend time at the District on this project.

4. Campus leadership will investigate new funding sources. (III.D.2.e)

To assist the campus in identifying new funding sources, the college used Title III grant funding to hire a grant coordinator. This individual is responsible for assisting the campus in identifying, applying for, and managing grant funding.

5. Campus shared governance leadership will work with the district to modify the funding formulas. (III.D.2.g)

During the 2006-07 fiscal year, the District Allocation model was revised to include the elimination of the required budget reduction. Miramar College received an additional $320,276 as a result of the elimination of the budget reduction. These funds were used to support additional classes, supplies and hourly staffing assistance. Also, during the 2004-05 fiscal year, Public Safety Academy expenses were fully funded by the district. The 2006-07 Budget Allocation Formula has been revised to reflect the funding for the Academies.

The Budget Allocation Formula does allocate differential funding for intersession and growth classes.

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Process

1. Ensure that shared governance policy is abided by in the search and selection of the interim president and the new president of the college. The campus will be kept informed of the process in keeping with the policy. (IV.A.5)

The shared-governance policy was followed in searching for and selecting a college president in 2005. All college constituencies were involved in the process and kept informed of its progress throughout.

IV.B. Board and Administrative Organization

1. The district should formally analyze Miramar College's interfaces with its district offices to improve accuracy and relevance of data provided. (IV.B.3)

The district and its three colleges have worked to better delineate the functions of the district and colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the colleges.

Since the previous accreditation visit the district has formally delineated the district governance structure and entities. In 2006-07, the District Governance Council, which is part of the participatory governance structure of the district, approved the publication of a new document titled, The District Governance and Administration Handbook. This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district shared governance committee along with the annual membership. Another component of the handbook is the identification of key district policies related to governance. The handbook is updated annually.

Another important enhancement initiated by the Chancellor is ongoing reports of the Chancellor's Cabinet meetings. A regular publication of important information and decisions of the Chancellor's Cabinet is widely disseminated throughout the district, both electronically and on paper.

The Chancellor's Cabinet has initiated another new annual publication in fall 2007, *Facts on File*. The publication shows a profile of the district including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information and other important high-level facts that may be of interest to the community we serve.

The district has also refined several districtwide areas of responsibility to more clearly delineate functional responsibility, including the initiation of campus-based researchers, an enhanced Outreach structure at each college and Continuing Education, and a new operational structure for Disabled Students Programs and Services. Continued review and refinement of other areas is planned for the 2007-2008 academic year.

The Chancellor's Cabinet and District Governance Council continue to review and better define the organizational functions of the district and the colleges and Continuing Education. As recommendations come forward, they will be acted upon by the appropriate department or operational entity.

2. Decisions that affect Miramar College student learning and student success should be made at the college level. (IV.B.3)

There is a great deal of year-round consultation and joint planning in the three-college district, across all instructional, student services and administrative services areas, often including Continuing Education and the district's recent efforts to better facilitate noncredit students' transition in to the credit transfer and career programs. Ultimately, however, each college is responsible for making its own decisions about student learning (e.g., identifying and measuring Student Learning Outcomes) and student success (e.g., retention strategies, increasing the number of students who graduate and transfer).

3. The governing board, through the chancellor, should review the adequacy and equity of Miramar College's resources, including student support and co-curricular activities. (IV.B.3.c)

Intercollegiate athletics were started at Miramar College in fall 2000. Since that time we offered men's and women's water polo, men's and women's swimming, men's basketball and, beginning in fall 2007, women's soccer. The collaborative relationship with the City of San Diego has benefited Miramar College with high-caliber sports fields and a premier aquatics facility. However, the popularity of the aquatics facility for both city and college activities has made it difficult to schedule sufficient practice, class and competition times for the college's swimming and water polo teams. Propositions S and N will add a 63,000 square foot Fieldhouse, scheduled to open in mid-2008, in addition to an artificial turf soccer field and a new natural grass baseball field.

4. A review of the district's long-time mechanisms and formulae for distribution of resources should be undertaken in the interest of fair and equitable staffing, facilities, technology and budget for all students at all colleges. (IV.B.3.c)

During the 2005-06 fiscal year the District Staffing Study was initiated and completed. Miramar College was approved to establish and fill 4.0 FTE classified positions. Additional allocations of Matriculation and BFAP resulted in an additional 3.75 FTE classified positions authorized. This included the increase of five part-time positions to full-time and the establishment of a new full-time position for the student services areas.

2006-07 allocations to the college were increased through the efforts of the District Budget Development Committee and support and approval of the Chancellor's Cabinet in the areas of Marketing and Advertising, support for growth classes, and through the elimination of a proposed budget reduction in the amount of $320,276.

During the 2004-05 fiscal year the Chancellor authorized an additional seven faculty positions at Miramar College. During the 2005-06 fiscal year the campus received authorization to fill nine new faculty positions. The addition of these positions demonstrates a commitment to the goal of a 75%-25% .ratio of full-time to part-time faculty.

In November 2002 the voters of San Diego passed a $685 million bond measure (Proposition S) providing funding to construct facilities for the San Diego Community College District. As a result of Proposition S the following new buildings were constructed on the campus: Advanced Transportation and Technology Center, Field House, Infrastructure Project, Library/Learning Resources Center, Distribution and Technology Building, Science and Technology Building and A-100 remodel, Business/Math and Technology building, and the Arts and Humanities building.

In November 2006 the voters of San Diego passed an $870 million bond measure (Proposition N) providing additional funding to construct SDCCD facilities. Miramar College projects on the Proposition N list include: acquisition of property and relocation of the San Diego Regional Public Safety Driving Range; a new center for San Diego Regional Public Safety Program; renovation and improvement of athletic fields; conversion of interim Library to a Student Services facility; renovation and expansion of the science building; expansion of the Automotive Technology Instructional Building; renovation of the Aviation Maintenance Technology Training Center; construction of a parking structure; construction of a College Police/Public Information Center; Student Union (cafeteria, bookstore, campus center, student services); infrastructure project; expansion of the Diesel Facility; construction of a maintenance facility; and a campus safety project.

Updates on Substantive Change Proposals
in Progress, Pending or Planned

San Diego Miramar College has no substantive change proposals in progress, pending or planned.

Attachments

1. Institutional Effectiveness Task Force – list of members and participants

2. Annual Calendar for Planning and Budgeting - draft

3. Program Review/SLOAC Guidebook

4. Planning and Budget Committee – School/Area Four-Year Plan, Workplan Instructions, 2007-08 Workplan

5. Enhancing Campus Staff Diversity and Enhancing Campus Climate for Cultural and Ethnic Diversity: Recommendations

6. San Diego Miramar College 2007-2013 Strategic Plan

INSTITUTIONAL EFFECTIVENESS TASK FORCE
Members and Participants

Bill Grimes	Larry Pink
Bob Fritsch	Lezlie Allen
Brittany Forester	Libby Andersen
Bryan Hughs	Linda Lee
Carol Murphy	Mary Hart
Dan Trubovitz	Mary Meiners
Dan Wilkie	Michael McPherson
Dana Andras	Nicholas Mata
Daphne Figueroa	Otto Dobre
Darrel Harrison	Pam Deegan
David Navarro	Patricia Hsieh
Diana Fink	Peggy Manges
Diane Glow	Peter White
Duane Short	Raley Quon
Ed Brunjes	Richard Bettendorf
Francois Bereaud	Rick Cassar
Greg Newhouse	Robert Arend
Jim Lewis	Rod Porter
Joan Thompson	Ron Page
Joseph Hankinson	Sally Nalven
Joyce Allen	Sam Shoostary
Judy Permetti	Sandi Trevisan
Julianna Barnes	Stacy Steinberg
Kare Furman	Steve Lickiss
Kathy Doorly	Susan Schwarz
Kevin Alston	Virginia Guleff
Kevin Petti	Virginia Naters
Kit Foster	Wendy Stewart
Larry Cooke	Wheeler North

Miramar College: Annual Calendar for Planning and Budgeting

	July	August	September	October	November	December	January	February	March	April	May	June
Mileposts	New Budget						Governor's Budget Intersession	Start of Spring Semester			State Budget revise	
Program Reviews	Data for program review is prepared	**Data** for program review available **Data** for program updates available **Flex** training on using data in program review		**Program** review annual updates complete **First** draft of major program reviews complete to identify emergent needs		Final drafts of major program review reports are completed						
Institutional Effectiveness							**Institutional** Effectiveness Task Force collates the results of the three division program reviews	**Committees** meet to review requests, set and update priorities (including facilities)	Committee master plans and recommendations completed **Facilities** plans and requests are developed for next academic year	**Planning** & Budget Committee recommends overall priorities **CEC** sets institutional priorities for all areas		
Curriculum Development			Proposals to Curriculum Committee			Deadline for catalog changes						
VTEA					1: VTEA 6000 purchase deadline			VTEA 4000 purchase deadline	1st: VTEA Plans due	1: VTEA Plan and budget approved		
Spending Decisions					**Set** priorities for new faculty hires Mid: final decisions on major equipment request **Planning** & Budget Recommendations **Requisitions** for major equipment	**All** Department requests are submitted		**Purchasing** requests determined			College budget to the district	

Miramar College: Annual Calendar for Long-Range College Planning

	July	August	September	October	November	December	January	February	March	April	May	June
Mileposts	New Budget	Start of Fall semester					Governor's Budget Intersession	Start of Spring Semester			State Budget revise	
College Planning			Facilities decisions and requests to Facilities Committee for inclusion in the Facilities action plan (based on the prior year's data)	Technology Rolling Plan updated based on prior academic year data Human Resources Plan updated based on prior academic year data			Educational Master Plan Updated	Educational Master Plan Update Completed	Strategic Plan (2007-2013) finalized Facilities Master Plan updated (including building interior plan and secondary effects)		Integrated Master Action Plan for College	

MIRAMAR COLLEGE

PROGRAM REVIEW/ SLOAC GUIDEBOOK

UPDATE PAGE
23 August 2007

This Program Review / SLOAC Guidebook is for fall, 2007, only. Changes, additions, and updates will need to be made as the entire Program Review / SLOAC process is implemented. Those pages will be distributed as needed, along with a revision of this page.

The current timeline for the Annual Review Update (see page iv) has been developed to match the Accreditation Midterm Report, which is due on October 15, 2007. In the future, Annual Update Reports will be completed and reviewed in the spring semester of each year so that they will be available at the beginning of fall semester. These reports will then be used as major supporting documents for requests presented to any College Governance Committee or School Dean.

For 2007-2008 only, the Annual Update will be written in August, finalized in September, and submitted in final form on October 1st. The Program Review / SLOAC Committee will review these reports for preliminary approval in October and November, with final approval coming from Academic Affairs in December. During spring semester, 2008, every program should review the report submitted on October 1, 2007, to make sure that it will support the program needs, requests, and goals for 2008-2009. Revisions, if any, should be submitted to the Dean by March 14, 2008, who will then submit them to the Program Review / SLOAC Committee for review.

PREFACE

Program review is a faculty responsibility and purview. Required initially by the Accrediting Commission for Community and Junior Colleges (ACCJC), Miramar College has approached program review as an opportunity for faculty to review their programs for the purposes of improvement. This means that faculty use the process of program review to inform planning decisions and discussions related to program development, expansion, and revision. In practice, program review reports are the guiding documents for decisions at the school level, as well as an essential and required component of all requests to College Governance committees.

Conducting the Student Learning Outcome Assessment Cycle (SLOAC) – also an ACCJC requirement – is the foundation for program review. Since instruction and student learning are the reason for all campus efforts and the goal of every program, a review of actual learning outcomes at the institutional, program, and course levels are some of the best indicators of program success and/or needs. For this reason, Miramar College integrated program review and SLOAC into a single, seamless process with the objective of creating a campus-wide culture of continuous improvement. In support of this process, the initial SLOAC core principles have become the guidelines for program review as well. The process is

- faculty driven
- based on collaborative discussion and collective agreement
- cyclical and on-going
- focused on campus-wide improvement for both teaching and learning
- supportive of academic freedom

To accommodate the timelines for college and committee discussions, program review takes two forms: (1) the annual update completed by all programs and (2) the full Program Review completed by one-third of the programs every three years. SLOAC reports are part of each of these reviews. In addition, each program provides course SLOAC midterm reports in fall and spring and a program SLOAC progress report in spring. Institutional SLOAC progress reports are presented by the SLOAC Coordinator to Academic Affairs in the spring semester.

The program review / SLOAC process and reports incorporate qualitative analyses, quantitative data, and the results of student learning outcomes in order to

- ❖ promote and serve as a mechanism for enhancing professionalism
- ❖ recognize good performance and academic excellence
- ❖ identify areas of potential growth
- ❖ initiate instructional and service improvement
- ❖ update programs and services
- ❖ stimulate self-renewal and self-study

This process leads to better

- ❖ utilization of resources
- ❖ planning for growth, new courses, and/or needed curriculum shifts
- ❖ accreditation reporting
- ❖ budget decisions
- ❖ student access and equity
- ❖ student learning and success

This Guidebook provides directions and examples for completing the steps of the Program Review / SLOAC process as outlined in the Timeline Table of Contents. For more information, resources, and assistance on any of the aspects of program review and SLOAC, please contact one of the following Committee members:

Chairs: Daphne Figueroa, Faculty Chair   x7494; dfiguero@sdccd.edu
                 Dick Bettendorf, Administrative Chair   x7524; dbettend@sdccd.edu

SLOAC Coordinator: Linda Lee   x7512; llee@sdccd.edu

Articulation Officer: Duane Short   x7703; dshort@sdccd.edu

Faculty:

School of Public Safety

                Darren Hall   221-2145; dhall@sdccd.edu

School of Technical Careers & Work Force Initiatives
                Larry Pink   x7665; lpink@sdccd.edu

School of Business, Math, & Science
                Daphne Figueroa   x7494; dfiguero@sdccd.edu

School of Library & Technology Services
                Mary Hart   x7614; mhart@sdccd.edu

School of Liberal Arts

                To Be Appointed

Second Administrative Representative:

Bill Vincent, Vice President of Instruction   x7715; bvincent@sdccd.edu

Other Members:

David Navarro, Counselor   x7560; dnavarro@sdccd.edu

Maryza Seal, Title III Manager   x7632; mseal@sdccd.edu

PROGRAM REVIEW / SLOAC TIMELINE
& GUIDEBOOK TABLE OF CONTENTS

PART I: OVERVIEW
THE ANNUAL PROGRAM REVIEW UPDATE TASK PLANNER

The faculty in each department evaluate their program(s) and report their findings in the Annual Program Review / SLOAC Update. Once completed, this report is submitted to the Department Chair, who forwards it to the Dean for review. The Dean submits the Report to the Program Review / SLOAC Committee where it is reviewed for completeness and clarity. The Committee approval is preliminary. Once the Committee completes its review and approval, the report is presented to Academic Affairs for final approval.

The objectives, tasks, and deadlines for completing the Annual Update are presented in the Annual Update Overview sheet on the next page. This tool is not required for reporting, but it is very useful for planning the Update project. To use this optional tool, follow these steps:

1. Header:
   Fill in the program title, faculty contact / leader, and department chair.

2. Objectives and Major Tasks:
   The program faculty should review and discuss the objectives, tasks, and completion milestones.

3. Participants:
   a. Identify the people who will work on the tasks.
   b. Place an A, B, or C letter in each box to show their level of responsibility for each task.
      (A = primary responsibility, B = participant, C = support as needed)

4. Timeline:
   a. Note the listed deadlines.
      - All tasks should be written on August 23, 2007; that work will be submitted to the Dean at the end of the day.
      - The Final Report with all additions, edits, and changes is due to the Dean on October 1, 2007.
   b. If additions are needed after August 23 in order to complete the Final Report, decide how long each task will take.
      - Place an empty circle in the boxes alongside each task for each week devoted to it.
      - As task progress is made, fill in each circle.
   c. Identify meeting and/or due dates.

5. Summary and Comments:
   a. Summarize the plan.
   b. Note any concerns or special needs.

Project: Program Review / SLOAC Annual Update -- Task Planner   Date: 8/23 - 10/1/07

Program Title:

Faculty Contact/Leader: phone: x   Department Chair: phone: x

Objectives
- Course SLOACs
- Program SLOACs
- Institutional SLOACs
- Annual PR Update

Tasks

#	Tasks
1	ID / REVIEW THE PROGRAM
2	ID / REVIEW THE PROGRAM GOAL
3	COMPLETE / REVISE SLOAC PROGR. MATRIX
3.1	Devise & Categorize SLO(s)
3.2	Specify measurement method(s) and rubric(s)
3.3	Categorize the courses
4	COMPLETE THE ANNUAL UPDATE REPORT
4.1	Review the quantitative data
4.2	Summarize current status of the program
4.3	Summarize Program SLOAC Progress
4.4	Complete the Planning Agenda Grid
4.5	Complete the SLOAC Course Planning Chart
5	SUBMIT THE REPORT TO THE DEAN
5.1	Report #1 -- Annual Update: Fall Flex Report
5.2	Annual Update: Final Report

Completion Milestone — Timeline

Meeting 1-AM	Meeting 2-PM	Report #1 Due	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8	Meeting 9	Meeting 10	Final Report Due
8/23/2007	8/23/2007	8/23/2007									10/1/2007

Meeting Dates / Due Dates

Participants
- Faculty Leader
- Other Faculty
- Department Chair
- Dean

Major Tasks / Participants

Objectives

Summary / Comments

STEP 1: IDENTIFY / REVIEW THE PROGRAM

For the purposes of program review / SLOAC, it is up to the faculty to determine what constitutes a program, because this designation defines the scope of the review. It also informs discussions, analyses, and decisions about

1. student success
2. instructional needs
3. requests for resources
4. advertising educational options for students

Further, while there are a restricted number of State approved programs, these designations may not reflect he various "programs of study" that have been developed at Miramar College. With this view in mind, program faculty can and will change the program titles and scope to suit changing student and instructional needs. So, each year, faculty need to review the name and scope of their programs to ensure that they serve the purposes outlined above.

How to Identify the Program

The following questions are suggested discussion items for completing this step.

1. What is/are the state approved program(s) for Miramar College in this area?
2. What does the catalog description say about the program(s)?
3. What degrees and/or certificates are offered?
4. What special area(s) of study are (or should be) presented as options for students?
5. What is the most effective and/or efficient program scope for requesting campus resources?

Examples of Miramar Programs:

The ESOL Program
The Aviation Operations Program
The Chemistry for Allied Health Program

NOTE: If the department has more than one program, make sure that every certificate, degree, and course is included as part of at least one of the identified programs.

Complete Step 1

Fill in the program title on the cover sheet and on the SLOAC Program Matrix.

STEP 2: IDENTIFY / REVIEW THE PROGRAM GOAL

The program goal is a simple statement that defines the program's purpose or reason for existence. It also is clearly linked to one or more of the Miramar College core competencies as articulated in the Institutional SLOs. A short statement that's one or two sentences long is desirable.

More specifically, a program goal is:

      a. A very brief description of the program purpose that
- establishes why the program exists
- covers the essential, general skills, skill areas, and/or knowledge that unite the courses into a program
- is not measurable

      b. A statement that relates the program to both Institutional and course SLOs; it is
- more specific than the institutional SLOs
- more general than any one course goal (i.e., the course description) or course SLO

      c. A statement that covers and/or addresses the following, as needed:
- the strands / subparts of the program
- other areas or programs that interact with the program (e.g., other departments / programs)
- external requirements or expectations of
  - the community or employers
  - professional standards and expectations
  - student needs
  - transfer institutions

How to Write Program Goals

The following points are a suggested process for completing this step.

1. Gather and review all current descriptions of the program and courses that belong to it.

2. Discuss why the program exists.
   - a. Brainstorm the activities of the program, including what the program does, how it does things, what makes it unique, and its defining characteristics.
   - b. Brainstorm who "you" are, what "you" do, the population "you" serve, and why "you" are important.

3. Draft the goal.

4. Evaluate the goal.
   - a. Make sure that it addresses items a, b, and c above under paragraph 2.
   - b. Consider any or all of the following questions:
     - Does this represent us?
     - Is this really what we do?

- o Is this all we do?
- o Does this include our unique features and what makes us successful?
- o Can everyone understand it?
- o Does it suggest a vision and mission for the future?
- o Do statements from similar programs include anything we've left out?

5. Refine the statement so that it is clear and succinct.

Examples of a draft and refined goal:

Draft Goal: The pre-allied Health Biology program prepares students for vocational health programs by providing rigorous courses and hands-on experiences in human biology.

Refined Goal: The pre-allied Health Biology program prepares students for vocational health programs through rigorous coursework, hands-on lab experiences, and relevant field trips in human biology. Students learn to seek out and apply the appropriate information, think critically, develop communication skills, and value others.

(The examples from Janet Fulks, Assessing Student Learning in Community Colleges, Section 6, 2004, Bakersfield College, http://online.bakersfieldcollege.edu/courseassessment/Default.htm.)

Examples of Miramar Program Goals:

The ESOL Program:

The English for Speakers of other Languages Program is designed to prepare students to read, write, speak, and listen at a level that enables them to succeed in college courses.

The Aviation Operations Program:

The goal of the Aviation Operations Program is to provide college level coursework for students interested in pursuing careers in aviation, advancing their general aviation experience, or continuing aviation study by transferring to baccalaureate awarding institutions.

The Chemistry for Allied Health Program

The chemistry for allied health program gives students the basis of molecular structure and function to allow them to understand chemical processes in biological systems. It also provides students with hands-on experiences with common laboratory equipment, measurement methods, and data collection.

Complete Step 2

Record the program goal on the cover page and on the SLOAC program Matrix.

STEP 3: COMPLETE THE SLOAC PROGRAM MATRIX

The Program SLOAC matrix (see the next page) provides the framework for the evaluations in Step 4. More specifically, the SLOs provide a useful and easy way to evaluate the program strengths and needs. With that in mind, identifying and/or revising the Program SLOs, as well as any assessments that have been conducted over the past year, ensures that current and critical analyses are the focus of this annual update.

How to Complete the Matrix

To complete the matrix, follow these steps:

1. Title and Goal: Record the title and goal if that has not already been done.

2. SLOs:
    Record each Program SLO under the institutional SLO it addresses.
        An SLO may be put in more than one column.
        The Program does not need to have an SLO in each column.

3. Measurement Method(s):
    Give a brief description of the method(s) that will be used to assess each SLO.

4. Rubric(s):
    Use this row for brief rubrics. Use a separate page(s) for more lengthy rubrics and attach it to this matrix.

5. List and Categorize the Courses:
    a. List the course numbers in order. Brief titles may also be included.
    b. Check off the Program SLO(s) that the core content in each course addresses.
        - If there are more two or more SLOs in a column, label the courses with the SLO number in parentheses.

A sample of a completed matrix is provided on page 8.

For more information about how to devise Program SLOs, measurement methods, and rubrics or for a complete list of the Institutional SLOs, see the Appendix A.

Complete Step 3

Complete steps 1-6 above. That is, devise and record the program goal, SLOs, measurement method(s), and rubric(s), in the appropriate cells.

Then, list and categorize the courses.

SLOAC Program Matrix for _____

Note: If you use the electronic file, the boxes will automatically expand as you write.

GOAL					
INSTITUTIONAL SLO COMPETENCIES	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
PROGRAM SLOs					
MEASUREMENT METHOD(S)					
RUBRIC*					
COURSES					

* Use this row for brief rubrics. Use a separate page(s) for more lengthy rubrics and attach it to this matrix.

SLOAC Program Matrix for The Chemistry Allied Health Program

GOAL	The chemistry for allied health program gives students the basis of molecular function and structure to allow them to understand chemical processes in biological systems. It also provides students with hands-on experiences with common laboratory equipment, measurement methods, and data collection.				

INSTITUTIONAL SLO COMPETENCIES	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
PROGRAM SLOs		SLO #1: Upon successful completion of the program, students can use appropriate resources to: 1) name and draw structures for inorganic and organic compounds; 2) classify inorganic and organic reactions; 3) determine the products of inorganic and organic reactions; 4) match various inorganic and organic reactions with their locations in biological systems. SLO #2 also meets this competency.	SLO #1 also meets this competency. SLO #2 also meets this competency.	SLO #2: Upon completion of the program, students can successfully perform experiments involving chemical equipment, measurement, and data collection.	
MEASUREMENT METHOD(S)		SLO #1: Students will answer objective questions from the ACS standardized test that will be given as part of the chemistry 130 final exam. The assessment will begin in fall, 2007, be conducted in every section, and be repeated every semester. SLO #2 also meets this competency.	SLO #1 measurement method also assesses this competency. SLO #2 also meets this competency.	SLO #2: Method #1: percentage of students earning a "C" or above in 100L and/or 130 L. Method #2: percentage of students who took and passed both 100L and 130L at Miramar.	
RUBRIC*		SLO #1: Above expectations = 85-100% Meets expectations = 65-84% Below expectations = ≤ 64% SLO #2 also meets this competency.	SLO #1 rubric also evaluates this competency. SLO #2 also meets this competency.	Indirect measure/ no rubric needed.	
COURSES					
Chem 100 – Fundamentals		X (SLO #1)	X (SLO #1)		
Chem 100L-Fundament./Lab		X (SLO #2)	X (SLO #2)	X	
Chem130-Intro Org/Bio Chem		X (SLO #1)	X (SLO #1)		
Chem 130L-Intro org/Bio/Lab		X (SLO #2)	X (SLO #2)	X	

*Use this row for brief rubrics. Use a separate page(s) for more lengthy rubrics and attach it to this matrix.

STEP 4: COMPLETE THE ANNUAL UPDATE REPORT

The Annual Update Reporting form has 5 sections:

    1. Cover / Signature Page
    2. SLOAC Program Matrix
    3. Summaries
    4. Planning Agenda Grid
    5. SLOAC Course Planning Chart

The purpose of these sections is to provide an efficient method of reporting the current status of the program. Thus, analyses and evaluations should simply reflect what is currently known about the program and the descriptions should be brief and to the point.

How to Complete the Annual Update Report

To complete the report, follow these steps:

1. Cover / Signature Page:
    Fill in the program title, date submitted, and program goal. The contact faculty and department chair should sign and date the report before it is sent to the Dean.

2. Review the quantitative data
    To get a useful and relevant view of the program, review the appropriate data, as well as the list of courses outlines that need to be updated. The following questions are suggested items for discussion.
        a. Which course(s) outlines need to be updated? How will that be accomplished?
        b. What does the data indicate about how the program is meetings its goal?
        c. What does the data indicate about how the program is meeting its Program SLOs?
        d. What do the success rates in the various courses show?
        e. What do the fill rates show? Are more/less sections needed? Are certain times more/less successful?
        f. What improvement strategies are needed in the next year? In the next 3-year cycle?

3. Based on the any other internal assessments that the faculty make, write a short summary of the current status of your program.

4. Provide a short summary of your progress on Program SLOAC.

5. Use the Planning Agenda Grid. Indicate the strengths, accomplishments, and planning agenda for the relevant categories.

6. Complete the SLOAC Course Planning Chart.
    Plan to start 1/3 of your course offerings each year and continue them annually. To complete the Chart, follow these steps:

a. List the courses
b. Identify each course as a gatekeeper (G), entry level (E), Other (O).
c. Use semester and year to indicate the planned activities for each course.

Complete Step 4

Complete steps 1-6 above. That is, complete the cover page, review the data, write summaries of the current status of the program and progress on the Program SLOAC, complete the Planning Agenda Grid, and complete the SLOAC Course Planning Chart.

Assemble the report in the following order:

1. Cover / Signature Page
2. SLOAC Program Matrix
3. Summaries
4. Planning Agenda Grid
5. SLOAC Course Planning Chart

You may add any other supporting documents as an appendix, but this is not required.

STEP 5: SUBMIT THE REPORT TO THE DEAN

Submit Report #1 to the Dean on August 23, 2007. This report reflects the work that was done on that day. If additional work is needed, submit a final report on October 1, 2007.

STEP 6: REVIEW CYCLE

The Dean will review the report and then submit it to The Program Review / SLOAC Committee. The Committee will review the reports for completeness and clarity during October and November. The review by the Committee provides preliminary approval. The Committee will then make a report and recommendations regarding all of the Annual Updates to the Academic Affairs Committee no later than December 13, 2007. Academic Affairs recommends the final approval of the Reports to the Academic Senate. The Senate accepts or rejects the recommendation and forwards its action to the College Executive Committee as an information item.

During spring semester, 2008, every program should review the Report submitted on October 1, 2007, to make sure that it will support the program needs, requests, and goals for 2008-2009. Revisions, if any, should be submitted to the Dean by March 14, 2008, who will then submit them to the Program Review / SLOAC Committee for preliminary review and inclusion with the original report. A second report will be made to Academic Affairs by May 15, 2008, for final recommendations to the Academic Senate.

APPENDICES

A. The Program SLOAC Process

B. Miramar College Institutional
   Student Learning Outcomes

C. Program Review / SLOAC Annual Update --
   Task Planner

D. Program Review / SLOAC Annual Update –
   Reporting Forms

Appendix A:
THE PROGRAM SLOAC PROCESS

Like course SLOACs, Program SLOACs include measurable objectives, measurement method(s), a rubric, and an assessment cycle. This cycle asks and answers three vital questions about the program:

a) What should students learn?
b) What do our students actually learn?
c) What should we do to facilitate and enhance student learning?

The answers to these questions synthesize the courses into a program and serves as an overview for the course level SLOACs. They also provide data for the analysis of the Institutional SLOACs.

The program SLOAC process includes the same 5 steps used in the course and Institutional SLOACs:

STEP 1 – DIALOGUE
> Develop SLOs, specify measurement method(s) and rubrics, plan the assessment.

STEP 2 – GATHER DATA
> Conduct assessments and gather data.

STEP 3 – ANALYZE DATA
> Evaluate the results to determine if the percentage of students who met the "C" level is sufficient for each SLO that was measured.
> Devise improvement strategies, if needed.

STEP 4 – ASSESS THE CYCLE
> Implement and measure the improvement strategy or repeat the SLO assessment(s).

STEP 5 – ANALYZE DATA

The following sections cover Program SLOs, measurement methods, and rubrics.

Program SLOs

Program SLOs are measurable objectives that cover the Program goal. That is, each SLO is

1. a description of what students know or can do after completing the program;
2. focuses on an aspect of the core content, knowledge, and/or skills taught in the program;
3. may encompass overlapping content that is taught in more than one course or an essential topic that is covered in only one course;
4. can be measured to determine how many students have met the minimum standard ("C" or passing level), as well as how many have failed to meet the standard or exceeded it.

Overall, the set of Program SLOs are used to show that students have integrated the essential program material from all of the courses. In addition to the four, general characteristics listed above, the set of Program SLOs also

1. relate to one or more institutional SLOs
2. incorporate one or more course goals
3. cover all essential and core content in the program
4. cover all key topics in the stated Program goal
5. can be used to determine how well the program is achieving its goal and provide feedback regarding what needs to be improved

Writing too few or too many SLOs presents assessment problems. It is tempting, for example, to simply use "program completion" as an SLO, but that does not address what students learn or satisfy the 9 specific and general criteria listed above. Program completion may, however, be a valid measurement method. On the other hand, it is not advisable to have a large number of SLOs that define small pieces of knowledge, since every SLO will need to be assessed repeatedly.

How to Develop a Program SLO

1. Identify the Core Content:

Select a major topic or piece of the core content from the Program goal.

Begin with the most important content for the first SLO, even if that topic is not the first one mentioned.

2. Describe the end of program knowledge / action:

Identify the product or action that students can demonstrate at the end of the program.

a. Consider the topics of the relevant course descriptions that relate to that core content.

b. Consider the domain, level of performance, and appropriate terms and/or active verb(s) to describe the minimum competency.

(See the Levels of Performance chart on page 19. Note that the listed verbs are merely illustrations of the levels; they are not a complete list and they may not be accurate descriptors for every discipline.) .

3. Write an SLO:

Compose a statement that combines the items in 1 and 2.

a. You might start with the phrase "Upon successful completion of the program, students can ..."

b. Use present tense verbs.

4. Evaluate the SLO:

Use the 9 criteria above to ensure that the SLO will provide a good assessment tool.

Example of a Program SLO:

The Chemistry for Allied Health Program Goal:
> The chemistry for allied health program gives students the basis of molecular structure and function to allow them to understand chemical processes in biological systems. It also provides students with hands-on experiences with common laboratory equipment, measurement methods, and data collection.

Developing the SLO:

1. Core Content: understand chemical processes in biological systems
2. End of Program Knowledge / Action:
   a. course topics: understand chemical structures and reactions
   b. Domain: cognitive
      Level of performance: knowledge and application
      Active verbs: name, draw, match, classify, determine
3. Program SLO #1:
   Upon successful completion of the program, students can use appropriate resources to:
   > 1) name and draw structures for inorganic and organic compounds;
   > 2) classify inorganic and organic reactions;
   > 3) determine the products of given inorganic and organic reactions;
   > 4) match various inorganic and organic reactions with their locations in biological systems.
4. Evaluation: This SLO does match the 9 criteria.

The Measurement Method

SLOs must be assessed. So, for each SLO, the faculty must determine the measurement method(s) and the rubric for determining whether or not students who have completed the program meet the minimum competency (i.e., performance at the "C" level).

The measurement methods for Program SLOs can be direct or indirect. The following chart provides suggested methods.

Methods of Assessing Program SLOs

Direct methods	1. Course embedded assessments:
	    Locally developed tests
	    Research papers
	    Final exam questions
	    Reflective essays
	2. Pre and post test growth
	    Repetition of placement exams
	3. Standardized tests
	4. Licensing exams
	5. Portfolios of student work
	6. Capstone projects and/or presentations
	    Panel discussions
	    Performance in the fine arts and/or languages
	    Performance on case study or problems
	7. Internships
	8. Student satisfaction or self-assessment surveys

Indirect methods	Number/percentage of students
	    1. taking and passing the course(s) that relate to the SLO
	    2. starting and finishing the program
	    3. completing a program certificate
	    4. completing a program degree

Methods of assessment that should not be used because they do not provide evidence of learning include the following:

- Enrollment trends
- Patterns of how courses are selected or elected by students
- Transfer and graduation rates
- Faculty to student ratio
- Diversity data

How to Devise the Measurement Method

1. Decide when or where the SLO will be assessed.

2. Determine what type of measurement method(s) should be used.
   That is, decide if the measure will be direct or indirect and if more than one assessment is needed.

3. Describe the method that will be used in a sentence or two.
   That is, describe what the method is, as well as when and how it will be conducted.
   Note: It is not necessary to write any actual or direct measurement items at this

time, although the faculty might want to discuss and draft one or two of them to make sure that the method will be useful. But, the discussion should include a plan for creating these items in the future.

Example of a Measurement Method

The Chemistry for Allied Health Program SLO #1

> Upon successful completion of the program, students can use appropriate resources to:
> 1) name and draw structures for inorganic and organic compounds;
> 2) classify inorganic and organic reactions;
> 3) determine the products of given inorganic and organic reactions;
> 4) match various inorganic and organic reactions with their locations in biological systems.

Devising the Measurement Method:

1. When / where: Part of the final in Chemistry 130, all sections
2. Type of Method: - Direct – take questions from the ACS standardized test
   - One method will cover the entire SLO
3. Description of the Method:
   Students will answer objective questions from the ACS standardized test that will be given as part of the Chemistry 130 final exam. The assessment will begin in fall, 2007, be conducted in every section, and be repeated every semester.

Rubrics

Each direct measurement method must have a rubric or grading and evaluation criteria. Indirect methods do not need a rubric because they provide final statistics of performance, rather than items that need to be evaluated.

Rubrics for direct measures specifically identify how the data will be analyzed and what the minimum acceptable level of performance (i.e., "C") is. To pinpoint this level, rubrics identify 3 to 5 levels of performance, so that at the very least it is clear what would meet the standard ("C" level), fail to meet the standard (below "C"), and exceed the standard (above "C").

There are two types of rubrics: holistic and analytical. The holistic rubric is a rating system for the whole product or action. Two examples are:

Example holistic rubric #1:   GRADING SYSTEM

90 – 100 %	=	A
80 – 89 %	=	B
70 – 79 %	=	C
60 – 69 %	=	D
≤ 59 %	=	F

Example holistic rubric #2:   RUBRIC FOR SCORING ESSAYS

EXCELLENT	The essay is focused, clear, and organized; the ideas are well developed; the language is precise and varied.
ACCEPTABLE	The essay is generally focused and contains some idea development, but may be simplistic. The language has occasional errors.
UNACCEPTABLE	The essay is unfocused, underdeveloped or rambling. Language problems are evident throughout.

The analytical rubric breaks the product or action down into essential components, rates each of those, and then provides an overall measure. The following partial rubric is an example of this form.

Example analytical rubric: RUBRIC FOR GRADING ORAL PRESENTATIONS

	Below Expectation	*Satisfactory*	*Exemplary*	*Score*
Organization	No apparent organization. No evidence. (0-2)	Presentation has a focus and some evidence (3-5)	Presentation is carefully organized with convincing evidence. (6-8)	
Content	The content is inaccurate or overly general. (0-2)	The content is generally accurate, but incomplete. (5-7)	The content is accurate and complete. (10-13)	
Style	The speaker is anxious … …	The speaker is generally relaxed …	The speaker is relaxed, with little or no reliance on notes …	
Total Score				

How to Develop the Rubric

1. Choose the Type of Rubric:

   Decide whether a holistic or analytical scoring system will best assess the student's performance.

2. Number of levels: Decide how many levels would be best for accurate scoring.

3. Describe each level: Identify the above, below, and meets expectations levels.
   Complete any other levels and/or descriptions of the terms that are needed.

Example of a Rubric for a Direct Measurement Method

The Measurement Method for SLO #1 of The Chemistry for Allied Health Program :

> Students will answer objective questions from the ACS standardized test that will be given in as part of the Chemistry 130 final exam. The assessment will begin in fall, 2007, be conducted in every section, and be repeated every semester.

Developing the Rubric:

1. Type of rubric: Holistic scoring
2. Number of levels: Three
3. Descriptions:
   Above expectations = correct answers on 85 – 100% of the questions
   Below expectations = correct answers on 64% or less of the questions
   Meets expectations = correct answers on 65 – 84% of the questions

---

Other Steps

Once the SLOs, measurement methods, and rubrics are determined, plans should be made to complete Steps 2-5 of the assessment cycle listed at the beginning of this handout (see page 12). Reports of these steps are due with the Annual Update, the Full Program Review, and in the spring semester. See the Timeline for deadlines.

LEVELS OF PERFORMANCE
(Measurable / Active Verbs)

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	Lower Level Thinking			*Higher Level / Critical Thinking*		
Cognitive (Knowledge)	Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support
	Observe	Model	Recognize Standards	Correct	Apply	Coach
	Lower Level Skills				*Higher Level Skills*	
Psychomotor (Physical skills)	Hear Identify Observe See Smell Taste Touch Watch	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train
	Receiving	Responding	Valuing	Organizing	Characterizing	
	Lower Level Responses		*Higher Level Responses*			
Affective (Attitudes)	Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify	

Basic Level ■ ■■ ➡ **Advanced Level**

Appendix B:
MIRAMAR COLLEGE
INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Miramar College institutional Student Learning Outcomes include the following, core competencies:

1. **Communication**
   Students communicate effectively through reading, writing, speaking, and listening.
2. **Critical Thinking and Problem Solving**
   Students use appropriate creative thinking, decision making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.
3. **Global Environment**
   Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.
4. **Information Management**
   Students can effectively collect and analyze information and/or demonstrate technological literacy.
5. **Personal and Professional Abilities**:
   Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Each SLO has a set of related assessment criteria. They are as follows:

Communication

SLO: Students communicate effectively through reading, writing, speaking, and listening.

Assessment Criteria:
1. While reading, students can
   a. locate, comprehend, and interpret the meaning of written information
   b. understand a variety of documents, such as, textbooks, essays, manuals, graphics, and schedules
2. While writing, students can
   a. communicate thoughts, ideas, information, and messages
   b. compose and create documents such as letters, reports, and essays
   c. use correct grammar, spelling, punctuation, and appropriate language, style, and format
   d. check, edit and revise their written work for accuracy, appropriate emphasis, form, style, and language usage
3. While speaking, students can
   a. organize ideas and communicate oral messages appropriate to the audience and the situation
   b. participate in conversations, discussions, and group activities
   c. *speak* clearly
   d. ask and answer questions
4. While listening, students can
   - receive, attend to, interpret, and respond appropriately to verbal and/or nonverbal messages

Critical Thinking and Problem Solving

SLO: Students use appropriate creative thinking, decision-making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.

Assessment Criteria:
1. Students can use creative thinking to
    a. make connections between new and/or unrelated ideas
    b. combine information in new ways
    c. see new possibilities
    d. use imagination freely
2. Students use decision-making methods to
    a. specify goals
    b. generate alternatives and consider the consequences of each one
    c. choose the best options
3. Students use problem-solving approaches to
    a. recognize whether a problem exists
    b identify components of the problem or issue
    c. create a plan of action to resolve the issue
    d. monitor, evaluate, and revise when necessary
4. Students use reason to
    a. apply rules and principles to new situations
    b. discover rules and apply them in the problem solving process
    c. use logic to draw conclusions from information
    d. differentiate between facts, influences, assumptions, and conclusions
5. Students analyze numerical data to
    a. apply basic numerical concepts, such as whole numbers, and percentages
    b. make estimates without the use of a calculator
    b. explain concepts or ideas using tables, graphs, charts, and diagrams
    c. analyze basic geometric shapes, such as lines, angles, shapes, and space
6. Students use learning strategies and can
    a. use formal strategies, such as note taking, outlining, and clustering
    b. adapt formal strategies to meet the needs of their personal learning styles
    c. adapt learning techniques to familiar and new surroundings
    d. acknowledge different learning styles

Global Environment

SLO: Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.

Assessment Criteria:
1. Students are aware of the physical universe, its life forms, and natural phenomena and can:
    a. Understand and appreciate the scientific method
    b. Assess the relationships between science and other human activities
2. Students can evaluate
    a. How societies and social subgroups operate
    b. How culture influences behavior
3. Students are aware of the historical development of American institutions and ideals, including
    a. The role of major ethnic and social groups

      b. The effect of politics, economics, social movements, and geography on significant events in American history
4. Students understand the Constitution of the United States and the operation of representative democratic government in America, including
      a. The historical development of the Constitution
      b. The operation of United States political institutions and processes
      c. The rights and obligations of citizens under the Constitution
      d. The Constitution of the State of California
      e. The nature, processes, and potential conflicts among governmental agencies at the state, local, and federal levels
5. Students have an appreciation of cultural activities and artistic expressions of human beings and can
      a. Understand how people of different times and cultures have responded to themselves
      b. Demonstrate aesthetic understanding
      c. Make value judgments
6. Students are sensitive to diversity and can interface with people from a variety of backgrounds
7. Students show awareness of community needs and can
      a. Recognize issues in their own community
      b. Give back to the community what they can (time, money, etc.)

Information Management

SLO: Students can effectively collect and analyze information and/or demonstrate technological literacy.

Assessment Criteria:
1. Students can collect information and
      a. identify the need for data
      b. obtain data from various sources
      c. organize, process, and maintain records of the information that is collected
2. Students can analyze information and
      a. judge the relevance and accuracy of information
      b. synthesize and evaluate information
      c. communicate the results of their analyses
3. Students show technological literacy and can
      a. determine which technology resources will produce the desired results
      b. use current technology to acquire, organize, analyze, and communicate information

Personal and Professional Abilities

SLO: Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Assessment Criteria:
1. Students understand and manage themselves and can
      a. assess their own knowledge, skills, and abilities
      b. motivate themselves and set realistic goals
      c. accept that feedback is critical to success

2. Students manage change and can adapt to it.
3. Students take on personal responsibilities and can
    a. exert effort toward achieving goals
    b. respond appropriately to challenging situations
    c. display integrity through ethical choices
4. Students promote their own wellness and can
    a. manage time
    b. manage personal finances
    c. manage personal health and well-being
5. Students demonstrate teamwork and relationship maintenance and
    a. use appropriate social skills in group settings
    b. listen and accept others ideas, thoughts, and feelings
    c. contribute ideas and suggestions to the team
    d. demonstrate leadership by motivating and mentoring others
    e. participate in various relationships successfully
6. Students contribute to conflict resolution and can
    a. work toward a mutual agreement
    b. respect varying viewpoints or divergent interest
7. Students exhibit workplace skills and
    a. are dependable, reliable, and accountable
    b. meet deadlines and compete tasks
    c. maintain a professional attitude

Appendix C

Program Review / SLOAC Annual Update
-- Task Planner --

Project: Program Review / SLOAC Annual Update -- Task Planner   Date: 8/23 - 10/1/07

Program Title:
Faculty Contact/Leader: phone: x   Department Chair: phone: x

Tasks

#	Tasks
1	ID / REVIEW THE PROGRAM
2	ID / REVIEW THE PROGRAM GOAL
3	COMPLETE / REVISE SLOAC PROGR. MATRIX
3.1	Devise & Categorize SLO(s)
3.2	Specify measurement method(s) and rubric(s)
3.3	Categorize the courses
4	COMPLETE THE ANNUAL UPDATE REPORT
4.1	Review the quantitative data
4.2	Summarize current status of the program
4.3	Summarize Program SLOAC Progress
4.4	Complete the Planning Agenda Grid
4.5	Complete the SLOAC Course Planning Chart
5	SUBMIT THE REPORT TO THE DEAN
5.1	Report #1 -- Annual Update: Fall Flex Report
5.2	Annual Update: Final Report

Completion Milestone / Timeline — Meeting Dates / Due Dates

Milestone	Date
Meeting 1-AM	8/23/2007
Meeting 2-PM	8/23/2007
Report #1 Due	8/23/2007
Meeting 3	
Meeting 4	
Meeting 5	
Meeting 6	
Meeting 7	
Meeting 8	
Meeting 9	
Meeting 10	
Final Report Due	10/1/2007

Participants

Dean	
Department Chair	
Other Faculty	
Faculty Leader	

Objectives

- Course SLOACs
- Program SLOACs
- Institutional SLOACs
- Annual PR Update

Major Tasks / Participants

Summary / Comments

Appendix D

Program Review / SLOAC Annual Update
-- Reporting Forms --

San Diego Miramar College
Program Review/SLOAC Annual Update Report

Program Name: _____

Program Goal: _____

Date Submitted: _____

Signatures:

Contact Faculty: _____ Date: _____

Department Chair: _____ Date: _____

School Dean: _____ Date: _____

PR/SLOAC Committee:

Faculty Chair: _____ Date: _____

Administrative Chair: _____ Date: _____

SLOAC Program Matrix for

Note: If you use the electronic file, the boxes will automatically expand as you write.

GOAL					
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
INSTITUTIONAL SLO COMPETENCIES					
PROGRAM SLOs					
MEASUREMENT METHOD(S)					
RUBRIC*					
COURSES					

* Use this row for brief rubrics. Use a separate page(s) for more lengthy rubrics and attach it to this matrix.

Summaries

Note: If you use the electronic file, the boxes will automatically expand as you write.

1. Summary of the current status of the program:

2. Summary of the Program SLOAC progress to date:

Planning Agenda Grid

Note: If you use the electronic file, the boxes will automatically expand as you write.

	Strengths/Accomplishments	Planning Agenda Needs
Curriculum		
Faculty / Hiring		
Marketing		
Planning and Budget		
Facilities		
Technology		
Student Services		
Staff Development		
Instructional Support Staff / Services		
Instructional Supplies		
Other Issues (e.g. Scheduling, enrollment management, etc.)		

SLOAC Course Planning Chart

Note: If you use the electronic file, the boxes will automatically expand as you write.

COURSES	LABEL – G = Gatekeeper E = Entry Level O = Other	STEP 1 – DIALOGUE 1. Develop SLOs, measurements, rubrics 2. Plan assessments	STEP 2 – GATHER DATA	STEP 3 – ANALYZE DATA 1. % of "C's" 2. OK? 3. Improve?	STEP 4 – ASSESS THE CYCLE 1. Implement Improvements <u>or</u> 2. Repeat SLO	STEP 5– ANALYZE DATA 1. % of "C's" 2. OK? 3. Improve?

Miramar College
2007-2008

Planning & Budget Committee

Workplan Instructions

Dates to remember:

- Sept. 7th: Workplans are due to the Deans and/or V.P.s (via the Department Chairperson)

  Dept Chairs will determine their own prior due date for the collection of workplans within each department in order to meet this due date to the Deans. All requests in the workplans must be in the Four-Year Plan or Program Review/Program Review Annual Update developed by the Department.

  Note 2#: All programs will be required to turn in program reviews or program review updates in the 2007-2008 academic year?

- Sept 14th: All workplans are due to the P&B Co-Chair (David Buser) from the Deans/V.P.'s.

Notice: Be aware that if funds are available next year, they will most likely be IELM funds (available for instructional: equipment, media and supplies only). Please limit your workplan requests to IELM applicable requests.

The Planning & Budget Committee does not carry over plans from year to year. If your plan has been previously submitted and not funded, please resubmit it. If your plan has multi-phases to it, please include this and what phase you are currently seeking to fund. If you need any additional help in writing a workplan or the brief planning cover letter please contact any member of the Planning & Budget Committee. Remember that all your requests need to be in your Four-Year Plan or Program Review/Program Review Annual Update in order to be submitted here.

Individual Workplan Preparation Instructions
For the Originator of a new Workplan

1. a. Description of Activity - Briefly describe the activity for which funding is being requested:
Be sure that this activity is addressed in your Program Review/Program Review Annual Update.
- State briefly what the activity is.
- List any safety issues that need to be funded
- List any certification or re-certification issues that need to be funded.
- List equipment to be purchased (a separate sheet may be used if needed).
- List any other items or activities where funds will be spent.
- If substitutions of similar equipment or items cannot be made, please state this.

b. **Program Goals addressed by this activity:**
- [Refer to information in your Program Review/Program Review Annual Update.](#)

2. How will this activity affect student learning and/or benefit the college:
- Briefly describe the connection between the "Activity" (#1) and student learning and/or college enhancements/benefits.
- Think: "What are the learning outcomes if this activity is funded".
- Think: "What positive outcomes will result for the college if this activity is funded".

3. Plan of Action and Timeline:
- When is this activity to be started or completed?

4. Special Installation:
- List any costs beyond equipment that will need to be included (installation, remodeling, etc.)
- *Please Note :That some special installation fees cannot be covered by IELM funds.*

5. Does this plan require additional staffing?
- If funds for additional/new staffing will be needed, check "yes"
- *Please Note: Contractual hiring must be addressed in your Program Review/Program Review Annual Update and requested via the hiring process through C.E.C. and not Planning & Budget.*

6. Does this require continuous funding?
- Continuous funding includes maintenance contracts or other renewable contracts or licensing fees. (Keep in mind that IELM cannot be used for continuous funding.)
- If the activity will require more funds in the future, check "yes"

7. Please estimate the total costs:
- Other potential costs related to the activity (in addition to installation) could include warranties, special training and additional security.
- All costs related to the request must be identified.
- Divide costs according to each category
    - Equipment, Supplies, Tax, Special Installation, Shipping, Staffing, other
- Totals for all costs for a final (everything included) figure should be automatically calculated. If not, use the other category to complete unusual costs.

9. Signatures:
- This Workplan must be signed by the Department Chair and School Dean/Administrator.

Remember:
- **All workplans are approved for specific items and activities and for the requested dollar amount. No changes, substitutions or additions are allowed once approved.**

Please Note:
- **Workplans must be grouped and prioritized by the Department (by Discipline) or Service Area before submission to the Planning & Budget Committee.**

For Dept. Chairs, Service Area Managers:
PLEASE SET YOUR OWN DUE DATE FOR RECEIPT OF WORKPLANS TO GIVE YOU ENOUGH TIME TO COMPLETE THE FOLLOWING….

Workplan Packet Preparation Instructions

For **Department Chairs** and **Service Area Managers** please include with your packets:

1. A cover-sheet, by academic program or service area, detailing the following issues and up-coming issues (up to four years) as addressed in your Program Review/Program Review Annual Update and their relationship to your workplan requests:
- Safety concerns
- Certification/Re-certification of service areas and programs
- Enrollment management
- Student Learning Outcomes and Assessment of SLOs

2. A prioritized ordering of workplans in your department (and discipline) or service area.
- Please number them 1, 2, 3 etc (#1 is the highest priority)
- Use the box at the bottom of each workplan to assign its number

3. Please send the all of the above to your Dean no later than C.O.B. on **Friday, Sept. 7th, 2007**

For Schools Deans, VPs and the President:

1. A one page cover letter addressing any additional School or Service planning issues, including the results of Program Reviews or Annual Updates conducted this year, should be submitted by the Schools Deans, VPs and President.

2. Please put in David Buser's (P&B Co-Chair) box no later than C.O.B. on **Friday, Sept. 14th, 2007**

Committee Use Only	
☐ Staffing	
☐ Continuous	Index # _____
☐ IELM	☐ Block Grant
☐ Safety/Cert	Update 05/01/07

(Refer to instructions: on wp2007inst.doc)

School/Service area:	**Contact Person:**	**District E-mail:**
Department/Discipline:	**Telephone Number:**	

Has your department chair/ service area supervisor included a 4-year plan or Program Review? If so, which one?	☐ YES	☐ NO
Note 1: All departments/ service areas must submit a four-year plan **OR PROGRAM REVIEW AT THE SAME TIME THE WORKPLANS ARE DUE.** **Note 2: ALL PROGRAMS WILL BE REQUIRED TO TURN IN PROGRAM REVIEW OR PROGRAM REVIEW UPDATES NEXT ACADEMIC YEAR!**		

1. **a. Description of Activity:**

   b. Program Goals addressed by this activity:

2. **How will this activity affect student learning, increases in enrollment, safety, certification, etc. as they relate to your dept/service area's long range planning?**

3. **Plan of Action and Timeline** (when do you plan to install or implement this activity).

4.	**Special Installation:** (plumbing, electrical, structural, air conditioning upgrades) **If yes indicate estimated cost below.**	☐ YES	☐ NO

5.	Does this plan require additional **Staffing**? (describe)	☐ YES	☐ NO
6.	Does this require **continuous funding** (year-to-year)	☐ YES	☐ NO

Workplans are due to your Dean via your Dept. Chair/Sprvsr. on

September 7th, 2007

Please Estimate the Total Costs:			
Equipment/ Supplies: $0.00	**Tax** $0.00	**Shipping**	
Workplan Total Cost: $0.00	**Special Installation cost(s) not included in the total:** (e.g., costs that will be covered by other sources)		$0.00

Signatures:	**Date:**
Originator or Department Chair:	School Dean/Administrator
Priority number assigned by Service area or discipline	School Dean/Administrator

School/ Service Area:
Four-Year Plan

School/Service area:	Contact Person (Department Chair):	District E-mail (Department Chair):
Department/Discipline:	Telephone Number (Department Chair):	

Department Chairs and **Service Area Managers:**

IF THE NEED(S) ADDRESSED IN THE WORKPLAN(S) ARE IN YOUR DEPARTMENT PROGRAM REVIEW, YOU WILL NOT NEED TO TURN IN THIS DOCUMENT. OTHERWISE YOU WILL NEED TO TURN IN THIS DOCUMENT OR A PROGRAM REVIEW ANNUAL UPDATE.

Please give a brief description of your four-year plan. Detailing the following issues and up coming issues (up to four years) and their relationship to your workplan requests:

- Safety concerns.

- Certification/Re-certification of service areas and programs.

- Program expansion.

- Emerging Technologies.

- Enrollment management.

- Student Learning

Enhancing Campus Staff Diversity and a
Campus Climate for Cultural and Ethnic Diversity

Recommendations, Action Steps and Responsibilities

In response to Recommendation #5 of Miramar College's 2004 site visit Evaluation Report, and Recommendation #2 of the report provided to the San Diego Community College District, the district and college engaged in a broad, multifaceted discussion of the steps that should be taken to increase the extent to which the college's faculty and staff reflect the increasing diversity of the student population and to enhance a campus climate that recognizes and supports ethnic and cultural diversity.

At Miramar College, suggestions were solicited throughout the campus, and in particular through the major constituent groups: the Academic Senate, the Classified Senate, the Associated Students, and the Administrators. All suggestions were compiled into a draft document that circulated through the constituent groups for further input and refinement, and then circulated again. The draft then came to the College Executive Council (CEC) for discussion in spring 2007. At the recommendation of the CEC the draft document was sent to the Staff Development Committee and that committee's Diversity/International Education Subcommittee for further development. Both groups offered refinements to the document, including suggested priorities, and returned it to the CEC for finalization. With only very small further changes, the CEC endorsed the document in late May 2007 and directed that it be made widely available on campus (e.g., via the college's website), that its recommendations be reflected in the college's Focused Mid-Term Accreditation Report and the 2007-2012 Strategic Plan, and that its assignment of responsibilities be shared with each group identified in the document. The CEC will receive regular updates on progress that is made on each recommendation.

Enhancing Campus Staff Diversity

At the district level, the Vice Chancellor, Human Resources, addressed the District Governance Council in July 2006 on the Accrediting Commission's recommendations pertaining to diversity. The District Governance Council, which is part of the participatory governance structure of the district, agreed to the following plan to address the recommendations:

a) Each college and Continuing Education's shared governance body will discuss diversity of the workforce along with current hiring practices and identify any barriers as well as make recommendations for improvement.
b) The college and Continuing Education Presidents and Site Compliance Officers will compile the recommendations and report back to the Chancellor's Cabinet.
c) A district wide committee will be convened, chaired by the District EEO Officer, to review the recommendations and develop a plan for implementation.
d) The Committee will identify data that should be routinely gathered and reported.
e) The final plan will be reviewed by the District Governance Council.
f) Each college and Continuing Education will develop its own response to the recommendation from the Accrediting Commission from a campus perspective, including activities and strategies employed by the Colleges and Continuing Education.

In addition, the Board of Trustees has initiated an effort to regularly monitor the diversity of the workforce and student body through quarterly reports to the Board. These reports provide a profile of the employees; including recent hires (see attached Board Report). The quarterly reports also include student demographic profiles (http://research.sdccd.edu/IRP_reports/Quarterly%20Report%20on%20Student%20Diversity_web.pdf). In addition, the Human Resources department conducts ongoing analysis of the district applicant pool. Further analysis is planned for specific categories of positions.

During the 2007-2008 academic year, a districtwide EEO Council will be developing plans which will include:

➢ An EEO/Diversity policy statement
➢ Delegation of responsibility, authority and compliance
➢ EEO/Diversity advisory committee
➢ Complaints
➢ Notification to district employees
➢ Training for screening/selection committees
➢ Annual written notice to community organizations
➢ Analysis of district workforce and applicant pool
➢ Other measures necessary to further equal employment opportunity

Within the above districtwide framework, and in further response to Recommendation #5 of the college's accreditation site visit report, Miramar College developed the following recommendations and assignments that will begin to be implemented over the course of the 2007-08 academic year, with regular progress reports to college shared-governance groups.

The Search Process

1. <u>Commit to diverse staff and faculty search/hiring committee membership</u>. One standard that could be considered is the college diversity itself, e.g., if 50% of the total contract faculty is Caucasian, then there would be 50% Caucasian representation on a contract faculty hiring committee. This might occasionally require bringing contract faculty, staff, or administrators from other campuses to serve on Miramar committees where college staff in a particular instructional department or service area were insufficient. But wherever possible, the college will attempt to draw upon its own staff in filling search committee assignments, including if needed the participation of diverse Miramar faculty, staff, and administrators who work outside the discipline or service area for which the search is being undertaken. It is felt that Miramar staff will bring a greater interest and commitment in hiring the appropriate people to fill Miramar positions.

   Groups assigned to help realize this goal: Search/hiring committees, the college administration, the Academic Senate, Site Compliance Officer, Deans, the Vice-Presidents, and the President

2. <u>Commit to the on-going training and support of the Site Compliance Officer in actively assisting search/hiring committees to ensure diversity</u>. The college's current Site Compliance Officer is an administrator on a three-year assignment to the role. College faculty or classified staff members may also serve in this capacity, upon appointment by the college president. At this time it is not felt that the college needs two Site Compliance

Officers (one administrator and one faculty member), similar to what the other two colleges in the district have; but this possibility will be examined as part of the annual review of the college's progress in achieving a greater diversity in its staff and faculty.

Groups assigned to help realize this goal: Search/hiring committees, the Academic Senate, Deans, the Vice-Presidents, and the President

3. <u>Develop Miramar College hiring guidelines with a concrete quantitative evaluation (e.g., supplemental questions that are given weight) that all search committees would consider using</u>. Among the steps that can be taken in this regard is the development of a "pool" of five, ten, or fifteen diversity-related questions that all campus hiring committees can draw from. Some of them will be more pertinent to classified selections, others to faculty selections, others to administrator selections, and some to all three groups; hence, the "pool" approach. All hiring committees should use at least two questions of their choice from the pool (or other diversity-related questions that come out of discussions among the search committee members for a particular position) in every set of interview questions and/or writing exercises.

   Groups assigned to help realize this goal: Search/hiring committees, the college administration, the Academic Senate, Site Compliance Officer, Deans, the Vice-Presidents, and the President

4. <u>Ensure that all future faculty, staff and administrator hiring announcements are placed in the publications (including web sites and list-serves) of culturally diverse professional associations</u>. Each committee should have information on ethnic, professional organizational websites, journals, etc. Sharing information on these professional sites with campus departments as well as our sister campuses and the district will expand the advertising possibilities without having to reinvent the wheel for each recruitment process.

   Groups assigned to help realize this goal: All campus departments, committees and constituent groups should identify and compile these advertising resources and provide them to the Site Compliance Officer, who will share them with the chair of each search committee when the committee is formed. The district's Human Resources Office will also be an important source in identifying such outlets.

5. <u>Develop a written Diversity Plan</u>. The plan should include input from all constituent groups and reflect the entire range of recommendations and commitments identified in the *Enhancing Campus Staff Diversity and a Campus Climate for Cultural and Ethnic Diversity* report.

   Groups assigned to help realize this goal: The Diversity/International Education Committee

6. <u>Coordinate workshops or information sessions on the district hiring/selection process for potential applicants, with an emphasis on targeted groups</u>. Many candidates do not know how our district hiring processes work (paper screening and interview criteria, etc.), and demystifying the process could yield more diverse applicant pools. Workshops and information sessions should be offered on FLEX Duty Day as part of the President's

address and the program that accompanies the President's address to ensure the maximum attendance, participation, and understanding. Other sessions should be offered on both Duty Days and continued throughout the academic year.

Groups assigned to help realize this goal: the President, search/hiring committees, the Diversity/International Education Committee, the Site Compliance Officer, and the Staff Development Committee

7. Have updated data available that compares the demographics of our staff/ faculty/administration to our student body. The data would include ethnicity, gender and disability figures. The data would show if there are any disparities in any of the targeted populations, and if so, areas in which we would need to improve our staff and faculty recruitment practices. (This information could be compiled and updated through HR and/or the district research office.)

Groups assigned to help realize this goal: the District Research Office

Mentoring, Support and Retention of Staff

1. Develop a written Diversity Plan. The plan should include input from all constituent groups and reflect the entire range of recommendations and commitments identified in the *Enhancing Campus Staff Diversity and a Campus Climate for Cultural and Ethnic Diversity* report.

    Groups assigned to help realize this goal: The Diversity/International Education Committee

2. Implement a FLEX workshop on "Corporate Culture and the Glass Ceiling. This can be planned and scheduled through the college flex mechanism. To ensure maximum attendance and participation, this presentation should be offered on Duty Day as one of the presentations to accompany the President's address.

    Groups assigned to help realize this goal: Professor Corrie Ort, the President, the Staff Development Committee

3. Develop mentor or "shadow" programs. Through these programs individuals could shadow professionals at Miramar to learn more about the position (again, with a focus on targeted populations). To some extent, through the SDICCCA Internship Program, this is already being addressed; longitudinal data are available that show how many interns were later hired into tenure-track positions at Miramar or elsewhere in the district and region.

    Groups assigned to help realize this goal: the Staff Development Committee, the SDICCCA Internship Program

Enhancing Campus Climate for Cultural and Ethnic Diversity

1. Follow an amended shared governance structure established at Miramar to encourage broad participation and greater communication between faculty, staff, and administration. Make the Diversity/International Education Committee a full-standing committee with adequate support to accomplish this goal.

   Groups assigned to help realize this goal: College Governance Committee, the Academic Senate, the Diversity/International Education Committee, and CEC

2. Develop a FLEX program for all faculty, classified and management presented each semester on diversity, its meaning, value and focus for our campus. The program should be initiated during the President's Address during Duty Day and continued throughout the academic year. The college needs to support and provide financial support to existing programs such as the Diversity/International Education Committee-sponsored and the Miramar College "Diversity Rocks" presentations to make them more effective and valuable. Use *The Sage* student newspaper and the *WE* district employee newsletter for publishing student articles on the value of diversity and provide a reward for excellent articles. Use *The Sage* and other Miramar media outlets to highlight cultural diversity students and their accomplishments, and use the existing "Community Voices" publication as a way to provide creativity from a variety of perspectives and cultural voices. Coordinate more FLEX workshops that focus on diversity-related topics. Offer institution-wide "cultural competency" training at mandatory flex day, perhaps utilizing a consultant. Encourage use of staff development funds by faculty and staff to attend diversity-focused conferences and trainings. Provide internship programs from different college programs, university programs and learning communities. Currently, the "Diversity Rocks" program does an excellent job advertising their program series. Perhaps if these programs could also be presented in the classroom, more students and faculty would be able to participate.

   Groups assigned to help realize this goal: the Diversity/International Education Committee; the Miramar College Chapter of Amnesty International; the President; the Staff Development Committee; *The Sage*, *WE*, "Community Voices", the Journalism Program; the Marketing Committee

3. Develop an accountability measure into the staff and faculty evaluation processes as it relates to diversity. In the hiring process, there are diversity-related criteria, but in the evaluation of staff, faculty, and administrators there is no criterion in place. The creation of a Diversity section in the PRF under "Coaching and Counseling Skills" would be one way to encourage faculty to participate in and write about diversity-related workshops and other activities.

   Groups assigned to help realize this goal: the Committee on Promotion and Tenure; District Human Resources

4. Develop a shared pool of Miramar staff/faculty/administration/ to provide interpretation and translation services to students and the public that is reflective of the language needs of the college and community. Miramar College needs Student Evaluation Forms in

other languages, in addition to English. Develop a "resource guide" of staff who speak a second (or third) language and can be called on to help with conversations, inquiries, etc. with students or parents who need help in another language than English. Counseling, the PLACe, Admissions, language professors, and students proficient in other languages should be involved**.**

Groups assigned to help realize this goal: Admissions; multilingual staff, faculty, administrators, and students; Counseling; The PLACe

5. Enhance funds and attendance and interest for diversity-related programming, including seeking grants. The Diversity/International Education Committee, the Miramar Chapter of Amnesty International, Associated Students, and other committees have fabulous ideas on cultural programming, but need adequate resources to carry out these ideas. Money is key.

    Groups assigned to help realize this goal: the Diversity/International Education Committee; the Miramar Chapter of Amnesty International; Associated Students; the President; Marketing Committee; grant organizations

6. Revisit the Student Equity Plan and develop solid strategies to get buy-in from all constituent groups to meet designated goals as they relate to access and success of targeted populations. Develop and update world maps, for display in offices and lobbies, highlighting the countries from which staff and students have come to Miramar. Challenge each student club to sponsor one campus/public event each semester whose content is reflective of the club's purpose and/or student members. Use the quad area to present music, dance, art shows, and other forums that encourage cultural and ethnic diversity; seek and support greater involvement of campus student clubs.

    Groups assigned to help realize this goal: Dean of Student Affairs; the Diversity/International Education Committee; Associated Students; Admissions; Miramar College Library; businesses, lecturers, and entertainers to participate in shows and forums

7. Encourage faculty to internationalize course syllabi and content, and encourage the Curriculum Committee to look for diversity and global awareness in course outlines. Already-existing multicultural classes would be a good first group of courses to target for the integration of cultural events as part of their syllabi.

    Groups assigned to help realize this goal: the Diversity/International Education Committee, the Curriculum Committee, all faculty

8. Develop suggestion boxes and award a "best suggestion of the month."

    Groups assigned to help realize this goal: the Diversity/International Education Committee, the Marketing Committee, the Morale Committee

Conclusion. It is clear that Miramar College needs to develop more activities and programs that embrace diversity to both demonstrate respect for our campus diversity and prepare our students for the global, diverse community. Although every member of the Miramar College community

should strive to provide services that embrace diversity, many of the most important suggestions that embrace diversity will flourish only with incentives and cooperation among our many diverse departments.

FY 2007-2013

Six Year Strategic Plan

(Revised as of 9/17/07)

MISSION STATEMENT

Our mission is to prepare students to succeed in a world of dynamic change by providing an environment which values excellence in teaching, learning, innovation and partnership in a setting that celebrate diversity.

STRATEGIC GOALS

Goal 1:   Focus college efforts on student learning and student success.

Goal 2:   Deliver instruction and services in formats and at sites that best meet student needs.

Goal 3:   Provide campus facilities, programs and co-curricular activities at Miramar College that enhance the college experience for students.

Goal 4:   Initiate and strengthen beneficial partnerships with business and industry, schools and community.

Goal 5:   Enhance Miramar College's visibility, attractiveness and reputation for quality and student centeredness in a setting that celebrates diversity.

Goal 6:   Improve and strengthen Miramar College's internal processes to include program review, master planning, strategic planning and budget development.

GOAL 1: Focus college efforts on student learning and student success.

<u>Strategy 1.1</u>

Strengthen and improve academic programs with an integrated emphasis on Student Learning Outcomes, Global Learning Objectives, and alternative instructional delivery systems and methods at the course, program and college level.

<u>Orchestrators</u>	<u>Team</u>
VP of Instruction	Academic Affairs Committee
Chair of Chairs	Program Review/SLOAC
SLOAC Coordinator	

Implementation Steps:
- Complete program review for pilot programs
- Complete matrix how each department supports institutional student learning outcomes
- Begin first full cycle of program review for 20 programs. (2007/2008)
- 3-Year cycle for 20 programs/yr (2007/2008 begin)

Progress Report:
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Timeline:
2007:
2008: Complete annual review for all instructional programs student svcs and admin svcs
2009: 20 instructional programs complete full cycle of program review/ analyze SLOAC data
2010: 20 instructional programs complete full cycle of program review/ analyze SLOAC data
2011:
2012:
2013:

Strategy 1.2

Enhance student success in basic skills for the purpose of successful transition into degree applicable and career coursework.

Orchestrators	**Team**
VP Instruction	Basic Skills Task Force
VP Student Services	

Implementation Steps:
- Conduct college self-assessment for BSI-Basic Skills Initiative
- Instruction and Student Services work together to develop program
- Identify equipment needed for program; identify key faculty to help develop the program

Progress Report:
- Upgraded Room I-122 as basic skills ESOL lab

Timeline:
2007: Convene BSI Task Force review research begin piloting strategies
2008: Fall- Conduct college self assessment using BSI self assessment instrument
2009: Spring- Develop program plan for addressing basic skills needs of students
2010:
2011:
2012:
2013:

Strategy 1.3

Expand interdisciplinary learning opportunities.

Orchestrators	**Team**
VP of Instruction	Academic Affairs Committee
Chair of Chairs	Title III Steering Committee

Implementation Steps:
- Title III hire Learning Communities Coordinator
- Develop curriculum for Fall 2007 learning communities

Progress Report:
- Hired Learning Communities Coordinator
- Approved curriculum for 3 learning communities
- PER GRWTH/ Math 35 online
- English 101/205/ Music 100

Timeline:
2007: Offer Learning Communities
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 1.4

Provide faculty development in instructional & assessment techniques to enhance high quality, successful student learning.

Orchestrators	Team
VP of Instruction	Academic Affairs Committee
Chair of Chairs	Professional Dev Committee
Dean Library & Tech	SLOAC Committee
Dean Tech Careers	

Implementation Steps:
- **Teaching Institute.** Develop an institute where new and tenured faculty can access professional development workshops focused on the scholarship of teaching and learning.
- **New Contract Faculty Mentoring Program.** Provide new contract faculty with a tenured faculty member that will mentor the new hire to assist them in being successful instructors.
- **Student Learning Outcomes Assessment Cycles Development.** Develop SLOAC for gatekeeper courses.
- **Educational Technology Training.** Provide faculty with technology training/workshops that are designed to assist them in using and integrating technology in the classroom.

Timeline:
- **Teaching Institute.** Workshops will be offered annually through October of 2008.
- **New Contract Faculty Mentoring Program.** Ongoing, since FY 2005-06. Program will transition into the Teaching Institute in Fall 2007.
- **Student Learning Outcomes Assessment Cycles Development.** Ongoing, since FY 2003-04.
- **Educational Technology Training.** Ongoing, thru October 2008.

Progress Report:
- **Teaching Institute.** 10 workshops were provided during FY 06-07 that were targeted to the participants of the New Contract Faculty Mentoring Program, but which were open to all faculties as well. The workshops included such topics as: First-day classroom climate, cooperative learning strategies, and creative assessment.
- **New Contract Faculty Mentoring Program.** 15 faculty members participated in the meetings and workshops this year.
- **Student Learning Outcomes Assessment Cycles Development.** Student learning outcomes were developed for 16 courses during FY 2006-07.
- **Educational Technology Training.** Technology workshops on such topics as PowerPoint, WebCT, and contribute were offered to faculty during FY 2006-07.

Strategy 1.5

Develop, expand and improve innovative student services, instructional programs and approaches to support student success in retention, transfer, workforce placement and graduation.

Orchestrators	Team
Dean Student Affairs	Student Services Committee
Dean Bus, Math & Science	Academic Affairs Committee
Dean Arts & Humanities	
VP Student Services	
Dean Tech Careers	

Implementation Steps:
- Support a schedule of classes that builds with student support for on campus and online course offerings.
- Support a schedule of classes that provides students with the opportunity to meet their general education, prep for the major and occupational goals.
- Support the activation of and development of courses to complete the curriculum offering at Miramar.
- Assist with the development of new programs.
- Support a schedule of learning communities that contribute to student success.
- Support a schedule of courses that provide educational tools for success; LIBS, DSPS, PERG, EDUC.

Timeline:
By semester and yearly

Progress Report:
- Both fall and spring schedules are growing, offering multiple sections of some courses.
- Increase in number of sections offered online in currently approved online courses and the addition of ANTH 104 and GEOG 104 courses for online offerings.
- Added ARAB 101, CONF 110 for MCAS program.
- Nothing to report.
- We are offering LCOM 95A and LCOM 101E in fall 07
- Increase in course offerings in all areas through out 06-07.

Strategy 1.6

Develop stronger linkages for K-16 student learning & career pathways to improve academic success and student support services with funding for campus outreach provided for at campus level.

Orchestrators   **Team**
VP Student Services   Student Services Committee
Dean Student Affairs   Academic Affairs Committee

Implementation Steps:
- Outreach counselor position approved
- Work with SD unified to offer online GE courses for high achieving juniors and seniors
- Develop online technical program for high school student for Microsoft Certificate

Progress Report:
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Timeline:
2007:
2008:   Spring- high school student go thru assessment process. Enrolled in designated classes.
2009:
2010:
2011:
2012:
2013:

<u>Strategy 1.7</u>

Adopt more culturally relevant, cutting-edge instruction pedagogies, methods and approaches with funding provided for at campus level.

<u>Orchestrators</u>	**<u>Team</u>**
VP Instruction	Diversity & Inclusion Committee
Chair of Chairs	Academic Affairs Committee

Implementation Steps:
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Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

GOAL 2: Deliver instruction and services in formats and at sites that best meet student needs.

Strategy 2.1

Offer more instruction and support services through non-traditional scheduling, delivery methods and locations.

Orchestrators	**Team**
VP Instruction	Academic Affairs Committee
VP Student Services	
Academic Senate Pres	

Implementation Steps:
- Offer automotive classes at high schools
- Expand course offering in early morning and afternoons
- Offer 24/7 help desk for online faculty and students
- Student Services have contact with first year college experience students

Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 2.2

Expand campus directed outreach, recruitment, marketing, advertising approaches and promotional activities. Funding provided at campus level.

Orchestrators   **Team**
Public Information Officer   Marketing Committee
VP Student Services   Student Services Committee

Implementation Steps:
- Pursue additional advertising funds
- Expand class schedule distribution
- Increase street fair participation
- Target market potential student groups
- Explore e-marketing opportunities
- Seek department funds for program-specific advertising

Progress Report:
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Timeline:
2007:
- Achieved one-time $20,000 augmented marketing funds from district
- Identified 3 priority areas for Marketing Committee emphasis/activities: enrollment, image, retention
- Developed marketing plan with MCAS Miramar for base personnel and family recruitment
- Identified additional locations for class schedule distribution with assistance from A.S. leadership.
- Aviation-funded specific advertising

2008:
2009:
2010:
2011:
2012:
2013:

Strategy 2.3

Maintain and upgrade technology for campus administrative and instructional functions
- -through campus technology plan
- -expanding training and use of DSS.

Orchestrators   **Team**
VP Instruction   Technology Committee
Dean Library & Tech
VP Student Services

Implementation Steps:
- Campus Technology Plan Updated. (2007)
- Establish SDSU internship for PDC
- Training Workshops in PDC. (Spring 2006)
- Training Workshops in PDC. (Spring 2007)
- DSS Training for Dept Chairs (Fall 2006)
- Have all IT support under/dean/manager

Progress Report:
- 3-Year Rolling Plan Updated (Spring 2007)
- WebCT Campus Edition; Power Point I,II; Contribute (workshop conducted)
- WebCT Campus Edition; Power Point I & II; Contribute I & II (workshop conducted)
- Training at Chairs Academy; funded by Title III

Timeline:
2007:
2008: Continue with internship support in PDC
2009: Establish contract faculty support for PDC
2010:
2011:
2012:
2013:

Strategy 2.4

Develop stronger linkage across credit and non credit programs to establish a seamless transition from one to the other

Orchestrators   **Team**
VP Instruction   Academic Affairs Committee
VP Student Services   Student Services Committee

Implementation Steps:
- Develop outreach to CE ESOL program
- Bridge with Basic Skills
- Use outreach program to do assessment and course placement

Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 2.5

Evaluate bloc and non-traditional scheduling of classes to determine which will best support enrollment growth and student retention.

Orchestrators	**Team**
VP Instruction	Academic Affairs Committee
VP Student Services	Student Services Committee

Implementation Steps:
- Analyze low enrollment courses on DSS based on time/day scheduled
- Develop student questionnaire addressing needs

Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

GOAL 3: Provide campus facilities, programs and co-curricular activities at Miramar College that enhance the college experience for students.

Strategy 3.1

Provide a pleasing physical, challenging intellectual and expanded social environment for Miramar College students.

Orchestrators   **Team**
VP Business Svcs   Facilities Committee
Co-Chair Facilities Committee   Academic Affairs Committee
VP Instruction   Student Services Committee
Chair of Chairs
Dean Student Affairs
VP Student Svcs

Implementation Steps:
- Establish Women's Soccer team (2007)
- Install artificial turf in Hourglass Park and athletic fields (2009)

Progress Report:
- Begin construction of Fieldhouse (2007)
- Established Men's Basketball team (2006)
- Women's Soccer program approved (2007)

Timeline:
2007: develop programming for Fieldhouse
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 3.2

Continue to publish and improve a master calendar of campus events to draw the internal and external constituents of Miramar College onto campuses.

Orchestrators   **Team**
Public Information Officer   Marketing Committee

Implementation Steps:
- Electronic calendar of events on website
- Printed semester calendar of events
- Inclusion of events section in monthly e-news
- Event posting on electronic marquee at campus entry

Progress Report:
- Will continue current process
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Timeline:
2007: Ongoing
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 3.3

Develop and implement new grants, systems, programs and activities to increase revenue to Miramar from fund-raising and entrepreneurial activity.

Orchestrators   **Team**
President   College Executive Committee
Academic Senate Pres

Implementation Steps:
- Develop and implement a campus grant concept and approval process
- Develop a grant opportunity notification process
- Assist in the development of new grant proposals
- Prepare Bio Tech Center grant application
- Prepare Advanced Transportation Technologies and Energy Center (ATTE) Grant Application
- Prepare Advanced Transportation Technologies and Energy Hub application
- Apply for Bio Tech private foundation funding
- Develop SB-70 grant application in partnership with the San Diego Unified School District-Transportation focus
- Develop SB-70 Teacher and Counselor grant application
- Implement Hydrogen Highway Grant
- Apply for Caterpillar Stewardship funds
- Foundation for Community College Referee Station Agreement
- Apply at Encore Grant, $25,000

Progress Report:
- Grant Concept form and Approval form available and being used
- Dean TCWI and Grant Coordinator track funding opportunities, post to website, and e-mail to interested parties.
- Bio Tech Center has been refunded @ $205,000 per year, renewable on a five year cycle
- ATTE Center has been funded @ $205,000 per year, renewable on a five cycle
- ATTE Hub has been funded @ $181,000 per year, renewable on a five cycle
- Bio Tech Center has been refunded by a private foundation for $149,000 to carry out teacher education projects
- SB-70 grant has been funded for $250,000 to increase Career path opportunities in the Transportation Technology sector
- Teacher Counselor Grant funded for $50,000
- Hydrogen Highway project is funded for $168,000 and may be extended
- $40,000 in funds received in 2006/2007, primary use is student scholarship support
- $12,000/year is cash, and the use of emission control test equipment for instructional programs.

Strategy 3.4

Develop and implement programs and approaches that
- -improve global awareness and student equity
- -celebrate diversity
- -foster inclusiveness in our campus community

Enrich and improve campus
- -climate
- -communication
- -recognition and reputation for quality
- -student centeredness in a setting that celebrates diversity

Orchestrators	**Team**
Chair, Diversity & Inclusion Committee	Diversity & Inclusion Committee
International Ed Coordinator	International Ed Committee
VP Student Services	Curriculum Committee
VP Instruction	Morale Committee
Chair of Chairs	
Dean Student Affairs	
Outreach Coordinator	

Implementation Steps:
- Continued cultural presentations celebrating diversity.
- Increased funding for more presentations.
- Duty Day Diversity FLEX presentations as part of the President's Address: The committee would like to schedule presentations addressing diversity issues during the President's Address to secure maximum attendance and interest.
- Have hiring committee members from diverse backgrounds and to avoid involving other campuses in the hiring process, permit Miramar employees from related fields participate in the search committees.
- Hire another Site Compliance Officer to assist the hiring Committees and insure diversity.
- Write a Diversity Plan.
- Implement further internationalization of the curriculum and encourage the Curriculum Committee and the PRF to support the internationalization by including a line about embracing global awareness in the course outlines and a line in the PRF that encourages faculty to indicate how their course syllabi internationalize their content.
- Prepare a report with updated data with demographics of our student body and staff/faculty/administration. The data would include ethnicity, gender and disability figures.
- Confirmation of college mission statement.

Progress Report:
- **Cultural programs** such as Diversity Rocks: Evening with the Experts, other presentations, guest speakers, films, fairs, and Miramar College Library and Miramar Café displays that celebrate Latino Heritage (September), Filipino American History (October), International Education Week (November), Black History (February),

Women's History (March), and Asian Pacific American Heritage (May). We offer these programs every year.

- **Diversity/International Education Meetings** every second and fourth Wednesday of the month that address global awareness, diversity, student equity, and inclusiveness

- **Committee membership, representing diverse backgrounds:** Faculty, Administration, Counseling, Student Representation. The committee excludes no one. Having students' representatives has helped us provide services that matter to our student population. Our strong faculty membership has resulted in our campus cultural presentations. Our administrative members have helped us draft reports, and our counseling members have helped us represent student concerns.

- **Student Equity Reports:** Prepared by committee member Julianna Barnes with the participation of Diversity/International Education members April Koch and Judy Patacsil. The report addresses accessibility issues faced by our diverse student population. Although committee members were not asked to participate in writing the report this year, we will undoubtedly offer input in the future.

- **Study Abroad:** Judy Patacsil, the International Education Director, discusses study abroad programs with our committee, which strives to motivate students to participate in Study Abroad Programs and schedules Study Abroad presentations, campus student receptions, and fairs during International Education Week in November and throughout the rest of the month. In the fall of 2007, there will be Study Abroad in Spain, and in the spring of 2008, Study Abroad in Italy.

- **Meetings with the American Council on Education (ACE)**: During the four years that I have chaired this committee, Judy Patacsil, other committee members, and I have met with the ACE to address diversity and global awareness issues faced by Miramar College. Committee members met with ACE the fall semester of 2006. Judy Patacsil produced an International Ed. Report.

- **District Strategic Plan for International Education Committee:** Judy Patacsil and I participated in a District International Education Committee to draft a Strategic Plan to improve and save International Education. This committee was formed about two years ago and chaired by Henry Ingle. My participation in that committee concluded the fall of 2006. I believe that the International Ed. directors will still meet to discuss International Education issues.

- **Internationalization of the Curriculum Stipends:** Two years ago interested faculty received $100-stipends to internationalize their syllabi to reach a more diverse audience and embrace global awareness. Judy Patacsil, who headed the project, committee members Adrian Arancibia and I, and Tagalog Professor Christina Flores gave a FLEX presentation about the experience. Although this did not happen this year, the committee still strongly advocates internationalizing the curriculum.

- **Diversity/International Education Report about Ideas on How to Enhance Campus Staff Diversity and Ideas on How to Enhance Campus for Cultural and Ethnic Diversity Report:** Our committee met, April 25, 2007, to discuss diversity

goals submitted to us by Peter White and Patricia Hsieh. May 3, 2007, I submitted the committee report (to Peter White and Patricia Hsieh), which prioritized the goals for enhancing diversity.

- **Teaming up with other diversity-embracing groups** such as FASA and the San Diego Miramar College Chapter of Amnesty International to organize such events as the Asian Pacific American May Fest (co-sponsored by FASA), May 9, 2007 and Evening with the Experts: Voices of Men: Ben Atherton Zeman, One-Man Play to Stop Men's Violence against Women (co-sponsored by Amnesty International), April 13, 2007.

- **Embracing diversity at the Miramar Café:** The Diversity/International Education Committee requested the Miramar Café to provide food that both embraces other cultures and respects peoples' diets. They have been doing so since the fall of 2006. They have been offering both healthier cuisine and specific dishes that honor the monthly themes.

- **Providing student scholarships with funds raised at such Diversity events** as the Evening with the Experts Miramar Poetry Jam, February 23, 2007. In the spring of 2007, the Diversity/International Education Committee awarded a $250 Diversity scholarship to a student.

- **Utilizing the Marketing Committee to publicize the committee's cultural events** to reach the entire community.

- **Recognition and reputation for quality**
  - Annual Foundation Outstanding Leadership Award
  - Distinguish Alumni Award
  - Public Safety Honor Grad Recognition Role in Public Safety
  - Alumni Profile publish in college Sage/ WE/ E-news press release

Timeline:
2007:
- Annual Outstanding Leadership Award- Mayor Jerry Sanders
- Public Safety Honor Grad Recognition Role in Public Safety- 2 (tie)
- Distinguish Alumni Award- Fire Chief Tracy Jarman

2008:
2009:
2010:
2011:
2012:
2013:

GOAL 4: Initiate and strengthen beneficial partnerships with business and industry, schools and community.

Strategy 4.1

Partner with academic, business, military and community organizations to increase resources and/or learning opportunities for students, faculty and staff.

Orchestrators	Team
President	College Executive Committee
Academic Senate President	

Implementation Steps:
- Partnership with MCAS-Miramar
- Schedule a complete set of courses each semester that meet IGETC requirements for transfer to four year educational institutions. (3 Plan MCAS offerings as part of schedule development calendar)
- Expand communication with occupational area staff to explore future class opportunities. (Ongoing)
- Provide classes that support deployment needs and life management goals. (Ongoing)
- Review and update MOU between Miramar and MCAS-Miramar. (Ongoing)
- Work with Miramar/MCAS Education Committee and review, plan and implement activities to meet Miramar/MCAS program needs and the recommendations from MIVER Accreditation Report. (Committee to renew in fall 2007)
- Utilize additional classroom with computers for future lecture classes or classes requiring technology. (07-08 academic year)

Progress Report:
- We now offer a class in every area of IGETC except for the sciences due to the lack of a lab. We plan to offer Astronomy and the lab if we can find an instructor.
- Dean Bettendorf has met with several staff members in diesel, auto, and aviation.
- We have activated ARAB 101 and CONF 110. ARAB 101 meets needs of current Marine deployments and is now being offered. CONF 110 is a course on personal financial management which was requested by MCAS and will be offered in fall 2007.
- We reviewed MOU for better understanding in fall 2006. It needs to be renewed in fall 2007.
- 5, The Miramar MCAS Education Committee meets twice a semester to handle issues like transcripts, fees, marketing, etc. We prepared and submitted our MIVER report in Fall 2006 and received the result in December 2006. We will begin on our implementation plan in fall 2007.
- This classroom was under Barstow Community College and MCAS offered us the ability to schedule the room starting fall 2007. We can use it as a lecture room or a computer room if we upgrade the technology support to the computers. We have the cost estimate from the district to upgrade the technology for internet access and need a Miramar discussion on the benefits versus the cost.

Strategy 4.2

Increase the involvement and input of business and industry, educational institutions and community in Miramar College's educational activities.

Orchestrators	**Team**
Dean Business, Math & Science	Vocational Education Divisions
Dean Tech Careers	
Dean Public Safety	

ADMINISTRATION OF JUSTICE

Implementation Step:
- Executive Committee meet more often as critical industry partner link
- Formally request Executive Committee chair (through the dean of public safety) will consider increased meeting opportunities for industry partners
- Develop increased pathways with our local secondary educational partners
- Offer ADJU 106 to LEADS San Diego for Spring 2007
- For Summer 2007, offer a workshop to LEADS San Diego students to help them better prepare for college course work.
- Begin meetings with administrators from Serra High School to increase pathways and determine steps that are appropriate for high school articulation.
- Perform needs assessment to develop strategies for increased course offerings, degrees and certificates in the area of laws related to Indian/Tribal gaming
- Contact San Diego State University and University of Nevada Las Vegas for information on current curriculum relating to Indian/Tribal gaming
-

Progress Report:

Timeline:
2007:
- CCTI presentation on March 26, 2007
- ADJU 106 has been offered for Spring 2007
- Workshops for LEADS San Diego students will be completed Summer 2007
- Formal meetings from Serra High School began Spring and will continue through Fall
- Curriculum to be completed for certificate in area of laws for Indian/Tribal gaming
- Curriculum is currently being gathered to be completed Fall 2007

2008:
2009:
2010:
2011:
2012:
2013:

EMT

Implementation Steps:
- Meet with the San Diego County Ambulance Association to facilitate a seamless transition from the role of EMT student to EMT provider
- Curriculum revision in progress to improve EMT instruction in San Diego County EMS protocols to meet the needs of the hiring agencies
- Site visitations to local high schools to provide information to students and faculty regarding Miramar's EMT program
- Networking with San Diego State University on a promotional video for Miramar College EMT and Fire Technology programs
- EMT students to meet with SDSU staff to interview students of diversity

Progress Report:
- Visit Rancho Bernardo High School in June to inform students as well as faculty about our program.
- Meet with the administrators of the Lincoln Heights Public Safety High School

Timeline:
2007:
- Met with San Diego County Ambulance Association April 26, 2007 to discuss strategies to better prepare students for hire. We will meet monthly to review current orientation programs and content for new EMT hires
- Visited Mount Carmel High School seniors on April 26th and career training staff and demonstrated EMT level skills and increased exposure of students to the EMT program
- Met with SDSU media staff in April to make a video presentation of EMT students performing skills

2008:
2009:
2010:
2011:
2012:
2013:

FIRE PROTECTION TECHNOLOGY

Implementation Steps:
- Meet with the California State Fire Technology Directors Association, Fire and Emergency Services Higher Education Conference, and California State Fire Training to up-date the National Fire Science Curriculum and the California State Curriculum to facilitate student's ability to relocate and to gain employment.
- Site visitations to local high schools to provide information to students and faculty regarding Miramar's Fire Protection Technology program.
- Networking with San Diego State University on a promotional video for Miramar College Fire Technology and EMT programs

Progress Report:
- Curriculum revision in progress to improve State Fire Training course instruction to meet the needs of the certifying and hiring agencies.
- Plan to visit Foothills High School in June to inform students as well as faculty about our program. On going meetings with Ana Maria Alvarez, and Charles Mullen, administrators for Lincoln Center for Public Safety High School.

Timeline:
2007:
- Met with California State Fire Technology Directors Association several times to discuss strategies to better prepare students for hire. We will meet monthly to review current orientation programs and content
- Visited Grossmont District and San Diego Unified District High School student's career information days, to increase the exposure to our Fire Protection Technology program
- Met with SDSU media staff in April to make a video presentation of students performing skills
- Progress Report. Students to meet with SDSU staff to interview students of diversity

2008:
2009:
2010:
2011:
2012:
2013:

Strategy 4.3

Develop systemic outreach to increase Miramar College's visibility within its service area

Orchestrators	**Team**
Public Information Officer	PIO
VP Student Services	Student Svcs Committee
Outreach Coordinator	

Implementation Steps:
- Establish outreach coordinator position
- Develop relationship with feeder high school counselors
- Develop "Fast Track" and online program to meet needs of 11th and 12th grades
- Have representation on Town Council
- Develop program/event to recognize and honor advisory board members
- Increase annual street fair participation/ parades
- Increase "image" activities in community
- Increase advertising activities
- Expand class schedule distribution in community, through schools and in area businesses
- Investigate opportunities for image-building through signage and display racks

Progress Report:
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Timeline:
2007:
- Identified additional distribution points and mechanisms (2 companies) for distribution
- Offer Foundation-sponsored scholarships to feeder schools
- Advertise in high school athletics posters and yearbooks
- Advertise in university newspapers (SDSU, UCSD, CSUSM).

2008:
2009:
2010:
2011:
2012:
2013:

Strategy 4.4

Establish a response process to allow the college to respond quickly to partnership proposals from business, industry and education.

Orchestrators   **Team**
Miramar Managers Group   MMM Committee

Implementation Steps:
- Develop reporting mechanism from advisory boards regarding upcoming industry needs
- Work with advisory boards to develop curriculum to meet industry needs
- Work with ETI

Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 4.5

Develop
- -service learning
- -internship opportunities
- -expand work experience programs for Miramar students

Orchestrators   **Team**
VP Instruction   Vocational Education Divisions
Work Experience Coordinator

Implementation Steps:
- Identify and offer additional WE courses
    - late start classes during fall/spring
    - discipline specific WE courses

- Update web pages
    - course information for students
    - program info for employers /mentors
    - internship information

- Increase visibility / marketing on campus
    - classroom visitations
    - update/create/ distribute fliers & marketing material
    - submit articles for SAGE publication
    - department meetings/department chairs

- Strengthen collaboration with career center
    - determine the resources that can be shared
    - improve communications regarding employment /internship opportunities and student pool
    - increase involvement during career fair

- Develop Hybrid course
    - offer on-line work experience orientations
    - set up on-line office hours / chat sessions
    - provide forms and course related materials on-line

- Determine/obtain student DL for distribution of info. Regarding internship/employment opportunities
    - from admissions office/district office

- Outreach to Employers / Internship Mentors
    - Participate in Chamber/ Business/Organization Meetings
    - Attend advisory meetings
    - Develop marketing strategies targeting specific industries

GOAL 5: Enhance Miramar College's visibility, attractiveness and reputation for quality and student centeredness in a setting that celebrates diversity

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Strategy 5.1

Student population and staff reflect the diversity of the community the college serves.

Orchestrators	**Team**
VP Student Services	Academic Affairs Committee
VP Instruction	Administrative Services Committee
VP Admin Services	Student Services Committee
Outreach Coordinator	
College President	
Academic Senate	
Pres Classified Senate Pres	

Implementation Steps:
- Promote programs sponsored by Diversity/International Committee to community
- Encourage development of ethnic clubs on campus

Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 5.2

Showcase Miramar College's talent in the community through a Speakers' Bureau. Build external recognition of Miramar College's
- -location, programming
- -accessibility
- -diversity
- -quality teaching
- -programs
- -student centeredness

Orchestrators	Team
Public Information Officer	Marketing Committee
VP Student Services	
Outreach Coordinator	

Implementation Steps:
- Class schedule direct mail includes "On the Move" section/feature
- New comprehensive series of college publications and website in development
- Increased press releases on successful students/alumni/faculty profiles
- Publication of annual report, beginning 2007
- Features inclusion in WE district newsletter and annual Community Report
- Developed marketing plan with MCAS Miramar
- Develop new theme/tagline (Start here. Get there. With classes, we will get you there.) to enforce campus identity
- Speakers Bureau established and promoted on the website and with direct mail to area service organizations and through street fairs

Progress Report:
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Timeline:
2007:
- update speakers/topics and mail new announcement to service organizations
- update website

2008:
2009:
2010:
2011:
2012:
2013:

Strategy 5.3

Improve the physical appearance of the Miramar College campus.

Orchestrators   **Team**
VP Administrative Svcs   Facilities Committee
Co-Chair Facilities Committee

Implementation Steps:
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Progress Report:
- Carpet/linoleum was replaced in several classrooms.
- Automatic door openers were installed in C-302/303.
- Upgraded room B-304/305 with new paint, white boards and electrical
- Repaired deteriorating gutters at all three pools
- Remodeled several offices
- Installed landscaping project at the Arts Village - (designed by campus staff).
- Gold Coast entrance was planted with purple ice plant.
- NTC clean-up and planting of the three main entrance planters.
- Hourglass Fields 5&6 were renovated - sod transferred from gym demolition area
- Purchased flower pots and containers for diesel yard (Grant funds).

Timeline:
2007: Begin construction of Fieldhouse and Leave a Legacy Plaza
      Finalize design/plans for LLRC
      This building identified as signature building for campus
      Begin design of Technology and Liberal Arts buildings
2008:
2009: Begin construction on LLRC
      Complete Fieldhouse
2010: Complete Technology and Liberal Arts
2011: Complete LLRC
2012:
2013:

Implementation Steps:

- Promote 'Recycling' for our Miramar College campus by educating our faculty and staff on why 'Single-Stream Recycling' will help our campus surpass the State's Recycling Percentage Law. Had a Flex Day Presentation (8/20/06) for faculty & staff. (1 day)
  Progress Report:
  Campus pushed the District to look into Single-Stream Recycling

- Promote more Bottles and Cans recycling by contacting the pertinent state departments into getting us free recycling bins. From 11/2006-12/2006, contacted State and received several Bottle and Can Recycling Bins (2 months)
  Progress Report:
  More Bottles and Cans have been recycled on our campus

- Promote/Educate our new 'Single Stream' Recycling Procedure to our faculty and staff by emailing and visiting all departments and informing them about the items that we can and can not recycle. From 4/2/07-4/06/07 emailed, visited all departments, and placed fliers in all mail boxes (1 week)
  Progress Report:
  All campus departments have started the Single Stream Recycling even though we did not receive our new bins from the District

- Promote/Educate our new 'Single Stream' Recycling Procedure to our faculty and staff by placing an article in the SAGE newspaper detailing what items that we can and can not recycle. Had an Interview with a Sage reporter (1 day)
  Progress Report:
  Sage Newspaper published our new recycling article and our students are being well aware what we are recycling here on our campus (May 4 2007)

- Promote/Educate our new 'Single Stream' Recycling Procedure to our neighborhood by emailing and sending fliers about the items that we can and can not recycle here at our campus. Had a presentation at the 'Evening with the Experts' (5/11/07) (1 day)
  Progress Report:
- Residents who do not have recycling at their living complexes near Miramar College might bring their recycling items to our recycling dumpsters.

- Promote/Educate our new 'Single Stream' Recycling Procedure to our faculty and staff by educating them about the items that we can and can not recycle in our new bins. Will have a Flex Day Presentation on 8/22/2007 (1 day)

Strategy 5.4

Improve, expand and strengthen Miramar College's web-based presence and information processing systems.

Orchestrators	Team
Dean Library & Technology	Web Committee

Implementation Steps:
- Hourly web support (2006-2007)
- Establish 1.0 web master position (2008)
- PDC support for faculty & staff (2006)
- Establish PDC faculty support (2009)

Progress Report:
- Maintenance of current websites
- Posting of agendas & minutes
- Updating information on site
- Development of new web design
- Establish intern program with SDSU Ed Tech Program
- Program continues

Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

GOAL 6: Improve and strengthen Miramar College's internal processes to include program review, master planning, strategic planning and budget development.

Strategy 6.1

Improve data reliability for enrollment planning and growth management programs through training on and use of DSS.

Improve internal processes for
- -planning and budget development
- -program review
- -master planning
- -strategic planning

Orchestrators   **Team**
VP Instruction   Campus Researcher
VP Student Services   Program Review Committee
VP Administrative Svcs   Academic Affairs
                                         Institutional Effectiveness Committee
                                         Student Services Program Review
                                         Committee

Implementation Steps:
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Progress Report:
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Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 6.2

Identify and promote strategies to ensure stabilized and diversified funding resources so budget model provides for campus needs.

Orchestrators   **Team**
VP Administrative Svcs   Planning & Budget Committee

Implementation Steps:
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Progress Report:
- 2005/06 fiscal year the District Staffing Study was initiated and completed.
- Miramar College was approved to establish and fill 4.0 FTE classified positions.
- Additional allocations of Matriculation and BFAP resulted in an increase of an additional 3.75 FTE classified positions.
- Campus allocations were increased in the areas of Marketing and Advertising, support for growth classes, and through the elimination of a proposed budget reduction in the amount of $320,276.

Timeline:
2007:
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 6.3

Strengthen district/college wide preparedness and planning for major, unexpected catastrophic events.

Orchestrators   **Team**
VP Administrative Svcs   Safety Committee

Implementation Steps:
- Miramar College is committed to maintaining an Emergency Management Program to ensure that students, staff, visitors, and volunteers are prepared for any natural or man made emergency which may occur on campus.

Progress Report:
- College has been working alongside an emergency management consultant on a year long project to integrate SEMS (California's Standardized Emergency Management System) and NIMS (the National Incident Management System) into the plan for the campus and our district.

Timeline:
2007: Training on emergency procedures with district consultant
2008: Plan and conduct campus emergency drills
2009: Revised plan according to feedback from emergency drills
2010:
2011:
2012:
2013:

Strategy 6.4

Promote a more dynamic organizational climate for on-going opportunities for faculty, staff and administrative development and training.

Orchestrators	Team
VP Instruction	Staff Development Committee
VP Student Services	
VP Administrative Svs	

Implementation Steps:
- Promote 'Recycling' on campus by educating our faculty and staff on why 'Single-Stream Recycling' will help our campus surpass the State's Recycling Percentage Law.
- Promote more Bottles and Can recycling by contacting the pertinent state departments into getting us free recycling bins.
- Promote/Educate our new 'Single Stream' Recycling Procedure to our faculty and staff by emailing and visiting all departments about the items that we can and can not recycle.
- Promote/Educate our new 'Single Stream' Recycling Procedure to our faculty and staff by placing an article in the SAGE newspaper detailing what items that we can and can not recycle.
- Promote/Educate our new 'Single Stream' Recycling Procedure to our neighborhood by emailing and sending fliers about the items that we can and can not recycle here at our campus.
- Promote/Educate our new 'Single Stream' Recycling Procedure to our students, faculty and staff by educating them about the items that we can and can not recycle in our new bins.

Progress Report:
- Campus pushed the District to look into Single-Stream Recycling
- More Bottles and Cans have been recycled on our campus
- All campus departments have started the Single Stream Recycling even though we did not receive our new bins from the District
- Sage Newspaper published new recycling article to promote recycling on our campus (May 4 2007)
- Propose to pertinent Administrators to have a mandatory Flex Recycling workshop everyone.
- Had a Flex Day Presentation (8/20/06) for faculty & staff.
- From 11/2006-12/2006, contacted State and received several Bottle and Can Recycling Bins
- From 4/2/07-4/06/07 emailed, visited all departments, and placed fliers in all mail boxes
- Had a presentation at the 'Evening with the Experts' (5/11/07)
- Had a Flex Day Presentation (8/22/07) for faculty & staff.

Timeline:
2007: Visit Fall classes on campus to present a 5-10 minute presentation to both the faculty and students
2008:
2009:
2010:
2011:
2012:
2013:

Strategy 6.5

Work with district to expand technical assistance and expertise for grant proposals and development.

Orchestrators	**Team**
VP Instruction	Grant Coordinator
VP Student Services	Campus Researcher

Implementation Steps:

Goals for the 2007 – 2008 Academic Year
- Distribute current grant opportunities to administrators and faculty on campus.
- DiAlign grant writing efforts with College goals and priorities.
- Expand list of grant resources.
- Identify more faculty/administrators interested in developing grants.
- Distribute grant information throughout Miramar College.
- Collaborate on grant development.
- Attend faculty meetings to discuss grant development.
- Monitor current grants.
- Collaborate with District Grant Coordinator.
- Gain access to relevant websites, e.g., Grants.gov.

Progress Report:
Activities December 2006 – May 2007
- Contacted District to obtain information to access relevant grant websites, for example...Grants.gov. Waiting for District Grants Coordinator position to be filled so information can be gathered and collaboration can begin.
- Communicate with State Chancellor's Office in Sacramento regarding current and upcoming grant opportunities.
- Researched and created list of relevant grant websites and resources.
- Identified faculty with specific grant area interests.
- Developed list of faculty and specific grant area interests.
- Included on several grant list serves and am notified when grant opportunities become available.
- Distribute current grant opportunities to administrators and faculty on campus.

Grant Development
- Obtained Vocational and Technical Education Act, Perkins Act, 2007 -2008, $228, 571, May, 2007.
- Obtained Career Technical Education/Economic and Workforce Development Pathways, Faculty and Counselor Work Experience, $50K, May, 2007, Amy Fraher.

In Progress:
Submitted
- The METLIFE Foundation/Civic Ventures Community College Encore Career Project, $25K, May 1, 2007, Sandi Trevisan.

- Statewide Strategic Initiative HUBs, Advanced Transportation Technology and Energy, $181K, April, 2007, Greg Newhouse.
- National Science Foundation, ATE Grant, Regional Model Lending Libraries at Finger Lakes Community College, New York (FLCC), Miramar College, California (MC) and Pellissippi State Technical Community College, Tennessee (PSTCC), Year 1: $45,080, Year 2: $55,596, Year 3: $46,096, April, 2007