Miramar COLLEGE

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Accreditation Progress Report

October 9, 2006

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

Contents

San Diego Miramar College
Accreditation Progress Report

STATEMENT ON REPORT PREPARATION

The initial draft of this Accreditation Progress Report was developed by Virginia Guleff and Bob Fritsch, Miramar College Accreditation Liaison Officers, Rosemary Montijo, Miramar College Interim Vice President of Student Services and College administrator overseeing accreditation, and Phyllis Sensenig, consultant, after extensive input from representatives of the college community participating in the Institutional Effectiveness Task Force (which is described in more detail below). The draft of the Progress Report was then reviewed by the members of the Institutional Effectiveness Task Force for initial input to ensure that no key points were missed. The Report was modified to include the input of the Task Force members, and was then distributed by President Hsieh via email to all members of the college community. The draft of the Report also was posted on the Miramar College website for review by students and community members, and hard copies were placed in the College mailroom and library for use by the campus community. All constituents were asked to mail or email their comments and input to the Report to Phyllis Sensenig. Respondents were asked to submit their input by May 12, 2006.

On May 1, 2006, Miramar College conducted two college-wide forums on the Accreditation Progress Report (one at 1 pm and a second at 5 pm). Participants in these forums were able to provide their input directly to Virginia Guleff, Bob Fritsch, Rosemary Montijo, Phyllis Sensenig and members of the Institutional Effectiveness Task Force at these meetings. A notice about the time and location of the college-wide forums was posted on the college website, included in the Academic Senate newsletter and Classified Senate meeting notices distributed to all members of the campus community in April, and distributed via email to all members of the campus email network. In addition, the Vice Presidents of Instruction, Student Services and Administrative Services disseminated notices about the forums to their faculty and classified staff members.

Virginia Guleff, Bob Fritsch, Rosemary Montijo and Phyllis Sensenig then reviewed the comments and input from the college community and incorporated them into a revised version of the Accreditation Progress Report. This revised version was reviewed by the Institutional Effectiveness Task Force at their meeting in May 2006. Their comments were then incorporated into a final version of the report for submission to the San Diego Community College Governing Board. The revised version was posted on the Miramar College website, and submitted to the Chancellor's Cabinet for review and comment in July 2006. The report was submitted to the Board of Trustees for review in August, 2006. The report was also updated in early September, 2006 to reflect additional activities that had been completed.

Activity	Timeline
Institutional Effectiveness Task Force meets to begin drafting a process that better integrates instructional, administrative and student services program review processes	January 2006 – May 2006
Institutional Effectiveness Retreat	February 24, 2006
Draft Accreditation Progress Report outlining the institutional effectiveness process is distributed to campus for review	April 24, 2006 – May 12, 2006
College-wide forums on the Accreditation Progress Report	May 1, 2006
Accreditation Progress Report revised to incorporate changes suggested by campus review; revised version is reviewed by Institutional Effectiveness Task Force	May 16, 2006 – May 26, 2006
Draft with approved changes is submitted to the Chancellor's Cabinet for review and input	July, 2006
Final draft of report is submitted to the Board of Trustees	August, 2006
Minor changes made to final text based on input from Institutional Effectiveness Task Force to reflect additional activities that had been completed.	September, 2006
Accreditation Progress Report is submitted to WASC	October 15, 2006

A list of the members of the Institutional Effectiveness Task Force is provided in Appendix A.

Signed: _____
Patricia Hsieh, President

RESPONSE TO THE REQUEST OF THE COMMISSION IN THE ACTION LETTER

Recommendation Identified by the Commission

This Progress Report to the WASC Accrediting Commission focuses on the following recommendation:

> **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).

The Accreditation Visiting Team identified two issues (see page 16, first full paragraph of the evaluation team report). The first is about institutional effectiveness overall; the second is specific to program review:

> "Despite the parallel efforts of instruction and student services, the college has yet to develop a fully-integrated program review process that could guide campuswide planning efforts or budget decisions."

> "In practice, the Program Review Committee has not formalized its role and is not listed as an official campus committee in the Miramar College Governance Handbook or in the Fall 2004 list of shared governance committees."

Progress Made on the Recommendation

Miramar College has undergone significant changes in its administration since it completed the Institutional Self-Study in June 2004. Dr. Patricia Keir, President of Miramar College since 1999, left the college in July 2004. Mr. Ron Manzoni served as Interim President of Miramar College from July 2004 through June 2005. Dr. Patricia Hsieh became the new President of Miramar College on August 1, 2005. In January 2006, Mr. Robert Garber, Miramar's Vice President for Student Services, left the college. Ms. Rosemary Montijo served as the Interim Vice President of Student Services until July 2006, when Mr. Peter White was named Vice President for Student Services. Ms. Pam Deegan, the Vice President of Instruction, left the college in August 2006. Ms. Susan Schwartz served as Acting Vice President of Instruction until Ms. Kit Foster was selected as Interim Vice President of Instruction effective September 2006.

Initial Planning for the Institutional Effectiveness Process

Miramar College faculty and administrative leaders began to work on the development of the integrated program review process called for in the Accrediting Commission's Action Letter during Mr. Manzoni's tenure as Interim President. The Vice President for Instruction, Vice President for Student Services, and the Academic Senate President and Vice-President formed a working group and started meeting weekly in October 2004 to begin planning the institutional effectiveness process. In consultation with the Miramar College Planning & Budget Committee, they identified the current status of program review in Instruction, Student Services and

Administrative Services, the areas that would need to be developed, and a calendar for development of the institutional effectiveness process. Through consultation with other institutions, the working group was referred to the Orion Development Group for assistance in strengthening the College's strategic process management. The group selected a faculty member and a classified staff member to attend a train-the-trainer process mapping class with the Orion Group. They attended a week-long training in North Carolina with support from a mini-grant from the Chancellor's Office of the San Diego Community College District.

Process Mapping Seminar

With the support from the college's Title III Strengthening Institutions grant from the U.S. Department of Education, the College then contracted with the Orion Development Group to facilitate training for more college faculty and staff in process mapping as a way to integrate strategic management with process management. The Orion Group facilitated a planning retreat on March 4, 2005, to work on the development of an integrated program review process. Approximately 25 people attended, including senior administrators, instructional deans, the Academic Senate president, committee chairs and representatives from student services and business services.

The seminar attendees' feedback at the seminar led the working group to conclude that the process mapping system presented at the seminar was designed to help an organization develop a strategic management system of its own design, but did not accommodate the federal, state and district structures (and restrictions) under which Miramar College must operate. They concluded that, to develop an institutional effectiveness process that would fully address the College's organizational complexity and needs, Miramar College would need to form a larger, representative task force of individuals who can provide the detailed information needed about the College's various programs, their administrative structures, and reporting requirements.

Creation of the Formal Institutional Effectiveness Task Force

In response to the conclusions reached at the process mapping retreat, the Miramar College Governance Committee formed the Miramar College Institutional Effectiveness Task Force, and made it a subcommittee of the Planning and Budget Committee. The Shared Governance Committee appointed individuals representative of the entire campus to the Institutional Effectiveness Task Force; the members of the Task Force include individuals who are not also on the Planning and Budget Committee.

The Institutional Effectiveness Task Force was charged with developing an institutional effectiveness process that integrates academic program review, student services program review and administrative program review. The group noted that the WASC Accrediting Commission Action Letter and the College use terminology differently: the WASC Accrediting Commission referred to the integrated system as "program review" and the division's review processes as "program evaluation." Miramar College has chosen to use the term "institutional effectiveness" to refer to the integrated system, and "program review" to refer to the College divisions' separate review processes. The College also has chosen to use the term "challenges" instead of

"weaknesses" to better reflect that barriers to program improvement may come from external factors. These are the terms that are used throughout this document.

The Institutional Effectiveness Task Force met on January 25, 2006 to review the requirements for the Accreditation Progress Report, the overall goals and objectives of the group, and the timelines for developing a comprehensive institutional effectiveness process. The Task Force members also decided to hire Dr. Phyllis Sensenig to work with the group to help coordinate the planning activities and development of the Institutional Effectiveness plan. Dr. Sensenig has worked extensively with Miramar College and the San Diego Community College District in planning and program development. She helped the college write its funded Title III proposal, create an economic development plan, and organize and prepare its educational master plan. Dr. Sensenig has also worked with the San Diego Community College District to develop the district's distance education master plan. The Miramar College Title III project will provide the funding to cover the costs of Dr. Sensenig's work with the Institutional Effectiveness Task Force to help achieve a key Title III project objective: having faculty conduct a comprehensive review of their programs and course objectives, outcomes and competencies, and recommend priorities for program growth and course scheduling.

Institutional Effectiveness Retreat

On February 24, 2006, a group of campus representatives (including the members of the Institutional Effectiveness Task Force) met for a full-day retreat 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 group also discussed how to ensure that budget priorities reflect institutional priorities in these areas.

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:

1.1　　Establish timelines for process development and implementation

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

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

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

1.5   Review/modify/approve the written process description through the shared governance process

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

On March 24, 2006, the Institutional Effectiveness Task Force adopted this goal and objectives for the Institutional Effectiveness process. The Institutional Effectiveness Task Force has met on a monthly basis to develop the institutional effectiveness processes and procedures outlined in the next section of this report.

Update of Miramar College Strategic Plan

In January 2006, Miramar College Executive Committee began the process of updating the 2001-2005 Strategic Plan. The College Executive Committee decided that, rather than develop a separate strategic planning workgroup to coordinate the planning process, they would utilize the existing college governance structure to provide the input needed to assess the status of implementation of the 2001 plan and recommend new goals and objectives for an updated Strategic Plan.

The College Executive Committee asked Susan Schwarz, Dean of Library and Technology, to coordinate the strategic plan update process. With the assistance of Dean Schwarz, the College Executive Committee linked each strategic goal to the appropriate College Governance Committee. They then asked each individual named as a lead "orchestrator" of each existing College strategic goal and strategy to work with the identified shared governance committee's members to review their identified goals and strategies. Each group was asked to report whether their team still values the 2001-2005 Strategic Plan model, with its stated goals and strategies. They also were asked to update their reports on the implementation of the strategy, and make recommendations for changes to the strategies and goals.

Dean Schwarz then prepared a report summarizing the feedback and recommendations from the shared governance committees. That report will be submitted to the College Executive Committee for review and approval in fall 2006. The Strategic Plan update will be completed and submitted to the College Executive Committee by December 2006.

Re-Development of the Instructional Program Review and Academic Master Plan Subcommittee

In fall 2005, the Academic Affairs Committee appointed new members to its Program Review and Academic Master Plan Subcommittee, and the Subcommittee began meeting twice per month. They reviewed the instructional program review process and its relationship to the Academic Master Plan, and recommended modified procedures to the Academic Affairs Committee (and through that Committee to the College's shared governance structures). The Subcommittee based much of its planning for a faculty-driven program review process on a whitepaper on this topic produced by the Academic Senate for California Community Colleges.

(This report is available on the world wide web at www.academicsenate.cc.ca.us/Publications/ Papers/ Program_review.html).

The Instructional Program Review and Academic Master Plan Subcommittee reviewed the college's existing academic master planning process and identified the desired interaction between that process and a faculty-driven program review process. The Subcommittee noted that each year, each academic Department conducts a self-evaluation in which they review district projections of enrollment (the college is projected to grow to a student enrollment of 25,000 by 2015), the status of their curriculum and course offerings, equipment and facilities, and the demands that enrollment growth will put on their program's ability to effectively serve its students. Each Department then completes a report of their programs' status, including program staffing, equipment and facility needs. Miramar College's Vice President for Instruction utilizes these reports in an academic master planning process that identifies course development needs and priorities for the short term (three years). The academic master planning process involves all courses – existing courses, growth courses and new courses. The academic master plan is a rolling plan that is updated annually to cover the upcoming three years. The central focus of the Academic Master Plan is on setting priorities for new course development and the resources required to support new courses. The Subcommittee noted that these program reviews often are not prepared through a collaborative effort of the program faculty. Instead, they often are completed by the Chair of a department and the Dean overseeing that department.

The Instructional Program Review and Academic Master Plan Subcommittee identified the questions that a faculty-driven program review process should ask faculty members to answer. The Chairs of the Subcommittee then met with the other members of the Institutional Effectiveness Task Force to discuss their conclusions and recommendations and how they could be integrated with the program reviews conducted by Student Services and Administrative Affairs.

In June 2006 the Instructional Program Review and Academic Master Plan Subcommittee completed it report on their plan for a faculty-driven program review process and forwarded it to the Academic Affairs Committee for initial review. (The Subcommittee purpose statement and questions to be used in a faculty-driven program review process are presented in Appendix B.) The Academic Affairs Committee will forward this plan on to the Academic Senate and other shared governance groups for review and discussion before the plan is submitted to the College Executive Committee in September 2006.

Development of Student Services Program Review Process

In spring 2005, the Student Services Committee established processes and procedures for a program review process for the Student Services division that could be integrated with Instruction and Administrative Services. The Vice President of Student Services (Robert Garber) recommended that each department in the Student Services Division be invited to present its program to the Student Services Committee. Since each department already regularly conducts a program review, these presentations were designed to provide a brief overview of the program and identification of areas of perceived need, with emphasis on description, analysis and planning. The purpose of these presentations is to allow the Student Services Committee

(and its review committee) to review the division's current program review process, to support and guide division departments in their program planning, and to respond appropriately to institutional planning issues.

Selected departments within the Student Services division are asked to prepare a 10-15 minute presentation to the Student Services Committee. One or two programs are invited to present their program reviews each month. The presentation consists of four parts: (1) a short history of the program; (2) program goals, and where department staff see the program going; (3) an evaluation of program progress toward those program goals, including strengths that allow the program to reach its goal and challenges that make it difficult to reach program goals; and (4) the changes that would be needed to address the challenges identified to reach the program goals.

Student Services departments that have made these program review presentations in Spring 2006 include The PLACe, Health Services, Admissions, Counseling, TRIO and Disabled Students Programs and Services.

Development of Administrative Services Program Review Process

The Administrative Services division staff members noted that the College has authority and responsibility over five administrative program areas:

- Accounting
- Business Office/Human Resources
- Reprographics
- Stock Room
- Hourglass Park (a shared-use facility with the City of San Diego)

In addition, several administrative programs are operated through the San Diego Community College District offices. These district-operated programs include the Bookstore, Cafeteria, College Police, and Operations (which includes facilities, custodial, maintenance and landscaping).

The Administrative Services division staff members reviewed the common program review questions identified by the Institutional Effectiveness Task Force (described the next section of this report), and concluded that the Administrative Services program review process would follow this format, but would delete consideration of two of the identified functional areas (curriculum and faculty) from the program review reports because they do not apply to the division's purpose.

Miramar College Administrative Services division staff decided that they would conduct the full program review for each of the five administrative programs under the College's direct authority. District managers and staff members responsible for district-operated administrative programs would be asked to work with Miramar College staff to conduct a review of their programs' operations at the college site. The Administrative Services program reviews will be conducted every three years, with annual updates in the interim years. Division staff will start working on their initial program reviews in summer 2006.

Results Achieved to Date

Note: Some of the items in this section were re-examined at the Institutional Effectiveness Retreat on September 1, 2006, and will be updated in the Mid-term Report due October, 2007.

The Institutional Effectiveness Task Force, in collaboration with the Instructional Program Review and Academic Master Plan Subcommittee, Student Services Committee and Vice President of Administrative Services, developed an Institutional Effectiveness plan that will integrate the program review processes and outcomes in Instruction, Student Services and Administrative Services. This plan 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 Institutional Effectiveness Plan.

The Institutional Effectiveness Plan: The Institutional Effectiveness Plan coordinates 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. Each division should have a formal committee 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.

Each division's program review process will answer a set of common questions in the form of a short report or a presentation to the 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. Funding

Each oversight committee (Academic Affairs, Administrative Services, and Student Services) will then prepare a summary of the strengths and challenges of the programs in the division. Each committee also will create an overview table that summarizes the changes/needs identified through the program reviews for the division. This overview table will follow the structure of the table below (this sample is for Instruction; the list of programs would be different for each oversight committee, and some functional areas might not apply to all programs):

	Curric.	Faculty	Staff	Admin	Facilities	Equip	Supplies	Marketing	Funding	Priority
English										
Math										
Biology										
Etc.										

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

Each oversight committee (for Academic Affairs, Administrative Services, and Student Services) will then identify the top priorities for program improvement in their division, and forward their summary of division strengths and challenges, program review summary table and their recommendations to the Institutional Effectiveness Task Force. The Institutional Effectiveness Task Force would then collate the three division reports into a single table of program reviews and create 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 will provide information in two ways: it will summarize the program review conclusions for each academic program, student services program and administrative service (the horizontal rows). It also will summarize the program review results according to the nine functional areas listed in the column headings (the vertical columns).

A retreat of campus representatives will be conducted to identify the shared governance organization (or, in some cases, administrator) that provides campus-wide oversight and guidance to each of these nine functional areas. The Institutional Effectiveness Task Force will

forward the combined program review summary table to the identified shared governance organization that provides oversight for each of the functional areas listed in the program review tables. Each of these groups will review the column of the table that corresponds to their area of oversight and make recommendations for campus-wide budget and resource allocations. Their recommendations will then be posted on the College website for approximately ten days to provide the campus community the opportunity to review them and post their comments and concerns in a public, Internet-based forum. Each shared governance group will review the campus forum comments on their recommendations before they finalize them and forward them to the Institutional Effectiveness Task Force.

The Miramar College Institutional Effectiveness Task Force will then conduct a meeting of all of the Committee chairs and other campus representatives (to ensure that all constituents are represented) to review the committee recommendations and recommend the overall institutional priorities for program development and resource allocation. The Institutional Effectiveness Task Force will 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. The Task Force will present their findings to the Planning and Budget Committee.

The Planning and Budget committee will conduct the final review of the conclusions of the institutional effectiveness process and recommend all limited discretionary fund allocations. The Planning and Budget Committee's recommendations also will be posted on the College website for approximately ten days to provide the campus community an opportunity to review and comment on them in an Internet-based public forum.

The Planning and Budget Committee will then finalize their recommendations and forward them to the College Executive Committee (CEC). The CEC membership includes the College President, the College's Vice Presidents (who are the division budget managers) as well as the President and Vice President of the Academic Senate and the Presidents of the Classified Senate and Associated Student Council. The CEC will then recommend specific budgetary allocations and changes to the Miramar College President.

A feedback loop will be built into the process so that the outcomes of the institutional effectiveness process are provided as input for the next program review cycle.

The proposed timeline for implementation of the Institutional Effectiveness Process is presented in the table below:

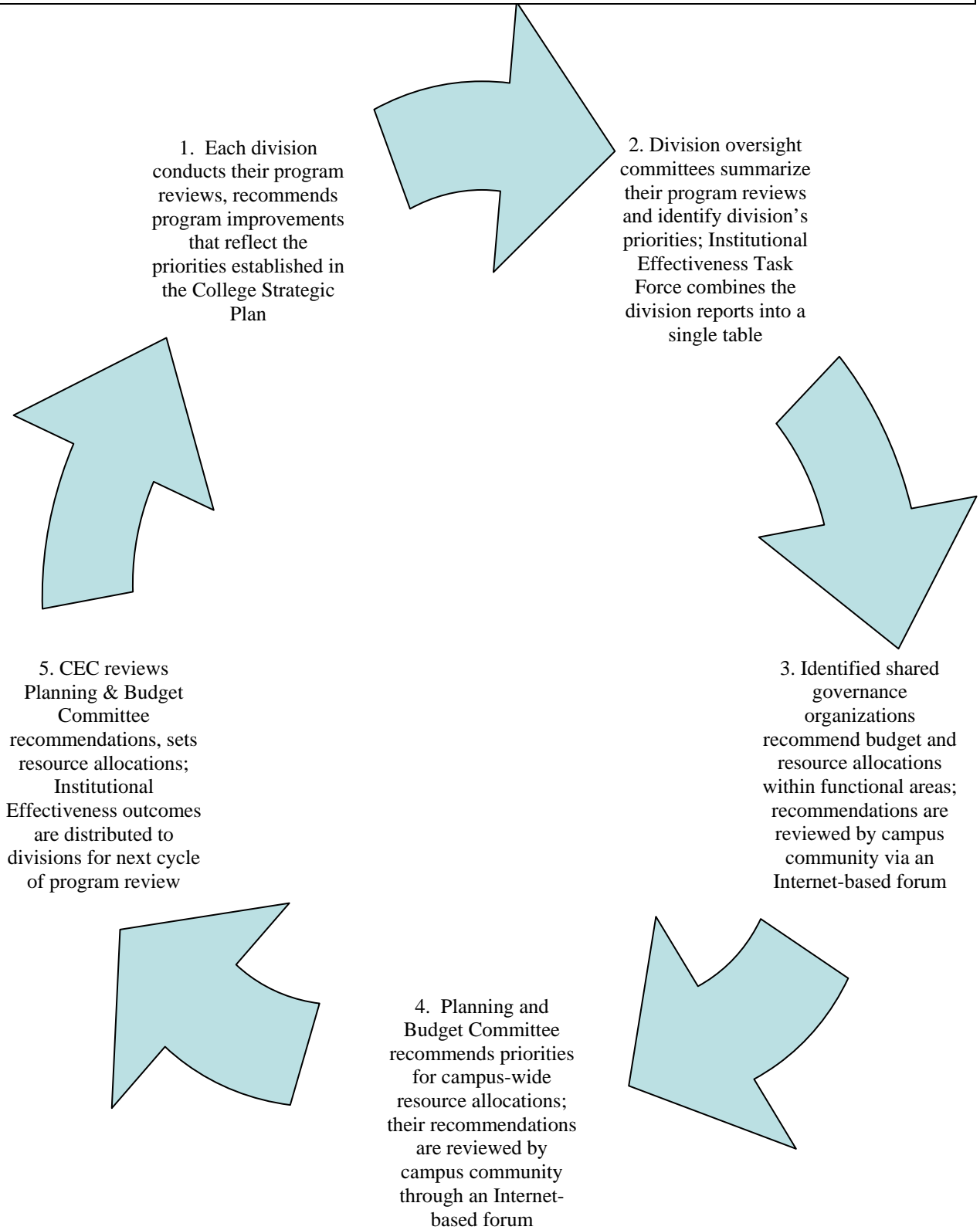| Activity	Timeline
Campus representatives retreat to set decision-making criteria and specific calendar for program reviews	September 1, 2006
2006 Program reviews are conducted in Instruction, Student Services and Administrative Services	September 2006 – December 2006
Shared governance committees review program review summaries and make recommendations reviewed by campus	February 2007

Committee chairs/campus representatives meet to recommend overall institutional priorities; forward to Budget Committee	Retreat by end of February 2007
Budget Committee forwards recommendations to CEC	April 2007

The Miramar College Institutional Effectiveness process is illustrated in the graphic on the following page.

Miramar College Institutional Effectiveness Process Flow Chart

1. Each division conducts their program reviews, recommends program improvements that reflect the priorities established in the College Strategic Plan

2. Division oversight committees summarize their program reviews and identify division's priorities; Institutional Effectiveness Task Force combines the division reports into a single table

5. CEC reviews Planning & Budget Committee recommendations, sets resource allocations; Institutional Effectiveness outcomes are distributed to divisions for next cycle of program review

3. Identified shared governance organizations recommend budget and resource allocations within functional areas; recommendations are reviewed by campus community via an Internet-based forum

4. Planning and Budget Committee recommends priorities for campus-wide resource allocations; their recommendations are reviewed by campus community through an Internet-based forum

Additional Plans the Institution has Developed

Note: Some of the items in this section were re-examined at the Institutional Effectiveness Retreat on September 1, 2006, and will be updated in the Mid-term Report due October, 2007.

Changes to College Governance Structures and Handbook

The Institutional Effectiveness Task Force identified a number of steps that must be completed to formalize the role of the Institutional Effectiveness Task Force and the three Program Review Committees and include them in the College Governance Handbook list and chart:

1. Formalize the role and function of the Institutional Effectiveness Task Force. The College Governance Committee created the Institutional Effectiveness Task Force as a subcommittee of the Planning and Budget Committee. The Task Force was charged with planning and developing a comprehensive process that will integrate the instructional, student services and administrative services program review processes into a campus-wide analysis of institutional strengths and challenges. The process developed requires the action of a central Institutional Effectiveness body to coordinate the program review processes and prepare a report that combines the outcomes of the three processes into a format that can be utilized by the college's shared governance structures to analyze institutional strengths and challenges and recommend resource allocations accordingly. This group also could provide guidance and direction to the ongoing planning for accreditation reports and self-study. A permanent committee needs to be created and added to the College Governance Handbook and Organizational Chart, working through the College governance process.

2. Add the Instructional Program Review Committee to the College Governance Organizational Chart. The Instructional Program Review Committee (a sub-committee of Academic Affairs) is listed within the document text as a separate committee, but is not included in the chart.

3. Formalize the role and function of a Student Services Program Review Committee. The Student Services Committee provides shared governance oversight of the student services divisions of the college. The Student Services Committee conducts the Student Services program review process. The Student Services Committee should explore development of a Student Services Program Review Sub-Committee, to provide leadership to the division's program review process. Whether under the Student Services Committee or a newly developed sub-committee, the leadership of the Student Services program review process would need to be added to the text of the College Governance Handbook; if a Sub-Committee is created, it also would need to be included in the College Governance chart.

4. Develop an Administrative Services Committee as part of the College Governance Structure. There is currently no Administrative Services Committee that provides shared governance oversight of the administrative operations of the college. This

committee would need to be created through the College Governance Committee. Narrative describing its role should be created, and it must be added to the chart.

5. <u>Develop an Administrative Services Program Review subcommittee</u>. An Administrative Services Program Review subcommittee should be formed as a part of the Administrative Services Committee. The role and responsibilities of this subcommittee need to be identified, and it needs to be added to the governance organizational chart.

The College Governance Handbook states that any change to the College Governance model must be agreed upon by all four constituent groups (the Academic Senate, the Classified Senate, the Associated Student Council, and the College President). To start this approval process, recommendations for changes are sent in writing to the College Governance Committee, which reviews the recommended changes and decides whether to recommend making them. If the College Governance Committee decides to recommend the changes, it will forward the recommended change in writing to all four constituent groups for approval. These groups then send their approvals, comments and revisions back to the College Governance Committee in writing within three weeks. If there is disagreement or changes made by one group, the College Governance Committee will continue to work with the four groups until there is complete agreement. If such agreement cannot be reached, the College Governance Committee will then forward the initial recommendation to the College Executive Council indicating that consensus was not able to be reached, and the College Executive Council will take action on the recommendation.

Additional Planning Activities

The Institutional Effectiveness Task Force identified several planning steps that need to be completed before the Institutional Effectiveness Plan can be implemented:

- <u>Retreat to set decision-making criteria and calendars</u>. The Institutional Effectiveness Task Force proposed that Miramar College conduct a campus representative retreat at the beginning of the 2006-2007 academic year to identify which shared governance organizations will review priorities for each functional area and how the institutional priorities for program development and resource allocation will be established. This retreat has been scheduled for September 1, 2006. The retreat participants will devote considerable time to working through and discussing the criteria each group would use to set priorities and recommend resource allocations. Retreat participants will develop a calendar of information gathering and dissemination, to ensure that the Institutional Effectiveness process conducts program reviews on the schedule required (which is different for transfer programs, vocational programs, student services, etc.). They also will discuss how decisions are made at the division level and at the institutional level, and how to communicate them to the campus community. The Institutional Effectiveness Task Force envisions conducting a campus retreat every three years to update the processes and the criteria established for setting institution-wide priorities for institutional and program development.

- Complete the approval of the recommendations developed by the Instructional Program Review and Academic Master Plan Subcommittee, and implement their recommendations. This process will include review of their plan by the Academic Senate and other shared governance committees. Once it has been reviewed and approved by the Academic Senate, the instructional program review process will be forwarded to the College Executive Committee for final approval. Any modifications to the instructional program review plan will be incorporated into the Institutional Effectiveness Plan.

- Integrate the Student Services program review processes with the Institutional Effectiveness Plan. The Student Services division will review their program review process and ensure that the common planning elements are included in their reports.

- Develop program review processes and procedures within the Administrative Services Division. The Administrative Services division staff will identify the specific programs to be reviewed and ensure that the common planning elements are included in their reports. These Administrative Services program reviews will be integrated into the Institutional Effectiveness process as outlined above.

- Develop research reports to inform the program review processes. The Institutional Effectiveness Task Force consultant will work with the District Research Office to identify the data that is available for use in the Instructional, Student Services and Administrative Services program reviews, develop a format for reporting of this information, and develop a calendar for reporting of this information in time for it to be used in the program review processes.

- Investigate development of a program review component of the Decision Support System. Miramar College and the San Diego Community College District have been working with Information Technology Partners, Inc. to develop an enrollment management Decision Support System. Information Technology Partners, Inc. has developed the Instructional Systems Program (ISP), an online management system tool that allows colleges to automate the process of administering FTES, FTEF, WFCH, and faculty workload distribution and contact hours. Miramar College has begun to work with Information Technology Partners, Inc. to create an institutional effectiveness component of the online management system tool to house and manage Miramar College's program review information from Instruction, Student Services and Administrative Services. This system could address the College's Institutional Effectiveness Objective 1.6, "Develop a technology-supported planning system that would allow users to call up program review reports, data, recommendations, etc."

Appendix A:

Institutional Effectiveness Task Force Members
Fall 2006

Libby Andersen: Interim Dean, Arts & Humanities

Julianna Barnes: Dean, Student Affairs and Matriculation

Richard Bettendorf: Dean, Technical Careers and Workforce Initiatives; Title III

Daphne Figueroa: Chemistry Faculty, Instructional Program Review Sub-Committee

Kit Foster: Interim Vice President, Instruction

Bob Fritsch: Academic Senate President, Art Faculty, Accreditation Liaison Officer

Virginia Guleff: English/ESOL Faculty, Accreditation Liaison Officer

Bill Grimes: Director, Research and Planning, San Diego Community College District

Patricia Hsieh: President

Bryan Hughs: President, Associated Students

Linda Lee: English Faculty, SLOAC (Student Learning Outcomes Assessment Cycle) Coordinator

Peggy Manges: Vice President, Administrative Services

David Navarro: Interim Dean, Business, Math and Science; Instructional Program Review Sub-Committee

Wheeler North: Academic Senate Vice President, Aviation Faculty

Maryza Seal: Title III Manager

Susan Schwarz: Dean, Library and Technology

Sam Shooshtary: Classified Senate

Peter White: Vice President, Student Services

Appendix B

Program Review Purpose Statement and Self-Study Validation Questions

Program Review Statement

The purpose of the faculty driven program review is to stimulate self study and self renewal.

The process will promote and serve as a mechanism for:

- Recognizing good performance and academic excellence
- Enhancing professionalism
- Updating and improving programs and services
- Analyzing growth opportunities

The process will support decision-making for:

- Academic and Institutional Master Planning
- Resource allocation and utilization
- Accreditation reporting
- Student access and equity

The process will entail a self-study that incorporates:

- Qualitative and quantitative program data
- Results of inquiries and studies about student learning outcomes

Self-Study Validation Questions

Self-study allows for the people with the greatest level of expertise in a particular program, the faculty, to examine and scrutinize the program for effectiveness in serving students and educational excellence. The program review process should include the specific constitution and function of the self-study process, including but not limited to:

A. Will it be a committee? If so, what if the program only has one or two faculty? What will be the duties of the team members?

B. Will it involve full-time faculty, part-time faculty? What if a program has no full-time faculty?

C. The senate should identify its process for naming the faculty members. Will it be by appointment, or ratification of the department's decision?

D. How will other units of the college be included? How is the decision to be made?

E. What is the local administrator's role? Is it as part of the study team or the validation team?

F. Who is responsible for writing the report? What should be included?

G. Once the data is interpreted and the report is drafted, how will the strategies for specific actions be developed and incorporated in the report? What should be the implementation time lines?

H. What is the time for commencement and completion of the process?

I. How will the data be gathered? What will be the methodology?

J. What are the components of the validation process, review of documents, program visits, and review of data/survey results?

K. What happens after the validation stage? What is the flow of the paper? What happens with the results?

L. Are there any further meetings, discussions, conferences, before the final report is issued? Who will present it to the governing board and the academic senate? How will the report be used?

M. How is the necessary support given to the program, once the review is complete, the results are finalized, and the recommendations are made?

N. What is the comprehensive time line for each program, service, or unit to be reviewed?

O. What decisions will this information be used to support?