



Planning and Institutional Effectiveness Committee

Co-chairs: Daniel Miramontez and Daphne Figueroa

March 14, 2014

DRAFT MINUTES

Present: G. Ramsey, B. Bell, D. Miramontez, D. Kapitzke, D. Gutowski, S. Trevisan, G. Choe, D. Figueroa, M. Lopez, D. Sheean, E. Ledbetter

Absent: J. Allen, M. Guevarra, B. Haidar, L. Hahn

Guest: P. Hsieh, D. Buser (Proxy for S. Okumoto), T. Najimy

Call to Order: The meeting was called to order at 10:36 a.m. by D. Miramontez

1. Approval of Agenda. It was moved by B. Bell, seconded by M. Lopez and carried to approve the revised agenda of March 14, 2014, with these revisions:
 - Move Item 10 Research Subcommittee (RSC) Environmental Scan up above Old Business
2. Review of draft minutes of February 21, 2014. It was moved by B. Bell, seconded by D. Kapitzke and carried to approve the minutes of February 21, 2014.

***Strategic Goals**

Old Business:

10. Research Subcommittee (RSC) Environmental Scan

1.1, 2.1 & 4.1

D. Miramontez reported that:

- Research Subcommittee has been working diligently on the Environmental Scan;
- Environmental Scan covers 4 different sections:
 - Section I. Demographic Information
 - Total Population Through 2013
 - Community Level Population Census 2000 and 2010
 - Total Population: Changes to the Year 2050
 - Community Level Population: Changes to the Year 2050
 - Ethnic Composition of the Total Population Census 2010
 - Changes in the ethnic composition of the total population through 2050
 - Section II. Educational Information
 - School Age Population: Changes Through 2012-13
 - Academic and Demographic Indicators
 - Transfer Influence
 - Section III. Economic Trends
 - The Employment Base
 - Section IV. Political and Social Trends Impacting Miramar College
 - Importance of Monitoring Political and Social Trends

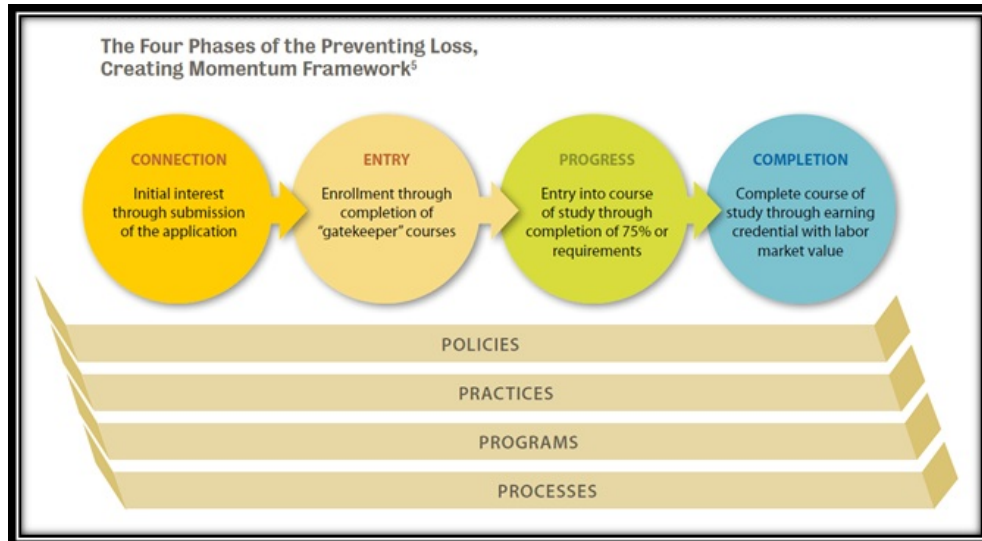
- Accountability
- Accreditation
- Budget
- Enrollment Management
 - Student Success Act (SB 1456)
 - Associate Degree for Transfer (SB 1440)
- Enrollment Growth and Facilities Planning
- Future Trends
 - Granting 4-year degrees in community colleges (SB 850)
 - Massive Open Online Courses (MOOCs)
- Importance of These Political and Social Trends
- Economic Trends (Table 15 & 16) - P. Hsieh pointed out that these tables are very valuable data for faculty to look at for their programs. This can be incorporated as part of program review, requesting faculty positions, and enrollment management. L. Ornelas questioned whether these data are the most current. She had seen more current resource data and expressed her concerns about decisions being made based on the ES data. P. Hsieh and S. Trevisan agreed with L. Ornelas and recommended a possible supplemental report to add a footnote.
- After a long discussion, it was moved by B. Bell, seconded by M. Lopez and carried to approve the Environmental Scan report, with these minor revisions:
 - Add cover page for report (PIO will provide cover page)
 - Title report "Environmental Scan on Communities Served by San Diego Miramar College" Fall 2014-Spring 2017
 - Add table of contents
 - Add footnote for Tables 15 & 16. L. Ornelas will provide resource information.
- P. Hsieh recommended D. Miramontez to share the ES report to all the constituency leaders and ask for any feedback by 4/8/14. The ES report is scheduled to go to CEC on 4/15/14 for final approval.

3. College-Wide Retreat - Update

2.1

D. Miramontez thanked the committee for their efforts in helping to make the college-wide retreat a success and reported:

- The new framework was well received by the audience.



- Framework is very comprehensive in a way that would help explained what's going on at our college at various levels. Now that the campus has this framework and people have a working understanding of how it works and what it is, he recommended continuing to use this framework as the college move forward. This framework relates to planning and gives people a concrete understanding of how planning could work and where department fits into the progression of the student journey.
- L. Ornelas expressed that it's a great framework, it shows the integration and collaboration between student services and instructional, and gives the campus a direction to work together.
- D. Figueroa expressed it was valuable to hear the student's perspectives, faculty commented on things, and how everyone came up with common ideas. It is important to highlight framework at convocation to keep up with our momentum going.
- P. Hsieh pointed out if this framework fits into the current draft Student Equity Plan and asked Gerald to send out the workgroup names to S. Trevisan so there's representatives from instructional, student services, classified, managers, and faculty so it would be a very well representative group. She recommended these individual groups to take a look at this information the campus collected from this retreat and see how the information can be incorporated into the existing current draft Student Equity Plan in order to make it a more comprehensive plan.
- After a long discussion, committee recommended the following:
 - Student Equity Plan workgroup should use retreat gap analysis results to incorporate it to the Student Equity Plan.
 - Respective VPs to incorporate PM retreat analysis results to their divisional plan and annual program reviews.

- o Office of PRIE, Library & Technology will identify themes and bring it forward to PIEC Steering on 3/21/14.

4. ACCJC Annual Report.

1.1 & 1.2

D. Miramontez reported, presented and discussed the ACCJC Annual Report and pointed out highlighted areas in yellow below. The first draft will go to CEC to be disseminated to all constituency group representatives on 3/18/14.

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|-----|--|------|
| 10. | Number of programs offered via distance education: | 5 27 |
|-----|--|------|

Need to check with VPI office to confirm number of programs offered via distance education.

- | | | | |
|-----|---|---|---------------------------------|
| | Please list any other institution set standards at your college: | | |
| | Criteria Measured (i.e., persistence, starting salary, etc.) | Definition | Institution set standard |
| 22. | Persistence Rate (53% -Fall 2012-Fall 2013) | Annual persistence rate is the percentage of official census enrolled first-time to college students in a fall term who received a grade notation then enrolled in at least one course in the subsequent spring and fall terms and received a grade notation. | 48% |

- | | |
|-----|---|
| | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words). |
| 35. | Over the past several years, we have continued to develop our ILO assessment methods to better reflect all aspects of the college student learning experience, most notably non-instructional areas. In the past, we had difficulties integrating non-instructional functions and outcomes into our ILO structure. In the 2012-2013 year, we used a college-wide retreat and convocations for cross-division discussion and input on our ILOs. This allowed us to identify gaps with respect to non-instructional areas and resulted in modification of our ILOs to more closely align with the AACU's Essential Learning Outcomes. We also developed and piloted an ILO survey that addresses the range of outcomes expected of our degree students and will distribute it college-wide in the coming year. Course and program SLOs are currently mapped |

www.accjc.org/annualreport/review.php

ACCJC Annual Report

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to ILOs, and we are working on additional mapping using more comprehensive software (Taskstream), currently in the implementation phase. This will allow us to look at all college activities that support our ILOs, highlighting areas that might need improvement. In addition, we are planning on expanding our informative capabilities, especially for the public, with online reporting using the new software platform.
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36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Currently, course and program SLOs have been mapped to ILOs, with courses forming the basis for student learning. In our work on alignment and mapping of program SLOs, we found the need to revise instructional program SLOs to more accurately measure student success at the level of the degree and certificate. We are in the process of making these changes, and will then be able to align the revised program SLOs with appropriate course and institutional outcomes. As we include both program and course level SLO data in program reviews, faculty can directly identify strategies and actions that can increase student success. It has allowed us to identify bottlenecks, key informational deficits and multi-course outcomes for individual programs, and adjust scheduling and instruction across disciplines to improve in these areas. We have also used surveys, at the course, program and institutional level, to get student feedback which is valuable in modifying delivery of instruction to meet student need.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Our focus in communicating outcome assessment has been primarily at the internal level, as we move towards continuous quality improvement. Outcome assessment discussions have become standard at convocations, retreats, and meetings. We have also organized a group to function as SLO Liaisons for instructional and non-instructional programs. These Liaisons are a point of contact between the SLO Facilitator and faculty/staff and have improved overall awareness/alignment of outcome assessment practices between the instructional and non-instructional areas. Students are made aware of course SLOs on syllabi, and program and institutional SLOs are published in our catalog. This allows students to focus in on key themes in courses and identify critical outcomes for success. In addition, with ILO surveys, students are individually asked to assess how their experience at Miramar aligns with the outcomes at the institutional level. Currently, we have posted results of program outcome assessment on our college website. With the adoption of the Taskstream software, we anticipate the ability to easily produce additional reports appropriate for varied audiences.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>We have relied on department meetings to dialog on instructional SLO assessment at the course and program levels, as this is a faculty driven process. The results of these course level analyses are reported by all faculty using a homegrown database. Summaries of faculty discussions regarding outcomes assessment are entered by lead faculty and are available to department chairs. Summary reports of course level assessment are provided to Academic Affairs and passed to the college at large through the governance system. Both course and program level changes that result from these discussions are reported in program reviews, and any resource requests must be linked to outcomes and strategic plan goals. For non-instructional areas, specifically student support services, administrative services and instructional support services, outcomes and assessment are reviewed by the faculty/staff and committees in their area, and results are included in their division program reviews. With</p>
<p>www.accjc.org/annualreport/review.php</p>	
<p>ACCJC Annual Report P</p>	
	<p>the implementation of the Taskstream software, we will be able to map all division level outcomes to our revised ILOs and use collective data to measure success and guide planning in ways that that will increase institutional effectiveness.</p>

39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>One significant achievement with regards to SLO practices affecting institutional effectiveness has come from the college-wide efforts to assess the impact of all facets of the college on student learning. Our Spring 2013 retreat resulted in significant changes to the way we approach outcomes assessment at the institutional level, and resulted in a modification of our ILOs. Starting in Spring 2014, we adopted the AAC&U's LEAP Essential Learning Outcomes, with the inclusion of verbiage that highlights the role that non-instructional areas play in student learning. This has greatly increased the communication between instructional and non-instructional areas with regards to factors affecting student learning and success. Another significant success story is the impact of outcomes assessment at the program level, as seen in our Basic Skills programs in English and Math. Both areas have used the analysis of outcomes, as well as student achievement data, to create projects that have increased student success in these Basic Skills areas. Specifically, English created the "English 049 Coordination Project," which resulted in increased success and completion rates for students who were engaged in the identified interventions.</p>
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5. Update College Annual Planning Calendar

1-4

Committee made suggested revisions to the Annual Planning Calendar, shown in red font below. D. Miramontez recommended approving changes at 3/28/14 meeting and sends it forward to CEC on 4/15/14.

San Diego Miramar College				
<i>Annual Planning Calendar – 2014-2015 (Draft) as of PIEC on 3/14/14</i>				
Target Dates	Action	Responsible Party		
July-August	Provide Program Review Data	CBR		
August 15 th	Send out faculty accreditation co-chair announcement	ALO		
September	Reaffirm planning cycle with all constituency groups	PIEC Co-Chairs		
August -September	Program Review reports generated by authors	Department Chairs/Supervisors		
September 12th	Accreditation faculty co-chair application announcement closes	ALO		
September 26th	Appointment of accreditation faculty co-chair	College President		
2014	October 3rd	Upload Program Review reports to "G" drive	Department Chairs/Supervisors	
		Discuss Program Review reports with appropriate administrator	Department Chairs/Supervisors	
		Appointments of writing team members & tri-chairs	ALO/ Constituency Leaders	
	October 17th	Annual update – School/Administrative Units/Student Services Programs goals and objectives	School Deans	
		Submit RFFs to BRDS	Deans/VPs	
		Distribute discretionary budget worksheets	Business Office	
		Accreditation Steering Group organizational meeting	ALO	
	October 31st	Annual update - Division goals and objectives	VPA, VPI, VPSS	
		Annual update - Develop Division priorities	VPA, VPI, VPSS	
	November 14th	Submit information copy of prioritized classified employee hiring list to Classified Senate President	VPA	
	2015	December 5th	Submit summary of Program Review reports / annual Division plan updates at the College Executive Committee (CEC)	VPA, VPI, VPSS
			Submit prioritized classified employee hiring list to College President	VPA, VPI, VPSS
		Submit prioritized faculty hiring list to the College President	Faculty Hiring Committee / Academic Senate President	
December 9th		CEC approves BRDS RFF prioritized list	CEC	
		Submit prioritized classified employee and faculty hiring lists to CEC, as information	College President	
December 10th		Submit requisitions for CEC-approved RFFs to Business Office	RFF Originators	
		Submit updated discretionary budget worksheets to appropriate VP with supporting goals and objectives	Deans / Managers	
December 12th		Post annual updates of the Division three year plans to the Planning Website	VPA, VPI, VPSS	
February xx		Start to review annual planning calendar	PIEC	
February 2nd		Writing teams start to write respective areas of self-study report	Accreditation Steering Group	
February 12th	Approve discretionary budget worksheets and submit to Business Services	VPA, VPI, VPSS		
	Submit updated status report on College outcome data to CEC	SLOAC Facilitator		
March (TBD)	Annual College-wide Retreat	PIEC		
March xx	Finalize annual planning calendar to CEC	PIEC		
April 10 th	Submit Department Chair worksheets & FTEF allocation to Business Services	VPI		
April 15th	Tentative discretionary funds allocation due to District	Business Services		
	Department Chair worksheets due to District			
May 5th	Review tentative budget	College President/ President's Cabinet		
May 22nd	Review re-assigned time worksheet	College President/ President's Cabinet		
Opening Day Fall Semester	Review Strategic Plan and College priorities for the year at college convocation	PIEC Co-Chairs		
August 14th	Submit updated status report on College outcome data to CEC	SLOAC Facilitator		
September 17th	Distribute program review forms and instructions	VPIs/Program Review Co-Chairs		

6. **Completion of Revising Operational Plans/Review of Educational Master Plan** 2.1-2.4

D. Miramontez presented and discussed the “Review of Educational Master Plan” timeline. Additional revisions were made in red and will be approved at 3/28/14 PIEC meeting.

Review of Educational Master Plan for Discussion at PIEC March 2014 (Draft)

Divisional Plan	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of 3/14/14
Instructional Services	Last annual updated 2012/13-Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPI	In progress-review format of plan
Student Services	Last annual updated 2012/13- Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPSS	In progress- review format of plan
Administrative Services	Last annual updated 2012/13- Include College-wide retreat information into plan	Update of the 3-year plan (Fall 2014-Spring 2017)	VPA	In progress- review format of plan

Operational Plans	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of 3/14/14
Human Resources	Updated 7/12/12	July 2015	VPA	N/A
Technology	2010-13	Now	Dean, PRIE, Lib & Tech	In progress
Marketing & Outreach Plan	2006-12	Now	PIO	Ready to go to constituency groups for review & approval
Matriculation Plan	Committee recommended suspension of update / revision on 5/2/12; on 10/15/12 decided to extend suspension and to revisit in late spring 2013 pending State guidance	Now (in progress)	VPSS	Updated 1/13/14; out for circulation approval on 1/21/14. (Ask VPSS for update)
Student Equity Plan	Gap analysis from college-wide retreat to be included in report	Now	VPSS/Dean of Student Affairs	In Progress. Due to CEC April 8th
Basic Skills Plan	Updated 2012-13	Spring 2014	Dean Lib Arts	In Progress
Career & Technical Education Plan	College draft to be completed April 2014. Final plan will be ready for posting Fall 2014 (based on State timeline)	Now	Dean, BTCWI	In Progress
Student Learning Outcome (SLO) Plan	Last updated March 2013	Now	SLO Facilitator	Plan seems to reflect all 3 divisional outcome assessments
Student Services SLO Plan	Updated annually PIEC co-chairs to review	Now	VPSS/ Student Services/PR/SLOAC Sub-comm	2-PIEC co-chairs to review
Cultural and Ethnic Diversity Plan	Reviewed annually	Now	Diversity Committee	Currently being updated by comm
Facilities Plan	Identified goals for this year	Now	VPA/Facilities Comm	In Progress (to be completed Spring 2014)

D. Miramontez and D. Figueroa will contact the operational leads to find out the date for each operational plan to be incorporated in the visual diagram of the integrated planning timeline and bring back to next PIEC meeting on 3/28/14.

Educational Master Plan

D. Miramontez reported Education Master Plan needs to be updated. The following responsible parties below are tasked in updating each topic. See chart below. PIEC Steering will create timeline for these updates and bring back to next PIEC meeting on 3/28/14.

Topic	Page #	Responsible Party
Introduction	5	Public Information Officer
Part I - Institutional Overview	5	Public Information Officer
San Diego Community College District	6	Public Information Officer
History of San Diego Miramar College	7	Public Information Officer
Mission, Values and Vision	8	Public Information Officer
2010-2013 Strategic Goals	9	Planning Institutional Effectiveness Committee Co-Chairs
College Organization and Governance	12	College Governance Committee
Overview of the Integrated Planning Process	13	Dean of PRIE, Library & Technology
Community Characteristics	16	Public Information Officer
Enrollment Projections	17	VPI & Deans
Part II - Local Planning	20	
A Review of Achievement Indicators	20	Dean of PRIE, Library & Technology
Alignment of Annual and Strategic Planning Processes	22	Dean of PRIE, Library & Technology
Annual Program Review Process	24	VPI, VPSS, VPA
Part III – 2011 to 2014 Planning Themes	26	
Trends in Higher Education	26	Dean of PRIE, Library & Technology
Instructional Division Planning Themes	28	VPI
Student Services Planning Themes	29	VPSS
Administrative Services Planning Themes	30	VPA
Appendices	31	
Appendix A. Environmental Scan Update 2010-2011	31	Dean of PRIE, Library & Technology & Research Subcommittee
Appendix B. Enrollment Projections 2003-2025	39	VPI & Deans
Appendix C. Performance Indicators 2006-2011	43	Dean of PRIE, Library & Technology & Research Subcommittee

7. Strategic Plan Assessment

1.4

D. Miramontez reported Strategic Plan need to be updated. The following responsible parties below are tasked in updating each topic. See chart below. PIEC Steering will create timeline for these updates and bring back to next PIEC meeting on 3/28/14.

Topic	Page #	Responsible Party
Introduction	3	College President
Environmental Scan Summary	4	Research Subcommittee & Dean of PRIE, Library & Technology
Strategic Planning Process	7	Dean of PRIE, Library & Technology
Planning Framework	8	Public Information Officer
Strategic Plan 2010-2013 Midterm update	9	Dean of PRIE, Library & Technology
Goals and Strategies	10-11	Dean of PRIE, Library & Technology
Strategic Goals Assessment Measures	12	Dean of PRIE, Library & Technology
Achievement Measures	12	Dean of PRIE, Library & Technology
Strategic Plan Objectives and Specific Action Items	13	Dean of PRIE, Library & Technology
Objectives	14-15	Dean of PRIE, Library & Technology
Plan Implementation	16	[Keep as is]
Conclusions	17	College President

New Business:

8. Membership Roster

1.2 & 2.3

D. Gutowski will bring up to J. Allen about classified senate membership.

Reports/Other:

9. Budget and Resource Development Subcommittee (BRDS)

1.2 & 2.3

D. Buser reported he will be the incoming chair for BRDS starting fall 2014 and presented the 5 year plan for IELM funding. According to D. Buser, B. Bell provided 3 scenarios, committee has adopted scenario#1 conservative approached and mentioned that any money not spent will go back to the reserves. It was moved by D. Gutowski, seconded by M. Lopez and carried to adopt the conservative approach as well. D. Buser also mentioned there is a change to the structure. BRDS would like to make the following changes to the membership on the College Governance Handbook. The committee would like to expand the potential of a faculty and VPA co-chairs. Recommendation will be forwarded to CGC in April's meeting.

Proposed Allocation Scenario #1						
Conservative - Consistant Funding For All						
		2013-14	2014-15	2015-16	2016-17	2017-18
Reserve		96,257	91,447	88,723	87,362	86,681
IELM		86,636	86,000	86,000	86,000	86,000
Total		182,893	177,447	174,723	173,362	172,681
Reserve	50.00%	91,447	88,723	87,362	86,681	86,340
Computer Refresh	40.00%	73,157	70,979	69,889	69,345	69,072
Library Books	10.00%	18,289	17,745	17,472	17,336	17,268
Total	100.00%	182,893	177,447	174,723	173,362	172,681
Proposed Allocation Scenario #2						
Aggressive - Large Up-front Allocaiton that leaves minimal reserves						
		2013-14	2014-15	2015-16	2016-17	2017-18
Reserve		96,257	18,289	10,429	9,643	9,564
IELM		86,636	86,000	86,000	86,000	86,000
Total		182,893	104,289	96,429	95,643	95,564
Reserve	10.00%	18,289	10,429	9,643	9,564	9,556
Computer Refresh	80.00%	146,314	83,431	77,143	76,514	76,451
Library Books	10.00%	18,289	10,429	9,643	9,564	9,556
Total	100.00%	182,893	104,289	96,429	95,643	95,564
Proposed Allocation Scenario #3						
Middle-Of-The-Road - Medium up-front allocation with leaving moderate reserves						
		2013-14	2014-15	2015-16	2016-17	2017-18
Reserve		96,257	45,723	32,931	29,733	28,933
IELM		86,636	86,000	86,000	86,000	86,000
Total		182,893	131,723	118,931	115,733	114,933
Reserve	25.00%	45,723	32,931	29,733	28,933	28,733
Computer Refresh	65.00%	118,880	85,620	77,305	75,226	74,707
Library Books	10.00%	18,289	13,172	11,893	11,573	11,493

Adjournment: The meeting was adjourned at 12:32 p.m.

****San Diego Miramar College Fall 2013–Spring 2019 Strategic Goals:***

- 1. Provide educational programs and services that are responsive to change and support student learning and success.*
- 2. Deliver educational programs and services in formats and at locations that meet student needs.*
- 3. Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.*
- 4. Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.*