



**Educational Master Plan  
Fall 2014-Spring 2021 Update**

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**SAN DIEGO MIRAMAR COLLEGE**



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# Executive Summary

**San Diego Miramar College** is one of three colleges of the San Diego Community College District. The District is comprised of San Diego Miramar College, San Diego City College, San Diego Mesa College, and seven Continuing Education (CE) campuses. The San Diego Community College District is California's second largest community college district and serves over 140,000 students annually. As a multi-college district, the planning process is shared. Respectively, operations and services at San Diego Miramar College and each of its sister institutions are conducted independently; however, the central district office provides support to its four institutions on collective districtwide priorities, services, operations and needs.

**The Mission of the San Diego Community College District** (SDCCD) is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state. As such, teaching and learning are the highest priority as the College moves into the 21st century. In addition, the District provides overarching priorities in its **SDCCD Strategic Plan 2017-2021**, in the areas of College Completion, Institutional Effectiveness and Innovation, Community Collaboration, Fiscal Stewardship and Sustainability. In alignment with the District Strategic Plan, **San Diego Miramar College's Mission** is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement.

**The Vision of San Diego Miramar College** states that it will be the hub of education, diversity, and services to the community. San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access, learning and success of all students to achieve their educational goals
- A culture that embraces civility, responsibility and appreciation from a global perspective
- Accomplishments of individuals, groups, and the college as a whole
- Diversity of our students, staff, faculty and programs that reflects our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and service
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Sustainable practices in construction, curriculum, and campus culture
- Collaboration and partnerships
- Participatory governance and communication
- A culture of evidence, collaborative inquiry, and action that focuses on the student experience

Together, the College's **Mission and Vision** provide the overall framework and basis for all planning on campus. The **Fall 2013- Spring 2020 Strategic Plan** identifies goals that are developed with the aim of accomplishing the College Mission and are used to provide priorities that guide all integrated planning efforts collegewide:

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

To identify planning priorities, the College has set standards for indicators identified through measuring the achievement of Strategic Plan Goals. The College prepared a five-year trend analysis of institution-set standards for measures identified in the Strategic Plan, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement. In addition, the College used both internal and external data and trend analysis, as well as Strategic Goals of the San Diego Community College District, to augment the benchmarking process and identify collegewide priorities. Through analysis of these data, the College has established planning priorities to guide the College through 2020. These priorities are being addressed collegewide through the actions identified in various plans and initiatives on campus in addition to departmental/service area program reviews, as outlined below:

## **Priority #I: To increase transfer volume and rate.**

- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan (SEP), Strategic Enrollment Management (SEM)

**Priority #2: To increase the number of Associate Degrees and Certificates awarded.**

- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, SSSP, SEP, SEM

**Priority #3: To increase the success rate for CTE students.**

- Career and Technical Education (CTE) Plan, Strong Workforce Program Initiative, Instructional Division Plan, Student Services Division Plan, SEM

**Priority #4: To increase the number of course sections to reach the goal of 10,000 FTES.**

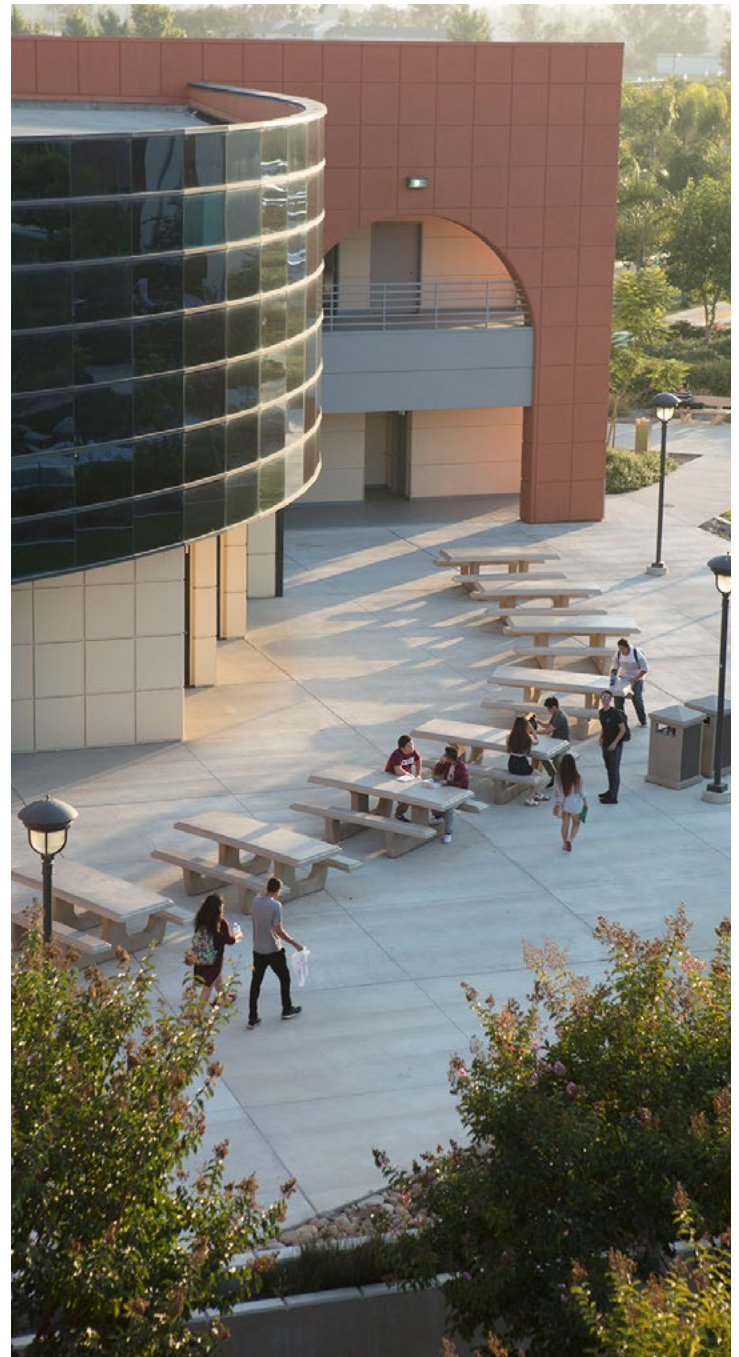
- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, SEM; Facilities Master Plan

**Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.**

- Basic Skills Initiative (BSI), Outcomes and Assessment Plan, Basic Skills Student Outcomes Transformation (BSSOT) Initiative, SSSP, SEP

**Priority #6: To increase the number of outreach activities and programs.**

- Marketing and Outreach Plan, Student Services Division Plan, Instructional Division Plan, Administrative Services Division Plan.



# Introduction

## San Diego Miramar College History

San Diego Miramar College, located in the Mira Mesa/Scripps Ranch suburban area of San Diego along the I-15 corridor, offers 70 Associate Degrees and 93 Certificates in career technical education programs as well as comprehensive transfer programs for students looking to attend University of California, California State University, and private institutions. Established in 1969, the College now serves more than 20,000 students annually, and is the 17th fastest growing community college in the nation. San Diego Miramar College was chosen as a Favorite in the San Diego Union-Tribune's 2017 Best of Reader's Poll in the Best University/College category. Delta Air Lines recently selected the College as one of its thirty-eight schools nationwide that will assist the air carrier in providing qualified aircraft maintenance technicians.

Partnerships with local industry and the city and county of San Diego help San Diego Miramar College prepare students for high demand, well-paying careers in a highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. San Diego Miramar College is home to the Southern California Biotechnology Center, Advanced Transportation and Technology Center, and San Diego Regional Public Safety Institute. Since its inception in 1969, the College has provided training for nearly all law enforcement officers and firefighters within San Diego County. The San Diego Regional Public Safety Institute also trains Emergency Medical Technicians (EMTs) and offers the only Open Water Lifeguard Associate Degree Program in the world. Since 2010, the College has also undertaken extensive transformation of its physical facilities in order to meet the comprehensive instructional and student service needs of its growing student body. The following buildings have recently been completed or upgraded on the San Diego Miramar College campus utilizing bond revenue from Propositions N and S: Fire Science & Emergency Medical Technician (EMT) Training Center (2014), MTS Transit Center (2014), Student Service Center (2014), Administration Building (2014), Science Building (S6) (2015), and Science Building (S5) Renovation (2015). Better access from I-15 was established in 2014 when the San Diego Association of Governments (SANDAG) completed an express on and off ramp on Hillery Drive leading directly into the north end of campus.

## College Organization

San Diego Miramar College is organized into three divisions: Instructional Services Division, Student Services Division, and Administrative Services Division, as well as Communications Department and the School of Planning, Research, & Institutional Effectiveness, Library & Technology.

Instructional Services Division is divided into four schools: 1) Public Safety; 2) Business, Technical Careers and Workforce Initiatives; 3) Liberal Arts; 4) Math, Biological, Exercise & Physical Sciences.

Student Services Division offers comprehensive support through Admissions and Records, Career Services and Job Placement, Counseling, Disabled Students Program and Services (DSPS), Evaluations, Extended Opportunity Programs and Services (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies and Resources for Education (CARE), Financial Aid, Student Health Services, Mental Health Services, Outreach and Assessment, Transfer Center and Veterans Affairs.

Administrative Services Division provides campuswide support by the following units: Administrative Personnel/Payroll Support Services, Administrative Budget and Purchasing Support Services, Digital Print Production and Mailroom Support Services, Hourglass Park and Aquatic Center, Stockroom/Receiving, and Student Accounting.

## College Governance

San Diego Miramar College complies with AB 1725 and the California Administrative Code Title 5, Sections 51023 and 53200, through a participatory governance process wherein faculty, classified staff, administrators, and students participate in collegial discussion and policy recommending activities. The mission of the governance structure at San Diego Miramar College is to:

- Implement the mission of the College through compliance with AB 1725;
- Provide the opportunity for input from all college constituencies;
- Base the decision-making process on open communication and shared information;
- Create a process to promote open communication among constituencies; and





- Encourage all to hear and respect the needs and expectations of faculty, staff, students and administrators in a consensus-building atmosphere.

The participatory governance structure and procedures upholds the San Diego Community College District's Board Policy BP 2510 and Administrative Procedure AP 2510, Participation in Local Decision-Making, which mandates the following:

The Board of Trustees shall respond to recommendations of the Academic Senate through either of the following:

- The Board of Trustees shall elect to rely primarily on the advice and judgment of the Academic Senate for the following policy development:
  - Degree and certificate requirements;
  - Grading policies;
  - Educational program development;
  - Standards or policies regarding student preparation and success;
  - District and college governance structures, as related to faculty roles;
  - Faculty roles and involvement in the accreditation processes, including institutional self-evaluations and annual reports; and
  - Processes for institutional planning and budget development.
- The Board of Trustees shall attempt to reach mutual agreement with the Academic Senates for the following policy development
  - Curriculum, including establishing prerequisites, placing courses within disciplines and assessment of student learning;
  - Policies for faculty professional development activities;
  - Processes for program review; and
  - Other academic and professional matters as mutually agreed upon between the governing Board of Trustees and the Academic Senates.



The governance structure at San Diego Miramar College is designed to encourage participation of the students, faculty, classified staff and administrators. Participation in governance processes and committees occurs through membership of their officially recognized constituent groups, the Associated Student Government, the Academic Senate, the Classified Senate, and the College President.

The College's standing committees and committees of the Academic Senate come under the Brown act and represent "Advisory Standing Committees." These committees function to gather information, analyze and make proposals, and develop reports and recommendations to their constituent groups through a process of research and collegial discussion. These committees make recommendations to the College President, the Academic and Classified Senates, and the Associated Student Government in accordance with the operating procedures outlined in the **College Governance Handbook**. All recommendations are forwarded to the **College Executive Committee** for final resolution.



# Collegewide Integrated Planning

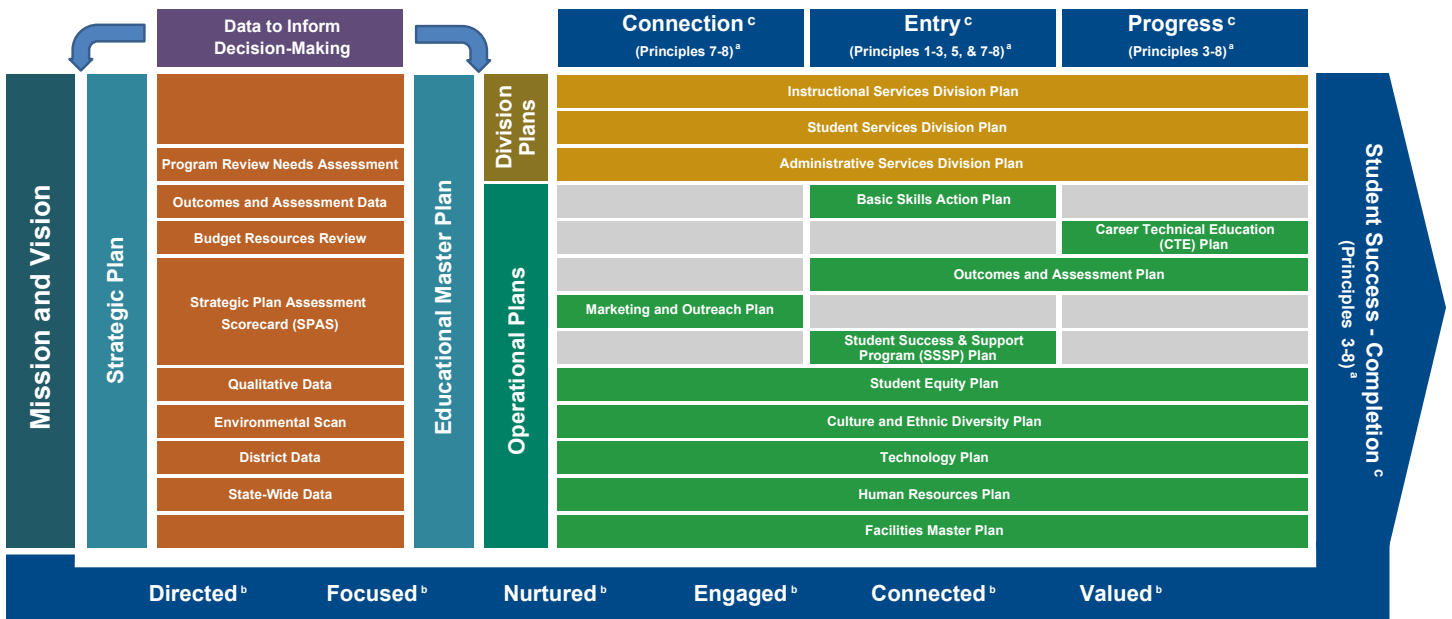
## Planning Framework

The College has developed a framework to illustrate integrated planning on campus incorporating the student experience. The Student Success Framework for Long-term Integrated Planning places a clear emphasis on the fundamental role of the Mission and Vision Statements and Strategic Plan in guiding all collegewide plans. It provides a framework for developing long-term plans and is informed by multiple data sources/processes. Specifics of the integrated planning framework are as follows:

- **Student Success Framework** is predicated on the Roadmap to Student Success by integrating Loss/Momentum Phases, Six Factors of Student Success, and Eight Principles of Redesign. The Six Factors of Student Success serve as the College's "bottom line" in emphasizing student success, while the Loss/Momentum Phases delineates the phases students move through from connection to completion in achieving their educational objectives and allows for review of internal policies and procedures which impact loss and momentum points. In all, it provides a contextualized framework for how the College maintains collaborative inquiry in dialoging about the student experience.
- **The Strategic Plan** is based primarily on the College Mission and Vision Statements, with consideration of program review information, environmental scan data, and current trends, as described in the section above and outlines the Strategic goals to achieve the College Mission and Vision.
- **Data to Inform Decision Making** includes the key data sources and processes used to inform long-term planning, including
  - **Program Review/Outcomes and Assessment Data:** Program Review processes in instructional and non-instructional areas are used as the central mechanism to identify strategies to improve student success. Program Review provides analysis of program specific data, including SLO/SUO assessment at the course, program and service area level; disaggregated student achievement data; and internal and external factors affecting student success. It is also used to identify resource needs collegewide, which informs the Budget Resources Review and operational plans such as the Human Resources Plan.
  - **Budget Resources Review:** The Budget and Resource Development Subcommittee provides information on how resources are allocated based on the program review process through the annual Budget Resources Review process.
  - **Strategic Plan Assessment Scorecard (SPAS):** The SPAS provides institution-set standards (i.e. benchmarks) for student achievement, student learning, and the student experience.
  - **Qualitative Data:** Provides link to the "Student Success Dialogue Data Packet," which contains qualitative data to inform student success.
  - **Environmental Scan:** Provides a link to the "San Diego Miramar College Environmental Scan Fall 2017-Spring 2020," which includes a comprehensive review of the environment surrounding the College.
  - **District Data:** Provides a link to the District Institutional Research and Planning website that supports the planning and decision-making efforts throughout the District.
  - **Statewide Data:** Provides a link to the California Community Colleges Chancellor's Office (CCCCO) Management Information System Data Mart, which contains information about students, courses, student services, outcomes, and faculty and staff.
- **The Division Plans** include summations of the Division's programs and/or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Divisions include Instructional Services, Student Services and Administrative Services
- **The Operational Plans** are assigned to a specific area or a participatory governance group whose charge has collegewide focus and include goals and actions directly aligned with Strategic Plan Goals. These Operational Plans include the Facilities Master Plan, Career and Technical Education (CTE) Plan, Outcomes and Assessment Plan, Marketing and Outreach Plan, Culture and Ethnic Diversity Plan, Technology Plan, Human Resources Plan, and Integration Plan [Basic Skills- Student Success and Support Program (SSSP)-Student Equity].

# SAN DIEGO MIRAMAR COLLEGE

## Student Success Framework for Long-Term Integrated Planning • Fall 2016 - Spring 2020



<sup>a</sup> Principles of Redesign (Source: Completion By Design Initiative)  
<sup>b</sup> Six Factors of Student Success (Source: Student Support Redefined Initiative)  
<sup>c</sup> Loss/Momentum Framework (Source: Completion By Design Initiative)  
 See Annual Planning Cycle/Calendar for specific details





# Long-Term Planning

## San Diego Miramar College Strategic Plan

The College's Mission and Vision Statement provide the overall framework and basis for integrated planning collegewide. This connection is achieved by the development of Strategic Plan Goals that directly support the mission and are used to guide collegewide planning over a 7-year period. Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation. All instructional programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the College Mission is central to planning at all levels of the College.

The focus of the **Fall 2013- Spring 2020 Strategic Plan Update** is student success and achievement. In order to measure progress toward achieving its strategic goals, the College developed institution-set standards and has presented these in the **Strategic Plan Assessment Scorecard (SPAS)**. The SPAS was developed based on the Balanced Scorecard (BSC) methodology. The BSC is a measurement and strategic management tool designed to translate the goals and strategies into specific, measurable benchmarks or institution-set standards. It helps define and measure institutional effectiveness, as well as enhances the existing planning efforts. In the development of the scorecard and institution-set standards, the College focused on the following questions:

### How is San Diego Miramar College meeting its mission?

The College developed Strategic Plan Goals and designed and implemented activities to meet the mission. During the 2013-14 academic year, the Strategic Plan was revised by streamlining its goals and strategies. In all, the College identified four major strategic goals and 11 indicators which are reflected in the updated Fall 2013 – Spring 2020 Strategic Plan

### How does the College measure its success?

The Planning and Institutional Effectiveness Committee (PIEC) convened a cross-divisional governance appointed workgroup to establish a comprehensive set of institution-set standards to measure the College's progress in meeting its mission. Each of the 11 identified indicators was benchmarked using a rigorous benchmarking process. The workgroup analyzed the available data, including student achievement data, and took into consideration the major trends, impact factors, and comparison points to set benchmarks for each indicator. The benchmarks are considered aspirational goals until the end of the strategic plan cycle (i.e. spring 2020). Once the aspirational goal is attained, it becomes a floor benchmark. The comparison between the current measures and the benchmarks reveals how well the College is performing under each indicator and how effectively the College implements the strategies in achieving its goals.

### How does the College build on its success?

The Strategic Plan Assessment Scorecard (SPAS) provides a single-year snapshot as well as a five-year trend analysis of different indicators. Divisions, departments, and units can identify areas that either need to sustain current success (floor benchmarks) or address improvement (aspirational benchmarks); dialogue about how to address the improvement; and adjust program/ service area goals and activities to meet the benchmark. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation.

The College has set standards for indicators identified for measuring the achievement of Strategic Plan Goals, designed to meet the College mission. The summary table below provides the five-year trend analysis (2010/11 – 2014/15) of institution-set standards (i.e. benchmarks) for measures identified in the Fall 2013 – Spring 2020 Strategic Plan Update, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement:

## 5-Year Trend Analysis • 2010/11 - 2014/15

- Met/exceeded the benchmark
- Evaluate (<3% below the benchmark)
- Area for improvement (3%/or more below the benchmark)

Identifier	Measure	2010/11	2011/12	2012/13	2013/14	2014/15
I.1.1-1	Transfer Volume	<span style="color: green;">●</span> 888	<span style="color: red;">●</span> 645	<span style="color: red;">●</span> 739	<span style="color: red;">●</span> 751	<span style="color: red;">●</span> 690
I.1.1-2	Transfer Rate (cohort-based)	<span style="color: green;">●</span> 43%	<span style="color: green;">●</span> 42%	<span style="color: green;">●</span> 42%	<span style="color: red;">●</span> 38%	n/a
I.1.1-3	Transfer Prepared Rate (cohort-based)	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 45%	n/a
I.1.2	Number of Degrees/Certificates Awarded	<span style="color: red;">●</span> 937	<span style="color: red;">●</span> 997	<span style="color: green;">●</span> 1068	<span style="color: red;">●</span> 936	<span style="color: green;">●</span> 1210
I.1.4	Number of Associate Degree for Transfer (ADT)	n/a	n/a	<span style="color: green;">●</span> 14	<span style="color: green;">●</span> 14	<span style="color: green;">●</span> 16
I.1.5a	Completion Rate for Prepared (cohort-based)	<span style="color: red;">●</span> 65%	<span style="color: yellow;">●</span> 68%	<span style="color: green;">●</span> 71%	<span style="color: green;">●</span> 72%	<span style="color: green;">●</span> 69%
I.1.5b	Completion Rate for Unprepared (cohort-based)	<span style="color: green;">●</span> 45%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 46%	<span style="color: green;">●</span> 46%	<span style="color: yellow;">●</span> 43%
I.1.6	Career Technical Education (CTE) Rate (cohort-based)	<span style="color: green;">●</span> 50%	<span style="color: green;">●</span> 48%	<span style="color: green;">●</span> 49%	<span style="color: yellow;">●</span> 46%	<span style="color: yellow;">●</span> 46%
I.2.1	Resources - Work Experience	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 14
I.2.2	Resources - External Funding	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 36
I.3.2	Professional Development Opportunities	n/a	n/a	n/a	<span style="color: red;">●</span> 85	<span style="color: green;">●</span> 151
I.3.3	Employee Participation in Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 894
I.3.4 & 5	Perception of Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 61%
II.1.1	Number of Course Sections (Fall Terms)	<span style="color: red;">●</span> 834	<span style="color: red;">●</span> 847	<span style="color: red;">●</span> 791	<span style="color: red;">●</span> 879	<span style="color: yellow;">●</span> 924
II.1.2	Distance/Off-Campus Support Services	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 28
II.1.3a	Course Fill Rates	<span style="color: green;">●</span> 94%	<span style="color: green;">●</span> 94%	<span style="color: red;">●</span> 88%	<span style="color: green;">●</span> 92%	<span style="color: green;">●</span> 94%
II.1.3b	Enrollments (Fall & Spring terms)	<span style="color: green;">●</span> 51054	<span style="color: green;">●</span> 52863	<span style="color: yellow;">●</span> 49053	<span style="color: green;">●</span> 50955	<span style="color: yellow;">●</span> 49883
II.1.4a	Successful Course Completion Rates	<span style="color: yellow;">●</span> 71%	<span style="color: yellow;">●</span> 73%	<span style="color: green;">●</span> 74%	<span style="color: green;">●</span> 75%	<span style="color: green;">●</span> 75%
II.1.4b	Course Retention Rates	<span style="color: yellow;">●</span> 87%	<span style="color: yellow;">●</span> 87%	<span style="color: green;">●</span> 88%	<span style="color: green;">●</span> 88%	<span style="color: green;">●</span> 88%
II.2.2	Satisfaction with Technology Use	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 75%
II.3.1	Distribution of Course Offerings	<span style="color: green;">●</span> Met Benchmark				
II.3.2	Satisfaction with Strategic Enrollment Management	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 72%
II.3.4	Satisfaction with Technology Training and Professional Development	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 65%
II.3.5	Satisfaction with Online Courses	<span style="color: yellow;">●</span> 74%	<span style="color: green;">●</span> 77%	<span style="color: yellow;">●</span> 74%	<span style="color: yellow;">●</span> 75%	n/a
II.4.1	Satisfaction with Innovation & Technology	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 79%
III.1.2	Diversity and Sustainable Activities	n/a	<span style="color: green;">●</span> 36	<span style="color: green;">●</span> 30	<span style="color: green;">●</span> 29	n/a
III.1.4	Student Satisfaction Regarding Diversity	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 76%
III.1.5	Student Equity Plan (SEP) Indicators	Benchmarks Specified in SEP				
III.1.6	Employee Perception of Diversity – Overall	<span style="color: red;">●</span> 50%	n/a	n/a	<span style="color: yellow;">●</span> 57%	n/a
III.2.1 & 2	Employee Perception of Diversity – Support	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 59%
IV.1.1	External Partnerships	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 333
IV.1.2	Outreach Activities/Programs	<span style="color: red;">●</span> 140	<span style="color: green;">●</span> 172	<span style="color: green;">●</span> 157	<span style="color: red;">●</span> 129	<span style="color: red;">●</span> 143
IV.2.2	Articulation Agreements	n/a	n/a	n/a	n/a	<span style="color: green;">●</span> 49

Source: 2015-2016 Miramar College Strategic Plan Assessment Scorecard, p.5

Through analysis of this data, as well as additional internal and environmental trends, the College identified gaps in meeting institution-set standards, and determined priorities for institutional planning for the remainder of the Strategic Plan cycle, as described in the Executive Summary. These priorities were shared with all planning groups on campus and were integrated into different operational plans to ensure wide-spread action planning for improvement. The below table identifies the priorities and details on the benchmarking process:

Measure	Operational Definition	Institution-Set Standard	Methodology	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Transfer Volume</b>	Transfer volume is the sheer count of transfer students who have transferred from the College to a four-year institution. A student must have completed 12 or more transferrable units within six years prior to transferring and must have been enrolled at a District college at any time within six semesters prior to transferring.	788	5-year average + 0.5 Standard Deviation	888	645	739	751	690
<b>Degrees and Certificates Awarded</b>	The annual awards conferred are the total number of associate degrees and certificates awarded in a single academic year (summer, fall, and spring).	1,148	5-year average + 0.5 Standard Deviation	937	997	1,068	936	1,210
<b>CTE Rate</b>	The data includes the percentage of students who completed a Career Technical Education course for the first time and completed more than eight units in the subsequent three years in a single discipline, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry. 1) Earned any AA/AS or credit certificate; 2) Transferred to a four-year institution; 3) Achieved 'Transfer prepared' (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).	48%	5-year average	50	48	49	46	46
<b>Number of Course Sections</b>	The data include the number of course sections offered via all modalities (distance education, daytime, and evening classes, and off-campus locations)	942	2% increase from the number of sections offered in fall 2014	834	847	791	879	924
<b>Student Equity Plan (SEP) Indicator: Course Completion</b>	The data includes the percentage of students who completed a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.	62% (African Americans)	Reduction of equity gap by 2% by the end of 2020	55%	57%	63%	62%	64%
		23% (Academic/Progress Disqualification)		26%	23%	24%	18%	19%
		36% (Academic/Progress Probation)		38%	36%	33%	34%	32%
<b>Outreach Activities/Programs</b>	The data includes the number of outreach activities/programs to high school and the community..	152	3% increase from 5-year average	140	172	157	129	143



# San Diego Community College District Strategic Plan

The District Strategic Planning Committee is comprised of representatives from faculty, classified staff, and administration from each of the three colleges, Continuing Education, and the District office. The committee's charge is to bring forth the planning process from each of the four institutions and integrate them into an overarching District planning framework. This framework enables the committee to capture the critical and common priorities from the colleges and Continuing Education and articulate them as strategic goals for the District.

The District's mission, values, and vision, and the recommendations from the Student Success Task Force provided the foundation to engage in exploring our strategic future. Additionally, the planning effort was guided by the following accreditation principles with the goal of improving student learning and educational effectiveness: use of performance metrics and assessment results to make constructive changes in our operations; implementation of a continuous cycle of planning and adaptation; systematic review and assessment of the progress achieved; and broad-based communication, dialogue and information, and data exchange across the key stakeholders. This planning process also reflected synchronization with the planning, goals, and implementation established at the colleges and continuing education, respecting the autonomy of the institutions while leveraging resources and talent in a comprehensive manner. Please refer to the [SDCCD 2017- 2021 Strategic Plan](#) for more details.

## Short-term Planning/ Program Review

The Annual Planning Cycle provides a timeline and specific items for short-term planning and assessment, and is driven by the annual Program Review process for all divisions. The Program Review process identifies program and service area goals; evaluates and analyzes progress towards meeting goals; and specifies future plans and necessary resources for achieving those goals.

- Instructional, Student Support Services, and Instructional Support Services Program Review occurs on a three-year cycle, with interim annual updates, and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests at the program and service area level. All of this information is developed in consideration of outcomes assessment data and achievement

## San Diego Miramar College Program Review



data (where appropriate) and is used to develop Division Plans, which inform higher-level, long-term planning. All goals are also mapped directly to the College's Strategic Plan Goals.

- Administrative Services Program Review occurs on a yearly cycle and serves as the primary mechanism for identifying goals, improvement strategies, and resource requests in this area. All of this information is developed in consideration of service unit outcomes data. This information is used to develop Administrative Services Division Plan, which inform higher-level, long-term planning. All goals are also mapped directly to the College's Strategic Plan Goals.

The Program Review process is directly tied to resource allocation and higher-level planning. Resource requests must be validated in Program Review, including links to associated student learning outcomes assessment and achievement data if applicable. These requests are then linked to the School/Service Area Program Reviews and Division Plans. In addition, all Program/Service Area Goals, resource requests, and activities are now directly mapped to the College's Strategic Plan Goals, which are themselves based on the College Mission Statement. As such, both short-range and long-range needs for programs and services are captured in Program Review and channeled through higher-level plans to improve institutional effectiveness and academic quality.



# Internal Data and Trend Analysis

## Institutional Student Learning Outcomes (ISLOs)

To address student learning in a meaningful way, San Diego Miramar College has developed a comprehensive set of Institutional Student Learning Outcomes (ISLOs). The College's ISLOs were developed in consideration of the unique features and functions of the College as well as the AAC&U's Essential Learning Outcomes, which originated as part of the AAC&U's Liberal Education and America's Promise campaign, designed to identify outcomes that prepare students for twenty-first-century challenges. These 4 ISLOs provide the guiding framework for student learning, support and service level outcomes at all levels of the institution:

- **ISLO 1: Knowledge of Human Cultures and the Physical and Natural World**

Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study

- **ISLO 2: Intellectual and Practical Skills**

Communication

Critical Thinking

Problem Solving

Quantitative Literacy

Information Literacy

- **ISLO 3: Personal and Social Responsibility**

Local and global civic knowledge and engagement

Intercultural knowledge and competence

Ethical reasoning and action

Foundations and skills for lifelong learning

Pursuit of high quality collegiate educational and extracurricular experiences

Successful navigation of the postsecondary education system to achieve educational goal(s)

- **ISLO 4: Integrative and Applied Learning**

Synthesis and advanced accomplishment across general or specialized studies

Demonstration of applied skills required for the student's chosen career field

Since 2013, instructional programs and service areas aligned their Student Learning/ Service Unit Outcomes (SLO/ SUOs) with the Institutional SLOs in Taskstream, using the "Mapping" function. This provided the College with an overview of how the ISLOs are supported by program and service area outcomes. With the adoption of the ISLOs stated above, the College also created an additional assessment tool to supplement the available SLO mapping data. The Fall 2014 Miramar Institutional Student Learning Outcomes Survey was developed and distributed to students in Fall 2014 using a random sampling methodology. The survey was designed to disaggregate student responses by separating them into cohorts based on number of units currently taken at the College, total number of units taken at the College, and educational goal. Survey questions were developed to measure students' perception in the following ISLO competencies: Communication; Critical Thinking and Problem Solving; Intercultural Knowledge and Competence; Information Literacy; and Personal and Social Abilities.

Mapping data indicated that ISLO 2: Intellectual and Practical Skills was the most relevant outcome in terms of frequency across the campus, as is shown below:



<b>Outcome Type</b>	<b>ISLO 1</b>	<b>ISLO 2</b>	<b>ISLO 3</b>	<b>ISLO 4</b>
<b># CSLOs mapped</b>	492	530	322	444
<b>Percent meet or exceed acceptable target</b>	77%	78%	81%	80%
<b># PSLOs mapped</b>	121	189	38	116
<b>Percent meet or exceed acceptable target</b>	74%	75%	58%	73%
<b># Student Services SUOs mapped</b>	0	6	6	0
<b>Percent meet or exceed acceptable target</b>	0	100%	100%	0
<b># Instructional Support SUO mapped</b>	0	16	14	0
<b>Percent meet or exceed acceptable target</b>	0	69%	57%	0
<b># Administrative Services AUOs mapped</b>	NA	NA	NA	NA
<b>Percent meet or exceed acceptable target</b>	NA	NA	NA	NA

However, the survey data indicated that not all students felt that they were receiving instruction and course work to assist them in this area. Survey results indicated that for Critical Thinking and Problem Solving, more than half of the respondents (60%) felt that courses taken at Miramar College increased their understanding and ability to use mathematical concepts. However, the majority of respondents (74%) felt that course work enabled them to understand and use problem-solving strategies and critical thinking in their everyday life.

The results of the 2014- 2015 Assessment Cycle were discussed in the Instructional Program Review/ SLOAC Subcommittee and collegewide in the Planning and Institutional Effectiveness Committee (PIEC). Based on this dialogue, the ISLO Survey was modified to include a more comprehensive set of ISLO questions and to create a direct measurement of learning for ISLO 2: Intellectual and Practical Skills, specifically Critical Thinking and Quantitative Literacy. The Spring 2017 Miramar Institutional Student Learning Outcomes Survey includes application questions on critical thinking and is planned for implementation in Spring 2017.

Based on this ISLO assessment and analysis, Critical Thinking has been identified as a focus used to guide planning of other SLO activities campuswide, including a pilot SLO Disaggregation Study and reevaluation of SLO statements, to assist in the collegewide goal of increased student success, completion and transfer.

## Division Plans

The Division Plans are developed in consideration of the Strategic Plan and Educational Master Plan. This allows for direction and reflection of collegewide priorities in the analysis of instructional performance indicators and annual Program Reviews. The College uses this analysis to identify trends within its Divisions that are used to inform planning and has led to the development of collegewide goals for the Instructional, Student Services, and Administrative Services Divisions:

### Instructional Division

- Goal #1: Develop programs and increase the number of degree and certificate completions and transfers across all schools. This applies also to ADTs and aligning with SSSP work.
- Goal #2: Review enrollment patterns, assess student needs, and make schedule adjustments to better meet the needs of students.
- Goal #3: Guide FTES growth and FETF budgets allocations to meet the institutional growth goals of more than 10,000 FTES by 2020.
- Goal #4: Expand the number and quality of current partnerships with educational institutions, business, and industry in relationship to program growth.
- Goal #5: Continue to update processes and work on compliance topics so that the Instructional Division runs more smoothly, more efficiently, and more connected to accreditation, state and local guidelines.
- Goal #6: Provide the campus community with communication that is transparent and relevant.

## Student Services Division

- Goal #1: Ensure and facilitate student academic success by providing high quality supportive services responsive to the needs of our diverse population.
- Goal #2: Working collaboratively with Administrative and Instructional Services, Implement the Requirements for the Student Success and Support Program and Student Equity Program.
- Goal #3: Ensure that a comprehensive planning document exists, beginning with existing services and projecting services needed to properly serve student in the future.
- Goal #4: Build a Division structure that is flexible, logical, meaningful, spirited and entrepreneurial. The intent is to create a structure that encourages innovation and risk-taking, while emphasizing student-centered objectives and effectiveness and allowing each unit leader to do the best job possible for the campus and its students.
- Goal #5: Ensure that all units of the Division operate at maximum efficiency with little, if any, duplication. This ensures that all other functional units of the College are considered before new processes, practices or programs are developed and/or implemented.
- Goal #6: Insure that the Division leadership exercise only that degree of control needed to support faculty and staff in the performance of their duties and encourage the development of student-centered ideas, student centered initiatives and student-centered processes.

## Administrative Services Division

- Goal #1: Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing.
- Goal #2: Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals.
- Goal #3: Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department.
- Goal #4: Provide accurate and timely Personnel and Payroll services to all college staff, faculty and student employees in an efficient and cost effective manner.
- Goal #5: Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements.

## Environmental Scan and Trend Analysis

The development of the **Environmental Scan Fall 2017 – Spring 2020** report is a critical component of the College's strategic planning efforts in that the results contribute to the strategic direction for the College. The environmental scan can be used to develop effective responses, articulate priorities and objectives, and inform the various forms of long-term or short-term planning, which includes educational master planning as well as divisional and operational planning.

The present Miramar College Environmental Scan draws upon available historical, current, and forward-looking data and projections to comprehensively describe the external forces of change. The data and information are summarized and grouped by the Loss/Momentum Framework (LMF) (Completion by Design initiative), which is the basis of the College's Student Success Framework for Long-term Integrated Planning. The grouping translates the seemingly isolated issues and facts into recognizable trends for easy adoption. The analyses are further broken down using a SWOT (Strengths, Weakness, Opportunities, Threats) analysis to identify threats and opportunities that could impact the College. At last, the results of the SWOT analysis are grouped by LMF phases to connect back to the College's Integrated Planning Framework.

## Findings by Loss/Momentum Phases

	Connection <sup>c</sup> (Principles 7-8) <sup>a</sup>	Entry <sup>c</sup> (Principles 1-3, 5, & 7-8) <sup>a</sup>	Progress <sup>c</sup> (Principles 3-8) <sup>a</sup>	Completion <sup>c</sup> (Principles 3-8) <sup>a</sup>
<b>Demographic Indicators</b> (Refer to Appendix I)	Large population growth is expected within/outside the college's service area, county, state, and nation. Latino segment is increasing and expected to witness the most growth of all.			
	Compared to county and state demographics, Asian/Pacific Islander students at Miramar College are overrepresented within/outside the College's service area. White students outside of the College's service area are overrepresented, and Latino students are underrepresented within/outside the College's service area.			
<b>Educational Indicators</b> (Refer to Appendix II)	Public school K-12 enrollment in San Diego County and California has been stable and is not expected to grow.			Among Miramar College students who transferred to UCSD nearly half are Asian and more than one-third are White.
	San Diego Unified School District has the highest average overall enrollment and grade 12 enrollment, grade 12 enrollment is increasing. Within San Marcos Unified School District, both average enrollment and grade 12 enrollment is increasing.			The top three Miramar College student transfer to UCSD by major are <i>Biological and Biomedical Sciences, Physical Sciences</i> and <i>Engineering</i> .
	Enrollment among Asian/Pacific Islander, White, and Latino are split almost evenly within Miramar College feeder high schools.			Community college transfers to UCSD show high retention rates within the first year with more than one-third that can graduate in two years. However, more than three quarters can graduate in four years. Female community college transfers have comparable 1-year retention rates but higher graduation rates compared to their male counterparts. Latino transfers have the highest 1-year retention rates, then followed by Filipino students.
	Private school student enrollment in San Diego County has decreased with Cathedral Catholic High and La Jolla Country Day School showing the steepest decline.			
	An increasing number of private school graduates enrolls at Miramar College.			UCSD first-time freshmen have 1-year retention rates comparable to community college transfers. Female first-time freshmen have higher graduation rates compared to their male counterpart. First-time Asian freshmen have the highest retention rates.
	More than half of the feeder high school graduates are eligible to apply to UC/CSU with a minimal drop-out rate after being admitted.			
<b>Economic Indicators</b> (Refer to Appendix III)	Civilian labor force has increased with an upward employment rate county-wide.			
	Employment in <i>Construction</i> has increased the most. <i>Mining</i> and <i>Logging</i> has shown the greatest decrease.			
	Within San Diego County: a) <i>Web Developers</i> and <i>Occupational Therapy Assistants</i> are projected to grow the most among all the occupations requiring an associate degree or post-secondary vocational training. b) <i>Loan Officers</i> and <i>Cartographers and Photogrammetrists</i> are expected to grow the most among the occupations requiring a four-year degree. c) <i>Office and Administrative Support</i> and <i>Construction and Extraction</i> are the top two most in-demand occupations that are severely undersupplied.			
	Household incomes are expected to grow within/outside the College's service area.			
<b>Political and Social Trends</b> (Refer to Appendix IV)	Veteran population in the county and state is projected to decrease largely. Increases are expected for female veterans and veterans in the 17-44 age group county-wide.	Basic Skills Initiatives (BSI) and Basic Skills and Student Outcomes Transformation Program (BSSOT)		Associate Degree for Transfer (ADT)
	California Guided Pathways			
	Free Application for Federal Student Aid (FAFSA) Application Timeline		Career Technical Education (CTE)	
	Integration of the ongoing plans, initiatives, and grants.			
	Student Equity Plan (SEP)			
	San Diego Promise	Student Success and Support Program (SSSP)		Strong Workforce Program (SWP)
	Social Media/Communication Trends			
			4-Year Baccalaureate Program at California Community Colleges.	



## Findings by Loss/Momentum Points - SWOT Analysis

Strength/Opportunities Leading to Momentum Points	Factors	Threats/Weaknesses Leading to Loss Points
Large population growth.	<b>Demographic Indicators</b> (Refer to Appendix I)	Increased underrepresentation of Latino students within/outside the College's service area.
Continued overrepresentation of Asian/Pacific Islander students within/outside the College's service area, and overrepresentation of White students coming from outside of the College's service area.		
San Diego Unified School District has the highest average overall enrollment and grade 12 enrollment (which continues to increase).	<b>Educational Indicators</b> (Refer to Appendix II)	No prominent growth of public school K-12 enrollment is expected for San Diego County or California.
Expected increase in average enrollment and grade 12 enrollment for San Marcos Unified School District.		Private school student enrollment within San Diego County is decreasing, Cathedral Catholic High and La Jolla Country Day School show the greatest decline.
Enrollment among Asian/Pacific Islander, White and Latino students split almost evenly within Miramar College feeder high schools.		Enrollment among Asian/Pacific Islander, White and Latino students split almost evenly within Miramar College feeder high schools.
Private school graduates are increasingly enrolling at Miramar College.		More than half of the feeder high school graduates are eligible to apply to UC/CSU, with a minimal drop-out rate after admitted.
The majority of Miramar College transfers to UCSD are Asian followed by White students.		The majority of Miramar College transfers to UCSD are Asian followed by White students.
<i>Biological and Biomedical Sciences, Physical Sciences, and Engineering</i> are the top three UCSD majors that attract the most community college transfers.		UCSD first-time freshmen have 1-year retention rates comparable to community college transfers. First-time female freshmen have higher graduation rates compared to their male counterpart. Asian first-time freshmen have the highest retention rates.
Community college transfers show high 1-year retention rate comparable to first-time freshmen.		Community college transfers show low 2-year graduation rate, but higher 4-year graduation rate compared to first-time freshmen.
Increasing employment in <i>Construction</i> while the opposite trend is occurring for <i>Mining and Logging</i> .		<b>Economic Indicators</b> (Refer to Appendix III)
Top two fastest growing occupations requiring a four-year degree in San Diego County: <i>Loan Officers</i> and <i>Cartographers and Photogrammetrists</i> .	Median household income is \$64,309 and mean family income is \$87,081 in San Diego County.	
Top two in-demand jobs which are severely undersupplied in San Diego County: <i>Office and Administrative Support</i> and <i>Construction and Extraction</i> .		
Expected growth in household income within/outside the College's service area.		
Expected population growth for female and young (17-44 years old) veterans.	<b>Political and Social Trends</b> (Refer to Appendix IV)	Decrease of overall veteran population in the county and state.
<b>California Guided Pathways</b>		<b>California Guided Pathways</b>
San Diego Promise		San Diego Promise
4-year Baccalaureate Program at California Community Colleges.		4-year Baccalaureate Program at California Community Colleges.
Social Media/Communication Trends		Social Media/Communication Trends
ADT		
BSI and BSSOT		
CTE and SWP		
FAFSA		
SEP		
SSSP		
Integration of ongoing plans, initiatives, and grants.		

# Conclusion

In July 2017, the State Chancellor's Office put forth a new Strategic Vision for the California Community Colleges. This vision statement includes a series of aggressive goals that are akin to the college's six priorities detailed in this report. The vehicle for attaining these systemwide goals is through the implementation of the Guided Pathways framework.

Similarly, when considering both the college's internal and external scans, there is a prominent theme that emerges, namely Guided Pathways. Taken together, at both the system and local levels, it is important to keep at the forefront of the college's planning efforts Guided Pathways which will ensure student access, equity, and success in the subsequent years to come.



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*The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees. (Mary Graham, Rich Grosch, Bernie Rhinerson, Maria Nieto Senour, Ph.D., Peter Zschiesche)*

*Constance M. Carroll, Ph.D., Chancellor*

*SD Miramar Communications 2/18*