

# COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, May 11, 2021 • 1:00 p.m. – 2:30 p.m. • Zoom

Link: <https://cccconfer.zoom.us/j/92354948089>

Dial: +1 669 900 6833 (US Toll)

Meeting ID: 923 5494 8089

Password: 014361

**Members:** Lundburg, Bell, Cuaron, Gonzales, McMahon, Murphy, Padilla, Young, Webley, Igou, Azai & Rahmoun

**Support:** Malia Kunst

**A. Approval of the Agenda (1 min)**

**B. Approval of Previous Minutes (1 min)**

Minutes from 4-27-21

**C. Guests/Introductions (1 min)**

**D. Public Comment (3 min)**

Individual speakers are reminded to keep their remarks to 3 minutes. Groups speaking on the same subject are asked to keep their remarks to 5 minutes.

**E. President’s Update (3 min)**

**F. Action Items**

#	Item	Time Limit	*Strategic Goals	Accreditation Standard	Initiator
1	Miramar Dedication for Constance Carroll (attachment) <i>Decide on final idea for honoring Constance Carroll.</i>	5	3 & 4	III & IV	Lundburg/ Miramontez/ Julian
2	Resolution from CCCCO – “Affirming SDCCD/Miramar College Commitment to Diversity, Equity and Inclusion” (attachment) <i>Vote to approval DEI Resolution.</i>	5	1, 2, & 5	I, II, III, & IV	Julian/Padilla/ Patacsil
3	Mapper Tool Request <i>Final approval of the mapper tool request.</i>	5	1, 2, & 5	I, II, & III	Gonzales

**G. Discussion Items**

#	Item	Time Limit	*Strategic Goals	Accreditation Standard	Initiator
1	Coordination of Equity Efforts (standing item) <i>USC Equity Alliance updates.</i>	5	3 & 4	I, III, & IV	Lundburg/ Murphy/Young
2	Equity Definition (attachment pending) <i>First read of draft equity definition.</i>	10	2, 3, 4, & 5	I & IV	Julian/Padilla/ Patacsil

**San Diego Miramar College 2020 – 2027 Strategic Goals**

**Goal 1:** Pathways – Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success

**Goal 2:** Engagement-Enhance the college experience by providing student-centered programs, curriculum, services, and activities that close achievement gaps, engage students, and remove barriers to their success

**Goal 3:** Organizational Health-Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making

**Goal 4:** Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships

**Goal 5:** Diversity, Equity, and Inclusion (DEI)-Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community

**ACCJC Accreditation Standards (Adopted June 2014)**

**I.** Mission, Academic Quality and Instructional Effectiveness, and Integrity

**II.** Student Learning Programs and Support Services

**III.** Resources

**IV.** Leadership and Governance

3	Miramar Annual Planning Calendar – Cycle 2021-2022 (attachment) <i>Review updated planning calendar for new academic year 2021-2022.</i>	5	3 & 4	I & IV	Miramontez
4	SDMC Strategic Plan Fall 2020-Spring 2027 Key Performance Indicators (attachment) <i>Review proposed KPIs.</i>	5	3 & 4	I & IV	Miramontez
5	Return to Campus <i>Discussion/update on return to campus planning.</i>	10	3 & 4	I, II, III, & IV	Bell
6	2021-2022 Budget <i>Discussion/update on 21-22 budget.</i>	10	3 & 4	III & IV	Bell
7	Website Review <i>Update on Website launch and feedback.</i>	5	1, 3, 4 & 5	II & III	Murphy/ Miramontez

#### H. Roundtable ( 1 minute each)

- Academic Senate
- Classified Senate
- Associated Student Government
- **NEW: Enrollment Update**
- District Governance Council
- District Strategic Planning Committee
- Budget Planning and Development Council
- College Governance Committee

#### I. Adjourn

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#### San Diego Miramar College 2020 – 2027 Strategic Goals

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#### ACCJC Accreditation Standards (Adopted June 2014)

I. Mission, Academic Quality and Instructional Effectiveness, and Integrity

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**List of Ideas to Honor Chancellor Carroll**

1. Art Competition. The art competition would be open for all students (potentially following a theme as proposed during CEC), with the winner's art piece placed on the campus. Along with the artwork being placed on campus, ASG would like to offer a scholarship as well to the winning student. (ASG's recommendation)
  - a. Pieces entered are put on display in Legacy Plaza
  - b. Prize is a scholarship (possibly funded by ASG (+others))
2. Equity Summit
3. Lecture Series
4. Annual Event
5. Scholarship
6. Art/mural
7. Yearly Award

\*\*\*\*\*DRAFT RESOLUTION\*\*\*\*\*

SAN DIEGO MIRAMAR COLLEGE's  
COMMITMENT TO DIVERSITY,  
EQUITY AND INCLUSION

**WHEREAS**, San Diego Miramar College Mission Statement asserts that San Diego Miramar College 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.

**WHEREAS**, the diverse student population of the San Diego Miramar College is one of its greatest assets and closely reflects the diverse population of California, as 29% of its students are Latinx, 36% are White, 15% are Asian/Pacific Islander, 5% are Black, 8% are Filipino, and 0% are Native American; and

**WHEREAS**, diversity enriches the educational experience through the exchange of different ideas, beliefs, experiences, and perspectives; promotes personal growth because it challenges stereotypes, preconceptions, and bias; encourages critical thinking; and helps people learn to communicate effectively with others of varied backgrounds; and

**WHEREAS**, diversity strengthens communities; prepares students to become globally responsible citizens in an increasingly complex, global society; fosters mutual respect and teamwork; helps build communities whose members are judged by the quality of their character and contributions; enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace; and

**WHEREAS**, there are significant equity gaps in completion rates among student populations, and the *Vision for Success* calls on the system to integrate equity throughout all efforts to increase student success and to eliminate those equity gaps by the year 2026-27; and

**WHEREAS**, San Diego Miramar College has adopted local Vision for Success goals centered on improving students success, including increase the number of Black/African American students who earn an Associate Degree, increase the number of Black/African American students who earn a certificate, increase the number of Hispanic/LatinX students who earn an Associate Degree for Transfer, increase the number of Hispanic/LatinX and Foster Youth who transfer to a UC or CSU; and

**WHEREAS**, faculty and staff diversity is a driver for the educational achievement and the social mobility of students; documented by established peer reviewed literature that affirms that students who benefit from a racial and ethnic diverse faculty are better prepared for leadership, citizenship, and professional competitiveness; and

**WHEREAS**, recognizing the importance of faculty and staff as key drivers of student success, the Board of Governors of the California Community Colleges has adopted the Diversity, Equity and Inclusion Integration Plan, consisting of 68 hiring, recruitment and retention strategies to address the lack of diversity among full-time and part time faculty, classified staff and educational administrators. The Board of Governors also adopted title 5 regulation changes acknowledging that racism, discrimination, and biases exist and the goal is to eradicate them from our system and embrace diversity; and

**WHEREAS**, San Diego Miramar College is a public California Community College District, and accepts the responsibility to address the needs of the diverse institutions and populations within its service area; and

**WHEREAS**, San Diego Miramar College has adopted a collegewide strategic goal dedicated to diversity, equity and inclusion to build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

**NOW THEREFORE BE IT RESOLVED**, that we, San Diego Miramar College, hereby reaffirm strongly our support for diversity in faculty and staff hiring; diversity among faculty, students, staff and programs; and expect everyone in the San Diego Miramar College community, through their roles and responsibilities, to implement the College's diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion as part of the institution's commitment to educational excellence; and be it further

**RESOLVED** that we, San Diego Miramar College, will support and implement the recommendations from the California Community Colleges Chancellor's Office Vision for Success Diversity, Equity and Inclusion Task Force Report dated April 24, 2020, and biannually participate in implicit bias and cultural competency training; and be it further

**RESOLVED** that we, San Diego Miramar College, shall commit to our strategic goals and directions to systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. To Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism. To Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.

# San Diego Miramar College

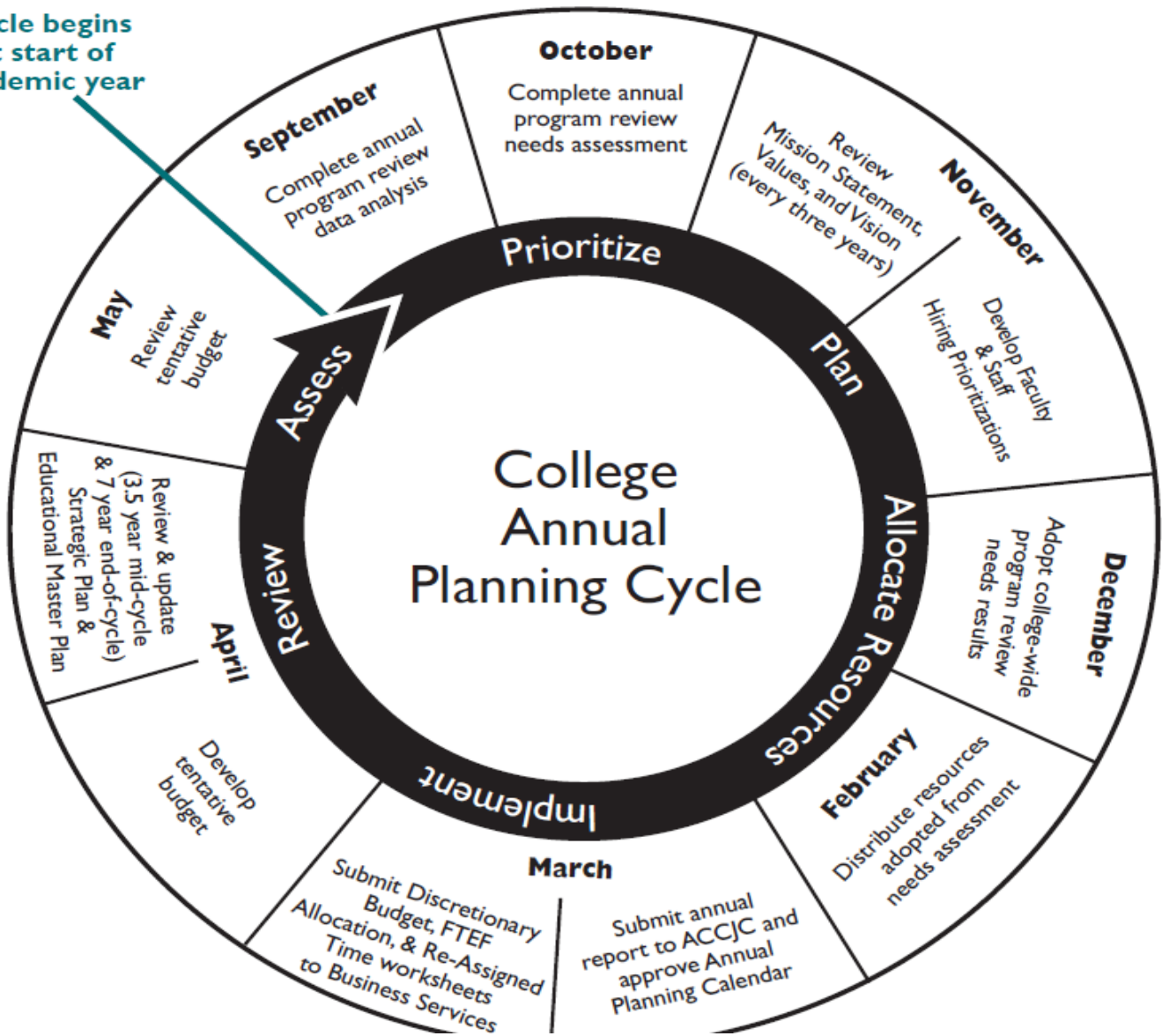
## Annual Planning Calendar/Cycle– 2021-2022

	Target Dates	Action	Responsible Party
<b>2021</b>	Onoing	Provide Program Review Data through Dashboard	Research Office
	August 27th	Submit updated status report on College outcome assessment data to CEC	Outcomes & Assessment Facilitator
	August -September	Program Review reports generated by Administrative Services, Student Services, Communication Services, and PRIELT	Department Chairs/Supervisors
	September	Reaffirm planning cycle with all constituency groups	PIEC Co-Chairs
	September 17th	Request allocation of new discretionary resources	BRDS Co-chairs (VPA & Faculty Co-Chair)
	October 1st	Input Program Review reports into Watermark by Administrative Services, Student Services, Communication Services, and PRIELT	Department Chairs/Supervisors
		Discuss Program Review reports with appropriate administrator	Department Chairs/Supervisors
		Submit RFFs to BRDS (All Divisions, Communication Services, PRIELT)	Deans/VPs/PIO
	October 8th	Annual update – School/Administrative Units/Student Services Programs goals and objectives	School Deans/Supervisors
	October 29th	Annual update - Division/Communication Services/PRIELT goals and objectives	VPA, VPI, VPSS, PIO, PRIELT Dean
	November 18th	BRDS review/approve new discretionary request	BRDS Co-chairs (VPA & Faculty Co-Chair)
		Submit information copy of prioritized classified employee hiring list to Classified Senate President	VPA
	November 29th	Submit summary of Program Review reports/Annual Division/Communication Services/PRIELT plan updates	VPA, VPI, VPSS, PIO, PRIELT Dean
		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
	November 30th	Submit updated status report on College outcome assessment data to CEC	Outcomes & Assessment Facilitator
CEC approves BRDS RFF prioritized list/new discretionary allocation		CEC	
Submit prioritized classified employee and faculty hiring lists to CEC, as information		College President	
<b>2022</b>	February 3rd	Submit requisitions for CEC-approved RFFs to Business Office	RFF Originators
		Distribute discretionary budget re-allocation worksheets	Business Office
	February 8th	Submit updated status report on College outcome assessment data to CEC for annual ACCJC report	Outcomes & Assessment Facilitator
	February 17th	Start to review annual planning calendar	PIEC
	February 28th	Discretionary budget re-allocation worksheet due to Buiness Office	VPA, VPI, VPSS, PIO, PRIELT Dean
	March 11th	Annual College-wide Planning Summit	PIEC
	March 18th	Finalize annual planning calendar to CEC	PIEC
	April 15th	Submit Department Chair worksheets & FTEF allocation to Business Services	VPI
	April 15th	Program Review reports generated by Instructional Division (for subsequent year)	Department Chairs/Supervisors
		Input Program Review reports into Watermark by Instructional Division	Department Chairs/Supervisors

	Discuss Instructional Program Review reports with appropriate administrator	Department Chairs/Supervisors
April 29th	Submit updated status report on College outcome assessment data to CEC	Outcomes & Assessment Facilitator
	Department Chair worksheets due to District	Business Services
May 2nd	Review tentative budget	College President/ President's Cabinet
May 23rd	Review re-assigned time worksheet	College President/ President's Cabinet
June 30th	Divisions/Communication Services/PRIELT to provide status updates on current years accomplishments	VPA, VPI, VPSS, PIO, PRIELT Dean

Approved by CEC XX/XX/21

Cycle begins at start of academic year



# **San Diego Miramar College Mission and Vision Statement Final Version**

## **Mission Statement**

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

## **Vision Statement**

San Diego Miramar College will be the center of education innovation, and services to support our diverse students and community.

San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access to learning and support services, for all students to successfully achieve their educational and career goals
- A culture that embraces and promotes equity, inclusion, civility, responsibility, sustainability, from a global perspective
- Diversity, equity, inclusion and success of our students, classified professionals, faculty, administrators, and programs that reflect our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and services
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Strategic resource and partnership development to support curriculum and program innovation
- Collaboration and partnerships
- Effective participation in governance with respect and professionalism, through intentional, purposeful and effective communication embraced by the college community
- Transformative processes that include a culture of evidence, collaborative inquiry, and action for promoting student success



**SDMC Strategic Goals and Directions**  
**Fall 2020-Spring 2027**  
**Final Version**

- 1) **Pathways** – Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success
  - a. **Strategic Direction 1**- Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.
  - b. **Strategic Direction 2** – Ensure that guided pathways leads to student completion that fit real-world demand.
  - c. **Strategic Direction 3** – Strengthen the connection between student learning and performance both inside and outside the classroom.
  
- 2) **Engagement**-Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success
  - a. **Strategic Direction 1**- Identify resources for appropriate venues, programs, and services to support student engagement.
  - b. **Strategic Direction 2** – Build and strengthen instructional and non-instructional program, services, and activities that focus on elevating disproportionately impacted populations.
  
- 3) **Organizational Health** -Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making
  - a. **Strategic Direction 1**- Systematically engage in the program review process across the college that lead to plans of action and meaningful clear outcomes.
  - b. **Strategic Direction 2** – Strengthen the link between program review and strategic planning by focusing on student learning and performance.
  - c. **Strategic Direction 3** – Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.
  
- 4) **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships
  - a. **Strategic Direction 1**- Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.
  - b. **Strategic Direction 2**-Ensure that the college’s equity efforts are in alignment with the diversity and inclusion needs of the college.

- c. **Strategic Direction 3-** Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.
- 5) **Diversity, Equity, and Inclusion (DEI)** - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.
  - a. **Strategic Direction 1-** Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.
  - b. **Strategic Direction 2-** Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.
  - c. **Strategic Direction 3-** Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.

## Proposed KPIs for Strategic Plan Fall 2020-Spring 2027 Assessment

1) **Pathways** – Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success

Strategic Directions	Indicators and Measures:	Ad Hoc
<p><b>I.1.</b> Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.</p>	<p><i>Onboarding (Indicator)</i> I.1.1. Enrollment counts and percentages (by pathways)</p> <p><i>Course and Program Redesign (Indicator)</i> I.1.2. Add Retention</p> <p>I.1.3. Persistence rate (Data for I.1.2-I.1.3 are available in the <a href="#">Guided Pathway Launchboard</a>)</p> <p>I.1.4. Student Satisfaction with the pathways and wrap around services received (pending)</p>	<p><b>AH.I.1.1.</b> Course fill rates, waitlisted seats</p> <p><b>AH.I.1.2.</b> Distribution of course offerings (Annual Percentage of X courses, CTE, Transfer, and AA/AS)</p> <p><b>AH.I.1.3.</b> Number/types of pathways offered,</p> <ul style="list-style-type: none"> <li>a. Characteristics of students on respective pathways; and their performance within courses/programs,</li> <li>b. Course taking pattern ,</li> <li>c. Transfer level English and/or Math completion (available in the <a href="#">Guided Pathway Launchboard</a>)</li> <li>d. Unit attempted and completed in first term/Year one               <ul style="list-style-type: none"> <li>a. 6+ units</li> <li>b. 12+ units</li> <li>c. 15+ units</li> <li>d. 24+ units</li> <li>e. 30+ units</li> </ul> </li> </ul> <p>(available in the <a href="#">Guided Pathway Launchboard</a>)</p>

<p>I.2. Ensure that guided pathways leads to student completion that fit real-world demand.</p>	<p><i>Student Completion (Indicator)</i></p> <p><b>I.2.1. Successful Course Completion Rate</b></p> <p><b>I.2.2.</b> Number of degrees and certificates awarded</p> <p><b>I.2.3.</b> Number of Associate Degree for Transfer (ADT) awarded.</p> <p><b>I.2.4.</b> Transfer volume</p> <p><i>Fitting Real-World Demand (Indicator)</i></p> <p><b>I.2.5.</b> Career Education Students who Earn Degrees, Awards, and/or Apprenticeship Journey Status</p>	<p><b>AH.I.2.1.</b> Transfer rate, and prepared rate</p> <p><b>AH.I.2.2.</b> Number of degrees/certificates awarded by instructional programs</p> <p><b>AH.I.2.3.</b> Number of service learning, internships, and work experience opportunities offered (To be replaced with Work-based Learning Participation metric once it is ready.)</p> <p><b>AH.I.2.4.</b> Number of students seeking tutoring services in service learning, internships, and work experience opportunities</p> <p><b>AH.I.2.5.</b> Employment</p> <p>a. employed in Different Quarter (2<sup>nd</sup>, 4<sup>th</sup>, etc.) after exit</p> <p>b. Job closely related to field of study</p> <p><b>AH.I.2.6.</b> Earnings</p> <p>a. median annual earnings before exiting,</p> <p>b. median annual earnings after exiting,</p> <p>(Source: <a href="#">SWP Launchboard</a>)</p>
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<p><b>1.3. Strengthen the connection between student learning and performance both inside and outside the classroom.</b></p>	<p><b>Student Learning (<i>Indicator</i>)</b></p> <p>1.3.1. Number (OR percentage) of courses/programs/units with ongoing assessment of learning outcomes within a 3-year cycle</p> <ul style="list-style-type: none"> <li>a. Student Learning Outcomes (SLOs)</li> <li>b. Program Learning Outcomes (PLOs)</li> <li>c. Service Unit Outcomes (SUOs)</li> </ul>	<p><b>ADD:</b></p> <p>AH.1.3.1. SLO disaggregation studies</p>
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- 2) **Engagement**-Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success

Strategic Directions	Indicators and Measures:	Ad Hoc
<p>II.1. Identify resources for appropriate venues, programs, and services to support student engagement.</p>	<p><i>Student Engagement (Indicator)</i></p> <p>II.1.1. Number of course sections offered via all modalities (distance Ed, day time and evening classes, and off-campus locations)</p> <p>II.1.2. Number of support services by modality offered via distance Ed or off-campus locations</p> <p><i>Professional Development (Indicator)</i></p> <p>II.1.3. Number of professional development workshops and activities (This metric to be reviewed by PD committee/<b>coordinator</b>)</p> <p>II.1.4. Number of participating faculty, classified staff, and administrator’s participations. (This metric to be reviewed by PD committee/<b>coordinator</b>.)</p>	<p>AH.II.1.1. Community College Survey of Student Engagement (CCSSE)</p> <p><b>AH.II.1.2. National Assessment of Collegiate Campus Climate (NACCC)</b></p> <p>AH.II.1.3. Student Graduate Survey</p> <p>AH.II.1.4. Professional Development Satisfaction Survey (designed by the PD Committee).</p>

<p><b>II.2.</b> Build and strengthen instructional and non-instructional program, services, and activities that focus on elevating disproportionately impacted populations.</p>	<p><b>Equity (Indicator)</b></p> <p><b>II.2.1.</b> Success and Retention rates by DI populations:</p> <ul style="list-style-type: none"> <li>a. Ethnicity</li> <li>b. Gender</li> <li>c. Current or former foster youth.</li> <li>d. Students with disabilities.</li> <li>e. Low-income students.</li> <li>f. Veterans.</li> <li>g. Homeless students.</li> <li>h. Lesbian, gay, bisexual, or transgender students.</li> <li>i. Age</li> <li>j. Course Modality (e.g., online, on campus)</li> <li>k. Student type (e.g., day, evening, both defined by class time)</li> </ul> <p><b>II.2.3.</b> Student Equity Plan Indicators (2019)</p> <ul style="list-style-type: none"> <li>a. Access – Community Alignment</li> <li>b. Retention – Fall to Spring</li> <li>c. Transfer to a four-year institution</li> <li>d. Completion of transfer-level math and English</li> <li>e. Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree</li> </ul>	<p>AH.II.2.1. Community College Survey of Student Engagement (CCSSE)</p> <p>AH.II.2.2. National Assessment of Collegiate Campus Climate (NACCC)</p>
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3) **Organizational Health** -Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making

Strategic Directions	Indicators and Measures:	Ad Hoc
<p><b>III.1.</b> Systematically engage in the program review process across the college that lead to plans of action and meaningful clear outcomes.</p>	<p><i>Program Review (Indicator)</i></p> <p><b>III.1.1.</b> ADD: Percentage of program reviews completed</p> <p><b>III.1.2.</b> Percentage of program review reports reviewed applying the Rubric</p>	<p>AH.III.1.1.ADD: Percentage (change) of program reviews that include data/analysis specific to enrollment management, professional development, or prospective educational institutions, business and industry and our</p>
<p><b>III.2.</b> Strengthen the link between program review and strategic planning by focusing on student learning and performance.</p>	<p><i>Planning Alignment (Indicator)</i></p> <p><b>III.2.1.</b> Program Review data specific to technology needs for instruction and services (BRDS RFFs)</p> <p><b>III.2.2.</b> Program review results specific to student learning and performance</p> <ul style="list-style-type: none"> <li>a. Student Learning Outcomes (SLOs)</li> <li>b. Program Learning Outcomes (PLOs)</li> <li>c. Service Unit Outcomes (SUOs)</li> </ul> <p><b>III.2.3.</b> Program review results related to performance metrics:</p> <ul style="list-style-type: none"> <li>a. Success,</li> <li>b. Retention,</li> <li>c. Persistence</li> <li>d. Transfer volume &amp; rate</li> </ul>	
<p><b>III.3.</b> Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.</p>	<p><i>Equity (Indicator)</i></p> <p><b>III.3.1.</b> Increased resource requests related to mitigating equity gaps received via program review processes</p> <ul style="list-style-type: none"> <li>a. The number of resource requests for mitigating equity gaps.</li> </ul>	



4) **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships

Strategic Directions:	Indicators and Measures:	Ad Hoc
<p><b>IV.1.</b> Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.</p>	<p><i>Governance (Indicator)</i>            IV.1.1 Effectiveness of the Governance Structure (Survey)</p> <ul style="list-style-type: none"> <li>a. Goal alignment,</li> <li>b. Communication (within committee)</li> <li>c. Information flow (within governance),</li> <li>d. Time to decision making,</li> <li>e. Time from decision to action</li> </ul>	
<p><b>IV.2.</b> Ensure that the college’s equity efforts are in alignment with the diversity and inclusion needs of the college.</p>	<p><i>Equity (Indicator)</i>            IV.2.1. Effectiveness of the Student Equity Plan.</p> <ul style="list-style-type: none"> <li>a. Goal alignment</li> </ul>	<p>AH.IV.2.1. Implementation of the proposed activities (e.g., number of activities and number of students impacted), outcomes changed.(e.g., measured via mini scorecard of the equity indicators)</p>

<p><b>IV.3.</b> Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.</p>	<p><i>Partnerships (Indicator)</i></p> <p><b>IV.3.1.</b> Number of resources initiated or supported through external funding</p> <p><b>IV.3.2.</b> List of current partnerships with educational institutions, business and industry, advisory boards, and community-at-large (e.g., San Diego Food bank)</p> <p><b>IV.3.3.</b> Number of outreach activities/programs to high school and the community</p> <p>IV.3.4. Impact/effectiveness of the outreach activities/programs</p> <ul style="list-style-type: none"> <li>a. Number of participants</li> <li>b. Satisfaction with the activities/programs</li> </ul> <p>IV. 3.5. Other impact of partnerships</p> <ul style="list-style-type: none"> <li>a. Percentage change of articulation agreements</li> <li>b. New curriculum developed</li> <li>c. Pathways/course/program mapping changed</li> </ul>	<p><b>AH.IV.3.1.</b> Number of articulation agreements with public and private institutions of higher education</p> <p><b>AH.IV.3.2.</b> Evaluate and prioritize continued and prospective partnerships with educational institutions, business and industry, high schools, and our community</p>
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5) **Diversity, Equity, and Inclusion (DEI)** - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

Strategic Directions	Indicators and Measures:	Ad Hoc
<p><b>V.1.</b> Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.</p>	<p><i>Equity-minded updates and practices (Indicator)</i></p> <p><b>V.1.1.</b> Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices</p>	<p><b>AH.V.1.1.</b> Audit number of college processes, programs, and practices updated within a comprehensive equity framework</p>
<p><b>V.2.</b> Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.</p>	<p><i>Professional Development (Indicator)</i></p> <p><b>V.2.1.</b> Number of college-wide events and PD opportunities/FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism</p> <p><b>V.2.2.</b> Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities</p> <p><b>V.2.3.</b> Satisfaction of the PD activities</p>	

<p><b>V.3.</b> Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.</p>	<p><i>Development and Incorporation of equity-minded practices (Indicator)</i></p> <p><b>V.3.1.</b> Culturally instructional pedagogy</p> <p>a. Number of courses with culturally responsive texts, lessons, assignments, media, activities (see <a href="#">Culturally Responsive Curriculum Scorecard</a>)</p> <p>b. Number of courses that have DEI-related learning outcomes</p> <p><b>V.3.2.</b> Student-centered services</p> <p>a. Number of programs/services that collect, disaggregate, and analyze student data.</p> <p>b. Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.)</p> <p>c. Number of students who access food pantry and basic needs resources</p> <p><b>V. 3.3.</b> Recruitment, screening, and retention of employees</p> <p>a. Number of faculty trained in culturally responsive instructional pedagogy</p> <p>b. Climate survey results related to the workplace (pre and post implementation of new DEI practices)</p>	<p><b>AH.V.3.1.</b> CCSSE (special focus – Deep Learning)</p> <p><b>AH.V.3.2.</b> National Assessment of Collegiate Campus Climate (NACCC)</p> <p><b>AH.V.3.3.</b> Number of college processes, programs, and practices updated within a comprehensive equity framework</p> <p><b>AH.V.3.4.</b> Number of employees trained in equity-minded student-centered services</p> <p><b>AH.V.3.5.</b> Number of employees trained in equity-minded recruitment, screening, and retention of employees</p> <p><b>AH.V.3.6.</b> Employee Hiring and Staff Count Report (example: <a href="https://go.boarddocs.com/ca/ccsf/Board.nsf/files/BZEQU86A7B5F/\$file/DRAFT%20HR%20-%20Hiring%20Data%20Report_Marc%202021.pdf">https://go.boarddocs.com/ca/ccsf/Board.nsf/files/BZEQU86A7B5F/\$file/DRAFT%20HR%20-%20Hiring%20Data%20Report_Marc%202021.pdf</a> )</p>
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