

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
I.1. Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.	<p><i>Onboarding (Indicator)</i></p> <p>I.1.1. Enrollment counts and percentages (by pathways)</p> <p><i>Course and Program Redesign (Indicator)</i></p> <p>I.1.2. Add Retention</p> <p>I.1.3. Persistence rate (Data for I.1.2-I.1.3 are available in the Guided Pathway Launchboard)</p> <p>I.1.4. Student Satisfaction with the pathways and wrap around services received (pending)</p>	<p>AH.I.1.1. Course fill rates, waitlisted seats</p> <p>AH.I.1.2. Distribution of course offerings (Annual Percentage of X courses, CTE, Transfer, and AA/AS)</p> <p>AH.I.1.3. Number/types of pathways offered,</p> <ul style="list-style-type: none"> a. Characteristics of students on respective pathways; and their performance within courses/programs, b. Course taking pattern , c. Transfer level English and/or Math completion (available in the Guided Pathway Launchboard) d. Unit attempted and completed in first term/Year one <ul style="list-style-type: none"> a. 6+ units b. 12+ units c. 15+ units d. 24+ units e. 30+ units <p>(available in the Guided Pathway Launchboard)</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>I.2.1. Successful Course Completion Rate</p> <p>I.2.2. Number of degrees and certificates awarded</p> <p>I.2.3. Number of Associate Degree for Transfer (ADT) awarded.</p> <p>I.2.4. Transfer volume</p> <p><i>Fitting Real-World Demand (Indicator)</i></p> <p>I.2.5. Career Education Students who Earn Degrees, Awards, and/or Apprenticeship Journey Status</p>	<p>AH.I.2.1.Transfer rate, and prepared rate</p> <p>AH.I.2.2.Number of degrees/certificates awarded by instructional programs</p> <p>AH.I.2.3.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>AH.I.2.4.Number of students seeking tutoring services in service learning, internships, and work experience opportunities</p> <p>AH.I.2.5.Employment</p> <p>a. employed in Different Quarter (2nd, 4th, etc.) after exit</p> <p>b. Job closely related to field of study</p> <p>AH.I.2.6.Earnings</p> <p>a. median annual earnings before exiting,</p> <p>b. median annual earnings after exiting,</p> <p>(Source: SWP Launchboard)</p>
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<p>I.3. Strengthen the connection between student learning and performance both inside and outside the classroom.</p>	<p>Student Learning (<i>Indicator</i>)</p> <p>I.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"> a. Student Learning Outcomes (SLOs) b. Program Learning Outcomes (PLOs) c. Service Unit Outcomes (SUOs) 	<p>ADD:</p> <p>AH.I.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/coordinator)</p> <p>II.1.4. Number of participating faculty, classified staff, and administrator's participations. (This metric to be reviewed by PD committee/coordinator.)</p>	<p>AH.II.1.1. Community College Survey of Student Engagement (CCSSE)</p> <p>AH.II.1.2. National Assessment of Collegiate Campus Climate (NACCC)</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>II.2. Build and strengthen instructional and non-instructional program, services, and activities that focus on elevating disproportionately impacted populations.</p>	<p>Equity (Indicator)</p> <p>II.2.1. Success and Retention rates by DI populations:</p> <ul style="list-style-type: none"> a. Ethnicity b. Gender c. Current or former foster youth. d. Students with disabilities. e. Low-income students. f. Veterans. g. Homeless students. h. Lesbian, gay, bisexual, or transgender students. i. Age j. Course Modality (e.g., online, on campus) k. Student type (e.g., day, evening, both defined by class time) <p>II.2.3. Student Equity Plan Indicators (2019)</p> <ul style="list-style-type: none"> a. Access – Community Alignment b. Retention – Fall to Spring c. Transfer to a four-year institution d. Completion of transfer-level math and English e. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree 	<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>III.1. 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>III.1.1. ADD: Percentage of program reviews completed</p> <p>III.1.2. 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>III.2. 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>III.2.1. Program Review data specific to technology needs for instruction and services (BRDS RFFs)</p> <p>III.2.2. Program review results specific to student learning and performance</p> <ul style="list-style-type: none"> a. Student Learning Outcomes (SLOs) b. Program Learning Outcomes (PLOs) c. Service Unit Outcomes (SUOs) <p>III.2.3. Program review results related to performance metrics:</p> <ul style="list-style-type: none"> a. Success, b. Retention, c. Persistence d. Transfer volume & rate 	
<p>III.3. Ensure tighter alignment between program resource allocation and needs assessment in meeting student equity and success.</p>	<p><i>Equity (Indicator)</i></p> <p>III.3.1. Increased resource requests related to mitigating equity gaps received via program review processes</p> <ul style="list-style-type: none"> a. The number of resource requests for mitigating equity gaps. 	

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>IV.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.</p>	<p><i>Governance (Indicator)</i></p> <p>IV.1.1 Effectiveness of the Governance Structure (Survey)</p> <ul style="list-style-type: none"> a. Goal alignment, b. Communication (within committee) c. Information flow (within governance), d. Time to decision making, e. Time from decision to action 	
<p>IV.2. 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></p> <p>IV.2.1. Effectiveness of the Student Equity Plan.</p> <ul style="list-style-type: none"> a. Goal alignment 	<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>IV.3. Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.</p>	<p><i>Partnerships (Indicator)</i></p> <p>IV.3.1. Number of resources initiated or supported through external funding</p> <p>IV.3.2. List of current partnerships with educational institutions, business and industry, advisory boards, and community-at-large (e.g., San Diego Food bank)</p> <p>IV.3.3. Number of outreach activities/programs to high school and the community</p> <p>IV.3.4. Impact/effectiveness of the outreach activities/programs</p> <ol style="list-style-type: none"> Number of participants Satisfaction with the activities/programs <p>IV. 3.5. Other impact of partnerships</p> <ol style="list-style-type: none"> Percentage change of articulation agreements New curriculum developed Pathways/course/program mapping changed 	<p>AH.IV.3.1. Number of articulation agreements with public and private institutions of higher education</p> <p>AH.IV.3.2. 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
V.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.	<i>Equity-minded updates and practices (Indicator)</i> V.1.1. Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices	AH.V.1.1. Audit number of college processes, programs, and practices updated within a comprehensive equity framework
V.2. Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.	<i>Professional Development (Indicator)</i> V.2.1. 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 V.2.2. Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities V.2.3. Satisfaction of the PD activities	

<p>V.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.</p>	<p><i>Development and Incorporation of equity-minded practices (Indicator)</i></p> <p>V.3.1. Culturally instructional pedagogy</p> <p>a. Number of courses with culturally responsive texts, lessons, assignments, media, activities (see Culturally Responsive Curriculum Scorecard)</p> <p>b. Number of courses that have DEI-related learning outcomes</p> <p>V.3.2. 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>V. 3.3. 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>AH.V.3.1. CCSSE (special focus – Deep Learning)</p> <p>AH.V.3.2. National Assessment of Collegiate Campus Climate (NACCC)</p> <p>AH.V.3.3. Number of college processes, programs, and practices updated within a comprehensive equity framework</p> <p>AH.V.3.4. Number of employees trained in equity-minded student-centered services</p> <p>AH.V.3.5. Number of employees trained in equity-minded recruitment, screening, and retention of employees</p> <p>AH.V.3.6. Employee Hiring and Staff Count Report (example: https://go.boarddocs.com/ca/ccsf/Board.nsf/files/BZEQU86A7B5F/\$file/DRAFT%20HR%20-%20Hiring%20Data%20Report_March%202021.pdf)</p>
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