Preview

Status: Approved

Details

College

San Diego Miramar College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

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04/13/2022 01:43 PM PDT

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04/05/2022 05:11 PM PDT

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Together, Miramar College faculty, classified professionals and students identified 6 Interest Areas to house academic programs, degrees and certificates. The Interest Areas were shared with the Academic Senate, Classified Senate and Associated Student Government. The college is currently reorganizing the website to include the approved interest areas as well as develop canvas shells for each of the interest areas. These canvas shells will be auto populated with students based on their identified major and be a vehicle for how the college can communicate with students based on interest area.

The college has also developed Interest Area success teams who have been working to establish interventions to help DEI populations succeed in their major/degree track. Each intervention is being developed with the goal of making it available to the whole college so that other interest areas can replicate.

During the development process, the College has also been working on revising the CCC Apply application link and the corresponding emails so it includes Interest Area. This process has led to revisions of the communications sent out to students, connecting DEI populations with specific services, based on application selections.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Student Success Teams have been developed for each interest area. The teams are tasked with reviewing data and identifying one to two strategies to assist with access, retention and completion. The College is participating in the CAGP project to assist in the development of and connection to services and activities in relation to each interest area.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The Career-Technical Programs at Miramar have established career and transfer opportunities for many of their programs. However; this practice is inconsistent across other academic programs. Miramar is forming workgroups to develop course sequencing, program mapping and career and occupational information for all academic programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Guided Pathways Committee and the Academic Senate supported the implementation of the Program Mapper tool (initially created by Bakersfield College). The Program Mapper tool will include information about career pathways for each of the College's majors. The Committee also provided support for professional development opportunities for faculty and staff to develop course sequence maps and program mapping strategies for each Interest Areas. It is anticipated that the Program Mapper tool will be available for student use in the Fall of 2022.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Due to limited career and transfer information on the college website. We are currently updating web pages to show Interest Areas, the majors within the interest areas as well as the connection to career exploration.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Miramar is continuing to review and refine several newly developed web pages related to guided pathways. These pages will eventually include the interest areas, detailed program pages that will contain course sequencing, program mapping, and career-based information.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The current college website has outdated information and is difficult to navigate. Some of this will be alleviated with the redesign of initial web pages. It would be beneficial to identify program leads to update web/program pages. There will be uniform templates that departments can utilize.

Support Needed - Detail *

The College would like to explore best practices for redesigning college websites to reflect the guided pathways approach.

Type(s) of Support

- Technology support
- Other

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Course sequences have been developed for all Associate Degree's for Transfer (AD-T). We are currently sequencing Associate Degrees and Certificates. These sequences will be displayed on the college website under their perspective Interest Areas.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Each of the courses sequences and program maps that have been developed will be utilize by students via a program mapper tool. We plan to launch the tool for student use in Fall 2022.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The College currently provides information with regard to course requirements for all academic programs and degree completion, including math requirements. However, the alignment with a student's field of study is not clearly identified.

Timeline for Progress to Date

Term and Year

Spring - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Faculty-led work groups, including Math faculty, and will continue developing and implementing course and program maps that align math courses with a student's field of study.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

All students are encouraged to attend orientation, choose a program of study and develop a student educational plan (SEP) through the current on-boarding process. Information about this process can be found on the website, the college catalog, and schedule of classes. Through strong workforce funding, efforts are currently underway to strengthen the connection between on-boarding, career exploration and career planning for Career Technical Education programs.

A workgroup has been established to review the current student on-boarding process.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

A student success team has been created to focus solely on the on-boarding process for students. The team will be developing targeted strategies to on-board student into the specific Interest Area they have identified during the application process. We anticipate utilizing some new strategies in the Fall 2022 semester.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College provides free tutorial services and access to learning labs for English and math courses and some general education courses; however, these types of services are not consistently available in "gateway" courses across all programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has a committee (SEEM) dedicated to addressing student success in English, math, and ELAC course and has established a guided pathways work group that will focus on program and course mapping. The committees will explore best practices and make recommendations for addressing student success in gateway courses.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Currently the College does not have an comprehensive early alert system that connects students directly to campus resources.

Support Needed - Detail *

The College would like to evaluate and consider best practices with regard to early and explore available technologies.

Type(s) of Support

- On-campus/individual training

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College has a standing committee (SEEM) chaired by 2 faculty leads and the VP for Instruction that will focus on helping students to successfully complete English, math and ELAC courses. This committee was actively involved with the implementation of AB 705 requirements.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College will utilize the SEEM Committee to establish recommendations and improvements.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College has a standing committee (SEEM) chaired by 2 faculty leads and the VP for Instruction that will focus on helping students to successfully complete English, math, and ELAC courses. This committee was actively involved with the implementation of AB 705 requirements.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College will utilize the SEEM committee to develop recommendations and improvements.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Through its on-boarding services, the College guides all students to available support services both on- and off-campus based on individual needs. These services are limited in capacity and are not well connected due to staffing and budget needs.

Miramar has formed a workgroup to review the current onboarding process and to provide recommendations for improvement.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established a work group to review current practices and data, and begin to evaluate the on-boarding processes and recommend strategies to support student success.

The workgroup will be focusing its work on the process to on-board students into the newly developed Interest Areas (meta-majors)

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The Guided Pathways committee would like to explore student data at a more local level than is currently available.

Support Needed - Detail *

The College will seek assistance and coordination from the college and district research offices to achieve this goal.

Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College provides an extensive set of outreach services to feeder high schools, including offering college courses on high school campuses, concurrent enrollment opportunities, career exploration activities on and off campus, on-site advising, orientation services, and college tours. However, as the College is at the early stages of developing course and program maps for students, the linkage from outreach services to programs of study to career opportunities still needs attention.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established three faculty-led work groups to work on course mapping, program mapping, and on-boarding. The work groups will be meeting over the next several semesters to clarify mapping which will in-turn be linked to the on-boarding process.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Several categorical programs have well established practices to monitor student progress each semester; however the college does not currently have a systematic process in place for the general student population.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established a faculty-led work group to identify best practices for on-boarding students into Interest Areas. It is anticipated that new strategies will begin to be implemented in the Fall 2022 semester.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

All students have access to education planning, however the College does not have a process by which students can easily review academic progress other than by setting up an individual appointment with a counselor.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established a faculty-led work group that will explore proactive and integrated student support services, including an early alert program and a plan on how to improve student use of student education plans.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

The district is in the process of implementing a new student data base that allows counselors and students to view their educational plans; however, the implementation process is not complete.

Support Needed - Detail *

Moving forward the College would like to explore external software that compliments our new student data system allowing for the implementation of support efforts such as early alert and student planning.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College does not have a comprehensive early alert system in place; however, the College does routinely notify and engage students who have entered progress/academic probationary status.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has access to an early alert referral process set up by the District. The College has engaged in a District wide discussion about desired enhancements that will allow for more directed follow-up activities between students and faculty.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Counselors are available to assist students with identifying viable education and career paths; however this service is typically provided when a student chooses to set up an individual appointment.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established a faculty-led work group that will explore best practices for proactive and integrated student support services, with a target of identifying success milestones to assist in redirection when needed.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The College provides courses when students need them and regularly analyzes student course taking patterns when developing the semester schedule; however the College needs to continue to review and strengthen its strategic enrollment management practices.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College is in the process of redeveloping an enrollment management committee that will be charged with refining our strategic enrollment management efforts. Additionally, a faculty-led guided pathways work group will map-out course sequencing in relation to student schedules by utilizing data, student surveys and focus groups.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Program learning outcomes are a regular part of the College's program review and curriculum review processes; however more discussion is needed with regard to linking outcomes to specific education and career outcomes.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established Interest Area work groups that will have an opportunity to strategize efforts to align learning outcomes, including developing competencies and outcomes, within the Guided Pathways framework.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College CTE programs often integrate active learning into its curriculum; however the collection of data has not begun on other disciplines. More discussion and training is needed in order to expand this effort across all programs as well as a process to collect data.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established several faculty-led work groups that will consider and recommend professional development strategies that will support the guided pathways efforts.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service

learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College has consistently offered work-experience courses and study abroad opportunities. Most recently the Career Center has utilized Strong Workforce funds to hire job placement and work place learning coordinators. More discussion and training will be needed to expand these efforts across the broader curriculum.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established faculty-led work groups that will have an opportunity to collect evidence of what is occurring in classes and programs in order to map current practices and explore opportunities for expansion.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

There some examples of this type of activity in various departments, but the College could benefit from more professional development in this area.

Support Needed - Detail *

The College would like to identify professional develop training opportunities that are available both locally and regionally.

Type(s) of Support

- Policy guidance
- On-campus/individual training

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Program learning outcomes are a regular part of program review and curriculum review; however this is often approached on a course by course basis. More discussion and training will be needed to discuss outcomes across programs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has redeveloped its participatory governance process to include a learning outcomes committee through which program review will be assessed, evaluated and revamped. This committee will assist to address this area.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Program learning outcomes are a regular part of program review and curriculum review and data is available for each department to analyze their outcomes. However more effort is needed to look at these outcomes in an integrated way such that it leads to intentional campus efforts.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established several faculty-led guided pathways work groups that will each look at campus metrics and recommend professional development opportunities that tie into the work of guided pathways.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Some individual academic programs and the Career Center have made efforts to assist students to document learning beyond the traditional transcript; however this is limited in nature.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The College has established faculty-led work groups that will collect data, explore best practices for career exploration and proactive student support services, and make recommendations to address this aspect of the guided pathways framework.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

The College plans to participate in multiple campus climate surveys, one related to equity issues and the other related to guided pathways. In the Spring of 2021, the College participated in an equity focused campus climate survey supported by USC through its Equity Alliance initiative.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Since the start of the pandemic, the College participated in local student surveys, largely related to the impact of COVID on student learning and student access to basic needs. As the College returns more fully to campus, it will explore opportunities to participate in national survey such as CCSSE.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details *

The College has consistently made efforts to include students on both participatory governance committees and guided pathways committees by formally establishing voting membership for students on most campus committees. The College has also supported and conducted department level student surveys, district-wide student surveys, and student focus groups to better understand student needs and to gather the student voice. Finally, staff members attend Associated Student Government meetings when appropriate to make presentations to share and gather information on multiple topics, including guided pathways.

Course Alignment

The College has made limited progress in this area; however the College has implemented a comprehensive reorganization of its participatory governance structure. This new structure includes a redeveloped strategic enrollment management committee that will explore this issue further.

Year 2 Self-Assessment Upload

	Document Title	Type	Uploaded	Comment
	[GP - 19 - 20 SOAA Report - SD Miramar.pdf](#)	Self-Assessment	2/26/2021, 12:44:13 AM	N/A
	[CCRC_SOAA_CCC_March2019 -- SD Miramar Final - April 2019.pdf](#)	Self-Assessment	2/21/2020, 6:27:20 PM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults