**Planning, Institutional Effectiveness, and Research Committee**
February 24, 2023, 10:30 a.m. to 12:30 p.m., Room L-108
Co-chairs: Daniel Miramontez and Lisa Brewster

## MINUTES

**Present:** D. Miramontez, L. Brewster, A. Gonzales, B. Bell, M. Odu, N Julian, A. Neff, M. Hart, P. Manley, D. Kapitzke, D. Diskin, K. Hill, M. Lopez, and M. Demcho
**Absent:** X. Zhang, D. Sheean, L. Clarke, and, R. Marine

Meeting called to order at 10:33 a.m.

1. **Approval of Agenda**. Agenda was moved by M. Demcho, seconded by M. Hart, and carried to approve.

2. **Review of Minutes for September 23, October 14, & November 4, 2022, & December 9, 2023.**
   September 23, 2022 minutes were moved by B. Bell, seconded by M. Hart, and abstained by M. Demcho and L. Brewster. October 14, 2022 minutes were moved B. Bell by, seconded by M. Odu, and abstained by M. Demcho, D. Diskin, and D. Kapitzke. November 4, 2022 minutes were moved by B. Bell, seconded M. Odu, and abstained by D. Diskin. December 9, 2023 minutes was moved by L. Brewster, seconded by B. Bell, and abstained by D. Diskin and D. Kapitzke. All four sets of minutes were approved.

|  | **\*Strategic Goals** | **Accreditation Standards** |
|---|---|---|

**New Business:**

1. **Guided Pathways – Academic & Career Pathways (ACP).**     **1-5**     **I-IV**
   - **Demographic Profile**
   Review of New Student ACP Pilot data for Fall 2022 was presented.  Demographics included counts and percentages of first time enrolled students to ACP shells at Miramar College, and track their progress accordingly.  There were 2,700 new, first time enrolled college students with the criteria that it was their first time ever to Miramar College (note that CCAP and dual enrolled students were not taken out). There were more males (51%) than females (47%) enrolled as first time to college students, with 1% identified as non-binary and 1% did not report a gender identity.  White (33%) and Latinx (28%) students make up most of the cohort, with Asian students at 15.5%, Filipino/a and Black/African-American students less than 9%, and Pacific Islander and American Indian students comprising 0.5%.  Average student age was 18-24 (46%), followed by ages 17 and under. There are seven ACPs: Advanced Transportation & Applied Technology; Business & Entrepreneurship; Creative Arts, Languages & Communication; Health Sciences; Public Safety; Science, Technology, Engineering & Math; and Social and Behavioral Sciences & Education.  Business & Entrepreneurship was the most common ACP (20%), with Creative Arts, Languages & Communication as the least common (6%).  Thirty percent of the new student cohort did not declare a degree.  Currently, Guided Pathways is working on a Canvas Shell or orientation for undeclared or undecided students to help them declare a major within their first semester. For the most popular program by ACP, 76% of students are seeking a degree/certificate in Public Safety ACP, followed by Science, Technology, and Engineering & Math ACP (56%).  Most popular degree/certificate by ACP, Computer Science is most common (147 students), followed by 43% of students in the Health Sciences ACP are majoring in Biology for Allied Health, 26% of students in the Social and Behavioral Sciences & Education ACP are majoring in Psychology, and students in the Create Arts, Languages & Communication ACP show widespread interest in degree goals, with the most common major being Humanities Studies at 15%.  In fall 2022, Campaign for Student Success (phone interview campaign) was launched with 55 volunteers who called 2,700 students. A total of 107 interviewed students were satisfied with the overall Miramar College experience.  Challenges include Class Registration, Counseling

Services, Financial Aid/FAFSA, and Class Progress.  Most common resource used is the Counseling Services.  Out of 1,053 students contacted, 217 (21%) were interviewed.  Eight hundred and thirty-six students (79%) were unable to talk on the phone.  Of those interviewed, 97 participants (45%) were satisfied with the overall experience at Miramar College, nine students (4%) reported that they were very satisfied, with 111 (51%) of the interview notes provided no information on the level of satisfaction.  Follow up phone calls and emails were done to check up with students. Information gathered will be helpful and valuable to guide the college becoming student centered and to increase student success rates. Conversation is being had in forming a success team, as well as software from the District that will allow access to student data (via Teams).  Request was made to have survey questions available/shared with instructors. Next meeting will include presentation on student performance data.

**Old Business:**

1. **Guided Pathways – Equity – Institutional Effectiveness Integration.**      **1-5**        **I-IV**
   Last semester, PIER Committee started looking at the crosswalk between the Guided Pathways projects and Student Equity Plan (SEP) metrics in Disproportionally Impacted (DI) groups relative to the barriers identified in the plan.  With continued discussion regarding integration, there should be a solid understanding of what is in the Equity Plan and what will be expected with the Guided Pathways Work Plan. The 2022-25 SEP was previewed and discussed (high level, broad overview).  This SEP is meant to engage the campus, to think through how the college's structure is set up to support our students, and what barriers might exist that impact student success.  Approach from the State is to ensure that the college is race conscious in design (from template provided and review from the USC Race and Equity Center for all community colleges). Reviewing the disaggregated student equity data, highlighted is the need to intentionally focus on racially minoritized student populations and develop targeted equity activities that explicitly align race-specific metrics to race-specific activities – particularly for the college's Black and African American, and Latinx students who are experiencing disproportionate impact across all equity metrics.  In developing the SEP, the college participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group.  The college's approach in developing this equity plan centers on addressing and removing challenges and barriers in each of the metrics for the Black/African American and Latinx student population who are experiencing disproportionate impact.  These includes: 1) Resources to directly support efforts to close gaps for DI students; 2) Quantitative/qualitative data to determine areas of strength/weakness to support DI students; 3) DI representation in staffing who reflect DI students; 4) Targeted professional development on strategies/practices to support DI student success; 5) Structure/programs to support the success of DI students and student engagement opportunities for students to connect; 6) Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture. Examples shown included structure evaluations with friction points, overview of current and ideal structures (addressing barriers), and student support integration, which will need action steps specific to barriers (tied to strategic goals and directions).  Next steps are to look at barriers identified and how to move to action.

   Guided Pathways 2022-26 Work Plan Development Template was also presented.  Template work plan content (question group) includes Successful Enrollment, Persistence, Completed Transfer-Level Math & English, Transfer, Completion - these are also metrics identified in the college's Equity Plan.  Other areas include the Student Equity and Achievement (SEA) Program Integration, Associate Degree for Transfer (ADT) Integration, Zero Textbook Cost to Degree (ZTC) Program Integration, California Adult Education Program (CAEP) Integration, and Strong Workforce Program (SWP) Integration.  This shows that everything is moving forward with integration and alignment.  Note that this GP work plan development is entered into NOVA, to include approvals from President, VPA, and AS President. Also suggested is to consider the content of the college's Equity Plan as a foundation for building out the Guided Pathways Work

Plan, ultimately leading into the redesign of the college's Educational Master Plan. In the next couple of years, the State will require a Comprehensive Plan that will help pull all these efforts together (grounded in Legislation).

2. **2023 Planning Summit Update.**                                     **1-5**          **1-B**
Theme for this year is Miramar 2.0: a Redesign. Topics will include discussion on DI groups (Black/African American and Latinx students) identified in the SEP across three Guided Pathways areas: 1) First Semester Orientation, 2) Light the Fire Courses, and 3) Holistic Student Support. Details of the agenda for this planning summit was reviewed and discussed. Keeping in mind to intentionally use the instructional design methodology. To continue momentum for the college, possible actions steps include talk about how they made things happen in, to bring experiences to fall convocation – to hear what has come to fruition. Possibly have check-ins in Friday 3Cs to see where everyone is at. Recommendation for lunch to have something conducive to having discussions. Mentioned was to streamline communication within the governance structure to effectively consume and understand information. Morning Session includes an icebreaker, introduction and an overview on how the college community can affect and impact each other every day on campus.

3. **Comprehensive Program Review Process Update.**                     **3**            **I.B.**
Tabled.

4. **Update to Main/Operational Plans.**                                 **1-5**          **I.B.**
Tabled.

**Reports/Other:**
1. **Budget and Resource Development Subcommittee (BRDS)**             **3, 4**          **I.B, III.D**
No report.

2. **Program Review/Outcomes Assessment Subcommittee.**               **3, 4**          **I.B**
Request was received to discontinue the Graphics Program. Based on existing Program Viability Process (being revised), a workgroup has to be appointed. Members to include Instructions, Academic Senate, Department Chair, discipline expert from the program, and a member of PIER (parent committee to PROASC). Motion was made by B. Bell, seconded by M. Demcho, and moved to approve for Patricia Manley to represent PIER committee as a member of the Program Viability Process workgroup. For Nuventive update, have finished Instructional side and moving into Student Services.

3. **District Strategic Planning Committee.**                           **3, 4**          **I.B**
None, have not met.

4. **Informational Items**                                              **1-5**
None.

**Next Scheduled Meeting:** Friday, March 10, 2023.
**Adjournment:** Meeting was adjourned at 12:17 p.m.

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**\*San Diego Miramar College Fall 2020–Spring 2027 Strategic Goals:**
1. **Pathways** - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success
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
3. **Organizational Health** - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making
4. **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships
5. **Diversity, Equity, and Inclusion** - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community