Guided Pathways Draft Plan 2022-'26

1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.
Less than 50%

1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?
In Progress

What does your college need to do to develop and implement a continuous improvement process related to the goal?
- Have access to data from CCC Apply
- Invest in CRM to communicate with students
- Develop wrap around services to assist students in enrollment processes
- DI representation in staffing
- Allocate resources to directly support efforts

What learnings and improvements does your college believe it will benefit the most from engaging in the continuous improvement cycle over the next 4 years?
- Access to data will allow us to make informed decisions that will help us develop strategies and intervention which strategically impact our various sub populations
- Targeting communication to the various sub populations will allow us to integrate the strategies identified to particular populations
- Targeted professional development on culturally responsive practices embed in Light the Fire programs
- Stronger connection between instruction and student services creating a collaboration that will yield towards a more holistic approach wherein students are guided by multiple areas of the college
- Continue to expand Jets JumpStart
- Introduce ACP orientation to help acclimate students
- New student section is being built into the ACP Canvas Shell to clearly identify steps to enrollment
    - District will auto enroll students in the ACP Canvas Shell upon completing application

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.
50-75%

2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students?
In Progress

What does your college need to do to develop and implement a continuous improvement process related to the goal?
- Establish data points needed and mechanism to share access to the data
- Implement success team model using inquiry and action model
- Assess effectiveness of ACP canvas shell by tracking student usage
- Assess effectiveness of regularly communication with students
- Host student engagement opportunities for DI students to connect to their ACP
- Quantitative/qualitative data to determine areas of strength/weakness to support DI students
- Utilize the Program Review process to examine areas of strength and opportunities to improve support for DI students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
- Targeted professional development on strategies/practices to support DI students

What learnings and improvements does your college believe it will benefit the most from engaging in the continuous improvement cycle over the next 4 years?
- Access to data will help inform the Inquiry and Action teams of the barriers that exist by ACP
- The development of a communication plan for what to and when to communicate with students will help inform the college of the key message's students need in order to assist them with staying on the path
- There are multiple approaches that have been taken with the student engagement opportunities: calling campaign, mentoring program, paired learning, career exploration events, transfer events, in class presentations, LAEP student involvement
- Quality Program Review will help identify data per program which will spark discussions on persistence and success by DI population, age, and gender.
- Professional Development events by ACP, by program, and through the Light the Fire PD series addressed at building community and student persistance
- Revisions to ACP canvas shells to include links to college success strategies, updated faculty information, and modules to help students when they need it
- Development of Undeclared ACP and undeclared orientation.

- o Success Team formed to connect with students who are Undeclared
- Campaign for student success with calling of students and showing that Miramar employees are here to help with their success
- Launch of MyCoach, an app with resources and milestones
- Launch of Program Mapper for all Full Time and Part Time students to CSU, UC and career path

3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.
Less than 50%

3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students?
In Progress

What does your college need to do to develop and implement a continuous improvement process related to the goal?
- Marketing importance of taking Math and English
- Increase persistence and success rates
- Prioritization of resources to directly support efforts to close gaps for DI students
- Targeted professional development on strategies/practices to support DI student success in Math and English

What learnings and improvements does your college believe it will benefit the most from engaging in the continuous improvement cycle over the next 4 years?
- Piloted paired coursing with MATH 104 and PERG 120
- Mentoring program for STEM (faculty/student)
- 3 Mentoring events per semester for STEM
- Title V for STEM
- Program Mapper identifying course sequences which strategically place Math and English in first year
- In conversation to determine if a we can develop and offer a CTE version of Math and English
- Continue regular norming sessions with English
- ACP tutors

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.
Less than 50%

4.2With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?
In Progress

What does your college need to do to develop and implement a continuous improvement process related to the goal?
- Make access to data on transfer by subpopulations available
- Staff transfer center
- Increase number of students who have comprehensive SEP's
- Market Program Mapper
- Targeted Transfer workshops to various subpopulations
- Revision of Miramar website

What learnings and improvements does your college believe it will benefit the most from engaging in the continuous improvement cycle over the next 4 years?
- Hiring of a transfer center director
- Development of group abbreviated educational planning
- Hiring of 4 new general counselors
- ACP event focusing on ed planning
- ACP event focusing on transfer: educational in first semester, to build on in future semesters

5.1Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.
Less than 50%

5.2With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students?
In Progress

What does your college need to do to develop and implement a continuous improvement process related to the goal?
- Increase number of SEP's completed
- Regular communication with students nearing completion
- Host student engagement opportunities for DI students to connect to their ACP
- Quantitative/qualitative data to determine areas of strength/weakness to support DI students
- Utilize the Program Review process to examine areas of strength and opportunities to improve support for DI students. Our revamped Program Review

& Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
- Targeted professional development on strategies/practices to support DI students
- Identify resources to directly support intentional efforts
- Revision of Miramar homepage to reflect Guided Pathways framework

What learnings and improvements does your college believe it will benefit the most from engaging in the continuous improvement cycle over the next 4 years?
- Embed a counselor in each ACP
- Establish communication plan on what to and when to communicate with students
- Train success team on inquiry and action plan
- Engage faculty and classified professionals in the ACP model
- Collaborative efforts by student success and instruction
- Career Ambassadors
- Student involvement in success team though LAEP
- Program Mapper with enhancements
- ACP specific monthly events
- First semester orientation connecting student services and instruction
- College hour
- ACP tutors

6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.
Integration in Progress

What are some present challenges in that affect reaching full integration?
- Resources
- Staffing
- Currently in the planning process for the launch of ACP success teams

What are the actions your college is taken/plans to overcome some of these challenges?
- Training for ACP success teams
- Professional development targeted towards DI populations

Leaning into the continuous improvement efforts, what are your immediate, intermediate and long-term goals for full integration?

Immediate goals- train ACP success team
Intermediate goals- engage faculty, staff and administrators in data driven conversations highlighting inequities based on DI populations
Long-term goals-

How will your college evaluate these outcomes?
- Persistence rates by ethnicity, age and gender
- Success rates by ethnicity, age, and gender

7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.
Starting Integration
Integration in Process
Full Integration

if integration in process, then same questions as #6

8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.
Starting Integration
Integration in Process
Full Integration

if integration in process, then same questions as #6

9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Starting Integration
Integration in Process
Full Integration

if integration in process, then same questions as #6

10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Starting Integration
Integration in Process
Full Integration

if integration in process, then same questions as #6