Leading for Equity: Transforming the College Through Quality Program Review

Spring 2022 Collegewide Planning Summit
Qualitative Data Packet

Compiled by
San Diego Miramar College
Office of Planning, Research, and Institutional Effectiveness

Event: Spring 2022 Planning Summit

Theme: Leading for Equity: Transforming the College Through Quality Program Review
Focus: Building a student centered college through the assessment of our programs

Activities: See Agenda
                        Part I: Ice Breaker Activity
                        Part II: Community Builder Activity
                        Part III: Afternoon Breakout Session by Interest Area

Participants: Contract-Faculty Instructional; Contract-Faculty Non-Instructional; Classified Contract;
                        Adjunct Faculty; NANCe; student; Supervisor; and Management

Data Collected: Activity responses including recommendations, changes, improvements, and lightbulbs.

Data Application: a) Educational Master Plan
                        b) Program Reviews
                        c) Student Equity Planning

Planning Summit Ice Breaker Activity

2027 Miramar Times: Equity at Miramar

Breakout Room Instructions for Participants

Introductions 3 mins	Once in your groups, please **introduce** yourself and the area on campus you proudly represent.
Posting In Padlet 2 mins	Remember your group number? Refer to the bottom of this document to **click on the Padlet link for your group**. (Your group number is also listed at the top of your screen).
Ideating 5 mins	Once in Padlet, each person in your group will **address the following task**: It's 2027, you open the campus newspaper, the Miramar Times. *What headlines do you wish to see about how Miramar has addressed equity to improve the student/human experience?* Use Padlet to post 1-2 headlines, images, links, etc. you wish to see. **This is the future! You can wish to see an "Equity Innovation" like an Equity Magic Wand or anything you think would radically move the equity needle.*
Action Planning 5 mins	Take turns **sharing your post(s) and answering** *"how might your post become a reality for Miramar College?"*
Sharing Out 10 mins	Ask one team member to **share out with the larger group**: a 30-second overview of the most interesting thing the group learned about, discussed or shared.

PADLET LINKS

SAMPLE Padlet

Group #	Facilitators	Padlet
Group 1	Linda Woods & Monica Demcho	https://sdmiramarcollege.padlet.org/NessaJ/qygno3mhw1egy8au
Group 2	Adrian Gonzalez & Glenn Magpuri	https://sdmiramarcollege.padlet.org/NessaJ/zetvvtzg27t5umda
Group 3	Brett Bell & Mona Patel	https://sdmiramarcollege.padlet.org/NessaJ/u5xhrg6jsj7x9o6c
Group 4	Michael Odu & Kandice Brandt	https://sdmiramarcollege.padlet.org/NessaJ/x4jk103141hwzk4c
Group 5	Lou Ascione & Reylyn Cabrera	https://sdmiramarcollege.padlet.org/NessaJ/dt2mpgo7c23uc4ep

Group 6	Jesse Lopez & Dana Stack	https://sdmiramarcollege.padlet.org/NessaJ/ddidu6oxl6wi4d9l
Group 7	Claudia Estrada-Howell & Jennifer Pena	https://sdmiramarcollege.padlet.org/NessaJ/6d2y447ydj0ee5jp
Group 8	Tonia Teresh & Ryan Roper	https://sdmiramarcollege.padlet.org/NessaJ/h0t9rgz1im7n61or
Group 9	Patti Manley & Jeanette Moore	https://sdmiramarcollege.padlet.org/NessaJ/nlfrfwtpxmcyuju7
Group 10	Sonny Nguyen & Francine McCorkell	https://sdmiramarcollege.padlet.org/NessaJ/b9nyt8rh7ftylkrq

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Miramar College Planning Summit 2022 Part II: Community Builder Activity
Padlet Responses: https://sdmiramarcollege.padlet.org/NessaJ/o1zcp241bemp6xfs

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Summary of Responses

College / Program/ Department Mission

- Identify where department-specific goals and college mission overlap
- Unify efforts across departments for common goals
- Simplify or better understand program review to materialize its goals
- Provide more resources for students to learn and succeed
- Promote equity in student success

ISLOs/Strategic Goals; Collegewide Priorities

- Help make ISLOs, Strategic Goals, and College Priorities manageable
- Provide more resources beyond the program to achieve goals
- Connect expected student learning outcomes to modern career needs
- Services areas need guidance and support to contribute to program review

Equity Definition / Equity Gaps

- Continue the focus on equity and increase understanding
- Obtain and share data that can help recognize and mitigate equity gaps
- Increase awareness of support services already in place
- Be cognizant of the needs of specific DI populations and address them
- Represent diversity through hiring practices and educational media

Success Factors & 4 Pillars

- Success Factors & 4 Pillars must become inherent to daily professional practice
- Nurture students by making them feel valued, listened to, and respected
- Provide more opportunities to engage in on-campus activities and with campus resources
- Offer students differentiated orientations
- Connect students to the working world

PREDD & Outcomes Assessment Data

- Train campus employees to understand and use the data
- Gather more qualitative data to improve student retention and success
- Create a tool similar to PREDD for student services programs
- Include meeting academic goals and career outcomes as measures of success
- Increase number of researchers

Lightbulb Moments

- Learned a better use of the Student Success Hub in Canvas

Overall Questions/Comments

- Provide a glossary of acronyms and definitions

Quality Program Review Elements	Recommendations/Changes/Improvements	Prompts
Miramar College Planning Summit 2022 **Part III Afternoon Breakout Session by Interest Area**		

Miramar College 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 student completion for degrees/certificates, transfer, workforce training, and/or career advancement.	Different programs help students achieve different goals (transfer, workforce training), but are alike in offering career advancement. Interest in meeting student needs: eliminating textbook costs, offering more modality types, targeted counseling. Discussions on mitigating equity gaps.	How do program offerings and services contribute to the college's mission? In what ways do program goals align with the college's strategic initiatives?

Program (Instruction)/Department (Non-instruction) Mission Statement		
Insert program/department mission statement.	Programs align in different ways (mastering the material, appreciating the field, preparing for the workforce). Programs recognize the need to update mission statements to emphasize DEI. Some programs do not have a mission statement.	Review the Program's mission statement. Does it align with the College's mission statement? Does the mission statement align with the current program activities?

Institutional Learning Outcomes		
ILO 1: Knowledge of Human Cultures and the Physical and Natural World. Study in sciences, mathematics, social sciences, humanities, histories, language and the arts, or a specialized field of study	Students are expected to achieve learning outcome by the completion of their program. Each department contributes to the ILO.	How is your Program helping students meet the ILOs? How do the Program's Goal align with the ILOs? Are you mapping Program Goals & PLOs to the ILOs? Which Program Goals meet align with this ILO? Example: ILO#1 How has the program provided students opportunities to have experiences or conversations about other cultures, viewpoints or values? (example)
ILO 2: Intellectual and Practical Skills. Communication, Critical Thinking, Problem Solving, Quantitative Literacy, Information Literacy	Project based environments and real world simulations help students develop these skills.	Examples: Does the Program provide students the opportunity to use critical thinking skills to make informed decisions? Does the Program encourage communication and interaction inside/outside the classroom?
ILO 3: Personal and Social Responsibility. Local and global civic knowledge and engagement. Intercultural knowledge and competence Ethical reasoning and action. Foundations and skills for lifelong learning. Pursuit of high quality collegiate educational and extracurricular experiences. Successful navigation of the postsecondary education system to achieve educational goal(s)		Example: Are students provided opportunities to become actively involved in diverse communities and real world challenges? Does the program encourage students to understand the views, customs & values of other cultures?
ILO 4: Integrative and Applied Learning. Synthesis and advanced accomplishment across general or specialized studies. Demonstration of applied skills required for the student's chosen career field	Project based environments and real world simulations help students develop these skills.	Example: How does the program support students ability to apply their knowledge, skills and responsibilities to new settings and complex problems?

Strategic Goals & Directions (Fall 2020-Spring 2027)		
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.	Aims to help students become successful.	How does the Program's Goal align with the Strategic Goals & Plans? Are you mapping Program Goals & PLOs to the Strategic Goals & Plans? Which Program Goals align with Strategic Goal #5?

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 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 programs, services, and activities that focus on intentionally supporting disproportionately impacted populations.	Provides opportunity for career advancement and be a better employee/team member. Provides space to express self and grow strengths.	
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 supporting student equity and success.		
4) Relationship Cultivation: Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships a. Strategic Direction 1- Redesign a transparent, 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.	Need to ensure all initiatives align with PR goals, college priorities, and DEI initiatives.	Does the Program have a goal/outcome that specifically addresses equity? Which Program Goals align with Strategic Goal #5?
Collegewide Priorities		

Priority 1: To increase the transfer volume and rate Priority 2: To increase the number of Associate Degrees and Certificates Awarded Priority 3: To increase the success rate for CTE Students Priority 4: To increase the number of course sections to reach the goal of 10,000 FTES (Met) Priority 5: To increase course completion rates for disproportionately impacted populations of students Priority 6: To increase the number of outreach activities and programs	Need support to offer courses/programs to meet priorities. Provide more resources and events. Revise Priority #4.	How do program offerings and courses contribute to the collegewide priorities? Does the Program contain goals that align with the Collegewide Priorities?
Miramar College Equity Definition		
Equity is the framework and practice in which historically marginalized and minoritized populations (based on race, economic class, gender identity, sexual orientation, ability, and/or disproportionately impacted) are provided the resources, opportunities, and education to achieve success – from access through completion. Equity addresses systemic inequalities through the implementation of evidence-based policies, programs, procedures, and legislation which inform strategic and intentional resource allocation, support structures, and opportunities in order to ameliorate the impacts from past and current inequalities.	Programs review content, outcomes, and titles. Small changes to content. Added longer lab times. Provide space to practice speeches. Create an inviting layout.	Are you familiar with the College's Equity Plan? Do you have an Program Goal that is equity focused? Have you noticed any equity gaps in your Program or program courses? If so, what have you done to reduce these gaps.
Collegewide Equity Gaps Identified in Student Equity Plan		
Access: American, Indian/Alaska Native, African American, Native Hawaiian/Pacific Islander, Foster Youth, Veteran Retention: Latinx, African American, White, LGBTQ Completion of Math & English: Latinx, African American, White, Foster Youth, Veteran, Economically Disadvantaged Transfer – Latinx, American Indian, Pacific Islander, Foster Youth, LGBTQ Degree or Certificate **–** African American, American Indian, Pacific Islander, LGBTQ		Be sure to address any activities or goals that help to reduce any equity gaps identified in the data analysis
Guided Pathways Pillars		
Clarify the Path (creating clear pathways to employment and further education) Enter the Path (help students choose and enter their pathway) Stay on the Path (help students stay on their path) Ensure Learning (follow through and ensure improved student results)	Course sequences. Intro video. Explain what opportunites are gained with the degree. Adjuct faculty are integral to student success and must be supported.	How has your program/unit helped clarify the path so students can easily navigate through Miramar college? How has your program/unit helped students enter the path so they know the steps they need to take in order to successfully complete their programs? How has your program/unit helped students stay on the path (retained them at our college)? How has your program/unit ensured learning?
Six Success Factors		
Directed: students have a goal and know how to achieve it. . Focused: students stay on track — keeping their eyes on the prize Nurtured: students feel somebody wants and helps them to succeed Connected: students feel like they are part of the college community Engaged: students actively participate in class and extracurricular activities Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated		Have you discussed the 6 factors within your Program? What methods/tools could the Program use to help students feel directed, focused, nurtured, connected, engaged & valued
Program (Instruction)/Department (Non-instruction) Mission Statement		

		Review the Program's mission statement. Does it align with the College's mission statement? Does the mission statement align with the current program activities? Does the Program Mission statement address the above areas?
Program/Discipline Data e.g., success, retention, benchmarking, qualitative data		
PREDD Link: PREDD 2020/2021 PREDD Help Video: PREDD Help Video		Identify any trends such as (enrollment, retention, achievement), performance gaps, grade course distribution. Review the disaggregated data across the Program as well.
Outcomes PLO/SLO/SUO Data		
Program,, Degree & Certificate Outcomes (PLOs) Refer to assessment findings	Recommendations/Changes/Improvements	Do the program level learning outcomes adequately address the most important knowledge, skills, and abilities that students must master in order to achieve the main purpose of the program? If not, what changes should be made? Consider any needed changes in the program as result of assessment findings.
Course Student Learning Outcomes /Service Unit Outcomes (SLOs/SUOs) Refer to assessment findings	Recommendations/Changes/Improvements	Summarize the Program, Unit and Course outcome assessment results over the past three years and describe how an analysis of those results led to improved student learning. Consider any needed changes in the program ,unit or courses as result of assessment findings. Describe how you have improved the Program, Award, Unit and course level outcome assessment processes and engaged in dialogue about the assessment findings. How were the assessment findings distributed to the Program staff/faculty? What faculty/staff engaged in the discussions?