



SAN DIEGO
MIRAMAR
COLLEGE

MIRAMAR **EDUCATIONAL PLAN**

Fall 2021-Spring 2028



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Preface

The main purpose of this Miramar Educational Plan is to articulate how planning works together across multiple layers. Planning always provides the context in which system/district/college need to operate with each other and not apart from one another. The California Community College Chancellor's Office (CCCCO) provides the highest level context of systemwide planning that both district and colleges need to consider. The next level planning context is the San Diego Community College District (SDCCD), in which San Diego Miramar College exists as one

of four colleges. It is important to note that the interplay between the College and District planning infrastructures, respectively, is meant to work in a bidirectional manner. That is, planning primarily happens at the college level, and then subsequently informs district-level planning efforts. District planning then comes together in ways to help support college functions (as front-line services to students). In essence, this 3-tiered planning system is not meant to be hierarchical, but complementary towards one another, in efforts to improve upon student equity and success.

Introduction

The CCCCCO released in 2023 its roadmap for the [California Community College \(CCC\) system, Vision 2030](#). Vision 2030 is intended to be a dynamic and future looking action plan, which charts a new direction for the CCC system, while addressing current challenges of the diverse student population it serves. As a dynamic plan, it is meant to bring the college experience to historically underserved communities in meeting them wherever they are in life. To achieve this endeavor, Vision 2030 consists of three primary strategic goals, which is supported by six outcomes metrics:

Goal 1: Equity in Success - Ensure the academic and career success of all Californians who are current and prospective California community college students.

Outcome 1: Completion - Increase, with equity, the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate Attainment - Increase, with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome - Increase, with equity, the number of California community college students who earn a living wage.

Goal 2: Equity in Access - Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Outcome 4: Student Participation - Increase, with equity, the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Goal 3: Equity in Support - Partner with other systems, agencies, institutions, and community-based organizations to provide students the academic, financial, and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Outcome 5: Maximizing Financial Aid - Increase, with equity, the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion - Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

In continuity with Vision 2030, the SDCCD Vision is to ensure success for all students and expand efforts to achieve diversity, equity, inclusion, and access in everything SDCCD does. To accomplish these efforts, SDCCD laid out six goals:

Goal A: Student Success and Well-being - Provide innovative resources and services to help students achieve their educational and career goals.

Goal B: Academic Excellence - Promote, enhance, and sustain academic excellence through innovative programs that inspire and prepare students for a successful future and lifelong learning.

Goal C: Workforce Development - Align educational programs with workforce realities and pathways for success.

Goal D: Financial Health - Achieve fiscal stability and long-term financial viability.



Goal E: State of the Art Facilities - Increase efficiency, health, safety, service levels, conservation, sustainability, resilience, access, and inclusion, and physical asset protection and management in support of the District's mission.

Goal F: Institutional Resiliency - Optimize organizational performance, enhance districtwide collaboration, and strengthen institutional resiliency.

In alignment with the [2023-2030 District Strategic Plan](#), 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.

The Vision of San Diego Miramar College states that it will be the center of education, innovation, and services to support our diverse students and community. In keeping with this vision, the college 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, and 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.

Together, the College's Mission and Vision provide the overall framework and basis for all planning on campus. The [Fall 2020 - Spring 2027 Strategic Plan](#) identifies goals with the aim of accomplishing the College Mission and are used to provide priorities that guide all integrated planning efforts collegewide:

Strategic Goal 1: Pathways - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.

Strategic Goal 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 Goal 3: Organizational Health - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.

Strategic Goal 4: Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.

Strategic Goal 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.

To identify planning priorities, the College has set standards for indicators identified through measuring the achievement of Strategic Plan Goals. The College prepared a five-year trend analysis of institution-set standards for measures identified in the Strategic Plan, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement. In addition, the College used both internal and external data and trend analysis to augment the benchmarking process and identify collegewide priorities. Through analysis of these data, the College has established planning priorities to guide the College through spring 2027. These priorities are being addressed collegewide through the actions identified in various plans and initiatives on campus in addition to departmental/service area program reviews, as outlined:

Priority #1: To review, plan, and implement Student-centered Pathways across the college.

Priority #2: To review, plan, and implement DEI across the college.

Priority #3: To evaluate and revise the implementation of the college's governance processes and structure.

Priority #4: To increase degrees/certificates awarded across disproportionately impacted (DI) groups.

Priority #5: To increase transfer volume across DI groups.

Priority #6: To ensure a comprehensive program review process across the college that helps enhance programs and services offered to students.

Strategic Planning and College Governance

At San Diego Miramar College, the strategic planning process charts the direction of the college for a seven-year period. The implementation and effectiveness of this process works closely with and is tied into participatory governance. The governance structure at San Diego Miramar College is designed to:

1. Implement the mission of the College through compliance with AB 1725 (1988).
2. Provide the opportunity for input from all college constituencies.
3. Ensure appropriate consultation and feedback.
4. Create a process to promote open communication between the constituencies.
4. Base the recommending process on open communication and shared information.
6. Encourage all to hear and respect the needs and expectations of faculty, classified professionals, students, and administrators in a consensus-building atmosphere.
7. Ensure diverse opinions and perspectives in governance.

For the inclusion of all four constituency groups (faculty, classified professionals, students, and administration) in participatory governance, the College has the College Council as the official recommending body. As such, the College Council is the apex participatory governance committee, which provides guidance and recommendations to the College President regarding

institutional policies, planning, and processes on collegewide issues in support of the college mission. The Council addresses collegewide and District issues through a collaborative, inclusive, and integrated approach to ensure communication, transparency, and to facilitate timely and effective recommending efforts. Academic and Professional Matters will be shared for input.

Part of College Council charge is planning. In particular, the following elements:

- Coordinate and ensure transparent integration of annual District, institution-wide and unit planning processes, recommendations, and reports.
- Communicate ongoing conversations to the college constituencies and seek input and feedback on collegewide initiatives, plans, and procedures.
- Ensure that implementation of college plans includes equity, inclusion, and diversity to reflect current needs, goals, and priorities.
- Ensure regular evaluation of the effectiveness of the college's overall planning processes.

The College Council is able to achieve the above planning charge, by having all committees and subcommittees link agenda items to the five strategic goals. By doing so, the college is able to track how decisions are made relative to strategic goals, and ultimately its mission. Please reference the [College Governance Handbook](#) for details on the link between governance and planning.



Pathway to Equity and Student Success

In the midst of the global pandemic of 2020, the College had to stop and pivot on how to fulfill its mission moving forward. In doing so, the College built a model that focuses on “how” things works together post pandemic. As a result, San Diego Miramar College’s **Pathway to Student Equity and Success Model** illustrates how the college can achieve its mission statement:

A) Strategic Plan: The Strategic Plan is made up of five lofty goals, which chart the direction of the college through strategic directions within a 7-year cycle:

- 1) Pathways - Need to ensure we build coherent pathways for students.
- 2) Engagement - Need to ensure opportunities for student engagement with the college during their time with us.
- 3) Organizational Health - Need to ensure that our institution is running well in meeting students where they are (through self-reflection).
 - a. Are our programs vibrant and healthy (program review process)?
 - b. Do our operations fit the needs of our students (accreditation process)?
- 4) Relationship Cultivation - Need to ensure relationships are built and sustained both within and outside the college.
- 5) DEI - Need to ensure that we address DEI needs across the institution.

B) Guided Pathways (GP): Structures and processes are built across the college that actualize the strategic goals/directions through the GP pillars:

- 1) Clarify the Path-Building Academic and Career Pathways (ACP) for students.
- 2) Enter the Path-Revising orientation through our landmark event Jets JumpStart.

- 3) Stay on the Path - Ensuring every ACP has a Success Team in place.
- 4) Ensure learning - Creating professional development for faculty through our Culturally Responsive Educators Academy and Training for Equity (CREATE) Professional Development program.

C) Strategic Enrollment Management (SEM): Based on the student experience/journey, action and/or activities are built within the Guided Pathways structures and processes from access to success/completion:

- 1) Increase Access.
- 2) Increase Retention.
- 3) Increase in Persistence.
- 4) Increase Success and Completion.
- 5) Build a Community.

D) Equity Metrics: Not every student journeys through or experiences the college the same way. Thus, equity barriers are identified (through data analysis of equity metrics), which highlight certain groups (Black/African-American and Latino/a/e/x), so we need to adjust our structures, processes, action, and activities accordingly (through data informed self-reflection):

- 1) Successful Enrolment.
- 2) Complete Transfer-level Math and English in the 1st year.
- 3) Term persistence (term to term).
- 4) Completion rates.
- 5) Transfer.

Finally, each of the model elements are mapped to the California Community Colleges Vision 2030 by focusing on Equity in Access, Equity in Support, and Equity in Success.

By focusing on “how” things work together post pandemic, San Diego Miramar College’s Pathway to Student Equity and Success Model helps the

college achieve its mission through the alignment of Strategic Planning, Guided Pathways, Strategic Enrollment Management, and Equity Metrics.

Miramar Strategic Plan	Miramar Educational Plan		
Strategic Goals	Guided Pathways Pillars	Strategic Enrollment Management (SEM) Goals	Equity Metrics
Pathways	<i>Clarify the Path</i>	<i>Increase Access</i>	<i>Successful Enrollment</i>
Engagement	<i>Enter the Path</i>	<i>Increase Retention</i>	<i>Complete Transfer-Level Math & English in 1st year</i>
Organizational Health	<i>Stay on the Path</i>	<i>Increase in Persistence</i>	<i>Term Persistence (Term to Term)</i>
Relationship Cultivation	<i>Ensure Learning</i>	<i>Increase Success & Completion</i>	<i>Completion Rates (Vision for Success)</i>
Diversity, Equity, and Inclusion (DEI)		<i>Building a Community</i>	<i>Transfer</i>
Alignment Mapping			

Vision 2030: Equity In Access			
Pathways	<i>Clarify the Path</i>	<i>Increase Access</i>	<i>Successful Enrollment</i>
Relationship Cultivation	<i>Enter the Path</i>		
Diversity, Equity, and Inclusion (DEI)			
Vision 2030: Equity In Support			
Pathways	<i>Stay on the Path</i>	<i>Increase Retention</i>	<i>Complete Transfer-Level Math & English in 1st year</i>
Engagement	<i>Ensure Learning</i>	<i>Increase in Persistence</i>	<i>Term Persistence (Term to Term)</i>
Organizational Health		<i>Building a Community</i>	
Relationship Cultivation			
Diversity, Equity, and Inclusion (DEI)			
Vision 2030: Equity In Success			
Pathways	<i>Stay on the Path</i>	<i>Increase Success & Completion</i>	<i>Completion Rates (Vision for Success)</i>
Engagement	<i>Ensure Learning</i>		<i>Transfer</i>
Relationship Cultivation			
Diversity, Equity, and Inclusion (DEI)			

Integrated Planning - Tying it All Together

To date, the College relies upon its student-centered planning framework to illustrate integrated planning on campus. The **Student Success Framework for Long-term Integrated Planning** places a clear emphasis on the fundamental role of the Mission and Vision Statements and Strategic Plan in guiding all collegewide plans. It provides a framework for developing long-term plans and is informed by multiple data sources/processes. Specifics of the integrated planning framework are as follows:

- Student Success Framework is predicated on intersection between Guided Pathways Pillars and the Six Factors of Student Success. The

Six Factors of Student Success serve as the College’s “bottom line” in emphasizing student success, while the Guided Pathways Pillars delineates the phases by which the college itself is meeting student need from clarifying the path to ensuring learning, which allows student completion/success. In all, it provides a contextualized framework for how the College maintains collaborative inquiry in dialoging about the student experience.

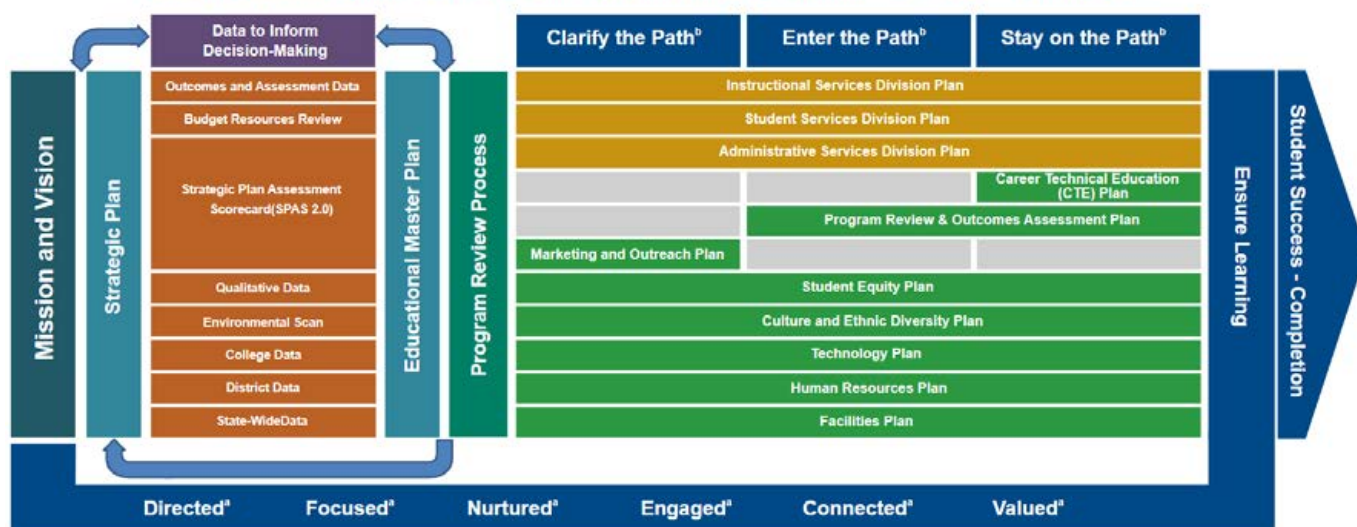
- The Strategic Plan is based primarily on the College Mission and Vision Statements, with consideration of program review information, environmental scan data, and current trends, as described in the section above and outlines the Strategic goals and directions to achieve the College Mission and Vision.



- Data to Inform Decision Making includes the key data sources and processes used to inform long-term planning, including:
 - Outcomes and Assessment: Outcomes Assessment (OA) is the process of collecting information that will inform the College whether the programs, courses, services, activities, and experiences it offers are having the desired impact on students. In other words, is the College making a difference in the lives of the students it serves? Outcome's assessment provides faculty and classified professionals the opportunity to reflect on overall course or service area effectiveness, by analyzing quantitative and qualitative data.
 - Budget Resources Review: The Budget and Resource Development Subcommittee provides information on how resources are allocated based on the program review process through the annual Budget Resources Review process.
 - Strategic Plan Assessment Scorecard (SPAS) 2.0: The SPAS 2.0 provides both floor (i.e., institution-set standards) and aspirational benchmarks for student achievement, student learning, and the student experience.
 - Qualitative Data: Provides link to the latest Qualitative Data Packet from the most recent Planning Summit event, which contains qualitative data to inform student success.
 - Environmental Scan: Provides a link to the San Diego Miramar College Environmental Scan Fall 2023 - Spring 2027, which includes a comprehensive review of the environment surrounding the College.
 - College Data: Provides a link to the College Research Office website that supports the planning and decision-making efforts of the college.
- District Data: Provides a link to the District Institutional Innovation and Effectiveness website that supports the planning and decision-making efforts throughout the District.
- Statewide Data: Provides a link to the California Community Colleges Chancellor's Office (CCCCO) Management Information System Data Mart, which contains information about students, courses, student services, outcomes, and faculty and staff.
- Program Review Process is a comprehensive and systematic review of programs, the outcomes of which connects the college's mission, strategic goals and directions, equity plan, collegewide priorities, the mission of each program, and institutional student learning outcomes. This collaborative approach is grounded on the framework of guided pathways and the six success factors, which support student success and the resources needed to be a student-ready college.
- Division Plans include summations of the Division's programs and/or service area goals, planning themes, and resource needs, all of which are aligned with the Strategic Plan Goals in Program Review. Divisions include Instructional Services, Student Services, and Administrative Services.
- Functional Plans are assigned to a specific area or a participatory governance group whose charge has collegewide focus and include goals and actions directly aligned with Strategic Plan Goals. These Functional Plans include the Facilities Plan, Program Review and Outcomes Assessment Plan, Marketing and Outreach Plan, Technology Plan, and Student Equity Plan.



Student Success Framework for Long-Term Integrated Planning • Fall 2020 - Spring 2027



^a Six Factors of Student Success (Source: Student Support Redefined Initiative)
^b Vision for Success (Source: California Community College Chancellor's Office)

See [Annual Planning Calendar/Cycle](#) for specific details

Long-term Planning Assessment

The College's Mission and Vision Statement provide the overall framework and basis for integrated planning collegewide. This connection is achieved by the development of Strategic Plan Goals that directly support the mission and are used to guide collegewide planning over a 7-year period. Through the implementation of the Strategic Plan, the mission guides institutional decision-making, planning, and resource allocation. All instructional programs and service areas develop their goals in alignment with the Strategic Plan, thus ensuring that the College Mission is central to planning at all levels of the College.

The focus of the **Fall 2020- Spring 2027 Strategic Plan** is student success and achievement. In order to measure

progress toward achieving its strategic goals, the College developed both floor (i.e., institution-set standards) and aspirational benchmarks and has presented these in the **Strategic Plan Assessment Scorecard (SPAS) 2.0**. The SPAS 2.0 was developed based on the Balanced Scorecard (BSC) methodology. The BSC is a measurement and strategic management tool designed to translate the mission statement and strategic goals into specific, measurable benchmarks. It helps define and measure institutional effectiveness; as well as enhances the existing planning infrastructure. The present SPAS (2022- 2023) intends to respond to the following questions:



How is San Diego Miramar College meeting its mission?

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. The College develops strategic goals and design and implement activities to meet its mission. During 2020-2021, the College updated its mission statement review cycle and developed the 2020-2027 Strategic Plan to translate the College mission into five general goals and 14 strategic directions. A total of 52 measures were identified to show progress towards the goals.

How does the College measure its success?

Upon the completion of the Fall 2020 – Spring 2027 Strategic Plan, the Planning, Institutional Effectiveness & Research (PIER) Committee worked in collaboration with the Office of Institutional Effectiveness to collect and analyze available data for the 52 measures. The PIER Committee further established a comprehensive set of benchmarks to measure the College's progress in meeting its mission. For each of the measures, the PIER Committee reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each Key Performance Indicator (KPI) and how effectively the College has implemented the strategies moving towards achieving its goals. The KPIs that constantly fall below their floor benchmarks or have lacked data/measures for the years are identified as the collegewide priorities.

How does the College build on its success?

The current SPAS (2022-23) provides a single year snapshot (i.e., 2020-2021), as well as a six-year trend analysis (2015/16 – 2020/21). Divisions, schools/offices, and departments/units can identify areas that either need to sustain its current success (floor benchmarks) or address improvement (aspirational benchmarks), dialogue about how to address the improvement via a structured inquiry process, and adjust the goals and activities to form action plans. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation; and the findings will be recorded in the next iteration of the college Main and Functional plans.

The College has set standards for indicators identified for measuring the achievement of Strategic Plan Goals, designed to meet the College mission. The following summary table provides the six-year trend analysis (2015/16 – 2020/21) of institution-set standards (i.e. benchmarks) for measures identified in the Fall 2020 – Spring 2027 Strategic Plan, to provide an overview and visual representation of the College's performance levels in all identified areas of achievement.

6-year Trend Analysis

■ Met/exceeded the benchmark
■ Evaluate (<3% below the benchmark)
■ Area for improvement (≥ 3% below the benchmark)

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
I.1.1	Social and Behavioral Sciences & Education	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Health Sciences	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Public Safety	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Creative Arts, Languages, Communications	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Business & Entrepreneurship	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Advanced Transportation & Applied Technology	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Science, Technology, Engineering, & Math	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.1.2	Retention Rate	90%	90%	90%	90%	88%	90%
I.1.3	Persistence Rate (Fall to Spring)	58%	59%	58%	59%	55%	53%
I.1.4	Student Satisfaction with Pathways and Wrap Around Services	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.2.1	Successful Course Completion Rates	77%	77%	78%	79%	78%	78%
I.2.2a	Number of Degrees Awarded	756	812	1,059	1,144	951	1,159
I.2.2b	Number of Certificates Awarded	491	447	506	733	477	532
I.2.3	Number of Associate Degree for Transfer (ADT) Awarded	212	276	407	526	445	534
I.2.4	Transfer Volume	758	825	953	1,286	1,482	1,511
I.2.5	Awards (Career Education Students)	NO DATA	NO DATA	NO DATA	NO DATA	558	639
I.3.1	Number/Percentage of courses/program/units with ongoing assessment of learning outcomes within a 3-year cycle						
I.3.1a	Number/Percentage of courses with ongoing assessment of learning outcomes within a 3-year cycle	618/687(90%)			449/665(68%)		
I.3.1b	Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle	38/38(100%)			38/40(95%)		
I.3.1c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.1	Number of courses offered via all Modalities (distance Ed, day-time and evening classes, and off-campus locations)	Refer to PREDD for Data					
II.1.2	Number of support services by modality offered via distance Ed or off-campus locations	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.3	Number of professional development workshops and activities	NO DATA	NO DATA	NO DATA	NO DATA	99	79
II.1.4	Number of participating faculty, classified staff, and administrator's participations	NO DATA	NO DATA	NO DATA	NO DATA	879	371
II.2.1	Success and Retention Rates by DIs	Refer to PREDD for Data					

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
II.2.2	Student Equity Plan (SEP) Indicators (2022)	Refer to the 2022 SEP for Data					
III.1.1	Percentage of program reviews completed	90%			68%		
III.1.2	Percentage of program review reports reviewed applying the Rubric	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	30%
III.2.2	Program Review results specific to student learning and performance						
III.2.2a	Student Learning Outcomes (SLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	78%
III.2.2b	Program Learning Outcomes (PLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	52 out of 100
III.2.2c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	37 out of 60
III.2.3	Self-reported survey results related to Program Review performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.)						
III.2.3a	Success	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3b	Retention Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3c	Persistence	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	77%
III.2.3d	Transfer Volume & Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	90%
IV.1.1	Effectiveness of the Governance Structure						
IV.1.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1b	Communication (within committee)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1c	Information flow (within governance)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1d	Time to decision making	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1e	Time from decision to action	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.2.1	Effectiveness of the Student Equity Plan						
IV.2.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.3.4	Impact/effectiveness of the outreach activities/programs						
IV.3.4a	Number of participants	NO DATA	14,362	15,147	16,665	12,443	4,006
IV.3.5	Other impact of partnerships						
IV.3.5a	Percentage change of articulation agreements	41	41	41	41	41	41
V.1.1	Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
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	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
V.2.2	Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities.	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.3	Satisfaction of the PD activities	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	81%
V.3.1	Culturally responsive instructional pedagogy						
V.3.1a	Number of courses with culturally responsive texts, lessons, assignments, media, activities (See Culturally Responsive Curriculum Scorecard.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.1b	Number/percentage of programs and courses that have DEI-related learning outcomes	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	43%
V.3.2	Student-centered services						
V.3.2a	Number of programs/services that collect, disaggregate, and analyze student data	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2b	Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2c	Number of students who access basic needs resources	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3	Recruitment, screening, and retention of employees						
V.3.3a	Number of faculty trained in culturally responsive instructional pedagogy	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3b	Climate survey results related to the workplace (pre- and post-implementation of new DEI practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

Short-term Planning/Program Review

The [Annual Planning Calendar/Cycle](#) provides a timeline and specific items for short-term planning and assessment, and is driven by the annual Program Review process for all areas of the college. San Diego Miramar College has a long-standing policy regarding program review and outcomes assessment. The College has adopted a three-year cycle for both Program Review and Outcomes Assessment.

The policy requires that every program (instructional, student services, instructional support services, and administrative services) complete a comprehensive program review every three years and an annual update. A Comprehensive Program Review and Annual updates offer an opportunity to reflect on a program's achievements, challenges, and ongoing resource needs.

Comprehensive Program Review provides essential information for the College's planning processes, such as revisions to long-term budgeting, as well as accreditation.

The process is ever evolving to ensure that the program review process moves toward continuous improvement and complies with the Accrediting Commission for Community Colleges (ACCJC), the accrediting body.

The Annual Program Review Update serves to detail the program's past year's activities, the program's planning for the next year, the status of staffing, courses offered, students served, changes to long term planning, and to submit resource requests (staffing, equipment, technology, facilities, etc.).

During the program review process, quantitative and qualitative data is reviewed to identify opportunities for addressing student equity, enhancing student learning, and improving overall program success. The program review process includes the analysis of course, unit and program level assessment data. Assessment data is used to inform and as evidence for program improvement, planning and budget recommendations.

All course, program, support, and service unit-level outcomes (PLOs, SLOs, SUOs) are required to be assessed at least once during the three-year cycle. Outcome's assessment data is used as evidence for course, program, and service improvement. The assessment results are used to determine how effectively the course, program, support or service area/unit outcomes, and program outcomes were achieved.

Three-Year Assessment Cycle

The College follows a three-year assessment cycle. First Year of the Assessment Cycle, Second Year of the Assessment Cycle, Third and Final Year of the assessment Cycle.

	SLO	PLO	SUO (SS)	ISLO	Program Review
Year 1 - Fall	P	P	P		
Year 1 - Spring	IP	IP	IP	IP	PR(A)
Year 2 - Fall	IP	IP	IP		
Year 2 - Spring	IP	IP	IP	IP	PR(A)
Year 3 - Fall	FR	FR	FR		
Year 3 - Spring	C	C	C	R	PR(C)

P = Planning IP = In Progress FR = Final Review C = Complete R = Review

SS = Student Service/Support Outcomes Outcome

SSPO= Student Service/Support Program

AUO = Administrative Unit Outcome

ISLO = Institutional Outcomes

PR(A) = Annual Program Review

PR(C) = Comprehensive 3-year Program Review

Program Review provides faculty and classified professionals the opportunity to reflect on accomplishments, challenges, and overall effectiveness of the program. By analyzing quantitative and qualitative data, the College is able to assess program resources and effectiveness. Program Review is used to inform each program by providing a vehicle to establish program goals and incorporate those goals into the College's planning and budgeting processes.

Instructional Program Reviews are the method which programs used to assess student enrollment trends, retention rates, completion rates, student equity, and

course and program level learning outcomes. Program review is also used to document any recommendations related to program resources.

Non-Instructional Program Reviews are the method in which programs review student demographics, delivery of services, assess services area outcomes, and evaluate service area performance. The end result of program review is continuous program improvement supported by data. Please reference the **2024-2027 Program Review and Outcomes Assessment Guide** for detailed information.



Conclusion (Setting the state for next round of planning)

In 2023, both the CCCCO (state) and SDCCD (local) released strategic plans that end in 2030. Given that the colleges' next round of strategic planning runs from Fall 2027 to Spring 2034, special attention will need to be paid to the ever changing environment. If the lessons of 2020 (global pandemic and social justice issues) taught us anything, it is the need to be flexible and nimble as an institution

in responding to growth and student success through research and planning. Taken together, at both the system and local levels, it is important to keep at the forefront of the college's strategic and integrated planning efforts, the ongoing need to meet students where they are to ensure their access, equity, and success in the subsequent years to come.



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