



Instructional Services Division Six-Year Plan 2014-2020 2018 Update



SAN DIEGO MIRAMAR COLLEGE

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San Diego Miramar College

Instructional Services Division Six Year Plan 2014 - 2020

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Introduction

Division planning is designed to link the broader Strategic Goals, developed in the strategic planning process, with the objectives and activities of the Program Review/Planning process that is done at the program/department level each year. Along with the Strategic Plan, the college's Educational Master Plan informs the creation of division plans which are comprised of the three primary college components of Instruction, Student Services, and Administrative Services.

College Mission and Vision Statements

MISSION

San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion for transfer, workforce training, and/or career advancement.

VISION

San Diego Miramar College's mission is to prepare students to succeed in a complex and dynamic world by San Diego Miramar College will be a hub of education, diversity, and services to our community.

San Diego Miramar College, in keeping with this vision, supports and emphasizes the following guiding values:

- Access, learning, and success of all students to achieve their educational goals
- A culture that embraces civility, responsibility, and appreciation from a global perspective
- Accomplishments of individuals, groups, and the college as a whole
- Diversity of our students, staff, faculty, and programs that reflect our community
- Creativity, innovation, flexibility, and excellence in teaching, learning, and service
- The ability to recognize and respond to opportunities and challenges emerging from a complex and dynamic world
- Sustainable practices in construction, curriculum, and campus culture
- Collaboration and partnerships
- Participatory governance and communication
- A Culture of evidence, collaborative inquiry, and action that focuses on the student experience

Instructional Division Mission and Goals

Instructional Division Mission

Mission Statement: The mission of the Instructional Division is to offer innovative and relevant programs that lead to degrees, certificates for workforce training/advancement, and transfer options that prepare students to succeed in a complex and dynamic world.

Instructional Division Goals

Goal #1. Develop programs and increase the number of degree and certificate completions and transfers across all schools. This applies also to Associate Degree Transfer (ADTs) and aligning with the SSSP work.

Goal # 2. Review enrollment patterns, assess student needs, and make schedule adjustments to better meet the needs of students.

Goal # 3. Guide FTES growth and FTEF budgets allocations to meet the institutional growth goals of more than 10,000 FTES by 2020.

Goal # 4. Expand the number and quality of current partnerships with educational institutions, business, and industry in relationship to program growth.

Goal # 5. Continue to update processes and work on compliance topics so that the Instructional Division runs more smoothly, more efficiently, and more connected to accreditation, state, and local guidelines.

Goal # 6. Provide the campus community with communication that is transparent and relevant.

Business, Technical Careers, and Workforce Initiatives

Goal #1. Acquire, renew and/or maintain national and statewide certification or accreditation for BTCWI programs.

Goal #2. Continually improve BTCWI programs to incorporate industry certifications that ensure currency in skill sets and align with industry workforce needs.

Goal #3. Establish an integrated funding model that delivers BTCWI program resources from multiple sources, such as; grants, industry donations and program support, dedicated college and district funding, and fee based technical training.

Goal #4. Integrate the CSU Transfer Model Curriculum into programs to provide more options and increase transfer rates for students.

Goal #5. Create and maintain two-year course sequence pattern guiding students through successful career pathway program completion and transition to employment or transfer.

Liberal Arts

Goal # 1. Make hiring, curricular, scheduling, and program changes that will better address the changing needs of our diverse students pending available funding.

Goal # 2 Better organize student support services in Liberal Studies School (integrating the PLACe, the ILC, and the Library) based on current best practices and research gathered by campus representatives.

Goal # 3. Maintain full-time faculty vs FTEF ration to accommodate increased student enrollment as well as obtain classified staff to deal with increasing workload.

Goal # 4. Incorporate the CSU Transfer Model Curriculum into programs to provide more options and increase transfer rates for our students.

Goal # 5. Update I building facilities for aesthetics and to be fully functional in terms of classrooms, office space, and facilities.

Math, Biological, Exercise, and Physical Sciences

Goal #1. Incorporate the CSU Transfer Model Curriculum (TMC) into program to provide more options and increase transfer rates for our students.

Goal #2. Acquire full-time faculty & staff to support & implement programs. Goal

#3. Grow programs into new building spaces.

Goal #4. Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.

Goal #5. Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.

PublicSafety

Goal #1. Permanently integrate the Academy/In-Service budget into the college-wide budget.

Goal #2. Establish a more formal FIPT/EMGM advisory board to better assist with course scheduling, enrollment and funding.

Goal #3. Seek stronger ties with public safety agencies to increase recruiting and hiring opportunities for graduates.

Goal #4. Continually review Public Safety enrollment patterns and assess student needs to ensure scheduling meets their requirements for transfer and/or employment.

Goal #5. Continue refurbishing of the A-200 facilities to bring them to the same standards as the rest of the campus.

Instructional Division Plan Development

The Instructional Services Division Plan follows the sequence of being developed after the Strategic Plan in the fall of 2013 and the Educational Master Plan in the spring of 2014 so that the direction and reflection of that work can inform the development of the Instructional Division Plan which is integrated with the objectives and activities of the instructional areas' Program Review/Planning process that is done at the program/department level each year.

COLLEGE STRATEGIC GOALS

In the fall of 2013, new strategic goals were set by the college community through a series of meetings with input from all constituency groups, to chart the direction of the college. The San Diego Miramar College Strategic Plan was presented to the campus and approved through the governance structure. The Strategic Goals for the entire college are as follows:

Strategic Goal 1: Provide educational programs and services that are responsive to change and support student learning and success.

- I.1 Identify current and future student needs for transfer, degree, and certificate completion;
- I.2 Identify resources for appropriate programs and services to support student learning and success;
- I.3 Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.

Strategic Goal 2: Deliver Educational programs and services in formats and at locations that meet student needs.

- II.1 Identify current and future student needs for formats and locations of educational programs and services;
- II.2 Identify emerging technology for delivering instruction and student services;
- II.3 Identify resources and implement steps to meet student needs in formats and at location;
- II.4 Identify resources and implement steps to meet technology needs for delivery of instruction and services.

Strategic Goal 3: Enhance the college experience for student and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.

- III.1 Identify curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices;
- III.2 Identify resources and implement steps to support curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.

Strategic Goal 4: Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry and our community.

- IV.1 Identify current and prospective partnerships with educational institutions, business and industry and our community;
- IV.2 Identify resources and implement steps to continue with current and prospective partnerships with educational institutions, business and industry and our community.

These goals, along with the strategies that define them (see Strategic Plan document), align with and shape the Educational Master Plan and guide the decision-making of the college through the division plans and the operational plans. The college departments and units develop plans through the yearly cyclical program review process in the regular planning cycle to implement the strategies and make the adjustments that are necessary to stay flexible and responsive to the current environment and the changes that may come at the District or State level.

COLLEGEWIDE PRIORITIES

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, as well as Strategic Goals of the San Diego Community College District, 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 2020. 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 below:

Priority#1: To increase transfer volume and rate.

- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan (SEP), Strategic Enrollment Management (SEM)

Priority#2: To increase the number of Associate Degrees and Certificates awarded.

- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, SSSP, SEP, SEM

Priority#3: To increase the success rate for CTE students.

- Career and Technical Education (CTE) Plan, Strong Workforce Program Initiative, Instructional Division Plan, Student Services Division Plan, SEM

Priority#4: To increase the number of course sections to reach the goal of 10,000 FTES.

- Instructional Division Plan, Student Services Division Plan, Administrative Services Division Plan, SEM; Facilities Master Plan

Priority#5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.

- Basic Skills Initiative (BSI), Outcomes and Assessment Plan, Basic Skills Student Outcomes Transformation (BSSOT) Initiative, SSSP, SEP

Priority#6: To increase the number of outreach activities and programs.

- Marketing and Outreach Plan, Student Services Division Plan, Instructional Division Plan, Administrative Services Division Plan.

EDUCATIONAL MASTER PLANNING

During the Educational Master Plan planning process, the Loss/Momentum Framework Phases were used to look at each of the three divisions and identify themes in each of the four phases of a student's progress through the institution. This was accomplished at the Master Planning spring 2014 retreat, and the core themes for the Instructional Division were identified as follows:

Connection Phase

Outreach Theme

- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Work collaboratively with the Student Services Division to provide high school partners with information sessions and tools focused on assessment, orientation college programs and college entrance preparation.
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.
- Explore new financial and in-kind support
-

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management
-

Communication Theme

- Provide advice to counselors and outreach staff

Entry Phase

Outreach Theme

- In collaboration with the College's other Divisions, provide information in instructional offices and department to assist students with their understanding available resources.
-

Communication Theme

- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Direction Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University

Resource Theme

- Provide courses in alternate formats, including on-line and hybrid
- Provide students with information needed to make informed decisions, including student learning outcomes for each course
- Provide support to faculty and staff in areas of staff development and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.
- Provide supplemental instruction and support for students enrolled in basic skills courses.
- Provide support services, such as Library, Independent Learning, in support of student learning and success.

Infrastructure Change Theme

- Develop and implement a plan to reach 25,000 student population
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase

Communication Theme

- Collaborate with Student Services to deliver high quality support services
- Provide clear and student-centered information and webpages

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Enhance and fully embrace the integrated planning process
- Explore the creation of additional certificates and degrees.
- Explore ways in which offering will contribute to the College's goal and reaching its goal of 25,000 students.

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1449 degrees with California State University.
- Assess need and develop plan for renovated athletic fields and/or college only athletic field to support strong student-centered programs while maintaining commitment to community recreation.

Resource Theme

- Provide services in support of student learning and success, including tutoring, supplemental instructions, lab assistance and independent learning services.
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.
- Support the follow-up, retention and other student success practices outlined in California Senate Bill 1456.
- Offer programs and services in alternate formats including on-line.

Professional Development Theme

- Conduct relevant distance education training for faculty and staff
- Provide faculty and staff the opportunity to attend training sessions focused on student success.
- Provide cross-training for Deans' assistants

Completion Phase

Resource Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Identify new and more efficient ways to deliver instructional services, including relevant distance on-line education
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.
- Collaborate with Student Services to deliver high quality support services.

Scheduling Theme

- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Relationship Building

- Encourage faculty to develop advisor and resource related relationships with students

LINKING TO SCHOOLS AND DEPARTMENTS

The themes, from each of the Loss/Momentum Framework phases, were reviewed by each of the four Schools and specific themes were identified for consideration as the beginning point of setting goals which would be linked to specific activities through the cyclical annual Program Review Process. These specific themes were considered in the Instructional Division Plan goal setting. The Strategic Plan and the Educational Master Plan are linked by the Instructional Division Plan to the Program Review Process.

Business, Technical Careers, and Workforce Initiatives

Outreach Theme

- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.
- Explore new financial and in-kind support

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students

Communication Theme

- Provide advice to counselors and outreach staff

Entry Phase

Communication Theme

- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Direction Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University

Resource Theme

- Provide courses in alternate formats, including on-line and hybrid
- Provide support to faculty and staff in areas of staff development and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.

Infrastructure Change Theme

- Develop guiding principles, schedule development priorities and data element for strategic enrollment management.

Progress Phase

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Explore the creation of additional certificates and degrees.
- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1449 degrees with California State University.

Resource Theme

- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.

Completion Phase

Resource Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Scheduling Theme

- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Liberal Arts

Entry Phase

Resource Theme

- Provide courses in alternate formats, including on-line and hybrid
- Provide students with information needed to make informed decisions, including student learning outcomes for each course
- Provide support to faculty and staff in areas of staff development and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.
- Provide supplemental instruction and support for students enrolled in basic skills courses.
- Provide support services, such as Library, Independent Learning, in support of student learning and success.

Infrastructure Theme

- Develop and implement a plan to reach 25,000 student population

- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase

Resource Theme

- Provide services in support of student learning and success, including tutoring, supplemental instructions, lab assistance and independent learning services.
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.

Completion Phase

Resource Theme

- Identify new and more efficient ways to deliver instructional services, including relevant distance on-line education
- Collaborate with Student Services to deliver high quality support services.

Math, Biological, Exercise, and Physical Sciences

Connection Phase

Outreach Theme

- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Establish faculty to faculty relationships with feeder high schools. (Math, Biotechnology)

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students (Biotechnology, MLTT)

Communication Theme

- Provide advice to counselors and outreach staff (MLTT)

Entry Phase

Communication Theme

- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community. (Biotechnology)
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements. (Biotechnology, Fitness)

Direction Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University (Biology, Chemistry)

Resource Theme

- Provide supplemental instruction and support for students enrolled in basic skills courses. (Math)

Infrastructure Theme

- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase**Communication Theme**

- Provide clear and student-centered information and webpages (Math)

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Assess need and develop plan for renovated athletic fields and/or college only athletic field to support strong student-centered programs while maintaining commitment to community recreation.

Resource Theme

- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.

Professional Development Theme

- Conduct relevant distance education training for faculty and staff
- Provide faculty and staff the opportunity to attend training sessions focused on student success.

Completion Phase**Scheduling Theme**

- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Relationship Building

- Encourage faculty to develop advisor and resource related relationships with students

Public Safety**Connection Phase****Outreach Theme**

- Update and develop mutually beneficial relationships with educational institutions, business and community
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Communication Theme

- Provide advice to counselors and outreach staff

Entry Phase

Outreach Theme

- In collaboration with the College's other Divisions, provide information in instructional offices and department to assist students with their understanding available resources.

Communication Theme

- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Infrastructure Change Theme

- Develop and implement a plan to reach 25,000 student population

Progress Phase

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Explore ways in which offering will contribute to the College's goal and reaching its goal of 25,000 students.

Resource Theme

- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Advocate for adequate support staffing.

Professional Development Theme

- Provide faculty and staff the opportunity to attend training sessions focused on student success.

Completion Phase

Resource Theme

- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Scheduling Theme

- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner.

Instructional Performance Indicators

To further inform the Instructional Division Plan, performance indicators were continuously reviewed and assessed. The state budget was in a volatile condition during the past five year, but with the passage of Proposition 30, some immediate relief was being felt by all the colleges in the District.

OVERALL HEADCOUNT:

Unduplicated headcount for Miramar College showed less than a 1% increase, from 12,030 in Fall 2009 to 12,082 in Fall 2013. Unduplicated headcount for Miramar College showed less than a 1% increase between Spring 2010 and Spring 2014. Unduplicated headcount for Miramar College showed a decrease, from 6,720 in Summer 2009 to 366 in Summer 2013.

Figure 1.1. Miramar College Overall Headcount (Fall)

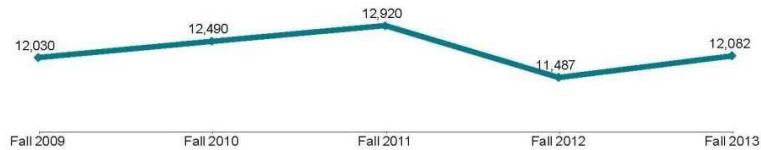


Table 1.1. Miramar College Overall Headcount (Summer, Fall, and Spring)

	Summer 09	Summer 10	Summer 11	Summer 12	Summer 13	% Change Summer 09-13
Total	6,720	7,530	1,314	574	366	-95%
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	% Change Fall 09-13
Total	12,030	12,490	12,920	11,487	12,082	0%
	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14	% Change Spring 10-14
Total	12,462	13,655	13,894	12,621	12,507	0%

HEADCOUNT BY ENROLLMENT STATUS:

On average, 64% of the student population comprised continuing students. The number of returning transfer students declined 39%, from 741 in Fall 2008 to 455 in Fall 2012. However, the number of returning student who were enrolled at Miramar College increased 10% from 993 in Fall 2008 to 1,092 in Fall 2012.

Figure 1.5. Miramar College Headcount by Enrollment Status

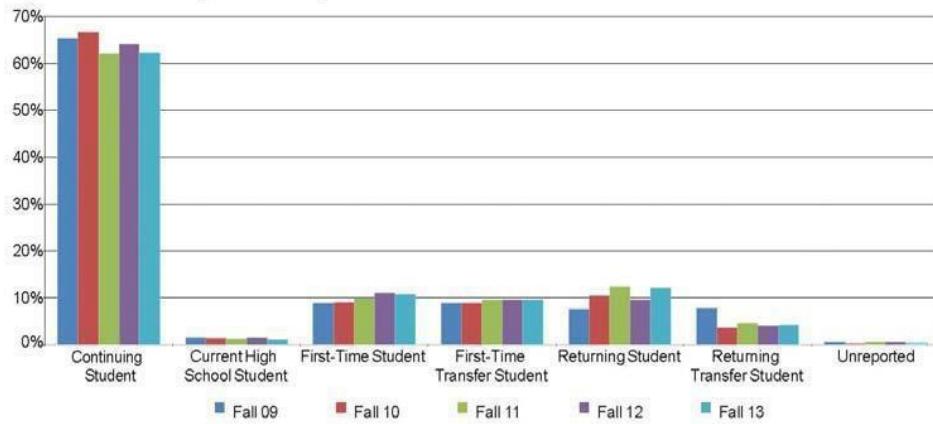


Table 1.5. Miramar College Headcount by Enrollment Status

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	% Change Fall 09-13	College Average Fall 09-13	All Colleges Average Fall 09-13					
Continuing Student	7,860	65%	8,327	67%	8,029	62%	7,367	64%	7,517	62%	-4%	64%	63%
Current High School Student	164	1%	157	1%	145	1%	169	1%	123	1%	-25%	1%	4%
First-Time Student	1,067	9%	1,122	9%	1,270	10%	1,257	11%	1,287	11%	21%	10%	11%
First-Time Transfer Student	1,069	9%	1,105	9%	1,234	10%	1,103	10%	1,150	10%	8%	9%	11%
Returning Student	913	8%	1,305	10%	1,596	12%	1,092	10%	1,467	12%	61%	10%	7%
Returning Transfer Student	915	8%	450	4%	594	5%	455	4%	500	4%	-45%	5%	3%
Unreported	42	0%	24	0%	52	0%	44	0%	38	0%	-10%	0%	0%
Total	12,030	100%	12,490	100%	12,920	100%	11,487	100%	12,082	100%	0%	100%	100%

HEADCOUNT BY DAY, EVENING & ONLINE STATUS:

On average, 39% of the Miramar student population took day courses exclusively. Approximately one in five students (20%) took online courses exclusively. Students that took evening courses exclusively decreased 35%, from 2,273 in Fall 2008 to 1,475 in Fall 2012. However, students that took day and evening courses increased 34%, from 1,548 in Fall 2008 to 2,074 in Fall 2012.

Figure 1.14. Miramar College Headcount by Day, Evening, & Online Status

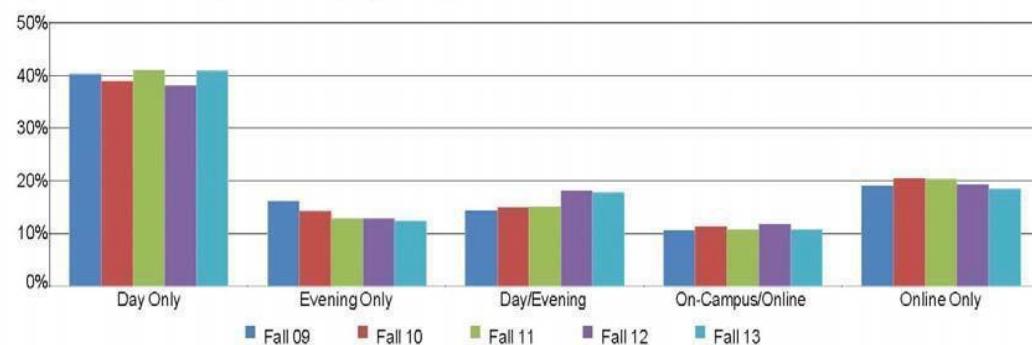


Table 1.14. Miramar College Headcount by Day, Evening, & Online Status

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	% Change Fall 09-13	College Average Fall 09-13	All Colleges Average Fall 09-13					
Day Only	4,838	40%	4,876	39%	5,297	41%	4,373	38%	4,933	41%	2%	40%	41%
Evening Only	1,928	16%	1,778	14%	1,653	13%	1,475	13%	1,486	12%	-23%	14%	14%
Day/Evening	1,715	14%	1,864	15%	1,945	15%	2,074	18%	2,140	18%	25%	16%	22%
On-Campus/Online	1,267	11%	1,417	11%	1,391	11%	1,335	12%	1,301	11%	3%	11%	15%
Online Only	2,282	19%	2,555	20%	2,634	20%	2,230	19%	2,222	18%	-3%	20%	8%
Total	12,030	100%	12,490	100%	12,920	100%	11,487	100%	12,082	100%	0%	100%	100%

Source: SDCCD Information System

ANNUAL AWARDS CONFERRED:

On average, 58% of the total awards conferred at Miramar College were associate degrees. The number of certificates requiring 30 to 59 units showed the greatest increase of 63%, from 152 in 2008/2009 to 247 in 2012/2013. The number of associate degrees awarded increased from 9%, from 546 in 2008/2009 to 596 in 2012/2013. The number of associate degrees awarded at Miramar College, on average, was 7% less than the number of associate degrees conferred within all the colleges in the district.

Figure 3.13. Miramar College Overall Annual Awards Conferred

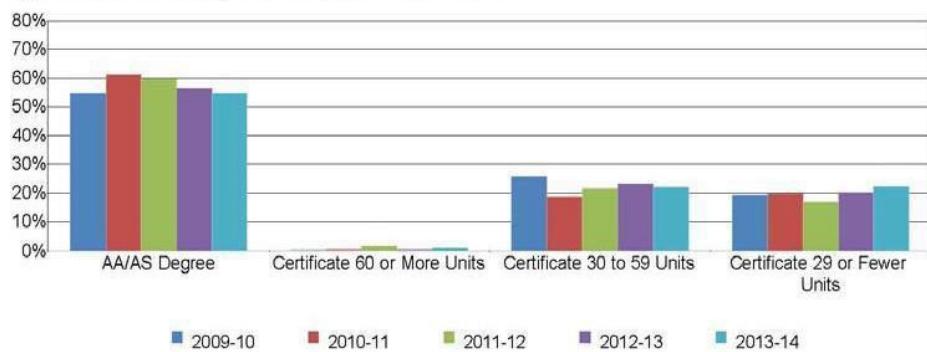


Table 3.13. Miramar College Overall Annual Awards Conferred

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change 09/10-13/14	College Average 09/10-13/14	All Colleges Average 09/10-13/14					
AA/AS Degree	579	55%	574	61%	597	60%	601	56%	506	55%	-13%	57%	65%
Certificate 60 or More Units	2	0%	4	0%	16	2%	4	0%	9	1%	350%	1%	0%
Certificate 30 to 59 Units	272	26%	176	19%	216	22%	248	23%	203	22%	-25%	22%	18%
Certificate 29 or Fewer Units	203	19%	183	20%	168	17%	215	20%	205	22%	1%	20%	16%
Total	1,056	100%	937	100%	997	100%	1,068	100%	923	100%	-13%	100%	100%

LOAD:

The load value for Fall 2011 was greater than the Load values for the other four fall terms. Similarly, the Load value for Spring 2010 was greater than the Load value for the other four spring terms. Most of the Miramar College Load values were lower compared to the all colleges in the district Load values across the fall and spring terms. The statewide benchmark for Load is 525 for a 17.5 week semester. SDCCD has set an internal benchmark of 557, which is commensurate to its 16.5 week semester.

Figure 4.4.1. Miramar College Load (Fall)

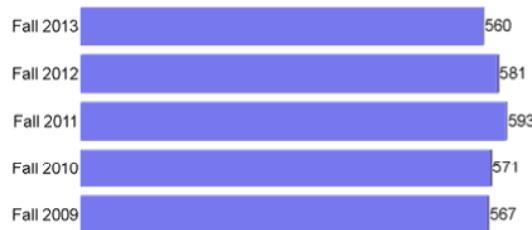


Figure 4.4.2. Miramar College Load (Spring)

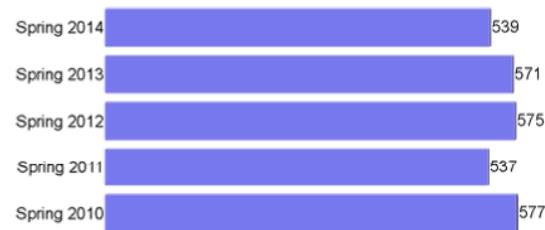


Table 4.4. Miramar College Load

	Miramar College Load	All Colleges Load
Fall 2009	567	575
Fall 2010	571	574
Fall 2011	593	584
Fall 2012	581	583
Fall 2013	560	558
Spring 2010	577	583
Spring 2011	537	554
Spring 2012	575	576
Spring 2013	571	562
Spring 2014	539	527

Source: SDCCD Information System

ANNUAL OVERALL FTES:

Miramar College showed a 2% decrease in total FTES, from 7,324 in 2008/2009 to 7,174 in 2012/2013. Credit FTES also showed a 2% decrease between 2008/2009 and 2012/2013. College non-credit FTES decreased by 30\$ between 2008/2009 and 2012/2013.

Figure 4.1.3 Miramar College Resident & Nonresident Annual Overall FTES

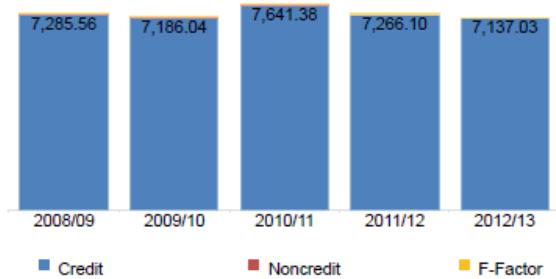


Table 4.1.3 Miramar College Resident & Nonresident Annual Overall FTES

	2008/09	2009/10	2010/11	2011/12	2012/13
Credit	7,285.56	7,186.04	7,641.38	7,266.10	7,137.03
Noncredit	22.12	15.40	12.31	10.77	15.56
F-Factor	16.53	24.77	22.81	30.29	21.62
Total	7,324.22	7,226.21	7,676.49	7,307.16	7,174.21

Source: SDCCD Information System

FILL RATES:

The overall fill rates for Miramar College were the highest for the fall and spring terms, on average, when compared to the summer term (96% vs. 91%, respectively) between 2008/2009 and 2012/2013. Overall fill rates for all colleges in the district followed the same pattern. On average, fill rates were the highest for the on campus mode of instruction across the summer, fall and spring terms (92%, 98% and 96%, respectively) compared to the online mode of instruction (summer 89%, fall 92%, & spring 93% terms). Miramar College had overall higher fill rates, on average, compared to the fill rates of all colleges in the district across all modes of instruction.

Figure 4.3.1. Miramar College Fill Rates (Summer)

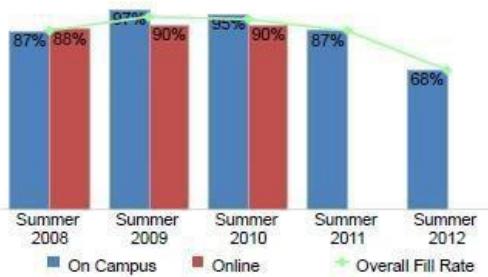


Figure 4.3.2. Miramar College Fill Rates (Fall)

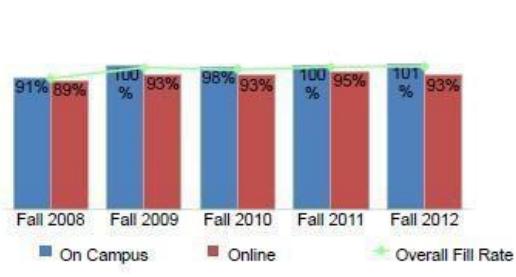
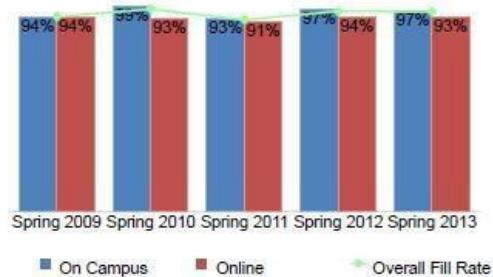


Figure 4.3.3. Miramar College Fill Rates (Spring)



Summary

The accomplishment of the listed goals will be carried out through department personnel and the program review process. Program Review and Annual Updates are functioning in the regular yearly cycle; although, in the 2013-14 academic year there was a transition to the new Strategic Plan and the shift to align the new Educational Master Plan with the 6-year cycle. Specific objectives and activities will be identified for the coming year in the Program Review process to support and accomplish the Instructional Division Goals in annual increments. Also at that time, specific summaries will be developed each year for facility needs, personnel needs, equipment needs, and technology needs.