

# COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, March 11, 2014 • 1:00 – 2:30 P.M. • L-108

**Members:** Hsieh, Bell, Ramsey, Haidar, Figueroa, Allen, Hubbard, Ledbetter and Akbari

**Attendees:** Trevisan, Beitey, & Jacobson

- A. Approval of the Agenda
- B. Approval of Previous Minutes
- C. Guests/Introductions:
- D. Updates from the Chancellor's Cabinet
- E. New Business

#	Item	*Strategic Goals	Initiator
1	Expanding Hours on Campus – When and what offices?	2	Allen

- F. Old Business

#	Item	*Strategic Goals	Initiator
1	Feedback on ACCJC's Institutional Internal Quality Assurance and Student Learning Outcomes Assessment Workshop and Next Steps	1	Miramontez
2	Strategic Enrollment Management – Next Step (Due to CEC on 3/25/14)	1	Hsieh & Haidar
3	College Hour (Due to CEC 3/18/14) ( <a href="#">attachment</a> )	1	Haidar
4	Draft San Diego Miramar College Student Equity Plan - FYI ( <a href="#">attachment</a> )	1	Ramsey
5	2014 ACCJC Annual Report (Draft Report due 3/4/14. Due to CEC on 3/18/14)	1	Hsieh, Miramontez
6	Status Regarding 3/27/14 On Campus Board Meeting	1	Beitey & Trevisan
7	2014-2015 College Annual Planning Calendar (Due to CEC on 4/15/14)	1	Miramontez & Figueroa
8	Update from Program Processes Task Force (College completion due date 12/10/13) – Review ( <a href="#">3 attachments</a> )		Haidar
9	Progress on Student Support & Success Program Implementation ( <a href="#">attachment</a> )	2	Ramsey
10	Updated College Operational Plans (Due to CEC on 5/6/14) ( <a href="#">attachment</a> )	1	Miramontez & Figueroa
11	Completion of Updating College's Master Educational Plan (Due to CEC on 5/6/14)	1	Hsieh
12	Environmental Scan Recommendation (Due to PIEC on 3/14/14 and to CEC on 4/15/14)	1	Miramontez & Figueroa
13	Revised Miramar College ISLO's ( <a href="#">attachment</a> )	1	Haidar

- G. Reports

(Please limit each following report to two minutes maximum. If you have any handouts, Please e-mail them to Lexie West ahead of time to be included for distribution electronically.)

- Academic Senate
- Classified Senate
- Associated Student Council
- District Governance Council
- District Strategic Planning Committee
- District Budget Committee
- College Governance Committee

- H. Announcements
- I. Adjourn

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## \* San Diego Miramar College 2013 – 2019 Strategic Goals

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

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

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

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

Please also see <http://www.sdmiramar.edu/institution/plan> for San Diego Miramar College 2013-2019 Strategic Plan

For courtesy, please let the President know if you cannot attend the meeting.

## Proposal for College Hour at San Diego Miramar College

With the completion of the Student Services building this coming summer, students will now have a place to congregate while they are at Miramar College. This is an opportunity to provide meaningful engagement on the college campus, which will ultimately lead to student success.

The Student Support (Re)defined report by the RP group highlights 6 factors for success identified by students that support the idea of College Hour:

The Research and Planning Group for California Community Colleges (RPGroup) strengthens the ability of California community colleges to undertake high quality research, planning and assessments that improve evidence-based decision making, institutional effectiveness and success for all students.

1. *Engaged: Students actively participate in class and extracurricular activities*
2. *Connected: Students feel like part of the college community*
3. *Valued: Student skills, talents, abilities are recognized. Opportunities to contribute on campus exist.*
4. *Nurtured: Somebody wants to and helps students to succeed*
5. *Directed: Students have a goal and know how to achieve it*
6. *Focused: Students stay on track*

In addition, College Hour would support the College Goals

**Goal 1:** Focus college efforts on student learning and student success through quality education that is responsive to change.

If student's have identified success as relating to engagement, connection and being valued, then we need to meet the student needs by conducting business differently. College hour can address many of the 6 factors identified by students.

**Goal 2:** Deliver instruction and services in formats and at sites that best meet student needs.

The excuse we hear from students often is that the classes overlap with office hours or workshops and they can't get involved. This would provide an opportunity for students to meet with faculty, attend workshops, and perhaps even enjoy lectures in areas they never thought about.

**Goal 3:** Enhance the college experience for students and the community by providing campus facilities, programs and student centered co-curricular activities that celebrate diversity and sustainable practices.

If there is purposeful, meaningful interventions in the way of continuing with classes such as College Hour, more and more departments could add on activities and services

that help enhance the college experience for students and the community. Student clubs can engage in more activities, individuals can highlight their own talents.

**Goal 4:** Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and community.

College Hour can be a time for lectures, outreach, tabling, and admissions information sessions, career information sessions, from partner universities, industries, and community.

Some ideas for College Hour:

- Workshops
- Office hours
- College visits and employee tabling opportunities
- Brown bag lunch meetings with various discipline faculty
- Student Club meetings
- Poetry readings, music, bands, fun stuff
- Department showcase
- Community engagement

Even if we started with 1 or 2 days a week, we could provide enough activities that would allow for purposeful engagement with students. An hour perhaps between 12:30-1:30 is too short of a time to head home, but long enough to participate in any of the activities above. We know the peak period for classes is between 10-2. Ideally, a time within the peak period would keep students here and engaged in the college process.

3/2/14 DRAFT (FOR PLANNING PURPOSES)

***San Diego Miramar College  
Student Equity Plan  
Signature Page***

District: San Diego Community College District Date Approved by Board of Trustees: \_\_\_\_\_

College President: Patricia Hsieh, Ed.D \_\_\_\_\_

Vice President of Student Services: Gerald Ramsey \_\_\_\_\_

Vice President of Instruction: \_\_\_\_\_

Academic Senate President: Buran Haidar, Ph.D \_\_\_\_\_

Student Equity Coordinator/Contact Person: Gerald Ramsey, Vice President for  
Student Services

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# **Executive Summary**

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## **EXECUTIVE SUMMARY**

### **I. OVERVIEW**

San Diego Miramar College developed reviewed and updated its Student Equity Plan (SEP) in order to understand the needs of the students. The SEP is targeted to develop, implement and evaluate programs and practices and to improve access, course completion, degree and certificate completion and transfers.

In addition this Student Equity Plan is aligned with the College's Student Success and Support Program (formerly Matriculation).

Previously the SEP was coordinated by the Diversity and International Education committee. However, due to the importance of this work, in fall 2008 a work group comprised of representatives from the Academic Senate, Classified Senate, managers and students was created to ensure campus-wide discussion. This version, dated fall 2013 to spring 2019 was approved by CEC on March 25, 2014. The college is pleased to share this work with the campus community in an effort to spark dialogue and once again affirm its commitment to promoting access and success for all students enrolled at the college.

The work of various programs targeted to meet the needs of special population is instrumental in helping improve access, persistence and success. Likewise, the Student Equity work group and the Diversity and International Education committee review initiatives and support efforts that ensure an appreciation of diversity in a climate of acceptance and inclusion for all students enrolled at San Diego Miramar College.

The groundwork for the college's commitment to student equity is reflected through the College's mission statement: "Our 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, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement." In addition, the SEP aligns with the College's strategic plan which drives the goal setting and activities for the College.

## **II. GOALS AND ACTIVITIES FOR EACH SUCCESS INDICATOR**

Student Equity Goals have been developed for overall coordination as well as for each of the five student equity indicator areas.

Goals were identified based on the District's Research and Planning fact book data and research for the targeted equity groups. This includes ethnic, gender, and/or disabled status. San Diego Miramar College will conduct additional research in these areas as it relates to the targeted equity groups and will continue to refine its goals and activities based on that research.

### **Overall Coordination**

In order to have an effective SEP for the college, the work group understands that it is important to concentrate on Access, Course Completion, ESOL/Basic Skills and Degree and Certificate Completion by population group and evaluate impact on equal opportunity by these groups.

#### **A. Access**

1. To continue to enroll students reflective of the demographics of the service area
2. To increase the proportion of the underrepresented student enrollment
3. To require all entering students to develop education plan
4. To provide progress follow-up services

#### **B. Course Completion**

1. To increase the successful course completion rates among students in the targeted equity groups where disparities are noted
2. To increase the completion rate for degree applicable and transfer courses for underrepresented student populations
3. To require all entering students to develop education plan
4. To provide progress follow-up services

#### **C. ESOL/Basic Skills Completion \***

1. To increase the successful course completion rates among students in targeted equity groups in ESL and Basic Skills courses
2. To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs
3. To require all entering students to develop education plan
4. To provide progress follow-up services

#### D. Degree and Certificate Completion\*

1. To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs
2. To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers
3. To increase number of associate degrees awarded
4. To require all entering students to develop education plan
5. To provide progress follow-up services

#### E. Transfers\*

1. To increase the number and percentage of transfer students to the CCC, CSU, and private/independent institutions among the targeted equity groups
2. To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs
3. To require all entering students to develop education plan consistent with the requirements of selected transfer institution
4. To provide progress follow-up services

#### F. Student Success and Support Program Services

1. Focused services for students with high number of units (most probable completers) to increase the number of completers
2. Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester)
3. Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester
4. Use Personal Growth courses as a tool to assist with assessment, orientation and advisement
5. Expand on-line counseling and other alternative advisement delivery services
6. Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation
7. Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456

[\* Due to limitations in MIS data collection at the State Chancellor's level, the areas of ESOL & Basic Skills Completion, Degree & Certificate Completion, and Transfer are optional. However, Miramar College has provided some data in these areas and has set some goals to promote equity in access and student success.]

### **III. SUMMARY OF ACTIVITIES**

The development of the SEP reinforces the College's existing college mission and strategic plan. Several activities and resources have been identified to achieve the goals listed. The activities strive to promote equitable access and success among all student populations. The activities are summarized as follows:

#### **Overall Coordination Goal**

- 1.0 To implement the SEP given consideration to key success indicator data and college planning documents related to population groups who may be impacted by issues of equal opportunity

#### **Activity**

- 1.1 The Student Equity Work Group will meet as needed in order to evaluate progress and adjust planning goals and activities as necessary. This requires the review of campus functions and their impact on student success
- 1.2 The Student Equity Work Group will share the revised plan with the various governance groups for input and for final approval at the College Executive Committee
- 1.3 The Student Equity Work Group will be posted to college website for open access and review by entire campus community

#### **Student Success Indicator for Access**

##### **Goal A.1**

To continue to outreach, recruit and enroll students reflective of the demographics of the service area

#### **Activity**

1. Meet with college Marketing and Outreach Committee on a regular basis to improve communication
2. Meet with District Marketing and Outreach Committee on a regular basis to improve communication
3. Meet with other Outreach Coordinators in the District on a regular basis to collaborate and maximize representation
4. Conduct High School Prospective Student presentations
5. Participate in local and community street fairs, parades and festivals  
i.e. Poway Street Fair, Martin Luther King Day and Multicultural Festival
6. Host prospective students at San Diego Miramar College and provide campus tours and on site assessment as needed
7. Meet with High Schools staff, faculty, and administration to improve existing services
8. Meet with college counseling department to provide updates and to identify specific counseling related information that prospective students may need
10. Increase awareness and participation in student financial aid programs through

- outreach activities
11. Offer counseling services and courses at Marine Corps Air Station (MCAS) for interested active military personnel, dependents of military personnel and civilian employees

Goal A.2

To increase the proportion of the underrepresented student enrollment

Activity

1. Meet with High School staff, faculty, and administration to improve existing services and transition from high school to the college for these specific populations
2. Provide outreach services to designated middle school and high school with our GEAR Up and CalSOAP (California Student Opportunity and Access Program partners) grants
3. Provide outreach services to prospective EOPS, CARE, DSPS, and CalWORKs students from the local service area

Student Success indicator for course completion

Goal B.1

To increase the successful course completion rates among students in the targeted equity groups where disparities are noted

Activity

1. Evaluate class offerings (schedules) and courses needed by students to complete their educational goals
2. Focus efforts on the development of Student Learning Outcomes (SLO's) associated with Basic Skills instruction
3. Provide activities and services with impact retention such as Freshman Year Experience Program, Jets Jump Start, Mental Health Counseling, Academic/Career Counseling, Veterans Services, Evening with the Expert Lecture Series, Ethnic/Cultural Clubs, Multi-Cultural Courses, Transfer Admission Guarantee programs and workshops, Annual Transfer Fairs, Welcome Week, fall and Spring Festival, Phi Theta Kappa Honors program, Scholarfest, Transfer Achievement Celebration, Constitution Day, International Education Activities, Veterans Resource Fair and Disability Awareness Month activities

Goal B.2

To increase the completion rates for degree applicable and transfer courses for underrepresented student populations

Activity

1. Promote and recruit students for support services such as EOPS and DSPS that serve underrepresented student populations

2. Working with teaching faculty and counseling faculty, review data provided by District Institutional Research and Planning, examine trends and discuss ways to improve goal attainment, specifically examining ethnic and gender distributions

#### Student Success Indicator for ESL and Basic Skills Completion

##### Goal C.1

To increase the successful course completion rates among students in targeted groups in ESOL and Basic Skills courses

##### Activity

1. Students will be encouraged to seek tutorial help through referrals from faculty and staff
2. Work closely with the District Office of Institutional Research and Planning to conduct research on ESOL and Basic Skills completion among various student populations
3. Survey students to monitor the development of their attitudinal changes towards successful course completion

##### Goal C.2

To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs

##### Activity

1. Evaluate the use of tutorial services by students enrolled in basic skills courses
2. Collaborate with the District Institutional Research and Planning
3. Office to evaluate the progress and success of students in basic skills writing and math courses and the impact it has on underrepresented students

#### Student Success Indicator for Degree & Certificate Completion

##### Goal D.1

To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs

##### Activity

1. Partner Personal Growth counselor/instructors with Basic Skills faculty, peer mentors and counseling faculty to create an on-going assessment of progress toward readiness for the first levels of college English and math

2. Work with teaching faculty to review and enhance class offering schedules to improve student goal attainment.
3. Incorporate student course and service needs into the instructional and student service annual program review process
4. Review data provided by District Institutional Research and Planning, examine trends and discuss ways to improve goal attainment

#### Distribution of Degrees & Certificates by Ethnicity and Gender

Goal D.2

To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers

#### Activity

1. Review data provided by District Institutional Research and Planning, specifically examining ethnic and gender distributions and develop informed strategies to improve representation if needed

#### Degrees Awarded

Goal D.3

To increase number of associate degrees awarded

#### Activity

1. The associate degree will be promoted to all students and to those “close” to obtaining a degree will be identified and information will be disseminated on the process on how one might obtain the degree
  - a. Develop an advisory group composed of faculty, key classified staff and administrators to provide recommendations on student success strategies
  - b. Provide workshops for students focused on transfer and career opportunities, jointly facilitated by counseling and teaching faculty
2. Invite teaching faculty to counseling faculty meetings where degree/certificate/transfer requirements are discussed
3. Provide face-to-face and online counseling to interested students
4. Provide individual educational planning
5. Provide follow up counseling through the Freshman Year Experience program

#### Success Indicator for Transfers

Goal E.1

To increase the number and percentage of transfer students to the UC, CSU, and private independent institutions among the targeted equity groups

#### Activity

1. Strengthen outreach and marketing of UC, CSU, and private independent institution transfer opportunities such as Transfer Admission Guarantee programs and campus services such as workshops, transfer fairs, and counseling to targeted equity groups
2. Encourage teaching faculty to attend transfer workshops and transfer information sessions.
3. Provide workshops for campus teaching faculty and transfer university faculty
4. Provide discipline specific workshops for students focused on careers in the discipline, facilitated by the academic senate

**Goal E.2**

To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs

**Activity**

1. Collect and monitor annually statewide and campus specific transfer data and transfer trends for targeted equity groups. Utilize data to identify annual Transfer Center programmatic goals
2. Work with teaching faculty to ensure transfer courses are offered and scheduled to meet student needs
3. Transfer Center Director meets with local community college counterparts and local transfer institutions in order to improve transfer access to local universities
4. Transfer Center Director analyzes transfer data to identify trends and develops strategies in order to improve transfer strategies and opportunities
5. Articulation Officer works with college faculty and local universities in order to design transfer level curriculum
6. Provide informational brochures to students regarding Career/Transfer programs in the San Diego Community College District

**STUDENT SUCCESS and SUPPORT PROGRAM SERVICES**

**Goal F.1**

Focused services for students with high number of units (most probable completers) to increase the number of completers

**Activity**

1. Dedicate additional counseling resources to complete ed plans for students with 45+ units; Develop and provide specific transfer and transition workshops for students in this category

**Goal F.2**

Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester)

**Activity**

1. Re-establish partnerships with feeder high schools
2. Link incoming students to specific services (DSPS, EOPS/CARE, Counseling)
3. Establish Summer Readiness Program
4. Recruit and hire student peers
5. Identify and hire SRP coordinator
6. Solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills
7. Identify specific courses in English and Personal Growth
8. Review, consider, adopt and implement a minor organization change that would result in coupling the assessment and outreach units

**Goal F.3**

Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester

**Activity**

1. Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level BS or college-level courses to develop offerings for FYE students
2. Use the data and demonstrated successful practices of the BS committee to assist in the development of class schedules

**Goal F.4**

Use Personal Growth courses as a tool to assist with assessment, orientation and advisement

**Activity**

1. Partner PG counselor instructors w/Basic Skills faculty, peer mentors/counselor and counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses

**Goal F.5**

Expand on-line counseling and other alternative advisement delivery services

**Activity**

1. Working jointly with Mesa and City, purchase on-line Orientation and Advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments
2. Provide assessment services on a walk-in basis (on campus), continuously and at the high schools
3. Provide all students w/option of in-person or online counseling

**Goal F.6**

Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation

**Activity**

1. Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners
2. Hire high school counselor(s) as adjunct college counselor(s)
3. Schedule joint counseling meeting each semester to update HS counselors and develop action plans

**Goal F.7**

Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456

**Activity**

1. Re-establish partnerships with feeder high schools
2. Increase the number of and hire peer mentors
3. Conduct information sessions focused on families of high school seniors, not individual students

The contact person for Miramar College

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# Campus-Based Research

## A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

### ACCESS: Gender

The following table shows the ratio of males and females within the senior class of the San Diego Unified School District. You will note that the local feeder high schools have been outlined. On average 52% of the graduating high school class are female and 48% male. You will note on the following table that for the fall 2007 semester, the overall college enrollment was 46% female and 54% male. This represents a minimal 2% variance. Therefore one can conclude that in terms of access, the college has a close representation of the local service area.

High School	Senior Class 2007	District Feeder High Schools			
		Gender			
		Female	%	Male	%
Clairemont	283	135	48%	148	52%
Crawford	286	135	47%	151	53%
Garfield	179	105	59%	74	41%
Gompers	145	79	54%	66	46%
Henry	502	260	52%	242	48%
Hoover	348	173	50%	175	50%
Kearny	327	144	44%	183	56%
La Jolla	363	181	53%	172	47%
Madison	305	160	52%	145	48%
Mark Twain	250	117	47%	133	53%
Mira Mesa	554	257	46%	297	54%
Mission Bay	279	142	51%	137	49%
Morse	508	251	50%	255	50%
Point Loma	344	165	48%	179	52%
San Diego	479	292	61%	187	39%
Scripps Ranch	531	292	55%	239	45%
SDC&PA	190	120	63%	70	37%
Serra	388	208	54%	180	46%
University City	416	220	53%	196	47%
<b>TOTAL</b>	<b>6,675</b>	<b>3,448</b>	<b>52%</b>	<b>3,229</b>	<b>48%</b>

2008 Miramar High School Pipeline Report, p.6

\*Service area data was previously collected through San Diego Unified School District, however, data is no longer available for updates since 2007. Information regarding this subsection will be revisited for the new Student Equity Report to be completed by the end of the 2014 calendar year.

## ACCESS: Gender

**Headcount by Gender:** On average, the male student headcount (55%) was higher than their female student counterpart (45%), which has remained fairly consistent between Fall 2008 and Fall 2012. Both male and female student headcounts decreased (3% & 5%, respectively) between Fall 2008 to Fall 2012, which paralleled the overall student population trend.

Figure 1.2. Miramar College Headcount by Gender

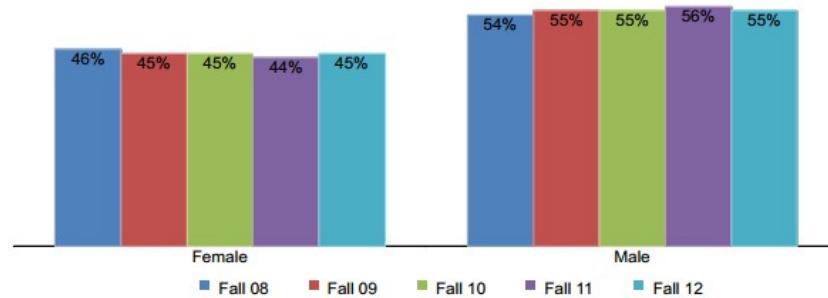


Table 1.2. Miramar College Headcount by Gender

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	% Change Fall 08-12	College Average Fall 08-12	All Colleges Average Fall 08-12					
Female	5,453	46%	5,397	45%	5,641	45%	5,742	44%	5,182	45%	-5%	45%	51%
Male	6,469	54%	6,631	55%	6,847	55%	7,176	56%	6,304	55%	-3%	55%	49%
Unreported	8	0%	2	0%	2	0%	2	0%	1	0%	-88%	0%	0%
Total	11,930	100%	12,030	100%	12,490	100%	12,920	100%	11,487	100%	-4%	100%	100%

Miramar College Fact Book 2013, p.6

## ACCESS: Ethnicity

### Evaluation of Ethnicity Comparison between Service Area and Miramar College

Upon review of the data from the 2008 High School Pipeline report (\*Table 3 below) and the Miramar College Fall 2007 demographics (Table 1.3), the enrollment is fairly similar to the high school feeder institutions. The one ethnic group that shows disproportionate enrollment is with African-American students. This may be due to the smaller population of African American students in the feeder schools and the desire of students to attend school with others in their ethnic group.

Table 3  
2007 High School Senior Class Portrait: ETHNICITY (District Feeders)

High School	Senior Class 2007	American Indian		African American		Asian / Pac Islander		Race/Ethnicity				Unreported			
		N	%	N	%	N	%	Filipino	N	%	Latino	N	%	White	N
Clairemont	283	0	0%	16	6%	17	6%	3	1%	100	35%	147	52%	0	0%
Crawford	286	1	0%	85	30%	72	25%	1	0%	110	38%	17	6%	0	0%
Garfield	179	0	0%	33	18%	6	3%	4	2%	115	64%	20	11%	1	1%
Gompers	145	0	0%	36	25%	28	18%	1	1%	79	54%	1	1%	0	0%
Henry	502	5	1%	57	11%	57	11%	10	2%	123	25%	249	50%	1	0%
Hoover	348	0	0%	58	17%	62	18%	2	1%	212	61%	14	4%	0	0%
Kearny	327	0	0%	57	17%	79	24%	18	6%	114	35%	59	18%	0	0%
La Jolla	363	0	0%	4	1%	41	11%	4	1%	79	22%	235	65%	0	0%
Madison	305	2	1%	43	14%	31	10%	7	2%	128	42%	94	31%	0	0%
Mark Twain	250	3	1%	42	17%	13	5%	28	11%	124	50%	30	12%	1	0%
Mira Mesa	554	1	0%	46	8%	127	23%	175	32%	62	11%	143	26%	0	0%
Mission Bay	279	1	0%	55	20%	28	10%	3	1%	119	43%	73	26%	0	0%
Morse	506	2	0%	100	20%	38	8%	241	48%	101	20%	24	5%	0	0%
Point Loma	344	1	0%	20	6%	13	4%	4	1%	121	35%	185	54%	0	0%
San Diego	470	1	0%	70	18%	14	3%	5	1%	220	60%	50	10%	0	0%
Scripps Ranch	531	2	0%	45	8%	108	20%	37	7%	82	15%	257	48%	0	0%
SDG&RA	420	0	0%	47	25%	45	5%	16	9%	60	37%	62	32%	0	0%
Serra	388	4	1%	64	16%	55	14%	23	6%	105	27%	137	35%	0	0%
University City	416	4	1%	53	13%	54	12%	41	10%	100	24%	164	39%	0	0%
<b>TOTAL</b>	6,675	<b>27</b>	<b>0%</b>	<b>940</b>	<b>14%</b>	<b>853</b>	<b>13%</b>	<b>625</b>	<b>9%</b>	<b>2,256</b>	<b>34%</b>	<b>1,971</b>	<b>30%</b>	<b>3</b>	<b>0%</b>
<b>AVERAGE</b>															

2008 Miramar High School Pipeline Report, p.7

\*Service area data was previously collected through San Diego Unified School District, however, data is no longer available for updates since 2007. Information regarding this subsection will be revisited for the new Student Equity Report to be completed by the end of the 2014 calendar year.

## ACCESS: Ethnicity

**Headcount by Ethnicity:** The ethnic groups that comprised the largest headcounts between Fall 2008 and Fall 2012 were White students (40%) Latino students (18%), and Asian/Pacific Islander students (15%) on average. At Miramar College, the Latino student population increased 32%. In contrast, the Asian/Pacific Islander student population declined 5% between Fall 2008 and Fall 2012. Both the Latino and African American student headcounts at Miramar College (18% & 6%, respectively) were underrepresented compared to the Latino and African American student headcounts (28% & 8%, respectively) for all colleges in the district. However, Asian/Pacific Islander, Filipino, and White student headcounts at Miramar College (15%, 9%, & 40%, respectively) were overrepresented compared to the same ethnic groups for all colleges in the district (12%, 5%, & 35%, respectively).

Figure 1.3. Miramar College Headcount by Ethnicity

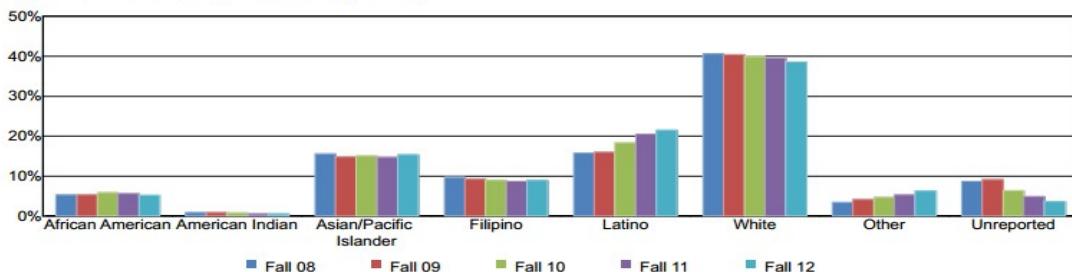


Table 1.3. Miramar College Headcount by Ethnicity

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	% Change Fall 08-12	College Average Fall 08-12	All Colleges Average Fall 08-12					
African American	638	5%	645	5%	734	6%	733	6%	600	5%	-6%	6%	8%
American Indian	104	1%	102	1%	93	1%	77	1%	59	1%	-43%	1%	1%
Asian/Pacific Islander	1,859	16%	1,786	15%	1,882	15%	1,899	15%	1,767	15%	-5%	15%	12%
Filipino	1,151	10%	1,109	9%	1,112	9%	1,123	9%	1,023	9%	-11%	9%	5%
Latino	1,879	16%	1,926	16%	2,292	18%	2,651	21%	2,471	22%	32%	18%	28%
White	4,852	41%	4,864	40%	4,988	40%	5,114	40%	4,431	39%	-9%	40%	35%
Other	409	3%	495	4%	587	5%	687	5%	714	6%	75%	5%	4%
Unreported	1,038	9%	1,103	9%	802	6%	636	5%	422	4%	-59%	7%	6%
Total	11,930	100%	12,030	100%	12,490	100%	12,920	100%	11,487	100%	-4%	100%	100%

2013 Miramar College Fact Book, p.7

## ACCESS: First Generation

### Evaluation of First Generation Comparison between Service Area and Miramar College

**College** Upon review of the data from the 2013 High School Pipeline report (Table below) and the Miramar College Fall 2013 demographics (Table 1.10), the enrollment is fairly similar to the high school feeder institutions. Upon further analysis of the data, it is clear that there is a 2% difference between non first generation at the high schools (average of 79%) compared with non-first-generation at Miramar College (average of 77%). Therefore, Miramar College has greater representation of first generation college students.

	2008/09	2009/10	2010/11	2011/12	2012/13	Total/ Five-Year Avg	08/09-12/13 % Change
Total N of Students	1,159	1,068	1,166	1,179	1,181	5,753	2%
<b>First Generation</b>							
First Generation	21%	21%	19%	22%	21%	21%	0%
Not First Generation	79%	79%	81%	78%	79%	79%	2%

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2013 Miramar High School Pipeline Report, p.13

**Headcount by First Generation:** Between Fall 2008 and Fall 2012, on average, one in five Miramar students reported being first generation college students (23%). Those who were first generation college students displayed an increase in headcount (3%), while those who were not first generation college students showed a 5% decrease between Fall 2008 and Fall 2012.

Figure 1.10. Miramar College Headcount by First Generation

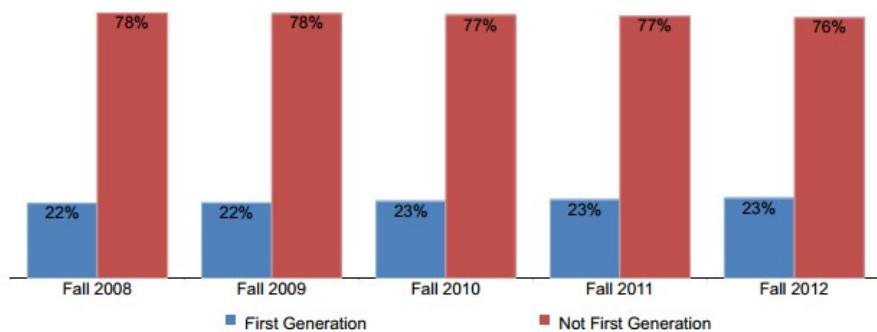


Table 1.10. Miramar College Headcount by First Generation

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	% Change Fall 08-12	College Average Fall 08-12	All Colleges Average Fall 08-12					
First Generation	2,610	22%	2,659	22%	2,823	23%	2,971	23%	2,697	23%	3%	23%	23%
Not First Generation	9,277	78%	9,345	78%	9,646	77%	9,938	77%	8,777	76%	-5%	77%	77%
Unreported	43	0%	26	0%	21	0%	11	0%	13	0%	-70%	0%	0%
<b>Total</b>	<b>11,930</b>	<b>100%</b>	<b>12,030</b>	<b>100%</b>	<b>12,490</b>	<b>100%</b>	<b>12,920</b>	<b>100%</b>	<b>11,487</b>	<b>100%</b>	<b>-4%</b>	<b>100%</b>	<b>100%</b>

Miramar College Fact Book 20013, p.15

## CAMPUS-BASED RESEARCH

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**F. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Upon review of the State Chancellor's Office definition of Course Completion, it is apparent that the San Diego Community College District defines course completion as (Student Out- comes) Student Success Rates. More detailed information is provided by District Research and Planning for the following tables.

### COURSE COMPLETION: Gender

**Success Rates by Gender:** On average, male student success rates (73%) were slightly higher than their female student counterpart (71%) between 2008/09 and 2012/13. At Miramar College, both male and female students had higher average success rates compared to the average success rates of the male and female student populations of all colleges in the district (67% & 68%, respectively). Both male and female students at Miramar College had average success rates comparable to the average success rate of the general student population at Miramar (72%). However, these rates exceeded the all colleges in the district general student population average success rate of 68%.

Figure 3.2. Miramar College Success Rates by Gender

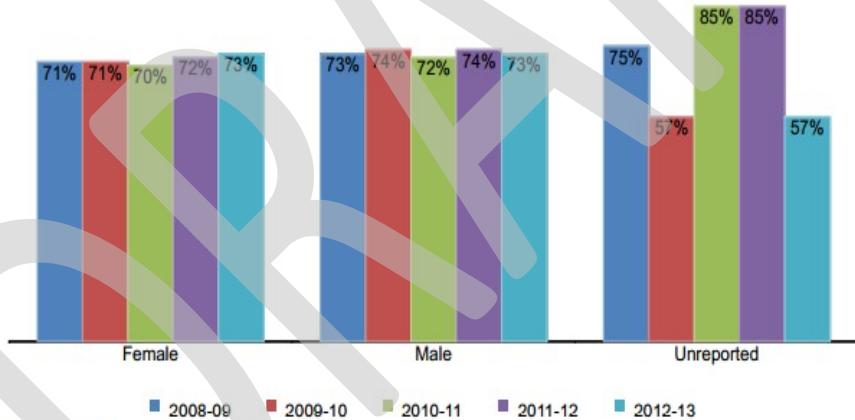


Table 3.2. Miramar College Success Rates by Gender

	2008-09	2009-10	2010-11	2011-12	2012-13	% Difference 08/09 - 12/13	College Average 08/09 - 12/13	All Colleges Average 08/09 - 12/13
Female	71%	71%	70%	72%	73%	2%	71%	68%
Male	73%	74%	72%	74%	73%	0%	73%	67%
Unreported	75%	57%	85%	85%	57%	-18%	75%	74%
Average	72%	72%	71%	73%	73%	1%	72%	68%

Miramar College Fact Book 2013, p.34

## COURSE COMPLETION: Ethnicity

**Success Rates by Ethnicity:** On average, the ethnic groups with the highest success rates between 2008/09 and 2012/13 were White students (76%) and Asian/Pacific Islanders students (74%). The average success rate of African American (59%) students was lower compared to the average success rates of both the general student populations at Miramar College (72%) and all colleges in the district (68%). The average success rates of Asian/Pacific Islander and White students exceeded the same averages. The average success rates of American Indian, Filipino, Latino and students categorized as 'Other' ethnicities were comparable to or higher than the average success rate of the general student population for all colleges in the district, while the same averages were lower than the average success rate of the general student population at Miramar.

Figure 3.3. Miramar College Success Rates by Ethnicity

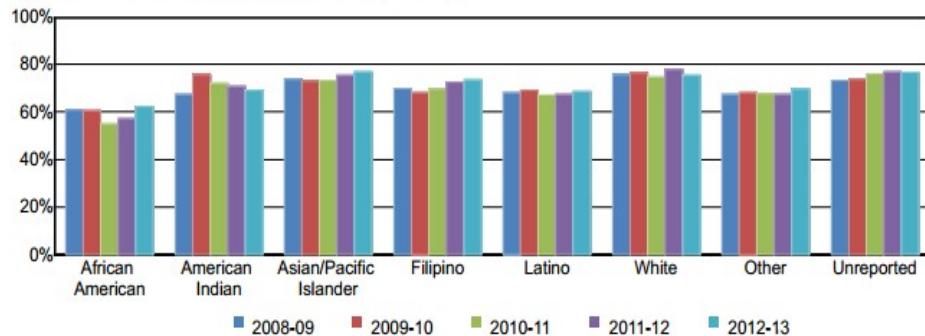


Table 3.3. Miramar College Success Rates by Ethnicity

	2008-09	2009-10	2010-11	2011-12	2012-13	% Difference 08/09 - 12/13	College Average 08/09 - 12/13	All Colleges Average 08/09 - 12/13
African American	61%	61%	55%	57%	62%	1%	59%	56%
American Indian	67%	76%	72%	71%	69%	2%	71%	66%
Asian/Pacific Islander	74%	73%	73%	75%	77%	3%	74%	73%
Filipino	70%	68%	69%	72%	73%	3%	71%	70%
Latino	68%	69%	67%	67%	68%	0%	68%	63%
White	76%	76%	75%	78%	75%	-1%	76%	73%
Other	67%	68%	67%	67%	70%	3%	68%	67%
Unreported	73%	74%	76%	77%	76%	3%	75%	70%
<b>Average</b>	<b>72%</b>	<b>72%</b>	<b>71%</b>	<b>73%</b>	<b>73%</b>	<b>1%</b>	<b>72%</b>	<b>68%</b>

Miramar College Fact Book 2013, p.35

#### COURSE COMPLETION: Age

**Success Rates by Age:** With the exception of students who were under age 18, a general trend between 2008/09 and 2012/13 showed as age increased so did the average success rates. Students under age 18 had the highest success rate on average (84%). The average success rates of most age groups were higher than the average success rates of both the general student populations at Miramar College (72%) and all colleges in the district (68%).

Figure 3.4. Miramar College Success Rates by Age

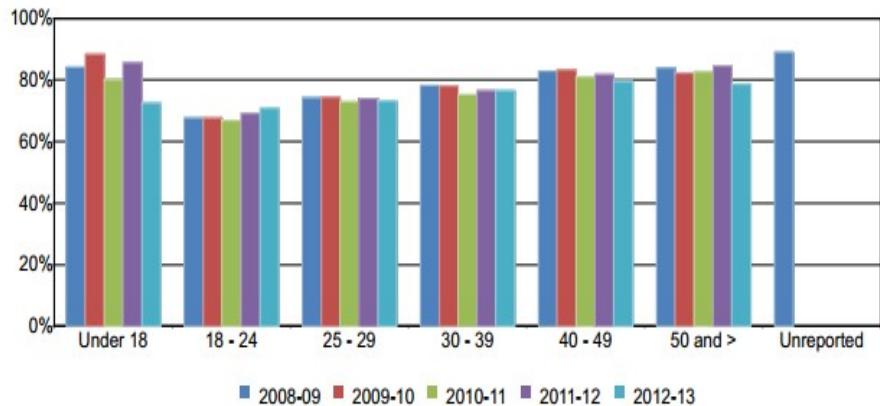


Table 3.4. Miramar College Success Rates by Age

	2008-09	2009-10	2010-11	2011-12	2012-13	% Difference 08/09 - 12/13	College Average 08/09 - 12/13	All Colleges Average 08/09 - 12/13
Under 18	84%	88%	80%	86%	73%	-11%	84%	84%
18 - 24	68%	68%	67%	69%	71%	3%	68%	65%
25 - 29	74%	74%	73%	74%	73%	-1%	74%	70%
30 - 39	78%	78%	75%	76%	76%	-2%	77%	72%
40 - 49	83%	83%	81%	82%	80%	-3%	82%	73%
50 and >	84%	82%	83%	84%	79%	-5%	82%	74%
Unreported	89%	---	---	---	---	---	---	74%
Average	72%	72%	71%	73%	73%	1%	72%	68%

Miramar College Fact Book 2009, p.33

## CAMPUS-BASED RESEARCH

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**G. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

The following is the definition that SDCCD uses to address ESL/BSI success rates.

**Success Rates:** The percentage of students who successfully complete a course out of the total course enrollments. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100. Numerator = Number of students who receive grade notations A, B, C, or P and Denominator = Total number of valid enrollments as of official census.

Miramar College Basic Skills Report 2013, p.28

## ESL and BASIC SKILLS COMPLETION: Ethnicity—Fall Terms

It should be noted that while the SDCCD Research Office may collect data on ESL and Basic Skills completion related to gender, this information is not provided in the Basic Skills report. Therefore, inferences related to gender would not be appropriate to draw at this time.

However, data is collected related to ethnicity for ESL and Basic Skills. This section of the report examines what the district refers to as Student Outcomes and Success for the following terms, from fall 2008 to spring 2012.

Review of overall five-year averages showing a comparison across ethnic groups indicated that generally speaking, success rates were lowest for students categorized as ‘African-American, American-Indian, and Latino’ ethnicities who appeared to have a comparatively lower five-year average success rate.

However, with regard to math success rates, generally speaking the two ethnic groups that tend to have lower success rates are African-American and American Indian students. It is also important to note that Asian/Pacific Islander and Filipino students tend to consistently have higher success rates when it comes to BSI math courses than any other ethnic group.

Miramar College Basic Skills Subject Success Rates by Ethnicity  
Fall Terms: Fall 2008 - 2012

Figure 41. English Basic Skills Success Rates by Ethnicity

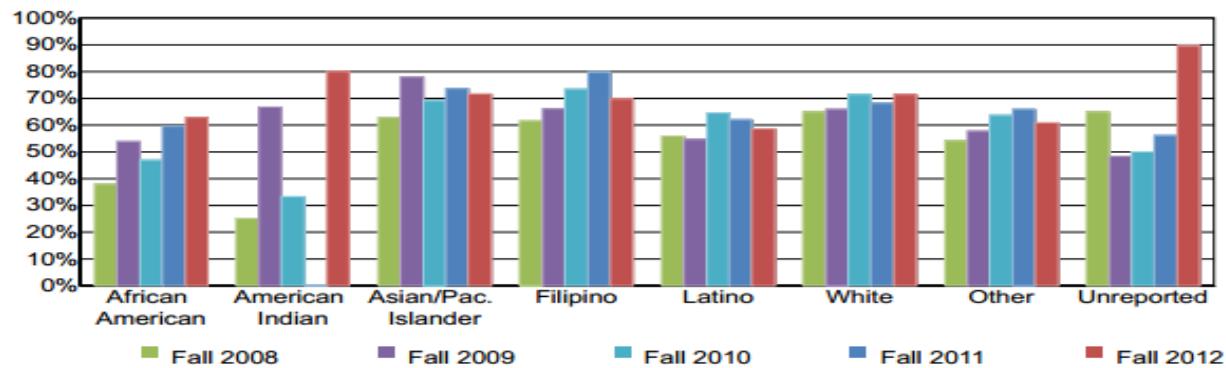
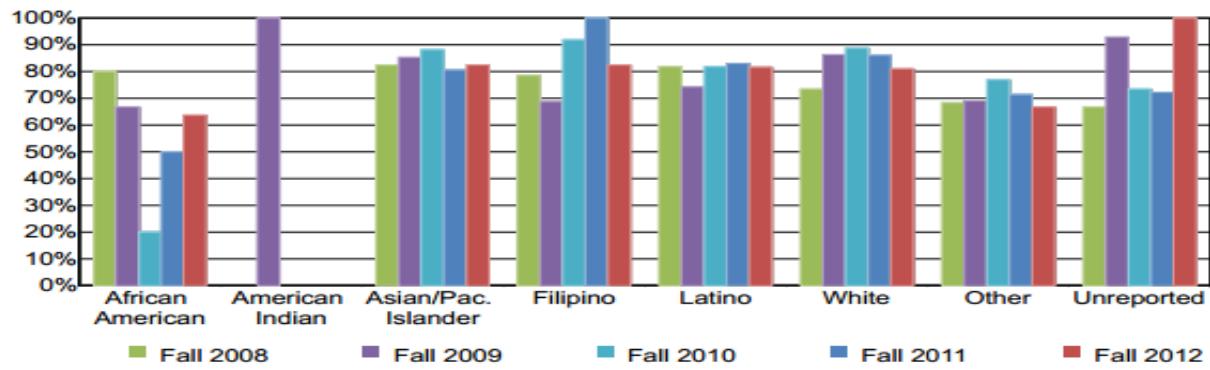


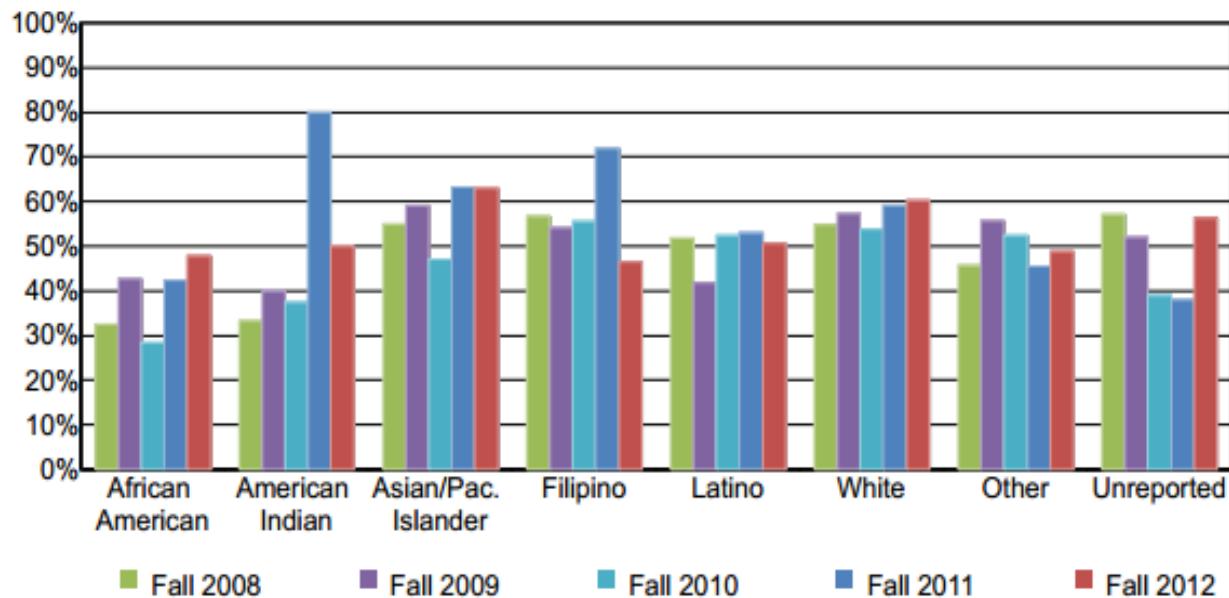
Figure 42. ESOL Success Rates by Ethnicity





## ESL and BASIC SKILLS COMPLETION: Ethnicity—Fall Terms continued

Figure 43. Math Basic Skills Success Rates by Ethnicity



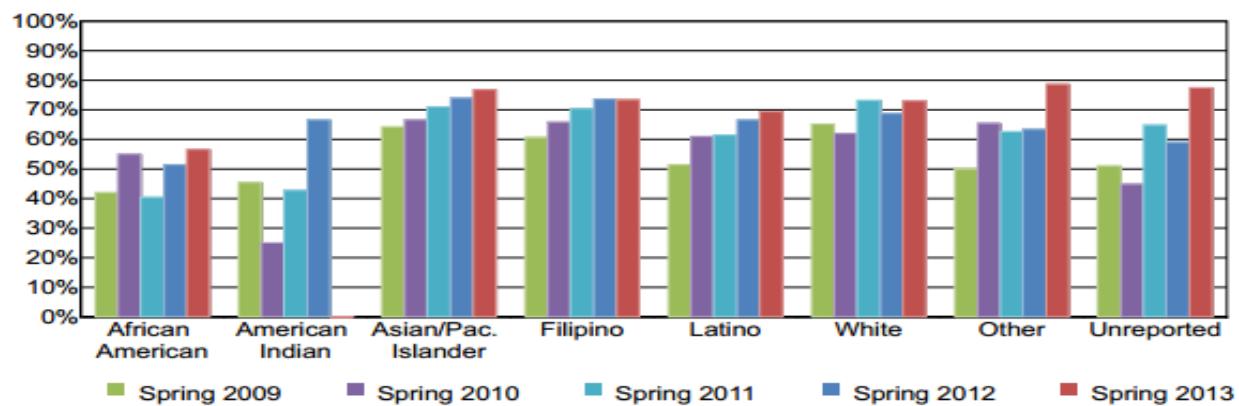
Miramar College Basic Skills Report 2013, p.43

## ESL and BASIC SKILLS COMPLETION: Ethnicity—Spring Terms

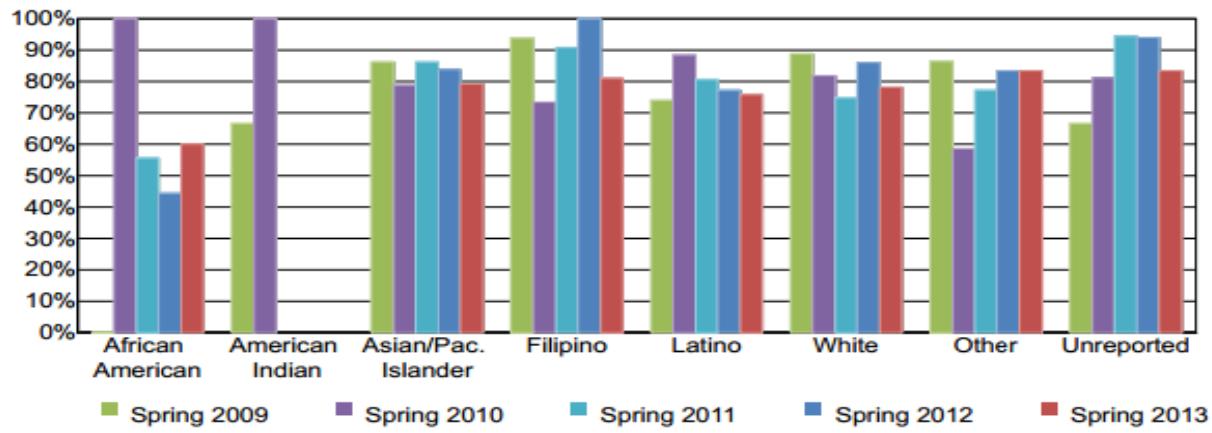
Between spring 2009 and spring 2013, Asian/Pacific Islander, Filipino, and ‘Unreported’ ESOL students had the highest five-year average success rates, while ESOL students categorized at ‘American-Indian ethnicity had a comparatively lower five-year average success rates. Between spring 2009 and spring 2013 for Basic Skills English the data reveals consistent improvements in overall trends for Asian/Pacific Islander, Filipino, and Latino students.

**Miramar College Basic Skills Subject Success Rates by Ethnicity**  
**Spring Terms: 2009 - 2013**

**Figure 44. English Basic Skills Success Rates by Ethnicity**



**Figure 45. ESOL Success Rates by Ethnicity**

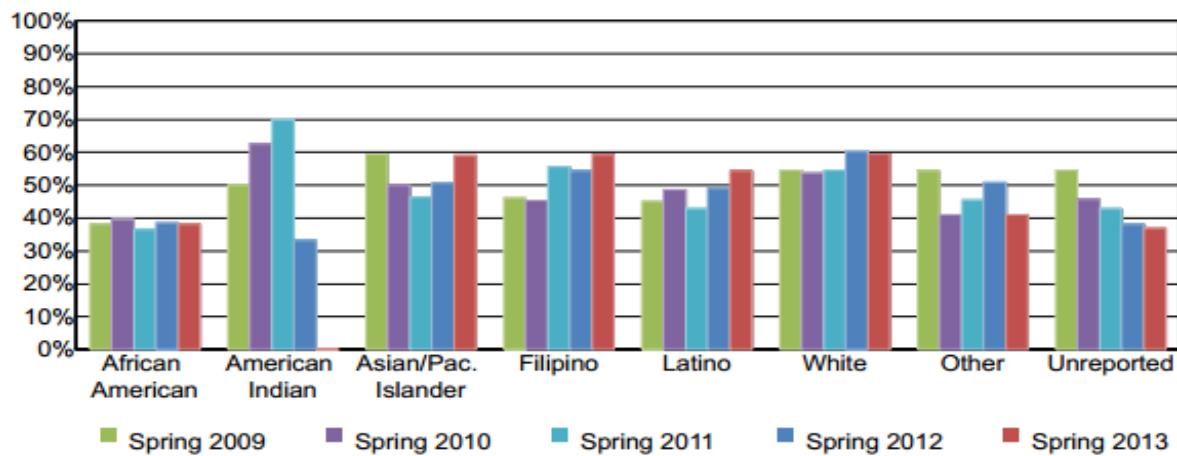


Miramar College Basic Skills Report 2013, p.44

## **ESL and BASIC SKILLS COMPLETION: Ethnicity—Spring Terms cont.**

No clear five-year trends emerged for math subject outcomes by ethnicity, as success and retention rates showed mixed results. However, further investigation of overall five-year averages comparing across ethnic groups showed that success rates were highest for Asian/Pacific Islander math students across spring terms. The five-year average retention and success rates of African American math students were lowest compared to all other ethnic groups across the spring terms.

**Figure 46. Math Basic Skills Success Rates by Ethnicity**



Miramar College Basic Skills Report 2013, p.45

## CAMPUS-BASED RESEARCH

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**H. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

### DEGREE and CERTIFICATE COMPLETION: Gender

Of the total awards conferred at Miramar College, both male (50%) and female (50%) students, on average, showed a steady increase in the amount of associate degrees between 2008/09 and 2012/13. Both male and female students displayed a decreased trend of 2% and 18%, respectively for associates degrees awarded. However, for certificates requiring 30 to 59 units, both male and female students showed an increased trend between 2008/09 and 2012/13 (82% and 39% respectively).

Table 3.14. Miramar College Annual Awards Conferred by Gender

		2008-09		2009-10		2010-11		2011-12		2012-13		% Change 08/09-12/13	College Average 08/09-12/13	All Colleges Average 08/09-12/13
AA/AS Degree	Female	259	47%	300	52%	296	52%	273	46%	305	51%	18%	50%	55%
	Male	286	52%	279	48%	278	48%	324	54%	291	49%	2%	50%	45%
	Unreported	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%	0%
	Total	546	100%	579	100%	574	100%	597	100%	596	100%	9%	100%	100%
Certificate 60 or More Units	Female	0	0%	0	0%	0	0%	1	6%	0	0%	---	4%	42%
	Male	0	0%	2	100%	4	100%	15	94%	4	100%	---	96%	58%
	Total	0	0%	2	100%	4	100%	16	100%	4	100%	---	100%	100%
Certificate 30 to 59 Units	Female	64	42%	108	40%	73	41%	61	28%	89	36%	39%	37%	49%
	Male	87	57%	164	60%	103	59%	155	72%	158	64%	82%	63%	51%
	Unreported	1	1%	0	0%	0	0%	0	0%	0	0%	-100%	0%	0%
	Total	152	100%	272	100%	176	100%	216	100%	247	100%	63%	100%	100%
Certificate 29 or Fewer Units	Female	92	43%	88	43%	65	36%	75	45%	86	40%	-7%	41%	44%
	Male	120	57%	115	57%	118	64%	93	55%	128	60%	7%	59%	56%
	Total	212	100%	203	100%	183	100%	168	100%	214	100%	1%	100%	100%
<b>Grand Total</b>		<b>910</b>	<b>100%</b>	<b>1,056</b>	<b>100%</b>	<b>937</b>	<b>100%</b>	<b>997</b>	<b>100%</b>	<b>1,061</b>	<b>100%</b>	<b>17%</b>	<b>100%</b>	<b>100%</b>

Miramar College Fact Book 2013, p.47

## DEGREE and CERTIFICATE COMPLETION: Ethnicity

The number of associate degrees conferred at Miramar College increased for Asian/Pacific Islander and Latino students (41% and 50% respectively) between 2008/09 and 2012/13. From 2008/09 to 2012/13, White students received the most awards across all award categories.

Asian/Pacific Islander students had the second highest number of certificates requiring 30 to 59 units on average. These trends reflect the fact that these three ethnicities (White, Asian/Pacific Islander and Latino students) constitute the greatest proportions of the student headcount population at Miramar College.

Table 3.15. Miramar College Annual Awards Conferred by Ethnicity

		2008-09	2009-10	2010-11	2011-12	2012-13	% Change 08/09-12/13	College Average 08/09-12/13	All Colleges Average 08/09-12/13					
AA/AS Degree	African American	22	4%	23	4%	22	4%	16	3%	12	2%	-45%	3%	7%
	American Indian	5	1%	7	1%	3	1%	4	1%	6	1%	20%	1%	1%
	Asian/Pacific Islander	93	17%	86	15%	108	19%	110	18%	131	22%	41%	18%	13%
	Filipino	53	10%	71	12%	62	11%	77	13%	56	9%	6%	11%	6%
	Latino	70	13%	70	12%	81	14%	79	13%	105	18%	50%	14%	22%
	White	227	42%	238	41%	242	42%	230	39%	225	38%	-1%	40%	38%
	Other	22	4%	34	6%	24	4%	34	6%	31	5%	41%	5%	4%
	Unreported	54	10%	50	9%	32	6%	47	8%	30	5%	-44%	7%	7%
<b>Total</b>		<b>546</b>	<b>100%</b>	<b>579</b>	<b>100%</b>	<b>574</b>	<b>100%</b>	<b>597</b>	<b>100%</b>	<b>596</b>	<b>100%</b>	<b>9%</b>	<b>100%</b>	<b>100%</b>
Certificate 60 or More Units	African American	0	0%	0	0%	0	0%	1	6%	0	0%	---	4%	3%
	Asian/Pacific Islander	0	0%	0	0%	0	0%	2	13%	1	25%	---	12%	15%
	Filipino	0	0%	1	50%	0	0%	1	6%	0	0%	---	8%	8%
	Latino	0	0%	0	0%	1	25%	1	6%	1	25%	---	12%	15%
	White	0	0%	0	0%	2	50%	9	56%	2	50%	---	50%	42%
	Other	0	0%	0	0%	0	0%	1	6%	0	0%	---	4%	3%
	Unreported	0	0%	1	50%	1	25%	1	6%	0	0%	---	12%	12%
	<b>Total</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>16</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>---</b>	<b>100%</b>	<b>100%</b>

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Miramar College Fact Book 2013, p.50

## DEGREE and CERTIFICATE COMPLETION: Ethnicity continued

Table 3.15. Miramar College Annual Awards Conferred by Ethnicity (continued)

		2008-09	2009-10		2010-11		2011-12		2012-13		% Change 08/09-12/13	College Average 08/09-12/13	All Colleges Average 08/09-12/13
Certificate 30 to 59 Units	African American	12	8%	5	2%	5	3%	8	4%	12	5%	0%	4%
	American Indian	2	1%	4	1%	1	1%	3	1%	2	1%	0%	1%
	Asian/Pacific Islander	23	15%	45	17%	20	11%	22	10%	26	11%	13%	13%
	Filipino	9	6%	29	11%	12	7%	13	6%	12	5%	33%	7%
	Latino	23	15%	22	8%	26	15%	30	14%	53	21%	130%	14%
	White	61	40%	126	46%	87	49%	112	52%	113	46%	85%	47%
	Other	7	5%	15	6%	7	4%	8	4%	11	4%	57%	5%
	Unreported	15	10%	26	10%	18	10%	20	9%	18	7%	20%	9%
	Total	152	100%	272	100%	176	100%	216	100%	247	100%	63%	100%
Certificate 29 or Fewer Units	African American	4	2%	6	3%	14	8%	4	2%	10	5%	150%	4%
	American Indian	2	1%	2	1%	1	1%	0	0%	1	0%	-50%	1%
	Asian/Pacific Islander	37	17%	32	16%	41	22%	22	13%	38	18%	3%	17%
	Filipino	5	2%	22	11%	8	4%	23	14%	16	7%	220%	8%
	Latino	34	16%	24	12%	30	16%	38	23%	52	24%	53%	18%
	White	102	48%	97	48%	73	40%	71	42%	71	33%	-30%	42%
	Other	13	6%	3	1%	7	4%	4	2%	7	3%	-46%	3%
	Unreported	15	7%	17	8%	9	5%	6	4%	19	9%	27%	7%
	Total	212	100%	203	100%	183	100%	168	100%	214	100%	1%	100%
Grand Total		910	100%	1,056	100%	937	100%	997	100%	1,061	100%	17%	100%

Miramar College Fact Book 2013, p.51



## DEGREE and CERTIFICATE COMPLETION: Age

Approximately half of the total number of associate degrees 2008/09 and 2012/13 were awarded to students between ages 18-29 years old on average. Students between ages 25 and 29 years old consistently displayed a trend of receiving approximately one-quarter or more of the awards within each award category.

Table 3.16. Miramar College Annual Awards Conferred by Age

2008-09      2009-10      2010-11      2011-12      2012-13											% Change 08/09-12/13	College Average 08/09-12/13	All Colleges Average 08/09-12/13	
AA/AS Degree	Under 18	0	0%	2	0%	1	0%	0	0%	0	0%	---	0%	0%
	18 - 24	235	43%	262	45%	222	39%	284	48%	278	47%	18%	44%	39%
	25 - 29	144	26%	129	22%	145	25%	164	27%	133	22%	-8%	25%	27%
	30 - 39	100	18%	112	19%	133	23%	87	15%	119	20%	19%	19%	21%
	40 - 49	40	7%	51	9%	43	7%	35	6%	41	7%	3%	7%	9%
	50 and >	27	5%	23	4%	30	5%	27	5%	25	4%	-7%	5%	5%
	Total	546	100%	579	100%	574	100%	597	100%	596	100%	9%	100%	100%
Certificate 60 or More Units	18 - 24	0	0%	0	0%	2	50%	0	0%	0	0%	---	8%	7%
	25 - 29	0	0%	1	50%	0	0%	7	44%	2	50%	---	38%	34%
	30 - 39	0	0%	0	0%	2	50%	3	19%	1	25%	---	23%	31%
	40 - 49	0	0%	1	50%	0	0%	1	6%	0	0%	---	8%	14%
	50 and >	0	0%	0	0%	0	0%	5	31%	1	25%	---	23%	15%
	Total	0	0%	2	100%	4	100%	16	100%	4	100%	---	100%	100%
	Certificate 30 to 59 Units	18 - 24	36	24%	107	39%	44	25%	65	30%	65	26%	81%	30%
Certificate 29 or Fewer Units	25 - 29	33	22%	73	27%	34	19%	62	29%	63	26%	91%	25%	24%
	30 - 39	42	28%	49	18%	63	36%	47	22%	72	29%	71%	26%	25%
	40 - 49	25	16%	24	9%	20	11%	21	10%	28	11%	12%	11%	14%
	50 and >	16	11%	19	7%	15	9%	21	10%	19	8%	19%	8%	11%
	Total	152	100%	272	100%	176	100%	216	100%	247	100%	63%	100%	100%
	Grand Total	71	33%	66	33%	51	28%	48	29%	79	37%	11%	32%	22%
		52	25%	31	15%	59	32%	44	26%	33	15%	-37%	22%	24%

## CAMPUS-BASED RESEARCH

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- I. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

The following is the definition that SDCCD uses to address Transfer rates.

**Transfer Rate:** Data for the transfer rate tables and figures came from the California Community Colleges Chancellor's Office Data on Demand system. These data are used in the Statewide Student Success Scorecard to calculate the Completion Rate. The data included three different cohorts whose outcomes (i.e., transfer to a four-year institution, attain a certificate and/or associate degree, reach 'transfer prepared' status) were tracked for six years each. The cohorts consist of first-time students who completed 6 units in a three year period and who attempted any English or math course. To calculate the transfer rate, the number of students who successfully transferred to a four-year institution were divided by the initial cohort and then multiplied by 100. One of the advantages to using the Data on Demand (DOD) system is that students can be tracked throughout the state's community college system.

Miramar College Transfer Report 2013, p.5

## TRANSFER: Ethnicity

The ethnic groups with the highest transfer rates for the three cohort years were Asian/Pacific Islander and Unreported (53% and 45% respectively). The ethnic groups with the lowest transfer rates were American Indian and African American (24% and 32% respectively).

**Table 18. Miramar College Overall Transfer Rate by Ethnicity**

	Cohort			<b>College Average 04/05 - 06/07</b>
	<b>2004/05 to 2009/10 (N=438)</b>	<b>2005/06 to 2010/11 (N=414)</b>	<b>2006/07 to 2011/12 (N=406)</b>	
African American	33%	39%	25%	32%
American Indian	25%	38%	0%	24%
Asian/Pacific Islander	56%	55%	48%	53%
Filipino	46%	39%	34%	40%
Latino	33%	39%	29%	34%
White	45%	42%	41%	43%
Unreported	52%	45%	41%	45%
<b>Total</b>	<b>46%</b>	<b>44%</b>	<b>39%</b>	<b>43%</b>

### TRANSFER: Gender

Overall, the transfer rates for female have been higher than males, showing an ascending trend from 2004/05 to 2006/07.

Table 22. Miramar College Overall Transfer Rate by Gender

	Cohort			College Average 04/05 - 06/07
	2004/05 to 2009/10 (N=438)	2005/06 to 2010/11 (N=414)	2006/07 to 2011/12 (N=406)	
Female	50%	48%	44%	47%
Male	43%	40%	35%	39%
Unreported	100%	33%	0%	50%
Total	46%	44%	39%	43%

Miramar College Transfer Report 2013, p.19



**CAMPUS-BASED RESEARCH**

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- J. **STUDENT SUCCESS and SUPPORT PROGRAM SERVICES.** The effect of the requirements related to mandatory participation of new students in SSSP services and enrollment priority on indicators A-E above, as well as the loss of Board of Governors (BOG) fee waiver of new students.

*IN PROGRESS – UNDER DEVELOPMENT BY RESEARCH & PLANNING*

DRAFT

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# Goals and Activities

(Ramsey's NOTE: STAFF ASSIGNMENTS/TIMELINES & FINAL OUTCOMES UNDER REVIEW)

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Student Equity Goals have been developed for overall coordination as well as for each of the five student equity indicator areas.

Goals were identified based on the District's Research and Planning fact book data and research for the targeted equity groups. This includes ethnic, gender, and/or disabled status. San Diego Miramar College will conduct additional research in these areas as it relates to the targeted equity groups and will continue to refine its goals and activities based on that research.

## A. Access

- a. To continue to enroll students reflective of the demographics of the service area
- b. To increase the proportion of the underrepresented student enrollment

## B. Course Completion

1. To increase the successful course completion rates among students in the targeted equity groups where disparities are noted
2. To increase the completion rate for degree applicable and transfer courses for underrepresented student populations

## C. Student Success Indicator for ESOL and Basic Skills Completion

1. To increase the successful course completion rates among students in targeted equity groups in ESL and Basic Skills courses
2. To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs

D. Degree and Certificate Completion\*

1. To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs
2. To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers
3. To increase number of associate degrees awarded

E. Transfers \*

1. To increase the number and percentage of transfer students to the UC, CSU, and private/independent institutions among the targeted equity groups
2. To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs

[\* Due to limitations in MIS data collection at the State Chancellor's level, the areas of ESOL & Basic Skills Completion, Degree & Certificate Completion, and Transfer are optional. However, Miramar College has provided some data in these areas and has set some goals to promote equity in access and student success.]

F. Student Success and Support Program Services

1. Focused services for students with high number of units (most probable completers) to increase the number of completers
2. Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester)
3. Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester
4. Use Personal Growth courses as a tool to assist with assessment, orientation and advisement
5. Expand on-line counseling and other alternative advisement delivery services
6. Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation

7. Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456



## GOALS AND ACTIVITIES

### A. STUDENT SUCCESS INDICATOR FOR ACCESS

*"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"*

#### **GOAL A.**

1. To continue to enroll students reflective of the demographics of the service area.
2. To increase the proportion of the underrepresented student enrollment.

#### **Performance Measure(s)**

1. Comparison of enrolled students by population group to the service area.
2. Comparison of student satisfaction rates by population group in key pre-college services

#### **ACTIVITY A.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

	Activity	Timeline	Person(s) Responsible	Resources Available
Evaluate class offerings (schedules) and courses needed by students to complete their educational goals	1. Continue to enhance school, community and business outreach efforts by supporting programs and activities through the Communications, EOPS, Financial Aid, and Outreach Offices	On-going	Student Ambassadors Public Information Officer EOPS Program Coordinator Financial Aid Officer Coordinator of Outreach Dean, Student Affairs	
	2. Continue to provide instruction and support services through effective scheduling and delivery methods at	On-going	Student Services Committee Department Chairs Deans Vice President, Student Services Vice President, Instruction	

	convenient locations			
	3. Continue to sponsor public activities and events such as <i>"Evening with the Experts"</i> to highlight diverse community interests	Spring 2015	Public Information Officer Marketing and Outreach Committee Diversity/International Education Committee	
	4. Develop publications reflective of the demographics of the college's service area	On-going	Public Information Officer Marketing and Outreach Committee Coordinator	
	5. Continue to enhance and support pre-college services in the areas of Admissions, Assessment, and Orientation	On-going	Student Ambassadors Assessment Officer Outreach Coordinator Financial Aid Officer Admissions Supervisors Counseling Chair	

#### EXPECTED OUTCOME A.1.1

## GOALS AND ACTIVITIES

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### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

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#### GOAL B.1

To increase the successful course completion rates among students in the targeted equity groups where disparities are noted.

##### Performance Measure(s)

1. Comparison of successful course completion rates by population group.
2. Comparison of student satisfaction rates by population group in key student services and instructional areas.

#### ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity	Timeline	Responsible Person(s)	
Evaluate class offerings (schedules) and courses needed by students to complete their educational goals			
Focus efforts on the development of Student Learning Outcomes (SLO's) associated with Basic Skills instruction			
Provide activities and services that impact retention such as Freshman Year Experience Program, Jets Jump Start, Mental Health Counseling, Academic/Career Counseling, Veterans Services, Evening with the Expert Lecture Series, Ethnic/Cultural Clubs, Multi-Cultural Courses, Transfer Admission Guarantee programs and workshops, Annual Transfer Fairs, Welcome Week, fall and Spring Festival, Phi Theta Kappa Honors program, Scholarfest, Transfer Achievement Celebration, Constitution Day, International			

Education Activities, Veterans Resource Fair and Disability Awareness Month activities				
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### **Goal B.2**

To increase the completion rates for degree applicable and transfer courses for underrepresented student populations

#### **Activity B.2**

Promote and recruit students for support services such as EOPS and DSPS that serve underrepresented student populations	Timeline	Responsible Person(s)	
Working with teaching faculty and counseling faculty, review data provided by District Institutional Research and Planning, examine trends and discuss ways to improve goal attainment, specifically examining ethnic and gender distributions			

#### **EXPECTED OUTCOME B.1.1**

## GOALS AND ACTIVITIES

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### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"*

#### **GOAL C.1**

To increase the successful course completion rates among students in targeted groups in ESOL and Basic Skills courses

**Activity C.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity	Timeline	Responsible Person(s)	
Students will be encouraged to seek tutorial help through referrals from faculty and staff			
Work closely with the District Office of Institutional Research and Planning to conduct research on ESOL and Basic Skills completion among various student populations			
Survey students to monitor the development of their attitudinal changes towards successful course completion			

#### **Goal C.2**

To conduct additional research and analyze data in ESOL and Basic Skill completion among the targeted population and develop refined goals to address any identified needs

Activity C.2

Activity	Timeline	Responsible Person(s)	
Evaluate the use of tutorial services by students enrolled in basic skills courses			
Collaborate with the District Institutional Research and Planning			
Office to evaluate the progress and success of students in basic skills writing and math courses and the impact it has on underrepresented students			

#### **EXPECTED OUTCOME C.1.1**



## GOALS AND ACTIVITIES

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### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"*

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#### GOAL D.1

To continue to analyze data related to degree and certificate completion among the targeted equity groups and develop refined goals to address any identified needs

**ACTIVITY D.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity	Timeline	Responsible Person(s)	
Partner Personal Growth counselor/instructors with Basic Skills faculty, peer mentors and counseling faculty to create an on-going assessment of progress toward readiness for the first levels of college English and mathematics			
Work with teaching faculty to review and enhance class offering schedules to improve student goal attainment.			
Incorporate student course and service needs into the instructional and student service annual program review process			

#### Goal D.2

To continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure that it is comparable to that of entry level students and completers

#### Activity D.2

Activity	Timeline	Responsible Person(s)	
Review data provided by District Institutional Research and Planning, specifically examining ethnic and gender distributions and develop informed strategies to improve representation, if needed		Research sub-committee; VPSS & VPI	

### Goal D.3

To increase number of associate degrees awarded

#### Activity D.3

Activity	Timeline	Responsible Person (s)	
Promote the Associate Degree to all students and to those “close” to obtaining a degree will be identified and information will be disseminated on the process on how one might obtain the degree.	Fall 2014	VPSS, VPI, Dean for Matriculation & Student Development	
Develop an advisory group composed of faculty, key classified staff and administrators to provide recommendations on student success strategies	Spring 2015		
Provide workshops for students focused on transfer and career opportunities, jointly facilitated by counseling and teaching faculty			
Invite teaching faculty to counseling faculty meetings where degree/certificate/transfer requirements are discussed	Fall 2014 – On-going	Dean for Matriculation & Student Development; Counseling Chair	
Provide face-to-face and online counseling to interested students	On-going	Counseling Department Chair	

Provide individual educational planning	On-going	Counseling Department Chair	
Provide follow up counseling through the Freshman Year Experience program	On-going	Faculty coordinator	

**EXPECTED OUTCOME D.1.1**

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## GOALS AND ACTIVITIES

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### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

*"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"*

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#### GOAL E.1

To increase the number and percentage of transfer students to the UC, CSU, and private independent institutions among the targeted equity groups

**ACTIVITY E.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity	Timeline	Responsible Person(s)	
Strengthen outreach and marketing of UC, CSU, and private independent institution transfer opportunities such as Transfer Admission Guarantee programs and campus services such as workshops, transfer fairs, and counseling to targeted equity groups	Spring 2015	Dean for Matriculation & and Student Development; Transfer Center Director; Counseling Chair	
Encourage teaching faculty to attend transfer workshops and transfer information sessions.	Spring 2015	Instructional Deans, Department Chairs	

Provide workshops for campus teaching faculty and transfer university faculty	Spring 2015	Dean for Matriculation; Instructional Deans; Department Chairs	
Provide discipline specific workshops for students focused on careers in the discipline, facilitated by the academic senate	Spring 2015	Dean for Matriculation & Student Development; Academic Senate	

#### Transfer Data Among Equity Groups

##### Goal E.2

To continue to analyze data related to transfer among the targeted equity groups and develop refined goals to address any identified needs

##### Activity E.2

Activity	Timeline	Responsible Person(s)	
Collect and monitor annually statewide and campus specific transfer data and transfer trends for targeted equity groups. Utilize data to identify annual Transfer Center programmatic goals			
Work with teaching faculty to ensure transfer courses are offered and scheduled to meet student needs			
Transfer Center Director meets with local community college counterparts and local transfer institutions in order to improve transfer access to local universities			

Transfer Center Director analyzes transfer data to identify trends and develops strategies in order to improve transfer strategies and opportunities			
Articulation Officer works with college faculty and local universities in order to design transfer level curriculum			
Provide informational brochures to students regarding Career/Transfer programs in the San Diego Community College District			

**EXPECTED OUTCOME E.1.1**



## GOALS AND ACTIVITIES

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### F. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

*"The effect of the requirements related to mandatory participation of new students in SSSP services and enrollment priority on indicators A-E above, as well as the loss of Board of Governors (BOG) fee waiver of new students."*

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#### GOAL F.

**STUDENT SUCCESS and SUPPORT PROGRAM SERVICES.** The effect of the requirements related to mandatory participation of new students in SSSP services and enrollment priority on indicators A-E above, as well as the loss of Board of Governors (BOG) fee waiver of new students.

##### **Goal F.1**

Focused services for students with high number of units (most probable completers) to increase the number of completers

###### Activity F.1

Activity	Timeline	Responsible Person(s)		
Dedicate additional counseling resources to complete ed plans for students with 45+ units; Develop and provide specific transfer and transition workshops for students in this category				

##### **Goal F.2**

Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester)

###### Activity F.2

	Timeline	Responsible Person(s)	
Re-establish partnerships with feeder high schools			

Link incoming students to specific services (DSPS, EOPS/CARE, Counseling)			
Establish Summer Readiness Program			
Recruit and hire student peers			
Identify and hire SRP coordinator			
Solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills			
Identify specific courses in English and Personal Growth			
Review, consider, adopt and implement a minor organization change that would result in coupling the assessment and outreach units			

### **Goal F.3**

Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester

#### Activity F.3

Activity	Timeline	Responsible Person(s)	
Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level BS or college-level courses to develop offerings for FYE students; Use the data and demonstrated successful practices of the BS committee to assist in the development of class schedules			

### **Goal F.4**

Use Personal Growth courses as a tool to assist with assessment, orientation and advisement

#### Activity F.4

Activity	Timeline	Responsible Person(s)	
Partner PG counselor instructors w/Basic Skills faculty, peer mentors/counselor and			

counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses			
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#### **Goal F.5**

Expand on-line counseling and other alternative advisement delivery services

Activity	Timeline	Responsible Person(s)	
Working jointly with Mesa and City, purchase on-line Orientation and Advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments	Fall 2014	Dean for Matriculation & Student Development	
Provide assessment services on a walk-in basis (on campus), continuously and at the high schools	Fall 2014	Outreach & Assessment	
Provide all students w/option of in-person or online counseling	Fall 2014	Dean for Matriculation & Student Development	

#### **Goal F.6**

Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation

#### Activity F.6

Activity	Timeline	Responsible Person(s)	
Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners	Fall 2014	College President	
Hire high school counselor(s) as adjunct college counselor(s)	Fall 2014	Dean of Matriculation & Student Development	
Schedule joint counseling meeting each semester to update high school counselors and develop action plans	Fall 2014	Counseling Department Chair	

#### **EXPECTED OUTCOME F.1.1**

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# Budget

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## SOURCES OF FUNDING

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Goal/Function	Activity	Funding Source
		<b>General Fund (GF) Student Success &amp; Support Program (SSSP)</b> <b>Basic Skills (BS)</b> <b>Extended Opportunities Programs &amp; Services/CARE (EOPS/CARE), Disability Support Programs &amp; Services (DSP&amp;S), Other Restricted Funds (O)</b>
1. Overall Coordination	1.1 – 1.3	GF, SSSP, BS, EOPS/CARE, DSPS, O
2. Access	2.1 – 2.3	GF, SSSP, BS, EOPS/CARE, DSPS, O
3. Increase Underrepresented Students	3.1 – 3.3	GF, SSSP, BS, EOPS/CARE, DSPS, O
4. Course Completion	4.1 – 4.3	GF, SSSP, BS, EOPS/CARE, DSPS, O
5. Increase Course completion for Underrepresented Groups	5.1 – 5.2	GF, SSSP, BS, EOPS/CARE, DSPS, O
6. Degree & Certificate Completion	6.1 – 6.4	GF, SSSP, BS, EOPS/CARE, DSPS, O
7. Distribution of Degrees & Certificates by Ethnicity and Gender	7.1	GF, SSSP, BS, EOPS/CARE, DSPS, O
8. Degrees Awarded	8.1 – 8.6	GF, SSSP, BS, EOPS/CARE, DSPS, O
9. ESOL and Basic Skills Completion	9.1 – 9.3	GF, SSSP, BS, EOPS/CARE, DSPS, O
10. Evaluation of ESOL & Basic Skills Completion	10.1 – 10.2	GF, SSSP, BS, EOPS/CARE, DSPS, O
11. Transfers	11.0 – 11.4	GF, SSSP, BS, EOPS/CARE, DSPS, O
12. Transfer Data Among Equity Groups	12.1 – 12.5	GF, SSSP, BS, EOPS/CARE, DSPS, O

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## **Evaluation Schedule and Process**

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A review of activities will be evaluated consistent with the timelines established by the college's Integrated Program Review and Planning Process.

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DRAFT

*Marked modifications to the existing Miramar College Resource Development Procedure*

## San Diego Miramar College

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### Resource Development Process and Procedure

1. Faculty and/or staff that identify a potential grant, contract, or other business relationship that they feel would benefit San Diego Miramar College will:
  - a. Obtain relevant descriptive information that defines the potential funding source or partnership such as: (Step one 1a)
    - i. A grant announcement
    - ii. A draft contract
    - iii. A draft memorandum of understanding (MOU)
  - b. Identify the appropriate strategic goal and/or Program Review priority addressed by this proposed opportunity. (Step one 1b)

(Step one 1c) Communicate intention to CEC

- c. The faculty and/or staff will then submit a completed “Funding Concept Approval Form” to the appropriate Department Chair for review, including all background materials listed in 1. a. and 1. b., above. (Step two d) (Step two d)
- d. After discussion with their department, the Department Chair provides all the above information to the appropriate Instructional Dean, along with the recommendation of the Department Chair. (Step two e)
- e. The Instructional Dean will then present the funding concept to the Deans’ Council for consideration. (Step two f)
- f. **If the concept is approved,**  
The Dean/Manager will forward information and recommendation to appropriate VP

The VPs will forward the recommendation to the College President and the constituency leaders at the CEC.

~~the Vice President of Instruction will~~ the initiator and the appropriate manager will be directed ~~direct~~ the appropriate Instructional Dean to complete a “~~Funding Sourcee~~ Grant Funding Submission Approval Form.”

- g. The “~~Funding Sourcee~~ Grant Funding Submission Approval Form” and all relevant supporting information, including a detailed budget listed by object code, will be presented to the College President’s Cabinet for ~~consideration~~ final approval. (Step three g)

*Edits are yellow-highlighted; Blue highlights represent parallel steps of the process and procedure in the revised “Appendix IV” of the Program Processes Initiation, Institutionalization Processes revised draft.*

## **MM Feedback on Proposed Program Initiation Document**

*"...there is NO link between the approval process steps as laid out in the Appendix A. SD Miramar College Resource Development Process and Procedures (Revised draft), the time required to obtain that approval, and the time given to submit a grant.*

*While there is one reference to the CEC meeting weekly in the document....the approval process as set forth requires much more than just presentation to and approval by CEC. The consequence of this failure to address a preparation schedule is to literally place one who is writing a grant in the position of writing it while getting approval for it at the very same time. If one wants to believe that this work with partners and obtaining commitment during the time when no proposal has been approved by ones' own campus is an acceptable course....I would say I hope some folks have great negotiation skills."*

*For any major grant - to have written the entire grant proposal, to have worked with partners to obtain commitments on grant outcomes and participation in grant deliveries, and accomplish like commitments can take a good 4 weeks to accomplish. If we assume that the grant proposer must do this before the initial submission to CEC fine....or that the proposer must do this after the final approval by the President, fine....but we now have at best a 12 week process before a proposal can be submitted.*

*In addition, the 3 steps required to approve submission of a new grant proposal does not take into account the time limits of many grants . There are times when we may be asked to be a subcontractor or partner on a large regional, state or national grant and are given 2-3 weeks to get the grant proposal submitted. When this happens, some provision should be provided for expediting approval such as online approval, special one agenda meeting or agreement to consolidate steps 1-3. Hopefully this would occur on rare occasions but we need some mechanism in place when it does happen.*

**Draft San Diego Miramar College Program Initiation, Institutionalization, and Discontinuance Processes**  
**November 2013**

Prepared by the *ad hoc* Program Processes Taskforce (PPT)  
Convened by the College Executive Committee (CEC)

## Table of Contents

I.	Introduction .....	2
	Taskforce Membership .....	2
II.	Definitions .....	3
	A. Instructional Program & Services.....	3
	B. Student Services.....	3
	C. Administrative Services.....	4
III.	New Program Initiation Process using Internal or external Resources .....	4
IV.	Program Institutionalization .....	7
	Institutionalization of Current Programs funded by External Resources .....	7
V.	Program Vitality and Discontinuance .....	7
	Summary of Tasks to be forwarded to governance committees/group .....	8
VI.	Appendix .....	9
	A. SD Miramar College Resource Development Process and Procedures (Revised draft).....	9
	B. Grant Funding Initiation Form (New).....	10
	C. Grant Funding Concept Approval Form (Revised draft) .....	11
	D. Grant Funding Source Submission Approval Form (Revised draft).....	12

## **I. Introduction**

The initiation of a new program, significant program expansion, and other initiatives, as well as institutionalization or discontinuance of such efforts can have broad short and long-term impact on college operations and personnel.

In April 2013, the Academic Senate forwarded to the College Executive Committee (CEC) a Senate-approved request to form a taskforce to develop formal processes for approval of initiation and institutionalization of internally-funded programs and grant-funded programs, and for program discontinuance. The CEC approved the formation of the Program Processes Taskforce (PPT) and its membership to develop processes and to forward its recommendations to the CEC. The PP Taskforce was convened and held meetings in May 2013 and forwarded the recommendations included in this document.

### **Taskforce Membership**

#### **Administration Representatives (4 3)**

- Patricia Hsieh, College President
- Brett Bell, Vice President Administration
- Gerald Ramsey, Vice President of Student Services & Acting Vice-President of Instruction

#### **Academic Senate Representatives (4 3)**

- Buran Haidar, Academic Senate President
- Daphne Figueroa, Academic Senate Past-President
- Wheeler North, Aviation Faculty

#### **Classified Staff Representatives (2)**

- Joyce Allen, Classified Senate President
- Terrie Hubbard, Classified Senate member

#### **Associated Student Council (ASC) Representative (1)**

- Emalina Ledbetter, ASC President

## **II. Definitions**

Definition of programs varies for instructional, student services and administrative services programs. The Taskforce explored definitions and it was agreed that the Program Review Committees of the College divisions will review and revise their definition of program, as appropriate to guide the College Program Processes, in accordance with the Title 5 definition.

**(Forward to the Program Review Committees)**

### **A. Instructional Program & Services**

Alternative definitions explored by the taskforce for consideration during the review/revision of the Current SD Miramar College definitions, included:

1. **Title 5 § 55000. Definition**  
“**Educational program**” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.
2. ASCCC Curriculum Institute presentation, 2011  
An **Instructional Program** is defined as a discipline and as an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.
3. Other  
An **Instructional Program** is defined as a state approved degree or certificate or a series of basic skills courses that serve as a pathway to degree or certificate completion. (*Foothill College*)

*Current Miramar College PR/SLOAC committee definitions of:*

- **Program:** An instructional “program” is a field of study that includes at least one award and at least one subject area. Programs are designated by “grey box” sections in the Degree Curricula and Certificate Programs chapter of the San Diego Miramar College Catalog with the exception of Interdisciplinary Studies which is a grey box section but is not a program.
- **Instructional Service:** An instructional service is an organizational unit that has its own distinct mission, separate budget, and at least one full-time employee.

### **B. Student Services**

*Alternative non-limiting definitions explored by the taskforce for consideration during the review/revision included:*

1. A **Student Services Program** is defined as an offering of student services that primarily serve a non---instructional function and/or does not qualify as an Academic Program as defined above. (*Foothill College*)
2. A **Student Services Program** is defined as a unit providing non-instructional student services

of guidance and counseling at all levels, for new and for transfer students. (Definition discussed at the PP Taskforce meeting on 05/28/13)

3. Instructional PR/SLOAC-approved definitions 102511 part of "[SLO Glossary of Terminology](#)"

<b>Student Support Program</b>	Non-instructional services, such as advising, counseling, learning resources, financial aid, tutoring, mentoring, etc., that facilitate student success and provide strategies for students to overcome the many factors in life that may disrupt their education and reduce their success
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### C. Administrative Services

*(Alternative non-limiting definitions for consideration)*

1. An Administrative Services is defined as an offering of support services, primarily supporting faculty and/or staff, indirect student support, and/or does not qualify as an Instructional Program as defined above. (*Foothill College*)

## III. New Program Initiation Process using Internal or external Resources

The initiation of a new program and significant increase in a program or other work area can have broad short and long-term impact on college operations and resources. The new program initiation process is developed to ensure that all proposed programs align with the San Diego Miramar College Mission, its Strategic Plan, and its Educational master Plan to meet substantiated student need. And that before the program is in development stages, the college has the capacity to commit short-term and long-term resources to an additional program while maintaining fair and equitable distribution of resources to serve students in existing programs.

Taskforce members recognized the importance of setting up a process for prioritization of new program development and the PP Taskforce will be working on developing further details of the process to include identification of a "Program Prioritization Group" for College approval. (**PP Taskforce, Fall 2013**)

Proposed membership of "Program Prioritization Group" by the Program Processes (PP) Taskforce

College President	Academic Senate President	Classified Senate President
VPs	Curriculum Chair	ASC President
PR Co-chair	PR Faculty Co-Chairs (Instruction & Student Services)	
PIEC Co-chair	PIEC Faculty Co-Chair	

1. Program areas or Schools identify new programs, significant program expansions, or other initiatives to meet emerging student needs. This identification could be based on program review data, changing demographics or workforce needs, or developing technologies, etc...
  - a. To address initiation of a new program, program expansion, or other significant initiative using internal resources, the proposal must be addressed in the Program Review report, by filling the section on “New Program Proposal”, a new section to be added to the Program Review annual update and three-year reports. (*Forward to the Program Review Committees*)
  - b. To address initiation of a new grant-funded program, program expansions or other initiative funded by external resources, the proposal must align with the program goals as specified in the Program review report or its annual update and the college Mission and the Strategic Plan goals, and in-keeping with the College-approved program prioritization. Proposals for new grant-funded must be submitted using the College Resource Development Process and Procedure (Section VI. Appendix A, B, C & D)
  - c. All proposals for new internal/external funded programs must briefly address, as applicable:
    - o Demand for the program external and internal.
      - Projection of number of students served, articulation, or transfer data
      - Employment data and other relevant information for CTE programs
    - o New curriculum development, course offerings, and learning outcomes
    - o Opportunity to realign or strengthen existing programs through: shared Curriculum with other programs, and cross-listing of courses
    - o Faculty and Classified Staff and administrative workload and availability
    - o Use of college facilities and services
    - o Technology and Informational Technology
    - o Supplies and Equipment
    - o Health and safety considerations
  - i. New internally funded programs.
    1. All new internally funded program proposals are forwarded for discussion to the “Program Prioritization group”, for a preliminary recommendation to evaluate that the proposal matches the College priorities for new programs and to ascertain that the College has current adequate and potential future resources (budget including FTEF allocation, faculty, staff, technology, facilities, and other services) or current and future capacity (special safety considerations, impact on resource allocation to other college programs) to offer this new program.
    2. The recommendations of “Program Prioritization group” based on the long-term enrollment planning are next forwarded to the College constituencies following the college participatory governance process.
    3. After the new program proposal has been approved by the CEC, the program faculty

and Deans will then proceed with the development of the program curriculum through the Curriculum Committee and other college processes, as applicable.

ii. New externally funded programs

Development of all new externally-funded programs will follow the three steps of the college-approved Resource Development Process and Procedure (Appendix IV). Step one, completion of the initiation process; step two, completion of the concept approval process; and, step three, completion of the submission approval process. Steps one and two are intended as a “Quick Check” for the following purposes and outcomes

**Purposes**

- Establishing that the proposal fits with College mission and that other college mission efforts will/will not be disrupted by the proposal implementation.
- Identifying the proposal champion(s) and timeline to develop full proposal.

**Outcomes**

1. Proposal does not fit college mission or will be exorbitantly disruptive to other college operations.
2. Proposal does fit college mission and will affect other college areas, or will require external grant (e.g. new program or work effort that will increase or reallocate FTEF, staffing and other resources, will impact other service areas such as increasing demand on student services.)

If outcome is #1 – do not develop proposal

If outcome is #2 – engage process for full proposal development of new program and grant (as applicable)

**The College Executive Committee (CEC) will be the oversight governance body for the “quick check” for the following reasons:**

- Meets weekly
  - Four constituent leaders can be reached even quicker if needed
  - Approval is only to proceed with proposal development
  - Urgency shall not be a legitimate criteria for circumventing due process
  - Keeps constituent leaders directly in the loop on any items that may bear significant impact
  - Provides opportunity for high-level feedback to improve proposal
2. All new internally and externally-funded programs will complete a program review report after the first year and begin assessing student learning outcomes on an annual basis once the courses have been taught. All new initiatives will submit an annual update in the program review report of the appropriate area.

## **IV. Program Institutionalization**

### **Institutionalization of Current Programs funded by External Resources**

Program areas or Schools will submit a proposal for institutionalization of programs funded by external resources to ensure that the programs and initiatives, after the external resources is discontinued, still meet substantiated student need, and that the college is able to commit long-term resources to the program, as it maintains its commitment to serve students in the existing programs

1. Program Directors, Deans and/or appropriate manager will submit a request for institutionalization, at least one year prior to the ending date of the external funding, to the “Program Prioritization Group” for consideration and recommendation to the CEC for approval and College adoption.

Institutionalization of externally-funded programs will be considered alongside existing program with considerations that include among others factors:

- a. Continued external or internal demand
- b. Quality of outcomes
- c. Size, scope, and productivity of the program
- d. Costs and other expenses associated with the program

2. Institutionalization of programs with course offering and/or services beyond the grant funding period will take place in accordance with the college-approved prioritization and resources.

Institutionalization of instructional programs with course offerings will be considered together with other existing programs serving all students. No additional course offerings or scheduling of grant-funded programs can take place beyond the grant funding period prior to approval of the VP and College President, in accordance with the college-approved prioritization.

The institutionalization of services beyond the grant-funded period will focus on integrating such services within our existing college services and resources, pending successful renewal of the grant funding. Otherwise, grant initiated services and their delivery format will be re-evaluated for consideration in accordance with the college-approved prioritization and resources.

## **V. Program Vitality and Discontinuance**

This section is under development in accordance with SDCCD Board of Trustees Policy BP 5020:

“The Board hereby directs the Chancellor to develop procedures for the approval of courses of instruction and of educational programs that satisfy the requirements of the Education Code and Title 5 of the California Code of Regulations. The procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance shall remain flexible to permit timely response to change.

Furthermore, these procedures shall assure:

- a. The Colleges and Continuing Education faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- b. The Colleges and Continuing Education curriculum committees are recognized as the primary decision-making bodies that offer recommendations regarding courses, degrees and certificates to the Curriculum and Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor's Office, as appropriate.
- c. Regular review and justification of courses, degrees and certificates.
- d. Opportunities for training for persons involved in aspects of curriculum development
- e. Consideration of job market and other related information for vocational and occupational degrees and certificates.

## **Summary of Tasks to be forwarded to governance committees/group**

*(Cross-referenced to sections of the Program Processes document draft)*

### **Forward to Program Review Committees**

- Review and revise Program Definitions as necessary (Section II)
- Develop a new section for a new program, program expansion, or other significant initiative to be added to the Program Review annual update and three-year reports. (Section III.1.a)

### **Forward to the proposed “Program Prioritization group”**

- Develop a process for new program prioritization with guidelines, criteria, timeline, and rubrics for evaluation of requests for program initiation/institutionalization (Sections III. & IV.B.2 ). The College’s prioritized new programs identified by the new process developed by the Program Prioritization group will guide the prioritization of faculty needs and classified staff needs of these programs.

## **VI. Appendix**

### **A. SD Miramar College Resource Development Process and Procedures (Revised draft)**

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Resource Development Process and Procedure –

#### **Step one: Grant Funding Initiation**

1. Faculty, and/or administrator who identify a potential grant will:
  - a. Obtain relevant descriptive information that defines the potential funding source such as the grant announcement and source.
  - b. Identify the appropriate College strategic goal and priority, Division Plan goals, and/or Program Review priority addressed by this proposed opportunity.
  - c. The initiating faculty, staff, and/or administrator will communicate the intention by contacting their constituency leader and/or the College President with the above documentation to inform the CEC about the intent, at its first upcoming scheduled weekly meeting.

#### **Step two: Grant Funding Concept Approval**

- d. The initiating faculty and/or staff will then proceed with submitting a completed “Grant Funding Concept Approval Form” to the appropriate Department Chair for review, including all background materials listed in 1. A, above.
- e. After discussion with their department or service unit, the Department Chair or manager will provide all the above information to the appropriate Dean or administrator, along with the recommendation of the Department or service unit.
- f. The Dean or manager will then present the funding concept to the Deans’ Council for consideration.
- g. If the concept is approved,
  - The Dean or manager will forward the information and recommendation to the appropriate vice-president
  - The appropriate Vice President will forward the recommendation to the College President and the constituency leaders at the CEC

#### **Step three: Grant Funding Submission Approval**

- h. After approval of the concept, the initiator and the appropriate Dean or manager will be directed to complete a “Grant Funding Submission Approval Form.”
- g. The “Grant Funding Submission Approval Form” and all relevant supporting information, including a detailed budget listed by object code, will be presented to the College President for final approval.

B. Grant Funding Initiation Form (New)



## Grant Funding Initiation Form

Today's Date:	Prepared by:		
Phone/Ext:	Email:		
Granting Agency			
Type of Funds	Federal	State	Private
Project/Program Purpose			
Application Deadline	Date:	<input type="checkbox"/> Postmarked <input type="checkbox"/> Received	
Funding Start Date			
Funding Duration			
Project Director	Department:		
Presented to College Executive Committee (CEC)	Date:		

C. Grant Funding Concept Approval Form (Revised draft)



**Grant Funding Concept Approval Form**

Today's Date:	Prepared by:	
Phone/Ext:	Email:	
Project Title		
Project Period		
Proposal Author		
Project Director	Department:	
Project Purpose		
Funding Source		
Application Deadline	Date:	<input type="checkbox"/> Postmarked <input type="checkbox"/> Received
Duration of Funding		
Funding Amount	\$	Match Requirement: \$ Indirect Amount: \$
Contract Obligations	List all College Obligations – <ul style="list-style-type: none"> <li><input type="radio"/> New Curriculum/degrees/certificates:</li> <li><input type="radio"/> Facilities:</li> <li><input type="radio"/> Staff:</li> <li><input type="radio"/> Other instructional areas or student services:</li> <li><input type="radio"/> Research:</li> <li><input type="radio"/> Matching Funds:</li> <li><input type="radio"/> Institutionalization Requirement:</li> <li><input type="radio"/> Other:</li> </ul>	
Technology Resource Requirements?		
Partners / MOUs		
Approval Date:	Approval Signature (Chair) <b>X</b>	
Approval Date:	Approval Signature ( Dean) <b>X</b>	
Approval Date:	Approval Signature (appropriate Vice President) <b>X</b>	
	Route Information Copies to: Appropriate Vice Presidents	

**D. Grant Funding Submission Approval Form (Revised draft)**



CEC Approval Date: \_\_\_\_\_

**Grant Funding Submission Approval Form**

Today's Date:	Prepared by:
Phone/Ext:	Email:
Project Title:	<input type="checkbox"/> New Project <input type="checkbox"/> Continuing
Project Period:	
Proposal Author:	
Project Director:	Department:
Project Purpose:	
Funding Source:	
Application Deadline:	Date: <input type="checkbox"/> Postmarked <input type="checkbox"/> Received
Duration of Funding:	
Funding Amount: Attach proposed budget Listed by object code	\$ Match Requirement: \$ Indirect Amount: \$
Contract Obligations:	List all College Obligations – <ul style="list-style-type: none"><li><input type="radio"/> New Curriculum/degrees/certificates:</li><li><input type="radio"/> Facilities:</li><li><input type="radio"/> Staff:</li><li><input type="radio"/> Other instructional areas or student services:</li><li><input type="radio"/> Research:</li><li><input type="radio"/> Matching Funds:</li><li><input type="radio"/> Institutionalization Requirement:</li><li><input type="radio"/> Other:</li></ul>
Technology Resources Funding source:	
Partners / MOUs:	
Conflict of interest Disclosure	
Approval Date:	Approval Signature (Chair) <b>X</b>

Approval Date:	Approval Signature ( Dean)
	<b>X</b>
Approval Date:	Approval Signature (Appropriate Vice President)
	<b>X</b>
Approval Date:	Budget Approval (Vice President Administrative Services)
	<b>X</b>
	Route Information Copies to: Appropriate Vice Presidents
Approval Date:	Approval Signature (Academic Senate President)
	<b>X</b>
	Route Information Copies to: Academic Senate President
Approval Date:	Recommend Approval of Grant Proposal Submission Approval Signature (College President)
	<b>X</b>

*Form 05-003  
Presented to CEC 11/18/13*

**DRAFT**

## **Information and Timeline Related to MM High School<sup>1</sup>**

February 2014 - working and living draft (last update 2/21/14, 2/27/14)

1. MMHS established date for Outreach/Assessment to visit MMHS for purposes of FYE/Jump Start Orientation and assessment scheduling. ***This year's date is March 18, 2014 and was MMHS' decision.***
  - a. An earlier date was requested by SDMC, but HS counselors prefer a date closer to 4-year admissions notification dates
  - b. Historically MMHS counselors and staff work with their students prior to SDMC's arrival to ensure that admission applications have been submitted (Jay Leach, Counselor is point of contact)
    - i. Attendance of students has been exceptionally high (about 300 of a 500 student class)
    - ii. Of the 300 students (i), the percentage that have actually completed the SDCCD admissions application, at the time of SDMC's visit, has been historically low, approximately 20%, which causes major processing delays
    - iii. MMHS is encouraged to let us know how we can help improve the number in ii, above.
2. Assessment will occur for all student from March 11 – 31
  - a. To ensure that the maximum number of students are serviced, scheduled times dedicated to HS students (available to all feeder HS) have or will be established (target date for finalizing the assessment schedule is 3/7/14)
    - i. 3 p.m. to 6 p.m. twice p/week - Miramar (initial proposal is Tuesday & Wednesday but details are not complete)
    - ii. Pending HS response of available times some sessions will be scheduled at HS (facilities challenge)
    - iii. A Saturday schedule (Miramar) is under review for MMHS [w/plans to use the services of existing MMHS counselor, as an adjunct counselor]
3. Month of April
  - a. Continued assessment (as needed)
  - b. Pre-ed planning
  - c. Initial acceptance notifications to students
4. Month of May
  - a. Continued assessment (as needed)
  - b. Continued assessment (as needed)
  - c. Continued pre-ed planning
  - d. Summer registration
5. Month of June
  - a. Jump Start Orientation
  - b. Summer session begins
  - c. Continued assessment (as needed)
  - d. Final ed-planning

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<sup>1</sup> MMHS is referenced specifically but most dates apply to other feeder high schools as well

Deadline: 4/30/2014

Review of Educational Master Plan for Discussion at PIEC February 2014 (Draft)

Divisional Plan	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of 2/21/14
Instructional Services	Last annual updated 2012/13	Update of the 3-year plan (Fall 2014-Spring 2017)	VPI	In progress-review format of plan
Student Services	Last annual updated 2012/13	Update of the 3-year plan (Fall 2014-Spring 2017)	VPSS	In progress- review format of plan
Administrative Services	Last annual updated 2012/13	Update of the 3-year plan (Fall 2014-Spring 2017)	VPA	In progress- review format of plan

Deadline: 4/30/2014

Draft – Review of Operational Plans for Discussion at PIEC February 2014

Operational Plans	Status/Comment	Next Update Due/Comment	Responsible Party	Status as of 2/21/14
Human Resources	Updated 7/12/12	July 2015	VPA	N/A
Technology	2010-13	Now	Dean, PRIE, Lib & Tech	Initial review by Tech comm on 2/25 for update
Marketing & Outreach Plan	2006-12	Now	PIO	Ready to go to constituency groups for review
Matriculation Plan	Committee recommended suspension of update / revision on 5/2/12; on 10/15/12 decided to extend suspension and to revisit in late spring 2013 pending State guidance	Now (in progress)	VPSS	Updated 1/13/14; out for circulation approval on 1/21/14.
Student Equity Plan	Updated 12/2012 (draft); Update to be submitted Nov. 2013	Now (in progress)	VPSS/Dean of Student Affairs	In circulation for review.
Basic Skills Plan	Updated 2012-13	Spring 2014	Dean Lib Arts	In Progress
Career & Technical Education Plan	Updated April 2013	April 2014	Dean, BTCWI	In Progress
Student Learning Outcome (SLO )Plan	Last updated March 2013	?	SLO Facilitator	? PIEC co-chairs to review
<del>Student Services SLO Plan</del>	<del>Updated annually PIEC co-chairs to review</del>	<del>Now</del>	<del>VPSS/ Student Services/PRSLOAC Sub-comm</del>	<del>? PIEC co-chairs to review</del>
Cultural and Ethnic Diversity Plan	Reviewed annually	?	Diversity Committee	Email co-chairs to find out status
Facilities Plan	Identified goals for this year	?	VPA/Facilities Comm	Goal is to update this term

## **Draft Revised Miramar ISLOs**

Knowledge of Human Cultures and the Physical and Natural World

Study in sciences, math, social sciences, humanities, histories, language and the arts; ***or a specialized field of study***

Intellectual and Practical Skills

Communication

Critical Thinking

Problem Solving

Quantitative Literacy

Information Literacy

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)***

Integrative and Applied Learning

Synthesis and advanced accomplishment across general and specialized studies

***Demonstration of applied skills required for the student's chosen career field***