COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, December 1, 2015 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Hubbard, Allen, & Light

Attendees: Ornelas, Jacobson, Ascione, Irvin, & Miramontez

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	Strategic Plan Assessment Scorecard (attachment)	1	Miramontez

F. **Old Business**

#	Item	*Strategic Goals	Initiator
1	Accreditation	1	Miramontez
2	Performing Arts Center Capital Campaign	1 & 2	Ascione
3	Implementation of Cultural & Ethnic Diversity Plan (attachment)	3	Hsieh, Hubbard, & Patacsil
4	Spring 2016 Convocation	1	Bell & McMahon
5	February 2016 On-Campus Board Meeting Presentation Topic	1	Hopkins & McMahon

G. **Place Holders**

#	Item	*Strategic Goals	Initiator
1	BRDS RFF Prioritization and Funding Allocation (Due to CEC on 12/8/15)	1	Bell
2	College Mission and Vision Statement (Due to CEC on 12/8/15)	1	Miramontez

H. **Reports**

(Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).

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

I. **Announcements**
J. **Adjourn**

As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.

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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**

2015-2016
Strategic Plan Assessment Scorecard

SAN DIEGO MIRAMAR COLLEGE

Introduction

The Strategic Plan Assessment Scorecard (SPAS) was developed based on the Balanced Scorecard (BSC) methodology (Kaplan & Norton, 1992). The BSC is a measurement and strategic management tool designed to translate the mission statement and strategies into specific, measurable benchmarks. It helps define and measure institutional effectiveness; as well as enhances the existing planning process. The present SPAS intends to respond to the following questions:

- How is San Diego Miramar College meeting its mission?
- How do we measure our success?
- How do we build on our success?

How is the College meeting its mission?

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

The College develops strategic goals and design and implement activities to meet its mission. During the 2013-14 academic year, the Strategic Plan was updated by streamlining its goals and strategies, identifying indicators and measures, as well as planned activities. In all, the College identified four major strategic goals and eleven indicators which are reflected in the Fall 2013 – Spring 2019 Strategic Plan.

How do we measure our success?

Upon the completion of the Fall 2013 – Spring 2019 Strategic Plan, the Planning and Institutional Effectiveness Committee (PIEC) charged, through the governance process, the Strategic Plan Assessment Workgroup to establish a comprehensive set of benchmarks to measure the College's progress in meeting its mission. Each of the eleven identified indicators was benchmarked using a rigorous benchmarking process. The workgroup analyzed the available data and took into consideration the major trends, impact factors, and comparison points to set benchmarks for each indicator. The benchmarks are aspirational goals until the end of the strategic plan cycle (i.e., Spring 2019), with the exception of some floor benchmarks. The comparison between the current measures and the benchmarks reveals how well the College is performing under each indicator and how effectively the College implements the strategies moving towards achieving its goals.

How do we build on our success?

The current SPAS provides a single year snapshot (i.e., 2014-2015) as well as a five-year trend analysis (2010/11 – 2014/15). Divisions, departments, and units can identify areas that either need to sustain its current success or address improvement, dialogue about how to address the improvement via a structured inquiry process, and adjust the goals and activities to form action plans. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation; and the findings will be recorded in the next iteration of the Master and Operational plans.

Kaplan, R. S. and D.P. Norton (1992) The Balanced Scorecard: Measures that Drive Performance, Harvard Business Review, (January-February): 71-79.

At-A-Glance Analysis • 2014-2015

Overall goal progress: 96%

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

Transfer volume	BENCHMARK	806	93% of Benchmark
	CURRENT	751	
Transfer rate	BENCHMARK	41%	93% of Benchmark
	CURRENT	38%	
Transfer Prepared Rate	BENCHMARK	46%	✔
	CURRENT	45%	
Degrees/Certificates Awarded	BENCHMARK	1030	91% of Benchmark
	CURRENT	936	
Degrees and Certificates by Instructional Programs	BENCHMARK	Benchmarks specified in the 2015 Instructional Program Review Report	
	CURRENT	Data reported in the 2015 Instructional Program Review Report	
Associate Degree for Transfer (ADT)	BENCHMARK	Determined by State mandate	✔
	CURRENT	Met State mandate (n=16)	
Completion Rate for Prepared Cohort	BENCHMARK	69%	✔
	CURRENT	69%	
Completion Rate for Unprepared Cohort	BENCHMARK	45%	96% of Benchmark
	CURRENT	43%	
Career Technical Education (CTE) Rate	BENCHMARK	48%	96% of Benchmark
	CURRENT	46%	
Resources - Work Experience	BENCHMARK	14	✔
	CURRENT	14	
Resources - External Funding	BENCHMARK	36	✔
	CURRENT	36	
Professional Development Opportunities	BENCHMARK	122 *	✔
	CURRENT	151	
Employee Participation in Professional Development	BENCHMARK	894	✔
	CURRENT	894	
Perception of Professional Development	BENCHMARK	54%	✔
	CURRENT	61%	

* Floor Benchmark

At-A-Glance Analysis • 2014-2015

Goal II. Deliver educational programs and services that are responsive to change and support student learning and success.

Number of Course Sections	BENCHMARK	942	98% of Benchmark
	CURRENT	924	
Distance/Off-Campus Support Services	BENCHMARK	28	✔
	CURRENT	28	
Course Fill Rates	BENCHMARK	92%	✔
	CURRENT	94%	
Enrollments	BENCHMARK	50,000	✔
	CURRENT	49,883	
Successful Course Completion Rates	BENCHMARK	73%	✔
	CURRENT	75%	
Course Retention Rates	BENCHMARK	88%	✔
	CURRENT	88%	
Satisfaction with Technology Use	BENCHMARK	69%	✔
	CURRENT	75%	
Distribution of Course Offerings	BENCHMARK	Maintain current distribution	✔
	CURRENT	37% CTE, 63% Non-CTE; 9% BS, 9% AA/AS, 82% Transfers	
Satisfaction with Strategic Enrollment Management	BENCHMARK	69%	✔
	CURRENT	72%	
Satisfaction with Technology Training and Professional Development	BENCHMARK	59%	✔
	CURRENT	65%	
Satisfaction with Online Courses	BENCHMARK	77%	97% of Benchmark
	CURRENT	75%	
Satisfaction with Innovation and Technology	BENCHMARK	76%	✔
	CURRENT	79%	

Note: CTE, Non-CTE, BS, AA/AS, Transfers

At-A-Glance Analysis • 2014-2015

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

Diversity and Sustainable Activities	BENCHMARK	16 *	✔
	CURRENT	32	
Student Satisfaction Regarding Diversity	BENCHMARK	73%	✔
	CURRENT	76%	
Student Equity Plan (SEP) Indicators	BENCHMARK	Benchmarks specified in the SEP	
	CURRENT	Data reported in the SEP	
Employee Perception of Diversity - Overall	BENCHMARK	59%	97% of Benchmark
	CURRENT	57%	
Employee Perception of Diversity - Support	BENCHMARK	57%	✔
	CURRENT	59%	

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

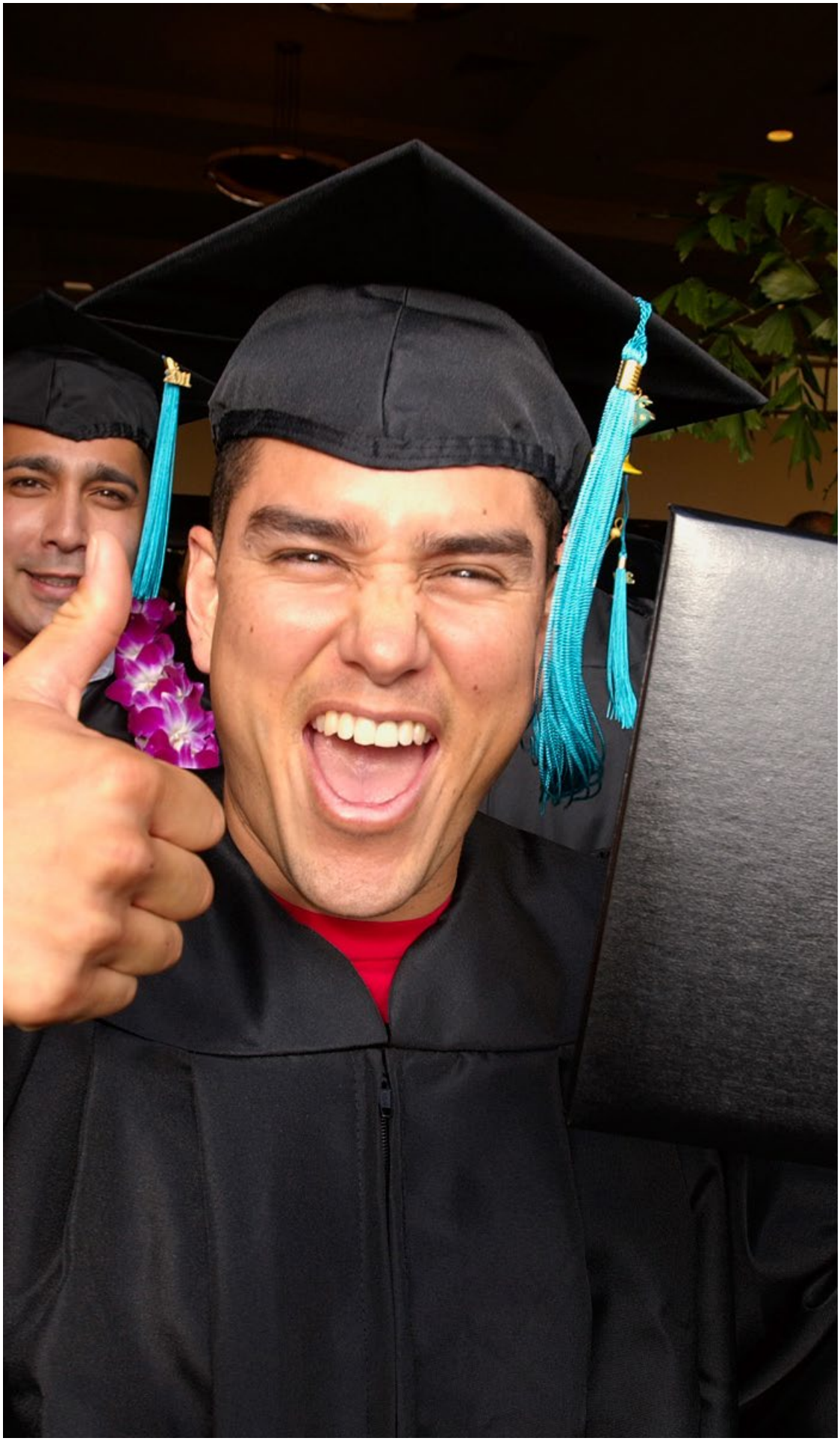
External Partnerships	BENCHMARK	167 *	✔
	CURRENT	333	
Outreach Activities/Programs	BENCHMARK	152	94% of Benchmark
	CURRENT	143	
Articulation Agreements	BENCHMARK	49/Maintain Current Level	✔
	CURRENT	49	

* Floor Benchmark

5-Year Trend Analysis • 2010/11 - 2014/15

- Met/exceeded the benchmark
- Evaluate (<3% below the benchmark)
- Area for improvement (3%/or more below the benchmark)

Identifier	Measure	2010/11	2011/12	2012/13	2013/14	2014/15
I.1.1-1	Transfer Volume	888	645	739	751	
I.1.1-2	Transfer Rate (cohort-based)	43%	42%	42%	38%	
I.1.1-3	Transfer Prepared Rate (cohort-based)	48%	46%	48%	45%	
I.1.2	Number of Degrees/Certificates Awarded	937	997	1068	936	
I.1.4	Number of Associate Degree for Transfer (ADT)	n/a	n/a	14	14	16
I.1.5a	Completion Rate for Prepared (cohort-based)	65%	68%	71%	72%	69%
I.1.5b	Completion Rate for Unprepared (cohort-based)	45%	46%	46%	46%	43%
I.1.6	Career Technical Education (CTE) Rate (cohort-based)	50%	48%	49%	46%	46%
I.2.1	Resources - Work Experience	n/a	n/a	n/a	n/a	14
I.2.2	Resources - External Funding	n/a	n/a	n/a	n/a	36
I.3.2	Professional Development Opportunities	n/a	n/a	n/a	85	151
I.3.3	Employee Participation in Professional Development	n/a	n/a	n/a	n/a	894
I.3.4 & 5	Perception of Professional Development	n/a	n/a	n/a	n/a	61%
II.1.1	Number of Course Sections (Fall Terms)	834	847	791	879	924
II.1.2	Distance/Off-Campus Support Services	n/a	n/a	n/a	n/a	28
II.1.3a	Course Fill Rates	94%	94%	88%	92%	94%
II.1.3b	Enrollments (Fall & Spring terms)	51054	52863	49053	50955	49883
II.1.4a	Successful Course Completion Rates	71%	73%	74%	75%	75%
II.1.4b	Course Retention Rates	87%	87%	88%	88%	88%
II.2.2	Satisfaction with Technology Use	n/a	n/a	n/a	n/a	75%
II.3.1	Distribution of Course Offerings	Met Benchmark				
II.3.2	Satisfaction with Strategic Enrollment Management	n/a	n/a	n/a	n/a	72%
II.3.4	Satisfaction with Technology Training and Professional Development	n/a	n/a	n/a	n/a	65%
II.3.5	Satisfaction with Online Courses	74%	77%	74%	75%	n/a
II.4.1	Satisfaction with Innovation & Technology	n/a	n/a	n/a	n/a	79%
III.1.2	Diversity and Sustainable Activities	n/a	36	30	29	n/a
III.1.4	Student Satisfaction Regarding Diversity	n/a	n/a	n/a	n/a	76%
III.1.5	Student Equity Plan (SEP) Indicators	Benchmarks Specified in SEP				
III.1.6	Employee Perception of Diversity – Overall	50%	n/a	n/a	57%	n/a
III.2.1& 2	Employee Perception of Diversity – Support	n/a	n/a	n/a	n/a	59%
IV.1.1	External Partnerships	n/a	n/a	n/a	n/a	333
IV.1.2	Outreach Activities/Programs	140	172	157	129	143
IV.2.2	Articulation Agreements	n/a	n/a	n/a	n/a	49



Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

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

Strategy 1.1. Identify current and future student needs for transfer, degree, and certificate completion.

Indicator	Measure	Operational Definition	Benchmark Method
1. Student Completion	1.1.1-1. **Transfer Volume** *Source: SDCCD Transfer Report: A Comprehensive Perspective 2009/10 - 2013/14*	Transfer volume is the sheer count of transfer students who have transferred from Miramar College to a four-year institution. A student must have completed 12 or more transferrable units within six years prior to transferring to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs).	5-year average + .5 Standard Deviation
	1.1.1-2. **Transfer Rate** *Source: SDCCD Transfer Report: A Comprehensive Perspective 2009/10 - 2013/14*	Transfer Rate of a cohort of first-time students who completed six units in a three-year period and who attempted any English or Math course and achieved one of the outcomes: transfer to a four-year institution, attain a certificate and/or associate degree, or reach 'transfer prepared' status.	3-year average
	1.1.1-3. **Transfer Prepared Rate** *Source: SDCCD Transfer Report: A Comprehensive Perspective 2009/10 - 2013/14*	Transfer Prepared Rate includes students who successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to 2.0 but did not transfer or obtain an associate's degree.	3-year average
	1.1.2. **Degrees and Certificates Awarded** *Source: Awards Conferred Supplement Report 2015*	The annual awards conferred are the total number of associate degrees and certificates awarded in a single academic year (summer, fall, and spring).	5-year average + .5 Standard Deviation
	1.1.3. **Degrees and Certificates by Instructional Programs** *Source: 2015 Instructional Program Review Reports*	The annual awards conferred by Instructional Programs are the total number of associate degrees and certificates awarded in a single academic year at program level (summer, fall, and spring).	5-year average + .5 Standard Deviation
	1.1.4. **Associate Degree for Transfer (ADT)** *Source: Awards Conferred Supplement Report 2015*	Number of associate degrees for transfer in development	State mandate
	1.1.5a. **Completion Rate for Prepared Cohort** *Source: 2015 San Diego Miramar College Student Success Scorecard*	The data include the percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: 1) Earned AA/AS or credit certificate; 2) Transferred to a four-year institution; 3) Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Prepared: student's lowest course attempted in math and/or English was college level.	5-year average

Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

Indicator	Measure	Operational Definition	Benchmark Method
1. Student Completion	1.1.5b. **Completion Rate for Unprepared Cohort** *Source: 2015 San Diego Miramar College Student Success Scorecard*	The data include the percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: 1) Earned AA/AS or credit certificate; 2) Transferred to a four-year institution; 3) Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Unprepared: student's lowest course attempted in math and/or English was remedial level.	5-year average
	1.1.6. **Career Technical Education (CTE) Rate** *Source: 2015 San Diego Miramar College Student Success Scorecard*	The data include the percentage of students who completed a Career Technical Education course for the first-time and completed more than eight units in the subsequent three years in a single discipline, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: 1) Earned any AA/AS or credit certificate; 2) Transferred to a four-year institution; 3) Achieved 'Transfer-prepared' (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher.	5-year average

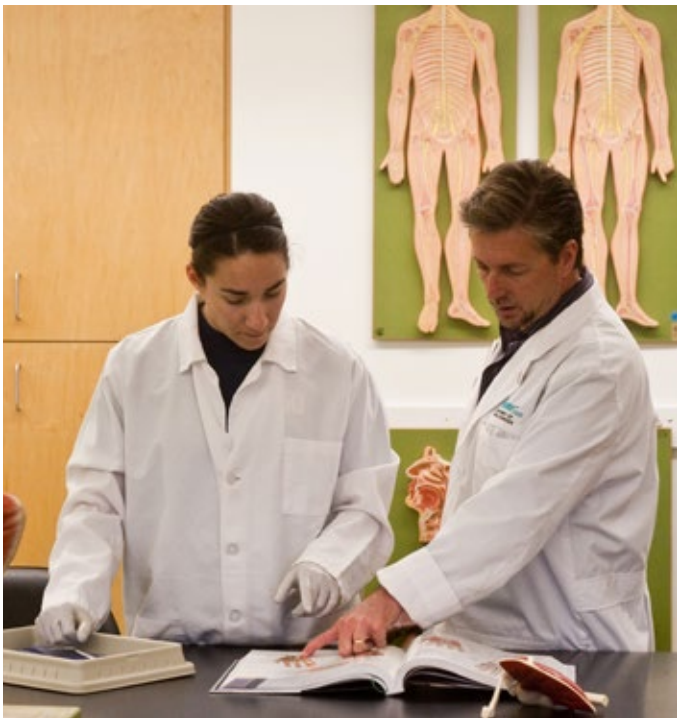
Strategy 1.2. Identify resources for appropriate programs and services to support student learning and success.

Indicator	Measure	Operational Definition	Benchmark Method
2. Programs & Services	1.2.1. **Resources - Work Experience** *Source: Miramar College Internal Data Source*	The data include the number of service, learning, internships, and work experience opportunities offered.	Benchmark the metric at its current level
	1.2.2. **Resources - External Funding** *Source: Miramar College Internal Data Source*	The data include the number of resources initiated or supported through external funding.	Benchmark the metric at its current level

Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

Strategy 1.3. Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.

Indicator	Measure	Operational Definition	Benchmark Method
4. Professional Development	1.3.2. **Professional Development Opportunities** *Source: Miramar College Internal Data Source*	The data include the number of professional development workshops and activities.	2-year average of Miramar Faculty Flex activities + District-wide Professional Development Academies
	1.3.3. **Employee Participation in Professional Development** *Source: Miramar College Internal Data Source*	The data include the duplicated count of participating faculty, classified staff, and administrator's participations.	Benchmark the metric at its current level
	1.3.4. & 5 **Employee Perception of Professional Development** *Source 1: Employee Satisfaction Survey 2015* *Source 2: Employee Cultural Climate Survey 2014*	The data include Employee Satisfaction/Cultural Climate Survey results specific to professional development.	2-year average of related survey data in the Employee Cultural Climate Survey and 3-year Average of related survey data in the Employee Satisfaction Survey



Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

Goal II. Deliver educational programs and services that are responsive to change and support student learning and success.

Strategy 2.1. Identify current and future student needs of formats and locations for educational programs and services.

Indicator	Measure	Operational Definition	Benchmark Method
5. Enrollment and Services Management	II.1.1. **Number of Course Sections** *Source: Miramar College Institutional Effectiveness Scorecard 2013/14*	The data include the number of course sections offered via all modalities (distance education, day time and evening classes, and off-campus locations.	2% increase from the number of section offered in Fall 2014
	II.1.2. **Distance/Off-Campus Support Services** *Source: Miramar College Internal Data Source*	The data include the number of support services by modality offered via distance education or off-campus locations.	Benchmark the metric at its current level
5. Enrollment and Services Management	II.1. 3a. Course Fill Rates *Source: Fact Book 2015*	Course fill rate are the enrollment divided by the course enrollment capacity as set in the curriculum outline.	2% decrease from 2014/15 fill rate
	II.1. 3b. **Enrollments** *Source: Fact Book 2015*	Enrollments are the number of seats, enrolled/duplicated headcount, based on official census. Drops, never attends, cancelled, and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar College.	Expected enrollment count for 2015/16 will be 50,000
	II.1.4a. **Successful Course Completion Rates** *Source: Fact Book 2015*	The success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.	5-year average
	II.1. 4b. Course Retention Rates *Source: Fact Book 2015*	The retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Tutoring and cancelled classes are excluded.	5-year average

Strategy 2.2. Identify emerging technology for delivering instruction and student services.

Indicator	Measure	Operational Definition	Benchmark Method
6. Innovation and Technology	II.2.2. **Satisfaction with Technology Use** *Source 1: Employee Satisfaction Survey 2015* *Source 2: Student Satisfaction Survey 2015*	The data include Employee and Student Satisfaction Survey results specific to the use of technology during instruction and service delivery.	3-year average of related survey data in the Employee Satisfaction Survey and the Student Satisfaction Survey

Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

Strategy 2.3. Identify resources and implement steps to meet student needs in formats and at locations.

Indicator	Measure	Operational Definition	Benchmark Method
7. Strategic Enrollment Management	II.3.1. **Distribution of Course Offerings** *Source: Miramar College Institutional Effectiveness Scorecard 2013/14*	The data include annual percentage of Basic Skills, CTE, Transfer, and AA/AS in course offerings.	Distribution of 5-year average of offerings for each category
	II.3.2. **Satisfaction with Strategic Enrollment Management** *Source 1: Employee Satisfaction Survey 2015* *Source 2: Student Satisfaction Survey 2015*	The data include Employee and Student Satisfaction Survey results specific to strategic enrollment management.	3-year average of related survey data in the Employee Satisfaction Survey and the Student Satisfaction Survey
	II.3.4. **Satisifaction with Technology Training and Professional Development (PD) Opportunities** *Source: Employee Satisfaction Survey 2015*	The data include Employee Satisfaction Survey results specific to technology training and professional development opportunities.	3-year average of related survey data in the Employee Satisfaction Survey
	II.3.5. **Satisfaction with Online Course** *Source: Online Course Satisfaction Survey 2014*	The data include District Online Course Satisfaction Survey results.	Average of Fall 2012 and Fall 2014 survey results

Strategy 2.4. Identify resources and implement steps to meet technology needs for delivery of instruction and services.

Indicator	Measure	Operational Definition	Benchmark Method
8. Innovation and Technology	II.4.1. **Satisfaction with Innovation and Technology** *Source 1: Employee Satisfaction Survey 2015* *Source 2: Student Satisfaction Survey 2015*	The data include Employee and Student Satisfaction Survey results specific to technology.	3-year average of related survey data in the Employee Satisfaction Survey and the Student Satisfaction Survey

Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

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

Strategy 3.1. Identify curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.

Indicator	Measure	Operational Definition	Benchmark Method
9. Diversity & Sustainable Practices	III.1.2. Diversity and Sustainable Practices *Source: Miramar College Internal Data Source*	The data include an annual number of activities and college experiences celebrating diversity and sustainable practices.	Benchmark the metric at half of its current level (floor benchmark)
10. Diversity	III.1.4. **Student Satisfaction Regarding Diversity** *Source: Student Satisfaction Survey 2015*	The data include Student Satisfaction Survey results specific to diversity.	3-year average of related survey data in the Student Satisfaction Survey
	III.1.5. **Student Equity Plan (SEP) Indicators** *Source: Miramar College Student Equity Plan 2014*	Refer to the Student Equity Plan for data.	Benchmarks set in the Student Equity Plan
	III.1.6. **Employee Perception of Diversity – Overall** *Source: Employee Cultural Climate Survey 2014*	The data include Employee Cultural Climate Survey results specific to diversity.	2% increase from the measure taken in Fall 2014

Strategy 3.2. Identify resources and implement steps to support curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.

Indicator	Measure	Operational Definition	Benchmark Method
10. **Diversity**	III.2.1 & 2. **Employee Perception of Diversity – Support** *Source 1: Employee Satisfaction Survey 2015* *Source 2: Employee Cultural Climate Survey 2014*	The data include Employee Satisfaction Survey results and Employee Cultural Climate Survey results specific to diversity.	2-year average of related survey data in the Employee Cultural Climate Survey and 3-year Average of related survey data in the Employee Satisfaction Survey

Crosswalk to the Strategic Plan and Operational Definition 2014 - 2015

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

Strategy 4.1. Identify current and prospective partnerships with educational institutions, business and industry, and our community.

Indicator	Measure	Operational Definition	Benchmark Method
11. Partnerships	IV.1.1. **External Partnerships** *Source: Miramar College Internal Data Source*	The data include the list number of current partnerships with educational institutions, business and industry, and advisory boards.	Benchmark the metric at half of its current level (floor benchmark)
	IV.1.2. **Outreach Activities/Programs** *Source: Miramar College Internal Data Source*	The data include the number of outreach activities/programs to high school and the community.	3% increase from the 5-year average

Strategy 4.2. Identify resources and implement steps to continue with current and prospective partnerships with educational institutions, business and industry, and our community.

Indicator	Measure	Operational Definition	Benchmark Method
11. Partnerships	IV.2.2. **Articulation Agreements** *Source: Miramar College Internal Data Source*	The data include the number of articulation agreements with public and private institutions of higher education.	Benchmark the metric at its current level

SAN DIEGO MIRAMAR COLLEGE

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Patricia Hsieh, Ed.D., President

The San Diego Community College District includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees.
(Mary Graham, Rich Grosch, Bernie Rhinerson, Maria Nieto Senour, Ph.D., Peter Zschiesche)

Constance M. Carroll, Ph.D., Chancellor

SD Miramar Communications 10/15

GOALS	ACTION PLAN	RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION	Responsible Parties for the Bi-annual Tracking report
Goal 1 Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. *Strategy 3.2*	1.1 Increase the hiring of a diverse staff that is reflective of the campus community and the SDCCD service area. This can be achieved by using the college environmental scan as well as department diversity data, and the data of student and faculty/classified staff demographics.	• College President • Academic and Classified Senate Presidents • DIEC Rep • Hiring Committee Chairs/Co-chairs	DIEC Rep Researcher
Goal 2 Fostering an open and inclusive culture on campus with regard to diversity in the workplace which includes recognition, respect and celebration of the diverse languages, perspectives and experiences that comprise the Miramar College community. *Strategy 3.1*	2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner. 2.2 Provide input and any recommendations to the Office of Institutional Research and Planning on the Campus Climate Survey, as necessary for survey/question improvement that will capture better data.	• Site Compliance Officer (SCO) • DIEC	SCO DIEC Researcher
Goal 3 Organizing and promoting events that demonstrate and reflect the dynamic communities Miramar College serves while also providing students and the campus community an opportunity to better understand diversity as a necessary component of a global citizenship. *Strategy 3.1, 3.3, 3.5*	3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.	• College President • VPI • VPSS • VPA • DIEC Member • Staff Development Committee	Staff Development Committee Co-Chairs, FLEX Coordinator DIEC or Designee
Goal 4 Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. *Strategy 3.1, 3.2*	4.1 Recommend the institutionalization of relevant curriculum and programs of study to include Ethnic and Gender Studies Program(s). Develop and/or maintain Asian/Asian American Studies, Black Studies, Chicano Studies, Women's Studies, Filipino Studies and Filipino Language courses. These courses of study will provide opportunities towards a comprehensive program for degree, certificate, and/or transfer completion.	• Academic Senate Designee • Faculty Discipline Experts • Curriculum Committee • VPI • DIEC Member	Curriculum Committee Chair
Goal 5 Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. *Strategy 3.3, 3.5*	5.1 Support a "Campus Hour" that will allow a designated time(s) during the week to engage students in participating in several activities and to improve student life without disrupting class schedules. 5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.	• Dean of Student Affairs • DIEC Member	Dean of Student Affairs FLEX Coordinator

A Bi-annual report will be prepared to track the plan implantation and will be presented at the last CEC meeting in November and the last CEC meeting in April.

11/09/2015: Plan Revision by the Diversity & International Education Committee