SD Miramar College Strategic Plan Objectives (Un-prioritized)

Objectives (Un-prioritized)	Actions	Responsible Party
Adjust the college efforts to improve student learning and success using assessment and documentation of discipline and program-specific strategies to improve learning, retention and success of all students; basic skills, CTE, and targeted student populations; and for off-site and online students. (SP 1.1, 1.2 & 2.1)	By fall 2012, meet accreditation standards and attain SLO proficiency and sustainability, thereafter.	SLO Coordinator VPI
	All instructional programs and student services will have ongoing SLO assessment and evidence of data-informed dialogue leading to improvement of student learning.	VPI, VPSS
	By 2013, complete study of low retention and low success rates courses in all programs and for basic skills students, CTE, targeted student populations, and face-to face and online students.	SLO Coordinator Campus Researcher
	In 2012/2013, complete analysis of low retention and success rates courses and programs, identify and implement measures intended to improve learning leading to increase retention and success rates in program courses and for basic skills students, CTE, targeted student populations, and face-to face and online students.	SLO Coordinator Campus Researcher
	By end of 2012/2013, analyze efficacy of implemented measures for increasing student learning, retention, and success rates in program courses and for basic skills students, CTE, targeted student populations, and face-to face and online students.	Department Chairs and Program Directors
	By end of 2012/13, prepare and communicate reports on instructional and student services discipline-specific strategies to improve student retention in specific courses and programs and for basic skills students, CTE, targeted student populations, and face-to face and online students.	SLO Coordinator/ Instructional and SS PR SLOAC Committees
	By end of 2012/2013, complete a study comparing the success rates of online and face-to- face students as they progress into higher level classes (ad-hoc RSC request).	Campus Researcher (RSC)

Document curricular and program improvements including culturally and globally relevant, cutting-edge instruction pedagogies, methods and approaches, and faculty engagement in development of instructional and assessment techniques. (SP 1.3, 1.4, 1.6, 2.5 & 3.1)	By end of 2011/12, increase the number of current/updated course outlines to 2/3 (66%) of the college's total course inventory.	Curriculum Committee/ Academic Affairs Committee
	By end of 2012/13, investigate the possibility of expanding the Health Education graduation requirement to include lifelong learning courses that integrate social, psychological, and physiological self-development.	Curriculum Committee / Academic Standards Subcommittee
	By end of the 2011/12 academic year (June 30, 2012), develop at least two new TMC-aligned SB1440/STAR Act associate degrees.	Curriculum Committee
	By end of Dec. 2012, complete a tracking process for faculty engagement in offering and participating in development of instructional and assessment techniques, and novel cutting-edge and culturally and globally relevant pedagogies.	Academic Affairs Committee
Formalize a process for coordination between instructional programs and student services to increase student retention, persistence and success. (SP 1.5)	By end of 2012, initiate monthly conversations on student success that involve Student Services, Instructional Services, and students. These discussions should analyze achievement data and develop strategies to enhance service delivery and student support services.	Instructional Services Office / Student Services Office
	By end of 2012/13, develop and implement a survey instrument to assess student lack of follow-through and determine possible interventions to enhance student retention and persistence.	Research Subcommittee
	By end of 2012/13, enhance statistical outcome reporting to provide program-specific data on the achievement of certificates, degrees, transfer preparedness, and individual goal attainment, such as personal and professional growth.	Research Subcommittee
	In 2013/14, develop a mechanism to track CTE student placement in their respective industries and survey graduate satisfaction, job stability, and professional credential attainment at one year post graduation.	VPI, Dean of School of BTCWI, CTE Program Directors

Evaluate Career and Technical Education offerings to meet workforce needs with input from advisory boards and other workforce projections. (SP 1.7, 4.1, 4.2 & 4.4)	By end of 2012/13, complete a report on the current status and future of CTE courses with input from advisory boards and other workforce projections to explore changes and emerging opportunities.	VPI, Dean of School of BTCWI, CTE Program Directors
	By end of 2012/13, analyze CTE certificate offerings to verify that business and community needs are being met.	VPI, Dean of School of BTCWI, CTE Program Directors
	By end of 2012/13, establish a campus process to evaluate and respond to partnership proposals from business, industry and education.	PIEC, VPI, Dean of School of BTCWI, CTE Program Directors
Survey and evaluate unmet technology and professional development deficits. (SP 2.2, 2.3 & 2.5)	By end of 2012, develop and implement a survey instrument to assess the status of technology policies, hardware, software, and technology training opportunities available to faculty, staff, and administrators and offices.	Technology committee VPI, VPA, VPSS, Technology Committee, IT
	By end of 2012/13, analyze survey results to prioritize allocation of resources and/or training opportunities to addresses deficits.	Technology committee
Evaluate scheduling patterns and practices for times, days and methods of delivery of instruction and support services to match student needs, with special attention to offerings of co-requisite courses and online courses and services. (SP 2.4)	By end of 2012/13, complete analysis of typical student educational plans for transfer and CTE course offerings, and identify deficits in current course offerings and services that hinder completion. In 2013/14, implement scheduling changes to address identified deficits with special attention to providing access for completion.	VPI, VPSS, (Instructional Services Office / Counseling Dept)
	By end of 2012/13, complete analysis of class number of credit hours offered through distance education. Complete a comparison of the success rates of online and face-to- face students in (ad-hoc RSC request)	Research Subcommittee
	By the end of 2012/13, complete a survey from students, staff, faculty, and administrators on how the current website can become more user-friendly, effective, and helpful in showcasing Miramar, and providing easy access.	Web Subcommittee RSC

Develop a implement comprehensive measures for effective internal and external web communication. (SP 3.3, 3.4 & 3.5)	In 2012/13, provide training for webpage development to committees for effective communications.	Web Subcommittee IT
Establish a college plan for continuous assessment and improvement of the emerging integrated planning and institutional effectiveness, and develop and implement a transparent plan to adjust the college budget and resource allocation and resource development processes to address shortages under the current climate of financial challenges. (SP 5.1 & 5.2))	By end of 2011/12, finalize Strategic plan with measurable outcomes and defined objectives. By end of fall 2012, complete a Strategic Plan document.	PIEC
	By fall 2012, finalize the Educational Master Plan and adopt a template for annual reporting of Institutional Effectiveness.	PIEC
	By beginning of 2012/2013, complete the College staffing or Human Resources plan.	PIEC
	By end of 2011/12, refine transparent allocation of non-discretionary, discretionary, CTEA budgets, to support Program Review-identified instructional and services deficits, and to align with the college integrated planning efforts under the current financially challenging conditions.	BRDS, VPs, CTE Program Directors, CTEA funds managers
	By end fall 2012, finalize adjustment of our budgeting processes to institutionalize allocation of funds to address deficits.	PIEC/ BRDS
	In fall 2012, complete a survey of existing and potential alternate sources of funding and develop criteria to guide consideration for future development of financial resources.	BRDS/ PIEC
Evaluate and adjust alignment of the shared governance processes with the emerging integrated planning model. (SP 5.4)	By September 2012, publish the updated College Governance Handbook.	CGC/ Academic Senate President
	By end of 2012, complete CGC-initiated committees' self-evaluation and disseminate results.	CGC
	By end of 2012, complete PIEC-initiated alignment of committee functions to college strategic goals and strategies.	PIEC
	By end of fall 2012, assign appropriate reporting methodology to various college governance committees.	PIEC
	By end of 2012/13, complete any necessary refinement of the College shared governance committee structure.	CGC / PIEC