

San Diego Miramar College

INSTRUCTIONAL PROGRAM REVIEW / PLANNING ANNUAL REPORT DUE OCTOBER 14TH

Program Name:

Date Submitted:

Reviewed By: Printed Name Signature

Contact Faculty: _____

Date: _____

Department Chair: _____

Date: _____

School Dean: _____

Date: _____

VPI: _____

Date: _____

This 2011-12 form and instructions approved by:

- ✓ Instructional Program Review / SLOAC Subcommittee on 4/26/11
- ✓ Academic Senate on 5/10/11

CONTENTS

SECTION I: PROGRAM ANALYSIS.....	3
SECTION II: STRENGTHS AND WEAKNESSES	6
SECTION III: GOALS AND OBJECTIVES	7
SECTION IV: NEEDS	8
APPENDIX A: DISCUSSION QUESTIONS ABOUT THE PROGRAM.....	10
APPENDIX B: SWOT ANALYSIS	12
APPENDIX C: SUBMISSION PROCESS & DUE DATES	13
APPENDIX D: LIST OF DEPARTMENTS, PROGRAMS, AWARDS, AND SUBJECT AREAS	14
APPENDIX E: DEFINITIONS	18
APPENDIX F: REQUEST FOR FUNDING	20
APPENDIX G: GOALS AND STRATEGIES FROM STRATEGIC PLAN	24
APPENDIX H: WHO TO CONTACT FOR ASSISTANCE	27

SECTION I: PROGRAM ANALYSIS

Within your department, analyze the current status of your program and implications for the success of your students. Your analysis should include the following as appropriate:

- Data Analysis: Analyze your program using the quantitative program review data provided with this form. (Appendix H for assistance.)
- SLOAC: Review and discuss the results of your Student Learning Outcome Assessment Cycle (SLOAC) over the past year.
- Leading Questions: Dialogue about your program by using leading questions. (See Appendix A for more information.)
- External Feedback: Solicit information about your program from external sources of information such as your industry advisory group, accrediting agencies, professional associations, or other external organizations.

Program Description

Is the full program description in the current catalog/Curricunet up-to-date, accurate, and relevant? If not, what revisions will be proposed?

Program Review Data Analysis

Please summarize your analysis of the data provided for your program. Discuss your program's retention and success rates, enrollment, and productivity. What were the most significant trends or other conclusions?

Course-Level Student Learning Outcomes Assessment Cycle (SLOAC)

Please fill in each empty cell in the following table. Enter “N/A” if not applicable. If a course is only offered during summer or winter session, please enter the number of sections assessed for those terms in the “Number of sections assessed in Fall 10” block.

Course		Number of sections assessed in fall 10	Number of sections assessed in spring 2011	Date of last analysis of course SLO results

Please summarize your program’s dialogue and participation in the SLOAC process, including how SLO assessment results were used to improve student learning.

Institutional Student Learning Outcome (ISLO) Mapping

Please fill out the following table to map your program’s program-level SLOs to San Diego Miramar College’s five Institutional SLOs (ISLOs). Enter an “X” under each ISLO that is addressed by the corresponding program-level SLO. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Program-Level SLOs	Institutional SLOs (ISLOs)				
	Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities
<i>[Program-level SLOs will be prepopulated here]</i>					

Please fill out the following table to map your program’s course-level SLOs to San Diego Miramar College’s five Institutional SLOs (ISLOs). Enter an “X” under each ISLO that is assessed by one or more SLOs in the corresponding course. (See Appendix E for ISLO definitions.) Mark all columns that apply.

NOTE: This is a one-time request. The information will be migrated to SLOJet.

Course		Institutional SLOs (ISLOs)				
		Communication	Critical Thinking and Problem Solving	Global Environment	Information Management	Personal and Professional Abilities

SECTION II: STRENGTHS AND WEAKNESSES

Using the information obtained in Section I, review your program in terms of its Strengths, Weaknesses, Opportunities, and Threats. (See Appendix B for more information.)

Strengths

Please summarize the strengths of your program.

Weaknesses

Please summarize the weaknesses of your program.

Opportunities

What emerging opportunities can your program take advantage of?

Threats

What obstacles or changing conditions are threatening the continued success of your program?

SECTION III: GOALS AND OBJECTIVES

Using the information obtained in Section I and II, identify future goals and objectives that support your strategies to improve student learning and the overall success of your program.

Goals are general guidelines that explain what you want to achieve. They are usually long-term and describe the general future vision for your program.

Objectives define the implementation steps to attain the identified goals. Unlike goals, objectives are usually specific, measurable, and have a defined completion date. They describe the “who, what, when, where, and how” of reaching the goals.

Your goals and objectives should:

- Capitalize on your program’s strengths
- Minimize or compensate for your program’s weaknesses
- Take advantage of emerging opportunities
- Avoid or mitigate threats

Previous Cycle Goals (2010-2011)

Please summarize the goals, plans, or visions for your program

Previous Cycle Objectives (2010-2011)

Please report on the progress of the objectives identified in the previous program review cycle, citing appropriate evidence.

Current Cycle Goals (2011-2012)

Please summarize the goals, plans, or visions for your program and indicate the specific campus-wide strategies that your goals align with, if applicable. (See Appendix G for more information.)

Current Cycle Objectives (2011-2012)

Please list the objectives your program intends to accomplish in the next one to two academic years. Ensure the objectives are specific, measurable, and have a defined completion date.

SECTION IV: NEEDS

In each of the following sections, please identify the resources or other support your program needs in order to implement your goals and objectives identified in section III. Please be specific and clearly indicate how these requests support your strategies to improve student learning and the overall success of your program. (See Appendix A for questions / factors to consider in drafting requests.)

(Formal requests for Technology and Equipment are made via this program review report with no other documentation needed. Other formal requests should be submitted to the appropriate committee with a copy of the relevant sections of this program review as justification.)

Scheduling

Are any scheduling modifications recommended?

Curriculum

Are any revisions necessary to the degrees, certificates, or courses offered through this program?

Faculty and Staff

Does your program need any additional faculty or staff members?

Professional / Staff Development

Does your program need any additional training or professional development?

Facilities

Does your program need any new or renovated facilities?

Technology and Equipment

Does your program need any new or replacement technology or equipment? Complete Appendix F to submit a request for the current academic year.

Additional Budgetary Needs

Does your program have any additional budgetary needs (e.g. supplies) that are not included in the previous categories?

Student Support Services

Does your program have any additional student support needs?

Marketing

Does your program have any additional marketing needs?

Research

Does your program have any additional research needs not addressed in the program review summary data?

APPENDIX A: DISCUSSION QUESTIONS ABOUT THE PROGRAM

General

- What do the data indicate about how the program is meeting its Program / Student Learning Outcomes?
- What do the success rates in the various courses show?
- What improvement strategies are needed within the classes themselves?
- What improvement strategies or interventions are needed outside of the classes themselves?
- How does your program integrate diversity, sustainability, and globalization?

Enrollment and Scheduling

- What do the fill rates show?
- What enrollment trends have occurred in your program in the past 1-3 years?
- Have you created new components/classes?
- Have other programs/activities impacted your program?
- Have there been any significant changes in enrollment, retention, success rates, or demographics that impact your program?
- Are scheduling changes needed?
- Are more/less sections needed?

Curriculum

- Are all degrees and certificates designed to meet the current needs of students for transfer or employment?
- Do any courses, degrees, or certificates need to be revised?
- Have all courses been reviewed and updated in the last six years?
- Do any courses, degrees, or certificates need to be deactivated?
- Are any new courses, degrees, or certificates required?
- How are distance learning, technology -mediated instruction, or other innovative instructional technologies used in the program?

Faculty and Staff

- Does the program need additional full-time or part-time faculty?
- What is the FTEF distribution for contract and adjunct faculty?
- Is this a new or emerging program within the academic master plan?
- Are new faculty or staff needed to meet state, federal, or accreditation mandates?
- Are new faculty or staff needed to meet the needs of industry and/or the community?
- Are new faculty or staff needed to meet the transfer requirements of students?
- Is there a lack of qualified adjunct faculty in this area?
- Are new faculty or staff needed to accommodate increasing student demand

Professional / Staff Development

- Do the current available staff development activities adequately support the program?
- What new staff development activities would improve the program and student learning?
- Is any additional training or professional development needed for faculty and staff?

Facilities

- Have the facility needs changed?
- Are there adequate facilities to maintain program quality?
- Are there adequate facilities to meet projected program growth?
- Does the program require new or additional facilities construction, renovation, remodeling, or repairs?

Technology and Equipment

- Does the program have special technology needs?
- Does the current instructional technology meet the teaching/learning needs of students in the program?
- Are there adequate college-wide instructional technology resources to support the program?
- Does the program have special equipment needs?
- Is there equipment in need of repair that is outside of the program's current budget?

Additional Budgetary Needs

- Is the instructional supply budget adequate to meet the needs of the current program?
- Is the instructional supply budget adequate to meet planned program growth?

Student Support Services

- How does the program interact with Student Service areas?
- Are students in the program making good use of the available student services?
- Are the student services adequate to support the program?

Marketing

- How do you market your program?
- What is the target market for your program?
- What unique features make the program attractive to your target market?
- What can you or the Marketing Committee do to give more visibility to the program?

Research

- What information do you use to assess the effectiveness of your program?
- What additional information would help you make decisions about your program?
- What additional information would help you improve your program?

APPENDIX B: SWOT ANALYSIS

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT Analysis is a method of evaluating the status of a program (or other organizational unit) both internally in terms of the program's Strengths and Weaknesses and externally in terms of the program's Opportunities and Threats. Some things to think about in these categories are:

Strengths

- What does your program do well?
- What do your students, employers, or transfer institutions see as your program's strengths?
- What advantages does your program have over those at other colleges?

Weaknesses

- What could your program improve?
- What are your program's needs?
- What should your program avoid?
- What limitations or barriers is your program experiencing?

Opportunities

- What are the good opportunities facing your program?
- What trends are happening in the field or subject area?
- What changes are happening in the industry or university majors your program feeds into?
- What changes are happening in student demographics served by your program?
- What grants or other funding opportunities exist?
- What potential industry, high school, or other external partnerships exist?

Threats

- What obstacles does your program face?
- What are similar programs at other colleges doing?
- Are changing external conditions threatening your program?

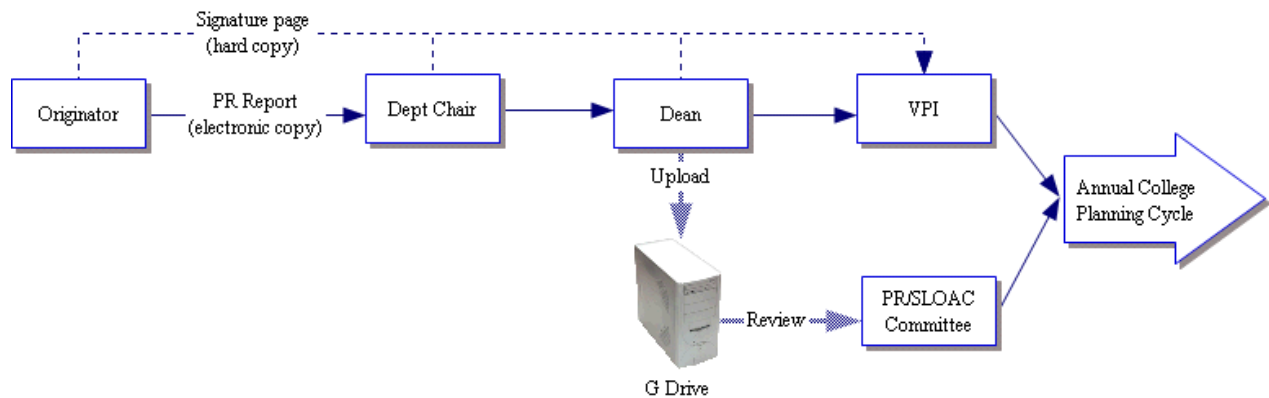
For more information on SWOT analysis, visit:

- <http://www.planonline.org/planning/strategic/swot.htm>
- <http://scholar.lib.vt.edu/ejournals/JVTE/v12n1/Balamuralikrishna.html>

SWOT ANALYSIS

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	S Strengths	W Weaknesses
External origin (attributes of the environment)	O Opportunities	T Threats

APPENDIX C: SUBMISSION PROCESS & DUE DATES



Due Date	Task
10/14/11	Dept Chairs submit program review report to Dean via email
11/11/11	Deans upload program review reports to G Drive and notify VPI via email
11/14/11	Instructional Services Office prints program review cover pages and routes for signatures
11/18/11	Deans return signed program review cover pages to Instructional Services Office
11/30/11	VPI submits Instructional Services Plan (updated from program reviews) to Institutional Effectiveness committee and President's Cabinet.

APPENDIX D: LIST OF DEPARTMENTS, PROGRAMS, AWARDS, AND SUBJECT AREAS

Department	Program	Award	Subject Area
Dept of Administration of Justice	Administration of Justice	Advanced Traffic Accident Investigation – CA Contemporary Police Technologies – AS, CA Correctional Technologies – AS, CA Correctional Training for Deputy Sheriffs – CA Investigations Specialization – AS, CA Law Enforcement Specialization – AS, CA Law Enforcement Supervision – CA Law Enforcement Technologies – CA Technical Achievement for Field Training Officers - CA	ADJU HSEC
	Military Studies	Military Leadership – AS, CA	MILS
Dept of Aeronautical & Aviation	Aviation Maintenance Technology	Airframe – AS, CA Airframe & Powerplant – AS, CA Aviation General Studies – AS, CA Pilot Studies – AS, CA Powerplant – AS, CA	AVIM
	Aviation Operations	Aviation Operations Management – AS, CA Aviation Operations Professional Pilot – AS, CA	AVIA
Dept of Arts and Humanities	Art	Art/Visual Studies – AA Combined Drawing/Painting – AA Craft Skills – AA Graphics – AS, CA Studio Arts – AA	ARTF ARTG ARTD DFLM
	Humanities	Humanities Studies – AA	BLAS HUMA LIBS PERG PHIL
	Music	Music Studies – AA	MUSI

Department	Program	Awards	Subject Areas
Dept of Automotive & Diesel Technology	Automotive Technology	Automotive Brakes & Suspension – CA Automotive Electrical – CA Automotive Engine – CA Automotive Transmission – CA Automotive Technology – AS	AUTO MCLE
	Diesel Technology	Diesel Equipment Repair Technology – CA Engine Overhaul, Caterpillar – CA Engine Overhaul, Cummins – CA Engine Overhaul, Detroit Diesel – CA Engine Repair, Caterpillar – CA Engine Repair, Cummins – CA Engine Repair, Detroit Diesel – CA Heavy Duty Transportation Technology – AS, CA Heavy Equipment Technology – AS, CA San Diego City Civil Service Equipment Mechanic Apprenticeship – AS, CA San Diego Transit General Mechanic – AS, CA	DIES SDCS
Dept of Business	Business Administration	Business Administration – AS, CA	ACCT BUSE ECON
	Business Management	Business Management – AS, CA Mortgage Brokerage and Banking – AS, CA	BANK MARK REAL WORK
	Computer Business Technology	Administrative Assistant – AS, CA Microcomputer Applications – AS, CA	CBTE
	Computer and Information Sciences	Computer and Information Science – AS, CA	CISC
	Paralegal	Paralegal – AS, CA	LEGL
Dept of Child Development	Child Development	Associate Teacher – CA Child Development – AS Human Development Studies – AA Master Teacher – CA Site Supervisor – AS Teacher – CA	CHIL CONF

Department	Program	Award	Subject Area
Dept of English, Communications, and World Languages	English	English – AA English/Literature Studies – AA	ENGL ESOL
	Communications Studies	Communications Studies for Transfer – AA	COMS JOUR SPEE
	World Language Studies	World Language Studies – AA	ARAB SPAN TAGA
Dept of Exercise Science, Health, and Nutrition	Exercise Science	Health and Physical Education Studies – AS Fitness Specialist – CA	DANC HEAL NUTR PHYE
Dept of Fire Technology and Emergency Medical Technician	Fire Protection Technology	Fire Prevention – AS, CA Fire Protection – AS, CA Fire Technology – AS, CA Open Water Lifeguard Professional – AS, CA	EMGM FIPT
Dept of Mathematics	Mathematics	Mathematics Studies – AA	MATH
Dept of Natural Sciences	Biology	Allied Health Track – AS Applied Biology Track – AS Biology Studies – AS	BIOL
	Chemistry	Chemistry Studies – AS	CHEM
	Medical Laboratory Technology	Medical Laboratory Technician Training – AS, CA	MLTT
	Physical Science	Earth Science Studies – AS Physics Studies – AS Pre-Engineering Studies – AS	ASTR GEOL PHYN PHYS
Dept of Social and Behavioral Sciences	Social and Behavioral Sciences	Psychology – AA Social and Behavioral Sciences – AA Sociology for Transfer – AA	ANTH DSPS EDUC FILI GEOG HIST POLI PSYC SOCO

Interdisciplinary Awards	
Elementary Education – AA Occupational/Technical Studies – AS Selected Studies – AA CSU General Education-Breadth – CA Intersegmental General Education Transfer (IGETC) – CA	

APPENDIX E: DEFINITIONS

Department: A department is an organizational unit comprised of faculty members. Each department is responsible for a unique set of programs.

Program: A “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.

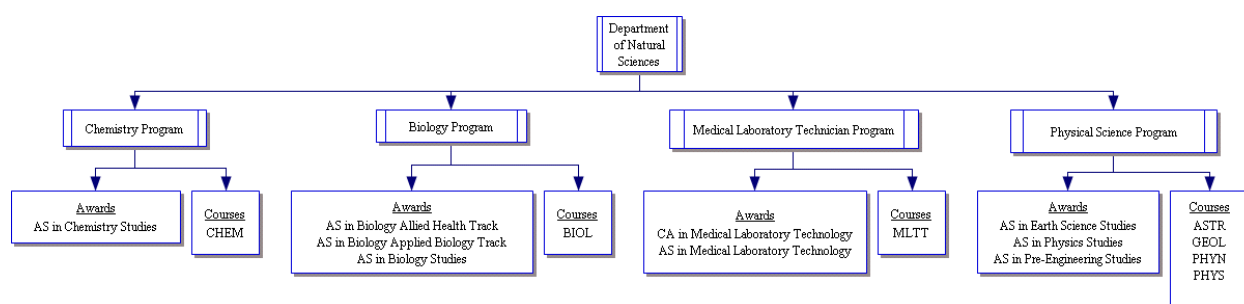
Award: An award is a state-approved Associate in Arts degree, Associate in Science degree, or Certificate of Achievement as listed in the Miramar College Program Inventory maintained by the CCC Chancellor’s Office. Awards consist of a set of required or restricted elective courses.
Note: This is the title 5 definition of a “program”

Subject Area: A subject area is a field of study that encompasses one or more courses. Each subject area has a unique four-letter designation (e.g. ENGL).

Course: A course is an organized pattern of learning described by a Course Outline of Record (COR) with a defined campus-specific set of Student Learning Outcomes (SLOs). Each course has a unique subject area and number designation (e.g. ENGL 101).

Section: A section is a specific instance in which a course is taught. Sections are associated with a specific term, instructor(s), student(s), and syllabus. Each section is required to be taught in accordance with the COR. Each section has a unique CRN designation.

Example curricular organization: Department of Natural Sciences



Institutional Student Learning Outcomes:

1. Communication: Students communicate effectively through reading, writing, speaking, and listening
2. Critical Thinking and Problem Solving: Students use appropriate creative thinking, decision making and problem-solving approaches, reasoning, analyses of numerical data, and learning strategies.
3. Global Environment: Students demonstrate an understanding of the physical, social, political, and cultural environments in which they live, including sensitivity to diversity, cultural differences, and community needs.
4. Information Management: Students can effectively collect and analyze information and/or demonstrate technological literacy.
5. Personal and Professional Abilities: Students can understand and manage themselves, change, personal responsibilities, and their own wellness, as well as demonstrate teamwork and relationship maintenance, conflict resolution, and workplace skills.

Student Learning Outcomes Assessment Cycle (SLOAC): SLOAC consists of two related processes:

- 1) The internal SLOAC process, which occurs in each department and is a faculty function
- 2) The external reporting process, which occurs college-wide and is an administrative / clerical function

These processes are fully supported by the Academic Senate and other college organizational and participatory governance bodies.

The internal SLOAC process consists of five steps:

1. Develop Student Learning Outcomes (SLOs) for each course. These should be as useful as possible for assessing and improving student learning.
2. Establish reliable and valid SLO measurement methods.
3. Assess the SLOs using the measurement methods. This should occur in every section of the course each semester.
4. Analyze the results of the course assessments. This should be a collaborative effort among the faculty members who teach the course or subject area.
5. Implement strategies to improve student learning. Strategies that require resources or other support from outside the department should be fully documented in the annual program review.

The external reporting process consists of three steps:

1. Each spring semester, a report is generated for the Office of Instruction showing which courses have undergone the steps listed above and how many times the cycle has been completed. (This report does not include any information other than whether a step/cycle has been completed.)
2. Those data are aggregated in order to track the college's overall progress in implementing the SLOAC cycle.
3. The data are reported to ACCJC as required.

APPENDIX F: REQUEST FOR FUNDING

Originator, please review the “Request for Funding Submission Process” and the “Request for Funding Instructions” below before filling out your [RFF form](#) (control + click to follow link).

1. Fill a separate form for each of the requested items.
2. **Save a copy** of your completed RFF(s) **under a new name**, using the File menu “save as” (Shift+Ctrl+S) function. **Name your copy using the following format:**

SCHOOL (acronym)	DEPT (acronym)	YOUR INITIALS	RFF 1
TCWI	AVIM	XX	RFF1

or

LA	ENGL	ZZ	RFF1
----	------	----	------

Name the file of your first requested items as: **TCWI AVIM XX RFF1** or **LA ENGL ZZ RFF1**.

3. **Print** a copy for your records (OPTIONAL).
4. To request additional items, press the “Reset button” and fill a new form. Repeat step 2 and **save a new copy** of your second filled request **under a new name** using the format with a second RFF number. For example, **TCWI AVIM XX RFF2** or **LA ENGL ZZ RFF2** for your second requested item.
5. **Print** a copy for your records (OPTIONAL).
6. **Send** your saved RFF(s) as an **Email attachment(s)** to your department’s chair.
Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.

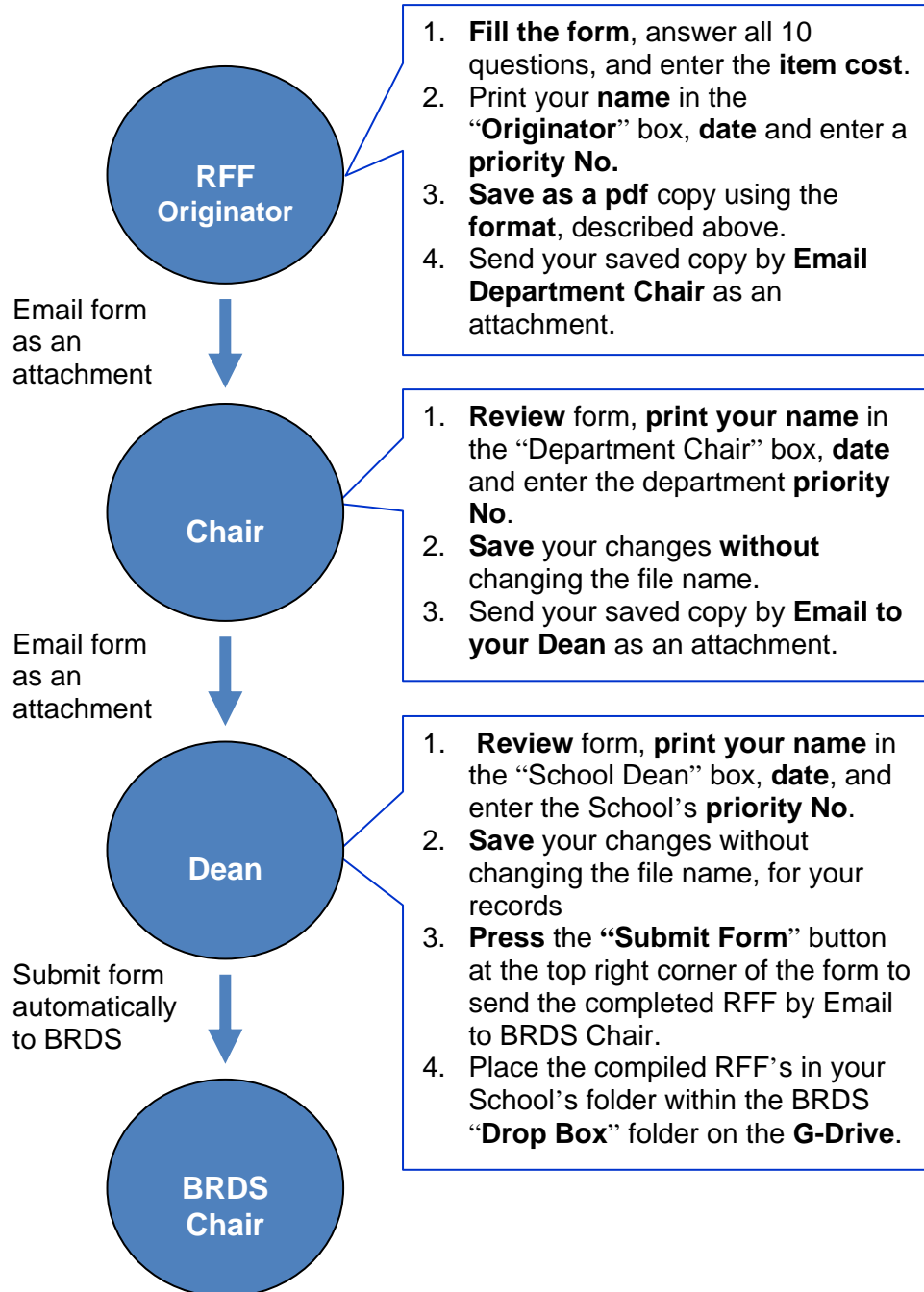
Department Chair, please

1. **Open the Emailed attachment** received from the originator, **review** its content, **sign and date** the filled RFF form, and enter your department/discipline **priority** ranking of the requested item.
2. **Save a copy** of the file with your changes **without changing the RFF file’s name**.
3. **Print** a copy for your records (OPTIONAL).
4. **Send** your chair- signed RFF(s) **as an Email** to your Dean along with your department’s or discipline’s Program Review Annual Report.
Important Note: The “Submit Form” button at the top right corner of the form can only be used for the final RFF submission by your Dean.

Dean, please

1. **Open** the attachment received from the chair, **review** its content, **sign and date** the chair-filled RFF(s) form(s), and enter your school’s **priority ranking** of the requested item.
2. **Save a copy of the files** with your changes without changing the RFF file’s name.
3. **Print** a copy for your records (OPTIONAL).
4. Press the **“Submit Form”** button at the top right corner of the form. This will automatically send the completed RFF by Email to the BRDS chair.
5. **Up-load** all the saved RFFs to your school’s **“Drop Box”** folder within the **BRDS folder** on the G-drive.

Request For Funding (RFF) Submission Process (At a glance)



Request for Funding Instructions

Notice: Be aware that if funds are available next year, they will most likely be IELM funds (available for instructional use: equipment, library material only). Should other sources of funding become available; the existing prioritized requests will be considered first.

The Budget and Resource Development Subcommittee does not carry over requests from year to year. If your request has been previously submitted and not funded, please resubmit it. If your request has multi-phases to it, please note this and state which phase you are currently seeking to fund. If you need any additional help in writing a Request for Funding please contact any member of the Budget and Resource Development Subcommittee.

Individual Request for Funding Preparation Instructions

For the Originator of a new Request for Funding

1. Item for which funding is being requested:

- State **briefly** what the item is.
- IELM funds can only be used to purchase equipment used for or in support of instruction. The funds cannot be used for salaries, supplies, or administrative equipment. Software licenses may be purchased on a one-time basis but periodic license renewals may not. If there is any question concerning the eligibility of your item please contact one of the BRDS members.

2. Will implementation or use of the item affect any of the following? (Check all that apply)

- Please indicate if the use of your item addresses campus safety, College accreditation, or Program Certification.

3. Will the item impact any of the following aspects? (Check all that apply)

4. Which campus support department did you contact before submitting this form? (Check all that apply)

- All requests for technology-related items should be reviewed by the appropriate support department, i.e. Information Technology, Audio Visual, etc., before submission. This allows input from these organizations to ensure that the best and most cost-effective solution to your request is pursued.

5. Will the requested item require additional staffing?

- If funds for additional/new staffing will be needed, check “yes” and amplify your answer in the box provided.
- Please Note: Contractual hiring must be addressed in your Program Review/Program Review Annual Update and requested via the hiring process through C.E.C. and not Budget and Resource Development.

6. Will the item require special installation?

- If funds for special installation will be needed, check “yes” and amplify your answer in the box provided.

- Be advised that IELM funds cannot be used to fund certain installation requirements, such as extra power or water lines, etc. If you are unsure whether your installation is covered please contact one of the Budget and Resource Development Subcommittee members.

7. Please identify the source of additional funding for staffing and/or special installation and when such funding will be available.

- Be advised that budget constraints often limit funding to only those items that may be put into service during the current year. Funding from IELM cannot be provided for items requiring additional funds from outside sources where these sources of funding are not identified.

8. Will the item require continuous funding?

- If the activity will require more funds in the future, check “yes” and indicate the source of this funding.
- Continuous funding includes maintenance contracts or other renewable contracts or licensing fees. (Keep in mind that IELM cannot be used for continuous funding.)

Estimate of Total Costs Requested (excluding special installation and staffing costs)

- Other potential costs related to the activity (in addition to normal installation) could include warranties, special training and additional security.
- All costs related to the request must be identified.
- Enter costs for each category: Equipment and Supplies, Tax, and Shipping, and total cost, using a current quote from the vendor or supplier and keep evidence of that quote in your records. ***The BRDS expects to receive updated vendor quote in Spring 2011, ahead of its review and prioritization of submitted requests.***

Signatures:

- This Request for Funding must be signed by entering the name of the Originator, the Department Chair/Service Area Manager, and the School Dean/Administrator.
- Your signature certifies that:
 - Your program review documents an accurate description of the requested item, and, as applicable, clear reference to concerns regarding:
 - Safety
 - Certification/Re-certification of service areas and programs
 - The specified cost of your requested item reflects a current verifiable quote obtained from the vendor.
 - A prioritization process for Requests for Funding in your department, discipline, or service area was developed and is underway.
- Priority numbers are listed in the Priority Number Boxes for the Originator, Chair, and Dean. **Select** the appropriate **priority No.** with # 1 as the highest priority number.
Note: Priority numbers assigned by the originator may differ from those assigned by the Chair or Dean for the same requested item.

All Requests for Funding are approved for specific items and activities and for the requested dollar amount. No changes, substitutions or additions are allowed once approved.

APPENDIX G: GOALS AND STRATEGIES FROM STRATEGIC PLAN

Goal 1:

Focus college efforts on student learning and student success through quality education that is responsive to change

Strategy

- 1.1 Strengthen and improve review of academic programs with an integrated emphasis on Student Learning Outcomes, core institutional competencies, and alternative instructional delivery systems and methods at the course, program and college level.
- 1.2 Enhance student success in basic skills for successful transition into degree applicable and career coursework.
- 1.3 Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.
- 1.4 Provide faculty development in instructional & assessment techniques to enhance high quality, successful student learning
- 1.5 Improve the effectiveness of institutional operational structures, and student support/services to support student success in retention, transfer, workforce placement and graduation.
- 1.6 Adopt culturally relevant, cutting-edge instruction pedagogies, methods and approaches with funding provided for at campus level.
- 1.7 Develop new instructional programs and student opportunities to expand student learning and preparation for emerging workplace needs by developing service learning and internship opportunities, expanding work experience programs

Goal 2:

Deliver instruction and services in formats and at sites that best meet student needs

Strategy

- 2.1 Offer instruction and support services through non-traditional scheduling, delivery methods and locations.
- 2.2 Embrace and utilize emerging information technology in delivery of instruction and student services
- 2.3 Maintain and upgrade technology for campus administrative and instructional computing services functions through campus technology plan and training.

2.4 Maintain adequate instructional course offerings and delivery of services while addressing applicable training standards and adhering to the enrollment management allocation model.

2.5 Maintain quality of campus services to meet student needs by providing professional development opportunities and training for the College's staff.

2.6 Foster both internal and external marketing and outreach activities that promote Miramar College's instructional programs and student services.

Goal 3:

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

Strategy

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

3.2 Focus student and staff recruiting efforts on populations that reflect the diversity of the college service area community.

3.3 Showcase Miramar College in the community and build external recognition for its location, programming, accessibility, diversity, quality teaching, programs, student centeredness and sustainability awareness.

3.4 Improve, expand and strengthen Miramar College's web-based presence and information processing systems.

3.5 Expand campus directed outreach, recruitment, marketing, advertising approaches and promotional activities.

3.6 Facilitate new campus wide construction while maintaining ongoing needs for safety, improvement, quality and sustainable practices; Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new buildings and other facilities.

Goal 4:

Initiate and strengthen beneficial partnerships with business and industry, schools and community

Strategy

4.1 Partner with academic, business, military and community organizations to explore alternative resources and/or learning opportunities for students, faculty and staff.

4.2 Increase the involvement and input of business and industry, educational institutions and community in Miramar College's educational activities.

4.3 Develop systemic outreach to increase Miramar College's visibility within its service area and develop stronger linkages for K-16 student learning & career pathways.

4.4 Establish a campus process to evaluate and respond to partnership proposals from business, industry and education.

Goal 5:

Refine the integration of Miramar College's internal planning processes and procedures

Strategy

5.1 Improve and strengthen the internal strategic plan-based planning process as an efficient and accountable process to facilitate transparent campus wide planning, budgeting and resource allocation

5.2 Develop a process for evaluating and responding to alternate sources of funding

5.3 Strengthen coordination with the District to maintain our campus preparedness and equitable, courteous and quality delivery of services that focus on students during challenging state and local budget crises and cutbacks and unexpected catastrophic events.

5.4 Continue to refine the campus shared governance structure processes and activities to align with the emerging integrated campus planning model.

Goals are general statements that explain the “**what**” we want to achieve. **Goals**, on their own, are hard to quantify or to put in a timeline.

Strategies are general statements that define the parameters of “**how to**” achieve the goal. **Strategies** are also hard to quantify or put in a timeline. They can be refined and changed to achieve the same goal.

APPENDIX H: WHO TO CONTACT FOR ASSISTANCE

For Help With	...Contact	...At
Program review data analysis	Daniel Miramontez	388-7865 or 388-6942 or dmiramon@sdccd.edu
Program review submission process	Duane Short	388-7812 or dshort@sdccd.edu
Student Learning Outcome Assessment Cycle (SLOAC)	Buran Haidar	388-7412 or bhaidar@sdccd.edu
Request for Funding form	Buran Haidar	388-7412 or bhaidar@sdccd.edu