

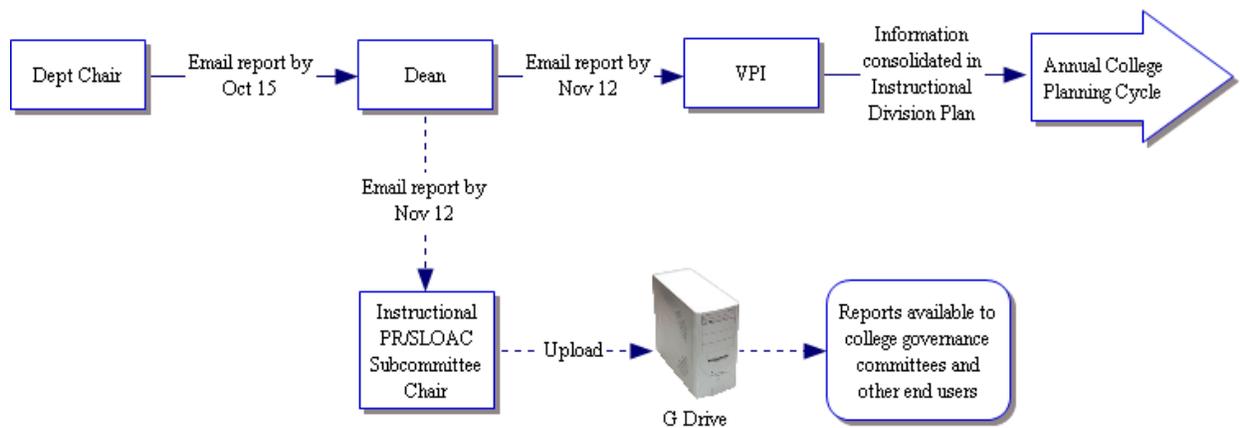
# San Diego Miramar College

## INSTRUCTIONAL PROGRAM REVIEW / PLANNING ANNUAL REPORT DUE TO DEAN ON OCTOBER 15<sup>TH</sup>

Program Name:

Date Submitted:

### Program Review Submission Process



This 2012-13 form and instructions approved by:

- ✓ Instructional Program Review / SLOAC Subcommittee on 4/10/12
- ✓ Academic Affairs Committee on 4/19/12
- ✓ Academic Senate on

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## 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.
- 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 C 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 Overview**

See Appendix A for the current description of your program as it appears in the catalog. Is the full program description in the current catalog up-to-date, accurate, and relevant?

## Student Learning Outcomes Assessment Cycle (SLOAC)

### Course Level

The following is a summary of the SLO assessment information entered in SLOJet for your program's courses. Please fill in the last two columns of the table.

Course	Number of times assessed since fall 09	Number of times analyzed since fall 09	Evidence for implementation of instructional changes <sup>a</sup>	Evidence for improved student learning <sup>b</sup> (Yes/No)
<i>[Courses will be prepopulated here]</i>	<i>[Information will be pre-populated]</i>	<i>[Information will be pre-populated]</i>		

(a) Enter the year and semester of the entry in SLOJet that describes the implementation of instructional changes.

(b) If "Yes", enter the year and semester of the entry in SLOJet that describes the evidence for improved student learning.

Using information from SLOJet, the course update status list in Appendix B, and the discussion questions in Appendix C examine the trends of student learning and achievement outcomes in your program's courses. Briefly summarize your program's dialog about the trends and any planned measures to improve student learning and achievement using the following table:

<b><i>Check the appropriate box(es) of goals your faculty may have identified to improve student achievement and /or learning</i></b>		<b><i>Details, including course(s) affected</i></b>
<input type="checkbox"/>	Add new course content	
<input type="checkbox"/>	Update course outline of record	
<input type="checkbox"/>	Change textbook	
<input type="checkbox"/>	Add new course SLOs	
<input type="checkbox"/>	Revise existing course SLOs	
<input type="checkbox"/>	Revise course SLO measurement method or rubrics	
<input type="checkbox"/>	Develop supplementary materials	
<input type="checkbox"/>	Coordinate with or provide tutoring services	
<input type="checkbox"/>	Improve consistency among multiple sections of the same course	
<input type="checkbox"/>	Other	

**Program Level**

Using the information provided Appendix I as well as the discussion questions in Appendix C, examine the overall trends of program-level student achievement outcomes (including overall program retention, success, and graduation rates). Briefly summarize your program’s dialog about the trends and any planned measures to improve student achievement outcomes at the program level using the following table:

<b><i>Check the appropriate box(es) of goals your faculty may have identified to improve student achievement</i></b>		<b><i>Details</i></b>
<input type="checkbox"/>	Revise program SLOs	
<input type="checkbox"/>	Improve alignment of sequential courses in the program	
<input type="checkbox"/>	Develop new degrees or certificates	
<input type="checkbox"/>	Increase number of awarded degrees or certificates	
<input type="checkbox"/>	Contact other faculty about courses used in program (degree/certificate requirements, prerequisites, etc.)	
<input type="checkbox"/>	Improve program-wide retention	
<input type="checkbox"/>	Improve program-wide success	
<input type="checkbox"/>	Other	

## **Institutional Level**

*[Prepopulate with program SLO to Institutional SLO and with course to Institutional SLO mapping matrices]*

Please examine the matrices listed above. These show the percentages of your program's Program-Level SLOs and Course-Level SLOs that you reported as mapping to Miramar's Institutional SLOs. Summarize your program's dialog about these. Do you plan to make any changes to your program or course SLOs as a result of the discussion? If so, please explain:

## **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 D 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 ( 2011-2012)**

The program’s goals from the previous cycle were:

*[repopulate goals from previous report here]*

Please summarize your assessment of these goals. As a result of this assessment, will any changes be made to the goals this year?

### **Previous Cycle Objectives (2011-2012)**

The program’s objectives from the previous cycle were:

*[repopulate objectives from previous report here]*

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

### Current Cycle Goals (2012-2013)

Please summarize the goals, plans, or visions for your program, including the time frame in which you intend to achieve these goals, and indicate the specific campus-wide strategies that your goals align with. (See Appendix H for more information.)

Goal #	Goal Description	Target Date	Strategic Plan Goal/Strategy #

### Current Cycle Objectives (2012-2013)

Please list the objectives your program intends to accomplish in the next one to two academic years and indicate the goal (listed in the previous question) that your objectives align with. (See Appendix H for more information.) Ensure the objectives are specific, measurable, and have a defined completion date.

Objective #	Objective Description	Target Date	Goal #

## **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 C for questions / factors to consider in drafting requests; see Appendix E for contact information in making requests.)

### **Scheduling**

Are any scheduling modifications recommended?

### **Curriculum**

Are any revisions necessary to the degrees, certificates, or courses offered through this program? Are all courses in your program up to date? If not, what revisions will be proposed? (See Appendix B for the course update status.)

### **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?

### **Digital Technology and A/V Equipment**

Does your program need any new or replacement digital technology or A/V equipment?

**Additional Budgetary Needs/Request For Funding (RFF)**

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: CATALOG PROGRAM DESCRIPTION**

*[Prepopulate catalog program description here]*

## **APPENDIX B: COURSE UPDATE STATUS**

*[Prepopulate course update due dates here]*

## **APPENDIX C: 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 there scheduling conflicts with courses offered through a different program?
- 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 D: 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



## APPENDIX E: CONTACT INFORMATION

*[To be updated before final distribution]*

<b>Item</b>	<b>Contact</b>
Program Review process	Duane Short, Instructional PR/SLOAC Subcommittee Co-Chair <a href="mailto:dshort@sdccd.edu">dshort@sdccd.edu</a> , 388-7812
SLOAC process	Buran Haidar, SLOAC Coordinator <a href="mailto:bhaidar@sdccd.edu">bhaidar@sdccd.edu</a> , 388-7412
Program Review data analysis	Daniel Miramontez, Research Analyst <a href="mailto:dmiramon@sdccd.edu">dmiramon@sdccd.edu</a> , 388-6942
Scheduling	Your dean's office
Curriculum approval process/coordination	Dan Igou, Curriculum Committee Chair <a href="mailto:digou@sdccd.edu">digou@sdccd.edu</a> , 388-7646
Curriculum revisions/additions	Duane Short, Curriculum Technical Writer <a href="mailto:dshort@sdccd.edu">dshort@sdccd.edu</a> , 388-7812 <a href="http://instsrv.sdccd.edu/curricunet.html">http://instsrv.sdccd.edu/curricunet.html</a>
Faculty hiring	Linda Woods, Faculty Hiring Co-Chair <a href="mailto:lwoods@sdccd.edu">lwoods@sdccd.edu</a> , 388-7434
Staff hiring	Your dean's office
Professional development	Joan Thompson, Professional Development Committee Chair <a href="mailto:jthomps@sdccd.edu">jthomps@sdccd.edu</a> , 388-7544
Staff development	Thomas Schilz, Staff Development Committee Chair <a href="mailto:tschilz@sdccd.edu">tschilz@sdccd.edu</a> , 388-7500
Facilities	Brett Bell, Facilities Committee Chair <a href="mailto:bell@sdccd.edu">bell@sdccd.edu</a> , 388-7815
Digital technology and A/V equipment	Susan Schwarz, Technology Committee Chair <a href="mailto:sschwarz@sdccd.edu">sschwarz@sdccd.edu</a> , 388-7333
Budgetary needs / Request For Funding (RFF)	<i>[TBD]</i>
Student support services	Gail Conrad, Student Services Committee Co-Chair <a href="mailto:gconrad@sdccd.edu">gconrad@sdccd.edu</a> , 388-7431
Marketing	Sandy Trevisan, Marketing and Outreach Committee Chair <a href="mailto:strevisa@sdccd.edu">strevisa@sdccd.edu</a> , 388-7752
Research	Daniel Miramontez, Research Subcommittee Chair <a href="mailto:dmiramon@sdccd.edu">dmiramon@sdccd.edu</a> , 388-6942

## APPENDIX F: 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 Military Leadership – 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 Chassis – CA Automotive Electrical – CA Automotive Engine Performance – CA Automotive Transmission – CA Automotive Technology – AS	AUTO
	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	Accountancy – AS, CA 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
	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 Biological Sciences	Biology	Allied Health Track – AS Applied Biology Track – AS Biology Studies – AS	BIOL
	Medical Laboratory Technology	Medical Laboratory Technician Training – AS, CA	MLTT
Dept of Physical Sciences	Chemistry	Chemistry Studies – AS	CHEM
	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

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

## APPENDIX G: 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.

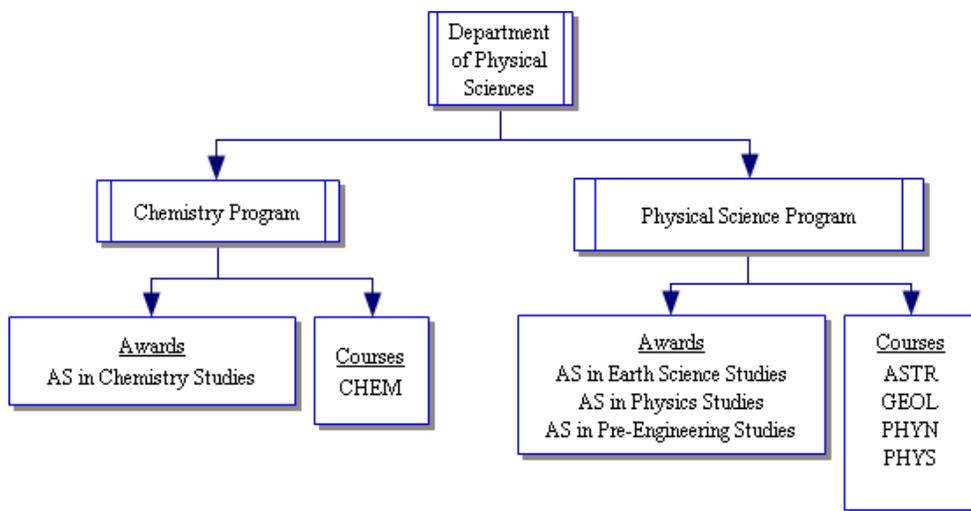
**Award:** An award is a state-approved Associate in Arts degree, Associate in Science degree, or Certificate of Achievement as listed in the Miramar College Program Inventory maintained by the CCC Chancellor’s Office. Awards consist of a set of required or restricted elective courses.  
*Note: This 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 Physical 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 H: 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 I: PROGRAM REVIEW DATA SET**

*[Prepopulate Course to Program Mapping Matrix]*

*[Prepopulate data set from district here when available]*

**NOTE: The full program review data set will be provided at the beginning of fall 2012.**