

San Diego Miramar College

2011-2012

Institutional Effectiveness Report

July 26, 2012

San Diego Miramar College

2011-2012 Accomplishments

Executive Summary

Institutional Effectiveness can be defined as a college's utilization of resources to provide learning opportunities that facilitate achievement of student goals. These opportunities for learning include provision of adequate physical resources, such as classrooms and laboratories, services, such as counseling and advising, as well as instructional programs and courses. This document represents a brief summary of the accomplishments of San Diego Miramar College faculty, staff and administrators in meeting the goals and objectives defined in the college's strategic plan, a review student achievement indicators, as well as an assessment of student learning and service outcomes at the institutional level.

Instructional departments reported on 38 major activities during 2011-2012 that addressed one or more strategies in the college's 2007-2013 Strategic Plan. The college's Educational Master Plan was revised this past year and a three-year Instructional Division plan was created that aligned departmental activities with strategic plan goals and objectives. Also related to college planning, new criteria were developed to assess Perkins Career and Technical Education program funding requests, and Basic Skills Initiative funding was allocated based upon quantitative and qualitative research findings resulting from Basic Skills interventions and support activities. The Instructional Program Review / SLOAC process informed the college's integrated planning and resource allocation processes during the past academic year, resulting in the allocation of funds to support programs like Graphic Arts. Instruction was enhanced at San Diego Miramar College through the formation of a new Physical Sciences Department, and through initiation of a hiring process to recruit and retain a dedicated athletic trainer in support of the college's four intercollegiate team sports. Of special note was the opening of three new or remodeled instructional facilities: the Automotive training complex, Aviation Maintenance and Operations, as well as the Library and Learning Resource Center. These three instructional buildings have greatly enhanced the delivery of instruction and opportunities for collaborative student learning. Overall, the college benefitted from the District's investment of local bond funding to build three new educational facilities at Miramar College, as well as general fund investment to support faculty, equipment and supplies to operate a new Physical Sciences Department, and to acquire a dedicated athletic trainer to assist with both injury prevention and treatment among our student athletes.

Guided by the College's program review and planning process, during the 2011 – 2012 academic year, Student Services Division's faculty and staff identified goal related accomplishments related to 15 of the College's planning strategies. These accomplishments, outlined in this document, include substantial progress in the development and assessment of student learning outcomes, enhanced use of technology focused on student success (online workshops, and use of social media to provide a more comprehensive access to campus events and resources). The accomplishments are the product of the collaborative efforts of the

Division's efforts coupled with the collaborative teamwork with the Instructional Division, Administrative Services Division and our District Office.

Administrative Services also uses its annual Program Review process to identify goals and accomplishments. The Administrative Services Program Review is developed by its six operational units (Budget and Purchasing Support, Administrative and Personnel/Payroll Support, Accounting, Reprographics and Mail Services, Hourglass Support Services, Stockroom and Receiving). Each of these operational units builds its Program Review upon the college's Strategic Goals and seven service categories; College-wide Planning and Budgeting, Facilities, Enrollment Growth & Management, Professional Development, Marketing and Outreach, Operational Effectiveness and Accreditation. Consistently using the same Service Categories also allows Administrative Services to identify Administrative Service Outcomes (ASOs) and assess them over time. Linked to each of the five College Strategic Plan Goals are the Administrative Services Goals and associated outcomes for 2011-12. While many of the College Strategic Plan Goals are directly linked to Instruction and Student Services activities, this worksheet provides evidence that Administrative Services has also integrated its planning, goals and accomplishments with each of the College Strategic Plan goals.

During any academic year, hundreds of activities take place in support of student learning at San Diego Miramar College. Planning activities that align with strategic plan goals, objectives and strategies are assessed annually using Program Review reports generated by each department and/or program. These data are then reported in updates to the three year Division Plans and summarized in the annual Institutional Effectiveness report, which is reviewed by the college community. The intention of this report is to help guide the selection of future college planning priorities, development of planned activities that support strategic planning goals, and the allocation of college resources.

2011-2012
Accomplishments

STRATEGIC PLAN GOAL	STRATEGIC PLAN STRATEGIES	INSTRUCTIONAL SERVICES GOAL	ACCOMPLISHMENTS
<p>Strategic Plan Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change</p>	1.1	<p><i>Strengthen and improve the academic program review process 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.</i></p>	<ol style="list-style-type: none"> 1. Program review data now informs discretionary resource allocation decisions. 2. Department Chairs received training for linking Student Learning Outcomes with Program Review process.
	1.2	<p><i>Enhance student success in basic skills for successful transition into degree applicable and career coursework.</i></p>	<ol style="list-style-type: none"> 1. Basic Skills support activities are now prioritized and evaluated based upon research findings prior to committing additional funding. Successful activities have been enhanced to serve additional students. 2. Advisory boards in CTE programs now participate in the review and revision of curriculum, including Basic Skills activities.
	1.3	<p><i>Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.</i></p>	<ol style="list-style-type: none"> 1. A six year review of all curriculum resulted in an annual update of curriculum offered, catalog descriptions, course deactivations, and course revisions. 2. Public Safety expanded into Homeland Security courses designed for Transportation Security Administration (TSA) personnel, as well as the California Peace Officer Standards and Training (POST) Commission. 3. An Athletic Trainer was hired in support of College athletic programs. 4. Ongoing assessment of CTEA programs revealed increased student enrollments, retention, persistence and access by special populations.
	1.4	<p><i>Provide faculty development in instructional and assessment techniques to enhance high quality, successful student learning.</i></p>	<ol style="list-style-type: none"> 1. Faculty received training in Student Learning Outcomes and Program Review methodology. 2. Professional development activities have supported maintenance of industry and program certifications for CTE programs.

	1.5	<i>Improve the effectiveness of institutional operational structures and student support/services to support student success in retention, transfer, workforce placement and graduation.</i>	<ol style="list-style-type: none"> 1. A Physical Sciences Department was established 2. College services were established at the Fire Academy training center off-site at NTC. 3. Child Development acquired BSI and Counselor Support.
	1.6	<i>Adopt and support culturally relevant, cutting-edge instructional pedagogies, methods and approaches.</i>	<ol style="list-style-type: none"> 1. 6-year curriculum review completed in spring 2012.
	1.7	<i>Develop new instructional programs and opportunities for students to expand student learning and preparation for emerging workplace needs by developing service learning and internship opportunities and expanding work experience programs.</i>	<ol style="list-style-type: none"> 1. Bi-monthly meetings established with law enforcement and fire agencies. 2. Wireless Health grant awarded to investigate workforce needs. 3. New MLTT program graduates are securing employment. 4. Labor market research is underway for Business Department.
Strategic Plan Goal 2: Deliver instruction and services in formats and at sites that best meet student needs	2.1	<i>Offer instruction and support services through non-traditional scheduling, delivery methods and locations.</i>	<ol style="list-style-type: none"> 1. Student support services are offered at NTC at the beginning of each term. 2. Classes are scheduled based upon the best available data regarding student needs.
	2.2	<i>Embrace and utilize emerging information technology in delivering instruction and student services.</i>	<ol style="list-style-type: none"> 1. CTE faculty now utilize “smart classroom” technology, and have created hybrid and fully on-line courses to enhance student learning and access.
	2.3	<i>Maintain and upgrade technology for campus administrative and instructional computing services functions through college technology planning and training.</i>	<ol style="list-style-type: none"> 1. Wi-Fi is now available in all new and renovated buildings. 2. FF&E funds have improved the availability of technology for most instructional programs. 3. Dedicated classrooms are now available for bibliographic instruction.
	2.4	<i>Maintain core instructional course offerings and delivery of services while addressing applicable training standards and adhering to responsible enrollment management.</i>	<ol style="list-style-type: none"> 1. Student services and basic skills assistance have been made available to all Public Safety students.

	2.5	<i>Maintain quality of campus services to meet student needs by providing professional development opportunities and training for the college's staff.</i>	<ol style="list-style-type: none"> 1. Perkins funds, SB-70 grant funds, and ATTE grant funds have been used to offer workshops and provide continuing education for faculty and staff during the past year in CTE programs. 2. Flex training, sabbaticals, and District professional development funding was utilized to support continuing education of faculty and staff in all schools within San Diego Miramar College during 2011-2012.
	2.6	<i>Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.</i>	<ol style="list-style-type: none"> 1. Limited opportunities to implement this strategy this past year due to funding restrictions.
<p>Strategic Plan Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices</p>	3.1	<i>Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.</i>	<ol style="list-style-type: none"> 1. New curriculum was created in Auto, Diesel, Aviation and Para-Legal addressing global awareness and sustainable practices.
	3.2	<i>Focus student and staff recruiting efforts on populations that reflect the diversity of the college's service area.</i>	<ol style="list-style-type: none"> 1. CTE programs leveraged Perkins and other grant funds to recruit non-traditional students.
	3.3	<i>Showcase the college in the community and build external recognition for its location, programming, accessibility, diversity, quality teaching, programs, student centeredness and sustainability awareness.</i>	<ol style="list-style-type: none"> 1. The ATTE Center drafted contracts to host seminars in sustainable transportation and environmental practices (such as the El Camino contract). 2. Toyota utilized Miramar's T-Ten training facility for a nation-wide workshop in spring 2012. 3. SCBC-hosted a science festival in March 2012 which addressed sustainability practices.
	3.4	<i>Improve, expand and strengthen the college's web-based presence and information processing systems.</i>	<ol style="list-style-type: none"> 1. CTE departments worked with PIO to re-design and improve websites.
	3.5	<i>Expand college outreach, recruitment, marketing and advertising efforts and promotional activities.</i>	<ol style="list-style-type: none"> 1. ATTE Center funded outreach activities for transportation programs.

	3.6	<p><i>Facilitate new college 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.</i></p>	<ol style="list-style-type: none"> 1. FIPT and EMGM facilities in planning stages. 2. S-building expansion is in planning stages and FF&E expenditures are being determined. 3. Automotive and Aviation facilities complete, Diesel facility is currently under construction. 4. LLRC is now complete
<p>Strategic Plan Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions and the community</p>	4.1	<p><i>Partner with academic, business, military and community organizations to explore alternative resources and/or learning opportunities for students, faculty and staff.</i></p>	<ol style="list-style-type: none"> 1. Homeland Security, POST, and TSA contracts are in place. 2. 13 FIPT ISA's are in place. 3. Bi-monthly meetings are now held with law enforcement and fire agencies. 4. The college was awarded a new Wireless Health grant to survey new industry workforce needs. 5. The College collaborated with Scripps Ranch HS to develop STATWAY fast-track math courses. 6. A labor market research study is underway to determine the makeup of a new Industry Advisory Committee.
	4.2	<p><i>Increase the involvement and input of business and industry, educational institutions and community in the college's educational activities.</i></p>	<ol style="list-style-type: none"> 1. Bi-monthly meetings are now held with law enforcement and fire agencies. 2. The College was awarded a new Wireless Health grant to survey new industry workforce needs. 3. The School of Math, Biological, Physical and Exercise Sciences collaborated with Scripps Ranch High School on STEM projects. 4. The School of Math, Biological, Physical and Exercise Sciences collaborated with City College to introduce STATWAY fast-track math courses. 5. A CTE Biotechnology Advisory Board is currently developing "certification standards" for the biotechnology industry. 6. Labor market research is underway to determine the makeup of a new Industry Advisory Committee 7. Program Directors have expanded or are recruiting new

			<p>advisory board membership in paralegal, aviation and diesel depts. C</p> <p>8. Collaboration with District EWD Office has been initiated to enhance advisory boards.</p>
	4.3	<p><i>Develop systemic outreach to increase the college's visibility within its service area and develop stronger linkages for K-16 student learning and career pathways.</i></p>	<p>1. Bi-monthly meetings are now held with law enforcement and fire agencies.</p> <p>2. Program Faculty, the ATTE Director and Dean now serve on multiple career technical boards and committees throughout the region.</p> <p>3. ATTE and CTEA funded activities have included workshops in special populations and sustainable energy practices.</p> <p>4. The Dean has worked with the PIO & VPA to promote the LLRC.</p>
	4.4	<p><i>Establish a college process to evaluate and respond to partnership proposals from business, industry and education.</i></p>	<p>1. Homeland Security and TSA contracts are in place.</p> <p>2. Military Studies program reactivated pending a contract with the Navy.</p> <p>3. Annual Advisory Board meetings are hosted to validate our CTE programs.</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	5.1	<p><i>Improve and strengthen the integrated college planning process driven by the college's Strategic Plan. This efficient and accountable process facilitates transparent college wide planning, budgeting and resource allocation.</i></p>	<p>1. Began the process of creating long and short-term plans that respond to labor market, industry and student needs – integrate data including environmental scans and LMI to identify new and emerging technology, curriculum and campus needs.</p> <p>2. The Dean worked closely with facilities planning committees to fully understand the nature of any plans and work to be undertaken on campus, and kept the Vice President of Instruction informed of these activities and plans so that the Instructional Plan can be continually updated and accurate.</p> <p>3. Deans assisted the VPI in updating of Educational Master Plan.</p>
	5.2	<p><i>Develop a process for evaluating and responding to alternate sources of funding.</i></p>	<p>1. Identified funding priorities for Perkins fund usage.</p> <p>2. Planned opportunities for new grant and other potential instructional program funding (summer 2012).</p> <p>3. The Dean & LLRC staff began development of a plan to establish partnerships that support supplemental college</p>

	5.3	<i>Strengthen coordination with the District to maintain equitable, courteous and quality service delivery focusing on student success during state and local budget crises and preparedness for unexpected catastrophic events.</i>	<p>and community programs scheduled in LLRC.</p> <ol style="list-style-type: none"> 1. The College maintained up-to-date program budgets and need assessments in order to respond rapidly and effectively to potential budget changes. 2. The Dean of the LLRC & PLACe Acting Director worked with District personnel and the VPI to plan future baseline funding for tutoring.
	5.4	<i>Continue to refine the college participatory governance structure processes and activities to align with the formalized integrated college planning process.</i>	<ol style="list-style-type: none"> 1. The Planning & Institutional Effectiveness Committee (PIEC) meetings were moved to a conference room and meeting processes enhanced to facilitate member participation and discussion. 2. Faculty, staff and management participated in a writing workgroup to author the 2012 Accreditation Follow-Up Report.

STRATEGIC PLAN GOAL	STRATEGIC PLAN STRATEGIES	STUDENT SERVICES GOAL	ACCOMPLISHMENTS
Strategic Plan Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change	1.1	Complete SLO assessment cycle for all courses/programs.	All SLOs assessed for courses/programs and analysis/dialog in process for possible modifications.
	1.2	Collaborate with instruction for increased student success in Basic Skills.	Jet Jump Start in place with growth serving 300 FYE students from local High Schools
	1.3		Assessment workload necessitated move to larger location in 2012-2013 to meet demand and emphasis on success.
	1.5		Transfer workshops on campus host for 4 year institutions.
	1.3	Incorporate the mission of the Student Service Division in all departmental objectives.	Social network outlets growing to provide outreach/marketing for students.
	1.5		Research use of Electronic Medical Records
1.5	Embrace emerging technology in delivery of student services.		
2.1			
2.2			
2.3			
2.6			
Strategic Plan Goal 2: Deliver instruction and services in formats and at sites that best meet student needs	2.5	The division meets timelines for faculty/staff evaluations and facilitates professional development opportunities.	Priority replacement positions identified for possible support should balancing become necessary
			Completed faculty/staff evaluations in current timeline
			Attended critical meetings for Veterans, Financial Aid, and International students for updated regulations
	2.2	The division provides services and workshops to meet student demands for enrollment in a timely manner.	On line workshops developed for student access
2.5	Financial Aid support of Ambassadors on campus to provide peer-to-peer knowledge of services/operations		

Strategic Plan Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices	3.1	Maintain current partnerships and seek alternative resources for collaboration and funding opportunities.	Two outreach services specifically to foster youth offered
	3.2		Funds from College 2 Career grant and Basic Skills supported updated software and Learning Disability testing for students
	3.3		Reading tutors for Walker Elementary provided along with Ambassador support for outreach from financial aid funds
	3.5		Provided on-going leadership experiences for student clubs and organizations
	3.2	Advocate for staffing allocation formula and plan for essential and efficient services for growth.	Staffing needs addressed in annual program reviews
	3.6	Collaborate with project architects for smooth transition to new student union building.	Preparation has begun for the transition to the new building, developed queuing needs, key distribution pattern, relocation of Assessment services with Counseling in the new building to meet mandated service demand (counseling classroom to move to Welcome Center building)
		Researched new systems ware for Admissions Financial Aid and other programs as regulations change	
		DSPS has moved High Tech Center to new LLRC building on campus	
Strategic Plan Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions and the community	4.1	Maintain college visibility in local service area by updating services in the high school partnership agreements.	Host for CalWORKs Region X meetings
	4.2		Internal Outreach calendar developed to track service needs
	4.3		Active member of marketing committee
	4.4		Attended or host for meetings with 4-year partners
			Use of Social network to advertise campus events (Cash to College, Fall/Spring Fest, Scholar Fest, etc)
			Partnered with San Diego City and Mesa College in order to provide joint leadership trainings for Associated Student Leadership in the District

Strategic Plan Goal 5: Refine the College's integrated planning process	5.1	Continue participation in College Accreditation Self-Study process and follow-up needs.	Many division members were active participants in the self-study, follow-up response, SLO reports that were needed for 2011-2012 year-end.
	5.2		
	5.3	Participate broadly in college, district, and state level shared governance.	Participation in internal committee structures is broad: research, Academic Senate, Diversity, Marketing, Classified Senate, Associated Student Council, BSI, CIT, etc.
	5.4		

STRATEGIC PLAN GOAL	STRATEGIC PLAN STRATEGIES	ADMINISTRATIVE SERVICES GOAL	ACCOMPLISHMENTS
Strategic Plan Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change	1.5	<i>Provide accurate and timely personnel and payroll services to all college staff, faculty and student employees in an efficient and cost effective manner</i>	Assessed and implemented needs of staff with ADA requirements
	1.5	<i>Provide accurate and timely personnel and payroll services to all college staff, faculty and student employees in an efficient and cost effective manner</i>	Revised staff duties to alleviate redundancy of duties and provided additional equipment for greater efficiency in completing job requirements
	1.5	<i>Provide faculty and staff high quality printing products and services</i>	Trained staff on the job responsibilities of Stock Clerk to provide backup
	1.5	<i>Enhance institutional effectiveness by providing quality customer service to all areas of the college community while maintaining fiscal accountability of cash operations and financial reporting</i>	Foundation passed audits for its Comprehensive Annual Financial Report
	1.5	<i>Enhance institutional effectiveness by providing quality customer service to all areas of the college community while maintaining fiscal accountability of cash operations and financial reporting</i>	Converted accounting data for revolving Cash Fund and Co-curricular Revolving Cash Funds to Quickbooks
Strategic Plan Goal 2: Deliver instruction and services in formats and at sites that best meet student needs	2.3	<i>Provide accurate and timely personnel and payroll services to all college staff, faculty and student employees in an efficient and cost effective manner</i>	Successfully implemented the GL to position conversion
	2.5	<i>Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing</i>	Accounting Supervisor made a presentation to the Supervisory Training Intensive on campus Business Office services

<p>Strategic Plan Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices</p>	<p>3.3</p>	<p><i>Enhance institutional effectiveness by providing quality customer service to all areas of the college community while maintaining fiscal accountability of cash operations and financial reporting</i></p>	<p>Accounting Office began selling monthly bus passes</p>
<p>Strategic Plan Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions and the community</p>	<p>4.4</p>	<p><i>Flawlessly integrate the numerous academic and co-curricular campus activities with the community members participating in programs with the City of San Diego Park and Recreation Department</i></p>	<p>Aligned budget development process with the lease agreement for Hourglass facilities</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>4.4</p>	<p><i>Provide faculty and staff high quality printing products and services</i></p>	<p>Implemented quicker bookstore materials production procedure so that ABSO could remain competitive with outside vendors</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.1</p>	<p><i>Flawlessly integrate the numerous academic and co-curricular campus activities with the community members participating in programs with the City of San Diego Park and Recreation Department</i></p>	<p>Finalized the Hourglass Joint Use Operations Manual to better coordinate daily operations</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.1</p>	<p><i>Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing</i></p>	<p>Institutionalization of integrated resource allocation using multiple funding sources</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.1</p>	<p><i>Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing</i></p>	<p>Integrated the role and function of Travel Liaison within the Business Office and provided streamlined service to campus travelers</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.3</p>	<p><i>Provide faculty and staff high quality printing products and services</i></p>	<p>Monitored Reprographics services to ensure budget availability</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.3</p>	<p><i>Provide faculty and staff high quality printing products and services</i></p>	<p>Moved and programmed telephone sets in the new H and M buildings</p>
<p>Strategic Plan Goal 5: Refine the College's integrated planning process</p>	<p>5.3</p>	<p><i>Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing</i></p>	<p>Outstanding TRs have been eliminated and all TRs are liquidated in a timely manner</p>

San Diego Miramar College
2011-2012 Strategic Goal Achievements
 Gap Analysis

Strategy	Instruction	Student Services	Administrative Services
1.1	X	X	
1.2	X	X	
1.3	X	X	
1.4	X		
1.5	X	X	X
1.6	X		
1.7	X		
2.1	X	X	
2.2	X	X	
2.3	X	X	X
2.4	X		
2.5	X	X	X
2.6	X	X	
3.1	X	X	
3.2	X	X	
3.3	X	X	X
3.4	X		
3.5	X	X	
3.6	X	X	
4.1	X	X	
4.2	X	X	
4.3	X	X	
4.4	X	X	X
5.1	X	X	X
5.2	X	X	
5.3	X	X	X
5.4	X	X	

Achievement Indicators

Miramar College Student Characteristics

Fall 2011

Gender	Counts	Percents
Female	5,634	45%
Male	6,953	55%
Unreported	2	0%

Units Attempted	Counts	Percents
Part-time	10,641	85%
Full-time	1,948	15%

First Generation	Counts	Percents
First Generation	2,898	23%
Not First Generation	9,680	77%
Unreported	11	0%

Financial Aid	Counts	% of Pop.
BOG	4,132	33%
Other Aid	153	1%
Total Recipients	4,404	35%

Day/Eve/Online	Counts	Percents
Day Only	5,142	41%
Evening Only	1,643	13%
Day/Evening	1,898	15%
Online Only	2,575	20%
On Campus/Online	1,331	11%

Ethnicity	Counts	Percents
African American	721	6%
American Indian	75	1%
Asian/Pacific Islander	1,868	15%
Filipino	1,106	9%
Latino	2,570	20%
White	4,971	39%
Other	672	5%
Unreported	606	5%

Educational Objective	Counts	Percents
4-Yr College Student	1,047	8%
AA/AS w/out Transfer	751	6%
BA/BS after AA/AS	4,095	33%
BA/BS w/out AA/AS	1,174	9%
Basic Skills Improvement	155	1%
Cert/License Maintenance	313	2%
Job/Career Advancement	976	8%
Educational Development	283	2%
HS Diploma/GED	45	0%
New Career Preparation	1,389	11%
Non-Credit to Credit	14	0%
Voc Cert/Degree	341	3%
Undecided	1,882	15%
Unreported	124	1%

Age	Counts	Percents
Under 18	19	0%
18-24	5,881	47%
25-29	2,422	19%
30-39	2,203	17%
40-49	1,294	10%
50 and >	770	6%
Unreported	0	0%

Service Area of Residence	Counts	Percents
City College	1,703	14%
Mesa College	1,598	13%
Miramar College	3,309	26%
Outside Service Area	5,979	47%

Enrollment Status	Counts	Percents
Continuing Student	7,919	63%
Current High School	97	1%
First-Time	1,240	10%
First-Time Transfer	1,184	9%
Returning	1,532	12%
Returning Transfer	570	5%
Unreported	47	0%

Miramar College Enrollment

Offerings	2009/10	2010/11	2011/12
Number of Subjects	53	55	56
Number of Programs	112	113	147
Number of Courses	455	476	477
Number of Sections	1,855	2,046	1,822

Note 1. Honors contract, non-state supported, apprenticeship, and classes with 0 capacity are excluded for all terms except for Summer 2011.

Note 2. Cancelled, tutoring (044), SDSU, and UCSD classes are excluded for all terms.

Waitlisted Seats*	2009/10	2010/11	2011/12
Basic Skills	1,066	1,014	1,422
AA/AS	390	370	272
CTE*	3,618	3,557	3,283
Transfer	10,199	10,787	10,066
Overall	11,661	12,180	11,775

Note 1. Waitlisted seat counts are as of opening day.

Note 2. Apprenticeship, honors contract, cancelled, tutoring (044), non-state supported, and classes with 0 capacity are excluded.

Fill Rates	2009/10	2010/11	2011/12
Basic Skills	96%	91%	99%
AA/AS	106%	98%	103%
CTE	100%	94%	97%
Transfer	96%	95%	96%
Overall	97%	94%	97%

Note 1. Data for Spring 2012 are based on first census.

Note 2. Apprenticeship, in-service, cancelled, tutoring (044), SDSU, UCSD, and classes with 0 or 1 capacity are excluded. Positive attendance credit capacity is estimated at 79% of the recorded cap for the Spring 2012 Fill Rate calculation.

Note 3. PHYE 153 is excluded if the accounting method is positive attendance credit.

*CTE is excluded from the overall totals.

Enrollment Counts	2009/10	2010/11	2011/12
Basic Skills	5,052	5,474	5,012
AA/AS	6,843	5,513	3,113
CTE*	21,793	23,494	19,327
Transfer	44,573	49,517	43,219
Overall	57,401	62,550	52,825

Note 1. Data for Spring 2012 are based on first census.

Note 2. Cancelled, tutoring (044), SDSU, and UCSD classes are excluded.

Enrollment Percents	2009/10	2010/11	2011/12
Basic Skills	9%	9%	9%
AA/AS	12%	9%	6%
CTE*	38%	38%	37%
Transfer	78%	79%	82%

Note 1. Data for Spring 2012 are based on first census.

Note 2. Cancelled, tutoring (044), SDSU, and UCSD classes are excluded.

FTES (Resident)	2009/10	2010/11	2011/12
Basic Skills	634	669	640
AA/AS	893	719	617
Transfer	5,106	5,584	4,954
CTE*	2,957	3,079	2,489
F-Factor	25	23	23
Overall	6,657	6,995	6,233

Note. FTES is partial for Spring 2012.

Miramar College Student Outcomes

Retention	2008/09	2009/10	2010/11	3-Year Average
Basic Skills	83%	86%	87%	85%
AA/AS	92%	93%	91%	92%
CTE	90%	91%	90%	91%
Transfer	85%	87%	87%	86%
Overall	86%	87%	87%	87%

Note. Tutoring and cancelled classes are excluded.

Annual Persistence	Fall 08- Fall 09	Fall 09- Fall 10	Fall 10- Fall 11	3-Year Average
Overall	49%	50%	51%	50%

Note 1. Persistence rates are of first-time to college students that persist within Miramar College only.

Note 2. Tutoring, cancelled, SDSU and UCSD, and academy courses are excluded.

Transfer	2003/04- 2008/09	2004/05- 2009/10	2005/06- 2010/11
Rate	40%	40%	38%
Prepared	45%	47%	45%
Transfer	2008/09	2009/10	2010/11
Volume	585	702	800

Note. Transfer rate includes three cohorts that were tracked for 6 years each. The cohort consists of first-time students who completed 12 units within six years and who attempted a degree, certificate, or transfer course. Transfer prepared students have successfully completed 60 UC/CSU transferable units with a 2.0 or greater GPA.

Successful Course Completion	2008/09	2009/10	2010/11	3-Year Average
Basic Skills	60%	62%	63%	62%
AA/AS	85%	87%	80%	84%
CTE	81%	81%	78%	80%
Transfer	72%	71%	70%	71%
Overall	72%	72%	71%	72%

Note. Tutoring and cancelled classes are excluded.

Awards Conferred	2008/09	2009/10	2010/11
AA/AS Degree	546	579	574
Certificate - 60+ Units	0	2	4
Certificate - 30-59 Units	152	272	176
Certificate - 29 or Fewer Units	212	203	183
Overall	910	1,056	937

2011 ARCC Report	2003/04- 2008/09	2004/05- 2009/10	2005/06- 2010/11	Peer Benchmark
SPAR	58%	59%	55%	57%
2011 ARCC Report	2006/07- 2008/09	2007/08- 2009/10	2008/09- 2010/11	Peer Benchmark
Basic Skills Improvement	36%	38%	51%	53%

Note. Student Progress and Achievement Rate (SPAR) is the percentage of first-time students who earn at least 12 units, attempt a degree/certificate/transfer course within 6 years, and achieve any of the following targeted outcomes within 6 years of entry: earn AA/AS or certificate, transfer to 4-year institution, complete transfer level Math and English courses, and/or complete 60 UC/CSU transferable units with 2.0 or greater GPA. Peer Benchmark is the average performance of a group of California community colleges identified as having comparable characteristics.

Miramar College Student Satisfaction

Student Satisfaction Survey	2009	2012
Overall satisfaction with instruction	83%	80%
Overall sense of belonging on campus	51%	52%
Overall satisfaction with college experience	74%	78%

Source: 2009 & 2012 Student Satisfaction Surveys

Point of Service Survey	2009
Counseling	92%
Library/LRC	87%
Transfer Center	94%
Overall satisfaction with services	92%

Source: 2009 Point of Service Survey

Note 1. Departments that participated in the survey and met a minimum percentage of completed surveys are included. However, caution should be exercised when interpreting the results of any departments since results reflect the opinions of those students who took the survey and may not reflect the opinions of the general population.

Note 2. Overall satisfaction included students who received services at Miramar College Admissions, Cal WORKS, Counseling, DSPS, EOPS, Financial Aid, Library/LRC, Student Accounting, Student Health Services, Transfer Center, TRIO, Tutoring, and/or Veterans Affairs offices and who answered the survey question: Overall I am satisfied with the services I received.

Institutional Student Learning Outcomes

Institutional Student Learning Outcomes

*Instructional Services Outcomes:

Institutional Student Learning Outcomes (ISLOs) are measured in the Instructional Division by mapping course level SLOs to the five categories seen below. The number of learning outcomes assessed in each category are then compared against the total number of courses that assess learning outcomes each year to show the percentage distribution of each ISLO.

ISLO #1	ISLO #2	ISLO #3	ISLO #4	ISLO #5
Communication	Critical Thinking & Problem Solving	Global Environment	Information Management	Personal & Professional Abilities
438	505	231	367	323
71.3%	82.2%	37.6%	59.8%	52.6%

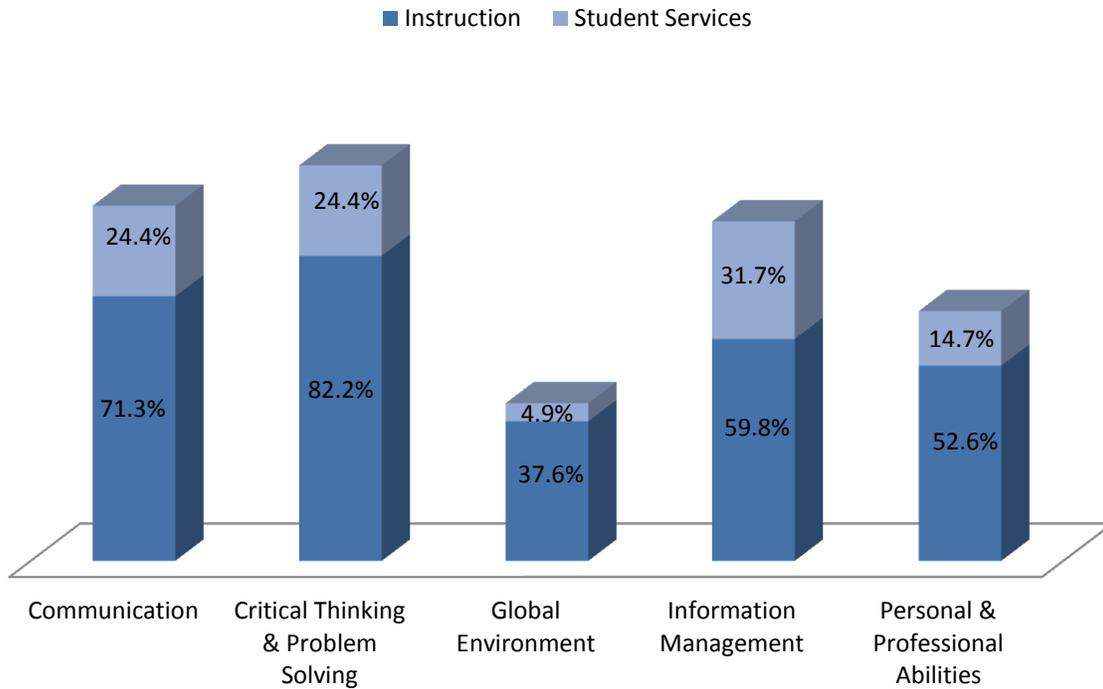
*Note: Institutional Student Learning Outcome (ISLO) data were derived from 2011-2012 Instructional Program Review / SLOAC reports.

Student Services Outcomes:

Institutional Student Learning Outcomes (ISLOs) are measured in the Student Services Division by mapping Department and Program SLOs to the five categories seen below. The numbers of learning outcomes assessed in each category are then compared against the total number of Student learning outcomes to show the percentage distribution of each ISLO.

ISLO #1	ISLO #2	ISLO #3	ISLO #4	ISLO #5
Communication	Critical Thinking & Problem Solving	Global Environment	Information Management	Personal & Professional Abilities
10	10	2	13	6
24.4%	24.4%	4.9%	31.7%	14.7%

San Diego Miramar College Institutional Student Learning Outcomes



Institutional Administrative Service Outcomes:

Administrative Services records seven Institutional Service Outcomes. Within those seven outcomes there are fourteen activities that are assessed on an annual and/or semester basis. 100% of these activities have been assessed one or more times. The percentages below represent the distribution of the 14 assessed activities in relation to the seven outcomes.

IASO #1	IASO #2	IASO #3	IASO #4	IASO #5	IASO #6	IASO #7
Budget & Purchasing Support Services	Travel Support Services	Personnel & Payroll Support Services	Fiscal Accountability	Joint Use Support & Services	Reprographics & Mail Services	Stockroom & Receiving Services
28.6%	14.3%	21.4%	14.3%	7.1%	7.1%	7.1%