Strategic Plan Assessment Scorecard 2.0

Fall 2020 – Spring 2027

SAN DIEGO MIRAMAR COLLEGE

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Introduction

The Strategic Plan Assessment Scorecard (SPAS) was developed based on the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology. The BSC is a measurement and strategic management tool designed to translate the mission statement and strategic goals into specific, measurable benchmarks. It helps define and measure institutional effectiveness; as well as enhances the existing planning infrastructure. The present SPAS (2022-2023) intends to respond to the following questions:

1. How is San Diego Miramar College meeting its mission?

2. How do we measure our success?

3. How do we build on our success?

How is the College meeting its mission?

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement. The College develops strategic goals and design and implement activities to meet its mission. During 2020-2021, the College updated its mission statement review cycle and developed the 2020-2027 Strategic Plan to translate the College mission into five general goals and 14 strategic directions. A total of 52 measures were identified to show progress towards the goals.

How do we measure our success?

Upon the completion of the Fall 2020 – Spring 2027 Strategic Plan, the Planning, Institutional Effectiveness & Research Committee (PIERC) worked in collaboration with the Office of Planning, Research and Institutional Effectiveness (PRIE) to collect and analyze available data for the 52 measures. The PIERC further established a comprehensive set of benchmarks to measure the College's progress in meeting its mission. For each of the measures, the PIERC reviewed the data and took into consideration the major trends, impact factors, and comparison points to set benchmarks. The benchmarks include both floor benchmarks (institutional-set standards) and aspirational goals. The comparison between the current measures and the benchmarks reveals how well the College is performing under each Key Performance Indicator (KPI) and how effectively the College has implemented the strategies moving towards achieving its goals. The KPIs that constantly fall below their floor benchmarks or have lacked data/measures for the years are identified as the college-wide priorities. (See Appendix I.)

How do we build on our success?

The current SPAS (2022-23) provides a single year snapshot (i.e., 2020-2021), as well as a six-year trend analysis (2015/16 – 2020/21). Divisions, schools/offices, and departments/units can identify areas that either need to sustain its current success (floor benchmarks) or address improvement (aspirational benchmarks), dialogue about how to address the improvement via a structured inquiry process, and adjust the goals and activities to form action plans. The action plans are intended to initiate a new cycle of inquiry, data collection, and evaluation; and the findings will be recorded in the next iteration of the college Main and Functional plans.

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

At-A-Glance Analysis 2020-2021

Goal I. Pathways — Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.

Goal I progress.. **96%**

		BENCHMARK		CURRENT	

Retention Rate
BENCHMARK	90%	✓
CURRENT	90%	

Persistence Rate (fall to spring)
BENCHMARK	57%	**93% of Benchmark**
CURRENT	53%	

Successful Course Completion Rates
BENCHMARK	78%	✓
CURRENT	78%	

Number of Degrees Awarded
BENCHMARK	1065	✓
CURRENT	1159	

Number of Certificates Awarded
BENCHMARK	578	**92% of Benchmark**
CURRENT	532	

Number of Associate Degree for Transfer (ADT) Awarded
BENCHMARK	466	✓
CURRENT	534	

Transfer Volume
BENCHMARK	835	✓
CURRENT	924	

Awards (Career Education Students)
BENCHMARK	599	✓
CURRENT	639	

Number/Percentage of courses with ongoing assessment of learning outcomes within a 3-year cycle
BENCHMARK	90%	**76% of Benchmark**
CURRENT	68%	

Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle
BENCHMARK	95%	✓
CURRENT	95%	

Goal II. Engagement — Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.

Goal II progress.. **Data are forthcoming**

Goal III. Organizational Health — Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.

Goal III progress... **74%**

Percentage of program review reports reviewed applying the Rubric (self-reported)		
BENCHMARK	100%	**30% of Benchmark**
CURRENT	30%	

Program Review results specific to student learning and performance: Student Learning Outcomes (SLOs)		
BENCHMARK	100%	**78% of Benchmark**
CURRENT	78%	

Self-reported survey results related to Program Review performance metrics:

Addressed Success Rates		
BENCHMARK	100%	**84% of Benchmark**
CURRENT	84%	

Addressed Retention Rates		
BENCHMARK	100%	**84% of Benchmark**
CURRENT	84%	

Addressed Persistence Rates		
BENCHMARK	100%	**77% of Benchmark**
CURRENT	77%	

Addressed Transfer Volume & Rates		
BENCHMARK	100%	**90% of Benchmark**
CURRENT	90%	

Goal IV. Relationship Cultivation — Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.

Goal IV progress... **Data are forthcoming**

Goal V. Diversity, Equity, and Inclusion (DEI) — Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

Goal V progress.. **Data are forthcoming**

6-year Trend Analysis

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
I.1.1	Social and Behavioral Sciences & Education	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Health Sciences	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Public Safety	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Creative Arts, Languages, Communications	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Business & Entrepreneurship	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Advanced Transportation & Applied Technology	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
	Science, Technology, Engineering, & Math	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.1.2	Retention Rate	90%	90%	90%	90%	88%	90%
I.1.3	Persistence Rate (Fall to Spring)	58%	59%	58%	59%	55%	53%
I.1.4	Student Satisfaction with Pathways and Wrap Around Services	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
I.2.1	Successful Course Completion Rates	77%	77%	78%	79%	78%	78%
I.2.2a	Number of Degrees Awarded	756	812	1,059	1,144	951	1,159
I.2.2b	Number of Certificates Awarded	491	447	506	733	477	532
I.2.3	Number of Associate Degree for Transfer (ADT) Awarded	212	276	407	526	445	534
I.2.4	Transfer Volume	531	601	730	850	889	924
I.2.5	Awards (Career Education Students)	NO DATA	NO DATA	NO DATA	NO DATA	558	639
I.3.1	Number/Percentage of courses/program/units with ongoing assessment of learning outcomes within a 3-year cycle						
I.3.1a	Number/Percentage of courses with on-going assessment of learning outcomes within a 3-year cycle	618/687(90%)			449/665(68%)		
I.3.1b	Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle	38/38(100%)			38/40(95%)		
I.3.1c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.1	Number of courses offered via all modalities (distance ed, day-time and evening classes, and off-campus locations)	Refer to PREDD for Data					
II.1.2	Number of support services by modality offered via distance Ed or off-campus locations	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
II.1.3	Number of professional development workshops and activities	NO DATA	NO DATA	NO DATA	NO DATA	99	79
II.1.4	Number of participating faculty, classified staff, and administrator's participations	NO DATA	NO DATA	NO DATA	NO DATA	879	371
II.2.1	Success and Retention Rates by DIs	Refer to PREDD for Data					

6-year Trend Analysis

■ Met/exceeded the benchmark
■ Evaluate (<3% below the benchmark)
■ Area for improvement (≥ 3% below the benchmark)

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
II.2.2	Student Equity Plan (SEP) Indicators (2022)	Refer to the 2022 SEP for Data					
III.1.1	Percentage of program reviews completed	90%			68%		
III.1.2	Percentage of program review reports reviewed applying the Rubric	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	30%
III.2.2	Program Review results specific to student learning and performance						
III.2.2a	Student Learning Outcomes (SLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	78%
III.2.2b	Program Learning Outcomes (PLOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	52 out of 100
III.2.2c	Service Unit Outcomes (SUOs)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	37 out of 60
III.2.3	Self-reported survey results related to Program Review performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.)						
III.2.3a	Success	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3b	Retention Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	84%
III.2.3c	Persistence	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	77%
III.2.3d	Transfer Volume & Rate	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	90%
IV.1.1	Effectiveness of the Governance Structure						
IV.1.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1b	Communication (within committee)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1c	Information flow (within governance)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1d	Time to decision making	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.1.1e	Time from decision to action	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.2.1	Effectiveness of the Student Equity Plan						
IV.2.1a	Goal Alignment	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
IV.3.4	Impact/effectiveness of the outreach activities/programs						
IV.3.4a	Number of participants	NO DATA	14,362	15,147	16,665	12,443	4,006
IV.3.5	Other impact of partnerships						
IV.3.5a	Percentage change of articulation agreements	41	41	41	41	41	41
V.1.1	Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.1	Number of college-wide events and PD opportunities/FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

6-year Trend Analysis

■ **Met/exceeded the benchmark**
■ **Evaluate (<3% below the benchmark)**
■ **Area for improvement (≥ 3% below the benchmark)**

Identifier	Measure	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
V.2.2	Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities.	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.2.3	Satisfaction of the PD activities	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	81%
V.3.1	Culturally responsive instructional pedagogy						
V.3.1a	Number of courses with culturally responsive texts, lessons, assignments, media, activities (See Culturally Responsive Curriculum Scorecard.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.1b	Number/percentage of programs and courses that have DEI-related learning outcomes	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	43%
V.3.2	Student-centered services						
V.3.2a	Number of programs/services that collect, disaggregate, and analyze student data	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2b	Number of students that participate in DEI activities/groups (equity related events, clubs/organizations, etc.)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.2c	Number of students who access basic needs resources	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3	Recruitment, screening, and retention of employees						
V.3.3a	Number of faculty trained in culturally responsive instructional pedagogy	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
V.3.3b	Climate survey results related to the workplace (pre- and post-implementation of new DEI practices	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

Note. no data - Data are non-existent at the time this Scorecard was compiled.

Fall 2020 - Fall 2027 Crosswalk to the Strategic Plan and Operational Definition

Goal I. Pathways - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.

Strategic Direction I.1. Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.

Indicator	Measure	Operational Definition	Benchmark Method
I.1. Build and implement coherent guided pathways for students through focusing on onboarding, course, and program redesign.	I.1.1. **Enrollments by Pathways** Source: n/a	*(Pending implementation of Academic & Career Pathways)*	TBD
	I.1.2. **Retention Rate** Source: PREDD	The retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Tutoring and canceled classes are excluded.	Floor: Lowest Value Aspirational: 6-year Average
	I.1.3. **Persistence Rate (Fall to Spring)** Source: PREDD	The percentage of students, unduplicated by head-count, who enroll again in a spring term at SDCCD after having taken a course at Miramar College in a prior fall term.	Floor: Lowest Value Aspirational: 6-year Average
	I.1.4. **Student Satisfaction with Pathways and Wrap Around Services** Source: n/a	*(Pending implementation of Academic & Career Pathways)*	TBD

Strategic Direction I.2. Ensure that guided pathways leads to student completion that fit real-world demand.

Indicator	Measure	Operational Definition	Benchmark Method
I.2. Ensure that guided pathways leads to student completion that fit real- world demand.	I.2.1. **Successful Course Completion Rate** Source: PREDD	The success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and canceled classes are excluded.	Floor: Lowest Value Aspirational: 6-year Average
	I.2.2a. **Number of Degrees Awarded** Source: PREDD	The annual awards conferred are the total number of associate degrees awarded in a single academic year (summer, fall, and spring).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.2b. **Number of Certificates Awarded** Source: PREDD	The annual awards conferred are the total number of certificates awarded in a single academic year (summer, fall, and spring).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.3. **Number of Associate Degree for Transfer (ADT) Awarded** Source: PREDD	Number of associate degrees for transfer in development.	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.4. **Transfer Volume** Source: SDCCD Information System	Transfer volume is the sheer count of transfer students who have transferred from Miramar College to a four-year institution. A student must have completed 12 or more transferrable units within six years prior to transferring to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.5. **Awards (Career Education Students)** Source: SDCCD Information System	Number of awards assigned to career/technical education in students' academic plans.	Floor: Lowest Value Aspirational: 2-year Average

Fall 2020 - Fall 2027 Crosswalk to the Strategic Plan and Operational Definition

Strategic Direction I.3. Strengthen the connection between student learning and performance both inside and outside the classroom.

Indicator	Measure	Operational Definition	Benchmark Method
I.3. Strengthen the connection between student learning and performance both inside and outside the classroom.	I.3.1. **Number/Percentage of courses/programs/units with ongoing assessment of learning outcomes within a 3-year cycle**		
	I.3.1a. **Number/Percentage of courses with ongoing assessment of learning outcomes within a 3-year cycle** Source: SDMC College-wide Program Review/Outcomes Assessment Facilitator	The data include the number/percentage of courses with ongoing assessment of learning outcomes within a 3-year cycle.	Benchmark the metric at its highest level
	I.3.1b. **Number/Percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle** Source: SDMC College-wide Program Review/Outcomes Assessment Facilitator	The data include the number/percentage of instructional programs with ongoing assessment of learning outcomes within a 3-year cycle. The non-instructional programs (including Career Services), Interdisciplinary Studies, and Honors are usually the outliers (for varying reasons), hence excluded.	Benchmark the metric at its most recent level
	I.3.1c. **Service Unit Outcomes (SUOs)** Source: n/a	The data include program review results specific to service unit outcomes.	TBD

Goal II. Engagement - Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.

Strategic Direction II.1. Identify resources for appropriate venues, programs, and services to support student engagement.

Indicator	Measure	Operational Definition	Benchmark Method
II.1. Identify resources for appropriate venues, programs, and services to support student engagement.	II.1.1. **Number of course offered via all modalities (distance Ed, day-time and evening classes, and off-campus locations)** Source: PREDD	The data include the number of courses offered via all modalities (distance education, day-time and evening classes, and off-campus locations.	TBD
	II.1.2. **Number of support services by modality offered via distance Ed or off-campus locations** Source: n/a	The data include the number of support services by modality offered via distance education or off-campus locations.	TBD
	II.1.3. **Number of professional development workshops and activities** Source: SDMC College-wide Professional Development Coordinator	The data include the number of professional development workshops and activities that Miramar hosts and meet the criteria for FLEX.	Benchmark the metric at its current level
	II.1.4. **Number of participating faculty, classified staff, and administrator's participations** Source: SDMC College-wide Professional Development Coordinator	The data include the duplicated count of participating faculty, classified professionals, and administrator's participations.	Benchmark the metric at its current level

Fall 2020 - Fall 2027 Crosswalk to the
Strategic Plan and Operational Definition

Strategic Direction II.2. Build and strengthen instructional and non-instructional programs, services, and activities that focus on elevating disproportionately impacted populations.

Indicator	Measure	Operational Definition	Benchmark Method
II.2. Build and strengthen instructional and non-instructional programs, services, and activities that focus on elevating disproportionately impacted populations.	II.2.1.**Success and Retention Rates by DIs** Source: PREDD	The data include successful course completion rates and retention rates disaggregated by DI populations.	6-year Average
	II.2.2.**Student Equity Plan (SEP) Indicators (2022)** Source: 2022 SEP	Refer to the Student Equity Plan for data.	Benchmarks set in the Student Equity Plan

Goal III. Organizational Health - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.

Strategic Direction III.1. Systematically engage in the program review process across the college that lead to plans of action and meaningful, clear outcomes.

Indicator	Measure	Operational Definition	Benchmark Method
III.1. Systematically engage in the program review process across the college that lead to plans of action and meaningful, clear outcomes.	III.1.1. **Percentage of program reviews completed: 3 divisions** Source: Miramar Taskstream	The data include the percentage of program reviews completed in three respective divisions.	Floor: Benchmark the metric at its current level Aspirational: 100%
	III.1.2. **Percentage of program review reports reviewed applying the Rubric** Source: Miramar Taskstream	The data include the percentage of program review reports that self-reported applying the Rubric.	Floor: Benchmark the metric at its current level Aspirational: 100%

Strategic Direction III.2. Strengthen the link between program review and strategic planning by focusing on student learning and performance.

Indicator	Measure	Operational Definition	Benchmark Method
	III.2.2 **Program Review results specific to student learning and performance**		
	III.2.2a. **Student Learning Outcomes (SLOs)** Source: Miramar Taskstream	The data include program review results specific to student learning outcomes.	Floor: Benchmark the metric at its current level Aspirational: 100%
	III.2.2b. **Program Learning Outcomes (PLOs)** Source: Miramar Taskstream	The data include program review results specific to program learning outcomes.	TBD
	III.2.2c. **Service Unit Outcomes (SUOs)** Source: Miramar Taskstream	The data include program review results specific to service unit outcomes.	TBD
	III.2.3. **Program Review results related to performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.)** Source: Miramar Taskstream	The data include survey results self-reported that performance metrics (e.g., Success, Retention, Persistence, Transfer, Awards, etc.) are discussed in the program review.	Floor: Benchmark the metric at its current level Aspirational: 100%

Fall 2020 - Fall 2027 Crosswalk to the Strategic Plan and Operational Definition

Goal IV. Relationship Cultivation - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.

Strategic Direction IV.1. Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.

Indicator	Measure	Operational Definition	Benchmark Method
IV.1. Redesign a clear, well-understood decision-making structure, process and pathway, with clear mechanisms for reviewing information, making timely decisions, and communicating information back to all college constituencies.	IV.1.1. **Effectiveness of the Governance Structure**		
	IV.1.1a. **Goal Alignment** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure.*	TBD
	IV.1.1b. **Communication (within committee)** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure.*	TBD
	IV.1.1c. **Information flow (within governance)** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure.*	TBD
	IV.1.1d. **Time to decision making** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure.*	TBD
	IV.1.1e. **Time from decision to action** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure.*	TBD

Strategic Direction IV.2. Ensure that the college's equity efforts are in alignment with the diversity and inclusion needs of the college.

Indicator	Measure	Operational Definition	Benchmark Method
IV.2. Ensure that the college's equity efforts are in alignment with the diversity and inclusion needs of the college.	IV.2.1. **Effectiveness of the Student Equity Plan**		
	IV.2.1a. **Goal Alignment** Source: Miramar College Internal Data Source	See 2022-2023 Student Equity Plan.	TBD

Strategic Direction IV.3. Identify current and prospective partnerships with educational institutions, business and industry, and the community at large.

Indicator	Measure	Operational Definition	Benchmark Method

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Goal V. Diversity, Equity, and Inclusion (DEI) - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

Strategic Direction V.1. Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

Indicator	Measure	Operational Definition	Benchmark Method
V.1. Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the class-room, and support programs/services.	V.1.1. **Number of committee agendas that address strategic goal 5 and use comprehensive equity framework to update college processes, programs, and practices** Source: Miramar College Internal Data Source	*Pending implementation of new governance structure and DEI practices.*	TBD

Strategic Direction V.2. Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

Indicator	Measure	Operational Definition	Benchmark Method
V.2. Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.	V.2.1. **Number of college-wide events and PD opportunities/ FLEX activities designed to increase capacity around and engagement in equity, diversity, inclusion, social justice, or anti-racism** Source: Miramar College Internal Data Source	The data include the number of professional development workshops and activities that Miramar hosts and meet the criteria for FLEX.	TBD
	V.2.2. **Number of employees who have attended equity, diversity, inclusion, social justice, anti-racism PD opportunities/FLEX activities.** Source: Miramar College Internal Data Source	The data include the duplicated count of participating faculty, classified professionals, and administrator's participations.	TBD
	V.2.3. **Satisfaction of the PD activities** Source: Miramar College Internal Data Source	The data include Employee Satisfaction/Cultural Climate Survey results specific to professional development.	TBD

Fall 2020 - Fall 2027 Crosswalk to the Strategic Plan and Operational Definition

Strategic Direction V.3. Systematically review, develop, and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.

Indicator	Measure	Operational Definition	Benchmark Method
V.3. Systematically review, develop, and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees.	**V.3.1. Culturally responsive instructional pedagogy**		
	V.3.1a.Number of courses with culturally responsive texts, lessons, assignments, media, activities Source: Miramar Internal Data Source	*Pending implementation of new DEI practices.*	TBD
	V.3.1b.Number of programs and courses (service areas?) that have DEI-related learning outcomes (wasn't in the forefront when these outcomes were developed) (Patti to include the question in the survey) Source: Miramar Internal Data Source	The data include the self-reported percentage of programs/courses that have DEI-related learning outcomes.	TBD
	V.3.2. Student-centered services		
	V.3.2a.Number of programs/ services that collect, disaggregate, and analyze student data Source: Miramar Internal Data Source	The data include the number of programs/services that collect, disaggregate, and analyze student data.	TBD
	V.3.2b.Number of students that participate in DEI activities/ groups (equity related events, clubs/organizations, etc.) Source: Miramar Internal Data Source	*Pending implementation of new DEI practices.*	TBD
	V.3.2c.Number of students who access basic needs resources Source: Miramar Internal Data Source	*Pending implementation of basic needs practices.*	TBD
	V.3.3. Recruitment, screening, and retention of employees		
	V.3.3a.Number of faculty trained in culturally responsive instructional pedagogy Source: Miramar Internal Data Source	The data include the number of faculty trained in culturally responsive instructional pedagogy (e.g., FLOC, DECC, Guided Pathways, etc.).	TBD
	V.3.3b.Climate survey results related to the workplace (pre- and post-implementation of new DEI practices) Source: Miramar Internal Data Source	*Pending implementation of new DEI practices.*	TBD

Six Priorities For Institutional Planning

The PIERC analyzed the data, identified gaps in meeting institution-set standards, and determined the following six priorities for institutional planning for the remainder of the Strategic Plan cycle:

Priority #1: **To review, plan and implement Student-centered Pathways across the college.**

Priority #2: **To review, plan and implement DEI across the college.**

Priority #3: **To evaluate and revise the implementation of the college's governance processes and structure.**

Priority #4: **To increase degrees/certificates awarded across DI groups.**

Priority #5: **To increase transfer volume across DI groups.**

Priority #6: **To ensure a comprehensive program review process across the college that helps enhance programs and services offered to students.**

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