COLLEGE EXECUTIVE COMMITTEE MEETING
Tuesday, April 5, 2016 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Arancibia, Hubbard, Allen, & Light

Attendees: Ornelas, Jacobson, Ascione, & Miramontez

- **A.** **Approval of the Agenda**
- **B.** **Approval of Previous Minutes**
- **C.** **Guests/Introductions**
- **D.** **Updates from the Chancellor's Cabinet**
- **E.** **New Business**

#	Item	*Strategic Goals	Initiator
1	2016 Fall Convocation Program – Institutional Effectiveness Focus	1 & 3	Hsieh, McMahon, & Miramontez
2	Proposed CEC Agenda Format – Additional Column "Accreditation Standard" (attachment)	1	Hsieh
3	Posting College Mission Statement (attachment)	1 & 3	Miramontez

- **F.** **Old Business**

#	Item	*Strategic Goals	Initiator
1	Accreditation – ACCJC 2014 Training Material	1	Miramontez
2	2016 Annual Report (per ACCJC request) - Consistency (attachment)	1	Hsieh
3	Academic Senate Resolution	1	Hsieh
4	Performing Arts Center Capital Campaign	1 & 2	Ascione
5	Implementation of Cultural & Ethnic Diversity Plan (attachment)	3	Hsieh, Hubbard, & Patacsil

- **G.** **Place Holders**

#	Item	*Strategic Goals	Initiator
1	Scholarship Awards Ceremony, 4/13/16	1 & 4	Jacobson
2	Invest in Success 5/7/16	1 & 4	Hsieh
3	Commencement 5/13/16 - Faculty Reception	1, 3, & 4	Hsieh & Jacobson

- **H.** **Reports**

    (Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).

    - Academic Senate
    - Classified Senate
    - Associated Student Council
    - District Governance Council
    - District Strategic Planning Committee
    - Budget Planning and Development Council
    - College Governance Committee

- **I.** **Announcements**
- **J.** **Adjourn**

As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.

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* **San Diego Miramar College 2013 – 2019 Strategic Goals**
Goal 1: Provide educational programs and services that are responsive to change and support student learning and success.
Goal 2: Deliver educational programs and services in formats and at locations that meet student needs.
Goal 3: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.
Goal 4: Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.
Please also see http://www.sdmiramar.edu/institution/plan **for San Diego Miramar College 2013-2019 Strategic Plan**

PROPOSED CEC AGENDA FORMAT INCLUDING NEW COLUMN
COLLEGE EXECUTIVE COMMITTEE MEETING
Date • Time. • Location

Members:

Attendees:

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#	Item	*Strategic Goals	Accreditation Standard	Initiator

- F. **Old Business**

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- G. **Place Holders**

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- H. **Reports**

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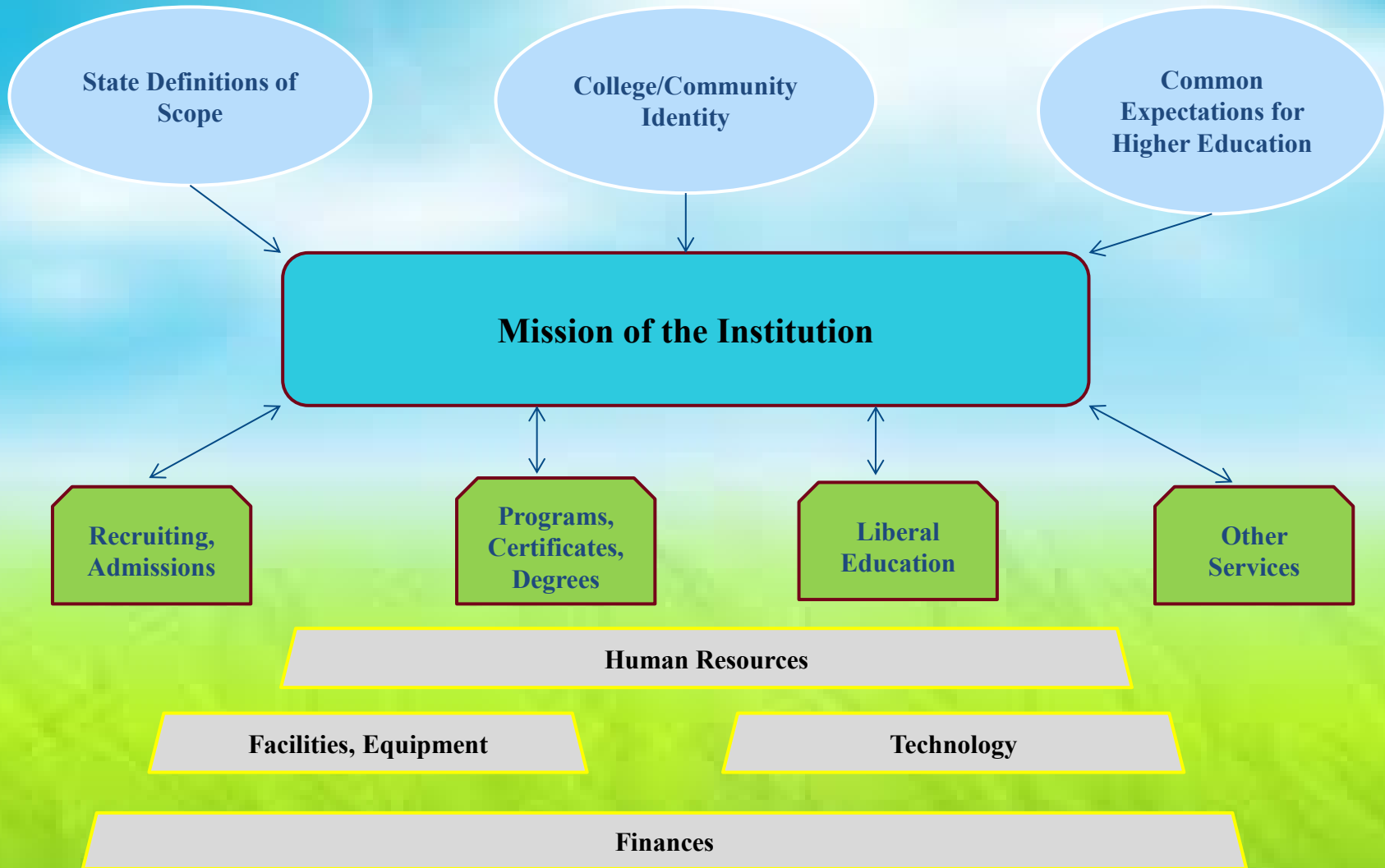**Please also see** http://www.sdmiramar.edu/institution/plan **for San Diego Miramar College 2013-2019 Strategic Plan**

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission

B. Assuring Academic Quality and Institutional Effectiveness

C. Institutional Integrity

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The mission provides a framework for all institutional goals and activities.

State Definitions of Scope

College/Community Identity

Common Expectations for Higher Education

Mission of the Institution

Recruiting, Admissions

Programs, Certificates, Degrees

Liberal Education

Other Services

Human Resources

Facilities, Equipment

Technology

Finances

STEPS IN EVALUATION AND PLANNING

- Data Collection
- Analysis
- Goal Setting (driven by college mission)
- Planning
- Resource Allocation and Implementation
- Re-Evaluation

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The mission provides a framework for all institutional goals and activities.

- The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning.

- The institution demonstrates integrity in its operations and in communications to students and the public.
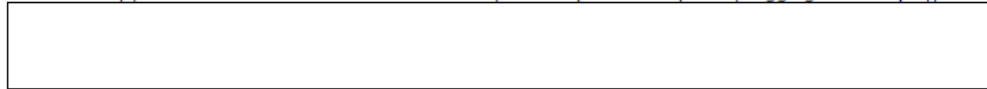
2016 Annual Report
Final Submission
03/30/2016

San Diego Miramar College
10440 Black Mountain Road
San Diego, CA 92126

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Daniel R. Miramontez
3.	Phone number of person preparing report:	619-388-7308
4.	E-mail of person preparing report:	dmiramon@sdccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	https://studentweb.sdccd.edu/docs/catalogs/2015-2016/miramar.pdf#view=Fit&pagemode=bookmarks
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sdmiramar.edu/institution/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 13,159 Fall 2014: 12,009 Fall 2013: 12,080
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	11,932

8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,673
9.	Number of courses offered via distance education:	Fall 2015: 149 Fall 2014: 143 Fall 2013: 135
10.	Number of programs which may be completed via distance education:	26
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,736 Fall 2014: 3,671 Fall 2013: 3,523
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	73%
14b.	Successful student course completion rate for the fall 2015 semester:	76%

15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1148
	b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	633
	c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	538

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,361
16b.	Number of students who received a degree in the 2014-2015 academic year:	704
16c.	Number of students who received a certificate in the 2014-2015 academic year:	657
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	788
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	690
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	CSU General Education-Breadth – CA Honors Global Competencies Certificate – CP Intersegmental General Education Transfer (IGETC) – CA Advanced ESOL – CP

19a.	Number of career-technical education (CTE) certificates and degrees:	102			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	102			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	19			

20. 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Medical Lab Technician	1504	state	80 %	88 %
Aviation Technology	4706	national	70 %	96 %
Emergency Medical Technology.	5100	national	80 %	86 %

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	71.44 %	66.67 %
ACCOUNTING	5203	71.44 %	52 %
BANKING AND FINANCE		71.44 %	42.86 %
BUSINESS ADMINISTRATION	5202	71.44 %	58.06 %
BUSINESS MANAGEMENT	5202	71.44 %	50 %

	REAL ESTATE	5215	71.44 %	0 %
	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	71.44 %	55.56 %
21.	COMPUTER INFORMATION SYSTEMS	1101	71.44 %	66.67 %
	PHYSICAL EDUCATION	3105	71.44 %	82.76 %
	DIESEL TECHNOLOGY	4706	71.44 %	60 %
	AUTOMOTIVE TECHNOLOGY	4706	71.44 %	80 %
	AERONAUTICAL AND AVIATION TECHNOLOGY	4706	71.44 %	47.06 %
	APPLIED DESIGN – FINE & APPLIED ARTS	5004	71.44 %	0 %
	EMERGENCY MEDICAL SERVICES	5100	71.44 %	50 %
	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	71.44 %	52.38 %
	PARALEGAL	2203	71.44 %	67.39 %
	ADMINISTRATION OF JUSTICE	4301	71.44 %	84.4 %
	FIRE TECHNOLOGY	4302	71.44 %	61.96 %
	AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	71.44 %	61.54 %

Please list any other institution set standards at your college:

	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
22.	Transfer Rate (38%)	Transfer Rate is of a cohort of first-time students who completed 6 units in a three year period and who attempted any English or Math course and achieved one of the outcomes: transfer to a four-year institution, attain a certificate and/or associate degr	41%

	...........a... a.y.	
Transfer Prepared Rate (45%)	Transfer Prepared Rate includes students who successfully completed 60 UC/CSU transferable units with a GPA greater than or equal to 2.0 but did not transfer or obtain an associate	46%
Associate Degree for Transfer (ADT) (n=16)	Number of associate degrees for transfer in development	16
Completion Rate for Prepared Cohort (69%)	The data include the percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system	69%
Completion Rate for Unprepared Cohort (43%)	The data include the percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system	45%
Career Technical Education (CTE) Rate (46%)	The data include the percentage of students who completed a Career Technical Education course for the first-time and completed more than eight units in the subsequent three years in a single discipline, and who achieved any of the following outcomes anywh	48%

Resources - Work Experience (n=14)	The data include the number of service learning, internships, and work experience opportunities offered.	14
Resources - External Funding (n=36)	The data include the number of resources initiated or supported through external funding.	36
Professional Development Opportunities (n=122)	The data include the number of professional development workshops and activities.	122
Employee Participation in Professional Development (n=894)	The data include the duplicated count of participating faculty, classified staff, and administrator	894
Employee Perception of Professional Development (61%)	The data include Employee Satisfaction/Cultural Climate Survey results specific to professional development.	54%
Number of Course Sections (n=924)	The data include the number of course sections offered via all modalities (distance education, day time and evening classes, and off-campus locations.	942
Distance/Off-Campus Support Services (n=28)	The data include the number of support services by modality offered via distance education or off-campus locations.	28
Course Fill Rates (94%)	Course fill rate are the enrollment divided by the course enrollment capacity as set in the curriculum outline.	92%
Enrollments (n=49,883)	Enrollments are the number of seats enrolled/duplicated headcount, based on official census. Drops, never attends, cancelled, and tutoring classes are	50,000

	and tutoring classes are excluded, as well as year-long summer in-service classes at Miramar.	
Course Retention Rates (88%)	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 cancelled classes are excluded.	88%
Satisfaction with Technology Use (75%)	The data include Employee and Student Satisfaction Survey results specific to the use of technology during instruction and service delivery.	69%
Satisfaction with Strategic Enrollment Management (72%)	The data include Employee and Student Satisfaction Survey results specific to strategic enrollment management.	69%
Technology Training and Professional Development (PD) Satisfaction (65%)	The data include Employee Satisfaction Survey results specific to technology training and professional development opportunities.	59%
Online Course Satisfaction (77%)	The data include District Online Course Satisfaction Survey results.	77%
Innovation and Technology Satisfaction (79%)	The data include Employee and Student Satisfaction Survey results specific to technology.	76%
Diversity and Sustainable Practices Activities (n=16)	The data include an annual number of activities and college experiences celebrating diversity and sustainable practices.	16
Student Satisfaction Regarding Diversity (76%)	The data include Student Satisfaction Survey results specific to diversity.	73%

Employee Perception of Diversity-Overall (57%)	The data include Employee Cultural Climate Survey results specific to diversity.	59%
Employee Perception of Resources and Actions Supporting Diversity (59%)	The data include Employee Satisfaction Survey results and Employee Cultural Climate Survey results specific to diversity.	57%
Partnerships (n=167)	The data include the list number of current partnerships with educational institutions, business and industry, and advisory boards.	167
Outreach Activities/Programs (n=143)	The data include the number of outreach activities/programs to high school and the community.	152
Articulation Agreements (n=49)	The data include the number of articulation agreements with public and private institutions of higher education.	49

	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
23.	In fall 2015, the Strategic Plan Assessment workgroup concluded the task of developing a comprehensive scorecard to measure progress made among our strategic goals. The Strategic Plan Assessment Scorecard (SPAS) is meant to be the mid-term report of our strategic plan, which reveals areas we are doing well and areas of needed improvement across the college. In particular, the following six gaps have been identified according to SPAS: 1) Transfer volume and rate 2) Degrees and Certificates 3) CTE Rate 4) Number of Course Sections 5) Course Completion (Student Equity Plan Metric) 6) Outreach programs/activities. In all, the aforementioned gaps were reviewed during our annual Planning Summit in which the college collaboratively dialogued about mitigating the gaps by using qualitative data to produce action items. Moving forward, the college will develop specific action plans to fulfill the gaps in efforts to improve institutional effectiveness and student success.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	580
	b.	Number of college courses with ongoing assessment of learning outcomes	493
		Auto-calculated field: percentage of total:	85
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	118
	b.	Number of college programs with ongoing assessment of learning outcomes	108
		Auto-calculated field: percentage of total:	91.5
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	18
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional		http://www.sdmiramar.edu/webfm_send/15637

	programs:	
28.	Number of courses identified as part of the general education (GE) program:	199
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	88%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	199
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	

35.	The College has continued to develop ISLO assessment methods to better reflect all aspects of the student learning experience and increase the recognition and inclusion of the student experience in non-instructional areas. The College now uses a set of four ISLOs, which closely align with the AACU's Essential Learning Outcomes. In 2015, the Institutional SLO Student Survey was used to assess the student's perception of achieving ISLOs, and Taskstream was utilized to gather assessment data from courses, programs and services areas that aligned to the ISLOs. Together, this information was used to create a Comprehensive ISLO Summary Report that analyzed how all college activities, from courses and programs to student services and administrative services, support the ISLOs. Dialogue on this work has led to the identification of a specific ISLO (i.e. ISLO 2: Intellectual and Practical Skills) that the college would like to investigate further, and will be the focus of the 2016 Institutional SLO Student Survey. Lastly, the College has utilized the "Transparency Framework" developed by NILOA to improve college communication and comprehension of the wide range of learning outcomes assessment activities on campus.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
36.	The College has continued to refine the definition of program, aligning course outcomes with program outcomes, aligning program outcomes with institutional outcomes, and consolidating the processes of outcomes assessment and program review using a data management system called Taskstream. During this process, faculty reviewed program learning outcome statements, identified how courses should support those outcomes, and revised outcome statements to more accurately describe the learning outcomes for the degree/ certificate. In addition, integration of these processes has resulted in a comprehensive, focused program review that allows the College to identify the specific needs of different student populations obtaining degrees and certificates, based on analysis of learning outcomes and achievement data.

Feedback from the pilot of the refined Program Review process in Fall 2015 has led to additional improvements seen in the 2016 Program Review, including an increased focus on action plans that are derived from learning outcomes assessment and that are developed to improve student success. To ensure that outcomes assessment aligns with integrated planning efforts, resource requests now require linkage to outcomes assessment and mission to be considered for funding and for strategic enrollment management.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Assessment discussions and evaluations continue to be standard at the college, school and department level and the results of these evaluations are made public for the appropriate audiences. Students are made aware of course outcomes on syllabi and program and institutional outcomes are published in the College Catalog. Results from course and program assessment are captured in Instructional Program Review for usage by internal audiences, and are reported as summaries in School Program Reviews and on the college Outcomes and Assessment website for external audiences. Taskstream has been instrumental in creating reports on college-wide outcomes and assessment that can be shared with detail appropriate for the given audience. Internally, workspace activity, status reports, and action plan summaries are circulated to Deans and Chairs, to monitor implementation of outcomes, facilitate discussion of assessment results, and ensure linkage of results with planning and decision-making. The College can also create alignment reports, export outcomes, and create college-wide snapshots of assessment data, which can be posted on the Outcomes and Assessment webpage for internal and external audiences.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

The College continues to rely on department meetings for dialog on SLO assessment at the course and program levels, as this is a faculty driven process. With the move to Taskstream, this process has become consistent college-

38.	wide and facilitates opportunities to analyze results, input assessment data, and design action plans to improve student learning. Non-instructional areas use a similar process of analysis by the faculty/staff and committees in their area. Assessment action plans that result from these discussions are reported in program reviews from all divisions, and actions involving resource requests must be linked to outcomes assessment. This process ensures that institutional planning and resource allocation is, in part, driven by student learning and achievement. Dialogue on ILO assessment takes place initially at the level of the Program Review/SLOAC Committees in the different divisions, with coordination by the College-wide Outcomes and Assessment Facilitator. All levels of outcomes assessment and analysis are then moved through the governance system for consideration in planning and to increase institutional effectiveness.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

One success story is evidenced in the College efforts to improve institutional effectiveness through streamlining the assessment process. In the pursuit of continuous quality improvement, the college redefined the role for the outcomes and assessment coordinator, creating a single College-Wide Outcomes and Assessment Facilitator, developed and implemented the accountability management software Taskstream, and reorganized the administrative support for assessment within the college by creation of the School of Planning, Research, Institutional Effectiveness, Library and Technology. All of this has led to an improved assessment process, increased integration with planning, and wide-spread communication throughout the college. Another success can be seen in the complete integration of student learning and student achievement with program review. With the implementation of Taskstream, the college has revised the program review process to create direct links between outcomes and assessment, student achievement, and resource allocation. The program review process can now be used to drive decision-making by using learning outcomes assessment data and to strategically improve student learning and success to accomplish the college mission.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In 2010 San Diego Miramar College received ACCJC/WASC approval to offer 13 associate degrees and certificates as well as the college's General Education program through the distance education mode. The current substantive change proposal is being submitted for approval of 19 additional associate degrees and 6 additional certificates through the distance education mode. As part of Miramar's institutional evaluation, planning, and improvement cycle, the college conducted a review of its courses and program offerings in 2014-15, including courses approved for the distance education mode of delivery. This review revealed that the number of courses

		approved to be offered through this mode had grown since 2010. Given the results, it was determined that additional degrees and certificate programs could be completed 50% or more in a distance education mode.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234

GOALS	ACTION PLAN	RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION	Responsible Parties for the Bi-annual Tracking report
Goal 1 Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. *Strategy 3.2*	1.1 Increase the hiring of a diverse staff that is reflective of the campus community and the SDCCD service area. This can be achieved by using the college environmental scan as well as department diversity data, and the data of student and faculty/classified staff demographics.	• College President • Academic and Classified Senate Presidents • DIEC Rep • Hiring Committee Chairs/Co-chairs	DIEC Rep Researcher
Goal 2 Fostering an open and inclusive culture on campus with regard to diversity in the workplace which includes recognition, respect and celebration of the diverse languages, perspectives and experiences that comprise the Miramar College community. *Strategy 3.1*	2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner. 2.2 Provide input and any recommendations to the Office of Institutional Research and Planning on the Campus Climate Survey, as necessary for survey/question improvement that will capture better data.	• Site Compliance Officer (SCO) • DIEC	SCO DIEC Researcher
Goal 3 Organizing and promoting events that demonstrate and reflect the dynamic communities Miramar College serves while also providing students and the campus community an opportunity to better understand diversity as a necessary component of a global citizenship. *Strategy 3.1, 3.3, 3.5*	3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.	• College President • VPI • VPSS • VPA • DIEC Member • Staff Development Committee	Staff Development Committee Co-Chairs, FLEX Coordinator DIEC or Designee
Goal 4 Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. *Strategy 3.1, 3.2*	4.1 Recommend the institutionalization of relevant curriculum and programs of study to include Ethnic and Gender Studies Program(s). Develop and/or maintain Asian/Asian American Studies, Black Studies, Chicano Studies, Women's Studies, Filipino Studies and Filipino Language courses. These courses of study will provide opportunities towards a comprehensive program for degree, certificate, and/or transfer completion.	• Academic Senate Designee • Faculty Discipline Experts • Curriculum Committee • VPI • DIEC Member	Curriculum Committee Chair
Goal 5 Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. *Strategy 3.3, 3.5*	5.1 Support a "Campus Hour" that will allow a designated time(s) during the week to engage students in participating in several activities and to improve student life without disrupting class schedules. 5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.	• Dean of Student Affairs • DIEC Member	Dean of Student Affairs FLEX Coordinator

A Bi-annual report will be prepared to track the plan implantation and will be presented at the last CEC meeting in November and the last CEC meeting in April.

11/09/2015: Plan Revision by the Diversity & International Education Committee