Forum Goals/Rationale:

These fora are a follow up to the enrollment management brainstorming survey we shared in January and are focused on:

1. reviewing the ideas we received from folx on the Google Form
2. invite folx to add more
3. see what themes and actions emerge.

In March, SEM and constituent leaders will refine what we've gathered and produce a plan that will go out for constituent approval in April.

General Thoughts:

Let's seek to work in concert with Guided Pathways/Student Success Initiatives and our
Equity Plan Outcomes & Strategic Goals

Let's be mindful of balancing serving all students and being focused on specific populations—certain/most services for specific populations can also benefit other groups (i.e. creating community, better communication of student services, equity in course design, compassion in the classroom, etc.)

If we focus on Goal 4, community, then the other goals will follow—maybe this should be where we focus initially

General Themes & Actions:

1. Make the Student Services document/list of resources accessible and digestible for the campus at large. Lisa Brewster created this clearing house document of "Miramar Resources":
   https://docs.google.com/spreadsheets/d/1gTCXwnHKaHF5dOyTJvG9otGNex74dcwl/edit#gid=800582078"
2. Miramar's employees need to interact with each other more so that we can know what each other do here as well as build a stronger sense of community among ourselves as well. (Perhaps we can do more employee events that are both work-based and fun, such as weekly pickle ball open play on the tennis courts.)
3. **Ensure communication happens**: We need to find a way to ensure communication happens when students have trouble communicating with a professor. We need to specify and advertise a process or next steps students can take if a professor is unresponsive. Maybe a link on the home-page "Go here if you can't get in touch with your professor." (Cheryl's office has a procedure we

might be able to emulate.) Additionally, when we have these protocols, professors will know about it and are likely to include it in their syllabus.

4. Encourage everyone on campus to understand that everyone on campus can help students (train classified professionals in the basic student services that are available on campus), and allow them to do so.
5. Move in the direction of open-enrollment through the first week of school—this could help with a number of issues
6. Make our website truly usable, useful for student needs

Themes & Actions: Goal 1 – Increase in access and persistence
1. Working with high school population
2. Messaging: provide our "identity," authentic and compassionate support (rather than just "lists" and information)—asking and caring about why they're here. (Financial aid affects students enrolling in the wrong classes. Life-time Eligibility is 6 yrs going full/time. So Mapping is important.)
3. Guidance and help mapping/planning their academic career early on—ideally before orientation
4. Follow-up and Follow-through: there are gaps with follow up in general (we now have a better registration timeline; but orientation might happen too long before subsequent events; we would benefit from having an automated customer relationship management tool)
5. Easier registration and ability to add
6. Connecting personally with students (professors, staff, administrators; clubs; campus events; etc.)
7. Finding a balancing between live and online classes, especially among the four colleges. (Class scheduling across the district should be addressed. The 3 colleges need to collaborate on class scheduling and offerings.)
8. Providing "posts-Covid" student supports (like childcare, etc.)
9. Offer courses in various modalities/ durations/ blocks and be mindful of long-term impacts when canceling classes (in-person night classes; survey current and future students for their preferred modalities and times)
10. Offer more general education and foreign language class options
11. We need to fund our support services (including things like IT and AV)
12. Many students come in late—maybe we should offer more 12 week options as opposed to sending students to 8 week courses that won't start for 2 months
13. Simplify or provide links on the schedule so it's easy for students to learn how to get a permission code or what being on the wait list means, etc. (this can be confusing for students). Also make it easy to contact instructors. (How does this

interface look for students? Do wait list buttons or other things appear and disappear based on registration dates, etc.) Hopefully we move in the direction of open-enrollment through the first week of school and that will help with some of these issues!

14. Students want to know who their instructors are, so updating that information as soon as possible on the online schedule would be helpful.
15. Assess what students needs are—what courses do they take/need to take? (Can we merge the data in Campus Solutions?)

Goal 1 (diverse populations)

16. Offer evening and weekend services
17. We need to provide "High School" style lockers available for commuter students
18. Include a post-course survey
19. VA students need a VA specific counselor
20.

Themes & Actions: Goal 2 – Increase success and completion

1. Focus on the journey: be sensitive to why students are here—life-long learning, skill-building, exercise science, etc.; ensuring we're there for students throughout the whole process
2. Offer transfer/career/internship information sessions (specific guidance)
3. Offer opportunities for students to connect with peers
4. Offer students opportunities to connect with major (such as clubs, field trips within career field, etc.)
5. Offer more flexibility in the classroom for students to succeed (grading/ungrading, showing compassion to their life circumstances, flexible or less penalties around deadlines, etc.)
6. Offer more diverse course offerings (night, face-to-face)
7. Improved communication and awareness about the great services already being offered
8. Being in touch with what our students needs are, academically, professionally, socially, and as people (being parents, having two jobs, etc.)
9.

Goal 2 (diverse populations)

10. We have the ACP canvas shells—ensure faculty and students are aware of these resources
11. Conscious scheduling (for classes that go together)
12. VA Office encourages and promotes the other resources/workshops available on campus

Themes & Actions: Goal 3 – Increase retention

1. Communication calendar for students, perhaps automated (i.e. in August, certain messages/fliers go out to folx)
2. Redesign on-boarding process from application through orientation
3. Redesign each college web landing page to be consistent and easy to navigate
4. Make a to-do list in MySDCCD portal (did you complete your: orientation, FAFSA, ed-plan)
5. Implement (or make available) pre and post course surveys for all courses
6. Develop cohorts based on 8-week clusters (COMS 103 and ENGL 101) as well as other identifiers (LGBT, STEM—their grant is looking at combining English and Math, BILPOC students)—across disciplines, with PERG, and others
7. Ensuring all students get at least an abbreviated ed plan
8. Faculty—student mentoring (STEM is doing this)
9. Have a consistent schedule over multiple semesters and making sure this is reflected in the Program Mapper AND make it easy for students to access this information.
10. Specific semesters/courses are or need to be outlined in the "planner" within campus solutions.
11. Get data from CCCCO application (students provide a lot of info but we need to get access to it)
12. Pull data out from our Equity Plan
13. Advertise to/showcase older adult learners
14. ACTION: strengthen career-awareness/exploration for students at the beginning of their educational path (especially in regards to the liberal arts and social sciences. Many of them are afraid they won't find jobs if they aren't majoring in STEM.)
15. ACTION: invite Miramar alumni to speak to current students about their careers and life after graduation (like an Miramar Alumni panel)
16. Clear communication/improved awareness of what student services exist to ALL campus constituents (students and faculty)
17. Clear communication of registration dates and other important deadlines
18. Clear and effective advertising and social media presence (especially around when registration is happening, we have new)
19. Getting faculty more involved in the conversation around student success
20. Students need regular, consistent, friendly contact from their professors, especially when they "go missing"
21. Help students find their "Why?"
22. When it comes to scheduling, having more of a plan (or communication?) between all three colleges.

23. Communication with professors: it seems based on professor preference, so there's no consistency here; some consistency would help here.
24. Lack of communication or unawareness about grades—maybe encourage students to reach out to professors prior to the Withdrawal deadline, or encourage faculty to provide grade updates
25. Expand cafeteria or cafe offerings and/or provide food trucks for night/evening students

Themes & Actions: Goal 4 – Building a community

1. Make our resources available to folx (such as the fitness center)
2. Host events on campus for students and the greater community
3. We need more hang-out and collaboration spaces for students—spaces where they don't need to be quiet but can engage with one another in a relaxed environment.
4. Make Compass Point, the cafeteria, student lounges, public spaces more inviting for students—the 2nd floor student lounge has become more of a basic needs area than a gathering and hang-out space. Add areas for outdoor dining outside the cafeteria.
5. Keep up the awesome improvements with our Social Media platforms
6. In a world where so many folx want to participate virtually, we need to take our on-campus community building online. We need to reimagine what community looks like and focus on helping students to socially connect virtually. We need to expand our focus from just "funneling information" online to offering creative and innovative ways to help our students engage with one another.
7. Developing relationships and internships with local employers
8. Communication with professors: it seems based on professor preference, so there's no consistency here; some consistency would help here