

Planning, Institutional Effectiveness, and Research Committee

April 28, 2023, 10:30 a.m. to 12:30 p.m., Room L-108

Co-chairs: Daniel Miramontez and Lisa Brewster

MINUTES

Present: D. Miramontez, L. Brewster, B. Bell, M. Odu, N. Julian (proxy by D. Miramontez), A. Neff (proxy by V. Sacro), M. Hart, P. Manley, C. Booth, M. Demcho, X. Zhang,

Absent: A. Gonzales, M. Odu, D. Kapitzke, K. Hill, M. Lopez, D. Sheean, and A. Huang

Meeting called to order at 10:33 a.m.

1. **Approval of Agenda.** Agenda was moved by X. Zhang, seconded by M. Demcho, and carried to approve.
2. **Review of Minutes for March 10, 24, and April 14, 2023.** Tabled.

***Strategic** **Accreditation**
Goals **Standards**

New Business:

1. **Guided Pathways – ACP Student Demographics & Performance Profile (Interession and Spring 2023)**

3

I.B.

Data from the college's Research Office was presented for the First Time to College Students: Interession 2023 Cohort. For Interession 2023, there were more males (60%) than females (40%) enrolled as first time to college students. White (37%) and Latinx (37%) students make up most of the new to college cohort for interession - possibly due to CTE courses and High School students. Something problematic in regards with the colleges' application process is how students are asked to determine educational objectives based on categories (most are just taking a class or classes for graduate school). Will need to look into categories that are more specific to be marked by student. Currently, there is a decline in the number of students taking creative arts, languages, and communication. There is a vast majority of students (2,700) from fall 2022 cohort took classes over interession (2,320), but only 67% were successful. It was mentioned that our persistence rate will not stay high if students are not successful. Currently, the Research Office is working on project that looks at every introductory courses and breaking it down by ethnicity, and gender so that persistence, success, and retention data can be discussed and reviewed by faculty. Data presentation continued by ACP and Ethnicity and Age Group for retention rates, success rates, and term persistence rates. This will allow us to look into where students are experiencing challenges and lead us into how to develop strategies and interventions.

Also previewed and discussed was data from First Time to College Students: Spring 2023 Cohort (1,100 students, roughly). There are still slightly more males (52%) than females (47%) enrolled as first time to college students. White (35%) and Latinx (33%) students make up most of the new to college cohort, with 18-24 age group making up 44% of the new to college cohort (excludes College and Career Access Pathways (CCAP) Program). This changes the perception that Miramar College is for adult learners. Most new to college students are not Veteran/Active Duty (81%), are not DSPS students (99%), and are not EOPS students (98%). Sixty-three percent identified as not first generation students. Ninety-one percent of students identified as not homeless. The Campaign for Student Success is currently going on, which is being done much better. Text messages were sent from Financial Aid to inform students, followed by Miramar College Guided Pathway's email regarding being contacted by mentors. For MATH or ENGL courses, 77% of fist time to college students did not enroll in either courses. Comment was made that we need students to enroll and complete MATH and ENGL in their first year for they

are 80% likely to be successful and reach their academic goal. Suggested conversation topics include marketing the careers students could get into with the degrees they receive. Equally important is matching degrees with the transfer institutions our students go to. Currently, there is a pilot program with 200 students, 108 of which have undeclared majors, and 92 that are either CSU or IGETC/Breadth majors. There are four counselors working with these students to help them identify their majors and career paths, along with a brand new orientation released – to help students know where and what they are transferring to and have a connection to a career. Data currently will be aspirational, to become benchmarks upon three years of data collection. For popular program by ACP, Fire Technology was the most common single major/program with 53 first time to college students. Further discussion will be needed on how to tie this data with the Student Centered Funding Formula (SCFF). Request was made to access/filter data by modality within PREDD and for data coaching to be in place. Mentioned that on every Canvas Shell will be populated with the Campus Resource Module.

Old Business:

1. **2023/2024 Annual Planning Calendar Update.** 3 I.B.
Calendar was updated according with feedback received for Program Review actions. Dates were updated to reflect the 2023-24 academic calendar. Motion was made by L. Brewster, seconded by C. Booth to approve and move forward to constituencies for review and feedback.

2. **Guided Pathways – Equity – Institutional Effectiveness Integration.** 1-5 I-IV
Currently looking at programs that will better present integration (possible 3D model). Two more efforts will be added, which are Native American SSSP and Culturally Responsive Pedagogy Grant.

3. **2023 Planning Summit Debrief – Evaluation Results and Qualitative Data Packet.** 1-5 1-B
Summit evaluation results gathered by the Research Office were presented. Overall, attendees reported that this was the most engaging, and well attended planning summit. There as a total of 67 participants who filled out the evaluation in regards to the summit’s organization, effectiveness, overall satisfaction, participants’ information, along with open-ended questions. Altogether, high majority of faculty attended (41%). This consisted of adjunct faculty classroom, adjunct faculty non-classroom, and contract faculty. Most attendees (77%) have attended previous planning summits. For summit organization, most agreed that it was well organized with an exception that the meeting room was not conducive to effective summit (need a larger venue). Summit effectiveness received high ratings. Expectations for the planning summit were met. Comments included, “My expectation was just a casual talk about the problems, but this was much more in depth and went beyond expectations”, and “I had no context about today’s summit; I did not know what the planning summit would be about”. Improvements that participants will like to see would be follow-up actions after the summit and progress updates. Suggestion was made to follow up on summit action items at convocation.

Qualitative Data Packet compiled by the college’s Research Office was presented as well. Theme this year was “Reimagining the Miramar Community”. The focus was to revise the current onboarding process, building strategies for classroom and campus wide services, and designing student-centered practices and policies. Data gathered can help with educational planning, program reviews, student equity planning, Guided Pathway planning, and with functional plans (e.g., Technology Plan). Participants of this planning Summit brainstormed ideas to improve student performance and persistence through three primary areas: 1. First Semester Orientation, 2. Light the Fire, and 3. Holistic Student Support. Groups rotated members to spread ideas and expand discussion. The event concluded with groups working together in developing action steps that synthesized the diverse ideas brought forth for each area. For First

Semester Orientation, this is to revise current onboarding process in developing a student-centered approach by addressing barriers and provide clarity for connection and entry into the college. Actions steps included consolidating data and bring in more researchers, implement a Customer Relationship Management (CRM) system, and provide student tailored orientations with ongoing checks. For Light the Fire, this is a series of professional development workshops focusing on building strategies that can be integrated in the classroom and through campus wide services aimed at igniting students to become more engaged in their educational journey. Actions steps to include ACP welcome message from point of contact, monthly ACP social event to connect students to resources, and to engage students with “early alert” system in identifying at-risk students. Holistic Student Support is to support students holistically by designing student-centered practices and policies that address the academic and personal needs of all students to ensure they can thrive. Action steps include professional development for all employees, recruit more change agents, improve information and communication, develop a sense of belonging through Puente/Umoja programs, and to develop a culture of care. Presentation concluded with overall themes that include providing students with concise information, ensuring students feel cared for, develop/improve support systems, guidance (connect students), foster student community, and to be ready to help students. A few action step themes included faculty involvement, establish communication with students through a point of contact, connect students to resources through various methods, and to provide a human touch.

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| 4. <u>Update to Main/Operational Plans.</u> | 1-5 | I.B. |
| Tabled. | | |

Reports/Other:

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| 1. <u>Budget and Resource Development Subcommittee (BRDS)</u> | 3, 4 | I.B, III.D |
| Next meeting will be held on May 10, 2023. | | |
| 2. <u>Program Review/Outcomes Assessment Subcommittee.</u> | 3, 4 | I.B |
| Currently working on Program Viability, at data collection stage. Revising the Program Viability Process, to go to Academic Senate this fall 2023. For Nuventive, all three divisions have their respective work areas in place. | | |
| 3. <u>District Strategic Planning Committee.</u> | 3, 4 | I.B |
| Will be meeting Monday, May 1, 2023. Will report back information. | | |
| 4. <u>Informational Items</u> | 1-5 | |
| Last meeting for the academic year, tradition will continue with having pie at meeting. | | |

Next Scheduled Meeting: Friday, May 12, 2023.

Adjournment: Meeting was adjourned at 12:18 p.m.

***San Diego Miramar College Fall 2020–Spring 2027 Strategic Goals:**

1. **Pathways** - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success
2. **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
3. **Organizational Health** - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making
4. **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, equity efforts, and community partnerships
5. **Diversity, Equity, and Inclusion** - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community