

Planning and Institutional Effectiveness Committee

November 8, 2019

10:30 a.m. to 12:30 p.m., L-108

Co-chairs: Daniel Miramontez and Co-chair Dennis Sheean

MINUTES

Present: D. Miramontez, B. Bell, A. Gonzales, P. Hopkins, D. Kapitzke, A. Neff, S. Haddad, X. Zhang, S. Quis, M. Demcho, G. Choe, M. Hart, M. Lopez, D. Sheean, L. Clarke, and M. Patel,

Absent: R. Marine, and S. Okumoto, and M. Stuart

Guests: S. Nguyen and N. Julian

Meeting called to order at 10:31 a.m.

1. **Approval of Agenda.** Agenda was moved by B. Bell, seconded by S. Quis, and carried to approve.
2. **Review of Minutes for October 25, 2019.** Minutes was moved by B. Bell, seconded by S. Quis, and carried to approve.

*Strategic Accreditation
Goals Standards

New Business:

1. None.

Old Business:

1. **SPAS – Progress on Meeting Strategic Goals.**

1-4 I.B

Continuing discussion from last PIEC meeting, Community College Survey of Student Engagement (CCSSE) survey items was previewed and recommendation was made to implement this survey. This survey tool targets only community college students and is a good proxy for measuring student success. Survey questions from CCSSE can be tied to campus climate, student behavior, institutional working outcomes, services provided to students, etc. Also, this can be cross-walked to the six student success factors and student learning outcomes. This survey tool addresses systematic evidence that pinpoints areas of improvement. Cost for CCSSE is quite pricey – includes support team to launch survey, assist with data collection and analysis, and provide data coaching. Support team will work with the college to understand the results and pinpoint areas for improvement for student effectiveness. More than 500 community colleges have used this survey. This survey tool will be for students at Miramar College, surveying students and working with team to customize questions.

The benefits of participating in CCSSE is that survey results can be compared to other college's benchmarks similar to Miramar College, it yields high response rates, and responses are reliable. CCSSE is an industry standard tool - reliable and valid. Since this survey has been administered to students, questions used have already been validated - students will be able to answer questions correctly. This survey is a comprehensive effort. Particular classes will be selected randomly (told in advance) to participate in survey, using class time, but survey is rich in detail and is a good tool. Survey can be customized, to ask where students are attending, why attending full-time, and add core supplemental questions, if need be. Will need to talk to the entire campus as a whole for survey can be intrusive (takes up instructional hour), requiring collaboration and cooperation with faculty and students. It follows a similar implementation plan as the District's Student/Faculty Satisfaction Survey and Accreditation Survey, of which both surveys has not been implemented

for a while (currently have no information). There is no risk for Miramar College collecting data and District requiring the use of their own data. Proposal was made if this survey can be done Districtwide - mainly due to Guided Pathway assessment tool regarding student survey, but this should not stop our college from implementing our own survey. Cost for CCSSE is \$9,000 per implementation. Recommendation was made to not do this as a one-off and commit to a particular planning cycle.

For Community College Faculty Survey of Student Engagement (CCFSSE), this follows the same engagement behavior as CCSSE, but for teaching faculty. Inquiry will be made to get precise quote to implement CCFSSE. Recommendation prior to getting quotes was to have a general outline to where this will fall into our planning schedule, an example of reports provided, and to bring in constituency input. PIEC will review where this survey will fall into the college's planning cycle. As part of strategic plan assessment, CCSSE will address SLOs, educational practice, describe student experience, etc. Recommendation to move forward, as well as to move forward with all other metrics discussed for Strategic Plan Assessment Scorecard.

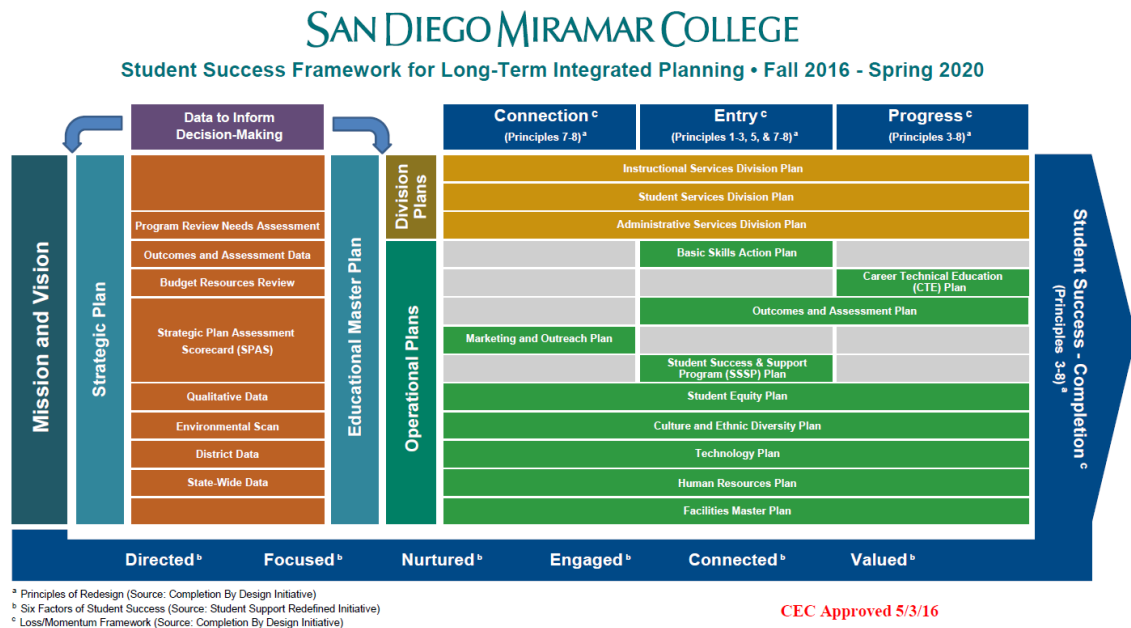
2. Strategic Planning.

1-4 I.B

Crosswalk of Success Factors and Guided Pathways Pillars was discussed and previewed. Guided Pathways Pillars consist of four pillars. These are; Pillar 1: Clarifying paths to student end goals, Pillar 2: Helping students choose and enter a pathway, Pillar 3: Helping students stay on path, and Pillar 4: Ensure students are learning. This is a good intersection on how to work within planning and Guided Pathways. This crosswalk can be used as a guide in merging college planning and Guided Pathways. With the Guided Pathways, it is a breakdown/redesign of operations, which will help move students from point A to point D, leading towards student success. This will allow to breakdown information to improve the college's planning processes at the unit level and then integrating planning efforts at a higher level.

Question was asked that with the Loss Momentum Framework, Six Factors of Student Success, crosswalk, and bringing in new terms, how widely will this be used and who is the audience? This crosswalk is a culmination, with everything on one sheet and how everything all fits together. It places faculty and non-teaching faculty in an even realm and shows how everything is intertwined. The Guided Pathways Crosswalk is part of the college's continuous quality improvement which is more concrete for individuals serving students and speaks more to the unit level. With the implementation strategies from this crosswalk, these can feed into the program review process. The college has done a good job as an institution with building a framework, but have not done a good job of incorporating it into operations and program review processes, respectively.

Comment was made that our campus community is still trying to understand what Guided Pathways means and how each department can support this. Example was given with Counseling and students, all students come in to get a comprehensive educational plan. The crosswalk will help to understand Guided Pathways and how each departments are involved ... an implementation tool with a holistic approach. With this crosswalk, it is working interpersonally with all faculty on campus to give the best product for students with everyone to take ownership for their own job (ownership is at program level). Because of continuous quality improvement, what happens with the crosswalk should be a reelection of higher-level planning. There needs to be tie-back from department/program level. With continuous quality improvement, an updated college Planning Framework was previewed, using crosswalk with six factors and Guided Pathways four pillars accordingly:



This simplifies and upgrades the college’s framework - strategic and integrated planning mixes in with Guided Pathway. This shows that our college’s Student Success Framework can be modified by integrating Guided Pathways and how to implement this is shown in the crosswalk. Suggestion was made to link framework to crosswalk - but need simplification on what things needs to be done at unit-level which are clear and digestible. To have simple terms to how this ties into day-to-day functions. With the five Guided Pathways workgroup begins work, and Guided Pathways start to integrate with planning, there needs to be time and space for this to happen (Planning Summit can be the starting point). Comment was made that Guided Pathways should be a subcommittee of PIEC. With strategic plan, mission statement, goals, metrics, and framework is put together collectively, then this can go out for feedback, a package. Suggestion was made to layer the process to get to the new strategic plan and to be able to discuss continuous quality improvement, crosswalk, framework, and then roll out the new strategic plan. To move forward, PIEC will work on a timeline on how to put message out – to layer the messaging on metrics and planning. This discussion to move into the spring term.

3. Planning Summit 2020 – Guided Pathways. 1-4 I.B

Planning Summit Workgroup notes were shared constituency groups and feedback was provided. Classified Senate and Associated Student Government shows support for the workgroup’s recommendation of Guided Pathways as the premise for the next planning summit. From Academic Senate meeting, faculty would like to look at academic planning for the college to include (but not limited to) enrollment management. To gear towards small goals (i.e., strategic management) with a working document – to review how things are being done.

When it comes to enrollment management, this is a nebulous term. With Guided Pathways and course mapping and program mapping, this is the foundation for enrollment management and scheduling. What needs to be defined is what piece of enrollment management will be discussed. Course mapping and career mapping are important pieces give guidance to scheduling. Suggestion was made for the first portion of the summit to discuss enrollment management, and then the second portion as a discussion group, with faculty working with Guided Pathways facilitator in regards to mapping. Will also need to have discussion on how enrollment management impacts Classified Professionals (course mapping, programs to careers, onboarding). What can be shown are programs with mapping in place, to see what colleagues

are doing successfully. To account for all angles, there needs to be a more detailed discussion – to make it positive and inclusive to what Academic Senate is asking for. Proposal was made to move forward with Guided Pathways (hearing the concerns), and building on with Course Mapping and Strategic Enrollment Management (SEM). Workgroup will talk with attendees who attended one day workshop in San Francisco and work on planning for the planning summit. This will be continuity regarding Guided Pathways presented at Fall 2019 Convocation, SEM presentation in December 2019, leading to 2019 Collegewide Planning Summit.

4. **Update to Main/Operational Plans.** 1-4 I.B
Tabled.
5. **SER Action Plans/QFE Updates** 1-3 I.B
Tabled.

Reports/Other:

1. **Budget and Resource Development Subcommittee (BRDS)**
RFF allocations were discussed and completed, and ranked by Technology Committee. There were 105 ranked items with BRDS unrestricted funds of \$87,791, PPIS funds of \$11,697, Lottery Funds of \$181,424. Each items were reviewed and funds were allocated by the most restricted first, ending with the least restricted, with funding provided to 41 requests. There was a big funding request for LLRC, L-105 Auditorium, VPA to explore other funding options. Next step to send out to constituency as information, but process is updated and funds are now being spent.
2. **Research Subcommittee (RSC)** 1.1, 2.1, 4.1 I.B
Will be reviewing final draft of Environmental Scan Report and will provide feedback to PIEC for final review and approval.
3. **Informational Items** 1-4
There were three of the frozen positions released (two Faculty positions (Aviation and MLTT) and one Classified Professionals position (Chemistry Lab Technician). These positions has ties to Accreditation, Health and Safety, and/or Program Viability. Miramar College was the only college that had two faculty positions released. Other justification forms submitted will be reviewed as budget is monitored).

Miramar College Interim President was identified with target start date of November 20, 2019. Currently in contract negotiations and announcement will be made accordingly.

Acting President A. Gonzalez was publicly thanked for the work he has done for the past three months. In particular to the three frozen positions he lobbied for, deep conversation with strategic planning, and his overall leadership.

Next Scheduled Meeting: Next meeting will be November 22, 2019.

Adjournment: Meeting was adjourned at 12:22 p.m.

****San Diego Miramar College Fall 2013–Spring 2020 Strategic Goals:***

1. *Provide educational programs and services that are responsive to change and support student learning and success.*
2. *Deliver educational programs and services in formats and at locations that meet student needs.*
3. *Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.*
4. *Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.*