

Student Success Dialogue Data Packet

Spring 2014 - Fall 2015

Planning Summits
and Convocations

San Diego Miramar College
Office of Planning, Research & Institutional Effectiveness

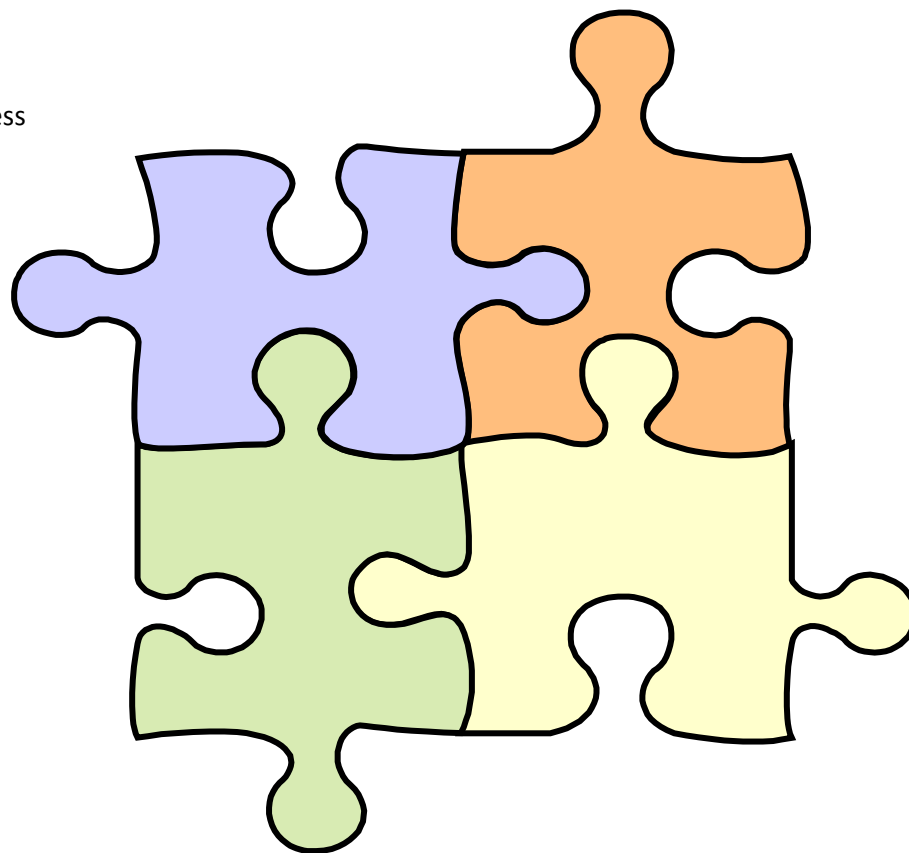





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- Event:** Planning Summit Spring 2014
- Theme:** Bridging Barriers to Success
- Focus:** Introduced Loss/Momentum Framework (LMF) to the College
- Activities:**
- a) Student Panel highlighted barriers to their success within each LMF phase
 - b) Second panel focused on Basic Skills Action Planning (Entry phase of LMF)
- Data Collected:**
- a) Planning themes by LMF Phase and Division
 - b) Basic Skills Action Plans by Division
- Data Application:**
- a) Educational Master Plan
 - b) Divisional Plans

Planning Themes by Loss/Momentum Framework Phases

Instructional Division Planning Themes

Connection Phase

Outreach Theme

- Update and develop mutually beneficial relationships with educational institutions, business and community.
- Review and maintain updated webpages
- Work collaboratively with the Student Services Division to provide high school partners with information sessions and tools focused on assessment, orientation college programs and college entrance preparation.
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.
- Explore new financial and in-kind support

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students.
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management.

Communication Theme

- Provide advice to counselors and outreach staff

Entry Phase

Outreach Theme

- In collaboration with the College's other Divisions, provide information in instructional offices and department to assist students with their understanding available resources.

Communication Theme

- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Direction Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University

Resource Theme

- Provide courses in alternate formats, including on-line and hybrid.
- Provide students with information needed to make informed decisions, including student learning outcomes for each course.
- Provide support to faculty and staff in areas of staff development and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.
- Provide supplemental instruction and support for students enrolled in basic skills basic skills courses.
- Provide support services, such as Library, Independent Learning, in support of student learning and success.

Infrastructure Change Theme

- Develop and implement a plan to reach 25,000 student population
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase

Communication Theme

- Collaborate with Student Services to deliver high quality support services
- Provide clear and student-centered information and webpages

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Enhance and fully embrace the integrated planning process
- Explore the creations of additional certificates and degrees.
- Explore ways in which offering will contribute to the College's goal of reaching its goal of 25,000 students.
- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Assess need and develop plan for renovated athletic fields and/or college only athletic field to support stronger student-centered programs while maintaining commitment to community recreation.

Resources Theme

- Provide services in support of student learning and success, including tutoring, supplemental instruction, lab assistance and independent learning services.

- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.
- Support the follow-up, retentions and other student success practices outlined in California Senate Bill 1456.
- Offer programs and services in alternate formats including on-line.

Professional Development Theme

- Conduct relevant distance education training for faculty and staff.
- Provide faculty and staff the opportunity to attend training sessions focused on student success.
- Provide cross-training for Deans' assistants

Completion Phase

Resources Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Identify new and more efficient ways to deliver instructional services, including relevant distance on-line education
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.
- Collaborate with Student Services to deliver high quality support services.

Scheduling Theme

- Provide students with a schedules of classes that maximize the probability of completing final courses in a timely manner

Relationship Building

- Encourage faculty to develop advisor and resource related relationships with students.

Planning Themes by Loss/Momentum Framework Phases Student Services Division

Connection Phase

Outreach Theme

- Provide high school partners with information sessions and tools focused on assessment, orientation college programs and college entrance preparation
- Enhance and provide outreach services in a systematic manner that promotes student success and compliance with California State Senate Bill 1456.

Resources Theme

- Develop an Orientation system that make attendance mandatory and a gateway to priority access to services
- Provide orientation sessions that include class room faculty as resource persons.
- Explore the possibility of creating mini information videos for web-access. Identify Current and future Student needs for transfer, degree, and certificate completion and develop counseling education plans to meet those needs.
- Develop and implement an open house schedule
- Identify resources for appropriate programs and services to support student learning and access.
- Schedule orientation, assessment and counseling sessions as a package.

Sharing Experiences Theme

- Add an inter-active component to Orientation sessions encourages students to share their journey and story.

Entry Phase

Communication Theme

- Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation.
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Develop a plan that maximizes the utilization of newly installed digital resources in new buildings.
- Encourage Student Leadership to increase student club participation in campus activities.

- Provide training to staff to improve the skills needed to develop and maintain department web-pages

Infrastructure Change Theme

- Use Personal Growth courses as a tool to assist with assessment, orientation and advisement courses as a tool to assist with assessment, orientation and advisement.
- Develop and add Summer Readiness and Bridge component to Jets Jumpstart and First Year Experience.

Resources Theme

- Create a step by step check list for students to assist with navigating campus services.
- Identify and connect resources to improve assessment, orientation and Freshman Year Experience.
- Explore the possibility of establishing an instructional faculty advisor program.
- Provide students with pre-assessment tools.
- Provide adequate levels of well-trained faculty and staff.
- In consultation with the Office of Instruction, begin using students' educational plans to assist with scheduling classes for students' first semester.

Relationship Building Phase

- Promote the establishment of learning communities (or similar projects) provide opportunities build peer relationships.
- Promote the establishment of new student clubs.

Progress Phase

Communication Theme

- Explore ways in which to improve way to provide campus information and directional pathways such as “Steps to Success: See a Counselor, Get an Ed Plan, Apply for Financial Aid and scholarships” etc.
 - When appropriate enhance holistic approach to student success by involving the whole college such as planning retreats etc.
- Strategic Goal 1.3
- Provide students with clear and consistent information related to student success.
 - Maintain accurate and user friendly webpages.

Direction Theme

- Provide focused services for students with high number of units to increase the number of completers.
- Reinstitute seminars on managing challenges in the classroom, Customer Service and other topics that empower faculty and staff to effectively deal with a myriad of situations to support students.
- Expand on-line counseling and other alternative advisement delivery services.
- Implement retentions strategies and follow-up services consistent with the mandates of California’s Senate Bill 1556.

Resources Theme

- Maintain accuracy of Resources for student in catalogue and flyers and on digital screens throughout the college.
- Develop and provide a Passport to Success
- Provide financial literacy workshops and related resources
- Explore the probability of establishing a College Hour
- Provide students with efficient delivery of financial aid services
- Work collaboratively with the Instructional and Administrative Services Divisions to develop schedules of classes based on student needs

Professional Development Theme

- Develop and implement a Student Services staff development program for all employees.

Completion Phase

Communication Theme

- Provide students with concrete counseling and advisement services
- Provide systematic and clear directions regarding graduation and transfer

Direction Theme

- Encourage students to have meet with a counselor each semester
- Provide focused services for students with high number of units (most probable completers) to increase the number of completers – Strategic Goal 1
- Once classified hiring freezes are fully lifted and resources allocated to Miramar, hire replacement positions to bring services back up to a more effective level of functioning and build upon this to expand evening hours.
- Review students' graduation process.

Infrastructure Change Theme

- Review all office hours and revise as necessary to meet student need. Strategic Goals 1,1, 1.2& 1.3

Relationship Building Theme

- Strengthen programs that celebrate student success and student diversity such as Transfer and EOPS recognition ceremonies and diversity programming on campus. This shows students that they are valued and appreciated and created a warm and accepting college culture.

Resources Theme

- Provide transition and transfer workshops.
- Provide Career and Transfer fairs each semester.

- Provide peer counseling services.
- Promote the adoption of an enrollment management plan that ensures that students have access to the courses needed to compete.

Planning Themes by Loss/Momentum Framework Phases

Administrative Services Division

Connection Phase

Resources Theme

- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Outreach Theme

- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department
- Provide accurate and timely Personnel and Payroll services to all college staff, faculty and student employees in an efficient and cost effective manner

Entry Phase

Resources Theme

- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements

Communication Theme

- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Progress Phase

Resources Theme

Communication Theme

- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Completion Phase

Resources Theme

- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound

business practices, district policies and regulatory agencies' requirements

Direction Theme

- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department

Relationship Theme

- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements

Action Plan

Instructional Division

Instructions: The objective of this group exercise is to provide action items that will help to prevent loss and create momentum in efforts to improve student success in your respective divisional area. Based on the students interfacing with the college, there are four corresponding types of underlying factors that influence the experience: 1) Policies, 2) Practices, 3) Programs, and 4) Processes. These four underlying factors could be used to create goals and planned actions/key activities that guide your respective divisional action plans. Furthermore, they can also be used to link them to the larger Miramar College Strategic Plan (i.e., Goal and Strategies).

Action Plan 2013-2014

Goals	Planned Action/Key Activities	Link to Strategic Plan
Improve faculty presence in outreach efforts	<ul style="list-style-type: none"> Instructional division representation at outreach event 	<i>Goal and Strategy</i> (4; 1)
Ensure students have basic skills before taking upper level classes	<ul style="list-style-type: none"> Require mandatory English and math assessments 	<i>Goal and Strategy</i> (1; 1)
Increase student's ability to utilize emerging technology	<ul style="list-style-type: none"> Define skills needed for coursework and provide assessment to determine student proficiency 	<i>Goal and Strategy</i> (2; 2)
Embed basic skills writing instruction into content area courses	<ul style="list-style-type: none"> Have academic success center Tutors visit classrooms to invite them to targeted skills workshops. Have ASC create workshops for course writing assignments Create rubrics that are inter-disciplinary and discipline-specific. 	<i>Goal and Strategy</i> I and II

Action Plan

Instructional Division

Goals	Planned Action/Key Activities	Link to Strategic Plan
Link writing instruction to CTE courses	<ul style="list-style-type: none"> • Offer English 35 once per year • Make English 35 a prerequisite for CTE programs 	<i>Goal and Strategy II</i>
improve dissemination of information to instructional faculty	<ul style="list-style-type: none"> • Communicate awareness of financial resources (grants, scholarships, g.i. bill, etc.). • Dedicated website/web presence. • Dedicated counselor/advisor. • Financial aide day. • Diverse delivery methods. • Less generic hand-offs • Cheat sheets for instructors 	<i>Goal #1</i>
Continuous track/path to completion.	<ul style="list-style-type: none"> • Stable fte allocation • Consistent course offerings • Faculty awareness with regard to other units • Reminders/key dates/deadlines • Overcome priority registration/waivers-career change/skills upgrades • Consistent course offerings. • 2 year plan 	<i>Goal #1</i>
Faculty involvement in student success	<ul style="list-style-type: none"> • Application dates. (transfer) • Scholarship deadlines. • Process add codes. • Timely information. • Checklist. • Link to counseling. • Ge/aa programs • Career options. • Faculty advisor program 	<i>Goal #1</i>

Action Plan

Student Services Division

Instructions: The objective of this group exercise is to provide action items that will help to prevent loss and create momentum in efforts to improve student success in your respective divisional area. Based on the students interfacing with the college, there are four corresponding types of underlying factors that influence the experience: 1) Policies, 2) Practices, 3) Programs, and 4) Processes. These four underlying factors could be used to create goals and planned actions/key activities that guide your respective divisional action plans. Furthermore, they can also be used to link them to the larger Miramar College Strategic Plan (i.e., Goal and Strategies).

Note: We linked the goals to the strategic plans (not the planned actions/key activities)

Action Plan 2013-2014

Goals	Planned Action/Key Activities	Link to Strategic Plan
Assist students to better prepare for assessment tests	<ul style="list-style-type: none"> • Give students information about significance of test prior to them taking it – make this information mandatory before registering for assessment • Provide practice exams or other resources via web link or other method • Add assessment test to the flowchart or passport so students know this is required • Offer MATH and ENGL refresher courses (MATH 15 series and ENGL 12 series) over summer or intersession for students to prepare for assessment exam. 	<i>I.2. Identify resources for appropriate programs and services to support student learning and success.</i>
Improve/address lack of students' basic skills in transfer level courses	<ul style="list-style-type: none"> • Make a formalized way to refer students to English or Math academic support – not just the “refer” button but something more specific like an early alert program; maybe additional buttons on faculty system to refer specific students to English or math 	<i>I.2. Identify resources for appropriate program and services to support student learning and success.</i>

Action Plan

Student Services Division

Goals	Key Activities	Link to Strategic Plan
	<p>assistance – the referral needs to send the student name and info to a human being that will follow up with the student.</p> <ul style="list-style-type: none"> • Institute peer mentoring in specific courses or programs. • Integrate library and online research content into the mandatory orientation. 	
Institute faculty advisor program	<ul style="list-style-type: none"> • Supplement counselor role with instructional faculty advisors; set up some sort of instructional faculty advising system for students to visit faculty in their discipline of interest (Athletics program has a good model for this – they do regular faculty advising for student athletes already.) • Refer students to LRC to aid in university transfer research 	<p><i>I.1. Identify current and future student needs for transfer, degree, and certificate completion.</i></p> <p><i>IV.2. Identify resources and implement steps to continue with current and prospective partnerships with educational institutions, business and industry and our community.</i></p>
Connect students with transfer and career information	<ul style="list-style-type: none"> • Provide a program highlight/overview video on the webpage for each program; what jobs or transfer opportunities are available in this field. • Have guest speakers (faculty, former students, etc.) come to gateway courses to discuss the industry and future after majoring in this topic. • Extra credit to visit transfer or career center and report on this. • Integrate content about careers/occupations 	<p><i>I.2. Identify resources for appropriate program and services to support student learning and success.</i></p> <p><i>II.2. Identify emerging technology for delivering instruction and student services.</i></p>

Action Plan

Student Services Division

Goals	Key Activities	Link to Strategic Plan
	<ul style="list-style-type: none"> into class projects such as writing assignments or presentations. Assign honors contract projects on doing career/occupation research and presenting to class 	
Develop strategic enrollment management plan	<ul style="list-style-type: none"> Develop plan to ensure courses across disciplines and levels are offered in a way that facilitates student progression through college Ensure all courses are offered at least once every two years or are deactivated. 	<i>1.1. Identify current and future student needs for transfer, degree, and certificate completion.</i>
Increase Accessibility and profile of Informational material and/or services.	<ul style="list-style-type: none"> Make videos for Tuition assistance, etc. and having a dynamic Web site. 1 page information sheet for students. See planned activity on page 4-II.C. 	<i>2-2.1 and 2.2</i>
Inform students how to succeed	<ul style="list-style-type: none"> Encourage faculty and students to engage in outreach activities and new student orientation Encourage peer counseling Webinars? Have a student retreat for new students with a second retreat for more advanced, and/or retreats for specific areas like financial aid – a variety of areas. Spend some time in class informing students. 	<i>Goal and Strategy #1 & 3</i>
Implement a college hour	<ul style="list-style-type: none"> Form a tiger team to evaluate effective way to implement college hour (look at scheduling, surveys, etc) 	<i>Goal and Strategy #3 Enhance experience</i>

Action Plan

Student Services Division

Goals	Key Activities	Link to Strategic Plan
Reduce costs	<ul style="list-style-type: none"> Look at open source textbooks Faculty should be aware of cost of textbooks Classroom sets of common equipment (e.g., calculators) Rethink custom-edition textbooks School or district level textbook clearinghouse Survey to find best times for student/work balance 	<i>Goal and Strategy</i> #1 & 2
To improve assessment process.	<ul style="list-style-type: none"> Couple Assessment with Outreach. Conduct pre-assessment activities. Re-test students on as-needed basis. Create a contract in which student certifies his/her understanding of the purpose of assessment and ensure they're available to students. Review and evaluate current practice exams. Work with instructional faculty to develop supplemental assessment tools. Increase availability of assessment opportunities. Update available assessment information. Develop a checklist of assessment activities. 	<i>Goal and Strategy</i> I.2; II.1, II.3.
To enhance Freshman Year Experience and Jets Jump Start.	<ul style="list-style-type: none"> Re-establish partnerships with feeder high schools and community organizations. Link incoming students to specific services (DSPS, EOPS / CARE, Counseling, English 	<i>Goal and Strategy</i> I.1, I.2; II.1, II.3; III.1.
Goals	Key Activities	Link to Strategic Plan

Action Plan

Student Services Division

	<ul style="list-style-type: none"> • Center, Place, LRC...). • Establish Summer Readiness Program (SRP). • • Recruit and hire student peers. • Identify and hire SRP coordinator. • Solicit and secure the assistance of Basic Skills coordinator for assessment and evaluation of basic skills. • Identify specific courses in English and Personal Growth. 	
To Encourage the College to offer courses based on program needs	<ul style="list-style-type: none"> • In collaboration with Instructional Division, explore the possibility of developing a pilot program for scheduling classes, using data from student Education Plans. 	<i>Goal and Strategy</i> I.1, I.2; III.1, III.2.

Action Plan

Administrative Services Division

Instructions: The objective of this group exercise is to provide action items that will help to prevent loss and create momentum in efforts to improve student success in your respective divisional area. Based on the students interfacing with the college, there are four corresponding types of underlying factors that influence the experience: 1) Policies, 2) Practices, 3) Programs, and 4) Processes. These four underlying factors could be used to create goals and planned actions/key activities that guide your respective divisional action plans. Furthermore, they can also be used to link them to the larger Miramar College Strategic Plan (i.e., Goal and Strategies).

Action Plan 2013-2014

Goals	Planned Action/Key Activities	Link to Strategic Plan
Connection: Support Miramar Foundation,	<ul style="list-style-type: none"> Manage and report Foundation financial resources. 	<i>Goal (4) Strategy (4.2)</i>
Leverage prominent location at campus entry	<ul style="list-style-type: none"> Train and cross train Administrative Services staff to provide in-person direction to campus resources. 	<i>Goal (2) Strategy (2.3)</i>
Campus Operator to provide effective connections to campus	<ul style="list-style-type: none"> Train and cross train Administrative Services staff to provide phone direction to campus resources. 	<i>Goal (2) Strategy (2.3)</i>
Entry: Provide welcoming, safe and conducive learning environment	<ul style="list-style-type: none"> Through facilities and safety committees, provide venue for integrated facilities planning. 	<i>Goal (2) Strategy (2.3)</i>
Provide access point for parking and public transportation	<ul style="list-style-type: none"> Sustain beneficial partnership with MTS to provide community transit center facility and parking. 	<i>Goal (4) Strategy (4.1)</i>
Signage - managing resources and way finding and building identification	<ul style="list-style-type: none"> Through facilities and safety committees, provide venue for integrated facilities planning. 	<i>Goal (2) Strategy (2.3)</i>

Action Plan

Administrative Services Division

Goals	Planned Action/Key Activities	Link to Strategic Plan
Progress: Provide accurate and timely financial reporting to campus	<ul style="list-style-type: none"> Provide monthly and annual financial reporting to support instruction and student services activities. 	<i>Goal (1) Strategy (1.2)</i>
Completion: Support BRDS as mechanism to provide transparent, integrated resource allocation	<ul style="list-style-type: none"> Active participation in BRDS in planning, budgeting and purchasing of approved resources. 	<i>Goal (1) Strategy (1.2)</i>

Event:	Convocation Fall 2014
Theme:	Teaching and Learning in the Classroom
Focus:	a) Progress Phase (Third phase of LMF) b) Introduced and used the Six Factors of Student Success
Activities:	a) Student Panel focused on student experience in the classroom b) Break-out session - Groups focused on generating professional development ideas
Data Collected:	Activities and Professional Development Ideas for Fostering Student Success Factors
Data Application:	Professional development activities planned by Flex Coordinator

Activities and Professional Development Ideas

What can we do to foster the six factors?

Factors	Activities	Professional Development
Connected	<ol style="list-style-type: none"> 1. Learn names of all students 2. Form groups and increase interaction and communication among groups 3. Connect evening students 4. Connect instructor/student 5. Create and strengthen instructor partnerships 	<ol style="list-style-type: none"> 1. Workshops for sharing strategies on getting students connected <ol style="list-style-type: none"> a. Proven classroom strategies b. Ways to bring in student in evening and weekend classes c. Counseling share expertise in working with groups d. Health Services discuss the mental health aspects of working in groups e. Roles of faculty in student organization/club advisor 2. Use faculty web services to share things interesting to class
Directed	<ol style="list-style-type: none"> 1. Provide roadmap from 1st class to end goal 2. Talk about goal setting within class 3. Direct students to appropriate services/help 4. Motivate students to aim at a higher staging area 5. Foster student self-direction 6. Build connection between school work and future career 	<ol style="list-style-type: none"> 1. Integrate what we do for students 2. Learn possible paths from professionals from off campus and on campus regarding 3. Take professors out of their comfort zone
Engaged	<ol style="list-style-type: none"> 1. Tailor class content to student experiences 2. Challenge students conceptually and technically 3. Encourage learning socially (e.g., learning communities; pair shares; organized study groups; and subject-oriented student clubs) 4. Curriculum to reflect the student diversity 5. Team up faculty and counselors to do job shadows 	<ol style="list-style-type: none"> 1. Workshop in how to <ol style="list-style-type: none"> a. Use and implement more supplemental instruction b. How to infuse diversity into the curriculum c. How to use technology to get students engaged d. How to use assessment better e. How to know students better

Activities and Professional Development Ideas

Factors	Activities	Professional Development
Focused	<ol style="list-style-type: none"> 1. Be clear about expectations for the students 2. Repeat and remind the students their goals, expectations for them, and the “prize” 3. Exchange information and experiences between professors and students 4. Help students to stay focused in the moment and even stay ahead 	<ol style="list-style-type: none"> 1. Learn how to communicate expectations effectively for students 2. Have ongoing retreats/mini workshops 3. Have a discussion on how to help students meet the expectations 4. Workshop on the various ways to conduct learning styles inventory
Nurtured	<ol style="list-style-type: none"> 1. Know who our students are 2. Reach out to students (e.g., meet individually, email absent students) 	<ol style="list-style-type: none"> 1. Have a discussion on what works that makes students feel supported and nurtured 2. Share best practices 3. Create a faculty resource within departments/disciplines 4. Model group work
Valued	<ol style="list-style-type: none"> 1. Exercise mutual respect 2. Follow up on students inside/outside of classroom 3. Know who they are and their names 4. Make students feel that their voice counts 5. Create opportunities for students to share their thoughts and suggestions 	<ol style="list-style-type: none"> 1. Roundtable discussion on best practices and share ideas/practices

Event: Planning Summit Spring 2015

Theme: Degree Completion

Focus: a) Completion phase (Last phase of LMF)
b) Introduced the Eight Principles of Redesign

Activities: a) Alumni Panel highlighted their respective experiences in completing their degree
b) Classified Panel focused on their roles contributing to student degree completion
c) Break-out session - Groups focused on Strategic Enrollment Management and Instructional Support Services

Data Collected: a) Strength Analysis by Division
b) Action Items by Principle of Redesign

Data Application: a) Divisional Plans
b) Operational Plans

Strength Analysis by Division

Instruction

- Clearly defined programs of study and facilities, equipment, and support services associated with completion
- Course availability, accessibility, and feasibility of scheduling classes
- Using EMS for scheduling classes and monitoring productivity rates
- Program review, SLO assessment, and SAO assessment
- Understanding varying skill levels of class; Basic Skills instruction (e.g., ESOL)
- Designing degrees to match university requirements
- Creating beneficial articulation agreements

Student Services

- Providing and promoting resources and direction to students
- Bridge between students and instructors
- Supporting the processes in place
- Good student services
- Creating beneficial articulation agreements
- Student Clubs, College Hour, and various college events
- Scholarships/Financial Aid
- Commencement

Administrative Services

- Offering amazing resources
- Increased and improved facilities
- Business Office

Knowing the needs of the students

Listening to, connecting to, encouraging, valuing, and caring for students

Nurturing, supportive, dedicated, knowledgeable, inter-connected, and well-trained Faculty and Classified Staff

Communication, net-working, cross-referencing, and collaboration across the board (e.g., Faculty, Classified Staff, departments, and divisions)

Communication and Relationship Building

Action Items by Principle of Redesign (PR)

Provide current, accurate, and consistent information/services to students	PR: 3, 5-7
<ul style="list-style-type: none"> • Increase cross-training to feed the “hub” concept <ul style="list-style-type: none"> • Provide training to teach adjunct and new staff what resources/services are available on campus • College Hour led by a student ambassador to get to know the campus • Consider purpose-built “cross-training” days where people from one department get mentored by another department • Enhance communication and collaboration <ul style="list-style-type: none"> • Continue the Amazing Race • Encourage staff from Student Services to attend school/department meetings to talk about available services • Continue to foster communication between faculty and staff • Support instructors to provide sufficient textbooks on reserve in library • Have counselor liaisons for departments 	
Manage course offerings to accelerate completion	PR: 1-2
<ul style="list-style-type: none"> • Monitor enrollment trends • Develop mechanism to watch disciplines we offer to teach • Implement long range scheduling practices to offer classes on a consistent basis 	
Deepen student engagement	PR: 4-6
<ul style="list-style-type: none"> • Learning Communities • Have faculty and staff know about ASC and clubs to better inform students • Student Affairs 	
Get the right start	PR: 3
<ul style="list-style-type: none"> • Point students in the right direction the first time • Connect students with counseling services first • Provide information in Reg-E to direct students to see a counselor • Provide an orientation Saturday before school starts • Inform students about the degree requirements from the beginning • Inform students of requirements for specific programs through offering events at beginning • “Catch” students early for educational planning 	

Keep students on track	PR: 3, 6-7
<ul style="list-style-type: none">• Inform students about certification or transfer more often and in more ways/venues• Inform students of requirements for specific programs through offering events throughout semester• Help students throughout the whole degree program	
Promote degree completion and certificate attainment	PR: 3, 6-7
<ul style="list-style-type: none">• Add difference between certificate and degree in Reg-E• Include a communication piece in place (through faculty and outreach) to inform about mini-certificates• Counselors go to school/department meetings to talk about students going to counseling and getting an AA/AS• Bring alumni to class to show benefits of getting an associate degree.• Add an alumni piece to the college orientation• Have Classified Staff and Faculty increase student awareness of the benefits of completing a degree• Include short-term certificates for retraining/career advancement in the awards conferred	
Continue to be student-centered	PR: 4-8
<ul style="list-style-type: none">• Listen to students before implementing changes• Identify “Fear Factors” for students• Recognize that not all students fit the transfer model	
Facilitate evening students’ access to services	PR: 3, 8

Event: Convocation Fall 2015

Theme: Student Success Dialogue: What is your role in the student experience?

Focus: Tie it all together across the four LMF phases

Activities:

- a) Sarah's Story Video: A 6-minute video highlighting a generic students' educational journey throughout the College
- b) Break-out session groups focused on LMF phases within specific target areas (i.e., Basic Skills, CTE, Student Support, and Transfer)

Data Collected: Loss/Momentum Points by LMF Phase and by Target Areas

Data Application: Action planning for respective target areas

Loss and Momentum Points by LMF Phase and by Target Area

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Connection	Transfer	Worked with a supplemental instructor	Did not excel in high school	
Connection	Transfer	Went to see a counselor later on	Unsure of the goals	
Connection	Transfer	Continued the supplemental sessions in Math	Mental health issue	
Connection	Transfer	Passing Math classes at the C level	Working part time	
Connection	Transfer		No Financial Aid	
Connection	Transfer		Under represented: Filipino White	
Connection	Transfer		Taking classes without seeing a counselor	
Connection	Transfer		Did not make a SEP	
Connection	Transfer		Received a "D" in English 49	
Connection	CTE	Pre determined interest/goal in CTE	Welcome center not sufficiently visible and advertised	Free parking, signage, hot air balloon, friendly and welcoming staff
Connection	CTE	Orientation (e.g., Jets Jump Start); student Ed plan workshops	First day parking	Adequate parking and clear directions; use parking services professionals as helpers
Connection	CTE		Not able to access information immediately	Communicate with student on their mobile devices in real time
Connection	Student Support	Admissions recommends the matriculation cycle	First time student	
Connection	Student Support	Get directed to the Veteran's Office for receiving the GI Bill	Out of state residency issues	
Connection	Student Support	Get referred to the Financial Aid office to apply for FAFSA	Money issues	
Connection	Student Support	Develop a plan with a counselor	Pay tuition before getting financial aid or reimbursed from VA	
Connection	Student Support	Contact professors for add codes	Gets dropped from all classes for non payment	
Connection	Student Support	Go back to Counselor and find open classes	Can't get back into the classes when financial gets processed	
Connection	Student Support	Instructor includes student support services, drop and withdraw data on syllabus	Fails the first test	
Connection	Student Support	Instructor refers student to seek support from tutoring, counseling, the Wellness Center, DSPS, etc.	Test anxiety	

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Connection	Student Support	Receives additional support including accommodations from DSPS Counselor, a study group, Veteran's club, and tutoring		
Connection	Basic Skills	Score high in Math assessment test	Under represented: Russian, 42	
Connection	Basic Skills	Referred by Admissions to see a counselor	Working part time	
Connection	Basic Skills	Referred by a counselor to FA Office	Family obligations: single mother, 2 children	
Connection	Basic Skills	Referred by a FA staff to EOPS	Score low in Reading & Writing assessment tests	
Connection	Basic Skills	Visit Counseling Office and create Ed Plan	Language barrier	
Connection	Basic Skills		Money issues	
Connection	Basic Skills		Long waiting line in front of the FA office	
Entry	Transfer			Conduct outreach/recruitment at feeder high school, camps, etc.
Entry	Transfer			Connect with A&R
Entry	Transfer			Connect with Assessment
Entry	Transfer			Connect with Counselor
Entry	Transfer			Continued contact with Counselors
Entry	Transfer			Connect with Career Center
Entry	Transfer			Campus Tours/Faculty Involvement
Entry	Transfer			Early alert with counseling
Entry	Transfer			Participate in campus tours with Transfer Center
Entry	Transfer			Faculty Advising/Connection regarding careers (Real talk)
Entry	Transfer			Direct to Career Center
Entry	Transfer			Establish/participate in campus stakeholders dialogue meetings
Entry	Transfer			Work collaboratively with other entities on campus (e.g., students services, instruction, administrative services)
Entry	Transfer			Embrace the 6 factors of student success
Entry	Transfer			Engage more with local area business to assist with opportunities for students
Entry	CTE	Get an ed plan to matriculate fully and receive priority of enrollment	No specific requirement to see a counselor or get ed plan immediately	Know more about the student at the entry level to best serve them

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Entry	CTE	Student stronger desire to meet/make personal contact with the instructors before committing to enrolling	Lack of English and Math skills	Adopt different recruitment practices and strategic orientations in different programs
Entry	CTE		Student resistance to take Basic Skills courses	Need intro course for CTE programs
Entry	CTE		Course offerings/sequencing prolong time to completion	Offer access to programs more frequently
Entry	CTE		Student postpone GE till after CTE coursework	Need coordinated course offerings driven by ed plans
Entry	CTE		Settle for certificates and abandon the AS goal	Increase collaborations between liberal arts and CTE faculty
Entry	CTE		Student waiting a long time after high school	Incorporate supplemental instruction and institutionalize tutoring
Entry	CTE		Students forget math after being out of high school for a while	Create GE courses with a context/emphasis on the CTE scenarios/content
Entry	CTE			Incorporate soft skills training opportunities into CTE courses
Entry	CTE			Manual for student that lays out recommendations for courses, volunteering, internships, GE classes, networking, etc.
Entry	CTE			Encourage students to explore career and educational options in career center
Entry	CTE			focus on students completing GE courses early in college to explore different areas and make decisions about educational goal
Entry	CTE			Offer prep courses that students can take before assessment test
Entry	CTE			Opportunity to offer a Bachelor's degree in a CTE major
Entry	Student Support	Provide personal touch to students		Increase inter department systemic communication and include students in discussions
Entry	Student Support			Enrollment management to meet students need

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Entry	Student Support			Advocate for proportional tutoring. Maximize use of College Hour for instructors to meet with students, attend workshops, increase consistency of training for staff and faculty regarding campus and community resources and instructional methods to increase student success and practical employment/academic options for students.
Entry	Student Support			Advocate communication with feeder schools to highlight the importance of assessment tests to increase proper placement
Entry	Student Support			Advocate for supplemental instruction in multiple subject areas;
Entry	Student Support			Advocate for hiring of full time faculty to increase proportional access to students;
Entry	Student Support			Increase student access to financial aid material
Entry	Basic Skills	Follow the Coach's advice	Failed basic skills classes	
Entry	Basic Skills	Visit the Career Counseling Center	Take/retake courses to maintain the load for participation in sports or receiving financial aids	
Entry	Basic Skills	Visit DSPS	Possible learning difficulty	
Entry	Basic Skills	Pass Basic Skills classes	Family issues	
Entry	Basic Skills	Become eligible for athletics	Work issues	
Progress	Transfer	Bundle of classes to get students through program for certification and degree requirements (Fire Tech)		
Progress	Transfer	Classes federally governed; curriculum controlled; tracked program part time and full time tracks (Aviation)		
Progress	Student Support		Test high in Math lab but do not succeed in class	Discipline specific advisors
Progress	Student Support		Life events get in the way	Learning communities
Progress	Student Support		Lack of planning	Priority access to courses needed
Progress	Student Support		Students switch majors	Have same instructor for lecture and lab
Progress	Student Support		Language barrier	Encourage study communities; pairing students

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Progress	Student Support			Offer more sections with more flexibility (time, modality)
Progress	Student Support			Use pictures, videos, take works apart when lecturing
Progress	Student Support			Group students in classes, communicate well and timely with students
Progress	Student Support			Track student progress: project based activities in Math lab, quiz in lab, change SLOs, encourage students to withdraw, science school requires DSPS in syllabus
Progress	CTE			Bundle of classes to get students through program for certification and degree requirements (Fire Tech)
Progress	CTE			Classes federally governed; curriculum controlled; tracked program part time and full time tracks (Aviation)
Progress	CTE			Integrate career information/examples into course content to help students think about career possibilities
Progress	CTE			Help students overcome the math barrier: Math lab, tutors, structured, sequential math courses, time management
Progress	CTE			Explain to students the expectations in the class, update student grades to ensure students understand progress in the class, and have students read and follow syllabus
Progress	CTE			Promote Transfer in Fire Tech
Progress	Basic Skills		Unrealistic/unclear ideas of classes	Have all students take the English classes first to build communication and writing skills
Progress	Basic Skills		Lack of awareness of required skill level for the classes	Add more basic skills classes
Progress	Basic Skills		Lack of awareness of the process and time to reach goals	Give required assessment/class for online readiness before taking online classes
Progress	Basic Skills		Language barrier	
Progress	Basic Skills		Deficit in writing and communication skills	

LMF Phase	Target Area	Momentum Point	Loss Point	Redesign Ideas
Progress	Basic Skills		Emphasis on points/grade rather than skill level	
Progress	Basic Skills		Can't get into basic skills	
Progress	Basic Skills		Take open classes without prereqs	
Progress	Basic Skills		Competing pressures of productivity vs pedagogy	
Progress	Basic Skills		Take online classes without completing them	
Progress	Basic Skills		Lack of ways to show real individual progress	
Completion	Transfer		Not knowing matriculation process	Use Miramar Touch to find campus resources and find appropriate student support services
Completion	Transfer		Classes that student needs are unavailable	Transfer institution reports back student success for us to make improvement
Completion	Transfer		Lack of connection:co curricular activities	
Completion	CTE		ADTs could be a barrier	
Completion	Basic Skills		Skip outreach; miss advice on financial aid, making ed plan	Have counselors come to class and present
Completion	Basic Skills		Prerequisites vs advisories for previous classes or skills may cause loss of motivation and momentum	Expose students to possible majors or careers to help better form ed plans
Completion	Basic Skills		Lack of sections	Offer extra credit for students to show their ed plans to the instructors
Completion	Basic Skills			Improve learning communities
Completion	Basic Skills			Professional development: learning communities coordinator
Completion	Basic Skills			Need a more streamlined system for students to go from connection to completion