



# **2018 Miramar College-wide Planning Summit:**

## **Overview of Recommended Interventions**

*Compiled by:*  
Miramar College Office of Planning, Research, and Institutional  
Effectiveness

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## 2018 Planning Summit Proposed Interventions for Roadmap to Student Success

Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
Priority 1: To increase transfer volume and rate		<b>Intervention 1-a (PR3):</b> Assign counselors to specific academic disciplines to foster knowledge sharing with faculty and enhance the ability of counselors to provide specialized feedback to students in their selected academic pathways.		
		<b>Intervention 1-b (PR7):</b> Provide priority registration to students who have an ed plan denoting a desire to transfer as well as students with more completed units to encourage and support students to meet with counselors and achieve their end goal.		
Priority 2: To increase the number of Associate Degrees and Certificates awarded		<b>Intervention 2-a (PR5):</b> Hold departmental open houses so that students can learn more about each department, form relationships on campus, and receive advice from department representatives.		
		<b>Intervention 2-b (PR5):</b> Create an email alert system to notify students about their proximity toward earning a degree to increase student awareness and control/responsibility over their progress.		
		<b>Intervention 2-c (PR5):</b> Create and distribute a script for faculty in key courses to tout the benefits of receiving an AA degree/certificate. Include this message in the syllabus.		
		<b>Intervention 2-d (PR8):</b> Introduce media campaign that encourages students to picture themselves and their peers as degree earners. Introduce app to notify students regarding their class attendance and remind them of deadlines for graduating.		
Priority 3: To increase the success rate for CTE students			<b>Intervention 3-a (PR4):</b> Provide training and support to faculty to implement active learning activities into the classroom to support student engagement and learning.	
		<b>Intervention 3-b (PR5):</b> Create video overviews of each CTE program featuring students, faculty, and professionals in the field. Further increase connection to the CTE program through faculty mentorships, peer mentorships, service learning, internships, and volunteer work opportunities.		



## 2018 Planning Summit Proposed Interventions for Roadmap to Student Success

Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
Priority 4: To increase the number of course sections to reach the goal of 10,000 FTES	<b>Intervention 4-a (PR1):</b> Assign a "discipline mentor" to educate students about the opportunities and careers available in the discipline.			
	<b>Intervention 4-b (PR2):</b> Create strong connections in community and marketing campaign to inform potential students about the availability, accessibility, and importance of a Miramar College degree.			
Priority 5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.			<b>Intervention 5-b (PR6):</b> Create an alert system to notify students of progress and provide customized suggestions of opportunities and services available to them.	
	<b>Intervention 5-b (PR1):</b> Create an electronic system that tracks students in their progress to a degree/certificate and enables them to see how changing their major would impact their progress to increase student control over their education, and free up time for meaningful conversations with counselors.			
Priority 6: To increase the number of outreach activities and programs	<b>Intervention 6-a (PR2):</b> Increase communication among Miramar College employees about the opportunities, services, and varieties of expertises available to students on campus.			
	<b>Intervention 6-b (PR7):</b> Hold major and club fairs to introduce students to opportunities and services available to them and increase connectedness on campus.			

**Note 1.** PR - Principle of Redesign

# SAN DIEGO MIRAMAR COLLEGE

## Roadmap to Student Success

### Six Factors of Student Success

Source: Student Support Redefined

#### Student Perspective

- 1. Directed:** Students have a goal and know how to achieve it
- 2. Focused:** Students stay on track, keeping their eyes on the prize
- 3. Nurtured:** Students feel somebody wants and helps them to succeed
- 4. Engaged:** Students actively participate in class and extracurricular activities
- 5. Connected:** Students feel like they are part of the college community
- 6. Valued:** Students' skills, talents, abilities, and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

### Loss/Momentum Framework

Source: Completion by Design

#### Student Experience

**Connection:**  
Movement of students from interest to application (Principles 7-8)

**Entry:**  
Completion of gatekeeper courses and other requirements leading to students' enrollment in their program of study (Principles 1-3, 5, & 7-8)

**Progress:**  
Engagement of students in their program of study to the completion of up to 75% of program requirement (Principles 3-8)

**Completion:**  
Achievement of the last 25% of the program of study that includes securing a credential with labor market (Principles 3-8)

### Eight Principles of Redesign

Source: Completion by Design

#### College Perspective

- 1. Accelerate entry** into coherent programs of study (Entry)
- 2. Minimize time** required to get college ready (Entry)
- 3. Ensure students know requirements** to succeed (Entry, Progress, & Completion)
- 4. Customize and contextualize instruction** (Progress & Completion)
- 5. Integrated student support** with instruction (Entry, Progress, & Completion)
- 6. Continually monitor student progress** and proactively provide feedback (Progress & Completion)
- 7. Reward behaviors** that contribute to completion (All Phases)
- 8. Leverage technology** to improve learning and service delivery (All Phases)

Miramar College Office of Planning, Research, and Institutional Effectiveness

# Student Success Framework for Long-Term Integrated Planning Worksheet

## Table 1

### Priority #1: To increase transfer volume and rate.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 3:</b>	
<i>Ensure students know requirements to succeed (Entry, Progress, &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
<p>Guided Pathways – Enhance Counselor Liaison function for academic departments</p> <ul style="list-style-type: none"> <li>- Counselor load focused on assigned disciplines;</li> <li>- Students are provided with Education Plan, major/degree requirements, and provide printout of options within majors, degrees, and career pathways;</li> <li>- Printout can be a chart that shows level of degrees with Career pathways / possibilities (Certificate – Career Options, Associate Degree – Careers, Bachelor Degree – Career Options);</li> <li>- Checklist of what needs to be completed (Follow-up appointments, check-ins) / EOPS Model;</li> <li>- Counselors send PPT slide, PDF, or JPEG to instructors to promote Transfer events &amp; services;</li> <li>- Counselors promote utilizing office hours;</li> </ul>	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<p><b>Loss Points</b>          Not all students go and see a counselor, nor it is required of all students to see a counselor;          No tracking of alumni students who have graduated and transferred later (not immediately);          Professors/departments do not have a list of students pursuing their major/discipline</p>	
<p><b>Momentum Points</b>          Increase contact with counselors, professors, &amp; student services;          More office hours are utilized;          Professors direct students to Counselor Liaison;          Professors know who Counselor Liaisons are for every academic department;          Students are referred to General Counseling, Transfer Center, EOPS, &amp; other supportive services</p>	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<p><b>Connected</b>          Students feel like they are part of the college community.</p>	<p>Students know which counselors to go to;          Encourage students to go and talk to different areas / offices / services / individuals</p>
<p><b>Directed</b>          Students have a goal and know how to achieve it.</p>	<p>Students have a goal and clear pathway to achieve it;          Students are provided a checklist (scheduling classes, level of education required for specific careers, GPA requirements, realistic goals, career outcomes with required degrees)</p>

<b>Engaged</b> Students actively participate in class extracurriculars.	Counselors encourage students to meet w/professors; Professors relay info to students in classroom
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	Students have a checklist to follow and are encouraged to check-in with counselors more frequently
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	Rapport developed with counselors and professors; Professors promote activities & engagement on campus; Professors make referrals to see counselors especially struggling students
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	One-on-one relationship with faculty and staff; Students are encouraged to participate in campus-wide events

# Table 2a – Open House on Quad

## Priority #2: To increase the number of Associate Degrees and Certificates awarded

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 5:</b>	
<i>Integrated student support with instruction (Entry, Progress, &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
Open House on the quad or in the departments during the work week; One representative from a department; Department open houses in each building after week 4 for students; including Saturdays for high school students	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b> Students do not show up but they can take a virtual tour	
<b>Momentum Points</b> If they come to the open house or see a virtual tour, they will get inspired, and continue finishing their degree.	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	We are bringing them all together. They will feel engaged and connected.
<b>Directed</b> Students have a goal and know how to achieve it.	They will get guidance from each of the departments in the open house. Students will be engaged and it will be interactive. For example, there will be auto or diesel open house that are very interactive.
<b>Engaged</b> Students actively participate in class extracurriculars.	Students will be engaged and it will be interactive.
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	During the open house, students will get direction from the various departments.
<b>Nurtured</b>	



Students feel somebody wants and helps them to succeed.	Faculty will be there at the open house encouraging students.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	It shows value because we are trying to inspire students.

# Table 2b – District Automatic Degree System

## Priority #2: To increase the number of Associate Degrees and Certificates awarded

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 5:</b>	
<i>Integrated student support with instruction (Entry, Progress, &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
District automatic degree system Automatic degree system; email alert system; Create a system where the students are alerted every semester about being close to earning a degree; Degree audit	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b> Students do not actually use the alerts; Funding or lack of resources	
<b>Momentum Points</b> Students would just need to fill out an application.	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	Students are connected to the campus curriculum. Students would still need to come and talk to counseling. Students are directed to go to Counseling.
<b>Directed</b> Students have a goal and know how to achieve it.	Students are directed to see a counselor. Students are directed on which classes to take to finish to get their AA.
<b>Engaged</b> Students actively participate in class extracurriculars.	Students have to take ownership. It would encourage engagement because they would want to take those courses to finish their AA. Engaged with counseling.
<b>Focused</b>	The alerts will keep students focused on their AA.

Students stay on track, keeping their eyes on the prize.	
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	Someone is looking out for you.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	It makes you feel valued. Students still feel valued by the college.

# Table 2c – Faculty Support

## Priority #2: To increase the number of Associate Degrees and Certificates awarded

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 5:</b>	
<i>Integrated student support with instruction (Entry, Progress, &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
<p>Week 2-Week 10</p> <p>Script for faculty. Instructors talk about the benefits of getting an AA degree or certificate; Day 1 Script for some bullet points to cover for faculty to do when they have time during the first week for the entry point class and capstone class</p> <p>Put it in your syllabus</p> <p>Offer Extra credit for getting an Education Plan</p>	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<p><b>Loss Points</b></p> <p>Faculty and students are not participating.</p>	
<p><b>Momentum Points</b></p> <p>Students are getting reminded and encouraged. It will reinforce the idea of getting a degree if they hear it enough times from faculty.</p>	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<p><b>Connected</b></p> <p>Students feel like they are part of the college community.</p>	Students will be going to the Counseling. Connected to the curriculum and faculty.
<p><b>Directed</b></p> <p>Students have a goal and know how to achieve it.</p>	Students are directed to see a counselor. Students are directed on which classes to take to finish to get their AA.
<p><b>Engaged</b></p> <p>Students actively participate in class extracurriculars.</p>	Students have to take ownership. It would encourage engagement because they would want to take those courses to finish their AA. Engaged with counseling.

<b>Focused</b> Students stay on track, keeping their eyes on the prize.	The extra credit will keep students focused on their AA.
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	Someone is looking out for you including counseling and faculty.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	It makes you feel valued. Students still feel valued by the college. Because you are nurtured, you are valued. Faculty are looking out for students long-term.

# Table 3

## Priority #3: To increase the success rate for CTE students.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 4:</b>
<i>Customize and contextualize instruction (Progress &amp; Completion)</i>
<b>2. Intervention Related to Collegewide Priority.</b>
<i>Identify one intervention to address the identified collegewide priority.</i>
Encourage, inform, and implement active learning in the classroom.
<b>3. Loss and Momentum Points.</b>
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>
<b>Loss Points</b>  Faculty already spread thin, faculty buy in, etc.  Without this, students are missing necessary soft skills.  Students are getting tired, exhausted from engaging every day.  Requires planning and facilitation from faculty.  Class size.  Reduce # of preps  In-service Training  Intentional recognition
<b>Momentum Points</b>  Directed learning activities (collaborate with math, English, and CTE faculty);  Learning communities- Contextualizing/Connecting CTE related courses;  Provide a resource site/ hub for faculty to exchange ideas so they can implement active learning strategies without having to develop the materials on their own;  Share “best practices” with faculty at department meetings where we link training to things that are already being done;  Improved student outcomes such as course success and employment preparation;

Modulate vocational English.

#### 4. Six Factors.

*Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.*

<b>Connected</b> Students feel like they are part of the college community.	Students will have a voice in the classroom and speak about their experiences with a more active learning approach to instruction.
<b>Directed</b> Students have a goal and know how to achieve it.	Students need to know WHY they are taking each course and HOW this can apply to their future. These active learning activities and courses will help them realize this.
<b>Engaged</b> Students actively participate in class extracurriculars.	The desire to learn is increased because you are captivated by more relevant activities.
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	Students will better understand why they are here, so it will be a natural progression to accomplishing their goal. They will also develop a growth mindset approach and feel like they CAN achieve success in each course.
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	In an active learning classroom teachers are not a “sage on stage”. The classroom is student centered where students feel like they have help.
<b>Valued</b> Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	Active learning will help students feel valued because they can bring their own experiences to the classroom and demonstrate ideas to others. By customizing the class using active learning strategies the instructors are demonstrating to the students that they KNOW their students well enough to design the class with their needs in mind.

# Table 4

## Priority #4: To increase the number of course sections to reach the goal of 10,000 FTES.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 1:</b>	
<i>Accelerate entry into coherent programs of study (Entry)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
Interaction between students and faculty, and the direction (pathway) students are guided to, need to be expanded. For example, have discipline mentors in each department helping students become more aware of careers and opportunities within the discipline.	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b>	
As a student, there are too many people that they have to talk to before receiving complete guidance on their path through completion.	
<b>Momentum Points</b>	
Having extra support from faculty and student services in guiding the students on their path quickly.	
More opportunities for internships within the disciplines.	
Streamline information provided to students.	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	Increasing connections between students and faculty as part of the decision-making process.
<b>Directed</b> Students have a goal and know how to achieve it.	Every time students have a loss point, they have faculty and administrators there to help get them back to a momentum point. This connects directly to the rest of the six factors.
<b>Engaged</b> Students actively participate in class extracurriculars.	When the students talk to the mentors, faculty, and administrators regarding a path, the mentors, faculty, and administrators should be asking engaging, exploratory questions to help the students expand their awareness of pathways, programs, and opportunities.



<b>Focused</b> Students stay on track, keeping their eyes on the prize.	When the students talk to the mentors, faculty, and administrators regarding a path, the mentors, faculty, and administrators should be asking engaging, exploratory questions to help the student expand their awareness of pathways, programs, and opportunities.
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	It makes the students feel like they are cared about.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	

# Table 5

## Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 6:</b>	
<i>Continually monitor student progress and proactively provide feedback (Progress &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b>	
<b>Momentum Points</b> Census date, mid-term drop and withdrawal dates,	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	Early progress alerts will help students feel connected and as part of the college
<b>Directed</b> Students have a goal and know how to achieve it.	Student has a goal to reach out when sent an early progress alert message.
<b>Engaged</b> Students actively participate in class extracurriculars.	Student receives alerts for positive reinforcement. Response data can be tracked for evidence of progress by student responses. Students respond to help when needed (provide resources).
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	Provide students with a progress report of the deliverables for course, and when the deliverables will be completed.

<p><b>Nurtured</b> Students feel somebody wants and helps them to succeed.</p>	<p>Personalize early progress alert email to students by including their name, and stating the college is focused on students being successful. Provide links in email to tutoring, counseling, mental health, admissions, etc.</p>
<p><b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p>	<p>Positive and constructive feedback, personalized early progress alert email, sense of belonging (clubs, programs, support groups, multicultural center, etc.)</p>

# Table 6

## Priority #6: To increase the number of outreach activities and programs.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 2:</b>	
<i>Minimize time required to get college ready (Entry)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<p><i>Identify one intervention to address the identified collegewide priority.</i></p> <p>We need to increase communication and in-reach among the campus community. College-ready doesn't just mean doing the bare minimum to get registered for a class. Outreach starts with in-reach. College ready encompasses such a wider perspective. If we want to achieve student success, we as employees have a duty to connect with each other and share our expertise with each other.</p>	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<p><b>Loss Points</b></p> <p>Our challenges are lack of awareness of outreach services and other services across College divisions. We seem to have operational silos at Miramar College. Faculty involvement is lacking in terms of referrals to outreach and other campus services for students. To increase the number of outreach activities and programs, we need to increase the funding and staffing of this area of the College.</p>	
<p><b>Momentum Points</b></p> <p>To improve our outreach as a College, we should Include information about campus services in the following ways and places;</p> <ol style="list-style-type: none"> <li>1. syllabi,</li> <li>2. Blackboards,</li> <li>3. Department Chair meetings,</li> <li>4. Adjunct and new employee events,</li> <li>5. Flex training events.</li> </ol> <p>We propose a new online request form targeted to our campus community to ask the Outreach Department for services. We also suggest creation a new referral form to refer students to our services.</p>	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<p><b>Connected</b></p> <p>Students feel like they are part of the college community.</p>	<p>The more the entire campus community is aware of what services are offered and how to access them, the more effectively we can offer those services to students.</p>

<b>Directed</b> Students have a goal and know how to achieve it.	When the campus community offers the information and access to students directly, they are better able to formulate goals and work to achieve them successfully. This means more students graduating and earning certifications and degrees.
<b>Engaged</b> Students actively participate in class extracurriculars.	The Outreach Department's events bring students together and connect them to the campus and to the College as a whole. Faculty should be disseminating information in class as well as in syllabi about such events and various activities. The entire College community should be participating in Outreach activities.
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	When faculty and other campus community members communicate information about majors, degree requirements, and transfer requirements, students tend to move toward their career and degree goals. Student services include checklists and guidelines for transfer and degree requirements; therefore, when faculty and others communicate information, they help students keep their eyes on the prize.
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	When the campus community communicates together the same message to students: that we care and that we will support your efforts, our outreach provides nurturing.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	When faculty and other College community members listen to students, ask them what they need to be successful, and provide information targeted to meet that student's needs or concerns, the student feels valued. One way of doing this is a new referral form that we can hand to a student about Outreach, the Transfer Center, etc. Another way to show we value students is to offer open source materials and textbooks plus the Promise Program making our College free to incoming students.

# Table 7

## Priority #1: To increase transfer volume and rate.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 7:</b>	
<i>Reward behaviors that contribute to completion (All Phases)</i>	
For declared transfer students to get priority if they have an Ed Plan in place and have completed a specific number of units. Highest priority for students with 45 or more units and second highest priority for students with 30 or more units. Meetings with counselors will be required at each level.	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
<ul style="list-style-type: none"> <li>-Offer priority registration for designated transfer students</li> <li>-Collaboration between counselors and discipline faculty</li> <li>-List of students with declared majors given to instructors</li> </ul>	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b>	
<ul style="list-style-type: none"> <li>-Pre-requisite courses – related to education planning with counselors (discussion earlier in the student's meetings with counselors)</li> <li>-Professor meetings with counselors in order to connect regarding degree program requirements for students</li> <li>-Students meeting with multiple counselors</li> </ul>	
<b>Momentum Points</b>	
<ul style="list-style-type: none"> <li>-Pre-requisite courses – related to education planning with counselors (discussion earlier in the student's meetings with counselors)</li> <li>-Students checking back in with counselors to establish priority registration</li> <li>-Opportunities to meet with an individual in a specific career path they are pursuing (meeting with key person)</li> <li>-Information gathering for AAT's (from counselor or instructor)</li> </ul>	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	
<b>Directed</b> Students have a goal and know how to achieve it.	

<b>Engaged</b> Students actively participate in class extracurriculars.	
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	

# Table 8

## Priority #2: To increase the number of Associate Degrees and Certificates awarded

Please conduct the following exercise and use the table to record your response.

<p><b>1. Principle of Redesign 8:</b></p> <p><i>Leverage technology to improve learning and service delivery (All Phases)</i></p>
<p><b>2. Intervention Related to Collegewide Priority.</b></p> <p><i>Identify one intervention to address the identified collegewide priority.</i></p> <p>Initiative is called “me and my degree”. The power of the selfie!</p> <p>Increase awareness and outreach by using multiple, life-sized cardboard cutouts of students in regalia with a hole for their faces so that students may take selfies as graduates.</p> <ol style="list-style-type: none"> <li>1. Screen and post on digital displays.</li> <li>2. Success Stories from graduates and career center rolling on televisions campus-wide.</li> </ol> <p>Leverage social media by creating a specific hashtag and Instagram page for this project, with links to deadlines and information regarding petitioning to graduate.</p> <p>Bring these to all campus events.</p> <p>Also, include an update to our mobile app or a new mobile app that:</p> <ol style="list-style-type: none"> <li>1. Connects with data and notifies students when they are close to/eligible to petition to graduate</li> <li>2. Further consideration classroom data when attendance slacks in positive attendance or online classes.</li> </ol>
<p><i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i></p>
<p><b>Loss Points</b></p> <p>Lack of awareness that students are close to degree/ eligible for degree.</p> <p>Perception that they don't need the degree because they are focused on the bachelor's degree after transfer.</p>
<p><b>Momentum Points</b></p> <p>Increasing visibility of degree/certificate availability through:</p> <ol style="list-style-type: none"> <li>1. The mobile app</li> <li>2. Use of social media</li> <li>3. Success stories from graduation</li> <li>4. Career and transfer center on campus televisions</li> </ol>



5. Encourage instructors and provide resources and training to create a social presence online and make more connections. Web cam, mic, and training.

#### 4. Six Factors.

*Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.*

##### **Connected**

Students feel like they are part of the college community.

##### **Directed**

Students have a goal and know how to achieve it.

##### **Engaged**

Students actively participate in class extracurriculars.

##### **Focused**

Students stay on track, keeping their eyes on the prize.

##### **Nurtured**

Students feel somebody wants and helps them to succeed.

##### **Valued**

Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

# Table 9

## Priority #3: To increase the success rate for CTE students.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 5:</b>	
<i>Integrated student support with instruction (Entry, Progress, &amp; Completion)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
At the connection and entry phase, increase individual connections between students, counselors, instructors, and industry partners and provide more information about disciplines and their possible destinations.	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b>	
<b>Momentum Points</b>	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	<ul style="list-style-type: none"> <li>-Overview videos of each CTE program and what the end possibilities looks like for that career path (student testimonials (current and alumni); faculty, and professionals working in the field) experts</li> <li>-Connection with community/industry partners</li> <li>-Connecting students with "employment specialists" as the placement piece starts in the beginning. Guiding students from the beginning and encouraging informational interviews and possible job/career exposure (volunteer work, internship, part-time job, summer jobs etc.)</li> </ul>
<b>Directed</b> Students have a goal and know how to achieve it.	<ul style="list-style-type: none"> <li>-Overview videos of each CTE program and what the end possibilities look like for that career path (student testimonials (current and alumni), faculty, and professionals working in the field). These videos would assist students with their career decision-making process.</li> <li>-Helping students identify and validate skills from the entry point and assist with more efficient course selection bringing down the unit count down</li> <li>-Encourage enrollment in Personal Growth 130 during the first semester</li> </ul>
<b>Engaged</b> Students actively participate in class extracurriculars.	<ul style="list-style-type: none"> <li>Provide work experience opportunities to students:</li> <li>-Faculty provide mentorship to peer mentors, who in turn mentor newer and prospective students.</li> <li>-Service learning</li> </ul>

	<ul style="list-style-type: none"> <li>-Internships</li> <li>-Volunteer work</li> </ul>
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	-Providing opportunities for connection with industry professionals through informational interview and class presentations
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	-The increased communication and collaboration between all parties involved and the strategies mentioned above would provide a nurturing and caring environment to students, which would positively impact their motivation to pursue and complete their degree and be successful in their chosen career path.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	

# Table 10

## Priority #4: To increase the number of course sections to reach the goal of 10,000 FTES.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 2:</b>
<i>Minimize time required to get college ready (Entry)</i>
<b>2. Intervention Related to Collegewide Priority.</b>
<p><i>Identify one intervention to address the identified collegewide priority.</i></p> <p>Getting more students in classes.</p> <p>How do we get more students prepared sooner to take college courses? Accelerated courses,</p>
<b>3. Loss and Momentum Points.</b>
<p><i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i></p> <p><b>Loss Points</b></p> <p>Too many classes to get to credit classes, which slows students down</p> <p>Not knowing about English Reading Writing Curriculum (ERWC)</p> <p>Intervene at elementary schools or middle schools and improve the stigma of community college and with parents to educate them about the quality and rigor of community college.</p> <p>Lack of communication at high school about the readiness necessary and communication about the First Year Experience, more high schools to reach out to increase the size of cohorts.</p> <p>Additional grants at community college;</p> <p>Communicate that the schedule is flexible and even full time working students can go to college and fit it in;</p> <p>Increase outreach to working employers, maybe blanket the local area employers;</p> <p>Showcase our transfers to big name schools, web marketing, high school counselors, and social media;</p> <p>Have ambassadors go to the high school to communicate that it is possible;</p> <p>Increase program to focus on inclusion;</p> <p>Better follow up and track on students that have been successful, like scholarship to Yale, Berkeley;</p> <p>Increasing exposure to the value and benefits of community college to the high schools earlier and possibly middle school.</p> <p><b>Momentum Points</b></p>

Self-placement into college transfer classes. Taking a supplement class and take transfer level classes; if C or better in English on the ERWC can get right into the class.

Communication at the high school level that taking AP English; You can go into ENGL 205 if a student gets a 3 or higher on AP class vs 4 for other colleges.

What about incorporating scholarships with Costco or Qualcomm for employees to encourage young people to stay in San Diego and get their first two years and make it free if they are an employee, like Starbucks pays for online college at ASU as a benefit. Maybe fast food chains or Targets/retailers that employee a lot of students. Qualcomm might not be the best employer example just a large one that came to mind. Maybe Hotel Chains since hospitality is such a large industry here.

Promote honors classes for high achieving high school students, some high schools such as Scripps Ranch students are very strong coming in to Miramar and other high schools may not be as prepared.

#### 4. Six Factors.

*Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.*

<b>Connected</b> Students feel like they are part of the college community.	
<b>Directed</b> Students have a goal and know how to achieve it.	
<b>Engaged</b> Students actively participate in class extracurriculars.	
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	

# Table 11

## Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.

Please conduct the following exercise and use the table to record your response.

<p><b>1. Principle of Redesign 1:</b></p> <p><i>Accelerate entry into coherent programs of study (Entry)</i></p>
<p><b>2. Intervention Related to Collegewide Priority.</b></p> <p><i>Identify one intervention to address the identified collegewide priority.</i></p> <p>Veterans, foster youth, DSPS, low income, various ethnic backgrounds          Success rates, access, transfer          Each college has its own          State cancellor says these are the categories          Campus based research to identify students here at Miramar having those issues          Course completion for African American students and Latino students          LGBTQ added at states chancellor's office and as something to examine with respect to course completion          Presses colleges to collect that data          Problems with categories definitions that don't line up with individual campus experiences          Eliminate 2 or more races category</p> <p>Board meeting          Vice chandler of student resources          Diversity report          Campus and district          Students and employees          Gender and ethnicity          Employment questions how to include those who identify with multiethnic backgrounds          2 races not same with gender, non-binary</p> <p>Employee cultural climate survey which is about diversity with two categories for gender</p> <p>Managers have largest proportion who report "other" 22% for ethnicity          White people tend to over report "other"</p> <p>When Hispanic or Latino is not an option, put "other" because they want to bunch us in with Caucasian Moroccan</p> <p>Student Equity data has "other" in some of our indicators          Can't close those gaps if we don't know who "other" is</p> <p>Historically disproportionately impacted groups</p> <p>Accelerated entry into coherent programs of study          Packets that students get when they do their ed plans</p> <p>Packet that says group A physical science and lists every physical science that would count</p>

Would be helpful to have things more customized  
List with physical science and all these classes  
But one of these classes can overlap in different groups

Chicano studies can count as History class  
you can complete the same class and it would count for two groups

Solution would be spending more time with counselor and going through part by part and making sure student understands what will count for what

SOC counts, SYCH 101 transfers, behave statistics counts towards 2 different groups  
Wouldn't explain it to me because no one would take the time to explain it to me  
Response was still too late; done everything for schedule for next semester

Comes down to your comprehensive counseling meetings  
When you see counselors go over ed plan  
Should it be required to see counselor? Maybe  
If you're working toward a degree or transfer and counselors say yes it will work  
You feel let down by system that is supposed to help you

How to fix that  
More comprehensive counselors

A lot of students who need to see a counselor 1 hr sessions seem impotent

Ed plans → elect printout? Soc sci requirement, humanities requirement, and

Comprehensive plan or 6 semester

Milo got one of each

Comprehensive plan to turn into coach

Both were helpful  
The longer list of all classes for all groups is more helpful if you're planning on doing it by yourself  
If you go in for ed plan and never talk to counselors again

When you need extra help, the other one is helpful

Tried to follow the 6 semester that I was given

I'm going to look at that 6-semester list first because it's shorter

I'm not looking for a long list of classes, what classes am I missing?

List is more helpful for fast planning

Personal space at SDCCD website to interact with it

I would use it; I know other people who would use it

Interactive site where you can use

Where you click on "I need a class from this group" and it shows you a list

More custom to the student

That would be super helpful

Transfer or sociology degree if you can go on website, go to dropdown

Sociology AA

List all classes you need

Electronic interactive ed plan

Was there ever an option to put milo in as preferred name?

We've talked about that at a liace meetings

You can change preferred name in Blackboard

But it doesn't work

Admissions change name?

Have to present birth certificate

Students who are in the closer at home and can't go through steps

Not fair to transgender students

I know some trans students who don't go to class on (the) (f)irst day because it hurts them so much would then get dropped

Inability to change your preferred name and preferred gender and pronouns even

Alliance meeting every 2<sup>nd</sup> and 4<sup>th</sup> Thursday of month prof Gonzales is in charge of that

Campus solutions -> Electronic interactive education plan

Counselor will still have to input a plan but students can manipulate it

If I picked this class what would it look like

Student doesn't change plans officially

But they can run scenarios and see what I would look like for hem then go back to counselor

1 year criminal justice want to change to art history believes this can be done

Can I switch to art history? How many more classes would I have to complete?

User-friendly

How do I go to the orientation

Some students are not comfortable going through that orientation

Trouble with counselors trouble with ed plan

Person position should be referring to process



Volume of information can be overwhelming

Degree requirements; major equipment; transfer requirement; categories of classes

Accuracy, volume

I might want to know what each of these 54 major might look like how would requirements change

A lot of complexity to the content

Deciding which one narrowing down prevents students from entering coherent program

Job opportunities

Controversy around guided pathways supposed to help with coherent programs of study

Needed that inspiration to find something that students can expect and I impotent

Identity categories on campus

Accelerated entry

Clarity about requirements vs electives

Electronics are better for students

Official comprehensive ed plan

Intervention could be making sure we have process for modeling scenarios

Ability to run scenarios to facilitate more meaningful dialog with counselor

Lessen pressure on counseling areas

Students have room to explore

What is it you need wat vs just listing requirements

Sequencing is a constant discussion

Attached with ESOL which means it's an even longer sequence if they start in ESOL then dev English then English 101

Exploring majors

Career services counseling services workshop internship work study experiential learning

Clear and concise ed plan see future from beginning to end

Clubs are momentum points being in this club has helped me explore my major make conections network

Tools and processes

Giving tools here's how much longer it could take to make that decision

Wealth of information

Comp ed plan and abbreviated ed plans ( seems or less)

Elec. ed plan which is degree audit which I printed electronic version with all categories

Required classes are listed

Choices and category is listed

6 semester plan which is comprehensive could be 6 or 10 semesters

Fall 2017 you are taking THESE courses

Responsibility to redirect

Liaisons between counselors and departments

Collaboration as **momentum**

Someone calls her and says a student is not well in my class

Says specifically they can do this but not these

### 3. Loss and Momentum Points.

*Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.*

Swirl can decrease coherence

#### **Momentum Points**

In depth conversation with faculty and counselors about interests

Referrals to DSPS, ASC for tutor, etc.

Instruction develops course taking 2 yr patterns/sequences that allow students to move though as quickly as possible so no one is stuck for extra semesters, work with students services, ID loss points

Certain math classes you need to complete

### 4. Six Factors.

*Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.*

#### **Connected**

Students feel like they are part of the college community.

Referrals

<b>Directed</b> Students have a goal and know how to achieve it.	Scenario capability, ESOL English and math placement Self placement requires strong counseling and guidance multiple measures placement
<b>Engaged</b> Students actively participate in class extracurriculars.	Counseling, career center, job placement, entry into clubs. Support services like career center, quick assessment of career goals in helping with major assignment, transfer center
<b>Focused</b> Students stay on track, keeping their eyes on the prize.	Intervention idea Enter quickly but allow for exploration phase Marketing Gender service area split M/F split in faculty positions
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	Equal Opportunities More conversations about diversity and inclusion SEP
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	

# Table 12

## Priority #6: To increase the number of outreach activities and programs.

Please conduct the following exercise and use the table to record your response.

<b>1. Principle of Redesign 7:</b>	
<i>Reward behaviors that contribute to completion (All Phases)</i>	
<b>2. Intervention Related to Collegewide Priority.</b>	
<i>Identify one intervention to address the identified collegewide priority.</i>	
Major and Club Fair on Compass Point Department Information Sessions with current majors, faculty, alumni.	
<b>3. Loss and Momentum Points.</b>	
<i>Think about the processes and procedures to accomplish this priority. Identify potential loss and momentum points from the student experience.</i>	
<b>Loss Points</b>	
Signage lacking to point people towards the Welcome Center. Students lacking encouragement and knowledge to utilize resources. Students with unidentified majors have difficulty recognizing what resources to use. Broken communication pathways; e.g. faculty have access to e-mail addresses of their students, but Career Center does not.	
<b>Momentum Points</b>	
Outreach already doing at the high school. Connecting students early on to alumni, internship opportunities, etc. so that they can envision their career. Campus commitment to the student experience. Use successful programs like EOPS as models for new programs.	
<b>4. Six Factors.</b>	
<i>Brainstorm how the following Six Factors of Student Success can be incorporated into your intervention of achieving this priority.</i>	
<b>Connected</b> Students feel like they are part of the college community.	Informal meetings between faculty, students, and alumni will connect everyone within a major.
<b>Directed</b> Students have a goal and know how to achieve it.	At department information sessions, students can get information about what classes to take and possible career paths.
<b>Engaged</b> Students actively participate in class extracurriculars.	Creating a sense of community will make students within a major feel connected to a department.

<b>Focused</b> Students stay on track, keeping their eyes on the prize.	Meeting with faculty and other students within the major will keep students motivated.
<b>Nurtured</b> Students feel somebody wants and helps them to succeed.	Again, a sense of community within a major will make them feel nurtured.
<b>Valued</b> Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.	Majors that participate in the information sessions will get a sense of fulfillment in helping students who are at earlier stages of their academic careers.

## Worksheet: Unit-Level Planning

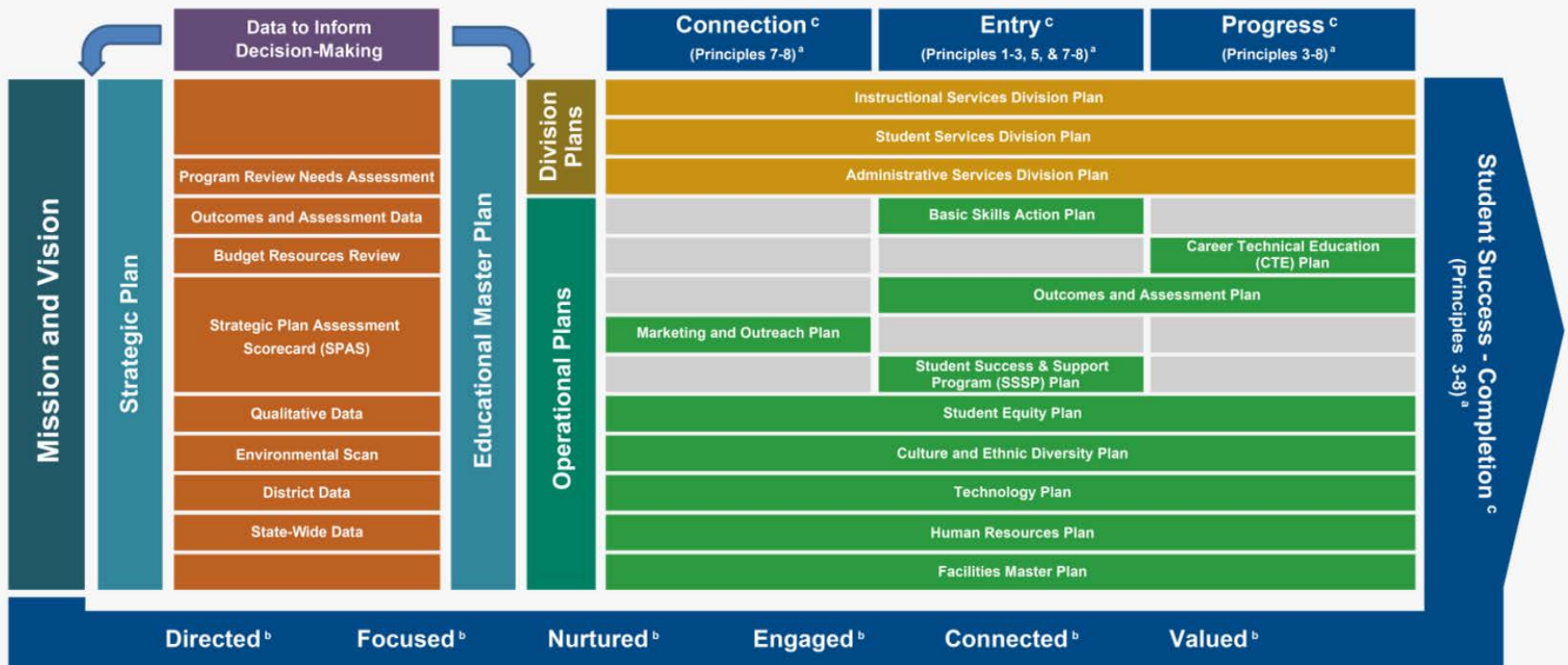
**After reading through the interventions, consider which recommended interventions/pieces of interventions could your unit adopt. Also consider what other interventions your unit could you adopt to further support student success based on the college-wide priorities and principles of redesign.**

**The following questions are meant to guide you through this process:**

1. Which phases of the student experience (connection, entry, progress, or completion) does your unit impact most strongly?
2. Which interventions have been proposed for the phases that you've identified?
3. Which interventions would you like to adopt and WHY?
  - What activities proposed in the interventions would you like to implement? What additional activities would you like to add?
  - What goals/outcomes do these interventions seek to achieve? Are they aligned with the goals/outcomes of your unit? Are the goals long-term or short-term? Are they achievable and measurable?
  - What loss points can the interventions help mitigate?
  - What momentum points can the interventions help foster?
  - Do you foresee a positive impact on the goals/outcomes of your unit by implementing the interventions? Where would you set your new goals/outcomes after implementing the interventions?
4. What resources would it take to implement these interventions? (e.g., more staff, greater funding, more release time). Where might your unit acquire these resources? What processes do you need to follow to request these resources? What will be your timeline for doing so?
5. What will be the timeline for introducing these interventions? Who will be responsible for leading the charge? Who are the constituents who will need to be engaged, both within your unit and outside your unit?
6. How can your unit-level planning incorporate and tie to elements in the College's planning framework?
7. How can your overall unit-level planning improve student experience, success and completion and reduce equity gaps?

# SAN DIEGO MIRAMAR COLLEGE

## Student Success Framework for Long-Term Integrated Planning • Fall 2016 - Spring 2020



<sup>a</sup> Principles of Redesign (Source: Completion By Design Initiative)

<sup>b</sup> Six Factors of Student Success (Source: Student Support Redefined Initiative)

<sup>c</sup> Loss/Momentum Framework (Source: Completion By Design Initiative)

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