

Student Success Dialogue Data Packet

Spring 2016 - Spring 2018 Planning Summits and
Student-Focused Research Studies

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

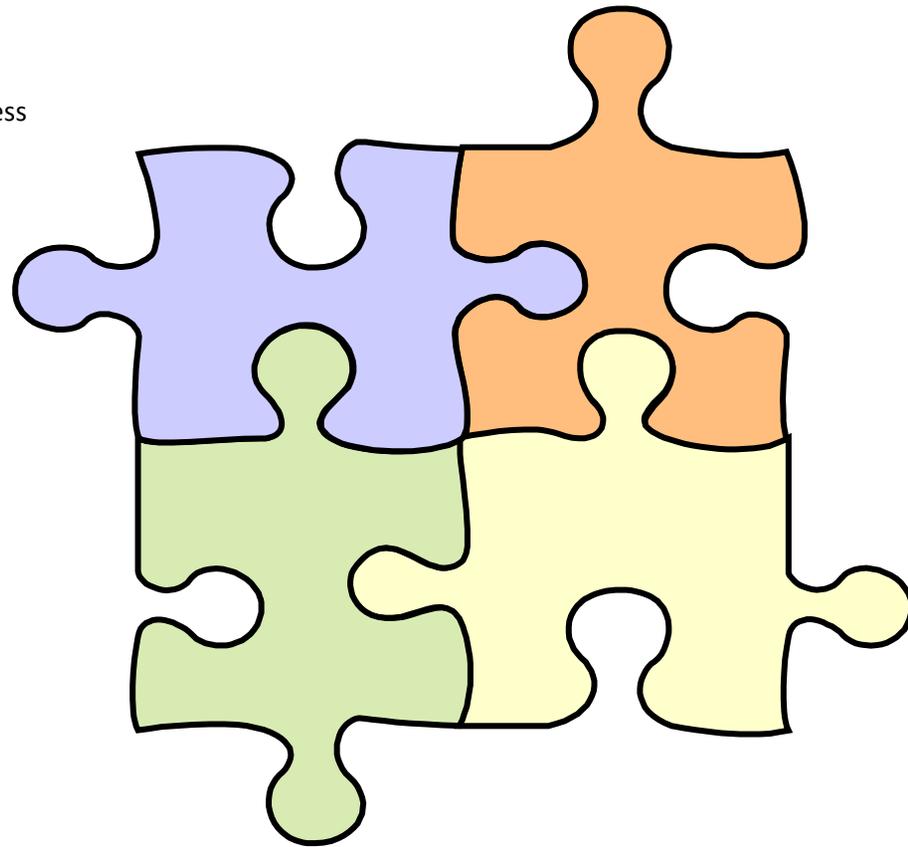


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Event:	Spring 2016 Planning Summit
Theme:	Integrated planning for student success (college level focus)
Focus:	Progressing on six collegewide priorities
Activities:	<ul style="list-style-type: none"> a) Campus tour of student/instructional support service areas b) Participants engaged in brainstorming sessions to develop interventions to support collegewide priorities
Data Collected:	Ideas for making progress toward addressing SDMC's six collegewide priorities generated through brainstorming sessions
Participants:	47% Contract-Faculty Classroom; 24% Classified Contract; 12% Contract Faculty-Non-Classroom; 3% Adjunct Faculty- Non Classroom; 6% Adjunct Faculty-Classroom; 6% Supervisor; 3% Manager**
Data Application:	<ul style="list-style-type: none"> a) Educational Master Plan b) Operational Plans c) Unit level Planning

**This data is based on the evaluation of the Spring 2016 Planning Summit and may not accurately represent a break-down of all attendees (n=34)

Spring 2016 Planning Summit: Ideas generated from Brainstorming Sessions to Progress on Six College-wide Priorities

Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
Priority 1: To increase transfer volume and rate		The building housing the Health Center would benefit from descriptive signage that students can recognize as the Health Center.		
		Facilitating student interns for the health center.		
		Centralizing tutoring so that students have a clear understanding of where they need to go to receive the academic support they need. Consider renaming The Place to be less vague to help avoid confusion.		
			Professional development for faculty to inform them of the diverse support offered by Student Services.	
Priority 2: To increase the number of Associate Degrees and Certificates awarded		The "Passport program" would be a good way to involve students with services available and should be highlighted more; perhaps design a class assignment involving this that instructors can assign as extra credit.		
		To encourage interdepartmental discussion about Student Services, have departments give information on services they offer. Use a packets or flyers at the beginning of semesters so teachers can discuss with class. This would be something like a featured "student service of the week." Each week there would be a brief presentation (one slide) that instructors can give in class. Eventually put online. For example, apply for financial aid early.		
		Ensure every degree/certificate has a course sequencing plan to ensure students complete in two years; post this information to a website with steps to earn a degree or certificate. Might also provide this in other formats (packet of plans to counselors, etc.)		
		Utilize RN to BSN students from local universities to fill service gaps/needs in Health Services. These students need internship hours in nontraditional nursing settings like ours.		
			Use SDGE grant to support health services and mental health counseling for Veterans. For example, provide funding to the health services or mental health services program on a per student basis for every veteran who utilizes those services and who meets the criteria of the grant (20% disability rating or higher).	

Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
		Allow students to become self-starters by creating a flowchart that shows students how to progress through their college education and program. Make resources available showing intermediate steps and make sure there is a way to check progress.		
	Give students information and	motivation for coming back to counseling.		
		Encourage instructional department meetings to discuss how to connect the instructional department to student and academic support services; also brainstorm on what types of support services would be helpful to students.		
			Encourage instructors to hold online office hours, perhaps by allowing online office hours to count towards the required amount of weekly office hours.	
Priority 3: To increase the success rate for CTE students	Student Services/Welcome Center: Welcome Center Ambassadors are going to High Schools to recruit students for Miramar. They need help with expertise in technical areas (ADJU, Fire EMT, Diesel, Aviation, etc.) so they can describe the programs accurately.			
	Student Services/Welcome Center: Instruction should reach out to Welcome Center through Deans and/or Program Managers to provide required expertise.			
		Library: Their new Prep Step database should prove useful by providing on-line tutoring in several areas including math and English. Faculty is able to load their own information into this data base		
		Library: There are several Group Study Rooms available on a reservation basis.		

Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
		Library staff are willing to provide familiarization tours to classes.		
		Library: Utilization of these facilities and assets by students and faculty could help promote student success and retention and help to close the “CTE gap.”		
Priority 4: To increase the number of course sections to reach the goal of 10,000 FTES			Collect and analyze data to assess the needs of transfer students based on common courses and destination	
			Communicate information about services for high-risk students and career services offered, including classroom visits and classified staff informational activities.	
	Collect information about students’ anticipated fee payment difficulties during the course registration process and direct to available options			
		Explore the development of summary documents for every course about the level and type of English and Math competencies needed for success		
		Explore development of curriculum for discipline-specific writing/ communication and math		
		Communicate to the campus constituencies information about the common mental health issues, services available, and how they can be accessed		
Priority 5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.			Introduce new products and resources to the instructional deans to help integrate into the classrooms via faculty-Library	
		Expand library hours to reflect class times, for instance open at 7:30am instead of 8am, in order to be accessible for students.		
		Send a reminder text and email every semester around week 2 for students to see a counselor		
		Expand counseling hours to be open on one or two Saturdays a month for all students.		
	Group outreach presentations by cohorts to build relationships			
	Build community partnerships for VA students			
	Create a Reddit forum for students			
		Encourage faculty to reach out to counseling to conduct classroom presentations		
		Expand Saturday assessment testing		

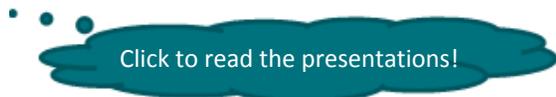
Miramar College Priorities (Identified by SPAS)	Connection	Entry	Progress	Completion
			Encourage faculty to refer students to the behavior intervention team when needed.	
	Redesign print and online communications for equity (culturally relevant)			
		Expand resources by adding library early morning, Friday afternoon and weekends, counseling hours a couple of Saturdays a month and expanding assessment Saturdays in the communities		
Priority 6: To increase the number of outreach activities and programs		Make sure faculty are (continually) made aware of all services available to students.		
		Offer Library activities/workshops during Flex Week for adjunct faculty.		
		Offer mid-semester library workshops and service reminders for students. New, incoming students are often inundated with a lot of information, and orientations/workshops can be most useful when the students are actually invested in their courses and know exactly what services they need.		
	Increase community events (fairs, concerts, etc.) to better connect with the community.			
	Increased support and attention for the Outreach Office. They are an integral part of the College, and can be easily overlooked.			
		Address Assessment, DSPPS, and other service accessibility for night students, as well as increase regular communication between DSPPS and other departments so that the resources are utilized.		
	Think of creative ways to outreach beyond service area boundaries.			
		Promote assigned counselors per department.		
	Create a Smart study room for reservation in the Library for students.			

Event:	Spring 2017 Planning Summit
Theme:	Miramar Act ^x : Moving from a culture of inquiry to a culture of action
Focus:	Sharing best practices for supporting student success collegewide
Activities:	Sharing of best practices by faculty, classified professionals, and management
Participants:	41% Contract-Faculty Classroom; 19% Classified Contract; 19% Student; 7% Contract Faculty-Non-Classroom; 2% Adjunct Faculty- Non Classroom; 2% Non-Academic Hourly; 4% Supervisor; 7% Manager**
Data Collected:	Summary of presentations
Data Application:	a) Educational Master Plan b) Divisional Plans c) Unit level Planning d) Program Review

**This data is based on the evaluation of the Spring 2017 Planning Summit and may not accurately represent a break-down of all attendees (n=44)

Spring 2017 Planning Summit: Sharing of best practices by faculty, classified professionals, and management

Connection	Entry	Progress	Completion
Randy Claros (Counselor/Assistant Professor) and Sara Haddad (Senior Student Services Assistant) presented on the first year experience at SDMC (JetStREAM).			
		Francois Bereaud (Department Chair/Professor in the Math Program) presented on how departments can use Blackboard to share teaching resources and increase inner-departmental collaboration.	
		Jae Calanog (Assistant Professor, Astronomy/Physics) presented on how to engage students in a comprehensive research experience.	
		David Mehlhoff (Instructor, Administration of Justice) and Anthony Bamford presented on critical thinking for learning and success.	
		Gene Choe (Assistant Professor, Diesel Technology) presented on developing supports to guide students through disciplinary pathways.	
			Gene Choe (Assistant Professor, Diesel Technology) presented on how to track students after completion in order to help current students succeed and identify job opportunities.
Brett Bell (Vice President, Administrative Services) presented on best practices for collaboration among divisions, with a focus on how administrative services seeks to support the proliferation of best practices.			



Event:	Spring 2018 Planning Summit
Theme:	Miramar Act ^x : Student Success Comes Alive!
Focus:	Developing interventions to support the "Six Factors of Student Success" based on collegewide priorities and principles of redesign and linking collegewide planning to unit-level planning
Activities:	<ul style="list-style-type: none"> a) Students provided testimonials regarding their experiences at Miramar College b) Participants engaged in break-out discussions to develop interventions to support student success based on collegewide priorities, principles of redesign, and the "Six Factors of Student Success"
Data Collected:	Proposed interventions for supporting student success, as originally shared in "2018 Miramar Collegewide Planning Summit: Overview of Recommended Interventions"
Participants:	29% Contract-Faculty Classroom; 14% Classified Contract; 10% Student; 15% Contract Faculty-Non-Classroom; 3% Adjunct Faculty- Non Classroom; 3% Adjunct Faculty- Classroom; 5% Non-Academic Hourly; 12% Supervisor; 9% Manager**
Data Application:	<ul style="list-style-type: none"> a) Unit level Planning b) Program Review

**This data is based on the evaluation of the Spring 2018 Planning Summit and may not accurately represent a break-down of all attendees (n=78)

Spring 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				Intervention 1-a (PR3): 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.
				Intervention 1-b (PR7): 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				Intervention 2-a (PR5): Hold departmental open houses so that students can learn more about each department, form relationships on campus, and receive advice from department representatives.
				Intervention 2-b (PR5): 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.
				Intervention 2-c (PR5): 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.
				Intervention 2-d (PR8): 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				Intervention 3-a (PR4): Provide training and support to faculty to implement active learning activities into the classroom to support student engagement and learning.
				Intervention 3-b (PR5): 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.

Spring 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	Intervention 4-a (PR1): Assign a "discipline mentor" to educate students about the opportunities and careers available in the discipline.			
	Intervention 4-b (PR2): 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.			Intervention 5-b (PR6): Create an alert system to notify students of progress and provide customized suggestions of opportunities and services available to them.	
	Intervention 5-b (PR1): 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	Intervention 6-a (PR2): Increase communication among Miramar College employees about the opportunities, services, and varieties of expertises available to students on campus.			
	Intervention 6-b (PR7): 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

Research Studies:	Reflections from Students: Summary of Findings from Student-based Research at Miramar College
Purpose:	Using the student experience to drive continuous improvement
Focus:	Developing interventions to support the "Six Factors of Student Success" based on collegewide priorities and principles of redesign and linking collegewide planning to unit-level planning
Activities:	<ul style="list-style-type: none"> • Fall 2017 Student Scheduling Preferences Survey • Spring 2018 Student Scheduling Preferences Survey • Spring 2018 Graduation Survey • Focus groups and interviews with graduating and transferring students
Data Collected:	Quantitative and qualitative data, analyzed to identify what Miramar College is doing well and what it could do better to support student success during the four phases of student experience, from the perspective of students (summary only)
Data Application:	<ol style="list-style-type: none"> a) Collegewide Planning b) Unit level Planning c) Enrollment Management d) Program Review

Summary of Findings

Items in **green** indicate what Miramar College is doing well to support student success during the four phases of the student experience, from the perspective of students. Items in **blue** indicate what Miramar College could do better to support student success, from the perspective of students themselves.

Connection	Entry	Progress	Completion
	Help expose students to meaningful career activities.		
	Work to help students feel like they have a voice on campus and are part of a campus community.		
(Some) students call for greater exposure to possible careers and potential employers.			
		SDMC employs passionate and knowledgeable instructional faculty who help students identify their aspirations and make progress toward their goals.	
Results indicated that the majority of respondents felt directed, focused, engaged, nurtured, valued, and connected.			
		Develop a system to let students know when they are award eligible.	
SDMC's integration into the larger SDCCD system is seen as a benefit by students.			
Develop business practices that support, not impede, student success. For example, students reported complications having their transcripts sent and received, delaying progress to graduation and transfer.			
	Adapt policies and practices that recognize the centrality of faculty to the student experience and student success.		
Inform students of the wide variety of support services available on campus early on in their educational careers, and reminded of their existence often. In addition, students shared that they need guidance about what events and services would benefit them and when.			
Students report that Miramar College has caring, supportive, and knowledgeable classified professionals who center students in their work.			
		Ensure rooms and available technologies are suited to course needs.	
	Extend the dates and times that counselors are available to meet with students, and make it easier for them to schedule appointments, such as through an online portal.		

Connection	Entry	Progress	Completion
	<p>Students report that SDMC’s counselors are friendly and helpful. Counselors play an important goal in helping students identify and create a plan to achieve their goals.</p>		
	<p>We need more outreach to students with mental health challenges about the services available to support them. Students reported mental health challenges as a significant barrier to progress and completion. Yet only half knew that Miramar College offered mental health services.</p>		
	<p>Increase the number, availability, and training of counselors to support student success.</p>		
<p>We offer flexibility and support for students with diverse needs and responsibilities to achieve their personal and educational goals.</p>			
<p>Help break down stereotypes about the quality of education that a community college provides and the types of students who attend them in order to increase recruitment and help students feel proud of their education.</p>			
	<p>Students reported that SDMC provides high quality wrap-around support systems that support student success.</p>		
			<p>Help students maintain a tie to SDMC even after they graduate. Students seek a variety of alumni support: alumni networking events (53%); access to an alumni newsletter (31%); ability to attend campus career fairs and other career-related events (56%); and help with transfer questions, access to trainings, and ability to take more classes outside major.</p>
<p>Students reported that SDMC’s campus design and infrastructure supports learning and enhances their college experience.</p>			
		<p>Ensure students are uniformly exposed to rigorous courses which provide them direct skills and experiences that will help them get, keep, and succeed in a job.</p>	
<p>Offer courses during a wide variety of times to meet students diverse scheduling needs (request results from the Fall 2017 and Spring 2018 Student Scheduling Preferences Survey for more information on preferred days and times).</p>			
		<p>A number of students reported positive experiences working with counselors in the Transfer Center.</p>	