SSSP-SEP-BSI-BSSOT-CTE-SWP-SEM Alignment Meeting

Monday, April 10, 2017

12:30 p.m. – 1:30 p.m.

N-206

Agenda

Participants: Patricia Hsieh, Paulette Hopkins, Gerald Ramsey, Brett Bell, Daniel Miramontez, Lynne Ornelas, Marie McMahon, Mary Kjartanson, Xi Zhang, Jacque Honda, Laura Murphy, Becky Stephens, Stefanie Johnson Shipman, Denise Kapitzke, Naomi Grisham, Steve Quis, Briele Warren

Items:

1.) Status Update on Game Plan and Timeline for SSSP-SEP-BSI Integrated Plan 2017-19:

    a. **Phase 1: Previous Accomplishments (Due 3/30/17)**   **Honda, Bell, Hopkins, & Ramsey**

        i. **Go Over Status Report for Items Due 3/30/17**

    b. **Phase 2: Future Plans (Due 4/21/17)**   **Honda & Zhang**

        i. **Progress Update for Items Due 4/21/17**

2.) Discuss Subsequent Initiative Alignments Based on Template (BSI-BSSOT, CTE-SWP)   **Miramontez**

3.) Future Meeting Dates (Please Bring Your Calendars)   **Hsieh**

SSSP-SEP-BSI Alignment Worksheet

Initiatives	Success Indicators for Evaluation	Goals	Activities	Budget	
				Areas	$
SSSP	1. Orientation 2. Assessment for Placement 3. Counseling, Advicing and Other Education Planning Services 4. Follow-up for At-Risk Students			a. Orientation b. Assessment for Placement c. Counseling, Advising, and Other Education Planning Services d. Follow-up for At-Risk Students e. Coordination	
SEP	1. Access 2. Successful Course Completion 3. Basic Skills Completion and Subsequent Enrollment 4. Degrees and Certificates 5. Transfer			a. Outreach b. Student Services & Categoricals c. Research and Evaluation d. Student Equity Coordination & Planning e. Curriculum/Course Dev. & Adaption f. Professional Development g. Instructional Support h. Direct Student Support	
BSI	1. Placement 2. Enrollment 3. Retention 4. Successful Course Completion 5. Persistence 6. GPA			a. Program, Curriculum Planning & Development b. Students Assessment c. Advisement & Counseling Services d. Supplemental Instruction & Tutoring e. Course Articulation/Alignment of the Curriculum f. Instructional Materials & Equipment g. Coordination h. Research (District) i. Professional Development	

SSSP-SEP-BSI ALIGNMENT WORKSHEET
Progress Analysis for Use in Completing CCCCO Program Forms

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

	Goal	Activity	Progress
SSSP	1. Focus services for students with high number of units (most probable completers) to increase the number of completers.	Dedicate additional counseling resources to complete ed plans for students with 45+ units; and develop and provide specific transfer and transition workshops for students in this category.	Completed: Students identified using reports from the District office. Targeted emails and correspondence used to scheduled workshops and ed planning sessions for students (#'s to be provided).
	2. Enhance FYE, Using an EOPS Summer Readiness as model/template (a bridge to entering semester)	1. Re-establish partnerships with feeder high schools; Link incoming students to specific services (DSPS, EOPS/CARE, Counseling); 2. Establish Summer Readiness Program; 3. Recruit and hire student peers; 4. Identify and hire SRP coordinator; solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills; 5. Identify specific courses in English and Personal Growth; 6. Review, consider, adopt and implement a minor organization change that would result in coupling the assessment and outreach units	1. Completed: Working collaboratively with the Instructional Division, partnerships agreements and multiple MOUs have been established with each feeder high school. 2. The summer program has been established. Challenges were identified during the 2015 summer session and addressed in 2016. The 2017 program is expanded to provide access to more than 100 students. 3. Peers have been hired and trained (add #'s for final. 4. A counselor has been assigned .5 fte to provide faculty coordination of the summer program, including the coordination of activities with the Basic Skills coordinator and supervising dean. 5. English 48/49 and Personal Growth 140 are offered. (add success info in these and English 101) 6. An organization change, coupling assessment and outreach units has been completed. This has resulted in an increase in the number of students served and better coordination of activities.
	3. Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) - Begin using students' educational plan information to assist with scheduling classes for students' first semester	1. Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level BS or college-level courses to develop offerings for FYE students; 2. Use the data and demonstrated successful practices of the BS committee to assist in the development of class schedules	1. English 48 & 49 were identified. English 42 and 43 were considered but did not deemed to be appropriate.
	4. Use Personal Growth courses as a tool to assist with assessment, orientation and advisement	Partner PG counselor instructors' w/Basic Skills faculty, peer mentors/counselor and counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses.	Response in progress
	5. Expand on-line counseling and other alternative advisement delivery services	1. Working jointly with Mesa and City, purchase on-line Orientation and Advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments; 2. Provide assessment services on a walk-in basis (on campus), continuously and at the high schools; Provide all students w/option of in-person or online counseling.	1. The on-line counseling program was not purchased due to system limitations. The counseling Department has developed an alternate on-line procedures to ensure counseling access to distant learners. 2. Assessment services have been enhanced to provide walk-in and appointment based services. Office hours have been expanded.
	6. Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation	1. Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners; 2. Hire high school counselor(s) as adjunct college counselor(s); Schedule joint counseling meeting each semester to update HS counselors and develop action plans	1. This goal has been met by ongoing and selected scheduled meetings with partners. This was determined to be a more efficient way of accomplishing our goal 2. High school counselor hiring has been limited to an "as need basis". Collaborative consultation with partner faculty has proved to be effective in accomplishing our goal. There were some collective bargaining challenges. These have been addressed.

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

Goal	Activity	Progress
7. Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456	1. Re-establish partnerships with feeder high schools; 2. Increase the number of and hire peer mentors; 3. Conduct information sessions focused on families of high school seniors, not individual students. 4. Hire additional counselors and classified staff. 5. Incorporate student equity and services needs into the instructional and student service annual program review process 6. Assign counselors as liaisons to instructional departments. 7. Design and implement parent/student information nights to inform parents and students of steps to full matriculation. 8. Orientation services are offered online. Expanded services and increased walk-in assessment. 9. Increase and offer the number of education planning workshops	1. Completed, see other progress notes 2. Completed, see other progress notes 3. Completed, see other progress notes 4. Additional counselors were hired for the Counseling Department, DSPS and Mental Health Counseling. The Transfer Center received adjunct counseling resources to augment its existing resources. Additional classified staff were hired in the Counseling Department, Career Center, Assessment and EOPS. 5. Completed 6. Counselors have been assigned to each department. 7. Parent/student information sessions were conducted in each academic year and scheduled to continue in the 2017-2018 academic year. (add numbers here) 8. On-line orientation has been successfully implemented. Assessment services have been enhanced to provide walk-in and appointment based services. Office hours have been expanded. 9. Workshop offerings were increased. Workshops were offered in the fall, spring and summer. There were 26 workshops, Fall and spring. There were 33 summer workshops and sessions. (Add comparative pre-SSSP numbers here) Other: 1. Reduction in counseling services wait time 2. Increase in appoint time fill rate 3. Enhanced collaboration between Counseling and Instructional departments

DRAFT FOR GROUP REVIEW

SSSP-SEP-BSI ALIGNMENT WORKSHEET
Progress Analysis for Use in Completing CCCCO Program Forms

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

	Goal	Activity	Progress
SEP	Improve access for African American, Latino, White and DSPS students	Orientation and Creation of publication materials.	Ongoing via First Year Experience and Support to Categorical Programs
	Improve course completion for African Americans, Academic/Progress Disqualification and Academic/Progress Probation.	All textbooks are available on reserve at the library. Strategic course offerings based on student need. Supplement existing categorical programs needs that are currently unmet.	The Library, Bookstore and Student Development collaboratively identified books needed to achieve the goal. Purchases were made during FY 2015 & 2016, $50,000 each
	Workshops related to student success	Conduct workshops to educate students about their preferred style of learning in relation to the classes they are enrolled in.	(check source before adding comment on progress)
	Improve ESL and basic skills completion for the target populations.	SI, Embedded Tutoring for Courses with low success/and or retention rates.	Achieved-some of the SI data is positive, some doesn't show a difference. (see BSI data detail)
	Identify interventions and resources to assist students through the probationary/disqualification process	Through existing research, identify at least 5 interventions to assist students identified as being on probation or disqualified. Implement the identified interventions starting in the 2016-17 academic year.	Works Completed
	Improve degree and certificate completion for the target populations	Utilizing enrollment management strategies identify courses required by students to complete degrees and offer courses.	Ongoing, no Student Equity funding attached to the goal
	Supplement existing categorical program needs that are currently unmet	Providing vouchers for EOP/Foster Youth students.	Has been used to support categorical programs (add data analysis)
	Reduce disproportionate gap.	Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place.	Added review of comparative data received Spring break

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	Goal	Activity	Progress
	Professional Development for faculty to establish cultural competency across the curriculum	Conduct professional development for faculty to show how to make courses more culturally relevant to student population	Not completed; caring forward
	Research possibility of multicultural center on campus for students to have a gathering place	Research into purpose, effectiveness, and outcomes for creating a multicultural center on campus for students.	Not completed; Eliminate going forward
	San Diego County Region X Student Equity Week	In collaboration with other Region X CCC's, identify best practices, hold region wide conferences for students, staff, faculty, and administrators, and conduct relevant activities on campus.	Achieved Fall 2016
	Request for Proposals	Departments and divisions within Miramar College will be submitting proposals for SEP funding to address the disproportionate impact.	First round awarded, awarding next round this semester.
	Hire Equity Program Coordinator	Hiring coordinator to oversee the process at the college, allowing for streamlining and a direct contact person. The coordinator will be responsible for coordinating college-wide SEP events, workshops, and oversee development of professional development at the college.	Associate Dean for Student Equity and Academic Success hired January 2017.
	Hire Peer mentors	Peer mentors will be assisting with the First Year Experience program at Miramar College, which addresses the disproportionate population and provides structured mentoring.	Peer mentors have been hired. Assessment of the need of additional resources continuous and ongoing.
BSI	1. Continue to refine a basic skills program at San Diego Miramar College based on extant research and data and work towards a commitment of institutionalization of successful practices.	Analyze current Basic Skills programs	Ongoing-Research is reviewed annually cross projects. Interventions are continually being refined to respond to research.

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Goal	Activity	Progress
	Identify roadblocks to student success	Ongoing – Student surveys are being developed along with quantitative research across all projects.
2. Augment and develop instructional services, course links, and Academic Success Centers that focus on helping students be more successful with their goals.	Create interventions and innovations in teaching strategies to improve student academic achievement based on appropriate research	Currently in its second year, the English 42/48 project's goal is to determine strategies, assignments, etc. to increase measures of success, similar to the activities that have come from the Math projects.
		In the Math Activities project, the faculty has changed the culture of the Basic Skills math classes to one of active learning.
		The English 42/48 and Math Activities projects include study skills and other qualitative enhancements.
3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals.	Train faculty to implement innovations	Both the English 42/48 and Math Activities projects include training for faculty based on the innovations generated and feedback from the faculty.
		Different projects hold different training events. At The PLACe and the English Center, training is content specific.

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

Goal	Activity	Progress
	Train online, as needed, and personalized tutors to assist students in both content and study skills	For SI leaders and online tutors, there is training in those particular methods. For one-on-one personalized comprehensive tutoring, tutors must take Education 100 that includes learning theory and tutoring best practices, as well as content specific methods.
3. Monitor and implement successful student support techniques for early intervention & sustained attention for students.	Provide online tutoring	Presently, there are three online tutors through The PLACe. There is currently a drive to hire more.
		Both The PLACe and the English Center Project place students in Basic Skills classes.
	Provide embedded tutoring (SI and IA programs)	Both the English Center and the Math Lab provide this spontaneous tutoring. Evaluations of these interventions are unclear due to inaccurate reporting data.
	Provide as needed tutoring in subject area tutoring centers	At The PLACe, there are currently 18 tutors who can work in 9 subjects. More coverage is needed.
	Provide one-on-one personalized comprehensive tutoring. Tutors with EDU 100 training tutor students in half-hour to one hour tutoring sessions	