<u>Alignment Taskforce Meeting</u>

Tuesday, May 2, 2017

2:30 p.m. – 3:30 p.m.

N-206

Agenda

Participants: Patricia Hsieh, Paulette Hopkins, Gerald Ramsey, Daniel Miramontez,
Xi Zhang, Jacque Honda, Briele Warren

Items: **1.) Update on Project Past Due 3/30/17**   <mark>Honda</mark>
    (attachment)

   2.) Progress Made on Project Due 4/21/17   <mark>Honda</mark>

   3.) Challenges   <mark>Honda</mark>

   4.) Next Project Due Date: 5/12/17   <mark>Hsieh</mark>

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
SSSP	**Degrees and Certificates**	**1.** Focus services for students with high number of units (most probable completers) to increase the number of completers.	1. 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.	1. Completed: Students identified using reports from the District office. Targeted emails and correspondence used to schedule 26 workshops and ed planning sessions for students.	a. Orientation	345,883
					b. Assessment for Placement	405,817
	Access, Successful Course Completion, Degrees & Certificates, Transfer	**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);	1. Completed: Working collaboratively with the Instructional Division, partnerships agreements and multiple MOUs have been established with each feeder high school.	c. Counseling, Advising, and Other Education Planning Services	560,487
			2. Establish Summer Readiness Program;	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.	d. Follow-up for At-Risk Students	356,479
			3. Recruit and hire student peers;	3. Peers have been hired and trained (Eleven total with SSSP funding).	e. Coordination	463,699
			4. Identify and hire SRP coordinator; solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills;	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.		
					TOTAL	**$1,786,482**
			5. Identify specific courses in English and Personal Growth;	5. English 48/49 and Personal Growth 140 are offered. (add success info in these and English 101)		
			6. Review, consider, adopt and implement a minor organization change that would result in coupling the assessment and outreach units.	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. 8668 tests were administered in 2015-16, compared to 5902 the year before, a 32% increase.		
	Degrees and Certificates	**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;	1. English 48 & 49 were identified. English 42 and 43 were considered but did not deemed to be appropriate.		
			2. Use the data and demonstrated successful practices of the BS committee to assist in the development of class schedules.			
	Access, Successful Course Completion, Degrees & Certificates, Transfer	**4.** Use Personal Growth courses as a tool to assist with assessment, orientation and advisement.	1. 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.	Taking place in summer bridge/FYE. Substantial work in partnering is still needed.		
		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;	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. Upgraded online orientation was launched this year.		
	Bassic Skills & ESOL, Degrees & Certificates		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.	2. Assessment services have been enhanced to provide walk-in and appointment based services. Office hours have been expanded.		

Draft of Integration wksheet   2   Objective a. Identify progress (Q1a)
8/15/20178:31 AM   Activity a. Review all plans being integrated
Activity c. Review activities proposed in each plan

	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
SSSP	Access, Successful Course Completion, Degrees & Certificates	**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;	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. Hire high school counselor(s) as adjunct college counselor(s);	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.		
			3. Schedule joint counseling meeting each semester to update HS counselors and develop action plans			
	Degrees & Certificates	**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;	1. Completed, see other progress notes		
		7. Fully implement the provisions of AB 1456.	2. Increase the number of and hire peer mentors;	2. Completed, see other progress notes		
			3. Conduct information sessions focused on families of high school seniors, not individual students.	3. Completed, see other progress notes		
			4. Hire additional counselors and classified staff.	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. Incorporate student equity and services needs into the instructional and student service annual program review process	5. Completed		
			6. Assign counselors as liaisons to instructional departments.	6. Counselors have been assigned to each department.		
			7. Design and implement parent/student information nights to inform parents and students of steps to full matriculation.	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. Orientation services are offered online. Expanded services and increased walk-in assessment.	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. Increase and offer the number of education planning workshops, including workshops for high school students.	9. Workshop offerings were initiated for the first time. Workshops were offered in the fall, spring and summer. There were 26 workshops, Fall and spring. There were 33 summer workshops and sessions.		
			10. Review service, staffing and organization matrices, office hours and make changes necessary to meet the statutory requirements outlined in the bill.	Other:		
				1. Reduction in counseling services wait time		

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	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
				2. Increase in appointment time fill rate		
				3. Enhanced collaboration between Counseling and Instructional departments		
SEP	**Access**	1. Improve access for African American, Latino, White and DSPS students.	1. Orientation and Creation of publication materials.	1. Ongoing via First Year Experience and Support to Categorical Programs	a. Outreach	$131,617
	Course Completion	2. Improve course completion for African Americans, Academic/Progress Disqualification and Academic/Progress Probation.	1. 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.	1. The Library, Bookstore and Student Development collaboratively identified books needed to achieve the goal. Purchases were made during FY 2015 & 2016, $50,000 each	b. Students Services & Categorical	$113,087
	Basic Skills Completion	3. Workshops related to student success.	1. Conduct workshops to educate students about their preferred style of learning in relation to the classes they are enrolled in.	1. (check source before adding comment on progress)	c. Research and Evaluation	$0
	Basic Skills Completion Degrees & Certificates Transfer	4. Improve ESL and basic skills completion for the target populations.	1. SI, Embedded Tutoring for Courses with low success/and or retention rates.	1. Achieved-some of the SI data is positive, some doesn't show a difference. (see BSI data detail)	d. Student Equity and Coordination Planning	$10,446
	Course Completion	5. Identify interventions and resources to assist students through the probationary/disqualification process.	1. 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.	1. Work Completed	e. Curriculum/Course Development & Adaption	$0
	Degrees and Certificates	6. Improve degree and certificate completion for the target populations .	1. Utilizing enrollment management strategies identify courses required by students to complete degrees and offer courses.	1. Ongoing, no Student Equity funding attached to the goal	f. Professional Development	$83,918
		7. Supplement existing categorical program needs that are currently unmet.	1. Providing vouchers for EOP/Foster Youth students.	1. Has been used to support categorical programs (add data analysis)	g. Instructional Support	$58,960
	Access Course Completion Basic Skills Degrees and Certificates Transfer	8. Reduce disproportionate gap.	1. Based on further research data, conduct focus groups and surveys to determine where loss and momentum points are taking place.	1. Added review of comparative data received Spring break	h. Direct Student Support	$690,004
	Course Completion	9. Professional Development for faculty to establish cultural competency across the curriculum.	1. Conduct professional development for faculty to show how to make courses more culturally relevant to student population.	1. Not completed; carrying forward	**TOTAL**	**$1,088,032**
	Access Successful Course Completion	10. Research possibility of multicultural center on campus for students to have a gathering place.	1. Research into purpose, effectiveness, and outcomes for creating a multicultural center on campus for students.	1. Not completed; Eliminate going forward		
	Access Course Completion Basic Skills Degrees and Certificates	11. Request for Proposals.	1. Departments and divisions within Miramar College will be submitting proposals for SEP funding to address the disproportionate impact.	1. First round awarded, awarding next round this semester.		

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Objective a. Identify progress (Q1a)
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	Success Indicator For Evaluation	GOAL	ACTIVITY	PROGRESS	Budget indicator	Budget
	Access Course Completion Basic Skills Degrees and Certificates Transfer	12. Hire Equity Program Coordinator.	1. 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.	1. Associate Dean for Student Equity and Academic Success hired January 2017.		
	Access Course Completion Basic Skills Degrees and Certificates Transfer	13. Hire Peer mentors	1. Peer mentors will be assisting with the First Year Experience program at Miramar College, which addresses the disproportionate population and provides structured mentoring.	1. Achieved Summer 2016, Fall 2016. Twelve total were hired with SEP funds.		
BSI	**Basic Skills Completion**	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.	1. Analyze current Basic Skills programs	1. Ongoing-Research is reviewed annually across all projects. Interventions are continually being refined to respond to research.	a. Program, Curriculum Planning & Development	$18,777
			2. Identify roadblocks to student success	2. Ongoing-Student surveys are being developed along with quantiative research across all projects.	b. Students Assessment	$0
	Course Completion	2. Monitor and implement successful student support techniques for early intervention & sustained attention for students.	1. Provide embedded tutoring (SI and IA programs)	1. Both The PLACe and the English Center Project place students in Basic Skills classes.	c. Advisement & Counseling Services	$0
			2. Provide as needed tutoring in subject area tutoring centers	2. Both the English Center and the Math Lab provide this spontaneous tutoring. Evaluations of these interventions are unclear due to inaccurate reporting data.	d. Supplemental Instruction & Tutoring	$120,586
			3. Provide one-on-one personalized comprehensive tutoring. Tutors with EDU 100 training tutor students in half-hour to one hour tutoring sessions	3. At the PLACe there are currently 18 tutors who can work in 9 subjects. More coverage is needed.	e. Course Articulation/Alignment of the Curriculum	$0
	Degrees and Certificates	3. Provide educational opportunities for faculty, staff, and students on successful techniques to help students achieve their goals.	1. Train faculty to implement innovations	1. Both the English 42/48 and Math Activities projects include training for faculty based on the innovations generated and feedback from the faculty.	f. Instructional Materials & Equipment	$2,223
	Course Completion Transfer Basic Skills Degrees & Certificates Transfer	4. Augment and develop instructional services, course links, and Academic Success Centers that focus on helping students be more successful with their goals.	1. Train online, as needed, and personalized tutors to assist students in both content and study skills	1. Different projects hold different training events. At the PLACe and the English Center, training is content specific. For SI leaders and online tutors, there is training in those particular methods. For one-on-one to personalized comprehensive tutoring, tutors must take Education 100 that includes learning theory and tutoring best practices, as well as content specific methods.	g. Coordination	$37,512
					h. Research (District)	$4,958
			2. Create interventions and innovations in teaching strategies to improve student affective growth based on appropriate research	2. The English 42/48 and Math Activities projects include study skills and other qualitative enhancements.	i. Professional Development	$1,613
					TOTAL	**$143,199**

Activity B: Review existing research data collected for/related to each plan and summarize major trends

Student Equity Data Results-Trends over three years 2014-2016

Summary of Major Trends from Existing SE Data

ACCESS
- Access for Pacific Islander and Filipino students decreased
- Access for Latino students increased
- Enrollment for students under the age of 18 doubled

SUCCESSFUL COURSE COMPLETION
- Under age 18 increased in their successful course completion
- DSPS Students increased in their successful course completion
- Students on Academic/Progress Disqualification increased minimally in course success
- Successful course completion rates for African American, Asian/Pacific Islanders, Filipinos and Latinos declined
- Exceeded Benchmark for Course Completion rates from 2012-2015

SUBSEQUENT COURSE COMPLETION from ESOL 40 to ENG 101/105
- Subsequent course completion rates increased for African Americans, Filipinos, Latinos and Veterans
- Success rates overall declined over a five-year period

SUBSEQUENT COURSE COMPLETION from MATH 046 to MATH 096
- Subsequent course completion declined for Males and Females, and students under age 18
- Subsequent course completion increased for Academic/Progress Probation students
- Subsequent course completion increased for DSPS
- Subsequent course completion decreased for students on Academic Progress/Disqualification/Probation
- Success rates overall increased over a five-year period

DEGREE AND CERTFICATE COMPLETION (No Goal)
- Students without an Ed Goal largely did not succeed in all categories

DEGREE AND CERTIFICATE COMPLETION (Informed Ed Goal)
- Asian Pacific Islanders and Latinos increased in their number, Filipino's slightly increased
- Students ages 25-29 and DSPS students increased in their degree completion
- Students aged 30-39, 40-49, 50+ decreased in their degree completion
- The College Exceeded Benchmark for Degrees/Certificates Awarded

TRANSFER
- Asian Pacific Islanders and Latinos increased their transfer numbers
- Veterans transfer numbers declined
- 88% of Transfer Benchmark reached

- 93% of Transfer rate reached
- The College's Transfer volume declined from 2011-2014 more than 3% below benchmark
- The College's Transfer rate declined in 2013-14 more than 3% below benchmark
- The College's Transfer prepared rate declined in 2013-14

STRATEGIC PLAN ASSESSMENT SCORECARD (SPAS) REPORTED AREAS OF COLLEGE-WIDE OVERALL TRENDS AND ONGOING CONCERNS:
- High retention rates vs. low successful course completion rates
- High term persistence rates vs. low annual persistence rates
- Low basic skills completion rates
- Low subsequent enrollment from basic skills level to college level courses

Objective B. Identify what contributed to overall success
- Enrollment of Asian-Pacific and Latino students increased, possibly due to outreach efforts
- Course success rates and the number of degrees for DSPS students increased; DSPS services may have contributed to outcomes
- By increasing the number of courses offered at the High Schools, the under age 18 course completion rates increased
- SI and tutoring may have contributed to increased course success rates for African Americans, Filipinos, Latinos, and Veterans
- Counseling interventions may have increased subsequent course success for students on Academic/Progress Probation and DSPS students
- Increasing the number of courses offered, SI and Tutoring services, may have increased the number of degrees for Asian Pacific Islanders, Latinos, and Filipino students
- Education Planning, Assessment and Orientation, may have increased the number of degrees for students ages 25-29
- The Transfer Center's outreach may have resulted in increased transfer numbers for Asian Pacific Islanders and Latinos

Objectives C. Identify Goals that Intersect BSI, SEP and SSSP and activities planned for achieving the goals (Q1c)
1) Enhance FYE Summer Bridge and Summer Readiness Program
   a. Link incoming students to specific services (EOPS, DSPS, Counseling) –SSSP
   b. Provide tutoring and SI – SEP, BSI
   c. Personal Growth courses are a tool to assist with assessment, orientation and advisement-SSSP
2) Improve Basic Skills and ESL completion for the target populations.
   a. Personal Growth Counselors to partner with Basic Skills Faculty, peer mentors/counseling and counseling faculty- SSSP, SEP
   b. Train faculty to implement innovations-BSI
   c. Embed tutoring for courses with low success/and or retention rates-SEP, BSI
3) Establish online services for students and alternative delivery services.
   a. Expand on-line counseling for on-line students –SSSP

        b.   Provide online tutoring for online students-SEP

        c.   Train personalized tutors to assist students in both content and study skills-BSI

4) Strategic Enrollment Management-

        a.   Basic Skills Coordinator to identify students moving from Basic Skills to College Level courses to develop course offerings-BSI

        b.   Utilize students' education plans to assist with scheduling classes for student's first semester-SSSP

        c.   Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees-SEP

5) Hire Peer Mentor and Tutors to assist with disproportionate populations

        a.   Provide structured mentoring to disproportionate populations-SEP

        b.   Monitor and implement successful student support techniques for early intervention-BSI

        c.   Recruit and hire student peers-SSSP

IDENTIFY BEST PRACTICES FOR STUDENT COMPLETION OR CLOSING THE ACHIEVEMENT GAPS (Q2)

First-Year Freshman Experience

        a.   Link incoming students to specific services (EOPS, DSPS, Counseling) –SSSP

        b.   Provide tutoring and SI – SEP, BSI

        c.   Personal Growth courses are a tool to assist with assessment, orientation and advisement-SSSP

BSI data results

Supplemental Instruction

- SI Instruction has mixed results
- Student Success in SI Instruction in English has increased over the last few years, but is still below non-SI students
- SI retention in English is below non-SI retention
- SI Math Success rates have increased more than non-SI success rates
- Retention for Math students in SI is higher than non-SI students
- SI Physics success rates exceeded non SI success rates

Tutoring

- Math success rates for students who receive tutoring are below students who received no tutoring
- In fall 2015 and spring 2016, tutored students did better than non-tutored students
- Persistence rates were lower for students who received tutoring than students that didn't
- GPA was higher for students who had tutoring than students who didn't receive tutoring

- English Center students with tutoring were more successful and had higher retention rates than students that didn't receive tutoring
- ESOL-Students who received tutoring for one to two sessions were more successful than students that were tutored for 3 or more sessions.
- Retention rates were similar for both groups
- GPA was higher for students who received 1-2 sessions than 3 or more or no ESOL tutoring

SSSP data results

- New students declined in orientation and counseling
- Continuing students increased in orientation and counseling
- Testing decreased for new students
- Assessment increased for continuing students and transfer/returning students
- Ed plans declined for new students
- Ed plans increased for continuing students
- Follow-up decreased for students on probation
- Follow-up for new students on disqualification increased, but decreased for continuing students
- Males increased in their ed plans and academic success
- Females declined in their ed plans and academic progress
- A large percentage of students are missing ed plans, orientation and/or assessment