

Alignment Taskforce Meeting

Wednesday, July 5, 2017

4:00 p.m. – 5:00 p.m.

N-206

Minutes

Attendees: Patricia Hsieh, Gerald Ramsey, Daniel Miramontez, Jacque Honda, Brett Bell, Paulette Hopkins, Sonny Nguyen, Donnie Tran, Briele Warren

Absent: Xi Zhang

Items: **1.) Update on Alignment Plan, Evaluation, and Budget**

Hsieh shared the Miramar College 2017 -19 Integrated Plan & Timeline Excel document that had initially been authored by Zhang. Hsieh noted Part II – Program Goals and Planning from the document from the State Chancellor’s Office, and that for question 1.a. all the group needed to do is select, copy, and paste into the chart. Hsieh commented that the term ‘objectives’ on the Excel document should be changed to ‘goals’ to be consistent with the information requested from the State Chancellor’s Office. Miramontez confirmed that the template was created by his office, and all of the other parts of the document were filled in by Honda. Hsieh asked Honda to clearly delineate the goal/target/outcome. The goals need to be aligned with the progress, but instead of identifying the progress, the goals need to be clearly identified to progress that are measurable and tangible. Ramsey noted that there was another document (last updated on 5/5/17) created by Honda and the group that lists the budget for 15/16.

Hsieh reported that the information in the Excel document needed to be transferred to the State Chancellor’s Office format/chart. Hsieh asked about question 1.b. on the document from the State Chancellor’s Office, and how it relates to the Excel file. Ramsey responded that Honda is working on a document that is comprehensive, and answers all of the pieces. One document addressed the information that the college was required to submit, and another document (a massive spreadsheet) was more detailed and addressed all of the pieces. Ramsey said Honda would work on getting it into a combined, readable format. Hsieh noted that the final product would be several parts, however, now that the information was collected, the group needed to put it in the required format.

Hsieh asked about question 1.c. on the document, and how it intersects with the Excel file. If there is evidence across all three (SSSP, SE, BSI) plans, then this is what they would want to feature. Hsieh noted that Honda and Ramsey are familiar with SSSP and SEP and can put it in the right format. Ramsey responded that the pieces have been identified, but that it is not reflected on the spreadsheet. Honda would correct this.

Hsieh asked about question 2 on the document, and commented that while the college has five strategies/activities identified, only one is required by the State

Chancellor's Office. Hsieh asked if they had the solid data and information to identify the one strategy/activity that intersects across all three plans. Since question 2 was a continuation of question 1, if the group could find the one goal, it would make sense to go to that goal, and under it list one activity that would be highlighted to demonstrate significant gains in student completion or the closing of achievement gaps. Hsieh asked if there were any questions, and no questions or concerns were expressed regarding 2.

Hopkins commented that the BSI results are mixed, and it cannot be the best practice. Miramontez responded that it sounds like the college needs to have the one intersecting goal with various identified activities. Hsieh said the group would have to go back to the individual plans first, look at Q1.c.'s goal on the Excel spreadsheet, and answer question 2 on the State Chancellor's Office document. Hopkins asked for the group to be careful when it came to the tutoring portion, as the 'right' data is not available for it, and she would not be comfortable in saying that it is a best practice. Hsieh asked if there were any questions, and no questions or concerns were raised.

For questions 3-8 on the State Chancellor's Office document (Future Plans), the five goals were identified. Hsieh asked if this process had involved the three important groups of people (faculty/classified/managers) who had all put their heads together and identified these five goals, and the group confirmed. Hsieh stressed that all five of the integrated goals needed to be in the college's new plans (BSI, SEP, and SSSP). The Vice Presidents and Associate Dean agreed that this would be done.

On the Excel spreadsheet, Hopkins noted that goal 4 item 4 needed a verb to be consistent with the rest of the section. 'Enhance Strategic Enrollment Management' was proposed. Bell commented that the words 'Guided Pathways' could be removed from the same line, as it was already described below it. It was agreed that for goal 4 item 4, the '/Guided Pathways' portion would be removed, and 'Enhance' would be added to the beginning of the line. There were no objections.

Hsieh mentioned that an additional piece for Q3 was needed, using the State Chancellor's Office format on page 5 of the document. The college has the goal, and the activities portions, but the last column (Goal Area) needed to be addressed by Ramsey, Hopkins, and Honda. Honda responded that this portion had already been done.

It was discussed that 2017/18 required five goals, and that 2015/16 just needed the one.

For question 4 on the State Chancellor's Office document, Hsieh asked Ramsey, Hopkins, and Honda to be responsible to draft the 500-word response relating to all five goals.

For question 5, Hsieh commented that it does not pertain to the college.

For question 6, Hsieh stressed that professional development must support all five goals. Ramsey suggested taking the staff development plan that was being developed, and it should be consistent with it. Hsieh said she did not know the timeline for that plan, as the faculty were going to take the lead. This particular draft needed to be done by September 2017. Bell asked if it was a college or subset professional development plan, and Hsieh responded that it was her understanding from McMahon is that it is campus-wide. It may be the same, but she was not sure.

For question 7, Hsieh thought the college's focus would be on credit, and someone would need to do this. Hsieh asked for the group to review the Excel spreadsheet one more time to see if the answer is already there. This portion would need to be 100 words maximum, and someone would need to be a primary lead (with a secondary lead).

For question 8, Hsieh did not think this question was appropriately answered on the Excel spreadsheet. Ramsey noted that this was brought up at one of their joint meetings, and he would make sure the information is consistent. Hsieh said to make sure the coordination is addressed by September 2017.

For question 9, Hsieh understood that this part was done, and Honda and Bell confirmed.

For question 10, Hsieh suggested for Honda to draft the executive summary, with an emphasis on the student equity portion. Hsieh asked if the assessment piece had tangible manageable outcomes and quantitative data. Ramsey said they would probably have to pull that information. Hsieh noted that question 10 would probably need the most information at this time.

Questions 11 and 12 had already been addressed.

Hsieh communicated that lot of work has been done up to this point, and a lot of information collected, and now it needed to be put into the appropriate format. Hsieh mentioned that she had sent out the Alignment meeting minutes to the entire campus and if the campus is paying attention, then none of this should be new news. Hsieh asked if July 21st would be a reasonable timeline for a draft report to be completed. Ramsey responded to set the deadline, and if there are any issues, they would inform her. Hsieh stressed that this process could not drag on, and that she would like to call a meeting as soon as possible with the big group after the faculty college from the summer. Ramsey and Honda responded that they did not see a problem with a July 21st deadline. Hsieh asked for both of the secondary leads to review the draft before it is sent to her (to ensure that it makes sense and flows). Once the draft is ready, then a meeting would be scheduled for the early part of August. No questions or concerns were raised by the group. Hsieh said that if the group was still not clear, to please ask questions, as later on, they would be approached with questions from the campus, and should be able to articulate the report.

Miramar College 2017 -19 Integrated Plan & Timeline¹

Questions	Objectives	Progress	Budget	Timeline
Phase I. Previous Accomplishments				
Q1.a	Identify progress	1. Increased enrollment of Asian-Pacific Islander and Latino students-SSSP 2. Increased course completion for students under age 18-BSI, SEP 3. Increased course success rates for African-American, Filipinos, Latinos and Veteran students-BSI SEP 4. Increased degrees for DSPS, Asian-Pacific Islander, Latino and Filipino students -SSSP, SEP 5. Increased degrees for student ages 25-29-SSSP, SEP 6. Increased transfer numbers for Asian-Pacific Islander and Latino students-SSSP, SEP		by 3/30
Q1.b	Identify attributing factors (or lack thereof)	1. Supplemental Instruction -mixed results-BSI 2. Outreach efforts-increased for DI populations-SSSP. SEP 3. Numbers of courses offered-increased-Instruction 4. Tutoring-mixed results-BSI, SEP 5. Counseling interventions for students on academic probation/disqualification-increased success of these students-SSSP 6. Orientation, assessment and educational planning-increased success and graduation-SSSP 7. Higher retention rates, low course completion rates-SSSP, BSI, SEP 8. Higher term persistence, low annual persistence-BSI, SSSP, SEP 9. Low basic skills completion rates-BSI 10. Low subsequent enrollment from basic skills to college level courses-BSI, SEP		by 3/30
Q1.c	Identify one goal that intersects BSI, SEP and SSSP and activities planned for achieving the goal	Increase course success, retention, term persistence and completion rates Activities: 1. Link incoming students to specific services (EOPS, DSPS, Counseling, Career, Summer Bridge)-SSSP 2. Provide new students with orientation and assessment - SSSP, SEP 3. Provide tutoring and SI - SEP, BSI 4. Require Personal Growth courses to increase study skills and career development-SSSP 5. Link students to Academic Success Center services-BSI, SEP 6. Use Guided Pathways to create Educational Plans for students-SSSP 7. Utilize Counseling interventions for students on academic probation-SSSP		by 3/30
Q2	Identify best practices	1. Supplemental Instruction-BSI, SEP 2. Tutoring-BSI 3. Summer Bridge/FYE/Jet Stream-SSSP 4. Counseling for students on probation-SSSP 5. Online tutoring and counseling-SSSP, BSI 6. Increased Educational Planning, Orientation and Assessment for new and continuing students-SSSP 7. Early Alert-SEP 8. College Hour to schedule workshops, trainings, speakers, etc.		by 3/30

¹Bold text indicates modifications since the last iteration

Phase II. Future Plans				
Q3	1. Establish integrated student success goals to be completed or achieved by 6/30/2019 2. Develop activities to complete/achieve the goals	1) Enhance FYE, Learning Communities, Basic Skills for Promise and Freshman Students a. Outreach to recruit new students that are Disproportionately Impacted - SSSP, SEP b. Assess with multiple measure to assure proper placement and success including off site assesments and career assessments - SSSP c. Link incoming students to specific services (EOPS, DSPS, Counseling, Career, Transfer) - SSSP, SEP d. Require participation in Personal Growth courses as a tool to assist with assessment, orientation and advisement (ie. PG 65) - SSSP e. Provide tutoring and SI - SEP, BSI f. Provide workshops for Test Prep in English and Math (ie. Math and English JAM)- SEP g. Increase outreach to parents and students, encourage students to enroll-SEP, SSSP 2) Improve Basic Skills and ESL completion for the target populations a. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success - SEP, SSSP b. Train faculty to implement innovations, High Impact Practices - BSI, SEP 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 - SEP, SSSP b. Provide on-line tutoring for on-line students - SEP c. Train personalized tutors to assist students in both content and study skills - BSI 4) Strategic Enrollment Management/Guided Pathways a. Faculty Coordinator identify and monitor students at risk with an early alert system - BSI, SEP, SSSP b. Utilize enrollment management strategies to identify courses required by students to complete degrees through Guided Pathways- SEP, SSSP c. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings - SEP, SSSP d. Collaboration between Student Services and Instruction to support student success-SSSP 5) Hire, Train and Supervise Peer Mentor and Tutors to assist with disproportionately impacted populations a. Provide a structured mentoring program that aides in retention through coordinated activities and connections to counselors - SEP b. Tutors assist students in both content and study skills - BSI c. Recruit and hire student peers - BSI, SSSP		by 4/21
Q4	Identify strategies for the College to achieve integration and the student success goals	1. Access-Outreach to local high schools, recruit and close Disproportionately Impacted groups 2. Parent Night to recruit new students 3. FYE to provide basic skills and Personal Growth courses to new students, including orientation and assessment 4. Coordination of activities for Peer mentors matched with new freshmen to provide first line of support and coordination with Counselors. 5. Abbreviated Educational Plans/Comprehensive Educational Plans linked to Guided Pathways 6. Career exploration and assessment 7. Supplemental Instruction, tutoring and instructional assistants to increase course success 8. BSI faculty paired with counselors to provide support for students 9. Professional Development for faculty and staff to support student success and equity initiatives 10. Online counseling and online tutoring to support online students		by 4/21

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Q6	Develop a professional development plan to achieve the student success goals	A. Address Disproportionately Impacted with data exploration and Action Research B. Work with the Community College Equity Assessment Lab at SDSU to provide PD around Teaching Men of Color C. Work with SDSU to provide training on Prison to College Pipeline D. Work with the Center for Urban Education to implement benchmarking tools and implement equity goals E. Professional Development around Early Alert and other High Impact Practices F. Website design and training G. Professional Development around serving former foster youth and homeless students H. Training around implicit bias, microaggressions, and cultural competency I. Training around Developing resource funding proposals		by 4/21
Q7	Design an evaluation plan for each student success goal	See evaluation plan		by 4/21
Q8	Develop a coordination Plan	The Coordination of the Alignment plan rests in the hands of the Associate Dean of Student Equity and the Equity team. The SSSP Advisory Steering Group will provide support. The Advisory Group will coordinate with faculty, staff, administrators and students to implement and monitor the activities and progress of the plan. The research office will assist in the plan evaluation.		by 4/21
Q9	Develop a budget Plan	See Budget sheet		by 5/5
Q10	Create an executive summary	Include goals, activities and the resources budgeted for the activities		by 5/12
Q11	Identify support the College would need from the Chancellor's Office	Identify support needed specific to topics (e.g., budget, goal setting, expenditures, data visualization, etc.)		by 5/12
Phase III. Finalization and Approval				
Entire Plan	Final review and validate	Review and finalize each section of the report		by 5/26
Entire Plan	Send plan through participatory governance process and District for approval	Obtain approval through appropriate avenues		by fall 2017

¹Bold text indicates modifications since the last iteration

Activities	BSI	SEP	SSSP	TOTALS
1) Enhance FYE, Learning Communities, Basic Skills for Promise and Freshmen students				
a. Outreach, to recruit new students that are Disproportionately Impacted - SSSP, SEP		80,000	249,635	329,635
b. Assess with multiple measure to assure proper placement and success including off site assesments and career assessment-SSSP			257,999	257,999
c. Link incoming students to specific services (EOPS, DSPS, Counseling, Career Counseling) - SSSP, SEP		250,000	540,958	790,958
d. Require participation in Personal Growth courses as a tool to assist with assessment, orientation and advisement (ie. PG 65) - SSSP			80,000	
e. Provide tutoring and SI - BSI, SEP	40,000	90,000		
f. Provide test prep for English and Math assessment (ie. Math and English Jam)- SEP		10,000		
g. Increase outreach to parents and students, encourage students to enroll-SEP, SSSP		83,016	70,000	
2) Improve Basic Skills and ESL completion for the target populations				
a. Counseling Faculty partner with Basic Skills Faculty and peer mentors to increase student success - SEP, SSSP		10,680	90,000	100,680
b. Train faculty to implement innovations, High Impact Practices - BSI, SEP	18,777	31,170		49,947
c. Embed tutoring for courses with low success/and or retention rates - BSI, SEP	45,586	43,851		89,437
3) Establish online services for students and alternative delivery services				
a. Expand on-line counseling for on-line students - SEP, SSSP		90,000	50,000	140,000
b. Provide on-line tutoring for on-line students - SEP		56,000		56,000
c. Train personalized tutors to assist students in both content and study skills - BSI	7,512			7,512
4) Strategic Enrollment Management/Guided Pathways				
a. Faculty Coordinator identify and monitor students at risk with an early alert system- BSI, SEP, SSSP	25,000	90,000	280,052	395,052
b. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees through Guided Pathways- SEP, SSSP		99,242	120,000	219,242
c. Faculty Coordinator, Counselors and Career Counselors identify students moving through Guided Pathways to develop course offerings - SEP, SSSP		80,000	33,677	113,677
d. Collaboration between Student Services and Instruction to support student success-SSSP			100,000	
5) Hire, Train and Supervise Peer Mentor and Tutors to assist with disproportionately impacted populations				
a. Provide a structured mentoring program that aides in retention through coordinated activities and connections to counselors		30,000	20,000	50,000
b. Tutors assist students in both content and study skills - BSI	40,000	25,000	100,000	165,000
c. Recruit and hire student peers - SSSP			100,000	100,000
TOTAL	176,875	1,068,959	2,092,321	3,338,155
	176,875	1,068,959	2,092,321	3,338,155
Budget Check (Developer's use only)	0	0	0	

Evaluation & Budget Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 1: Enhance FYE, Learning Communities, Basic Skills, Promise and Freshman Students

						Alignment Budget			
Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)	BSI	SEP	SSSP	TOTALS
a. Outreach, recruit and retain new students that are Disproportionately Impacted - SSSP, SEP	a. Student headcount	Unduplicated count of students that are disproportionately impacted	Reporting	n/a	Student Headcount		80,000	249,635	329,635
b. Assessment with multiple measure to assure proper placement and success including off site assessments – SSSP	b. & f. Student Placement	English and Math placement levels by ‘with multiple measure’ vs. conventional measure (1.b.); and by attended Test Prep workshops vs. did not attend (1.f.)	Cross-sectional (snap shot); Comparative Study	n/a	Student placement scores			257,999	257,999
f. Workshops for Test Prep in English and Math- SSSP, SEP							10,000		
c. Link incoming students to specific services (EOPS, DSPS, Counseling, Career, Transfer) - SSSP, SEP	c. Student Satisfaction with services received	What aspect and to what degree students are satisfied with the services received	Survey Study	Student Satisfaction Survey	Student satisfaction survey data		250,000	540,958	790,958
d. Personal Growth courses are a tool to assist with assessment, orientation and advisement - SSSP	d. Effectiveness of PG courses	Student completion of assessment, orientation and advisement	Longitudinal (cohort tracking)	n/a	Student records of completing the services			80,000	
e. Provide tutoring and SI - SEP, BSI	e. Student outcomes	Retention, success, persistence, BSI completion rate by tutoring/SI (received tutoring/SI vs. did not receive)	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates	40,000	90,000		

Evaluation & Budget Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 2: Improve Basic Skills and ESL completion for the target populations

						Alignment-Budget			
Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)	BSI	SEP	SSSP	TOTALS
a. Counseling Faculty to partner with Basic Skills Faculty and peer mentors to increase student success - SEP, SSSP	a-1. Effectiveness of the collaboration	To what aspect and to what degree personal growth counselors and basic skills faculty, peer mentors/counseling and counseling faculty collaborate	Survey Study/Focus Group/Interview	Collaboration Survey/Focus group or Interview questions	Student satisfaction survey data		10,680	90,000	100,680
	a-2. Student success indicators	Collaboration related student success indicators including directed, connected, and focused	Survey Study/Focus Group/Interview	Survey instrument/focus group/interview questions measuring student success factors	Survey/focus group/interview data				
b. Train faculty to implement innovations, high Impact Practices - BSI, SEP	b. Professional Growth of faculty	Acquirement of knowledge about how to implement innovation	Repeated Measure (pre and post)	Pre and post check list/test of knowledge of innovation implementation	Scores of the pre/post checklist/test	18,777	31,170		49,947
c. Embed tutoring for courses with low success/and or retention rates - SEP, BSI	c. Student Outcomes	Retention, success, persistence, GPA disaggregated by tutoring (received vs. did not receive)	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments, grades to calculate the rates	45,586	43,851		89,437

Evaluation & Budget Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 3: Establish online services for students and alternative delivery services

						Alignment-Budget			
Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)	BSI	SEP	SSSP	TOTALS
a. Expand on-line counseling for on-line students - SEP, SSSP	a. Quantity of online counseling	Number of students received online counseling	Reporting	n/a	Counseling record		90,000	50,000	140,000
b. Provide on-line tutoring for on-line students - SEP	b. Student Outcomes	Success, retention, persistence, GPA by modality of counseling received	Cross-sectional (snap shot) and longitudinal (cohort tracking)	n/a	Enrollments and grades to calculate the rates		56,000		56,000
c. Train personalized tutors to assist students in both content and study skills - BSI	c. Growth of content and study skills	Acquirement of content knowledge and study skills of the students whose tutors received personalized training	Repeated Measure (pre and post)	Pre and post check list/test of knowledge and study skills	Scores of the pre/post checklist/test	7,512			7,512
d. Increase outreach to parents and students, encourage students to enroll-SEP, SSSP	d. Enrollments	Duplicated headcount of students by received outreach vs. did not receive	Cross-sectional (snap shot); Comparative Study	n/a	Enrollments; Outreach activities record				

Evaluation & Budget Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 4: Strategic Enrollment Management

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)	Alignment-Budget			
						BSI	SEP	SSSP	TOTALS
a. Faculty Coordinator to identify and monitor students at risk - BSI, SEP, SSSP	a. Effectiveness of student support techniques for early intervention	Student retention, persistence, subsequent enrollment, and units completed by early intervention (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking)	n/a	Enrollments and grades to calculate the rates	25,000	90,000	280,052	395,052
b. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees through Guided Pathways- SEP, SSSP	b. Classes students need	Enrollment trends and student needs for classes	Longitudinal (enrollment trend tracking); Survey study	Classes on demand survey	Classes students need		99,242	120,000	219,242
c. Faculty Coordinator & Counselors identify students moving through Guided Pathways to develop course offerings - SEP, SSSP	c. College potential course offerings	Subsequent enrollment rates moving from Basic Skills to college level courses	Longitudinal (cohort tracking)	n/a	Enrollments in basic skills and college level courses		80,000	33,677	113,677
d. Collaboration between Student Services and Instruction to support student success-SSSP	a-1. Effectiveness of the collaboration	In what aspect and to what degree Student Services and Instruction collaborate	Survey Study/Focus Group/Interview	Collaboration Survey/Focus group or Interview questions	Student satisfaction survey data			100,000	
	a-2. Student success indicators	Collaboration related student success indicators including directed, connected, and focused	Survey Study/Focus Group/Interview	Survey instrument/focus group/interview questions	Survey/focus group/interview data				

Evaluation & Budget Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 5: Hire Peer Mentor and Tutors to assist with disproportionate populations.

						Alignment-Budget			
Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)	BSI	SEP	SSSP	TOTALS
a. Provide structured mentoring to disproportionate populations - SEP	a. Impact of structured mentoring	Equity gaps (5 equity indicators in the Student Equity Plan) disaggregated by structured mentoring	Cross-sectional (snap shot)	n/a	Equity indicator data		30,000	20,000	50,000
b. Tutors assist students in both content and study skills - BSI	b. Effectiveness of tutoring both content and study skills	Student retention, persistence, subsequent enrollment, and units completed by tutoring (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates	40,000	25,000	100,000	165,000
c. Recruit and hire student peers - BSI, SSSP	c. Effectiveness of student peers	Student retention, persistence, subsequent enrollment, and units completed by student peers (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates			100,000	100,000
TOTAL						176,875	1,068,959	2,092,321	3,338,155
						176,875	1,068,959	2,092,321	3,338,155
Budget Check (Developer's use only)						0	0	0	

Evaluation Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 1: Enhance FYE, Learning Communities, Basic Skills, Promise and Freshman Students

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)
a. Outreach, recruit and retain new students that are Disproportionately Impacted - SSSP, SEP	a. Student headcount	Unduplicated count of students that are disproportionately impacted	Reporting	n/a	Student Headcount
b. Assessment with multiple measure to assure proper placement and success including off site assessments – SSSP f. Workshops for Test Prep in English and Math- SSSP, SEP	b. & f. Student Placement	English and Math placement levels by 'with multiple measure' vs. conventional measure (1.b.); and by attended Test Prep workshops vs. did not attend (1.f.)	Cross-sectional (snap shot); Comparative Study	n/a	Student placement scores
c. Link incoming students to specific services (EOPS, DSPS, Counseling, Career, Transfer) - SSSP, SEP	c. Student Satisfaction with services received	What aspect and to what degree students are satisfied with the services received	Survey Study	Student Satisfaction Survey	Student satisfaction survey data
d. Personal Growth courses are a tool to assist with assessment, orientation and advisement - SSSP	d. Effectiveness of PG courses	Student completion of assessment, orientation and advisement	Longitudinal (cohort tracking)	n/a	Student records of completing the services
e. Provide tutoring and SI - SEP, BSI	e. Student outcomes	Retention, success, persistence, BSI completion rate by tutoring/SI (received tutoring/SI vs. did not receive)	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates

Evaluation Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 2: Improve Basic Skills and ESL completion for the target populations

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)
a. Counseling Faculty to partner with Basic Skills Faculty and peer mentors to increase student success - SEP, SSSP	a-1. Effectiveness of the collaboration	To what aspect and to what degree personal growth counselors and basic skills faculty, peer mentors/counseling and counseling faculty collaborate	Survey Study/Focus Group/Interview	Collaboration Survey/Focus group or Interview questions	Student satisfaction survey data
	a-2. Student success indicators	Collaboration related student success indicators including directed, connected, and focused	Survey Study/Focus Group/Interview	Survey instrument/focus group/interview questions measuring student success factors	Survey/focus group/interview data
b. Train faculty to implement innovations, high Impact Practices - BSI, SEP	b. Professional Growth of faculty	Acquirement of knowledge about how to implement innovation	Repeated Measure (pre and post)	Pre and post check list/test of knowledge of innovation implementation	Scores of the pre/post checklist/test
c. Embed tutoring for courses with low success/and or retention rates - SEP, BSI	c. Student Outcomes	Retention, success, persistence, GPA disaggregated by tutoring (received vs. did not receive)	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments, grades to calculate the rates

Evaluation Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 3: Establish online services for students and alternative delivery services

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)
a. Expand on-line counseling for on-line students - SEP, SSSP	a. Quantity of online counseling	Number of students received online counseling	Reporting	n/a	Counseling record
b. Provide on-line tutoring for on-line students - SEP	b. Student Outcomes	Success, retention, persistence, GPA by modality of counseling received	Cross-sectional (snap shot) and longitudinal (cohort tracking)	n/a	Enrollments and grades to calculate the rates
c. Train personalized tutors to assist students in both content and study skills - BSI	c. Growth of content and study skills	Acquirement of content knowledge and study skills of the students whose tutors received personalized training	Repeated Measure (pre and post)	Pre and post check list/test of knowledge and study skills	Scores of the pre/post checklist/test
d. Increase outreach to parents and students, encourage students to enroll-SEP, SSSP	d. Enrollments	Duplicated headcount of students by received outreach vs. did not receive	Cross-sectional (snap shot); Comparative Study	n/a	Enrollments; Outreach activities record

Evaluation Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 4: Strategic Enrollment Management

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)
a. Faculty Coordinator to identify and monitor students at risk - BSI, SEP, SSSP	a. Effectiveness of student support techniques for early intervention	Student retention, persistence, subsequent enrollment, and units completed by early intervention (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking)	n/a	Enrollments and grades to calculate the rates
b. Utilize enrollment management strategies to identify courses required by students to offer more classes to complete degrees through Guided Pathways- SEP, SSSP	b. Classes students need	Enrollment trends and student needs for classes	Longitudinal (enrollment trend tracking); Survey study	Classes on demand survey	Classes students need
c. Faculty Coordinator & Counselors identify students moving through Guided Pathways to develop course offerings - SEP, SSSP	c. College potential course offerings	Subsequent enrollment rates moving from Basic Skills to college level courses	Longitudinal (cohort tracking)	n/a	Enrollments in basic skills and college level courses
d. Collaboration between Student Services and Instruction to support student success-SSSP	a-1. Effectiveness of the collaboration	In what aspect and to what degree Student Services and Instruction collaborate	Survey Study/Focus Group/Interview	Collaboration Survey/Focus group or Interview questions	Student satisfaction survey data
	a-2. Student success indicators	Collaboration related student success indicators including directed, connected, and focused	Survey Study/Focus Group/Interview	Survey instrument/focus group/interview questions	Survey/focus group/interview data

Evaluation Plan for the San Diego Miramar College Integration Plan 2017-2019

Goal 5: Hire Peer Mentor and Tutors to assist with disproportionate populations.

Activity	Variable to measure (Intended Construct)	Operational Definition	Research Design	Instrument	Data to collect (measures)
a. Provide structured mentoring to disproportionate populations - SEP	a. Impact of structured mentoring	Equity gaps (5 equity indicators in the Student Equity Plan) disaggregated by structured mentoring	Cross-sectional (snap shot)	n/a	Equity indicator data
b. Tutors assist students in both content and study skills - BSI	b. Effectiveness of tutoring both content and study skills	Student retention, persistence, subsequent enrollment, and units completed by tutoring (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates
c. Recruit and hire student peers - BSI, SSSP	C. Effectiveness of student peers	Student retention, persistence, subsequent enrollment, and units completed by student peers (received vs. did not receive).	Cross-sectional (snap shot) and longitudinal (cohort tracking); Comparative Study	n/a	Enrollments and grades to calculate the rates

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.

1. Assess your college's previous program efforts:

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i> <i>Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. ed. Sequence</i>

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<i>Example: Increase completion and persistence through the English Developmental Sequence</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i> <i>Redesign the dev. Ed. sequence</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i> <i>Redesign the dev. Ed. sequence</i>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
				<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)
5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
6. Describe your professional development plans to achieve your student success goals. (100 words max)
7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)
9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____

Alternate Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____

Part III – Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Chancellor/President	Date	Email Address
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Chief Business Officer	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address
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