

COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, March 12, 2013 • 1:00 – 2:30 P.M. • L-108

Members: Hsieh, Bell, Buckley, Figueroa, Shepard, Ramsey, Haidar, Allen, and Hubbard

Attendees: Trevisan, Schwarz, & Jacobson

- A. **Approval of the Agenda**
- B. **Approval of Previous Minutes**
- C. **Guests/Introductions:**
- D. **Updates from the Chancellor's Cabinet**
- E. **New Business**

#	Item	*Strategic Goals	Initiator
1	Feedback on District Strategic Plans	5	Figueroa, Allen, Shepard

F. **Old Business**

#	Item	*Strategic Goals	Initiator
1	2013 Accreditation Commission Annual Report 3/12/13 (CEC) – Draft Distribution on 2/25/13 (attachment)	1	Hsieh
2	Follow Up on Employee & Student Satisfaction Surveys' Recommendation due 3/12/13 (attachments)	1	Hsieh
3	Update on Accreditation Midterm Report	1	Hsieh
4	Update on College Wide Retreat	1	Buckley & Haidar

G. **Reports**

(Please limit each following report to two minutes maximum. If you have any handouts, Please e-mail them to Lexie West ahead of time to be included for distribution electronically.)

- Academic Senate
- Classified Senate
- Associated Student Council
- District Governance Council
- District Strategic Planning Committee
- District Budget Committee

H. **Announcements**

I. **Adjourn**

* San Diego Miramar College 2007 – 2013 Strategic Goals

Goal 1: Focus college efforts on student learning and student success through quality education that is responsive to change

Goal 2: Deliver instruction and services in formats and at sites that best meet student needs.

Goal 3: Enhance the college experience for students and the community by providing campus facilities, programs and student-centered co-curricular activities that celebrate diversity and sustainable practices

Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions, and the community

Goal 5: Refine the college's integrated planning process

Please also see <http://www.sdmiramar.edu/institution/plan> for San Diego Miramar College 2007-2013 Strategic Plan Folders



2013 Annual Report Questions

Report Information

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report:

3. Phone number of person preparing report:

4. E-mail of person preparing report:

5a. Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:



[Additional information: Refer to the ACCJC Policy on Representation of Accredited Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and Responsibilities of the Commission and Member Institutions. These can be found in the Accreditation Reference Handbook online at www.accic.org in the Publications and Policies section. The college must also post program or other special accreditation in the college catalog and on the college website. The information must include name, address, telephone number, and the manner in which complaints can be made. Accreditor website information would also be helpful to post.]

5b. Provide the URL (link) from the college website to the college's online statement of accredited status with ACCJC:

Headcount Enrollment Data

6. Total unduplicated headcount enrollment Fall 2012:

Fall 2011:

Fall 2010:

7. Total unduplicated headcount enrollment in degree applicable credit courses for fall 2012:

8. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2012:
9. Number of courses offered via distance education: Fall 2012:
 Fall 2011:
 Fall 2010:
10. Number of programs offered via distance education:
11. Total unduplicated headcount enrollment in all types Distance Education Fall 2012:
 Fall 2011:
 Fall 2010:

[Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. If online courses or online portions of courses are primarily for reading materials posted by the instructor and student submission of assignments and examinations, they will likely fall under the definition of correspondence education rather than distance education. The technologies may include: the Internet; oneway and twoway transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; or video cassettes, DVDs, and CDRoms, if the cassettes, DVDs, or CDRoms are used in a course in conjunction with any of the other technologies.]

12. Total unduplicated headcount enrollment in all types of Correspondence Education Fall 2012:
 Fall 2011:
 Fall 2010:

[Additional Instructions: Provide unduplicated enrollment numbers in correspondence education courses. Correspondence education means education provided through one or more courses under which the institution provides instructional materials (print or other media), by mail or electronic transmission (including transmission via learning management system), including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced within a set period of time. Online courses or online portions of courses which primarily involve "paperwork" — such as reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments— will fall within the definition of correspondence education rather than distance education. If

the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the USDE definition. See definition of distance education in question 11 above.]

13. Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? Yes / No

Student Achievement Data

- 14a. Successful student course completion rate for the fall 2012 semester: %

[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

- 14b. Institution-set standard for student course completion rate: %

[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

- 15a. Percent of students retained from fall 2011 to fall 2012 semesters: %

[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

- 15b. Institution-set standard for student retention percentage: %

[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

- 16a. Number of students who received a degree in the 2011-12 academic year:

- 16b. Institution-set standard for student degree completion number:

- 17a. Number of students who transferred to 4-year colleges/universities in 2011-2012:

- 17b. Institution-set standard for student transfer to 4-year colleges/universities:

18a. Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year:

[Additional Instructions: The college defines the requirements for each of its certificate programs.]

18b. Institution-set standard for student certificate completion number:

19a. Does the college have any certificate programs which are not career-technical education (CTE) certificates? Yes / No

19b. If yes, please identify them:

20. Number of career-technical education (CTE) certificates and degrees:

21. Percentage of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: %

22. 2010-2011 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code - 4 digits (##. ##)	Examination state/national/other	Pass Rate %

[Add Row] [Delete Checked Row]

[Additional Instructions: Please list each program for which a license examination is required and the percentage of students passing, of those who took the exam.]

23. 2010-2011 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code - 4 digits (##. ##)	Certificate or Degree	Placement Rate
		certificate/degree/both	%

[Add Row] [Delete Checked Row]

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes).

24. Number of courses at the institution:

[Additional Information: Provide the number of active credit and noncredit courses at the college. Do not include not-for-credit offerings of the college.]

25. Percent of all college courses with defined Student Learning Outcomes: %

26. Percent of all college courses with ongoing assessment of learning outcomes: %

27. Number of programs at the institution:

[Additional Information: Provide the number of programs as defined by the college.]

28. Percent of all college programs with defined Student Learning Outcomes: %

29. Percent of college programs with ongoing assessment of learning outcomes: %

- 30a. Percent of all college programs with SLO assessment results available to prospective students: %

- 30b. URL(s) from the college website where prospective students can find SLO assessment results for programs:

31. Number of student and learning support activities at the institution:
- [Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]
32. Percent of student and learning support activities with defined Student Learning Outcomes: %
33. Percent of student learning and support activities with ongoing assessment of learning outcomes: %
34. Has your institution defined General Education (GE) program Student Learning Outcomes? Yes / No
35. Are your institutional SLOs identical with your General Education program outcomes? Yes / No
36. Do your institution's GE outcomes include all areas identified in the Accreditation Standards? Yes / No
37. Number of courses identified as part of the GE program:
38. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:
39. Percent of GE courses with ongoing assessment of GE learning outcomes: %
40. Has the institution defined institutional Student Learning Outcomes: Yes / No
41. Number of institutional Student Learning Outcomes:
42. Percent of institutional outcomes with ongoing assessment of learning outcomes: %

Substantive Change Items

NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

43. Number of submitted substantive change requests related to distance education and correspondence education
- | | |
|------------|----------------------------------------------------------|
| Fall 2012: | <input style="width: 100px; height: 20px;" type="text"/> |
| Fall 2011: | <input style="width: 100px; height: 20px;" type="text"/> |
| Fall 2010: | <input style="width: 100px; height: 20px;" type="text"/> |

- 44a. Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)
- Mission/Objectives
 - Scope and/or Name
 - Nature of constituents served
 - Location and/or Geographic Area
 - Control and/or Legal Status
 - Courses and/or Programs and/or their Delivery Mode
 - Credit awarded
 - Contractual relationships with a non-regionally accredited institution
 - Change in sites offering 50% or more of a program, certificate, or degree
 - No changes planned

- 44b. Explain the change(s) for which you will be submitting a substantive change proposal:
-

[Insert n/a if no substantive change proposals are planned.]

Other Information

- 45a. Identify site additions and deletions since the submission of the 2011-2012 Annual Report:
-

[Insert n/a if none.]

- 45b. List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:
-

[Insert n/a if none.]

46. List all of the institution's instructional sites out of state and outside the United States:

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, where the main campus of the institution is located.]

NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.

Only the CEO may submit the final Annual Report.

End of Annual Report

CTE Programs	CIP CODE	Certificate or Degree	Employment Percentage Rate*
BIOTECHNOLOGY AND BIOMEDICAL TECHNOLOGY	1504	Both	66.67
ACCOUNTING	5203	Degree	74.19
BANKING AND FINANCE		Both	40.00
BUSINESS ADMINISTRATION	5202	Both	71.43
BUSINESS MANAGEMENT	5202	Both	78.95
REAL ESTATE	5215	Certificate	NA
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	5204	Both	50.00
COMPUTER INFORMATION SYSTEMS	1101	Both	83.33
PHYSICAL EDUCATION	3105	Both	50.00
DIESEL TECHNOLOGY	4706	Both	80.00
AUTOMOTIVE TECHNOLOGY	4706	Both	52.94
AERONAUTICAL AND AVIATION TECHNOLOGY	4706	Both	58.54
APPLIED DESIGN – FINE & APPLIED ARTS	5004	Both	NA
EMERGENCY MEDICAL SERVICES	5100	Certificate	NA
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	1907	Both	62.67
PARALEGAL	2203	Both	79.41
ADMINISTRATION OF JUSTICE	4301	Both	91.21
FIRE TECHNOLOGY	4302	Both	88.47
AVIATION AND AIRPORT MANAGEMENT AND SERVICES	4901	Both	20.00

*Note: Data obtained from the Perkins IV Core Indicators of Performance by Vocational TOP Code report for Miramar College, 2012-2013 Fiscal Year Planning.

Employee Satisfaction Survey Results

Draft Recommended Actions

Category / Recommendation	Recommended Action	Responsible Party / Target Date
Institutional Effectiveness		
1. Administer a short and targeted follow-up survey about planning in Spring 2013.	a. PIEC has already scheduled delivery of Administer the annual Institutional Effectiveness survey administered in February of 2012, which campus wide to specifically address planning.	PIEC 3/31/13
2. Administer Point-of-Service (POS) surveys to get at specifics regarding campus resources and the “big picture” in regards to satisfaction with the quality of various campus resources.	a. Enhance the three divisions’ program review functions to include POS-type surveys b. Investigate developing and administering these surveys electronically. Through TaskStream or a similar information management software system.	Appropriate VP 5/17/13
Instructional Learning Outcomes and Administrative Unit Outcomes		
1. Have more interactive technology in the classroom in order to meet the diverse needs of students. Provide professional development on new student learning strategies, and additional resources to meet this need (in response to items 21 and 22).	a. Advise all departments and programs to follow the program review process to initiate requests for equipment, including interactive technology for their classrooms. b. BRDS works with the Technology Committee to prioritize and allocate resources based upon program review requests each year. c. Direct the professional development proposal to the Staff Development Committee and FLEX Coordinator for action.	Appropriate VP Ongoing Chair BRDS / RFF Procedure Ongoing Faculty FLEX Coordinator Ongoing & Staff Development Committee Co Chair
2. Provide more communication, awareness, feedback and input on SLOs/AUOs.	a. The SLOAC Facilitator has proposed utilizing Utilize FLEX activities each semester and Student Services and Administrative Services meetings to facilitate reflective discussion of SLOs/SSOs/AUOs.	SLOAC Facilitator Ongoing
3. Need to separate out SLOs from AUOs for items 23-26 in next iteration of employee survey.	a. Propose a survey enhancement to Institutional Research based upon this recommendation.	CBR / Research Subcommittee Fall 2014 & annual progress reports
4. Provide data in various formats. Work with CBR and IRP office to get this done.	a. Propose a survey enhancement to Institutional Research based upon this recommendation.	CBR / Research Subcommittee Fall 2014 & annual progress reports
5. Give everyone a chance to look at program review reports. Share program review reports with broader audience and get more people involved in the program review process.	a. Propose inclusion of all program review reports in TaskStream or other information management software, starting with the 2013-2014 academic year.	SLOAC Facilitator VPI / VPSS / VPA Spring 2014

<p>6. Implement a more concise format to Communicate program review data in meetings in ways in which people are more likely to use it.</p>	<p>a. Revise program review and SLO/SSO/AUO reports to simplify presentation of data and analysis.</p> <p>b. Utilize TaskStream or similar information management software system to communicate SLO/SSO/AUO information in a standardized and timely fashion.</p>	<p>Program Review Chairs SLOAC Facilitator VPI / VPSS / VPA Spring 2014</p>
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Student Support Services		
1. Compare employee survey results to student survey results in order to get a holistic view regarding student services.	<ul style="list-style-type: none"> a. Student Services Council will conduct a comparison of the 2012 survey results and report back to the President's Cabinet and CEC. b. Include comparison of these data in the 2013-2014 Student Services program review report. 	VPSS / Student Services Council 3/31/13
2. Increase the number of counselors.	<ul style="list-style-type: none"> a. Increase the number of Student Services counselors as state and district resource allocations permit. a. Include the needs in student services program review and faculty hiring prioritization process. b. Address the development of education planning for all students as part of the SB-1456 implementation plan. 	VPSS / VPA 4/30/13 VPSS 5/17/13
Category / Recommendation	Recommended Action	
Learning Support Services		
1. Tease out learning support services from facilities in the next administration of the employee satisfaction survey.	<ul style="list-style-type: none"> a. Propose a survey enhancement to Institutional Research based upon this recommendation. 	CBR / Research Subcommittee Fall 2014 & annual progress reports
2. In the next administration of the employee survey identify and separate out true learning support services (e.g., library, ILC, bookstore, classroom, labs, PLACe, etc.) from parking, cafeteria, etc., and omit items 42 and 43 (because they are instruction related).	<ul style="list-style-type: none"> a. Propose a survey enhancement to Institutional Research based upon this recommendation. 	CBR / Research Subcommittee Fall 2014 & annual progress reports
3. Separate out business services from fiscal resources as two individual items in the next administration of the employee survey (currently a single item 49).	<ul style="list-style-type: none"> a. Propose a survey enhancement to Institutional Research based upon this recommendation. 	CBR / Research Subcommittee Fall 2014 & annual progress reports
Human Resources		

<p>1. For the next administration of the employee survey make these items more specific. They are too global.</p>	<p>a. Propose a survey enhancement to Institutional Research based upon this recommendation.</p>	<p>CBR / Research Subcommittee Fall 2014 & annual progress reports</p>
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Decision-making Roles and Processes		
<p>1. Target benchmark should be around 67% for each item in this section of the survey.</p>	<p>a. Propose a survey enhancement to Institutional Research based upon this recommendation. b. Administer the Institutional Effectiveness survey disseminated by PIEC in February 2013 to the classified staff. c. Share the survey result with the Bring to classified executive committee for discussions regarding the gaps.</p>	<p>CBR / Research Subcommittee Fall 2014 & annual progress reports</p>
<p>2. Item 71 is of concern. Specifically, respondents are not well informed and may not be aware of how involved the classified staff is in voicing matters related to college planning, budgeting, and institutional policies.</p>	<p>a. Propose a survey enhancement to Institutional Research based upon this recommendation. a. Institutional Effectiveness survey administered by PIEC in February 2013. b. PIEC has already scheduled delivery of the Institutional Effectiveness survey administered in February of 2012, which specifically addresses planning. i. Provide classified employee survey responses to Classified Senate and CEC for analysis and discussion. b. Bring to classified executives for discussions regarding the gaps. a. Propose a survey enhancement to Institutional Research based upon this recommendation. b. Administer the Institutional Effectiveness survey disseminated by PIEC in February 2013 to the classified staff. c. Share the survey result with the Bring to classified executive committee for discussions regarding the gaps.</p>	<p>CBR / Research Subcommittee Fall 2014 & annual progress reports Classified Senate President/ Executive Committee</p>
<p>3. Item 74- Address the same communication issues. More investigation is needed.</p>	<p>a. Propose a survey enhancement to Institutional Research based upon this recommendation. b. PIEC has already scheduled delivery of the Institutional Effectiveness survey administered in February of 2012, which specifically addresses planning. i. Provide classified employee survey responses to Classified Senate and CEC for analysis and discussion. b. Institutional Effectiveness survey administered by PIEC in February 2013. e. Bring to classified executives for discussions regarding the gaps. a. Propose a survey enhancement to Institutional Research based upon this recommendation. b. Administer the Institutional Effectiveness survey disseminated by PIEC in February 2013 to the classified staff. c. Share the survey result with the Bring to classified executive committee for discussions regarding the gaps.</p>	<p>CBR / Research Subcommittee Fall 2014 & annual progress reports Classified Senate President/ Executive Committee</p>

Student Satisfaction Survey Results

Draft Recommended Actions

DRAFT 3/6/17

Category / Recommendation	Recommended Action	Responsible Party / Target Date
Overall		
1. Offer more classes	<p>a. Increase the number of course sections as state and district resource allocations permit.</p> <p>a. Examine ways to increase course offerings using alternate sources of revenue, including grants and contracts.</p> <p>a. Examine the current class schedule.</p> <p>b. Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</p> <p>c. Use a. & b. to identify courses meeting student' certificates, degree.</p>	VPI / Enrollment Planning 5/17/13 VPA / 2013-2014 Tentative Budget 4/30/13
2. Survey students on what classes are needed	<p>a. Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</p> <p>a. Examine the current class schedule.</p> <p>b. Factor in the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</p> <p>c. Use a. & b. to assist in identifying courses needed for and meeting students' requirements for certificate, degree, and transfer goal completion.</p> <p>d. Increase the number of course sections as state and district resource allocations permit.</p>	VPI / VPSS Enrollment Planning 5/17/13

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<p>3. Offer a more flexible class schedule</p>	<p>a. Increase the variety of times and modes courses sections are offered as state and district resource allocations permit. b. Examine ways to increase this flexibility using alternate sources of revenue, including grants and contracts. a. <u>Examine the current class schedule.</u> b. <u>Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</u> c. <u>Use a. & b. to assist in identifying courses needed for and meeting students' requirements for certificate, degree, and transfer goal completion</u> d. <u>Increase the number of course sections as state and district resource allocations permit.</u></p>	<p>VPI / VPSS Enrollment Planning 5/17/13 VPA / 2013-2014 Tentative Budget 4/30/13</p>
<p>4. Increase capacity of online classes</p>	<p>a. See above. a. <u>Examine the current class schedule.</u> b. <u>Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</u> c. <u>Use a. & b. to assist in identifying courses needed for and meeting students' requirements for certificate, degree, and transfer goal completion</u> d. <u>Increase the number of course sections as state and district resource allocations permit.</u></p>	<p>Enrollment Planning 5/17/13</p>
<p>5. Offer a variety of class types (e.g. 8 week classes)</p>	<p>a. See above. a. <u>Examine the current class schedule.</u> b. <u>Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</u> c. <u>Use a. & b. to assist in identifying courses needed for and meeting students' requirements for certificate, degree, and transfer goal completion</u> d. <u>Increase the number of course sections as state and district resource allocations permit.</u></p>	<p>Enrollment Planning 5/17/13</p>

6. Offer more weekend classes	<p>a. See above. <u>Examine the current class schedule.</u> <u>b. Utilize the new SB 1456 mandate for matriculation of all students, including the development of education plans, to help inform the schedule development process.</u> <u>c. Use a. & b. to assist in identifying courses needed for and meeting students' requirements for certificate, degree, and transfer goal completion</u> <u>d. Increase the number of course sections as state and district resource allocations permit.</u></p>	Enrollment Planning 5/17/13
Instruction		
1. Encourage students to use the library and inform them how to utilize available library resources	<p>a. Create a comprehensive library orientation to be run during First Year Experience activities and at the beginning of each term. <u>Increase the number of library research methods classes</u></p> <p><u>a. Include a Learning and Library Resources orientation in the services provided to First Year Experience student.</u> <u>b. Explore offering peer facilitated information workshops that provide students with directions on how to better use Library and related resources.</u></p>	Dean of Library & Technology Course already available <u>Honors Program</u> <u>Coordinator</u> 5/17/13
2. Suggest to faculty an option of granting extra credit for students that utilize library resources	<p>a. Consult with the Academic Senate on this recommendation. Pass this recommendation through the Academic Affairs Committee <u>a. Consult with the Academic Senate on this recommendation.</u> <u>b. Pass this recommendation through the Academic Affairs Committee</u></p>	President , Academic Senate 5/17/13
3. Incorporate library resource information into the new student orientation.	<p>a. See #1 above. <u>a. Include a Learning and Library Resources orientation to the services provided to First Year Experience student.</u></p>	Dean of Library & Technology Consult with VPSS or designee 5/17/13

<p>4. Possibly extend the days and times the library is open for students enrolled in late classes.</p> <ul style="list-style-type: none"> a. Monday-Thursday 8 am to 10 pm b. Friday 9 am to 7 pm c. Ask for student volunteers in helping staff the library during additional hours to engage more students in the college. 	<ul style="list-style-type: none"> a. Increase the number of service hours as state and district resource allocations permit. b. Examine ways to increase service hours using alternate sources of revenue, including grants and contracts. a. <u>Consider exploring the use of a feasibility study on using student volunteers and work-study students to assist LLRC faculty and staff during periods of extended service hours</u> 	<p>Dean of Library & Technology Deans' Council / VPI 3/31/13</p>
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Admission and Course Registration		
<p>1. The College should send a series of email blasts to students about orientation, assessment and counseling/advising.</p>	<p>a. Since there is such an email generated and the information is available via Student Web Services, so a reminder should be developed and provided to students.</p> <p>b. Discuss recommendation with Student Services Council to ensure attention and considerations are given during the planning and preparation for SB 1456 implementation. Request District action and/or follow up.</p> <p>a. Since there is such an email generated and the information is available via</p> <p>b. Student Web Services, explore the possibility of providing information using social media, including Facebook.</p> <p>c. Share this recommendation with the District Student Services Council to ensure attention and considerations are given during the planning and preparation for SB 1456 implementation.</p> <p>a-d. Request District action and/or follow up.</p> <p>a. Since there is such an email generated and the information is available via Student Web Services, so a reminder should be developed and provided to students through Facebook.</p> <p>b. Discuss recommendation with Student Services Council to ensure attention and considerations are given during the planning and preparation for SB 1456 implementation.</p> <p>c. Request District action and/or follow-up.</p>	<p>VPSS / Student Services Council 5/17/13</p>
<p>2. Expand the Freshman Year Experience to include returning students</p>	<p>a. Increase the number of Student Services activities as state and district resource allocations permit.</p> <p>b. Explore possible external resources (grants) to augment existing FYE resources.</p> <p>a. Review current practices and FYE structure.</p> <p>b. Explore possible external resources (grants) to augment existing FYE resources.</p>	<p>VPSS / Student Services Council 5/17/13</p>

<p>3. Promote assessment services with large bold posters that catch students' attention.</p>	<p>a. Increase the amount of Student Services advertising as state and district resource allocations permit. (PR: Assessment, Goal 2, Strategy 2.6)</p> <p>b. Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.)</p> <p>a. <u>Explore the possibility of enhancing awareness using cost neutral promotions, including social media sources such as Facebook. (PR: Assessment, Goal 2, Strategy 2.6)</u></p> <p>a-b. <u>Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.)</u></p>	<p>VPSS / Student Services Council 5/17/13</p>
<p>4. Clean up the web site to offer more clarity about assessment on campus.</p>	<p>a. A project is already underway to assess potential enhancements to the College web site, including SB-1456 activities. (PR: Assessment, Goal 2, Strategy 2.6)</p> <p>b. Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.)</p> <p>a. <u>Continue to assess potential enhancements to the College web site, including SB-1456 activities. (PR: Assessment, Goal 2, Strategy 2.6)</u></p>	<p>Dean of Library & Technology PIO 3/31/13 VPI / VPSS / PIO 5/17/13</p>
<p>5. Direct advertising efforts to military families about enrolling in college.</p>	<p>a. Increase the amount of Student Services advertising as state and district resource allocations permit. (PR: VA, Goal 2, Strategy 2.6)</p> <p>b. Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.)</p> <p>a. <u>Explore the possibility of enhancing promotional efforts using cost neutral resources including Facebook and the College website (PR: VA, Goal 2, Strategy 2.6)</u></p>	<p>VPSS / Student Services Council 5/17/13</p>
<p>6. Have more access to counselors for academic advisement.</p>	<p>a. Increase the number of Student Services activities as state and district resource allocations permit.</p> <p>a. Address the development of education planning for all students as part of the SB-1456 implementation plan.</p>	<p>VPSS / Student Services Council 5/17/13</p>
<p>Personal Development</p>		

<p>1. Enhance student activities on campus.</p>	<p>a. Increase the number of Student Services activities as state and district resource allocations permit.</p> <p>b. In conjunction with the Facilities and BRDS committee electrical should be installed in front of all buildings at Compass Point to increase amount of activities for students where they congregate. (PR: SA, Goal 1, Strategy 1.3)</p> <p>c. Pursue the hiring of Senior Student Services Assistant in order to be responsive to student's needs for civic engagement and in college activities in keeping with structures that work at sister colleges. (PR: SA Goal 1, Strategy 1.5)</p> <p><u>a. Survey students to determine the type of activities for which they have an interest.</u></p> <p><u>a-b. Explore using graduate student interns to enhance student engagement and activities. (PR: SA Goal 1, Strategy 1.5)</u></p>	<p>VPSS / Student Services Council 5/17/13</p>
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<p>2. Increase staffing and budget.</p>	<p>a. Increase the number of Student Services personnel and budgets as state and district resource allocations permit.</p> <p>b. Continue to collect data that support the need for adequate staffing and program budgets.</p> <p><u>a. Continue to collect data that support the need for adequate staffing and program budgets.</u></p>	<p>VPSS / Student Services Council 5/17/13 VPA / 2013-2014 Tentative Budget 4/30/13</p>
<p>3. Utilize the College web site<u>website</u> to promote student activities.</p>	<p>a. A college master calendar already exists.</p> <p>b. Enhance master calendar functions to better promote student activities.</p> <p>c. Investigate ways to make the college master calendar web page more accessible to students.</p> <p>d. Expand Student Services master calendar to include San Diego Parks & Recreation activities at Miramar campus. (PR: O, Goal 1, Strategy 1.5 & 3.4)</p> <p>f. The college already provides a master calendar of important dates that are accessible to students, faculty and staff and the public. In addition, activities are posted on FaceBook, electronic copies provided to faculty and staff and departments and postings information on campus bulletin boards to expand access to information for students.</p> <p>g. Enhance Student Services program review to include an assessment of student activities facilities needs.</p> <p>h. In order to develop student life and college activities, the BRDS and Facilities committees should work with architects to determine cost to install electrical in front of all buildings surrounding Compass Point. Electrical should be installed in order to improve college activities since this was the intent of this area. (PR: SA, Goal 2, Strategy 2.5)</p> <p>a. Conduct a survey of Associated Students, when the new building is complete, to determine if the new building meets their needs for campus activities, to include Compass Point.</p> <p><u>a. Explore ways make the college master calendar web page more accessible to students.</u></p> <p><u>b. Explore the possibility of including SD Parks & Recreation Department's activities (held on the Campus), on the Master Calendar. (PR: O, Goal 1, Strategy 1.5 & 3.4)</u></p>	<p>VPSS Dean of Library & Technology PIO Ongoing</p>

<p>4. Develop and survey student specific needs about student life on campus (e.g. athletics, clubs, and activities).</p>	<p>a. Enhance Student Services program review to include a student life survey b. Information already exists related to student life in the Student Satisfaction Survey. However, more specific questions may be formulated by the researcher to develop a greater understanding of student needs.</p> <p>a. <u>Consider more specific questions formulated by the researcher and add to student satisfaction survey to develop a greater understanding of student needs.</u></p>	<p>VPSS / Student Services Council 5/17/13</p>
<p>5. Promote City Parks and Recreation activities for students.</p>	<p>a. Create a link to San Diego Parks and Recreation activities on the SDMC web site. b. Expand Student Services master calendar to include San Diego Parks & Recreation activities at Miramar campus. (PR: O, Goal 1, Strategy 1.5 & 3.4)</p> <p>a. <u>Create a link to San Diego Parks and Recreation activities on the SDMC web site.</u> b. <u>Expand Student Services master calendar to include San Diego Parks & Recreation activities at Miramar campus. (PR: O, Goal 1, Strategy 1.5 & 3.4)</u></p>	<p>VPSS / Student Services Council Dean of Library & Technology PIO 5/17/13</p>
<p>6. Expand the pool of potential faculty advisors for student clubs.</p>	<p>a. Advertise the need for additional student club faculty advisors at flex activities, including Convocation. b. Continue to try to expand student clubs on campus and involve faculty as advisors. (PR: SA, Goal 2, Strategy 2.5).</p> <p>a. <u>Advertise the need for additional student club faculty advisors at flex activities, including Convocation.</u> b. <u>Explore the possibility of the student leadership making presentations to selected faculty meeting.</u> a-c. <u>Continue to try to expand student clubs on campus and involve faculty as advisors. (PR: SA, Goal 2, Strategy 2.5)</u></p>	<p>ASC VPSS <u>Academic Senate Flex Coordinator</u> or 3/31/13</p>

Technology and Physical Resources		
1. Need to dialog more with students regarding technology (use) and computer lab needs around campus.	<ul style="list-style-type: none"> a. Enhance Student Services and/or Instructional program reviews to include an assessment of student technology needs. b. Explore the use of on-line ESOL testing. (PR: Assessment, Goal 1, Strategy 1-5) c. Explore more effective methods of communicating with students to confirm that they have a good understanding of how to maintain their financial aid assistance. (PR: FA, Goal 1 Strategy 3) 	VPSS / Student Services Council Dean of Library & Technology 5/17/13
2. Study space on campus is limited due to construction.	<ul style="list-style-type: none"> a. This problem has been /will be resolved with the opening of the new LLRC and Student Center. a. Publicize and encourage student use of study space at LLRC and student center. 	Done
3. Conduct a focus group with students to get more information about computer labs on campus.	<ul style="list-style-type: none"> a. Enhance Student Services and/or Instructional program reviews to include an assessment of student computer laboratory needs. 	VPSS / Student Services Council 5/17/13
4. 3. The College should post permanent signage around campus in both the interior and exterior areas as well as campus maps to help students get around.	<ul style="list-style-type: none"> a. This problem will be resolved with implementation of the Proposition S & N signage and way finding plans. a. <u>Implement Proposition S & N signage and way-finding plans.</u> 	VPA In Progress
Mission & Policies: Decision-making Roles & Processes		
1. Conduct a survey to find out how aware <u>Promote</u> students/faculty/staff are about campus activities.	<ul style="list-style-type: none"> a. Enhance Student Services program review to include an assessment of campus activities. Include a question on both employee and student satisfaction surveys on assessing students/faculty/staff awareness of campus activities 	Student Services Program Review Facilitator 5/17/13
2. The College should opt into information texting via student web site.	<ul style="list-style-type: none"> a. Recommend this to and/or share this suggestion with District Information Systems Student Services Vice through Chancellor through VPI/VPSS joint meetings. 	VPSS / Student Services Council 5/17/13 <u>CBR/Research Subcommittee</u>
3. Update the College web site, make it user friendly, and provide information about clubs, benefits, and what is available on campus.	<ul style="list-style-type: none"> a. A project is already underway to assess potential enhancements to the College web site. 	VPSS Dean of Library & Technology PIO Ongoing

<p>4. Associated Student Council will report student activities once per month. Ask students to make announcements on campus or in classes about student activities.</p>	<p>a. Enhance<u>Continue to enhance</u> and support advertising of student activities, to the extent <u>possible</u>.</p> <p>possible.</p> <p>Note: There is such a practice already exists.<u>Currently a-</u>All activities are provided to the Outreach Office and added to the Master Calendar, which is included on the website. ASC and college clubs are able to utilize the website to share information as they wish.</p> <p>b. <u>Review existing practices and make students aware.</u></p> <p>b-c. <u>Identify additional resources (social media and related) that assist in the promotion of student activities.</u></p>	<p>VPSS Dean of Library & Technology PIOASC Ongoing</p>
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