

COLLEGE EXECUTIVE COMMITTEE MEETING

Monday, October 8, 2012 • 12:30 – 1:30 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: Daniel Miramontez
- D. Updates from the Chancellor’s Cabinet
- E. New Business

#	Item	*Strategic Goals	Initiator
1	Review of “Recommendations from Employee Satisfactory Survey (Spring 2012) Briefing Held on 9/18/2012”	2	Hsieh
2	Update on SLOjet Data	1	Figueroa
3	Update on College Operational Plans	2	Buckley

F. Old Business

#	Item	*Strategic Goals	Initiator
1	Research Agenda - <i>attachment</i>	1	Miramontez
2	Funding Source Approval Form - <i>attachment</i>	4	Hsieh & Buckley
3	Update on Status of Accreditation Midterm Report - <i>attachment</i>	1	Hsieh & Buckley
4	Update on 2012 Accreditation Team Follow Up Visit & Evidence File	1	Hsieh & Buckley
5	Update on Promoting Healthier Non Smoking Environment Campaign - <i>attachment</i>	3	Ramsey & Bell
9	Update on 2013 Commencement	2	Hsieh, Ramsey & Jacobson
10	Individual / Office Access to College Master Calendar - <i>attachment</i>	2	Hsieh

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

Miramar Collegewide Research Agenda 2012-13

Approvals

Research Subcommittee:

Daniel Miramontez, Chair

Planning & Institutional Effectiveness Committee:

Jerry Buckley, Co-Chair

Buran Haidar, Co-Chair

Academic Senate:

Daphne Figueroa, President

Classified Senate:

Joyce Allen, President

College Executive Committee:

Patricia Hsieh, President

Collegewide Research Agenda Overview

The purpose of a research agenda is to help organize and prioritize research requests that might otherwise be disjointed or not integrated into collegewide planning and decision making, and to improve the quality of the data and information used on campus. The process for developing and using a research agenda is equally as valuable as the research agenda itself. It serves as a vehicle for dialog and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry. More importantly, it provides a mechanism for collaborative inquiry which helps build research expertise throughout the college rather than isolated pockets of the college.

The research that is included in the research agenda supports the major activities and initiatives that serve the broader functions on campus (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills and SLO and assessment). They are typically recurring research requests that have clearly defined indicators and metrics attached to them (e.g., success indicators and successful course completion rates, transfer rates and number of awards conferred). Research that is narrow in focus or that responds to a singular interest or one-time event or activity may occur under ad hoc requests which are handled separately using the college's research request and prioritization process.

Research Agenda Items Linked to Multiple Goals

Miramar Collegewide Research Agenda 2012-13

College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1-4	-Strategic planning -Institutional Effectiveness	What changes in the local community, labor market, and educational environment are likely to affect Miramar College (2010-2013)?	Potential new student populations; former Miramar students; local employers and industries; other educational institutions	The results will be used by the Planning & Institutional Effectiveness (PIE) Committee and others to revise Miramar's strategic goals. It will also be used by the Marketing Committee and others to design effective programs and services	<ol style="list-style-type: none"> 1. Environmental Scan Information: 5 year trend analysis of labor market, community demographics, technological advances, education changes and competitive analysis 2. Five year trend analysis of student characteristics 3. Annual post-graduation employment of vocational education students 4. A longitudinal trend analysis of student transfers including transfer rate & volume 	<ol style="list-style-type: none"> 1.Environmental Scan Report 2.1 Fact Book 2.2 Awards Conferred Supplement 3. Perkins Core Indicator Reports 4. Transfer Study 	<ol style="list-style-type: none"> 1. 3 year cycle-next iteration (2013-14) 2. Annual IRP 3. Annual 4. Annual IRP 	

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Miramar Collegewide Research Agenda 2012-13

College Goals	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1-3	-Strategic & College Annual Planning -Instructional Program Review -Institutional Effectiveness -Accreditation	How well do the students perform and is there a trend toward improved success? What are the course enrollment trends?	Current Miramar students and faculty; courses and sections	The results will be used by individual programs for program improvement, by schools to set goals and objectives for the coming year, and by the PIE committee to revise Miramar's strategic goals and strategies. It will also be used by the Marketing Committee and others to design effective programs and services	Five year trend analysis of programs by semester, courses, and demographic segments of interest for each indicator listed: 1. Number of Sections Offered 2. CAPS (Max Enrollment) 3. Census Enrollment 4. Census Headcount 5. Success Rates 6. GPA 7. Retention Rates 8. Total Load for FT Faculty 9. Total Load for Part Time and Overload Assignments 10. WSCH = Weekly Student Contact Hours 11. Load (WSCH / FTEF) 12. Wait list	1. Annual Program Review reports 2. Chancellor's Cabinet report	Indicators 1-11 are Annual IRP Office	

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Miramar Collegewide Research Agenda 2012-13

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 1, 2, 4	CTE	What is the enrollment and completion information for students enrolled in Career Technical Education (CTE) programs?	Students enrolled in CTE (vocational) programs	To improve outreach and student support programs and to provide information for state-mandated reports	Enrollment and completion data broken down by top code for all CTE programs	1. CTE Program Enrollment & Completion Report 2. Perkins Core Indicator Reports	Annual	
Goals 1- 2	Enrollment Management	What are the enrollment changes at critical points in time?	President, VPI and Deans	The information will be used to manage course and section offerings and to manage and improve access	College level data and information by semester by accounting method and mode of instruction for : 1. FTES 2. Number of Sections Offered 3. Fill Rates (enrollment/caps) 4. Enrollment 5. Headcount 6. Load (WSCH / FTEF) 7. Waitlisted courses (number of seats and students) by course 8. Low enrollments by course 9. FTES Outlook	All of the items are provided in hardcopy form in the weekly Cabinet Update Report to the President as well as electronic copies in the Tallies to the VPI	Indicators 1-9 are by semester IRP Office	

Miramar Collegewide Research Agenda 2012-13

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		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goals 3 & 4	-Outreach/ Recruitment -Planning	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual-CBR	
Goals 1 & 5	-Accreditation -Program Review -Strategic Planning	How satisfied are the students with the services they receive in the Student Service departments?	All students using the services	To make improvements in the services offered	Each Student Services department will conduct a survey with a core set of questions and custom questions.	POS Student Services Dept. Surveys	TBD	
	-Accreditation -Strategic Planning	How satisfied are the students with the programs, services, instruction, facilities and college environment?	Random sample of day and evening students	To inform planning and improvement decisions about programs, services, instruction, facilities and the college environment	Random sample of day and evening students surveyed in classes using a Likert scaled and open-ended comment questions survey instrument. All employees surveyed online with pencil and paper option available.	Student Satisfaction Survey 2015 Employee Satisfaction Survey 2015	3 year cycle IRP (next iteration 2014-15) 3 year cycle IRP (next iteration 2014-15)	

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

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

Goal 5: Refine the college's integrated planning process

Research Agenda Items Linked to Individual Goals

Miramar Collegewide Research Agenda 2012-13

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

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Program Review -Accreditation -SLO -Planning	How well are the students performing within each program/discipline?	All students enrolled as of census	To inform program and course planning and improvement decisions	Single semester analysis by program of enrollment, success, retention and GPA, demographic, & productivity segments	Program Review Reports	Annual IRP-CBR	
	-Matriculation -Program Review -Planning	What are demographic & course-taking behaviors of DSPS students?	DSPS students	To inform DSPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes & enrollments	DSPS Annual Report	Annual IRP	
	-Matriculation -Program Review -Planning	What are demographic & course-taking behaviors of EOPS students?	EOPS students	To inform EOPS programs and course planning and improvement decisions	Annual analysis of student demographics, outcomes, & enrollments	EOPS Annual Report	Annual IRP	
	-SLO -Planning	Are students satisfied with the ILC services?	Students that visit ILC for services	To inform the ILC is meeting students needs and assist in department planning	Annual analysis of student satisfaction with ILC services	ILC Survey Report	Annual IRP-CBR	

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College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-BSI -Planning	How well do Basic Skills students who receive some type of intervention perform relative to Basic Skills students who don't receive an intervention?	Students in Basic Skills English, Math and ESOL who receive some type of intervention	To inform program, course and services planning and improvement decisions	Student outcome comparisons among Basic Skills students who received some type of intervention to those who had not received an intervention	Basic Skills Intervention Reports (multiple reports)	Annual IRP-CBR	
	-BSI -Planning	How well do Basic Skills students perform and what is their progress in college-level courses?	Students in Basic Skills English, Math and ESOL	To inform program, course and services planning and improvement decisions	Five year trend information on Basic Skills students: headcount by demographic segments of interest, specific basic skills course enrollment, success, retention, & persistence	Basic Skills Report	Annual IRP	

Miramar Collegewide Research Agenda 2012-13

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College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 1	-Accreditation -Strategic Planning -Institutional Effectiveness	How does Miramar College compare to other colleges in the community college system across an array of indicators?	Miramar College student population	Accountability reporting to the legislation	ARCC provides a framework for an annual evaluation of Miramar College with measurable performance indicators	ARCC Report	Annual IRP	
	-BSI -Planning	What affect does tutoring services have on various student outcomes for basic skills students?	Students in pre-transfer English, ESOL, and Math courses	To improve PLACe programs (044-Supervised Tutoring) and services	Student outcomes comparisons among pre-transfer English, ESOL, and Math students who had PLACe visits to those who did not have visits	PLACe Student Outcomes Comparison Report	Annual IRP-CBR	
	-Matriculation -Planning	How effective are Learning Communities at helping students to succeed in college?	Students enrolled in Learning Communities	To inform program, course and services planning, and improvement decisions	Reporting on learning community students' enrollment, headcount, persistence, & outcomes	Programs to Improve Outcomes for Underrepresented Students PowerPoint	Annual IRP	

Miramar Collegewide Research Agenda 2012-13

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

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 2	-Planning	How satisfied are the students with online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on students' perception & opinions about elements involved in online courses	Students' perceptions and opinions about elements involved in online courses such as preparation, experiences in the course, technical support received, classroom support and communication, and their perception of learning. Success and retention rates comparisons among students enrolled in online course format to those students enrolled in a traditional class format by overall, gender and ethnicity	Online Course Satisfaction Survey	Annual IRP	
	-Planning	What are the student outcomes of students enrolled in online courses?	All students enrolled in online courses	To inform planning and improvement decisions about online courses based on student outcomes data		Online Success and Retention Report	Annual IRP	

Miramar Collegewide Research Agenda 2012-13

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 activities.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 3	-Outreach/ Recruitment -Planning	Where do Miramar students live?	Miramar College student population	To inform marketing, program review, grant applications, & outreach	Annual analysis of headcount by zip code for collegewide and program level	Headcount by Zip Code Report	Annual IRP-CBR	
	-Outreach/ Recruitment -Planning -Enrollment Management	What is the enrollment pattern of the non-credit students to credit courses and how do they perform?	All noncredit students and ESOL only students.	To improve articulation and support for noncredit students	Profile of non credit students and a comparison of success, retention and GPA of noncredit students to the general population	Noncredit to Credit Migration Study	Annual IRP	
	-Outreach/ Recruitment -Planning	How do the demographic characteristic of Miramar students compare to its service area?	Miramar College student & service area populations	To support and inform marketing, enrollment growth, & outreach	Profile student population relative to service area population across gender, ethnicity, & age	Students & Service Area Diversity PPT	Annual IRP	
	-Planning	Is there gender equity in intercollegiate sports?	Full-time students who meet the athletic eligibility criteria	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	Examine gender equity in intercollegiate sports	Title IX Gender Equity Survey	Annual IRP	

Miramar Collegewide Research Agenda 2012-13

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

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 4	-Outreach -BSI -Matriculation -Enrollment Management -Planning	What are the enrollment characteristics of incoming freshmen and how do they perform?	Incoming freshmen students from feeder high schools and non feeder high schools	To inform recruitment and retention decisions	Trend study of enrollment by demographic segments, placement, success, retention, and average units completed	High School Pipeline Report	Annual IRP	
	-CTE -Planning	What are the enrollment characteristics of incoming freshmen who received college credit for pre-approved CTE courses in high school? How do they perform?	Incoming freshmen students from feeder high schools who received college credit for pre-approved CTE courses in high school	To inform recruitment and retention decisions	Cohort tracking study of enrollment , course taking behaviors & student outcomes at SDCCD	Tech Prep Annual Report	Annual IRP	

Miramar Collegewide Research Agenda 2012-13

Goal 5: Refine the college's integrated planning processes.

College Goal	Links to College Plans & Initiatives	Research Questions			Research Design	Current or Planned Research	Schedule, Due & Briefing Dates	End-user & Date used
		A. What is the question or issue that needs to be addressed?	B. Who will be researched?	C. How will the data be used?				
Goal 5	- Strategic Planning - Enrollment Management - Institutional Effectiveness	What are the characteristics of the students being serviced and how have they changed over the years?	Current and past students.	To inform collegewide decisions related to increasing diversity and responding to equity initiatives.	<p>Single semester headcount profile of students by age, gender, ethnicity, enrollment status, residency, income, ed. Goal, and units attempted by: 1) Entire college pop 2) Online college pop</p> <p>Five year trend information on: headcount by demographic segments of interest, success, retention, awards conferred, transfer, FTES, persistence, & human resources</p> <p>Handy reference book containing fingertip facts & figures such as enrollment, student outcomes, and human resources information</p>	<p>Student Profiles (aka College Demographics)</p> <p>Fact Book</p> <p>Facts on File</p>	<p>Semester IRP</p> <p>Annual IRP</p> <p>Annual IRP</p>	



Funding Source Approval Form

Today's Date:	Prepared by:		
Phone/Ext:	Email:		
Project Title:			<input type="checkbox"/> New Project <input type="checkbox"/> Continuing
Project Period:			
Proposal Author:			
Project Director:	Department:		
Project Purpose:			
Funding Source:			
Application Deadline:	Date:	<input type="checkbox"/> Postmarked <input type="checkbox"/> Received	
Duration of Funding:			
Funding Amount:	\$	Match Requirement: \$	
Attach proposed budget Listed by object code		Indirect Amount: \$	
Contract Obligations:	List all College Obligations – <input type="checkbox"/> Facilities: <input type="checkbox"/> Staff: <input type="checkbox"/> Matching Funds: <input type="checkbox"/> Institutionalization Requirement: <input type="checkbox"/> Other:		
Technology Resources Funding source:			
Partners / MOUs:			
Approval Date:	Approval Signature (Chair)		
	X		
Approval Date:	Approval Signature (Dean)		
	X		
Approval Date:	Approval Signature (Appropriate Vice President)		
	X		
Approval Date:	Budget Approval (Vice President Administrative Services)		
	X		
Approval Date:	Recommend Approval of Grant/Contract Proposal Approval Signature (President)		
	X		
Route Information Copies to: Appropriate Vice Presidents			

Link to Item 3 of Old Business of October 8, 2012 CEC Agenda
“Update on Status of Accreditation Midterm Report”

<http://www.sdmiramar.edu/institution/plan>

2012 Employee Satisfaction Survey Interaction Group Discussion Notes

- 1) Instructional Program and Student Learning Outcomes/Administrative Unit Outcomes
 - a. Item 23-Showed increased satisfaction. We are doing something right!
 - b. Item 22-Interactive technology has not reached students need. Need to update teaching styles and delivery in order to accommodate new student learning strategies. May require staff development, or perhaps an Academic Senate workshop.
 - c. Item 23- Respondents may not be as familiar with administrative unit outcomes (AUOs). May require more communication and awareness of the differences between administrative outcomes and student learning outcomes. Separate SLOs from AUOs for items 23-26 in next iteration of employee survey.
 - d. Item 25- The need is not with the amount of data. The data are available. The need is for a more concise format to communicate data in meetings in ways in which people are more likely to use it.
 - e. Item 27-Not all people engage in writing program review reports. Need to involve more people in the program review process.

- 2) Student Support Services
 - a. Item 34-Refer students because personnel cannot answer the questions. Interesting to compare these results with student survey results.
 - b. Item 32-We are serving more students with lack of staffing. Not sure how to benchmark this particular item.
 - c. Item 33- While the facilities are not fully in use, respondents can see physical changes that Miramar is building up the campus. Perhaps use 66%-67% as benchmark.
 - d. Item 30 and 31-Can compare to both Cultural Climate Survey and student satisfaction survey results.
 - e. Being updated on a regular basis regarding campus planning is a positive and provides guidance to the student services area.
 - f. Benchmarking-at what level is satisfaction acceptable? This will vary by department/unit/program and needs to be determined by each one separately.
 - g. Personal Growth courses can contribute at great length to overall feeling of satisfaction on campus.

- 3) Learning Support Services
 - a. Pull some items out to get more targeted information. True learning support services include ILC, PLACe etc. and not what is specified in the survey (i.e., items 39-49). Omit items 42 and 43.
 - b. Physical facilities and parking show improvement in satisfaction. As we build out people may become more satisfied with cafeteria and office space.
 - c. As new facilities come online it is expected that satisfaction ratings will increase over time.

- d. Item 49-Business services should be split from fiscal services into two individual items due to vagueness in interpretation.
- 4) Human Resources
- a. No large changes. Items need to be more specific.
 - b. Item 53-This item increased due to accreditation requirement for annual evaluations which worked to improve the process. This was not the case beforehand. More people are aware of staff development, but may feel they are not getting enough. There is a lack of funding for workshops and lack of workshops available through Human Resources.
 - c. It is hard to interpret results due to varying opinions of respondents that fill out the survey.
 - d. There is a lack of funding for professional development.
- 5) Decision-Making Roles and Process
- a. Awareness levels across the board improved (except item 74).
 - b. Item 72 and 73-Both items showed substantial improvement. Target benchmark should be set around 67%, which results were clearly above the target.
 - c. Item 71- A real concern because people may not be answering the item from an informed perspective. May need anecdotal information in the form of follow-up targeted survey. Administer a targeted survey to classified personnel would be helpful. Classified executive should review where the gaps are.

2012 Employee Satisfaction Survey Interaction Group Discussion Recommendations

- 1) Institutional Effectiveness
 - a. Administer a short and targeted follow-up survey about planning in Spring 2013.
 - b. 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.

- 2) Instructional Program and Student Learning Outcomes (SLO)/Administrative Unit Outcomes (AUO)
 - a. 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).
 - b. Provide more communication, awareness, feedback and input on SLOs/AUOs.
 - c. Need to separate out SLOs from AUOs for items 23-26 in next iteration of employee survey.
 - d. Provide data in various formats. Work with CBR and IRP office to get this done.
 - e. 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.
 - f. Implement a more concise format to communicate data in meetings in ways in which people are more likely to use it.

- 3) Student Support Services
 - a. Compare employee survey results to student survey results in order to get a holistic view regarding student services.
 - b. Increase the number of counselors.

- 4) Learning Support Services
 - a. Tease out learning support services from facilities in the next administration of the employee satisfaction survey.
 - b. 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).
 - c. Separate out business services from fiscal resources as two individual items in the next administration of the employee survey (currently a single item 49).

- 5) Human Resources
 - a. For the next administration of the employee survey make these items more specific. They are too global.

6) Decision-Making Roles and Process

- a. Target benchmark should be around 67% for each item in this section of the survey.
- b. 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.
 - i. Do a follow-up targeted survey to classified personnel around planning and participation in the planning process.
 - ii. Bring to classified executives for discussions regarding the gaps.
- c. Item 74- Address the same communication issues. More investigation is needed.

College Wide Master Calendar Categories:

Athletics
Civic Center Activities
Community Events
Hourglass Complex
Internal College Activities
Student Activities
Student Services

Below are list of individuals that are in charge to update each categories of the college wide master calendar:

Athletics

AnnaLiza Soriano
Nick Gehler

Civic Center Activities

Gale Banez
Shaunna Elmone

Community Events

Sonny Nguyen
Joan Mize

Hourglass Complex

AnnaLiza Soriano
Dan Gutowski

Internal College Activities

Lexie West (replacement for Sara Agonafer)
Juli Bartolomei
Katinea Todd
Aster Keleta (replacement for Cynthia Picou)

Student Activities

Sonny Nguyen
Carletta Middleton ((replacement for Jackie Clark; need to request access)
Edith Pollack

Student Services

Sonny Nguyen
Carletta Middleton (replacement for Jackie Clark; need to request access)
Edith Pollack

Below are list of individual that were granted access to update college wide master calendar.

First Name	Last Name	Department	E-Mail
Annaliza	Soriano	Hourglass	asoriano@sdccd.edu
Aster	Keleta	VPI	akeleta@sdccd.edu
Bill	Smith	Web Subcommittee	btsmith@sdccd.edu
Business	Office	Business Office	gbanez@sdccd.edu
Carol	Smith	Classified Senate	csmith@sdccd.edu
Cynthia	Picou	VPI	epicou@sdccd.edu
Dan	Gutowski	Hourglass	dgutowsk@sdccd.edu
Edith	Pollack	VPSS	epollack@sdccd.edu
Jackie	Clark	Student Affairs	jaclark@sdccd.edu
Joan	Mize	PIO	jmize@sdccd.edu
John	Couture	Web Subcommittee	jcouture@sdccd.edu
Juli	Bartolomei	Academic Senate	jbartolo@sdccd.edu
Katinea	Todd	VPI	ktodd@sdccd.edu
Lexie	West	President's Office	lwest@sdccd.edu
Nick	Gehler	Athletics	ngehler@sdccd.edu
Sara	Agonafer	President's Office	sagonafe@sdccd.edu
Shaunna	Elmone	Business Office	selmone@sdccd.edu
Sonny	Nguyen	Outreach	tvnguyen@sdccd.edu
Temmy	Najimy	Web Subcommittee	tnajimy@sdccd.edu
Tom	Davenport	VPI	tdavenpo@sdccd.edu