COLLEGE EXECUTIVE COMMITTEE MEETING
Tuesday, September 30, 2014 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Bennie, Ramsey, Haidar, McMahon, Allen, Hubbard, Ledbetter
Attendees: Beitey & 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	Mobile App	1 & 3	Ramsey

- **F.** **Old Business**

#	Item	*Strategic Goals	Initiator
1	Miramar College Proposed Early College Program w/ Mira Mesa High	1 & 3	Hsieh
2	Accreditation	1	Hsieh & Miramontez
3	College Hour	1 & 3	Jacobson
4	Cultural & Ethnic Diversity Plan (Due to CEC on 9/30/14) (attachment)	3	Haidar
5	Outcomes & Assessment Plan (Due to CEC on 10/14/14) (attachment)	1	Bennie
6	Facilities Master Plan Update (Due to CEC on 10/14/14) (attachment)	1	Bell
7	Alignment of College's Governance Structure with College's Integrated Planning Process (Due to CEC on 9/30/14)	1	Hsieh & Haidar
8	Divisional Plans (Due to CEC on 9/30/14) (attachment)	1	Hsieh & Miramontez
9	Basic Skills Action Plan (Due to CEC on 09/30/14)	1	Hsieh
10	SSSP Plan (Due to CEC 9/30/14), Due to State 10/17/14, Due to Chancellor's Office 10/21/14) (attachment)	2	Ramsey

- **G.** **Place Holders**

#	Item	*Strategic Goals	Initiator
1	Progress on Draft San Diego Miramar College Student Equity Plan (Due to CEC on 10/14/14, Due to Chancellor's Office on 10/21/14, Due to State 11/21/14)	2	Irvin

- **H.** **Reports**
  (Please limit each following report to two minutes maximum. If you have any handouts, Please e-mail them to Denise Borey 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
  - College Governance Committee

- **I.** **Announcements**
- **I.** **Adjourn**

---

* **San Diego Miramar College 2013 – 2019 Strategic Goals**
Goal 1: Provide educational programs and services that are responsive to change and support student learning and success.
Goal 2: Deliver educational programs and services in formats and at locations that meet student needs.
Goal 3: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.
Goal 4: Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.
Please also see http://www.sdmiramar.edu/institution/plan **for San Diego Miramar College 2013-2019 Strategic Plan**
For courtesy, please let the President know if you cannot attend the meeting.

CULTURAL AND ETHNIC DIVERSITY PLAN

INTRODUCTION

The Diversity and International Education Committee (DIEC) at San Diego Miramar College, is the interface of faculty, classified staff, administrators, and students joining together in unity, to promote, support, and sustain diversity on campus. This diversity includes the acknowledgment and respect of differences, celebrations of various cultures and groups, hiring of a diverse body of faculty and staff, promoting diversity curriculum and practices, and addressing any diversity issues necessary, to the betterment, tolerance, and sustainability on campus, at the very least. The DIEC strives toward the commitment and emphasis of diversity in all aspects of our institution and the community, to ensure that our students gain skills in and exposure to global awareness, and understanding and appreciation of differences, to help them prepare to succeed in a diverse world. It is with our Diversity and Inclusion Plan that we focus our efforts, commitment, and purpose as a committee, to ensure that diversity and international education are implemented in our institution of higher education.

HISTORY

Prior to its designation as a full committee in Spring 2009, the Diversity and International Education committee was once a sub-committee under the Staff Development and Marketing committees, respectively. The committee was an initiative of a past president, and several current and retired faculty and classified staff members who were committee members. Co-chairs worked diligently in following through the process and putting forward the paperwork needed to request becoming a full committee, and the hard work and perseverance came to fruition in the 2009-2010 academic year. This full committee was the first of its kind at the San Diego Community College District.

College's Mission Statement: Our mission is to prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships to facilitate transfer preparation, workforce training, and career advancement.

Vision Statement: San Diego Miramar College will be a hub of education, diversity, and services to our community.

The Diversity and International Education Committee (DIEC) understands that in order for Miramar College to fulfill its Mission Statement and realize its Vision to its fullest potential and excellence, it must recognize, celebrate, and engage the diversity of the community it serves. As recent census figures both locally and regionally demonstrate, the community Miramar College partners with is as dynamic as the demographic shifts of residents in the service area of the college. In order to meet the needs of such a diverse community, the DIEC recognizes that to best serve the students and the community, it must face the gifts and challenges of such a dynamic population. It is only after recognizing the gifts and challenges of these communities that we can best make use of the innumerable contributions of talents of people who come from different life experiences and perspectives. For this reason, the DIEC identifies the following five important goals that meet the mission and vision of Miramar College.

GOALS

ACTION PLAN

Goal 1 Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. *Strategy 3.2*	1.1 Increase the hiring of a diverse staff that is reflective of the campus community and the SDCCD service area. This can be achieved by using the college environmental scan as well as department diversity data, and the data of student and faculty/classified staff demographics.
Goal 2 Fostering an open and inclusive culture on campus with regard to diversity in the workplace which includes recognition, respect and celebration of the diverse languages, perspectives and experiences that comprise the Miramar College community. *Strategy 3.1*	2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner. 2.2 Provide input and any recommendations to the Office of Institutional Research and Planning on the Campus Climate Survey, as necessary for survey/question improvement that will capture better data.
Goal 3 Organizing and promoting events that demonstrate and reflect the dynamic communities Miramar College serves while also providing students and the campus community an opportunity to better understand diversity as a necessary component of global citizenship. *Strategy 3.1, 3.3, 3.5*	3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.

GOALS	ACTION PLAN
Goal 4 Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. *Strategy 3.1, 3.2*	4.1 Recommend the institutionalization of relevant curriculum and programs of study to include Ethnic and Gender Studies Program(s). Develop and/or maintain Asian/Asian American Studies, Black Studies, Chicano Studies, Women's Studies, Filipino Studies and Filipino Language courses. These courses of study will provide opportunities towards a comprehensive program for degree, certificate, and/or transfer completion.
Goal 5 Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. *Strategy 3.3, 3.5*	5.1 Support a "Campus Hour" that will allow a designated time(s) during the week to engage students in participating in several activities and to improve student life without disrupting class schedules. 5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.

COMMITTEE STRUCTURE

The San Diego Miramar College Diversity and International Education Committee is a full governance committee, and the first of its kind at the San Diego Community College District. The committee composition consists of an elected Chair or Co-chairs who can be any member of the committee, 1 administrator, 4 faculty members, 2 classified staff, and 2 students. The goal of the committee is to be inclusive and to promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations. The committee promotes intercultural understanding and the view that cultures are equal in value. It develops and implements

programs and approaches that increase global awareness, celebrates diversity, and fosters inclusiveness in our campus community. It also addresses issues related to International Education, including study abroad opportunities for students and teaching abroad opportunities for faculty.

FUTURE PLANNING

DIEC is committed to the aforementioned goals and action plan, to include implementing a diversified curriculum that would expose students to more course offerings that highlight different ethnicities and cultures, to include their own. As our surrounding Mira Mesa Community reflects a significant population of Filipinos, Latinos, Asians, African Americans, etc., our institution should offer curriculum that is reflective of our students. Annual events such as the Civil Rights Film Festival shall be supported and institutionalized, as an opportunity for students to view films highlighting diversity issues that are historical and relevant not just to the history of the United States, but world issues as well. The DIEC supports the institutionalization of more functions and events such as the Civil Rights Film Festival that will improve student life and involvement on campus. Events such as these will provide opportunities in learning that would not otherwise be offered. In order to fully realize the goals and action plan of the DIEC, a permanent and increased annual budget of at least $5,000 will be needed. Without substantive and permanent funding, many of the action items and goals of the DIEC will not be realized, nor can a comprehensive diversity program improve or expand.

PROPOSED BUDGET AND ACTIVITIES

DIEC is committed to the aforementioned goals and action plan, which includes an increased (but not limited to) annual operating budget of $5,000. The DIEC and the Miramar College community have shown a dedication to the celebration and honoring of the different cultures that make up our campus as well as the District. The committee needs the continued support, both financially and logistically from the campus as a whole. The committee recommends that the requested increase in funds come from various sources such as campus General Funds, Campus Discretionary Funds, Perkins Funds, Student Success/Equity Funds, and campus-wide staff development funds, as well as possible grant opportunities and/or collaborations with other groups. Proposed activities will include various multicultural events, keynote/guest speakers, multicultural displays, heritage month events, organization of the Civil Rights Film Festival, film, supply, handout/reprographic purchases, training, and community events.

DRAFT

San Diego Miramar College
Administrative Services Division
Six-year Plan

2014-2020

Table of Content

INTRODUCTION

Administrative Services is one of three divisions of San Diego Miramar College. Administrative Services is managed by the Vice President of Administrative Services. Administrative Services is part of the overall team that is responsible for the oversight and management of San Diego Miramar College. This team includes the President, Vice President of Instruction, Vice President of Student Services and the Vice President of Administrative Services.

Administrative Services is directly responsible for all non-instructional and non-student services activities on campus. The direct operational units reporting to the Vice President of Administrative Services are:

- Budget and Purchasing Support Services
- Administrative & Personnel/Payroll Support Services
- Student Accounting Services
- Hourglass Support Services
- Digital Print Production & Mailroom Services
- Stockroom & Receiving Services

MIRAMAR COLLEGE STRATEGIC PLANNING

The Fall 2013-Spring 2019 San Diego Miramar College Strategic Plan presents the direction the college will pursue in response to the changing educational and economic environment in the San Diego region and in the State of California. The plan was reviewed and updated after numerous meetings, with input from all constituency groups. The updated plan is referred to as the Fall 2013-Spring 2019 Strategic Plan in this document.

The purpose of the San Diego Miramar College Strategic Plan is to provide a clear direction to the college's three divisions and to guide the development of all other college's operational plans. The plan is designed to respond to the current and projected educational needs of the residents of its service area and the economic, demographic, and community trends. The plan takes into account the financial challenges facing California and promotes beneficial community and economic development partnerships.

The College reviewed and updated its Fall 2007-Spring 2013 Strategic Plan to formulate the Fall 2013-Spring 2019 Strategic Plan. The current plan reflects the most current needs and emerging opportunities in the region served by the San Diego Community College District in general and more specifically in its specific service area. The plan focuses on areas for a common sense of purpose for the college's collegial planning and for its participatory governance.

The Strategic Plan development was informed by data from multiple sources and with input from all college constituencies. In addition, integral to the development and update of this plan is its alignment with the SDCCD strategic plan. The external and internal scans and trends were conducted collaboratively among the college's Research Subcommittee and the Miramar Office of Planning Research, and Institutional Effectiveness and with consultation from SDCCD Institutional Planning Office. The Strategic Plan guides the college to fulfill its mission over a six year period. The Fall 2013-Spring 2019 Strategic Plan is developed in two phases: Phase one

includes the update of the goals and strategies, identifying indicators and measures, and planned activities, while Phase two includes the development of the assessment plan through the establishment of benchmarks. Throughout, staff, faculty and students participated and provided input through the college's participatory governance processes. The Planning and Institutional Effectiveness Committee (PIEC), with representatives of all the college's constituent groups, under the direction of the College Executive Committee, was the primary orchestrator of the current updated Strategic Plan. The Fall 2013-Spring 2019 Strategic Plan was updated and all members of the college were given the opportunity to provide feedback through the participatory governance process. They were finally approval by the College Executive Committee (CEC) in December 2013.

The development of a comprehensive set of benchmarks (Phase 2) was initiated by the PIEC in Spring 2014. This includes the development of a Strategic Plan Assessment workgroup with the specific objective to establish a comprehensive set of benchmarks in which the College can evaluate itself against.

The San Diego Miramar College Strategic Plan in can be reviewed in its entirety at:

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

MIRAMAR COLLEGE EDUCATIONAL MASTER PLANNING

The Educational Master Plan serves as the framework of the Strategic Plan and the implementation plans in the three college divisions. The Educational Master Plan is comprised of planning themes which drive development of division plans which address functions and areas of responsibility for each of the college divisions: Instructional Services, Student Services, and the Administrative Services. The Educational Master Plan is a 6-year plan that is reviewed and updated annually.

The San Diego Miramar College Educational Master plan can be reviewed in its entirety at:

ADD NEW ED MASTER PLAN LINK HERE

ADMINISTRATIVE SERVICES DIVISION PLAN DEVELOPMENT

The following mission statements connect each Administrative Services Unit to the campus-wide planning process:

Budget and Purchasing Support Services supports the Mission and Goals of Miramar College by providing support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing issues

Administrative & Personnel/Payroll Support Services supports the Mission and Goals of Miramar College by providing accurate and timely Personnel and Payroll services to all college staff, faculty and student employees in an efficient and cost effective manner and with high quality customer service, and provides administrative support in the areas of key/alarm

control, construction and facilities rental. Our key purpose is to support administrators, faculty and staff in their efforts to ensure student's success as defined in the campus's mission statement.   This division adheres to relevant District policies and procedures, and state and federal regulations

Student Accounting Services enhances institutional effectiveness by providing quality customer service to all areas of the college community while maintaining fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements. We are dedicated to the success of our students and committed to providing financial integrity and accountability to all whom we serve

Hourglass Support Services flawlessly integrates the numerous academic and co-curricular campus activities with the community members participating in programs with the City of San Diego Park and Recreation Department.

Digital Print Production & Mailroom Services supports the Goals and Mission of Miramar College by providing the most accurate and timely support services to our campus operations by providing our faculty/staff/departments and Administrators with high quality printing products and services, switchboard/telephone services, as well as providing District/USPS mail services to the campus community. Overall, the efficient support services we make available helps our campus meet the educational goals of our students and ensure that they succeed in all levels of their educational goals.

Stockroom & Receiving Services supports the Goals and Mission of Miramar College by providing timely and accurate store and receiving services. The Stockroom and Receiving is an integral part of campus wide purchasing processes. The Stockroom and receiving provides purchasing support from District approved wholesale office supply vendors. This function is further supported by receiving, inventorying and delivering items to the general campus.

ADMINISTRATIVE SERVICES DIVISION PLANNING THEMS BY LMF PHASES

Connection Phase
Resources Theme
- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Outreach Theme
- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department
- Provide accurate and timely Personnel and Payroll services to all college staff, faculty and student employees in an efficient and cost effective manner

Entry Phase

Resources Theme
- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements

Communication Theme
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Progress Phase

Resources Theme

Communication Theme
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals

Completion Phase

Resources Theme
- Provide support to faculty and staff in the areas of Budget Development, Financial Reporting and Purchasing
- Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements

Direction Theme
- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department

Relationship Theme
- Integrate academic and co-curricular campus activities with community members participating in programs with the City of San Diego Park and Recreation department
- Provide support such as printing, telephone, mail, shipping and receiving services in order to support campus goals
- Provide fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements

ADMINISTRATIVE SERVICES PROGRAM REVIEW

The Administrative Services Program Review is an annual process that provides critical assessment of the services provided to the Faculty, Staff and Students at Miramar College. During this assessment, the prior year's accomplishments are reviewed and goals are set for the upcoming fiscal year. In addition to goal setting, the program review process facilitates a review of staffing, staff development, facilities, technology, equipment and additional budgetary needs. These needs are ranked and then are forwarded to campus governance for integrated resource allocation.

ADMINISTRATIVE SERVICE OUTCOMES

In order to show proficiency in SLO's by 2012, Administrative services has identified six Administrative Service Outcomes (ASO's). The specific outcomes, how the outcome assessment will inform program review and measurement are identified below:

ASO #1 **Budget and Purchasing Support**
Appropriate staff and faculty will have access to and the ability to use Web Advisor to manage and plan their Budgets and to review Purchase Requisitions, Encumbrances and Available Balance statuses.

How will this ASO inform your program review? *Staff and Faculty, trained on Web Advisor, will have the knowledge necessary to provide budget input for the Tentative and Adopted Budgets and the understanding of available budget balances to determine the availability of funds to make purchases, hire hourly employees and/or consultants or make other spending decisions.*

How will this ASO be measured? *Survey results from training will document whether or not training met the outcome of the ASO.*

ASO #2 **Personnel and Payroll Support Services**
Provide accurate and timely Personnel and Payroll services to all college staff, faculty and student employees in an efficient and cost effective manner.

How will this ASO inform your program review?
Point of service survey will be utilized to determine if services need to be modified. Analysis of manual pay warrants and payroll distribution corrections will determine source and possible solution for corrective action

How will this ASO be measured?
Point of service survey
Analysis of number of annual manual pay warrants
Analysis of number and cause of payroll distribution corrections (Journal Entries)

ASO #3 **Student Accounting**
Provide quality customer service to all areas of the college community while maintaining fiscal accountability of cash operations and financial reporting through adherence to and compliance with sound business practices, district policies and regulatory agencies' requirements.

How will this ASO inform your program review?
Findings for fiscal accountability, cash operations and/or financial reporting will be reviewed and integrated into adjusting program review to assure compliance with sound business practices, district policies and regulatory agencies' requirements.

How will this ASO be measured?
SDCCD Annual Financial Audit
Miramar College Foundation, Inc. Annual Financial Audit
Student Point of Service Survey or appropriate Reg-e survey

ASO #4   **Hourglass Support Services**
Facilitate the seamless integration of college athletics and community recreation programs, staffing and operations in 32 acres of joint use facilities.

How will this ASO inform your program review?
Based upon survey results add, delete or modify integrated services to college and community.

How will this ASO be measured?
Point of service survey.
Joint Use Committee annual feedback and planning survey.

ASO #5   **Reprographics and Mail Services**
Provide faculty, staff, departments and administrators with high quality printing products and services.

How will this ASO inform your program review?
Based upon survey results add, delete or modify services provided.

How will this ASO be measured?
Point of service survey conducted during Fall and Spring semesters.

ASO #6   **Stockroom and Receiving Services**
Provide faculty, staff, departments and administrators with timely and appropriate campus general office and instructional supplies.

How will this ASO inform your program review?
Based upon survey and audit results add, delete or modify services and products provided.

How will this ASO be measured?
Point of service survey conducted during Fall and Spring semesters.
Audit of inventory ordered compared to inventory distributed and on hand.

ADMINISTRATIVE SERVICES OPERATIONAL RESPONSIBILITIES

In addition to the above responsibilities, Administrative Services coordinates four operational plans for San Diego Miramar College. These plans are the Facilities Master Plan, Human Resources Plan, Marketing and Outreach Plan and the Disaster Preparedness Plan.

Facilities Master Plan

The Facilities Master Plan was created in June of 2005 and represents a collaboration between the Miramar College Master Planning Committee, the District and the architects to establish a

simple, yet thoughtful approach to campus planning approach to campus planning and architecture. The plan endeavors to consider design opportunities that may be derived from the existing context, historic influences, architectural case studies, planning strategies, programmatic need and site context, in order to provide future architects and campus administrators with a meaningful foundation for their own research. The plan attempts to address paradoxical contradictions between traditional construction and modernity. It offers both flexibility and structure by providing a "big idea" within which to work, creating opportunities for future changes in technology, programming and design standards.

The Facilities Master Plan first considered the campus history and background and built upon this information with a site analysis which took the surrounding areas into consideration.

The planning strategies considered four strategies for developing the plan; Black Mountain Axis, Hourglass Campus, Clustered Plan and Diagonal Axis. The final master plan expanded the axial relationships that lay between pedestrian pathways and outdoor spatial hierarchies of the diagonal plan. Pedestrian and visual links to Westview Parkway to the North and Black Mountain Road to the West support the diagonal axial frame. View and pedestrian corridors are maintained through classroom bui9ldikng structures. Parking is interspersed throughout campus along a vehicular loop road connecting Black Mountain Road with the East Campus.

In the final build out to an estimated 25,000 headcount, the plan takes into consideration integrated pedestrian pathways, service areas and roads, vehicular egress, parking, outdoor spaces, signage and way finding and a commitment to sustainable design.

The complete Facilities Master Plan can be viewed at:

http://public.sdccdprops-n.com/Design/Miramar/MiramarCollegeMasterPlan.pdf

On an annual basis the Miramar College Facilities Committee will review the progress towards this plan and create an annual update.

Human Resources Plan

As a part of its ongoing efforts to develop a full and integrated master plan, San Diego Miramar College has created its Human Resources Master Plan. This plan was developed with special attention towards developing institutional mechanisms that integrate the Human Resources Master with Campus Wide Master Planning processes.

Each November the college develops an outward looking faculty and staff hiring plan that is based upon periodic environmental scans, program review and the identification of college goals. This process is illustrated in the San Diego Miramar College Annual Planning Cycle.

At the completion of formulating the informed hiring plans the college embarks upon its budget development and allocation process. The college's plans are implemented as resources are identified and allocated.

The major components of the San Diego Miramar College Human Resources Master Plan are the Faculty Hiring Plan, Classified Hiring Plan and the Cultural and Ethnic Diversity Plan.

These components are applied using the approved San Diego Community College Board Policies and Administrative Procedures related to hiring, site compliance and equal employment opportunity.

Marketing and Outreach Plan

The *2014-2020 Marketing and Outreach Operational Plan* integrates College Mission, Goals and Strategies. The Plan's strategies (ongoing) are aligned and integrated with the Fall 2013 – Spring 2019 Strategic Plan goals and are as follows:

Strategic Plan Goal 3: Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.

- Continue *Evening with the Experts* lecture and performance series.
- Expand promotion of events through electronic website calendar, Outreach calendars, monthly eNews, social media, building monitors and website ads.
- Feature diversity in photos and graphics in all print and digital publications.
- Feature international music at college and Foundation events.
- Co-sponsor and promote activities coordinated by the Diversity and International Education Committee

Strategic Plan Goal 4: Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community.

- Continue annual street fair participation through communities served by the College.
- Recommend activities to promote/market course offerings and new semester registration to internal and external audiences
- Increase high school presence and activities in community through Chamber of Commerce memberships/participation, town councils, community organizations
- Increase advertising and branding activities (with available resources)
- Expand brochure display racks on campus
- Continue to develop CTE branding/marketing activities, including a Career Fair
- Promote athletics
- Promote *Distinguished Alumni*, *Alumni Connections* and *Alumni Association*
- Recommend outreach/marketing activities for Veterans and active-duty military

Identify and remove barriers and develop a plan to host community, business, industry and organizations on campus.

Emergency Preparedness Plan

The purpose of the Emergency Preparedness Plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) for responding

to an emergency affecting any location owned and operated by San Diego Community College District.

A "Site Incident Commander" (SIC) is assigned to be the point of contact for this plan. During emergencies, the SIC is the point of coordination for all operations. A Command Team is in place to address key issues during emergency operations. The team works as directed by the SIC.

The San Diego Community College District's College Police (College Police) is assigned as the developer and coordinator for emergency preparedness and disaster planning. College Police will review this plan on an annual basis, to determine the plan is compliant with district's standards and regulatory requirements.

The Site Incident Commander will coordinate training for all new employees assigned to the site. The SIC, coordinating with College Police will conduct annual exercises to provide employees with an opportunity to practice the emergency procedures outlined in this plan.

The plan is formatted to provide the user with a district-wide consistent document for the operation and management of any emergency, which may occur at any district site. This format allows employees to understand basic roles and responsibilities regardless of where in the district they may be working.

It is imperative all employees review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is uncommon that anyone will have the time when an emergency occurs to review this entire plan, so it remains evident that understanding and practice is necessary to be prepared.

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of District property shall be secondary to life safety. The emergency procedures within the Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS), utilizing the Incident Command System (ICS) as the basic response management structure, while conforming to standards identified in the National Incident Management System.

The Plan is consistent with the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. The Human Resources Department is responsible for maintaining SEMS/NIMS Training Compliance Records. Following is the recommended training and exercise program.

Training is a key component to ensure successful emergency operations.

The Site Incident Commander will coordinate annual training for all staff with assignments identified in the location's Emergency Plan. All new staff members with assignments will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS, ICS, and NIMS protocols, key evacuation locations, review of position checklists, and the location of important resources. Specialized teams (i.e. Search &

Rescue and Medical Teams) will receive training required to familiarize members with equipment and protocols.

The current Emergency Preparedness plan is located at:

ADMINISTRATIVE SERVICES CAMPUS LIAISON RESPONSIBILITIES

Bookstore

Miramar Bookstore (aka Campus Store) works closely with the Miramar VPA, who is the contact and liaison for Campus facilities, building access and alarms, logistics, construction, building access, and business changes.

In addition, Miramar Bookstore (Campus Store) works with the Vice President of Instruction, Deans and Department Chairs for course section clarification, scheduling and changes and faculty assignment information. The Bookstore also works closely with the Vice President of Student Services and Dean of Students regarding student service questions, providing services for graduation, freshmen orientation and Associated Student support.

The Miramar Bookstore (Campus Store) mission is to support the academic mission of Miramar College while providing course materials options to expand student success.
Miramar Bookstore (Campus Store)

The goals of the Miramar Bookstore are to:

*provide for the sales of course materials, supplies, print on demand options and other materials
*expand and update items and services as technology and industry trends change
*meet and exceed the needs and expectations of Miramar students
*expand partnerships and support of campus constituencies
*offer sustainable and green options where possible
*support the mission and goals of Miramar College and SDCCD

Miramar Bookstore (Campus Store) is a SDCCD Enterprise Service, aka, Auxiliary Business Services Organization, entirely a part of the District. The Bookstore is responsible for on campus sales and online sales for course materials needed for courses offered by Miramar College. Miramar Bookstore holds the resellers license for the campus and files tax reports and payments to the BOE (Board of Equalization)

Miramar Bookstore (Campus Store) provides course material information to support District compliance of the HEOA, Higher Education Opportunity Act. This information will be included within the online student's schedule, helping students to determine the entire cost of a course. The Bookstore continues to provide course material choices to student. Choices include, new,

used, custom, specialized and value materials, as well as eBooks, access codes, app access and other technology options.

Miramar Bookstore (Campus Store) provides customer service, expanded store hours during the beginning of the semester and web order shipping during campus closure periods. Store hours are tailored specifically to the needs of the Miramar campus. Merchandise assortments are developed based on the needs of the campus community.

Miramar Bookstore (Campus Store) will continue to offer new items, services while expanding digital and technology options as the industry and ecommerce changes.

Food Service

It is the responsibility of both the District Food Service Manager and the Miramar Site Supervisor to have regular and/or routine contact with the VPA at the site who acts as the liaison between Food Services and the rest of the campus administration. Questions, concerns, and issues that affect the Food Service operation or the ability to provide adequate services to the campus are discussed and resolved at the VPA level. In this relationship the lines of communication are designed to be two-way so that information that is pertinent to both operations can be easily disseminated. The relationship and interaction is a collegial and collaborative.

The mission of Food Services is to provide services that support campus operations and campus life through a Food Service program that meets the needs of a diverse and changing campus population.

Campus Police

District police department members are highly trained and highly motivated to deliver professional police, public safety and parking services to every member of our diverse campus community. Collaboration and synergy are key elements of success, particularly in this challenging fiscal environment. In order to provide efficient and effective service to our community, the District Police Department is fully committed to building and maintaining meaningful partnerships within the campus, throughout the adjoining neighborhoods and with all relevant local, state and federal law enforcement agencies.

As a member of the campus community, you are a pivotal component in ensuring that our neighborhoods remain safe. We encourage you to explore our website for useful crime prevention and awareness information that will help you to help us maintain a secure and vibrant learning environment.

SUMMARY

San Diego Miramar College

Instructional Services Division
Six Year Plan
2014-2020

Table of Contents

INSTRUCTIONAL DIVISION PLAN   Six-Year Plan 2014-2020

Introduction

Division planning is designed to link the broader Strategic Goals, developed in the strategic planning process, with the objectives and activities of the Program Review/Planning process that is done at the program/department level each year. Along with the Strategic Plan, the college's Educational Master Plan informs the creation of division plans which are comprised of the three primary college components of Instruction, Student Services, and Administrative Services.

Instructional Services Division Plan Development

The Instructional Services Division Plan follows the sequence of being developed after the Strategic Plan in the fall of 2013 and the Educational Master Plan in the spring of 2014 so that the direction and reflection of that work can inform the development of the Instructional Division Plan which is integrated with the objectives and activities of the instructional areas' Program Review/Planning process that is done at the program/department level each year.

STRATEGIC PLANNING

In the fall of 2013, new strategic goals were set by the college community through a series of meetings with input from all constituency groups, to chart the direction of the college. The San Diego Miramar College Strategic Plan was presented to the campus and approved through the governance structure. The Strategic Goals for the entire college are as follows:

Strategic Goal 1: Provide educational programs and services that are responsive to change and support student learning and success.

I.1   Identify current and future student needs for transfer, degree, and certificate completion;

I.2   Identify resources for appropriate programs and services to support student learning and success;

I.3   Identify faculty and staff professional development needs and resources and implement steps for their delivery of educational programs and services.

Strategic Goal 2: Deliver Educational programs and services in formats and at locations that meet student needs.

II.1   Identify current and future student needs for formats and locations of educational programs and services;

II.2   Identify emerging technology for delivering instruction and student services;

II.3   Identify resources and implement steps to meet student needs in formats and at location;

II.4   Identify resources and implement steps to meet technology needs for delivery of instruction and services.

Strategic Goal 3: Enhance the college experience for student and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.

III.1   Identify curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices;

III.2   Identify resources and implement steps to support curricular and co-curricular activities and college experiences that celebrate diversity and sustainable practices.

Strategic Goal 4: Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry and our community.

IV.1   Identify current and prospective partnerships with educational institutions, business and industry and our community;

IV.2   Identify resources and implement steps to continue with current and prospective partnerships with educational institutions, business and industry and our community.

These goals, along with the strategies that define them (see Strategic Plan document), align with and shape the Educational Master Plan and guide the decision-making of the college through the division plans and the operational plans. The college departments and units develop plans through the yearly cyclical program review process in the regular planning cycle to implement the strategies and make the adjustments that are necessary to stay flexible and responsive to the current environment and the changes that may come at the District or State level.

FROM STRATEGIC PLANNING TO EDUCATIONAL MASTER PLANNING

During the Educational Master Plan planning process, the Loss/Momentum Framework Phases were used to look at each of the three divisions and identify themes in each of the four phases of a student's progress through the institution. This was accomplished at the Master Planning spring 2014 retreat, and the core themes for the Instructional Division were identified as follows:

Connection Phase

Outreach Theme

- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Work collaboratively with the Student Services Division to provide high school partners with information sessions and tools focused on assessment, orientation college programs and college entrance preparation.
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.
- Explore new financial and in-kind support
-

Resource Theme

- Provide informative brochures, webpages, and other program information for incoming students
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management
-

Communication Theme

- Provide advice to counselors and outreach staff

Entry Phase
Outreach Theme
- In collaboration with the College's other Divisions, provide information in instructional offices and department to assist students with their understanding available resources.
-

Communication Theme
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Direction Theme
- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University

Resource Theme
- Provide courses in alternate formats, including on-line and hybrid
- Provide students with information needed to make informed decisions, including student learning outcomes for each course
- Provide support to faculty and staff in areas of staff develo9pment and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.
- Provide supplemental instruction and support for students enrolled in basic skills courses.
- Provide support services, such as Library, Independent Learning, in support of student learning and success.

Infrastructure Change Theme
- Develop and implement a plan to reach 25,000 student population
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase
Communication Theme
- Collaborate with Student Services to deliver high quality support services
- Provide clear and student-centered information and webpages

Direction Theme
- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Enhance and fully embrace the integrated planning process
- Explore the creations of additional certificates and degrees.
- Explore ways in which offering will contribute to the College's goal and reaching its goal of 25,000 students.

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1449 degrees with California State University.
- Assess need and develop plan for renovated athletic fields and/or college only athletic field to support strong student-centered programs while maintaining commitment to community recreation.

Resource Theme
- Provide services in support of student learning and success, including tutoring, supplemental instructions, lab assistance and independent learning services.
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.
- Support the follow-up, retention and other student success practices outlined in California Senate Bill 1456.
- Offer programs and services in alternate formats including on-line.

Professional Development Theme
- Conduct relevant distance education training for faculty and staff
- Provide faculty and staff the opportunity to attend training sessions focused on student success.
- Provide cross-training for Deans' assistants

Completion Phase
Resource Theme
- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Identify new and more efficient ways to deliver instructional services, including relevant distance on-line education
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.
- Collaborate with Student Services to deliver high quality support services.

Scheduling Theme
- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Relationship Building
- Encourage faculty to develop advisor and resource related relationships with students

LINKING TO SCHOOLS AND DEPARTMENTS

The themes, from each of the Loss/Momentum Framework phases, were reviewed by each of the four Schools and specific themes were identified for consideration as the beginning point of setting goals which would be linked to specific activities through the cyclical annual Program Review Process. These specific themes were considered in the Instructional Division Plan goal setting. The Strategic Plan and the Educational Master Plan are linked by the Instructional Division Plan to the Program Review Process.

Business, Technical Careers, and Workforce Initiatives

Connection Phase

Outreach Theme
- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.
- Explore new financial and in-kind support

Resource Theme
- Provide informative brochures, webpages, and other program information for incoming students

Communication Theme
- Provide advice to counselors and outreach staff

Entry Phase

Communication Theme
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Direction Theme
- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University

Resource Theme
- Provide courses in alternate formats, including on-line and hybrid
- Provide support to faculty and staff in areas of staff develo9pment and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.

Infrastructure Change Theme
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management**.**

Progress Phase

Direction Theme

- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Explore the creations of additional certificates and degrees.
- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1449 degrees with California State University.

Resource Theme

- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.

Completion Phase

Resource Theme

- Develop new degrees and certificates to match partner institution and industry needs, including implementation of SB-1440 degrees with California State University.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Scheduling Theme

- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Liberal Arts

Entry Phase

Resource Theme

- Provide courses in alternate formats, including on-line and hybrid
- Provide students with information needed to make informed decisions, including student learning outcomes for each course
- Provide support to faculty and staff in areas of staff develo9pment and resources needed to deliver student-centered services.
- Offer courses that meet the needs of day and evening students.
- In consultation with the Student Services and Administrative Services Divisions, develop plans to begin using students' educational plans to assist with scheduling classes for students' first semester.
- Provide supplemental instruction and support for students enrolled in basic skills courses.
- Provide support services, such as Library, Independent Learning, in support of student learning and success.

Infrastructure Theme

- Develop and implement a plan to reach 25,000 student population

- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase
Resource Theme
- Provide services in support of student learning and success, including tutoring, supplemental instructions, lab assistance and independent learning services.
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.
- Develop and offer transfer degree programs.
- Develop class offerings to meet the needs of day and evening students.

Completion Phase
Resource Theme
- Identify new and more efficient ways to deliver instructional services, including relevant distance on-line education
- Collaborate with Student Services to deliver high quality support services.

Math, Biological, Exercise, and Physical Sciences

Connection Phase
Outreach Theme
- Update and develop mutually beneficial relationships with educational institutions, business and community
- Review and maintain updated webpages
- Establish faculty to faculty relationships with feeder high schools. (Math, Biotechnology)

Resource Theme
- Provide informative brochures, webpages, and other program information for incoming students (Biotechnology, MLTT)

Communication Theme
- Provide advice to counselors and outreach staff (MLTT)

Entry Phase
Communication Theme
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community. (Biotechnology)
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements. (Biotechnology, Fitness)

Direction Theme
- Develop new degrees and certificates to match partner institution and industry needs, including implementing of SB-1440 degrees with California State University (Biology, Chemistry)

Resource Theme
- Provide supplemental instruction and support for students enrolled in basic skills courses. (Math)

Infrastructure Theme
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Progress Phase
Communication Theme
- Provide clear and student-centered information and webpages (Math)

Direction Theme
- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Assess need and develop plan for renovated athletic fields and/or college only athletic field to support strong student-centered programs while maintaining commitment to community recreation.

Resource Theme
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Develop and offer faculty orientation and other professional development activities.
- Advocate for adequate support staffing.

Professional Development Theme
- Conduct relevant distance education training for faculty and staff
- Provide faculty and staff the opportunity to attend training sessions focused on student success.

Completion Phase
Scheduling Theme
- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Relationship Building
- Encourage faculty to develop advisor and resource related relationships with students

Public Safety

Connection Phase
Outreach Theme
- Update and develop mutually beneficial relationships with educational institutions, business and community
- Establish faculty to faculty relationships with feeder high schools.
- Work with feeder high school on curriculum related issues.

Resource Theme
- Provide informative brochures, webpages, and other program information for incoming students
- Develop guiding principles, schedule development priorities and data element for strategic enrollment management

Communication Theme
- Provide advice to counselors and outreach staff

Entry Phase
Outreach Theme
- In collaboration with the College's other Divisions, provide information in instructional offices and department to assist students with their understanding available resources.

Communication Theme
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community.
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Infrastructure Change Theme
- Develop and implement a plan to reach 25,000 student population

Progress Phase
Direction Theme
- Explore ways in which the Instructional Division, in collaboration with Student Services can provide students information on career and career path opportunities.
- Explore ways in which offering will contribute to the College's goal and reaching its goal of 25,000 students.

Resource Theme
- Provide students with a schedule of classes that maximize the probability of completing goals in a timely manner.
- Advocate for adequate support staffing.

Professional Development Theme
- Provide faculty and staff the opportunity to attend training sessions focused on student success.

Completion Phase
Resource Theme
- Strengthen the active career and technical education advisory committees and their participation in actively guiding program improvements.

Scheduling Theme
- Provide students with a schedule of classes that maximize the probability of completing final courses in a timely manner

Instructional Services Performance Indicators

To further inform the Instructional Division Plan, performance indicators were continuously reviewed and assessed. The state budget was in a volatile condition during the past five year, but with the passage of Proposition 30, some immediate relief was being felt by all the colleges in the District.

Overall Headcount:

Unduplicated headcount for Miramar College showed less than a 1% increase, from 12, 030 in Fall 2009 to 12,082 in Fall 2013. Unduplicated headcount for Miramar College showed less than a 1% increase between Spring 2010 and Spring 2014. Unduplicated headcount for Miramar College showed a decrease, from 6,720 in Summer 2009 to 366 in Summer 2013.

Figure 1.1. Miramar College Overall Headcount (Fall)

12,030	12,490	12,920	11,487	12,082
Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
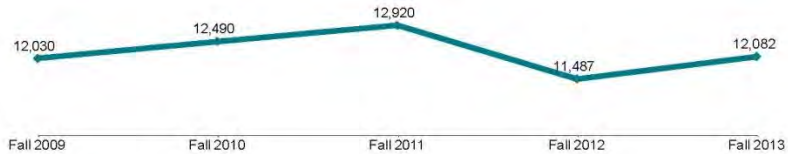
Table 1.1. Miramar College Overall Headcount (Summer, Fall, and Spring)

	Summer 09	Summer 10	Summer 11	Summer 12	Summer 13	% Change Summer 09-13
Total	6,720	7,530	1,314	574	366	-95%

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	% Change Fall 09-13
Total	12,030	12,490	12,920	11,487	12,082	0%

	Spring 10	Spring 11	Spring 12	Spring 13	Spring 14	% Change Spring 10-14
Total	12,462	13,655	13,894	12,621	12,507	0%

Headcount by Enrollment Status:

On average, 64% of the student population comprised continuing students. The number of returning transfer students declined 39%, from 741 in Fall 2008 to 455 in Fall 2012. However, the number of returning student who were enrolled at Miramar College increased 10% from 993 in Fall 2008 to 1,092 in Fall 2012.

Figure 1.5. Miramar College Headcount by Enrollment Status
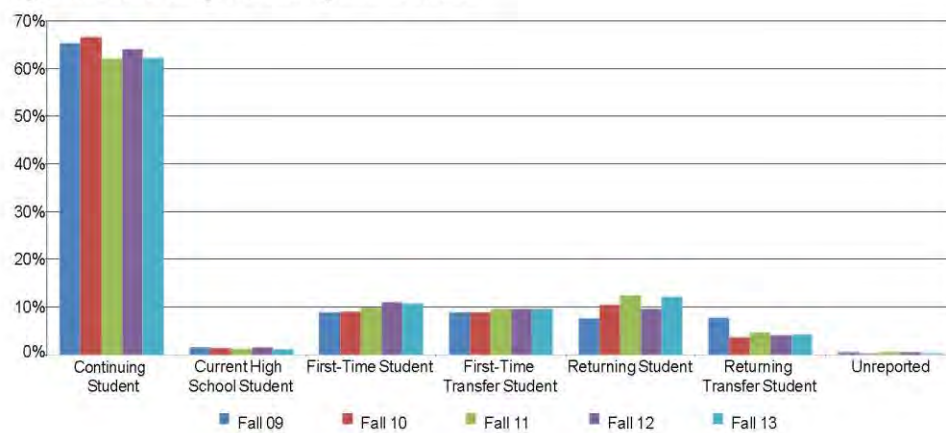
Table 1.5. Miramar College Headcount by Enrollment Status

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	College Average Fall 09-13	All Colleges Average Fall 09-13
Continuing Student	7,860	65%	8,327	67%	8,029	62%	7,367	64%	7,517	62%	-4%	64%	63%
Current High School Student	164	1%	157	1%	145	1%	169	1%	123	1%	-25%	1%	4%
First-Time Student	1,067	9%	1,122	9%	1,270	10%	1,257	11%	1,287	11%	21%	10%	11%
First-Time Transfer Student	1,069	9%	1,105	9%	1,234	10%	1,103	10%	1,150	10%	8%	9%	11%
Returning Student	913	8%	1,305	10%	1,596	12%	1,092	10%	1,467	12%	61%	10%	7%
Returning Transfer Student	915	8%	450	4%	594	5%	455	4%	500	4%	-45%	5%	3%
Unreported	42	0%	24	0%	52	0%	44	0%	38	0%	-10%	0%	0%
Total	12,030	100%	12,490	100%	12,920	100%	11,487	100%	12,082	100%	0%	100%	100%

Headcount by Day, Evening, & Online Status:

On average, 39% of the Miramar student population took day courses exclusively. Approximately one in five students (20%) took online courses exclusively. Students that took evening courses exclusively decreased 35%, from 2,273 in Fall 2008 to 1,475 in Fall 2012. However, students that took day and evening courses increased 34%, from 1, 548 in Fall 2008 to 2, 074 in Fall 2012.

Figure 1.14. Miramar College Headcount by Day, Evening, & Online Status
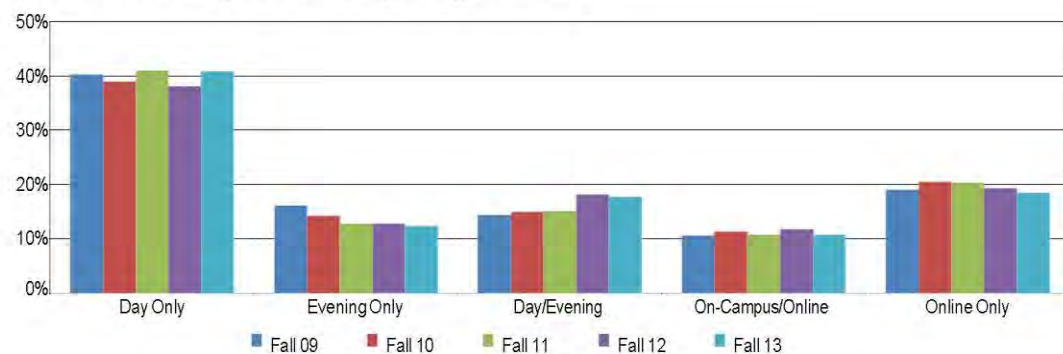
Table 1.14. Miramar College Headcount by Day, Evening, & Online Status

	Fall 09		Fall 10		Fall 11		Fall 12		Fall 13		% Change Fall 09-13	College Average Fall 09-13	All Colleges Average Fall 09-13
Day Only	4,838	40%	4,876	39%	5,297	41%	4,373	38%	4,933	41%	2%	40%	41%
Evening Only	1,928	16%	1,778	14%	1,653	13%	1,475	13%	1,486	12%	-23%	14%	14%
Day/Evening	1,715	14%	1,864	15%	1,945	15%	2,074	18%	2,140	18%	25%	16%	22%
On-Campus/Online	1,267	11%	1,417	11%	1,391	11%	1,335	12%	1,301	11%	3%	11%	15%
Online Only	2,282	19%	2,555	20%	2,634	20%	2,230	19%	2,222	18%	-3%	20%	8%
Total	12,030	100%	12,490	100%	12,920	100%	11,487	100%	12,082	100%	0%	100%	100%

Source: SDCCD Information System

Annual Awards Conferred:

On average, 58% of the total awards conferred at Miramar College were associate degrees. The number of certificates requiring 30 to 59 units showed the greatest increase of 63%, from 152 in 2008/2009 to 247 in 2012/2013. The number of associate degrees awarded increased from 9%, from 546 in 2008/2009 to 596 in 2012/2013. The number of associate degrees awarded at Miramar College, on average, was 7% less than the number of associate degrees conferred within all the colleges in the district.

Figure 3.13. Miramar College Overall Annual Awards Conferred
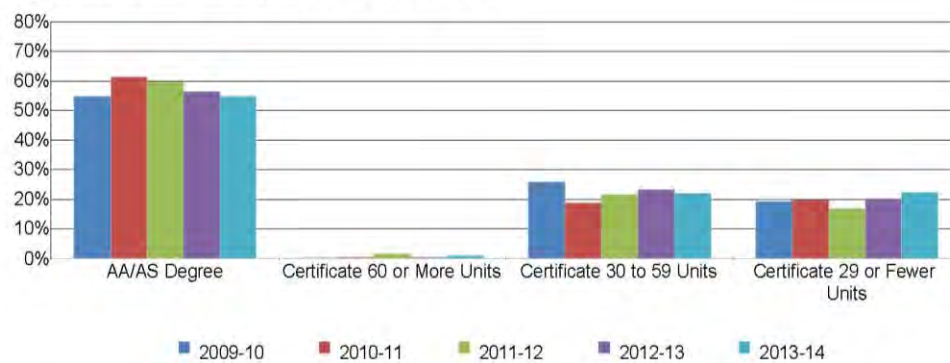
Table 3.13. Miramar College Overall Annual Awards Conferred

	2009-10		2010-11		2011-12		2012-13		2013-14		% Change 09/10-13/14	College Average 09/10-13/14	All Colleges Average 09/10-13/14
AA/AS Degree	579	55%	574	61%	597	60%	601	56%	506	55%	-13%	57%	65%
Certificate 60 or More Units	2	0%	4	0%	16	2%	4	0%	9	1%	350%	1%	0%
Certificate 30 to 59 Units	272	26%	176	19%	216	22%	248	23%	203	22%	-25%	22%	18%
Certificate 29 or Fewer Units	203	19%	183	20%	168	17%	215	20%	205	22%	1%	20%	16%
Total	1,056	100%	937	100%	997	100%	1,068	100%	923	100%	-13%	100%	100%

Load:
The load value for Fall 2011 was greater than the Load values for the other four fall terms. Similarly, the Load value for Spring 2010 was greater than the Load value for the other four spring terms. Most of the Miramar College Load values were lower compared to the all colleges in the district Load values across the fall and spring terms. The statewide benchmark for Load is 525 for a 17.5 week semester. SDCCD has set an internal benchmark of 557, which is commensurate to its 16.5 week semester.

Annual Overall FTES:

Miramar College showed a 2% decrease in total FTES, from 7,324 in 2008/2009 to 7,174 in 2012/2013. Credit FTES also showed a 2% decrease between 2008/2009 and 2012/2013. College non-credit FTES decreased by 30$ between 2008/2009 and 2012/2013.

Figure 4.1.3 Miramar College Resident & Nonresident Annual Overall FTES
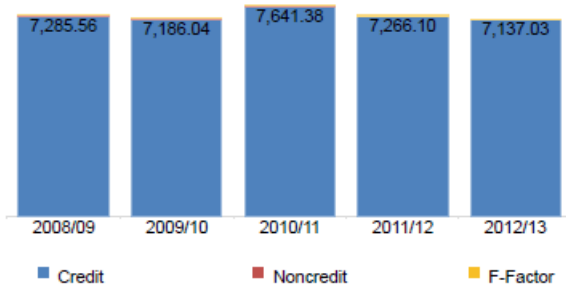
Table 4.1.3 Miramar College Resident & Nonresident Annual Overall FTES

	2008/09	2009/10	2010/11	2011/12	2012/13
Credit	7,285.56	7,186.04	7,641.38	7,266.10	7,137.03
Noncredit	22.12	15.40	12.31	10.77	15.56
F-Factor	16.53	24.77	22.81	30.29	21.62
Total	7,324.22	7,226.21	7,676.49	7,307.16	7,174.21

Source: SDCCD Information System

Fill Rates:

 The overall fill rates for Miramar College were the highest for the fall and spring terms, on average, when compared to the summer term (96% vs. 91%, respectively) between 2008/2009 and 2012/2013. Overall fill rates for all colleges in the district followed the same pattern. On average, fill rates were the highest for the on campus mode of instruction across the summer, fall and spring terms (92%, 98% and 96%, respectively) compared to the online mode of instruction (summer 89%, fall 92%, & spring 93% terms). Miramar College had overall higher fill rates, on average, compared to the fill rates of all colleges in the district across all modes of instruction.

Figure 4.3.1. Miramar College Fill Rates (Summer)

Figure 4.3.2. Miramar College Fill Rates (Fall)

Figure 4.3.3. Miramar College Fill Rates (Spring)

Instructional Division Goals

College Wide Goals for the Instructional Division

Goal #1. Develop programs and increase the number of degree and certificate completions and transfers across all schools. This applies also to Associate Degree Transfer (ADTs) and aligning with the SSSP work.
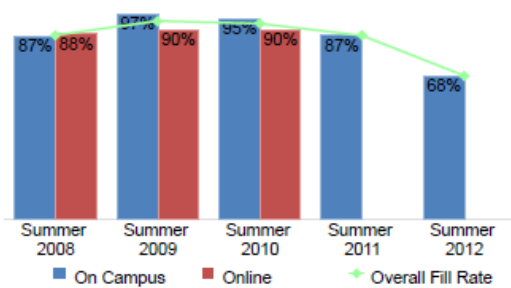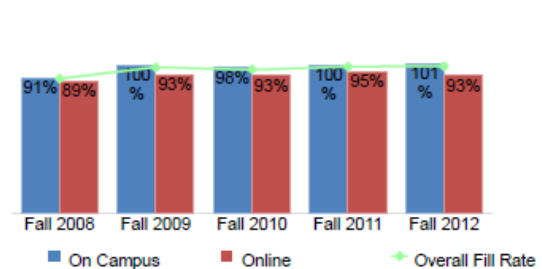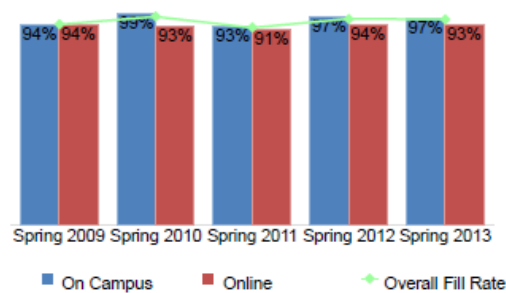
Goal # 2. Review enrollment patterns, assess student needs, and make schedule adjustments to better meet the needs of students.

Goal # 3. Guide FTES growth and FTEF budgets allocations to meet the institutional growth goals of more than 10,000 FTES by 2020.

Goal # 4. Expand the number and quality of current partnerships with educational institutions, business, and industry in relationship to program growth.

Goal # 5. Continue to update processes and work on compliance topics so that the Instructional Division runs more smoothly, more efficiently, and more connected to accreditation, state, and local guidelines.

Goal # 6. Provide the campus community with communication that is transparent and relevant.

Business, Career Technical, and Workforce Initiatives
Goal #1. Acquire, renew and/or maintain national and statewide certification or accreditation for BTCWI programs.

Goal #2. Continually improve BTCWI programs to incorporate industry certifications that ensure currency in skill sets and align with industry workforce needs.

Goal #3. Establish an integrated funding model that delivers BTCWI program resources from multiple sources, such as; grants, industry donations and program support, dedicated college and district funding, and fee based technical training.

Goal #4. Integrate the CSU Transfer Model Curriculum into programs to provide more options and increase transfer rates for students.

Goal #5. Create and maintain two-year course sequence pattern guiding students through successful career pathway program completion and transition to employment or transfer.

Liberal Arts
Goal # 1. Make hiring, curricular, scheduling, and program changes that will better address the changing needs of our diverse students pending available funding.

Goal # 2 Better organize student support services in Liberal Studies School (integrating the PLACe, the ILC, and the Library) based on current best practices and research gathered by campus representatives.

Goal # 3. Maintain full-time faculty vs FTEF ration to accommodate increased student enrollment as well as obtain classified staff to deal with increasing workload.

Goal # 4. Incorporate the CSU Transfer Model Curriculum into programs to provide more options and increase transfer rates for our students.

Goal # 5. Update I building facilities for aesthetics and to be fully functional in terms of classrooms, office space, and facilities.

Math, Biological, Exercise, and Physical Sciences

Goal #1. Incorporate the CSU Transfer Model Curriculum (TMC) into program to provide more options and increase transfer rates for our students.

Goal #2. Acquire full-time faculty & staff to support & implement programs.

Goal #3. Grow programs into new building spaces.

Goal #4. Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.

Goal #5. Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.

Public Safety

Goal #1. Permanently integrate the Academy/In-Service budget into the college-wide budget.

Goal #2. Establish a more formal FIPT/EMGM advisory board to better assist with course scheduling, enrollment and funding.

Goal #3. Seek stronger ties with public safety agencies to increase recruiting and hiring opportunities for graduates.

Goal #4. Continually review Public Safety enrollment patterns and assess student needs to ensure scheduling meets their requirements for transfer and/or employment.

Goal #5. Continue refurbishing of the A-200 facilities to bring them to the same standards as the rest of the campus.

Summary

The accomplishment of the listed goals will be carried out through department personnel and the program review process. Program Review and Annual Updates are functioning in the regular yearly cycle; although, in the 2013-14 academic year there was a transition to the new Strategic Plan and the shift to align the new Educational Master Plan with the 6-year cycle. Specific objectives and activities will be identified for the coming year in the Program Review process to support and accomplish the Instructional Division Goals in annual increments. Also at that time, specific summaries will be developed each year for facility needs, personnel needs, equipment needs, and technology needs.

San Diego Miramar College

Student Services Division
Six Year Plan
2014-2020

Introduction

San Diego Miramar College (The College) is located in an area whose population is growing. Miramar College provides comprehensive academic programs and services committed to students' academic and personal growth. The College is proud of its expanding partnerships which benefit and prepare students for the competitive labor market.

New and Improved facilities provide students with an environment that supports academic growth, and Student Services is pleased that most of our service units are now housed in new offices. In the fall of 2014 the remaining units will transition to a new building. The new facilities have enhanced technical tools that play a key role in promoting student learning and success.

The College offers excellent Student Services programs focused on student access, learning, and success for an increasingly diverse student body. These programs have goals and activities aligned with the College Mission Statement. The following is the Mission Statement for San Diego Miramar College Student Services:

> "We, the Student Services Division, believe that students are the reason for our existence. We are dedicated to offering equitable and courteous services to our Miramar College community. We are committed to the development and empowerment of our students to their full potential."

The Division works to create a welcoming and inclusive experience for all students. It is our intent to provide an environment that encourages student participation, inquiry and responsibility in order to enhance the probability of success. Goals and Objectives are designed and integrated with the San Diego Miramar College Strategic Plan. The Strategic Plan is aligned with the College's Mission and mapped to the College's goal.

The Division, in consultation with the rest of the campus, plays a leadership role in the development of important planning documents, including the Student Support Services Program (SSSP) Plan (formally Matriculation Plan) and the Equity Plan. The Division and the work it does, play an important role in the college-wide planning processes.

This plan will support and is part the College's Integrated Planning process. It is intended to be "living" document that will be reviewed and updated periodically to ensure quality service to our students.

To assist with understanding the Division's structure, an organizational chart is provided in Appendix A.

Student Services Division Plan Development

<u>San Diego Miramar College Strategic Planning</u>
The Fall 2013-Spring 2019 San Diego Miramar College Strategic Plan presents the direction the college will pursue in response to the changing educational and economic environment in the San Diego region and in the State of California. The plan was reviewed and updated after numerous meetings, with input from all constituency groups. The updated plan is referred to as the Fall 2013-Spring 2019 Strategic Plan in this document.

The purpose of the San Diego Miramar College Strategic Plan is to provide a clear direction to the college's three divisions and to guide the development of all other college's operational plans. The plan is designed to respond to the current and projected educational needs of the residents of its service area and the economic, demographic, and community trends. The plan takes into account the financial challenges facing California and promotes beneficial community and economic development partnerships.

The College reviewed and updated its Fall 2007-Spring 2013 Strategic Plan to formulate the Fall 2013-Spring 2019 Strategic Plan. The current plan reflects the most current needs and emerging opportunities in the region served by the San Diego Community College District in general and more specifically in its specific service area. The plan focuses on areas for a common sense of purpose for the college's collegial planning and for its participatory governance.

The Strategic Plan development was informed by data from multiple sources and with input from all college constituencies. In addition, integral to the development and update of this plan is its alignment with the SDCCD strategic plan. The external and internal scans and trends were conducted collaboratively among the college's Research Subcommittee and the Miramar Office of Planning Research, and Institutional Effectiveness and with consultation from SDCCD Institutional Planning Office. The Strategic Plan guides the college to fulfill its mission over a six year period. The Fall 2013-Spring 2019 Strategic Plan is developed in two phases: Phase one includes the update of the goals and strategies, identifying indicators and measures, and planned activities, while Phase two includes the development of the assessment plan through the establishment of benchmarks. Throughout, staff, faculty and students participated and provided input through the college's participatory governance processes. The Planning and Institutional Effectiveness Committee (PIEC), with representatives of all the college's constituent groups, under the direction of the College Executive Committee, was the primary orchestrator of the current updated Strategic Plan. The Fall 2013-Spring 2019 Strategic Plan was updated and all members of the college were given the opportunity to provide feedback through the participatory governance process. They were finally approval by the College Executive Committee (CEC) in December 2013.
The development of a comprehensive set of benchmarks (Phase 2) was initiated by the PIEC in Spring 2014. This includes the development of a Strategic Plan Assessment workgroup with the specific objective to establish a comprehensive set of benchmarks in which the College can evaluate itself against. The workgroup is scheduled to convene in the 2014-15 academic year and provide a strategic plan assessment scorecard by Fall 2015.
This completed document of this Strategic Plan was completed by the PIEC for college approval in Spring 2014.

The San Diego Miramar College Strategic Plan in can be reviewed in its entirety at:

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

San Diego Miramar College Educational Master Planning Process
The Educational Master Plan serves as the framework of the Strategic Plan and the implementation plans in the three college divisions. The Educational Master Plan is comprised of planning themes which drive development of division plans which address functions and areas of responsibility for each of the college divisions: Instructional Services, Student Services, and the Administrative Services. The Educational Master Plan is a 6-year plan that is reviewed and updated annually.

The San Diego Miramar College Educational Master plan can be reviewed in its entirety at:

ADD NEW ED MASTER PLAN LINK HERE

Student Services Division Plan Development
To maximize the quality of services, each unit of the Division is structured and operated to support the San Diego Miramar College mission and campus-wide planning process.

Admissions and Records – The Admissions and records Office is responsible for the admission and registration of eligible students. Secondly and of no less importance, it is responsible for the accuracy and maintenance of students' total academic history. It is an integral part of matriculation/student success, school relations/recruitment, data collection and assessment.

The Admissions & Records Office – Admissions & Records serves all prospective, new, continuing, transfer, and returning students. In accordance with policy 3000, the Admissions Office facilitates the admission of all students, including international students. Responsibilities of the office include: the enrollment of the general student population, as well as special populations, the establishment and maintenance of students' records, identification of students via the College Student Identification Card, facilitation of the matriculation process, and referrals to other Student Services offices.

Assessment - To provide a broad range of testing availability on Accuplacer. To schedule varied test times for ESOL assessments, both day and evening. To provide flexibility for scheduling appointments for re-tests and challenge exams, and to provide a quiet space conducive to these exams. To assist students in understanding placement levels and proper classes for which to register.

Cal-WORKs – Cal-WORKs is a categorically funded program designed to meet the educational needs of TANF/cash aid recipients in preparation for education, sustained jobs and, ultimately, self-sufficiency. The Cal-WORKs program works in collaboration with Employment Case Managers and the County Health and Human Services Agency to assist the students in completing their mandated 32-35 hours of work-related activities. The mission is to assist students affected by poverty to achieve their academic and/or vocational goals.

Career/Employment Center - The Student Career/Employment Center provides employment assistance and career supportive services designed to enable students to select relevant career and academic paths and to obtain competitive employment related to their program of study

Counseling – The Counseling Department plans and executes a program of study with appropriately reflects the student's interests, potential, and motivation and this goal is best accomplished by counselors' maintaining an open and flexible response to diverse student populations. The department offers a complete range of counseling services including assistance with academic, career and personal counseling.

Disability Support Programs & Services (DSPS) – DSPS is dedicated to providing equal access to educational opportunities for students with verified disabilities. DSPS staff is committed to offering appropriate support services to ensure that every qualified student is given the opportunity to maximize his/her ability to succeed at San Diego Miramar College. Through the provision of support services and academic accommodations, qualified students with disabilities are able to make the most of their educational experience. DSPS provides full access to students able to benefit from college level instruction in accordance with San Diego Community College District policies, and state and federal laws and regulations.

Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE) - EOPS/CARE is a specially funded program that is authorized by the State of California. The mandate comes from Assembly Bill 164 which established state funding to develop programs that would provide community college access to students who were disadvantaged by social, economic, or linguistic circumstances. Title V of the California Educational Code mandates the goals and objectives of the program. The Extended Opportunities Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) both have a mission to assist students who are affected by language, economic, and educational disadvantages to achieve their academic and/or vocational goals. This is achieved by providing over and above support services which are designed to be in addition to the other services offered by the college.

Financial Aid - The mission of the Financial Aid Office is to provide financial assistance in a timely, efficient, and accountable manner to eligible students. The financial assistance provided to students is to alleviate some of the financial aid hardships associated with going to college. The financial staff is committed to assist those students who might otherwise be unable to pursue their educational goals at San Diego Miramar College due to financial disadvantage.

Student Health Services (Includes Mental Health Services) - Student Health Services (SHS) is dedicated to providing students with health programs and activities which promote the wellbeing of each student and the entire student body community.

Outreach - The San Diego Miramar Outreach Office develops strategies and implements services designed to help prospective and current college students gain awareness of the programs and resources available in making a smooth transition from high school to college, from college to career and/or re-entry from work to school.

Student Affairs - The mission of the Miramar College Student Affairs Office is to provide opportunities for students to become engaged in campus life through participation in elected leadership roles through Associated Students Council, in campus clubs and organizations and through participation in student activities. Student government has been established to represent the best interests of students at the college. The Student Activities program is designed to be an integral part of the total college experience and offers students an avenue to contribute to the campus, while developing personally. Student Affairs also helps students to understand college expectations related to the code of conduct, in order to progress toward completion of their studies

Transfer Center -The mission of the San Diego Miramar College Transfer Center is to help students successfully transfer to a four year institution. The Transfer Center offers support to students in the transfer process to ensure a smooth and positive transition. Our key purpose is to strengthen the transfer function, and increase the numbers of students prepared for transfer to four-year institutions through the coordination of college transfer efforts. A primary focus of the Transfer Center is the identification, development and implementation of strategies designed to enhance the transfer of targeted student populations.

The work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty and student services programs, in cooperation with the four-year systems.

Veterans Affairs - The mission of the Veterans Affairs unit is to provide services that assist veterans and/or dependents in applying for and receiving VA benefits that financially support them in completing the matriculation process and achieving their goals of an associate degree, certificate of achievement, certificate of performance and/or general education certification for transfer.

<div align="center">

Student Services Division Planning Themes by Loss Momentum Phases

</div>

<u>**Connection Phase Related Goals**</u>
Outreach Theme Related Goals
- Provide high school partners with information sessions and tools focused on assessment, orientation college programs and college entrance preparation – Strategic Goal 4
- Enhance and provide outreach services in a systematic manner that promotes student success and compliance with California State Senate Bill 1456 – Strategic Goals 3, 4

Resources Theme
- Develop an Orientation system that make attendance mandatory and a gateway to priority access to services

- Provide orientation sessions that include class room faculty as resource persons.
- Explore the possibility of creating mini information videos for web-access. Identify Current and future Student needs for transfer, degree, and certificate completion and develop counseling education plans to meet those needs Strategic Goal 1.1
- Develop and implement an open house schedule
- Identify Resources for appropriate programs and services to support student Learning and access Strategic Goal 1.2
- Schedule orientation, assessment and counseling sessions as a package Strategic Goal 2.1

Sharing Experiences Theme
- Add an inter-active component to Orientation sessions encourages students to share their journey and story

Entry Phase Related Goals
Communication Theme
- Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation. Goal 4
- Strengthen current partnerships with high schools, community organizations and other educational institutions in our community. Strategic Goal 4.1
- Develop a plan that maximizes the utilization of newly installed digital resources in new buildings. Strategic Goal 2.2
- Encourage Student Leadership to increase student club participation in campus activities.
- Provide training to staff to improve the skills needed to develop and maintain department web-pages

Infrastructure Change Theme
- Use Personal Growth courses as a tool to assist with assessment, orientation and advisement courses as a tool to assist with assessment, orientation and advisement – Strategic Goal 1
- Develop and add a Summer Readiness and Bridge component to Jets Jumpstart and First Year Experience – Strategic Goal 1

Resources Theme
- Create a step by step check list for students to assist with navigating campus services. Strategic Goal 2.3
- Identify and connect resources to improve assessment and orientation and Freshman Year Experience. Strategic Goal 2.3
- Explore the possibility of establishing an instructional faculty advisor program.
- Provide students with pre-assessment tools.
- Provide adequate levels of well-trained faculty and staff.
- In consultation with the Office of Instruction, begin using students' educational plans to assist with scheduling classes for students' first semester. Strategic Goal???

Relationship Building Phase Related Goals
- Promote the establishment of learning communities (or similar projects) provide opportunities build peer relationships.
- Promote the establishment of new student clubs.

Progress Phase Related Goals
Communication Theme

- Explore ways in which to improve way to provide campus information and directional pathways such as "Steps to Success: See a Counselor, Get an Ed Plan, Apply for Financial Aid and scholarships" etc. Strategic Goal 2.2
- When appropriate enhance holistic approach to student success by involving the whole college such as planning retreats etc. Strategic Goal 1.3
- Provide students with clear and consistent information related to student success.
- Maintain accurate and user friendly webpages.

Direction Theme
- Provide focused services for students with high number of units to increase the number of completers – Strategic Goal 1
- Reinstitute seminars on managing challenges in the classroom, Customer Service and other topics that empower faculty and staff to effectively deal with a myriad of situations to support students Strategic Goal 1.3
- Expand on-line counseling and other alternative advisement delivery services. Strategic Goal 2
- Implement retentions strategies and follow-up services consistent with the mandates of California's Senate Bill 1556.

Resources Theme
- Maintain accuracy or Resources for student in catalogue and flyers and on digital screens throughout the college. Strategic Goal 1.2
- Develop and provide a Passport to Success
- Provide financial literacy workshops and related resources
- Explore the probability of establishing a College Hour
- Provide students with efficient delivery of financial aid services
- Work collaboratively with the Instructional and Administrative Services Divisions to develop schedules of classes based on student needs

Professional Development Theme
- Develop and implement a Student Services staff development program for all employees.

Completion Phase Related Goals
Communication Theme

- Provide students with concrete counseling and advisement services
- Provide systematic and clear directions regarding graduation and transfer

Direction Theme
- Encourage students to have meet with a counselor each semester
- Provide focused services for students with high number of units (most probable completers) to increase the number of completers – Strategic Goal 1
- Once classified hiring freezes are fully lifted and resources allocated to Miramar, hire replacement positions to bring services back up to a more effective level of functioning and build upon this to expand evening hours Strategic Goal 1.3
- Review students' graduation process.

Infrastructure Change Theme
- Review all office hours and revise as necessary to meet student need. Strategic Goals 1,1, 1.2& 1.3

Relationship Building Theme

- Strengthen programs that celebrate student success and student diversity such as Transfer and EOPS recognition ceremonies and diversity programming on campus. This shows students that they are valued and appreciated and created a warm and accepting college culture Strategic Goals 3.1 & 3.2

Resources Theme
- Provide transition and transfer workshops. Strategic Goals 1.2 & 2.3
- Provide Career and Transfer fairs each semester
- Provide peer counseling services
- Promote the adoption of an enrollment management plan that ensures that students have access to the courses needed to compete.

San Diego Miramar College Student Services Division Major Goals & Objectives: Fully Implement the Requirements for the Student Success and Support Program and Student Equity Program (to be updated each year)

The Four Key Phases of the Student Experience

Connection	Entry	Progress	Completion
From interest to application	**From enrollment to completion of gatekeeper**	**From entry to course of study to 75% of requirements completed**	**From complete course of study to credential with labor market value**

Adapted from Completion by Design

The Completion by Design initiative identified components that are universal to almost every student's experience with postsecondary education. Each of the four phases represents a critical component of the students' educational experience, with specific interactions at the college that either catalyze or impede progress toward the achievement of educational goals. The way that students interface with colleges in these four phases is often influenced by four corresponding types of underlying factors: policies, practices, programs, and processes.

	CONNECTION				
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible	Timeline	Status
Continue to enhance and expand FYE and Summer Readiness Program	Continue the development and training of Peer Mentors; Assign Peer Mentors to a Caseload Hire a Student Services Technician to provide required technical support services for the coordination of the Connection, Entry, Progress and Completion Phases of SSSP.	All	Dean of Matric & Stud Dev and Outreach Coordinator	Fall 2014 & Spring 20115	

Provide information on college awareness and preparation to Potential students.	Coordinate workshops and information sessions at local high schools and community organizations Coordinate presentations with high school counseling and career services offices. Provide pre enrollment academic, vocation and pre-registration counseling during the summer. Partner with Cal-SOAP to conduct information sessions for families.	All	Dean of Student Dev & Matric	Fall 2014, Spring 2015, Summer 2015	
Continue to enhance and expand on-line counseling and other alternative advisement delivery service.	Provide on-line counseling; provide assessment services on a walk-in basis on campus, continuously and on a scheduled basis at feeder high schools; and provide on-line counseling	All	Counseling Chair and VPSS	Fall 2014, Spring 2015, Summer 2015	
Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation (Continuation item from FY 14)	Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners.	1,2,3	College President, VPSS & VPI	Fall 2015	
	Hire high school counselor(s) as adjunct college counselor(s).	1,2	VPSS	Fall 2014	
	Schedule joint counseling meeting each semester to update HS counselors and develop action plans.		Counseling Chair and Outreach Coordinator	Fall 2014, Spring 2015	
Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456 (Continued from FY 14)	Execute and maintain partnerships with feeder high schools.	1,2,3	VPSS, Dean of Matric & Student Dev, Counseling	Fall 2014	
Provide ongoing project supervision, evaluation and data driven decision processes	Develop operating policies and procedures. Develop a staffing matrix to determine staffing needs; and request the creation of adequate faculty and staff positions.	All	VPSS	Fall 2014, Spring 2015	

	ENTRY				
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible	Timeline	Status
Continue work – Re-establish partnerships with feeder high schools.	Re-establish partnerships with feeder high schools; Link incoming students to specific services (DSPS, EOPS/CARE, and Counseling).	1,2,3	College President, VPSS and Selected Instructional and Counseling Faculty	Fall 2014, Spring 2015	
Prepare incoming, underprepared, new students for fall enrollment	Evaluate and continue to offer a Summer Readiness Program	1,2,3	Dean of Matric & Student Development, FYE Coordinator, Counseling Chair (English faculty as resource)	Students selected April, 2015.	
Enhance staffing structure to coordinate and deliver services supporting student success	Hire three (3) additional counselors, 20 peer advisors/student ambassadors, 1 senior secretary, one student services technician and 3 student services assistants to support assessment, orientation and ed planning processes	All	President's Cabinet	Fall 2014	.
	Continue to Recruit and hire and train student peers.	All	Student Services Tech, Outreach Coordinator	Fall 2014 & Spring 2015	
	Continue to solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills.	1	VPSS and Counseling Chair	Fall 2014, Spring 2015	
	Continue to identify specific courses in English and Personal Growth as entry points for first year students.	1,2,3	Dean of Liberal Arts, English Chair, Counseling Chair	Fall 2014 & Spring 2015	
	Complete the review, consideration and adoption of a minor organization change that would result in coupling the assessment and outreach units.	1,2	VPSS and Dean of Student Affairs	Fall 2014	

[Ongoing & continuous] Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) – Begin using students' educational plan information to assist with scheduling classes for students' first semester	Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level Basic Skills or college-level courses to develop offerings for FYE students.	1,4	Dean of Liberal Arts and VPSS	Fall 2014 & Spring 2015	
	Continue: Use the data and demonstrated successful practices of the BSI committee to assist in the development of class schedules	1	VPSS and VPI	Fall 2014	
Use Personal Growth courses as a tool to assist with assessment, orientation and advisement	Partner PG instructors with Basic Skills faculty, peer mentors/counselor and counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses.	1,4	Dean of Matric & Student Dev, Counseling Chair, English Chair, Dean of Liberal Arts, BSI Coordinator	Fall 2015	
Continue to expand on-line counseling and other alternative advisement delivery services	Provide on-line counseling; provide assessment services on a walk-in basis (on campus), continuously and at the high schools.	1,2,3	Dean of Matric & Student Dev and Counseling Chair	Fall 2014, Spring 2015	
Continue to enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456	Complete the hiring and training of peer mentors.	All	Dean of Student Development, Student Services Technician and Outreach Coordinator	Fall 2014, Spring 2015	

	Conduct information sessions focused on families of high school seniors, not individual students.	1,2	Student Services Technician, Selected classroom and Non-classroom Faculty and Outreach Coordinator	Fall 2014, Spring 2015	

		PROGRESS			
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible		Status
Develop curriculum related study/survival skills tools. Prepare students for successful completion of college-level course work (reading, writing, math) Improve students' study skills Improve students' classroom survival skills Provide Supplemental instruction and tutoring to support the instructional process Enhance classroom performance	Plan and evaluate study and survival skills Dean of Matric & Student Dev, will work with the Dean of Liberal Arts, Counselors, Student Services Tech, Peer Mentors Basic Skills Faculty, English Center and The Place to develop related strategies for note taking, exam taking, use of library and other study skills. Conduct personal development workshops for first year students Explore funding sources to increase tutoring and supplemental instruction Increase the number of sections Personal Growth Courses	All	VPSS, VPI, Dean of Matric & Student Dev, Dean of Liberal Arts, Chair of Chairs	Fall 2014, Spring 2015	
Continue to provide focused services for students with high number of units (most probable completers) to increase the number of completers	Dedicate additional counseling resources to complete ed plans for students with 45+ units.	3,4	Dean of Matric & Student Dev and Counseling Chair	Fall 2014, Spring 2015	
	Develop and provide specific transfer and transition workshops for students in this category.	3,4	Transfer Center Coordinator & Career Services Supervisor	Fall 2014, Spring 2015	
Increase the number of Honors Contract	Encourage classroom faculty to consider offering more Honors contracts to students.	3,4	Faculty Honors Coordinators, Honors Dean, Chair of Chairs	Fall 2014, Spring 2015	

Strengthen social media applications to enhance service delivery to students	Finalize and implement a mobile application for the College	All	President VPSS, Dean of Matric & Student Dev, Dean for PRIE and VPSS	Fall 20145	
Support student success professional development for managers, staff and faculty.	Provide travel, conference and on-campus training opportunities for managers, staff and faculty.	All	VPSS and VPI	Fall 2014, Spring 2015	
Continue effort to enhance FYE, Using an EOPS Summer Readiness as model/template.	Hire a Student Service Technician to assist with facilitating the assignments of peer mentors. Continue to recruit, hire and train student peer mentors. Evaluate the initial program and restructure planning and operating processes, to ensure that students are identified prior to May 1, 2015.	All	VPSS, Counseling Chair, Outreach Coordinator, FYE Faculty Lead	Fall 2014, Spring 2015	
Minimize the probability of success being negatively by lack of knowledge or understanding of the matriculation process.	Provide a comprehensive and focused matrix of counseling services • **Educational and Academic Counseling Function** Individual and small group counseling provided by professional counselors with technical and clerical support. • **Career and Vocational Counseling Function** Individual appointments, walk-in appointments, referrals to the Career Center and workshops provided by professional counselors with technical and clerical support provided by classified staff. • **Testing, Diagnostic and Interpretive Function** English and mathematics placement testing reviewed/discussed; learning disability referrals; interest inventories and follow-up	All	Dean of Matric & Student Dev, Counseling Chair and selected faculty	Fall 2014, Spring 2015	

	provided with technical and clerical assistance provided by classified staff.				
	Counseling Clerical Function Student Services Assistants, Senior Student Services Assistants, and Peer Mentors provide clerical support to produce correspondence, reports, and records and make appointments.				
	Information and Advisement Function FYE Students will sign a mutual responsibility agreement (contract). Contracts will also be required for certain students experiencing academic difficulty.				
	Personal Counseling Provide students with personal counseling (within scope of qualifications). Make referrals to Mental Health Services and off-campus resources for other personal and clinical services.				
	Other Counseling Function Assigned counselors (i.e. FYI, EOPS, and DSPS) and peer mentors will establish periodic contact schedules for students experiencing academic and personal difficulties. ------------------- Assign specific counselors to provide career and vocational counseling. Provide an opportunity for all counselors to receive career counselor training and on-line counselor training. Hire three student services assistants and one Student Services Technician to				

	support the counseling process.				
Increase the level of mental health and Wellness counseling.	Augment the mental health budget to provide coverage consistent with the number of hours that the Student Health Center is open.	All	VPSS and Dean of Matric & Student Dev	Spring 2015	
Continue effort to expand on-line counseling and other alternative advisement delivery services.	Finalize the purchase and implementation of an on-line orientation and advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments.	1,2,3	VPSS and Counseling Chair	Fall 2014, Spring 2015	
Focus on increasing the number of student transferring to 4-year institutions	Implement the "Passport" program.

Assign specific counselors to assist in identifying faculty liaisons for California, AZ, NV and Washington schools.

Augment counseling and support human resources in the Transfer Center.

Build as many ADTs as possible | All | Transfer Center Director, Dean of Matric & Student Dev, VPSS,VPI, Articulation Officer Curriculum Chair | | |
| | Provide all students w/option of in-person or on-line counseling. | All | VPSS and Counseling Chair | Fall 2014, Spring 2015 | |
| Evaluate student needs for courses, services and financial resources | Hire a research and planning analyst to conduct develop data, prepare reports, support related SSSP instruction and service units | All | VPSS, Dean of PRIE | | |

		COMPLETION			
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible		Status
Expand on-line counseling and other alternative advisement delivery services.	Provide all students w/option of in-person or on-line counseling.	All	VPSS and Counseling Chair	Fall 2014, Spring 2015	
Focused services for students with high number of units (most probable completers) to increase the number of completers.	Develop and provide specific transfer and transition workshops for students in this category.	All	Transfer Center Coordinator	Fall 2014 & Spring 2015	
Provide current and prior graduation career assistance	Develop and implement exit interview and referral tools for placement assistance.	4	Career Services Supervisor		
Promote and strengthen career opportunities for graduating student ready for the workforce	Offer 2 workshops each semester.	3,4	Transfer Center Coordinator and Career Services Supervisor	Fall 2014, Spring 2015	
Provide Students with employment information and opportunities	Schedule and host 4 career or related events each year	4	Career Services Supervisor		
Track student progress, collect data base on student success indicators, analyze data, and compile reports for continuous improvement of furthering student success.	Work with District Student Services, Instructional Services and Research and Planning to develop specific research and data tools to facilitate reporting and tracking. Hire a Research & Planning Analyst to support the research needs of SSSP and Student Equity	3,4	VPSS and VPI	Fall 2014, Spring 2015	

Student Success and Support Program Plan
(Credit Students)

2014-15

District: SAN DIEGO

College: SAN DIEGO MIRAMAR COLLEGE

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

---

[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I.   Program Plan Signature Page
II. SSSP Services
    a. Core Services
        i.   Orientation
        ii. Assessment
        iii. Counseling, Advising, and Other Education Planning Services
        iv. Follow-up for At-Risk Students
    b. Related Direct Program Services
        i.   Institutional Research
        ii. SSSP Technology
    c. Transitional Services Allowed for District Match
III. Policies & Professional Development
- Exemption Policy
- Appeal Policies
- Prerequisite Procedures
- Professional Development
- Coordination with Student Equity and Other Planning Efforts
- Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa.   Core Services

i. Orientation

> 1. **Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**
>
>
> **Introduction of College:**
>
> San Diego Miramar College, located in the fast-growing Mira Mesa/Scripps Ranch suburban area of San Diego along the I-15 corridor, offers 149 certificates, associate degrees, and comprehensive transfer programs to students transferring to UC, CSU and private institutions. The College serves nearly 19,000 annually, and is one of the fastest growing colleges within San Diego County. Partnerships with local industry and the City and County of San Diego help San Diego Miramar College prepare students for high demand and well-paying careers in the highly competitive labor market, including biotechnology, paralegal, aviation, automotive, diesel, and alternative fuels technologies. San Diego Miramar College is home to the Southern California Biotechnology Center, Advanced Transportation and Energy Center, and San Diego Regional Public Safety Institute. Since 1969, the college has provided training for nearly all law enforcement officers and firefighters within San Diego County. The Institute also trains EMTs and offers the only open water lifeguard degree program in the world. State-of the-art science, automotive, heavy duty advanced transportation, fitness/athletics/health, humanities/arts and business/math classroom buildings, fire science/EMT training center, and a 100,000 square foot library/learning resources center and student union are among major facilities recently completed to meet the comprehensive instructional and student service needs of its growing student body.

Student Enrollment Information Miramar College					
Race/Ethnicity Fall 2013			**Age Group Fall 2013**		
African American	672	6%	Under 18	15	0%
American Indian	60	0%	18-24	5,944	49%
Asian/Pacific Islander	1,758	15%	25-29	2,297	19%
Filipino	1021	8%	30-39	2,049	17%
Latino	2,753	23%	40-49	1,104	9%
White	4,710	39%	50 & Over	673	6%
Other	722	6%	Unreported	0	0%
Unreported	386	3%			
TOTAL	12,082	100%	TOTAL	12,082	100%

Fall 2013		
First generation college students	2,854	24%
Students receiving financial aid	4,915	41%
Students receiving DSPS services (includes unduplicated headcount for students receiving more than one service)	414	3%

Student Enrollment Status Fall 2013			Enrollments by Course Type Fall 2013		
Continuing Student	7,517	62%	Arts/Sciences	17,127	67%
Returning Student	1,967	16%	Vocational	8,441	33%
New Student	2,437	20%	Honors Program	276	1%
Current High School Student	123	1%	ESL Courses	429	2%
Unreported	38	0%	Basic Skills	2,364	9%
TOTAL	12,082	100%	UC/CSU Transferable	20,371	80%

Success and Retention Fall 2013			2014 Student Completion Rate		
	Success Rate	Retention Rate	Percentage of first-time students with a minimum of six units earned who attempted any math or English course in the first three years, and who achieved any of the following outcomes anywhere in the California community college system within six years of entry: - Earned AA/AS or certificate of achievement - Transferred to a four-year instruction - Achieved Transfer-prepared (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher)		
African American	65%	87%			
American Indian	71%	84%			
Asian/Pac Islander	76%	88%			
Filipino	73%	88%			
Latino	69%	87%			
White	76%	89%			
Other	70%	87%	Overall	54%	Student attempted any level of math or English course in first three years
Unreported	79%	91%	Prepared	71%	Student's lowest course attempted in math and/or English was college level
Average	73%	89%	Unprepared	46%	Student's lowest course attempted in math and/or English was remedial level

Target Audience and Timing
The college's counselors, Outreach Coordinator, peer advisors with leadership provided by the Dean of Matriculation and Student Development will provide orientations services that include, but not limited to familiarization with campus facilities, support services, registration processes, financial aid application processes, college policies/procedures, grading policies, student rights and responsibilities and other campus information.

Student orientation is provided year round and to the extent possible, all orientation services will be provided prior to the beginning of classes.

The target audience is :
- All of first-time student applicants that have indicated one of the following educational goals: undecided, certificate, associate's degree and/or transfer to a four year institution. The goal of New Student Orientations is to inform and to connect students with campus services, resources and programs.
- Continuing students with less than 30 units that have not had an orientation experience <u>and</u> indicated one of the following educational goals: undecided, certificate, associate's degree and/or transfer to a four year institution.

Annual Number Served
The college serves an average of 2332 (5-year average) new students each year. This is 18% of the total population. Of the 2332, 1250, 10% of the total population, are first-time college students. The balances, 1,182 students, are transfers from other institutions.   Source: Miramar Fact Book 2014. To address the number of continuing students identified above, 500 continuing students will receive orientation services

This Plan will provide orientation services to 2800 students during the 2015 fiscal year.

Delivery Methods
Orientation services will be delivered in the following formats:
- Groups
- Individual
- Online

Students participate after submitting a college application through (SDCCD) online application system.

<u>**Online Orientation**</u>
Most students complete the online orientation independently. Students are able to access the online orientation at any point during the matriculation process. It is one of the components required in order to earn priority registration. Orientation may be done before or after completing the English and/or math assessment. It is recommended that orientation be completed prior to participating in advising.

The existing online orientation is offered in a Blackboard learning format. San Diego Miramar College plans to extensively update the online orientation in the 2014-15 year to include the SSSP regulations to include various languages, accommodations and capabilities for the disabled student population, and compatibility with our AccuPlacer Assessment system.

The current online orientation includes the following components:

- Academic Expectations and progress and probation standards.
- Understanding and maintaining registration priority.
- Prerequisite and co-requisite challenge processes.
- Financial Aid responsibilities and maintaining BOG Fee Waiver eligibility.
- Programs, Support Services, Financial Aid Assistance, Campus facilities, and how they can be accessed.
- Academic calendar and important timelines.
- Registration and college fees.
- Available education planning services.
- Student conduct and safety.
- Campus Life

In-Person/Individual/Group Orientation:
In addition to online orientations, there is a variety of departments and program specific orientations and other services, both on-campus, and at local area feeder high schools.

General Counseling : Both Jets Jump Start and Student Orientation covers the topics below:
        (1)Academic expectations and progress and probation standards
        (2) Maintaining registration priority;
        (3) Prerequisite or co-requisite challenge process;
        (4) Maintaining Board of Governors Fee Waiver eligibility
        (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
        (6) Academic calendar and important timelines.
        (7) Registration and college fees.
        (8) Available education planning services
        (9) Campus Life
        (10) Student Conduct and Safety

- 'Jet's Jump Start' – Three large scale college orientation sessions for new incoming students prior to fall registration. In addition to the topics above, Jets Jump Starts incorporates a workshop component covering Financial Aid, Transfer to Universities, and Career Technical Programs.

- Student Orientation - Offered two-three times per day during pre-registration. These

workshops are offered on an appointment or walk-in basis through the Counseling Department and cover all topics above.

CalWORKs: Miramar College provides support services to students who are in the CalWORKs (California Welfare Opportunity and Responsibility to Kids) Welfare-to-Work program, a state program which is designed to move families with children from economic dependency to self-sufficiency through employment. These services are provided to both, Miramar and Mesa College students. The Welfare-to-Work program provides temporary cash assistance to eligible families with minor children. Miramar College serves CalWORKs students and their families by providing educational and career opportunities combined with high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

- All new and continuing CalWORKs students are required to attend an orientation in addition to the general orientation to sign their Mutual Responsibility Contract (MRC) and fill out College and County required paperwork in order to receive benefits and services.
- Topics covered include:
  - Accessing Services
  - Support Services
  - Financial Aid
  - Work-Study
  - Miramar College Resources
  - Community and Advocacy Resources
  - Resources and Tools for a Successful Student
  - Glossary of Common Terms

DSPS: Disability Support Programs and Services (DSPS) department at Miramar College offers a variety of services for students with verified disabilities. Examples include students with learning disabilities, impairments in vision, hearing, and mobility, psychiatric conditions, acquired brain injuries, and other medical disabilities.

- New DSPS students receive a general college orientation during their initial intake appointment. Continuing DSPS students must complete an academic advising and accommodation appointment each semester.
- Topics covered include:
  - DSPS Service Policy
  - Authorized Accommodations
  - Completing the Student Education Contract/Establishing a Goal
  - Review of Placement Scores/Sequencing of Math and English/ESOL
  - Test proctoring policy and service animal policy

- Information regarding probation and disqualification/standards for academic good standing
- High Tech Center Course – DSPS 21
- Miramar College resources

EOPS/CARE: Miramar College's EOPS (Educational Opportunity Programs and Services) is a state-funded program of support services which are designed to be in addition to other services offered by the college. These services are specifically designed for students who are economically and educationally disadvantaged. The purpose of EOPS is to provide students with an opportunity to participate in a community college program of study. It is also the intent of EOPS to provide eligible students with services that may assist them to achieve their educational goal, whether a certificate of completion, an associate degree, or transferring. CARE is a program offered through EOPS(Educational Opportunity Programs and Services) to single parents who are receiving CalWORKs. The primary goal is to help these students to become economically self-sufficient and to reach their academic and vocational goals. CARE students receive the same services as other EOPS students plus additional assistance with supplies and possible CARE grants.

- All new and continuing EOPS students attend a mandatory orientation each semester to sign their Mutual Responsibility Contract (MRC) in order to participate in the EOPS program and receive benefits and services.
  - EOPS Program requirements
  - EOPS Services
  - CARE
  - Miramar College Resources
  - Resources and Tools for a Successful Student
  - Glossary of Common College Terms

International Student Counseling
- Students attend a required two-day orientation with the International Student Counselor
  - Guest presenters include, but not limited to, Current International student, Nurse from Health Services, and a SDCCD Police Officer.
  - Campus Tour
  - Department Homeland Security regulations for international students:
  - Social Security Number and Driver's License
  - SDCCD Mandatory Health Insurance
  - Optional Practical Training (OPT)
  - Accuplacer exam for English/Mathematics
  - Address Culture shock
  - Identify and clarify individual educational goals
  - Educational system in the United States.
  - One hour appointment with the International Student Counselor

Outreach and Assessment Department:

Miramar's' newly formed Outreach and Assessment Department acts to unify the various campus efforts in developing essential partnerships and reaching out to our local community. The department serves as the direct liaison to our local high and middle schools within the campus designated feeder area. The Department also participates in campus orientations/events as well as community events, both locally and regionally to conduct the following services:

- Application workshops with mini orientation offered at high schools
- College information nights
- Parent orientation and advising workshops
- Student Ambassador tours on campus

Partnerships:

San Diego Miramar College have many community partnerships that provide an opportunity for information-sharing and referrals to orientation services:

- CalWORKs – County of San Diego, community Service Centers
- Local high school counselors disseminate information
- CalSOAP (student outreach and access program) – statewide
- San Diego County Office of Education
- College Expo Committee
- College Connection (connect community agencies with HS and colleges for foster youth
- Veterans Affairs
- University partners offering San Diego Miramar College as options for admission

2. **Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.**

Outreach Coordinator	1.0 FTE	Coordinates the outreach and recruitment activities at Miramar College in an effort to integrate and unify the various campus efforts in developing essential partnerships and reaching out to our local community.
Student Ambassadors	6.0 FTE	Hosts/coordinates tours, visits to high schools, participation in campus events
CTE Counselor	0.5 FTE	Hosts/coordinates tours, visits to high schools Counselor assigned to CTE.
EOPS, CalWORKS, CARE, Foster Youth		Provides information to assist students in achieving educational objective, conducts

-Counselors -Program Specialist -Program Coordinator -Peer advisors, mentors -Translators	6.5 FTE 1.0 FTE 1.0 FTE 1.0 FTE 1.0 FTE	workshops and education planning sessions
International Counselor	0.3 FTE	Provides information to assist students in achieving educational objective
Associated Student Council	4 Officers 12 Senators	Serves as a voice for student body at Miramar College
Counseling -Classified supervisor -Classified -Counselors	 1.0 FTE 1.0 FTE 12.5 FTE	Provides information to assist students in achieving educational objective, conducts workshops and education planning sessions
First-Year Experience (FYE)Counselor	1.0 FTE	Coordinates FYE program and provides counseling to FYE students, conducts workshops and education planning sessions
DSPS -Counselors -Specialist -Classified Staff -Classified Supervisor	 2.0 FTE 3.0 FTE 6.0 FTE 1.0 FTE	Provides information to assist students in achieving educational objective, conducts workshops and education planning sessions

3. **If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.**

San Diego Miramar College is in the process of updating its' current online orientation system and is presently vetting educational technology companies with the capability of creating a system that is compatible with our AccuPlacer Assessment.

During the 2013-14 academic year, Miramar College initiated discussions to utilize Cynosure software to offer orientations online. Due to a number of factors, the college is seeking other vendors to expedite the process. While conducting the vetting of the additional vendors, Miramar College is working with the Audio Visual Department on campus in order to create home-grown videos for orientation.

- SARS – (Scheduling and Reporting System): used by EOPS, General Counseling, Transfer Center, Career Center, Assessment
- Colleague – recording participation in orientations (categorical programs) (includes CASM)
- ImageNow – electronic education plan archiving
- PowerPoint- Providing orientation information.

- ASSIST-Transfer Articulation information between community college s and CSU/UC institutions.
- EUREKA –Career advisement tool used for orientation purposes.
- WebAdvisor used through assistive technology center (DSPS)
- WebXtender: used for scanned educational documents

4. **Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.**

   Orientation Checklist (Required Policy or Procedure)
   (1) Academic expectations and progress and probation standards pursuant to section 55031;
   (2) Maintaining registration priority pursuant to section 58108;
   (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
   (6) Academic calendar and important timelines.
   (7) Registration and college fees.
   (8) Available education planning services

San Diego Miramar College has a long-standing history of mandating new student orientations and assessment services as part of the registration process for all non-exempt students. The process for new students is reviewed each year and revised to meet students' needs and legislative mandates.

The eight policies above provided on the Orientation Checklist, including additional information, are included in our current online orientation system and will be included in our new online orientation system.

Future Plans
Passport to Success: Passport to provide students with a pathway of success through college
Electronic Education Plan: To provide access to students and counselors
eSARS: Ability for students to schedule appointments online.
Additional Counseling faculty – Miramar College is in the process of hiring 3 non-tenured faculty to address the core services of SSSP.

5. **Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.**

The issues identified below are included in the online and on-site orientations, within the "Campus Life" and "Student Conduct and Safety" sections.

- SAFETY

- HEALTH SERVICES
- STUDENT CODE OF CONDUCT
- STUDENT ENGAGEMENT OPPORTUNITIES
- STUDENT RESPONSIBILITY
- APPEAL AND WAIVER PROCEDURES

---

6. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.**

ii. Assessment and Placement

1. **Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).**

- Target Audience: The primary target is first-time to college students (approximately 1250). Additionally, students who have attended other institutions and did not complete a math or English course are also included in the target population. San Diego Miramar College accepts scores from any regionally accredited higher education institutions – counselors convert scores and places students accordingly

Assessment is not mandated, but it is one of the required steps in order to earn priority registration.

Annual Number Served: 4787

Assessment service plan: Given the target audience of 1250 first-time college students, the assessment plan will provide sufficient seats for this population, while also encouraging the utilization of assessment exemptions (see #6).
- Spring: Testing will be offered both at high schools and in the college Assessment Center, with the goal of promoting early access to and completion of all matriculation steps.
- Summer: While efforts will be made to serve all prospective students during the spring, there are a number of students who need assessment services in the summer.
- Fall: During the Fall, a regular assessment schedule will be posted to accommodate students who will be enrolling in the spring semester, or who did not participate in assessment during the spring or summer.

Delivery Methods:

San Diego Miramar College offers both, computerized assessment tests and paper pencil tests on a year-round basis. The computerized AccuPlacer test is used to take the Intermediate Algebra, Arithmetic, and English test. The paper and pencil version of the AccuPlacer test is offered utilizing University of California, San Diego's (UCSD) MDTP program. The Assessment Center also offers the English for Speakers of Other Languages (ESOL) and the English Companion paper pencil assessment test.

During 2014-15, an online pre-assessment module will be developed that informs students of the importance of the placement results and how the results will be applied to their course of study. Practice tests will be part of this module. Students then proceed with the assessments followed by new student orientations that include the development of an abbreviated educational plan. Although the primary formats are group and individual settings, Disability Support Programs and Services (DSP&S), accommodates students who need individualized testing.

Partnerships:
San Diego Miramar College has partnered with UCSD in the use of the MDTP paper and pencil test program. We have also partnered with local area feeder high schools, offering computerized assessment test for early access.

2. **Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.**

Assessment Office -Student Services Assistant Senior -Supervisor	1.0FTE 0.5 FTE	Proctors assessment tests
DSPS -Counselors -Student Services Assistant	2.0 FTE 1.0 FTE	Conducts intake of student needs
Assessment related research services -Campus Based Researcher -District Institutional Research	0.3 FTE 1.0 FTE	Provides support to campus to collect and analyze data

Future Plans
Currently in process of hiring full-time Campus Based Researcher

3. **Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe**

which tests and services are offered online, in person, individually or in groups, etc.

San Diego Miramar College offers both, computerized assessment tests and paper pencil tests on a year-round basis. The computerized AccuPlacer test is used to take the Intermediate Algebra, Arithmetic, and English test. The paper and pencil version of the AccuPlacer test is offered utilizing University of California, San Diego's (UCSD) MDTP program. The Assessment Center also offers the English for Speakers of Other Languages (ESOL) and the English Companion paper pencil assessment test.

ACCUPLACER
- San Diego Miramar College accepts select standardized tests as an alternative measure for assessment skill levels. Students should bring or send official copies of their SAT, ACT, and/or EAP report directly to District Student Services to determine readiness for English 101 (college level writing) or 105 (college level reading and writing) and for courses with a Math 96 (intermediate algebra) prerequisite. All tests must have been completed within the past 2 years.
- English – on campus via web-hosted (individual and in groups)
- Math – on campus via web-hosted (individual and in groups)
- ESL – paper exam (individual and in groups)
- Post-test Advising (Challenge of Assessment placement; "multiple measures") for Chemistry, English, ESL, and Math (first step is to contact department chair; English has detailed procedure)
- Prerequisite Challenge Procedure
- High school transcript-based placement: math articulation and ECAP
- Transcripts from other colleges via Assessment office and/or Academic Department (student initiated Prerequisite Clearance Procedure)

Future Plans
- Passport to Success to include pre-assessment advising

4. **Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.**

- Accept scores from any regionally accredited higher education institutions – counselors convert scores and places them accordingly

5. **Describe college or district policies and practices on**:

   a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more

restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

c. *Regency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Pre-test practice:

Currently, the following resources are available to students:
- Free pre-test on AccuPlacer for math and English
- Practice tests on Math department website
- San Diego Miramar College Assessment website

Students are informed about these resources via the Assessment webpage and a confirmation email from the Counseling department.

Re-take policy:
- Students can retake English and ESOL assessment after one year. Waiting period is documented
- Students can retake Math assessment after 3 years. Waiting period is documented
- NOTE: If a student takes a class based on placement and fails, the student must wait 3 years
- NOTE: If a counselor recommends retake of assessment, student is given a referral form to take to the Assessment office

Regency:

No known policies related to time limits

Future Plans:

During the 2014-15 school year, the following activities will be added in order to expand access to testing and test preparation services:
- Utilization of ACCUPLACER "My Foundations Lab" for pre and post-assessment interventions
- Post-assessment interventions (same as above)
- Expand outreach for assessment, high school counseling connections (i.e. counselor workshops)
- Coordinate with high school math and English faculty to promote test prep
- Communications strategies (to students and parents) to increase awareness of test prep resources, and the importance of the test (including communicating the importance of the assessment tests
- Support services for assessment (e.g. test taking methods)
- Explore the re-take policy in light of students not understanding what the assessment test really means.
- Implementation of assessment preparation modules required "boot camp" workshops prior to retaking the assessment

6. **Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to**

> **exempt students from the college placement test in English? In math?**
>
> ● Accept scores from any regionally accredited higher education institutions – counselors convert scores and places them accordingly

> 7. **Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.**

iii. Counseling, Advising, and Other Education Planning Services

> 1. **Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)**
>
> Target audience:
> San Diego Miramar College has experienced a fluctuation in enrollment as a result of the state's budget and its economic factors. The Counseling Department served a total of 16,416 students. This is a duplicated headcount of students served in the Counseling Department. All students are eligible to receive counseling, advising and educational planning services regardless of their exempt status.
>
> Services Delivered:
> The delivery of these services, however, differs based on the individual students' educational goals and the exemption status of the core components of the SSSP Plan.
>
> - 1st semester planning
> - Probation counseling
> - Disqualification counseling
> - Career exploration
> - Long range planning
> - Transfer Admissions Guarantees (TAGS) and Associate Degrees for Transfer (ADT)
> - Certificates, AA/AS degrees
> - Graduation timelines
> - Petitions
> - Transfer workshops

- Education planning sessions
- Personal counseling
- Financial workshops through EOPS
- Basic skills counseling
- Community referrals
- Liaison with instructional faculty and program coordinators

Delivery Method:

The total number of required counseling services needed to meet the needs of all students varies each semester. The number is derived from adding up the number of students needing services in each of the required SSSP components. This estimated number might be different once each SS data element is reported separately for other counseling related activities such as personal counseling, student educational planning updates and follow up, prerequisite clearance, unofficial transcript evaluation, academic policies and standards such as academic renewal, course repetition, graduation appeal, petition for extension, career assessment, etc.

The SSSP Plan for San Diego Miramar College recognizes the importance of counseling and follow up services for student success required by student participants in special student support services programs. However, it is imperative to note that these students will also require services in the general counseling areas for college assessment, orientation, and other follow-up services.

New Student Orientation Group Sessions - The workshop includes an overview of student support services crucial for student success, review of important academic requirements, review of student assessment test results and an overview of the registration process.

Individual Counseling Sessions - Individual counseling appointments areas scheduled a week in advance and are available throughout the academic year with limited services during summer session. Appointments with a counselor are generally required for academic, career, personal and transfer services, probation and dismissal, academic reinstatement, SEP creation, follow up or updating a SEP, financial aid extension, progress check for educational goal and veteran's services.

Probation Workshops – The workshops are designed to assist students in examining their own academic records and reflecting on the reasons on the reasons for substandard Satisfactory Academic Progress (SAP). The workshop provides students information on academic policies and procedures regarding academic and progress probation**.**

Drop-In Services – To maximize counseling services during peak times, students can visit the counseling center on a first come, first serve basis.

Online Services – This format of delivery of service is available for students requiring basic non-

intrusive counseling services.

---

2. **Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.**

New Student Orientation Group Sessions - The workshop includes an overview of student support services crucial for student success, review of important academic requirements, review of student assessment test results and an overview of the registration process.

Individual Counseling Sessions - Individual counseling appointments areas scheduled a week in advance and are available throughout the academic year with limited services during summer session. Appointments with a counselor are generally required for academic, career, personal and transfer services, probation and dismissal, academic reinstatement, SEP creation, follow up or updating a SEP, financial aid extension, progress check for educational goal and veteran's services.

Probation Workshops – The workshops are designed to assist students in examining their own academic records and reflecting on the reasons on the reasons for substandard Satisfactory Academic Progress (SAP). The workshop provides students information on academic policies and procedures regarding academic and progress probation**.**

Drop-In Services – To maximize counseling services during peak times, students can visit the counseling center on a first come, first serve basis.

Online Services – This format of delivery of service is available for students requiring basic non-intrusive counseling services.

---

3. **Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.**

● EOPS SEP, during three contacts over the semester monitors progress, CalWORKs has two contacts per semester
● Transfer Center conducts workshops to assist students become experts of their own transfer pathway, describing admission requirements and tools to build a comprehensive education plan. An abbreviated plan is developed in the workshop with the student with the

comprehensive plan to be covered later in a session with a counselor.
- General Counseling provides 1-2 semester plan during drop-in sessions or for those students who have not identified an educational objective while providing guidance for students to work on career exploration.
- Transfer Center works with instructional faculty to conduct major specific advising sessions with the instructional faculty serving as the subject matter expert and Transfer Counselor working with the students on creating an abbreviated plan.
- Students without educational objectives referred to Career Center for career assessment, interpretation of the results, and career exploration

Future Plans:
- Increase group sessions depending on educational objective so that information can be provided in an effective manner
- Expand on current practices
- Passport to Success

4. **Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.**

- Counseling appointments in General Counseling, DSPS, EOPS, CalWORKs, CARE to determine courses completed and remaining
- Counseling Drop-in to review a student's education plan to ensure they are on track to meet their objective
- Workshops (EOPS, Transfer)

Future Plans
- Passport to Success
- Expand on current practices

5. **Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).**

Counseling Supervisor	1.0 FTE	Process paperwork and manage day to day affairs of counseling office
Student Services Assistants	3.0 FTE	Handle operations of the counseling office, including checking students in, answering phones, assisting counselors
Counselors		• Full time counselors (9) x 33 student contact hours/week = 297 hours/week • Part-time counselors (5) x 16 student contact hours/week = 80 hours/week • 297 hours + 80 hours/2080 = .018

Future Plans
- Increase full time counselors and part-time counselors
- Increase classified staffing to assist with daily operations

6. **Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.**

- ASSIST, College Source, TAP (UC and SDSU), Career Café,– used for education planning, transfer, as well as career counseling
- Image Now – electronic education plan archiving
- SARS – for scheduling and notes
- ISIS – student information system directly tied to MIS reporting used for degree audits, education planning
- AccuPlacer - for assessment
- Miramar College articulation website

7. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.**

See Attachment D

iv. Follow-Up for At-Risk Students

1. **Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:**
   a. **Types of services that are available to these students; how they are notified and when.**
   b. **Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.**
   c. **How the services identified in "a" and "b" above are provided (online, in groups, etc.).**
   d. **How teaching faculty members are involved or encouraged to monitor student progress and develop or participate in early alert systems.**

Miramar College provides follow up services for approximately 2500 students per year who are on some type of probationary status.

- o **Academic Probation**

- o Students are notified via letter from the district office. Students can also check their status on Reg-e. Students receive the letter mid-semester recommending they see a counselor based on their past semester's performance. If they go through counselor intervention, student can sign up for the following semester's coursework without being dropped. If they do not see a counselor, they can be dropped from the following semester's courses.
- o **Lack of Progress Probation**
  - o Students are notified via letter from the district office. Students can also check their status on Reg-e. Students receive the letter mid-semester recommending they see a counselor based on their past semester's performance. If they go through counselor intervention, student can sign up for the following semester's coursework without being dropped. If they do not see a counselor, they can be dropped from the following semester's courses.

  Disqualified
  - o First Disqualification: Students are notified via letter and must meet with a counselor to complete a Student Academic Contract. Readmission will be based upon meeting contract conditions.
  - o Second Disqualification: Student will be required to sit out for one full academic year. Student must meet with a counselor and complete a Student Academic Contract. Readmission is based upon meeting contract conditions.
  - o Third Disqualification: Student will be required to sit out for one full academic year. Student initiates a petition for readmission. If the petition is accepted for further consideration, the student will meet with a Hearing panel to present his/her case for readmission. If the petition is approved, the student will enter into a "last chance" agreement.

- o **Basic Skills**
  - o Notified through assessment process. (No notification of anything other than assessment scores - same as non-basic skills students).
- o **No Educational Goal/course of study**
  - o Students who have not completely matriculated receive a letter from the district office recommending they meet with a counselor
  - o Services – counseling, counseling courses, workshops, welcome letters include services available, appointments, referrals to career center
  - o Services are provided in person

Future Plan
- ● Early alert
- ● Passport to Success
- ● Embedded tutoring in basic skills or other targeted courses
- ● Development of instructor resources for referring students to student services

2. **Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).**

Counseling Supervisor	1.0 FTE	Process paperwork and manage day to day affairs of counseling office
Student Services Assistants	1.0 FTE	Handle operations of the counseling office, including checking students in, answering phones, assisting counselors
Counselors	9.0 FTE	Provides information to assist students in achieving educational objective, conducts workshops and education planning sessions
First-Year-Experience Counselor	1.0 FTE	Coordinates FYE program and provides counseling to FYE students, conducts workshops and education planning sessions

3. **Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.**

- SARS – (Scheduling and Reporting System): used by EOPS, General Counseling, Transfer Center, Career Center, Assessment
- Colleague – recording participation in orientations (categorical programs) (includes CASM)
- ImageNow – electronic education plan archiving
- PowerPoint- Providing orientation information.
- ASSIST-Transfer Articulation information between community college s and CSU/UC institutions.
- EUREKA –Career advisement tool used for orientation purposes.
- WebAdvisor used through assistive technology center (DSPS)
- WebXtender: used for scanned educational documents

4. **Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.**

IIb.   Related Direct Program Services (District Match Funds only)
i. Instructional Research

1. **Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.**

   SSSP services are evaluated in a number of ways and the district Institutional Research

Office:
- Each student service area has student service outcomes and/or key performance indicators that are monitored regularly and evaluated as part of annual and comprehensive program review cycles.
- Feedback is gained directly from students via a number of survey tools including biennial institutional survey that incorporates student satisfaction questions and point of service surveys.
- The college also monitors the number of students served and the data are broken down demographically in order to better evaluate and address student needs.
- In line with the Student Equity Plan, data will be collected for subpopulation groups and reviewed annually

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

- SARS – (Scheduling and Reporting System): used by EOPS, General Counseling, Transfer Center, Career Center, Assessment
- Colleague – recording participation in orientations (categorical programs) (includes CASM)
- ImageNow – electronic education plan archiving
- PowerPoint- Providing orientation information.
- ASSIST-Transfer Articulation information between community college s and CSU/UC institutions.
- EUREKA –Career advisement tool used for orientation purposes.
- WebAdvisor used through assistive technology center (DSPS)
- WebXtender: used for scanned educational documents

IIc.   Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during these transition periods that are being used for district match.

> For the 2014 -02015 academic year, the college will provide admissions and records and transition services (career & transfer).

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

   Board Policy and Administrative Procedure 5050 (Student Success and Support Program) outlines the criteria by which students are exempt from participation in SSSP services as follows:

   Admission: No exceptions

   Assessment: Students with the following educational goals:
   - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
   - Students who have an associate degree or higher
   - Students concurrently enrolled at a four-year college
   - Students concurrently enrolled in high school
   - Students who have taken the placement tests within the last three years

   Orientation: Students with the following educational goals:
   - Maintenance of a certificate or license, educational development, or completion for credits for high school diploma
   - Students who have an associate degree or higher
   - Students concurrently enrolled at a four-year college or university
   - Students concurrently enrolled in high school

   Educational Planning with a Counselor: Students with the following educational goals:
   - Maintenance of a certificate or license, educational development, or completion of credits for high school diploma
   - Students who have an associate degree or higher
   - Students concurrently enrolled at a four-year college
   - Students concurrently enrolled in high school

   Follow-up on Student Progress
   - No exemptions

Any student exempted from orientation, assessment, counseling, advising, or student

education plan development shall be notified and may be given the opportunity to participate in those services.

2. **Appeal Policies**
   Describe the college's student appeal policies and procedures.

San Diego Miramar College does not have a process for students to appeal mandatory participation in SSSP activities; however students have the right to:

   a. Appeal their SSSP classification (exemption status) based on alleged unlawful discrimination or unlawful application of the law. Students may file a petition with the Dean of Student Affairs. In the case of appeals based on the exemptions criteria, the burden of proof is on the student and all relevant materials must be submitted with the appeal

   b. Appeal registration priority loss. Registration priority loss appeals are collected by the Office of Admissions and Records and reviewed by the College's Petitions Committee and forwarded to Dean of Student Development and Matriculation.

3. **Prerequisite Procedures**
   Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Board Policy 5250 Prerequisites and Co-requisites, outlines the criteria by which students are exempt from participation in SSSP services as follows:

The Chancellor or designee is authorized to establish procedures that identify prerequisites, co-requisites and advisories or recommended preparation for courses in the curriculum. These procedures shall assure all such prerequisites, co-requisites, and advisories be established by faculty in accordance with the standards set out in Title 5. Any prerequisites, co-requisites, and advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites, and advisories shall be identified in the San Diego Community College District Colleges' and Continuing Education publications available to students.

Administrative Procedures for Prerequisites and Co-requisites are currently under construction.

Challenges to procedures are stipulated in the college catalog.

Challenge Procedures:
Students who believe they have sufficient grounds may challenge a prerequisite, co-requisite, or limitation on enrollment in a specific course (the student does not receive units for a challenged class). A student may obtain a Petition to Challenge in the Admissions Office. The completed petition with supporting documentation must be filed in the Admissions Office at least 10 working days prior

to the start of the primary term semester.

4. **Professional Development**
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

   - CCCCO Conferences related to SSSP or SEP
   - Counselor Conferences
   - Weekly meetings and discussions to discuss the implementation of SSSP
   - Student Equity Plan Institute
   - DSPS – California Association for Post-secondary Education and Disability
   - Counseling - CSU Community College Counselor Conference, UC Counselor Conference, Student Success and Support Implementation Summit, American Counseling Association Conference
   - Other state sponsored and required training for categorically funded programs
   - Campus sponsored training and development activities as determined by the college-wide planning processes

   Planning:
   - Integration of SSSP activities and information into college-wide Professional Development plan
   - AccuPlacer conferences
   - ASSIST webinars

5. **Coordination with Student Equity Plan and Other Planning Efforts**
   Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

   The development of the SSSP Plan was coordinated closely with the development of the Student Equity Plan. Efforts to include the entire college in the dialogue, development, and creation of the plans were widely advertised and continued efforts are underway to continue the dialogue. The Basic Skills Initiative Plan addresses areas identified by the Student Equity Plan. The College's Annual Planning Cycle is now inclusive of the review of Student Equity and SSSP, which is tied in with the Educational Master Plan, Strategic Plan and Accreditation self-study. Deans will work with departments to ensure inclusion of SSSP and Student Equity in departmental program reviews. Most importantly, the members of the SSSP Plan advisory group serves on all other college governance committees to ensure information is shared and processed in a timely fashion.

6. **Coordination in Multi-College Districts**
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

   - District Student Success Committee (monthly meetings)

● District counselor retreat	

Attachment A

Student Success and Support Program Plan Contributors

Howard Irvin	Dean of Student Development (SSSP Coordinator)
Gerald Ramsey	Vice President of Student Services
Erica Murrieta	Counselor(Faculty Senate Representative)
Joan Thompson	EOPS/CARE and Cal-Works Coordinator
Marie Mahon	Instructional Faculty and Chair of Chairs
Ryan Monroe	Instructional Faculty CTE (Faculty Senate Representative)
Mark Manasse	Instructional Faculty and Basic Skills Coordinator
Dana Stack	Admissions & Records Supervisor
Sam Shooshtary	EOPS Technician
Alice Nelson	Supervisor, Counseling
Naomi Grisham	Counselor (Faculty Senate Representative)
David Navarro	Counselor/Counseling Chair
MaryAnn Guevarra	EOPS/CalWORKS Counselor
Kandice Brandt	DSPS Counselor
Marc Hollman	Counselor
Isabella Feldman	Counselor
Lisa Clarke	Counselor
Rick Cassar	Counselor
Kirk Webley	Counselor
Brett Bell	VP for Administrative Services (Budget Advisory)
District Student Services Council	Vice Presidents for Student Services, Academic Senate Representatives, Vice Chancellor for Student Services

Attachment B

Attachment C

Student Success and Support Program Plan Advisory Committee

Howard Irvin	Dean of Student Development (SSSP Coordinator)
Gerald Ramsey	VP of Student Services
Carmen Jay	Instructional Faculty (Faculty Senate Representative)
Daniel Miramontez	Dean, Library Technology and Research
David Navarro	Counselor
Erica Murrieta	Counselor (Faculty Senate Representative)
Kirk Webley	Counselor(Faculty Senate Representative)
Marie McMahon	Instructional Faculty
Naomi Grisham	Counselor(Faculty Senate Representative)
Ryan Monroe	Instructional Faculty (Faculty Senate Representative)

DRAFT

Attachment D

Student Success and Support Program Activity Plan

San Diego Miramar College
Student Success and Support Program 2014-2015 Planned Activities, June 2014 DRAFT
Contact Person – G. Ramsey
The Four Key Phases of the Student Experience

Connection	Entry	Progress	Completion
From interest to application	**From enrollment to completion of gatekeeper courses**	**From entry to course of study to 75% of requirements completed**	**From complete course of study to credential with labor market value**

Adapted from Completion by Design

The Completion by Design initiative identified components that are universal to almost every student's experience with postsecondary education. Each of the four phases represents a critical component of the students' educational experience, with specific interactions at the college that either catalyze or impede progress toward the achievement of educational goals. The way that students interface with colleges in these four phases is often influenced by four corresponding types of underlying factors: policies, practices, programs, and processes.

CONNECTION						
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible	Timeline	Status	
Continue to enhance and expand FYE and Summer Readiness Program	Continue the development and training of Peer Mentors; Assign Peer Mentors to a Caseload Hire a Student Services Technician to provide required technical support services for the coordination of the Connection, Entry, Progress and Completion Phases of SSSP.	All	Dean of Matric & Stud Dev and Outreach Coordinator	Fall 2014 & Spring 20115		

Provide information on college awareness and preparation to Potential students.	Coordinate workshops and information sessions at local high schools and community organizations Coordinate presentations with high school counseling and career services offices. Provide pre enrollment academic, vocation and pre-registration counseling during the summer. Partner with Cal-SOAP to conduct information sessions for families.	All	Dean of Student Dev & Matric	Fall 2014, Spring 2015, Summer 2015	
Continue to enhance and expand online counseling and other alternative advisement delivery service.	Provide online counseling; provide assessment services on a walk-in basis on campus, continuously and on a scheduled basis at feeder high schools; and provide online counseling	All	Counseling Chair and VPSS	Fall 2014, Spring 2015, Summer 2015	
Provide high school partners with information sessions and tools focused on assessment, orientation, college programs and college entrance preparation (Continuation item from FY 14)	Execute partnership agreements that expressly contain a schedule of information and preparation sessions for partners.	1,2,3	College President, VPSS & VPI	Fall 2015	
	Hire high school counselor(s) as adjunct college counselor(s).	1,2	VPSS	Fall 2014	
	Schedule joint counseling meeting each semester to update HS counselors and develop action plans.		Counseling Chair and Outreach Coordinator	Fall 2014, Spring 2015	
Enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456 (Continued from FY 14)	Execute and maintain partnerships with feeder high schools.	1,2,3	VPSS, Dean of Matric & Student Dev, Counseling	Fall 2014	
Provide ongoing project supervision, evaluation and data driven decision processes	Develop operating policies and procedures. Develop a staffing matrix to determine staffing needs; and request the creation of adequate faculty and staff positions.	All	VPSS	Fall 2014, Spring 2015	

	ENTRY				
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible	Timeline	Status
Continue work – Re-establish partnerships with feeder high schools.	Re-establish partnerships with feeder high schools; Link incoming students to specific services (DSPS, EOPS/CARE, and Counseling).	1,2,3	College President, VPSS and Selected Instructional and Counseling Faculty	Fall 2014, Spring 2015	
Prepare incoming, underprepared, new students for fall enrollment	Evaluate and continue to offer a Summer Readiness Program	1,2,3	Dean of Matric & Student Development, FYE Coordinator, Counseling Chair (English faculty as resource)	Students selected April, 2015.	
Enhance staffing structure to coordinate and deliver services supporting student success	Hire three (3) additional counselors, 20 peer advisors/student ambassadors, 1 senior secretary, one student services technician and 3 student services assistants to support assessment, orientation and ed planning processes	All	President's Cabinet	Fall 2014	.
	Continue to Recruit and hire and train student peers.	All	Student Services Tech, Outreach Coordinator	Fall 2014 & Spring 2015	
	Continue to solicit and secure the assistance of Basic Skills Coordinator for assessment and evaluation of basic skills.	1	VPSS and Counseling Chair	Fall 2014, Spring 2015	

	Continue to identify specific courses in English and Personal Growth as entry points for first year students.	1,2,3	Dean of Liberal Arts, English Chair, Counseling Chair	Fall 2014 & Spring 2015	
	Complete the review, consideration and adoption of a minor organization change that would result in coupling the assessment and outreach units.	1,2	VPSS and Dean of Student Affairs	Fall 2014	
[Ongoing & continuous] Strategic enrollment management (Instructional and Student Services Enrollment Management Coordination) – Begin using students' educational plan information to assist with scheduling classes for students' first semester	Solicit and secure the assistance of Basic Skills Coordinator to identify students moving to higher level Basic Skills or college-level courses to develop offerings for FYE students.	1,4	Dean of Liberal Arts and VPSS	Fall 2014 & Spring 2015	
	Continue: Use the data and demonstrated successful practices of the BSI committee to assist in the development of class schedules	1	VPSS and VPI	Fall 2014	
Use Personal Growth courses as a tool to assist with assessment, orientation and advisement	Partner PG instructors with Basic Skills faculty, peer mentors/counselor and counseling faculty to create on-going assessment of progress toward readiness for English 101 and first level of college math courses.	1,4	Dean of Matric & Student Dev, Counseling Chair, English Chair, Dean of Liberal Arts, BSI Coordinator	Fall 2015	

Continue to expand online counseling and other alternative advisement delivery services	Provide online counseling; provide assessment services on a walk-in basis (on campus), continuously and at the high schools.	1,2,3	Dean of Matric & Student Dev and Counseling Chair	Fall 2014, Spring 2015	
Continue to enhance and provide outreach services in a systematic manner that promotes student success and compliance with SB 1456	Complete the hiring and training of peer mentors.	All	Dean of Student Development, Student Services Technician and Outreach Coordinator	Fall 2014, Spring 2015	
	Conduct information sessions focused on families of high school seniors, not individual students.	1,2	Student Services Technician, Selected classroom and Non-classroom Faculty and Outreach Coordinator	Fall 2014, Spring 2015	

	PROGRESS					
Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible			Status
Develop curriculum related study/survival skills tools. Prepare students for successful completion of college-level course work (reading, writing, math) Improve students' study skills Improve students' classroom survival skills Provide Supplemental instruction and tutoring to support the instructional process	Plan and evaluate study and survival skills Dean of Matric & Student Dev, will work with the Dean of Liberal Arts, Counselors, Student Services Tech, Peer Mentors Basic Skills Faculty, English Center and The Place to develop related strategies for note taking, exam taking, use of library and other study skills. Conduct personal development workshops for first year students Explore funding sources to increase tutoring and supplemental instruction Increase the number of sections Personal Growth Courses	All	VPSS, VPI, Dean of Matric & Student Dev, Dean of Liberal Arts, Chair of Chairs	Fall 2014, Spring 2015		

Enhance classroom performance					
Continue to provide focused services for students with high number of units (most probable completers) to increase the number of completers	Dedicate additional counseling resources to complete ed plans for students with 45+ units.	3,4	Dean of Matric & Student Dev and Counseling Chair	Fall 2014, Spring 2015	
	Develop and provide specific transfer and transition workshops for students in this category.	3,4	Transfer Center Coordinator & Career Services Supervisor	Fall 2014, Spring 2015	
Increase the number of Honors Contract	Encourage classroom faculty to consider offering more Honors contracts to students.	3,4	Faculty Honors Coordinators, Honors Dean, Chair of Chairs	Fall 2014, Spring 2015	
Strengthen social media applications to enhance service delivery to students	Finalize and implement a mobile application for the College	All	President VPSS, Dean of Matric & Student Dev, Dean for PRIE and VPSS	Fall 20145	
Support student success professional development for managers, staff and faculty.	Provide travel, conference and on-campus training opportunities for managers, staff and faculty.	All	VPSS and VPI	Fall 2014, Spring 2015	
Continue effort to enhance FYE, Using an EOPS Summer Readiness as	Hire a Student Service Technician to assist with facilitating the assignments of peer mentors. Continue to recruit, hire and train	All	VPSS, Counseling Chair, Outreach Coordinator,	Fall 2014, Spring 2015	

model/template.	student peer mentors. Evaluate the initial program and restructure planning and operating processes, to ensure that students are identified prior to May 1, 2015.		FYE Faculty Lead		
Minimize the probability of success being negatively by lack of knowledge or understanding of the matriculation process.	Provide a comprehensive and focused matrix of counseling services • **Educational and Academic Counseling Function** Individual and small group counseling provided by professional counselors with technical and clerical support. • **Career and Vocational Counseling Function** Individual appointments, walk-in appointments, referrals to the Career Center and workshops provided by professional counselors with technical and clerical support provided by classified staff. • **Testing, Diagnostic and Interpretive Function** English and mathematics placement testing reviewed/discussed; learning disability referrals; interest inventories and follow-up provided with technical and clerical assistance provided by classified staff. • **Counseling Clerical Function** Student Services Assistants, Senior	All	Dean of Matric & Student Dev, Counseling Chair and selected faculty	Fall 2014, Spring 2015	

	Student Services Assistants, and Peer Mentors provide clerical support to produce correspondence, reports, and records and make appointments. • **Information and Advisement Function** FYE Students will sign a mutual responsibility agreement (contract). Contracts will also be required for certain students experiencing academic difficulty. • **Personal Counseling** Provide students with personal counseling (within scope of qualifications). Make referrals to Mental Health Services and off-campus resources for other personal and clinical services. • **Other Counseling Function** Assigned counselors (i.e. FYI, EOPS, and DSPS) and peer mentors will establish periodic contact schedules for students experiencing academic and personal difficulties. ------------------- Assign specific counselors to provide career and vocational counseling. Provide an opportunity for all counselors to receive career counselor training and online counselor training. Hire three student services assistants			

	and one Student Services Technician to support the counseling process.				
Increase the level of mental health and Wellness counseling.	Augment the mental health budget to provide coverage consistent with the number of hours that the Student Health Center is open.	All	VPSS and Dean of Matric & Student Dev	Spring 2015	
Continue effort to expand online counseling and other alternative advisement delivery services.	Finalize the purchase and implementation of an online orientation and advisement software to enhance productivity, student success and provide more counseling orientation service slots and appointments.	1,2,3	VPSS and Counseling Chair	Fall 2014, Spring 2015	
Focus on increasing the number of student transferring to 4-year institutions	Implement the "Passport" program. Assign specific counselors to assist in identifying faculty liaisons for California, AZ, NV and Washington schools. Augment counseling and support human resources in the Transfer Center. Build as many ADTs as possible	All	Transfer Center Director, Dean of Matric & Student Dev, VPSS,VPI, Articulation Officer Curriculum Chair		
	Provide all students w/option of in-person or online counseling.	All	VPSS and Counseling Chair	Fall 2014, Spring 2015	
Evaluate student needs for courses, services and financial resources	Hire a research and planning analyst to conduct develop data, prepare reports, support related SSSP instruction and service units	All	VPSS, Dean of PRIE		

Objective	Action	Addresses 1-Assessment 2-Orientation 3-Ed Planning 4-Follow-up	Person(s) Responsible	COMPLETION	Status
Expand online counseling and other alternative advisement delivery services.	Provide all students w/option of in-person or online counseling.	All	VPSS and Counseling Chair	Fall 2014, Spring 2015	
Focused services for students with high number of units (most probable completers) to increase the number of completers.	Develop and provide specific transfer and transition workshops for students in this category.	All	Transfer Center Coordinator	Fall 2014 & Spring 2015	
Provide current and prior graduation career assistance	Develop and implement exit interview and referral tools for placement assistance.	4	Career Services Supervisor		
Promote and strengthen career opportunities for graduating student ready for the workforce	Offer 2 workshops each semester.	3,4	Transfer Center Coordinator and Career Services Supervisor	Fall 2014, Spring 2015	
Provide Students with	Schedule and host 4 career	4	Career		

employment information and opportunities	or related events each year		Services Supervisor		
Track student progress, collect data base on student success indicators, analyze data, and compile reports for continuous improvement of furthering student success.	Work with District Student Services, Instructional Services and Research and Planning to develop specific research and data tools to facilitate reporting and tracking. Hire a Research & Planning Analyst to support the research needs of SSSP and Student Equity	3,4	VPSS and VPI	Fall 2014, Spring 2015	