

COLLEGE EXECUTIVE COMMITTEE MEETING

Tuesday, November 15, 2016 • 1:30 p.m. – 2:30 p.m. • N-206

Members: Hsieh, Bell, Hopkins, Ramsey, McMahon, Hubbard, Allen, & Romero

Attendees: Ornelas, Jacobson, Ascione, & Miramontez

- 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	Accreditation Standard	Initiator
1	Spring 2017 Flex – No Convocation	1	I & II	Hsieh & McMahon

F. Old Business

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	Accreditation – Update on 2016 Self-Study	1	I, II, III, & IV	Miramontez
2	IEPI-PRT Innovation & Effectiveness Draft Plan	1, 2, & 3	I	Hopkins, McMahon, & Kjartanson
3	Implementation of Cultural & Ethnic Diversity Plan (<i>attachment</i>)	3	I, III, & IV	Hsieh, Hubbard, & Patacsil
4	Performing Arts Center Capital Campaign	1 & 2	II & III	Ascione

G. Place Holders

#	Item	*Strategic Goals	Accreditation Standard	Initiator
1	Status of Updating Program Information on College Website	1 & 2	I, II, & III	Hopkins, Ramsey, & Bell
2	Status Report on Progress of Faculty Online Teaching Certification	1 & 2	II	Hsieh & Hopkins
3	2/9/17 On-Campus Board Meeting Program: OER Partnerships in Practice through Applied Learning & Student Engagement	1	IV	Hsieh
4	Open Educational Resources (OER)	1 & 3	II	McMahon
5	SSSP-SEP-BSI-CTE Integration for 17/18 Plan (<i>attachment</i>)	1 & 3	II	Hsieh
6	BRDS Prioritized & Allocated RFFs	1	III	Bell

H. Reports

(Please limit each following report to two minutes maximum. If you have any handouts, please email them to Briele Warren ahead of time to be included for distribution electronically).

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

I. Announcements

J. Adjourn

As a courtesy, please let the College and Academic Senate Presidents know if you will be unable to attend the meeting.

*** 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**

GOALS	ACTION PLAN	RESPONSIBLE PARTY(IES) FOR IMPLEMENTATION	Responsible Parties for the Bi-annual Tracking report
<p><i>Goal 1</i> Promoting, recruiting, and increasing diversity of faculty and classified staff to reflect the composition of the student population and the surrounding community. <i>Strategy 3.2</i></p>	<p>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.</p>	<ul style="list-style-type: none"> • College President • Academic and Classified Senate Presidents • DIEC Rep • Hiring Committee Chairs/Co-chairs 	<p>DIEC Rep Researcher</p>
<p><i>Goal 2</i> 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. <i>Strategy 3.1</i></p>	<p>2.1 Address any campus community concerns in relation to diversity, and respect of all differences in a proactive and professional manner.</p> <p>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.</p>	<ul style="list-style-type: none"> • Site Compliance Officer (SCO) • DIEC 	<p>SCO DIEC Researcher</p>
<p><i>Goal 3</i> 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 a global citizenship. <i>Strategy 3.1, 3.3, 3.5</i></p>	<p>3.1 Identify and provide adequate funding for continued support of activities to enhance understanding of and promote diversity and global citizenship on campus.</p>	<ul style="list-style-type: none"> • College President • VPI • VPSS • VPA • DIEC Member • Staff Development Committee 	<p>Staff Development Committee Co-Chairs, FLEX Coordinator DIEC or Designee</p>
<p><i>Goal 4</i> Offering and promoting program, outreach, and student activities that recruit a student population which includes those from underrepresented groups. <i>Strategy 3.1, 3.2</i></p>	<p>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.</p>	<ul style="list-style-type: none"> • Academic Senate Designee • Faculty Discipline Experts • Curriculum Committee • VPI • DIEC Member 	<p>Curriculum Committee Chair</p>
<p><i>Goal 5</i> Working with community partners to demonstrate and promote the inclusive and diverse character of an education at Miramar College. <i>Strategy 3.3, 3.5</i></p>	<p>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.</p> <p>5.2 Collaborate and co-sponsor events with other institutions and agencies to enhance the college experience and build strong partnerships.</p>	<ul style="list-style-type: none"> • Dean of Student Affairs • DIEC Member 	<p>Dean of Student Affairs FLEX Coordinator</p>

A Bi-annual report will be prepared to track the plan implantation and will be presented at the last CEC meeting in November and the last CEC meeting in April.

11/09/2015: Plan Revision by the Diversity & International Education Committee

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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DATE: September 28, 2016
TO: CEOs, CIOs, CSSOs, and CBOs
FROM: Erik Skinner, Interim Chancellor
SUBJECT: Integration and Alignment of SSSP, SEP, and BSI

Overview

As you are aware, the Chancellor's Office has suspended the requirement for colleges to submit 2016-17 Action and Expenditure Plans for the Student Success and Support Program (SSSP), Student Equity Program (SEP), and Basic Skills Initiative (BSI). The decision to suspend the submittal of plans for one year was made to facilitate greater integration, alignment, and streamlining of these three programs. This memo provides additional background and guidance related to these efforts.

Need to Integrate and Align Student Success Efforts

In recent years, the California Community Colleges have been in a period of unprecedented innovation and reform focused on improving student completion and closing achievement gaps. Examples of this work include the Student Success Task Force and its resulting initiatives, the Score Card, SSSP, SEP, the Education Planning Initiative, the Common Assessment Initiative, the Institutional Effectiveness Partnership Initiative (IEPI), registration priority, and more. In addition, we have launched other student success innovations to better serve our students such as the Associate Degrees for Transfer, the CCC Baccalaureate Pilot Program, Doing What Matters, and the new Strong Workforce Program. This work has been both challenging and transformative for our system and as a result we are, today, much better prepared to meet the needs of our students and communities.

As we take stock of this tremendous amount of innovation, it has become evident to many of us that the California Community Colleges have now moved into a new era in which we must focus on the integration and alignment of these efforts. Doing so will ensure that our numerous initiatives are woven into a cohesive strategy that fully leverages all the independent initiatives. Across our system, many districts and colleges are well into this integration process, using a variety of approaches to create an integrated, cohesive experience that supports our students on their way to completion. While they are by no means the only approach to creating an integrated strategy, pathways and College Promise initiatives have great potential to drive such change.

In the Chancellor's Office, we are committed to supporting and advancing these efforts to integrate and align student success initiatives. Doing so will ensure that we fully leverage the connections between the numerous statewide initiatives and help to maximize gains in student completion. In addition, the integration and alignment of various initiatives will help to streamline our work at both the college and state levels, making these efforts more efficient and sustainable. The integration and alignment of SSSP, SEP, and BSI will be an important part of this work, but we plan to pursue other similar improvements in coming months and years.

Chancellor's Office Partnership Resource Team

To help us tackle the integration and alignment of SSSP, SEP, and BSI, the Chancellor's Office requested the services of a Partnership Resource Team (PRT) through IEPI. The PRT is chaired by Los Rios CCD Chancellor Brian King and includes Mandy Davies, Stephanie Dumont, Ron Gerhard, Louise Jaffe, Barbara McNeice-Stallard, Jane Patton, and Jane Saldana-Talley. This group of expert practitioners met on multiple occasions with Chancellor's Office staff, including senior management and program personnel, asked questions, learned about how our office operates, and ultimately crafted a "menu of options"—essentially a set of recommendations for us to consider. We are currently finalizing our action plan, based largely on these recommendations, which we will use to guide the integration of the three programs. The assistance of the PRT was incredibly valuable and helped to infuse the college perspective into our analysis and planning for integrating the three programs.

What Colleges Can Do to Prepare for the 2017-18 Plan Cycle

The suspension of SSSP, SEP, and BSI Action and Expenditure Plans for 2016-17 has freed up administrative capacity and staff-time at districts and colleges. We encourage you to use this time to engage in local discussion and planning about program integration and coordination related to the three programs. Such local planning will better position your college for the revised process for 2017-18. Again, we are aware that many colleges are already well into this work and we applaud those efforts.

For those looking for a place to begin, here are some suggestions on specific activities and processes to help your college prepare for program integration:

- Review programs and services across the entire lifecycle of students, from recruitment to completion, and identify gaps and barriers.
- Develop a "crosswalk" of services and activities supported by SSSP, SEP, and BSI to identify areas in which efforts are occurring in similar or related areas.
- Hold joint meetings of SSSP, SEP, and BSI steering committees to improve integrated planning.
- Consider combining various grant taskforces/committees to promote a consistent view of the student lifecycle and identify gaps and overlaps between services, projects, and funding sources.
- Talk with your colleagues from other colleges to learn what they are doing to integrate and align student success efforts.
- Engage in professional development opportunities on effective practices and integrated planning.

Next Steps

The Chancellor's Office is continuing our work with the PRT, including finalizing an action plan to accomplish the integration of the three programs. We are in the process of securing dedicated staffing to lead these integration efforts. Central to this work will be the alignment of planning, reporting, and expenditure requirements for the three programs. We are committed to achieving an improved program model that streamlines administrative workload, aligns program objectives, and provides colleges with increased flexibility in order to promote efficient and effective planning and operation. As we proceed we will seek input and feedback from CSSOs, CIOs, CBOs, CEOs, and others.

The Chancellor's Office will issue updated program requirements and guidelines in February, 2017. This guidance will specify the requirements for the consolidated SSSP/SEP/BSI Action and Expenditure Plans for 2017-18. In the coming months, we will continue to provide the field with periodic updates on our integration efforts.

Strategies and Budget Table in Miramar Innovation and Effectiveness Plan

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps/Strategies	Measure of Progress	Status As of Date:
A. Strategic Enrollment Management (access & completion)	1. Improve quality of instruction for all on-line course offerings (Strategic Goal II).	a. Julia McMenamin, Rechelle Mojica (Campus online faculty mentor) b. Sonny Nguyen (Outreach & Assessment Director) c. Julia McMenamin (Online Tutor Coordinator)	a. May 2017 b. August 2017 c. September 2017	a. Provide online training and certification for 90 adjunct faculty members to support professional development. b. Integrate on-campus computerized assessment center with Instructional Services to accommodate and support online course exam-taking for student success. c. Evaluate and implement online tutoring software and options available to support academic success.	a. Number of faculty members trained and certified b. Fully integrated Assessment Center services to support online students. c. Evaluation complete; selected tutoring software and options implemented	a. <This column is to be filled out just prior to the PRT's follow-up visit, not now.> b. c.
A. Strategic Enrollment Management (access & completion)	2. Build comprehensive program offerings (Strategic Goals II & III). 3. Increase student completion rates (Strategic Goals I & II).	a. Chairs, Deans & VPI b. Mara Sanft (Articulation Officer), Deans, & VPI c. Mara Sanft (Articulation Officer), Deans, & VPI d. IEPI Task Force (Marie McMahon & Mary Kjartanson)	a. May 2017 b. December 2017 c. December 2017 d. December 2017	a. Develop and disseminate course sequencing schedules for all instructional programs and post them on each respective instructional program webpage to offer planning information to students for degree and certificate completion. b. Conduct an analysis, design, and implement enrollment strategies to offer weekend and evening-only degree/certificate completion. c. Conduct an analysis, design, and implement enrollment strategies to offer 100% on-line degree/certificate completion. d. Offer faculty professional development opportunities that address relevant pedagogy which will promote student success. Some examples include Open Education Resource exploration & development; effective use of technology in instruction; and effective facilitation of learning communities.	a. Number of course sequencing schedules posted to the program websites b. Completed analysis identifying target degrees/certificates for implementation in spring 2018; designed sequence of course offerings to meet objective; implementation begins with Spring 2018 schedule. c. Completed analysis identifying target degrees/certificates for 100% online offering beginning Spring 2018; designed sequence of course offerings to meet objective; implementation begins with Spring 2018 schedule. d. List of professional development funded activities, numbers of participants, & examples of action outcomes.	a. b. c. d.

Strategies and Budget Table in Miramar Innovation and Effectiveness Plan

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps/Strategies	Measure of Progress	Status As of Date:
A. Strategic Enrollment Management (access & completion)	4. Develop and implement research tools in support of enrollment management.	a. VPI b. Laura Murphy, SLOAC Coordinator	a. June 2017 b. December 2017	a. Build user-friendly macro models in Excel for enrollment data analysis, and provide training in their use as appropriate. b. Investigate and implement the disaggregation of SLO data in subpopulations as pilot project for predesignated courses. The data will be utilized to provide faculty with information to assist in mitigating gaps in student success and completion.	a. Developed macro models for enrollment data analysis used by VPI office staff. b. Completed report of pilot project in 3-5 courses focused on disaggregation of SLO data to demonstrate value of how tool can assist faculty in addressing student success and completion.	a. b.
A. Strategic Enrollment Management (access & completion)	5. Institutionalize a sustainable bridge between instruction and student services to increase student retention and success.	a. VPI & VPSS	May 2017	a. Develop and implement a plan for more effective communication and collaboration between instruction and student services. Examples of action items include program designated counselors to promote efficacy in enrollment; sharing student assessment test results with instructional deans and chairs to better inform scheduling decisions; and developing high demand courses list each semester based on student education plans by counseling. b. Periodically evaluate the effectiveness of the plan, and make improvements as warranted.	a. Established joint-division meetings with agendas & notes including action items, follow through to completion, and implementation. b. Joint-division meetings with agendas & notes including action items, follow through, and completion.	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps/Strategies above as appropriate.)	Cost of Resource
A. Strategic Enrollment Management (including increasing FTES)	1. Improve quality of instruction for all on-line course offerings (Strategic Goal II).	<ul style="list-style-type: none"> • Training and certification, 50 ESUs to 90+ faculty members • Testing center technology equipment & software, and procedures development • Online tutoring project lead, software costs, and implementation 	\$48,421 24,000 50,000
	2. Build comprehensive program offerings (Strategic Goals II & III).	<ul style="list-style-type: none"> • Clerical assistance to complete course sequencing project 	8,000
	3. Increase student completion rates (Strategic Goals I & II).	<ul style="list-style-type: none"> • 4 ESUs for analysis, design, & implementation of weekend and evening degrees/certificates • 4 ESUs for analysis, design, & implementation of online degrees/certificates • Faculty professional development activities 	4,000 4,000 40,000
	4. Develop research tools in support of enrollment management.	<ul style="list-style-type: none"> • Creating Excel spreadsheets for a variety of different instructional programs to use as an analysis tool. 	5,000
	5. Institutionalize a sustainable bridge between instruction and student services to increase student retention and success.	<ul style="list-style-type: none"> • 6 ESUs for investigation, implementation, and analysis of SLO disaggregation pilot project • 8 ESUs for development & implementation team 	7,811 8,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$199,232

IEPI-PRT Innovation and Effectiveness Draft Plan

Student Success Framework for Long-term Integrated Planning

In the original IEPI proposal, the College posed the following question:

How can the college strategically integrate enrollment management into the College's Student Success Model?

The focus of the proposal was on two fundamental elements:

- 1) Student Learning Outcomes (What are students learning?)
- 2) Student Achievement (What are students achieving?)

Since the original proposal was submitted, the College has made tremendous strides within its integrated planning efforts:

- 1) Implementation of the Roadmap to Student Success-culminating efforts of the Preventing Loss/Creating Momentum Framework (LMF), Six Factors of Student Success, and Eight Principles of Redesign. This student success model is predicated on two state-wide and national initiatives, namely Student Support Redefined and Completion by Design.
- 2) The automation and integration of outcomes assessment and program review processes into Taskstream- Taskstream is an accountability management system which allows the college to integrate its program review, outcomes assessment, and resource allocation processes into a single platform.
- 3) Development and implementation of the 2015-16 Strategic Plan Assessment Scorecard (SPAS)-SPAS evaluates the overall health of the college through setting internal benchmarks.

In spring 2016, during the Accreditation self-evaluation process, several gaps were identified and targeted for improvement. One such gap was in the lack of integration between the Roadmap to Student Success and the college's Integrated Planning Process. In addition, there was concern on how the program review and outcomes assessment processes were operationally informing short-term and long-term planning. To close the identified gaps, the College created the Student Success Framework for Long-term Integrated Planning diagram as shown below:

In the original IEPI proposal, the College wanted to focus on Strategic Enrollment Management (SEM). SEM is a very broad concept which encompasses many moving elements that interact to meet student need, and ultimately student success. SEM needs to support the College's strategic plan and student success and be grounded in the College's mission statement. When taking the above planning framework into consideration, along with learning and student achievement data, it puts the College in a better position to address enrollment management from a strategic point of view. However, in order to create strategies that would be effective in guiding enrollment for student success, it is important to consider the gaps within the student experience.

Student Achievement Gaps

In academic year 2014-15, benchmarks were set to address many elements of the College that reflect the student experience, achievement, and learning. In spring 2015, the benchmark information was translated into a Strategic Plan Assessment Scorecard (SPAS) that communicated and highlighted the progress made in achieving the college's strategic goals. The SPAS consists of four parts: an introduction, the current year goal attainment, a 5-year trend analysis, and a crosswalk which maps to overall strategic goals and operational definitions. The SPAS utilized the balance scorecard approach, which included multiple perspectives in the evaluation of the college strategic goals and could be used to close the loop on the inquiry process by identifying areas in need of improvement and action.

Based on an analysis of SPAS, during the college's annual Spring 16 Planning Summit, six key metrics were identified as gaps in meeting student need:

- 1) Transfer volume and rate
- 2) Degrees and Certificates
- 3) Career Technical Education Rate
- 4) Number of Course Sections
- 5) Course Completion (Student Equity Plan Metric)
- 6) Outreach programs/activities

The aforementioned gaps represent elements of the student experience (e.g., completion, course sequence progression, and access) which impede students' momentum in achieving their educational goals. As such, the College can use this information to strategically address enrollment management, grounded in guiding principles, which can help bolster student achievement as they move through San Diego Miramar College.

Strategic Enrollment Management Guiding Principles

The College utilizes a set of strategic enrollment management principles as a means to guide annual enrollment management decisions and align those decisions with the longer-term goals of the College. These strategic enrollment guiding principles link annual enrollment discussions and decisions to goals and priorities set forth in individual Program Reviews, the Educational Master Plan, and Strategic Plan. The annual approach to strategic enrollment management utilizes data from each instructional school, in consideration of the guiding principles, to

determine the best methods for meeting student needs, improving student learning and achievement, generating FTES, and utilizing personnel, resources and facilities.

The strategic enrollment **GUIDING PRINCIPLES** were developed:

- Based on the College Mission “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, equity, and success, while emphasizing innovative programs and partnerships to facilitate student completion; for transfer, workforce training, and/or career advancement,”
- In alignment with the College’s Strategic Goals:
 - **Goal I:** Provide educational programs and services that are responsive to change and support student learning and success.
 - **Goal II:** Deliver educational programs and services in formats and at locations that meet student needs.
 - **Goal III:** Enhance the college experience for students and the community by providing student-centered programs, services and activities that celebrate diversity and sustainable practices.
 - **Goal IV:** Develop, strengthen and sustain beneficial partnerships with educational institutions, business and industry, and our community,
- And in collaboration with the Vice President of Instruction, School Deans, and Department Chairs.

The Academic Affairs Committee used the above, in conjunction with realistic projections of current trends of the College and the District, as well as internal and external factors that may affect the trajectory of campus planning, to develop the following **GUIDING PRINCIPLES**:

- Offer class sections to include all times of days and formats in order to ensure student equity regarding class availability (*Strategic Goal II*)
- Balance the offering between transfer, CTE, and Basic Skills courses (*Strategic Goal II*)
- Balance optimal productivity with completion of GEs, certificates, and degrees when making course selections (*Strategic Goals I and II*)
- Evaluate the additional costs associated with new program development or program expansion to ensure sustainability (*Strategic Goals I and II*)
- Evaluate Miramar specific need when District schedules changes, such as summer or intersession short courses (*Strategic Goal II*)
- Consider external factors such as economic climate, industry needs, or community needs (*Strategic Goal IV*)
- Fully employ block scheduling for maximum opportunities for students (*Strategic Goal I and II*)

- Be flexible with campus needs such as building sites or temporary limited parking (*Strategic Goal II*)
- *Implement principles with continued top priority of providing quality education for students (Strategic Goal I)*

The following are examples of strategies developed using the Strategic Enrollment Management Guiding Principles to optimize scheduling and student success:

- *Meet yearly target FTES and plan for long-range growth FTES, without compromising student needs, learning, or achievement.*
- *Offer classes to meet transfer requirements, including the Associate Degrees for Transfer*
- *Offer classes during days and evenings, and in on-line formats to ensure student equity*
- *Balance optimal productivity with capstone classes and advanced level transfer courses that may have lower enrollment.*
- *Model the two-year CTE course sequencing patterns to create two-year course scheduling sequences for all majors with defined cohorts.*
- *Work with counseling to identify cohorts of students to participate in two-year sequenced educational plans.*
- *Assess feasibility of creating schedules a year ahead for easier student planning.*
- *Seek opportunities to best utilize internal and external resources in order to meet the increasing costs of expanded course offerings across instructional programs.*
- *Develop materials to educate college constituencies and students about the value of completed degrees and certificates.*
- *Create consistent faculty development opportunities on teaching and learning methodologies.*
- *Respond to short-term parking impacted times by not increasing sections within those timeframes*

2016-17 Enrollment Strategies

Each year, the College's enrollment management team, consisting of the VPI, VPSS, deans, chairs, and program directors, analyze program reviews, and enrollment data which includes day/evening/online headcounts, FTES, degree/certificate completion, transfer, fill rates, retention and success to inform decision-making on scheduling and enrollment emphasis for the subsequent year. Instructional Division Goals from its Instructional Division Six Year Plan 2014 – 2020 align with College's Strategic Goals, and guide our annual enrollment strategies.

In spring 2016, the VPI and VPSS worked with deans, department chairs, program leads, and the Academic Affairs Committee to identify four focus points for enrollment in 2016-2017.

1. *Build comprehensive program offerings (Strategic Goals II & III)*
2. *Improve quality of instruction for all on-line course offerings (Strategic Goal II)*

3. *Increase day course options during high demand times for select courses to ensure student equity regarding class availability (Strategic Goals II & III)*
4. *Increase student completion rates (Strategic Goals I & II)*

SPAS results as well as SDCCD directives for increased online and evening access contributed to the decision for the aforementioned focal points. Gaps identified in the SPAS lead the College to conclude that an expansion of course offerings is necessary in order to build comprehensive programs that are meant to close the gaps. The strategic addition of courses would increase the possibilities for timely completion among students. The SDCCD priority to increase online and evening corroborated the college's agenda regarding student access and equity to ensure class availability.

Based on the four focal points, the enrollment management team identified strategies and will use the Guiding Principles to implement them. To date, many strategies have already been implemented. However, the additional one-time IEPI funds will allow the college to implement additional enrollment strategies that will build foundations for sustainable practices to ensure long term student success.

Plans for IEPI Funds

Ten strategies have been targeted for implementation with the IEPI one-time funds. Each strategy relates to one or more of the four focal points

Strategies:

1. Build user-friendly macro models in Excel for enrollment data analysis. This would involve creating Excel spreadsheets for a variety of different instructional programs to use as an analysis tool. Training in use of these tools for staff and in interpretation for deans and chairs will be included. These additional in-house data analysis tools would offer timely enrollment information to VPI, Deans, and Chairs.(\$5,000 for technical project) Focus points 1, 3, & 4
2. Provide online training and certification through SDCCD On-Line for 90 teachers to support professional development for online faculty. Training will offer 20 hours of modules covering pedagogy and ADA compliance regulations for online learning; and additional best practices professional development hours in face-to-face setting. Training and certification will improve the quality of online instruction and directly contribute to student success. (\$43,579 for 45 ESUs for certification; \$4,842 for 5 ESUs for faculty trainers) Focus points 2, & 4
3. Integrate on-campus computerized assessment center with instructional services to accommodate and support online course exam taking for student success. Plans to integrate this online testing service into the current Student Services Outreach & Assessment Office as a pilot project are in development. The Outreach & Assessment Office can offer scheduling and proctoring personnel given additional testing equipment

- and proctor hours. \$24,000 for technology equipment & software, and staff to develop policies and procedures for implementation) Focus points 2 and 4
4. Evaluate and implement online tutoring software and options available to support academic success. (\$50,000 for project lead, software costs, and implementation) Focus points 2 and 4
 5. Develop and disseminate course sequencing schedules for all instructional programs and post them on each respective instructional program webpage to offer planning information to students for degree and certificate completion. \$8,000 for clerical assistance to complete project) Focus points 1 and 4
 6. Conduct analysis, design, and implement enrollment strategies to offer evening-only degree/certificate completion. Enlist assistance from Articulation Officer to direct this project and assist deans and chairs with recommendations for implementation. (~~\$2,000~~ \$4,000 for 4 ESUs for research, design, and implementation) Focus points 1 and 4
 7. Conduct an analysis, design, and implement enrollment strategies to offer 100% on-line degree/certificate completion. (\$ \$4,000 for 4 ESUs for research, design, and implementation) . Enlist assistance from Articulation Officer to direct this project and assist deans and chairs with recommendations for implementation. Focus points 1 and 4
 8. Develop activities and a plan to institutionalize a sustainable bridge between instruction and student services to increase student retention and success. Examples of activities include regular meetings to improve communication between instruction and student services; and more collaboration in student success/completion/equity projects or initiatives which involve instruction and student success participation. (\$8,000 for 8 ESUs for development and implementation team) Focus point 4
 9. Offer faculty professional development opportunities that address relevant pedagogy which will promote student success. . Some examples include Open Education Resource exploration & development; effective use of technology in instruction; and effective facilitation of learning communities. The intention is to solicit faculty proposals for professional development as well as host campus presentations, and sponsor online learning opportunities. (\$40,000 for strategic faculty professional development) Focus points 1, 2, and 4
 10. Investigate and implement the disaggregation of SLO data in subpopulations as pilot project for predesignated courses. The data will be utilized to provide faculty with information to assist in mitigating gaps in student success and completion. A simple excel tool for SLO disaggregation will be developed by the campus research office. Faculty volunteers for specific courses will participate in the pilot implementation. Results and analysis will be shared with faculty to demonstrate the value of disaggregation in assisting faculty with student success and completion. (\$5811 for 6.0 ESUs and \$2000 for research office assistance for pilot development, implementation, and analysis.) Focus point 4

See Budget Summary below. Revised table including strategy #10 is shown below. Revised again 11-3-16

STRATEGY	COST
1	\$ 5,000.00
2	\$ 48,421.00
3	\$ 24,000.00
4	\$ 50,000.00
5	\$ 8,000.00
6	\$ 4,000.00
7	\$ 4,000.00
8	\$ 8,000.00
9	\$ 40,000.00
10	\$ 7,811.00
TOTAL	\$ 199,232.00