

## Planning and Institutional Effectiveness Committee

April 13, 2018

10:30 a.m. - 12:30 p.m., LLRC Auditorium, L-105

Co-chairs: Daniel Miramontez and Naomi Grisham

### MINUTES

**Present:** D. Miramontez, N. Grisham, B. Bell, D. Kapitzke, J. Allen, X. Zhang, S. Quis, G. Choe, M. Hart, D. Sheean, M. Patel, and A. Bermodes

**Absent:** P. Hopkins, G. Ramsey, R. Marine, D. Gutowski, S. Okumoto, M. Lopez, and D. Mehlhoff

**Guest:** C. Trujillo, K. Pamerio, B. Gamboa, K. Burnaurntura, A. Lammi, B. Fields, N. Nguyen, J. Gamiao, O. Lazaro, M. Johnson, and L. Woods,

**Call to Order:** Called to order at 10:34 a.m. by D. Miramontez.

1. Approval of Agenda. The agenda, was moved by B. Bell and seconded by S. Quis, and carried to approve the agenda of April 13, 2018.
2. Review of Minutes from March 9, 2018 and March 23, 2018. Minutes for March 9, 2018 was moved by B. Bell, seconded by S. Quis, and carried to approve. Minutes for March 23, 2018 was moved by B. Bell, seconded by S. Quis, and carried to approve with confirmation made for old Business Item #1, discussion to change date from October 22nd to November 2<sup>nd</sup>, as well as no change of date from May 18th to May 24th per President Hsieh's feedback.

[\\*Strategic Goals](#)      [Accreditation Standards](#)

### New Business:

1. None.

### Old Business:

1. Planning Summit 2018: Miramar ACT<sup>x</sup> (Wrap-up) 1-2      I.B

Additional guests for this meeting included Associated Student Government (ASG), who also attended the College's Planning Summit (introductions were made). From previous discussion on the planning summit, Research Office consolidated, summarized, and created a user-friendly report from 25 pages of data interventions. Higher-level overview was provided, presenting qualitative data that was cleaned up, typing errors corrected, omission of derogatory language (not applicable in this report), and completed sentences, making everything readable. There were 14 interventions framed a six-by-four table based on the college's priorities and the four phases of student experience which includes interactive links to worksheet details. From this planning summit, some departments moved into action almost immediately.

Professor Sheean of Fire Technology Program presented actions their department discussed in regards to interventions from the planning summit. One of the objectives of the planning summit was to identify where to support students - from where they are, to where they want to be, as soon as possible, without any side-tracks, dead ends, or waste of time. With feedback from multi-disciplinary individuals at the planning summit, Fire Technology reviewed how Public Safety, Fire Technology, and EMT Programs are to approaching guided pathways (department meeting was held immediately after planning summit). From this department meeting, focus

was concentrated on education plans and making sure their students have proper education plans. Presented was the FIPT - Degree, Certificate & Counseling Assistance webpage, which included contact information for the Fire Technology Liaison Counselor.

**FIPT - Degree, Certificate & Counseling Assistance**

**Fire Liaison Counselor**  
Isabella Feldman  
619-388-7375  
[ifeldman@sdccd.edu](mailto:ifeldman@sdccd.edu)

*Did you know FIPT 150A and FIPT 100D also count toward your two required PE credits toward your degree?*

**Fire Prevention**  
*Degree or Certificate*  
FIPT 101 Fire Protection Organization  
FIPT 102 Fire Prevention Technology  
FIPT 103 Fire Protection Equipment  
FIPT 104 Building Construction  
FIPT 105 Fire Behavior & Combustion  
ADJU 356A 832 PC Laws of Arrest  
\*FIPT 202A Fire Prevention  
\*FIPT 203 Fire Investigation(See below)  
The Fire Prevention Discipline is usually attended by students who are interested in working as a Fire Inspector for a Municipal Fire Department, the insurance industry or other related businesses in the private sectors.

**Fire Protection Company Officer**  
*Degree or Certificate*  
FIPT 340 Company Officer 2A  
FIPT 341 Company Officer 2B  
FIPT 342 Company Officer 2C  
FIPT 343 Company Officer 2D  
FIPT 344 Company Officer 2E  
FIPT 345 Instructor Methodology I  
The Fire Protection Discipline is for firefighters who are already employed in the fire service and are preparing for promotions. Students in this discipline will also complete the requirements for Fire Officer.

**Fire Technology**  
*Degree or Certificate*  
FIPT 101\* Fire Protection Organization  
FIPT 102 Fire Prevention Technology  
FIPT 103 Fire Protection Equipment  
FIPT 104 Building Construction  
FIPT 105 Fire Behavior & Combustion  
FIPT 107 Tactics and Strategy  
FIPT 109 Fire Service Hydraulics  
FIPT 110A\* Wildland Fire Control  
FIPT 120 Firefighter Safety & Survival  
FIPT 150A \*Manipulative Tasks  
FIPT 323B \*Hazmat Operations  
FIPT 322B\* Confined Space Awareness  
EMGM 105A\* Emergency Medical Tech  
The Fire Technology Discipline is for entry level students who are interested in working as a Firefighter for a Municipal Fire Department, a Wildland Firefighter or firefighting opportunities. Classes marked with (\*) shall be taken as a priority to qualify for SDCFA.

<http://www.miramarfiretechnology.com/start-here/degree--certification.html>

New posters/placards were also produced and posted in each classroom, which includes required courses, elective courses, and three models for potential academy certificate (recognized nationwide). Students now have a sense of security and empowerment, can develop a plan of their own, and know that support is available and accessible. If students are looking for a guided pathways, it is readily available. In classrooms, students are also being asked if they have an education plan. Some students did, and some did not, leading to discussion on Fire Technology Degree and Certification, and then creating and/or tightening up their education plan.

Q&A session opened, which included the following:

**Q1:** Do you find that students are more comfortable approaching a professor versus a counselor on working on their education plan? Because instructors are more “in the field” and have more familiarity with details, are students more comfortable approaching instructors?

**A:** To phrase diplomatically, we never heard about bad feedback regarding counselors, but heard that some counselors do not know what Fire Technology students are looking for. Instructors are experienced with being in the field, which some counselors may not have in this particular profession. Students are more comfortable talking to an instructor.

Q2: Counselors who are liaisons to specific fields, how often are they updated or trained on programs there are charged with?

A: Not familiar with other types of programs or counselors, but Fire Technology counselor is in close contact with the program director - developing programs and presenting them in classrooms.

Q3: With looking at webpage (Fire Prevention, Fire Protection, Company and Officer and Fire Technology), newly created printout/placard is much more user-friendly and really helpful to see path.

A: This was a recent tune-up. Feedback is appreciated.

Q4: What did students think they had when question was asked if they had an ed plan?

A: Some Fire Technology students looked through the catalog and jotted something on a piece of paper (common to almost all students on campus). Some did not know where counseling was located. Walk-about from previous planning summit helped professors know where departments are (including Library). Currently, still updating Fire Technology education plan, it is a prototype, with possible extra credit for Fire Technology students.

Q5: Will there be any pushback making education plans as a requirement?

A: For Fire Technology, requirement means "do it or you are out". There are certain things you have to do or you will not pass.

Q6: After students have worked with counselors and developed an education plan, does Fire Technology receive this information? Information can be used for enrollment management, course offering, and demand.

A: No. Ed Plans are done and filed away in a system, but never connected back to departments. One of the table discussions at the planning summit was getting the communication from the counselors to professors in specific fields, that has specific requirements.

Q7: Do Fire Technology students feel like they are part of the campus or are they in the mindset that they are in their own little world? What can be a better way to help them connect with the campus. To let them know that there are other opportunities, programs, scholarships, etc.

A: Yes, Fire Technology students do feel that they are part of the college (e.g., tours to Library). As for other resources, this is unknown.

Q8: Club involvement looks great on resumes. Are your students aware of the clubs, organizations on campus? To be involved with ASG?

A: There is a Fire Club, but most students are very focused on becoming Fire Fighters.

Comment1: From a student's perspective, there are a lot of options and pathways to where you want to be. At table discussions during the summit, topic was on student nurturing – this is possibly the most nurturing thing ever seen. There is a very clear path, instructors accessible and willing to help students is great - allowing students research what they need to do without holding their hands. There were programs that the professor didn't believe in students or there isn't a clear pathway. When visiting a counselor, don't really feel nurtured. Students can tell them what they want to do, but there is either a miscommunication or counselor is unaware of field (not knowing where to direct the student). Having a teacher that can sit down as a peer is reassuring, and provides motivation to stay in the program when thing gets hard. It would be great to see similar Fire Technology efforts applied campuswide.

Comment2: All these questions speaks to table conversations from the planning summit where we talked about outreaching, raising numbers with new students (starting with In-reach). Model that was presented is a beautiful model (taking students to Library, Counseling,), as well as talking about In-reach, where students are being connected to instructors and other services on campus, and Career Center.

From attending District Board Meeting, there was a status update on PeopleSoft implementation. There are three pillars of PeopleSoft: Finance (implemented), HCM Payroll and Employment (implemented), and Campus Solutions (last phase, currently being worked on). Campus Solutions in the interface for the students to the college, students to counseling, students to admissions, etc. Specifically, the student portal was displayed and demonstrated, which has an interactive education plan. This shows the student's schedule in relations to their education plan, as well as task lists and deadlines. Education plan is becoming more front-and-center from the student's and counselor's perspective. Inquiry will be asked on whether Campus Solutions education plan data is accessible in a query mode or download mode to instructions for multi-year/planning of courses.

What was talked about in this discussion was also talked about in the planning summit worksheet - identifying loss points, interventions, addressing the six factors for student success. Input provided by both the planning summit and this PIEC meeting will help to make the student experience on this campus better, making students reach their goals.

Discussion continued to three of the planning summit proposed interventions, which included: Intervention 2-a (PR5): Hold departmental open houses so that students can learn more about each department, form relationships on campus, and receive advice from department representatives; Intervention 6-a (PR2): Increase communication among Miramar College employees about the opportunities, services, and varieties of expertise available to students on campus; and Intervention 6-b (PR7): Hold major and club fairs to introduce students to opportunities and services available to them and increase. These three interventions have something in common, and that is the concept of in-reach. In-reach is a concept not familiar to this college. It is communication, collaboration, keeping student informed. Here in our college, we are all familiar with the Student Success Framework. In-reach, in particular, falls in Marketing and Outreach. The college will need to shift on how to keep students in the college, with completion as their goal – magic word, in-reach. This is not a new idea, but an idea that has not been clearly communicated or well received because in-reach is a redesign concept through collaboration. Student's voice are changing what needs to be done at this college. The college need student's perspectives to meet student needs - to not be afraid to speak up. Next steps after collaboration is transformation. To take this conversation back to Manager's Meeting for planning concept, then to Faculty, and Classifieds for brainstorming, unit discussion, and to continue the dialogue/collaboration and meet student's end goals.

Recommendation was made for faculty collaboration, to report this conversation back to Academic Senate - key groups represented in PIEC should report back to the groups they are in (similar to report-outs from PIEC and Classified Senate meetings). Meeting information is not being reported back to Academic Senate, either it is not on the agenda or people feel that they need to be invited to their meeting. There are strategies that still need to be built, as well as working on communications issues. Authentic voices are being heard, but need process on how to move it strategically to a point where is being nurtured, fostered, and redistributed to constituency groups where authentic voices are not smashed or lost. Lack of communication

equals nothing can be done. The problems are really starting to show and it is really clear where the broken items are. Having these different discussions highlights these problems and to start addressing these. Students voices now are driving how the college is doing business (from Legislature, Chancellor’s Office) - everything now should be centered on student voices or student experience.

Evaluation of the planning summit was presented which included organization, logistics, effectiveness, and overall satisfaction, as well as open ended questions. There were a total of 80 respondents with half being faculty, 10% students, 9% Managers, with remainder being Classified Professionals. Most participants responded that this is not their first time attending a planning summit (72%). Overall, the summit was well planned, paced, organized, and breakout sessions were well structured and facilitated. The summit was effective in advancing the college’s planning and participants gained new insights, perspective, and knowledge – expectations were exceeded. When asked about what respondents value the most about this planning summit, respondents replied with: 1. Respondents enjoyed the opportunity to collaborate with people from across the college to work toward the shared goal of supporting the success of Miramar College students; 2. Student presence at the Summit was considered invaluable, and ensured the conversation remained collegial and focused on supporting students; 3. Participants appreciated the hands-on involvement in this year’s Summit. For improvement about the planning summit, respondents replied with: 1. A number of participants reported that they would like events like this to occur on a more frequent basis than once a year; 2. Next year participants would appreciate a larger room to accommodate the growing number of attendees; 3. Participants would like more students to attend and a wider variety of student experiences to be represented; 4. Participants want to see how their ideas are being implemented.

2. Annual Planning Calendar 1-2 I.B  
An updated Annual Planning Calendar Is moving through participatory governance.
  
3. Outcomes Assessment and Unit Level Planning 1-2 I.B  
Outcomes Assessment Plan is currently being circulated, with email sent to constituency groups. Instruction Program Review is being done in unit level planning, slowly working on how to use assessment as part of the programming to make sure it impacts unit level planning. Looking at how to incorporate what has been done in the planning summit into what needs to be done next year – addressing the six collegewide priorities and incorporate the student’s voice.
  
4. Update to Division Plans Based on EMP (Due 12/8/2017). 1-4 I.B  
Student Services is completed. Will follow-up with Instructional and Administrative Services.
  
5. Update to Operational Plans. 1-4 I.B  
Outcomes Assessment Plan is moving through participatory governance. CTE Plan is being worked on.
  
6. SER Action Plans/QFE Updates. 1-3 I.B  
CGC is holding a workshop regarding the evaluation of all committees. Research Office has opened office hours to provide information for program review. Working on institutional guides for Taskstream regarding program review. For SLO disaggregation, there has been recommendations to be finalized at CEC. Institutional Student Learning Outcomes Assessment

(ISLO) Process has been receiving feedback and will be taken back to IPR/SLOAC committee to see how to assess institutional student learning outcomes.

IEPI Strategic Enrollment Management grant runs out June 2018 and is the process of reviewing distribution of grant funds. Program Viability Review Plan has moved through Academic Affairs and Academic Senate, and is scheduled to go to the next CEC meeting. Making sure that Institutional Set Standards are infused with operational and divisional plan (occurring at unit level). CGC has put out results of the college's governance structure evaluation, workshop scheduled for April 20, 2018. For QFE - Investigate process for committee responsibility of Accreditation Standards, creating a sustainable mechanism to provide continuous improvement and adherence to Standard requirements. (I.C.12, IV.B.4), this has not been addressed by CGC - to be reported back to District.

**Reports/Other:**

1. Budget and Resource Development Subcommittee (BRDS). 1.2 & 2.3 I.B, III.D  
BRDS information page is in process. For Discretionary Resource Allocation, no additional funds were requested, but there were minor changes (requiring Board approval). Gene Choe has accepted the nomination for BRDS Faculty Co-chair with goals of developing the BRDS webpage and develop training for the RFF process.
  
2. Research Subcommittee (RSC). 1.1, 2.1, & 4.1 I.B  
Developed and internal evaluation form, which includes committee goals, agendas, minutes, membership, charge of the subcommittee, meeting climate, logistics, and communication. This evaluation will be brought back to PIEC. Simplified metrics are being discussed and will be brought back to PIEC.
  
3. Informational Items.  
None.

**Next Scheduled Meeting:** Next meeting will be on April 27, 2018.

**Adjournment:** Meeting adjourned at 12:13 p.m.

***\*San Diego Miramar College Fall 2013–Spring 2019 Strategic Goals:***

1. *Provide educational programs and services that are responsive to change and support student learning and success.*
2. *Deliver educational programs and services in formats and at locations that meet student needs.*
3. *Enhance the college experience for students and the community by providing student-centered programs, services, and activities that celebrate diversity and sustainable practices.*
4. *Develop, strengthen, and sustain beneficial partnerships with educational institutions, business and industry, and our community.*