

# *San Diego Miramar College*

## **Student Services Division Three-Year Plan**

2011-2014





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## ***Student Services Division      Three Year Plan – 2011 to 2014***

San Diego Miramar College is located in an area whose population is rapidly expanding. Miramar College is a very competitive environment that provides comprehensive academic programs and services to student's academic and personal growth. The college is proud of its expanding partnerships which benefit and prepare students for the competitive labor market. Improved facilities provide students with an environment that supports academic growth, and Student Services is very pleased that planning and construction are underway to improve facilities that house all of the important services that support students with their academic pursuits and need for assistance while attempting to achieve their goals. Due to the improved environment, it is expected that prospective students will continue to be attracted to our park-like setting and our college environment which meets the comprehensive student service needs of our growing student body.

San Diego Miramar College offers excellent Student Service programs which focus on student access, learning, and success for an increasingly diverse student body. These programs have goals and activities which are in alignment 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 Student Services Division works to create a welcoming and inclusive experience for all students and strives to provide an environment that encourages student participation, inquiry and responsibility in order to ensure that success is achieved. The Student Services Goals and Objectives are designed to be integrated with the San Diego Miramar College Strategic Plan, which is created with the College Mission in mind and takes into account critical information. Environmental scan, current budget review of resources, departmental data, as well as strategic plan assessment data are key in critical discussion within Student Services when embarking upon Program Review self study and Student Learning Outcome evaluation. Student Services takes the lead in the development of important planning documents such as the Matriculation Plan, Diversity Plan and Student Equity Plan. Each serves an important role in the college wide planning processes, which follows a participatory shared governance structure. In addition, the planning documents are designed with the goal of providing comprehensive and quality services to students. An integrative approach is critical to the success of the college planning process; Student Services is committed to participating in the necessary communication, collaboration, and coordination in order for an Integrated College Master Plan to meet the needs of students. To better understand the structure of Student Services at San Diego Miramar College, a detailed organizational chart is provided in Appendix A.

In order to address needs of students, Student Services has worked collaboratively as a division to develop the following goals. These goals will be a key focus over the next three years.

### **Student Services Goals**

1. Work to maintain equitable, courteous and quality delivery of services that focus on students who are at the core of our mission during the challenging state and local budget crisis and cutbacks.
2. Continue to support the participation of all Student Services departments in an effective assessment cycle inclusive of program review, student learning outcomes, and the Accreditation Self-Study process. Utilize Program Review information to identify divisional staffing, funding and planning needs.
3. Continue to work with the Vice President of Student Services in the allocation of funds to maintain adequate student services delivery as well as seek alternative resources for funding opportunities, all for the purposes of planning, budget, facilities, enrollment growth and management, professional development, and operational effectiveness.
4. A staffing allocation formula needs to be established by the College that considers prospective students as well as headcount.
5. Continue to work with project architect and campus Facilities Committee to provide a seamless and smooth transition into the new Student Services Center and other facilities designated for Student Services.
6. Embrace and utilize emerging technology in delivery of services to students.

## **Student Services Planning Themes**

### **Theme 1. Student Access** - *Strategic Goals 1, 2, 3 and 4*

- Enhance existing student access to services such counseling, financial aid, assessment and placement services, educational planning, and degree/certificate audit functions.

### **Theme 2. Quality** - *Strategic Goals 1, 2 and 3*

- Provide quality student support services regardless of location or mode of educational delivery.

### **Theme 3. Student Learning and Success** - *Strategic Goal 1, 2 and 3*

- Collaborate with Instructional Services to offer effective services to special populations, including veterans and disabled students.

### **Theme 4. Integrated Planning** - *Strategic Goal 5*

- Integrate Student Services planning to coordinate the need for facilities, staffing, technology, capital purchases and supplies.

### **Theme 5. Efficiency** - *Strategic Goals 1, 2, 3, 4 and 5*

- Develop innovative and efficient ways to deliver student services.

It should be noted that this particular document is meant to support the San Diego Miramar College Integrated Planning process. It is also intended to be fluid in nature and to serve as a vehicle for decision making and resource allocation for the Division of Student Services in tandem with the College.

As a result of the accreditation visit by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges in Fall 2010, and the subsequent need to develop an integrative approach to planning, this document was established. This is a living document that will be reviewed periodically and fine-tuned in order to improve collective decision-making and resource allocation, taking into account data and the needs and goals of Student Services.

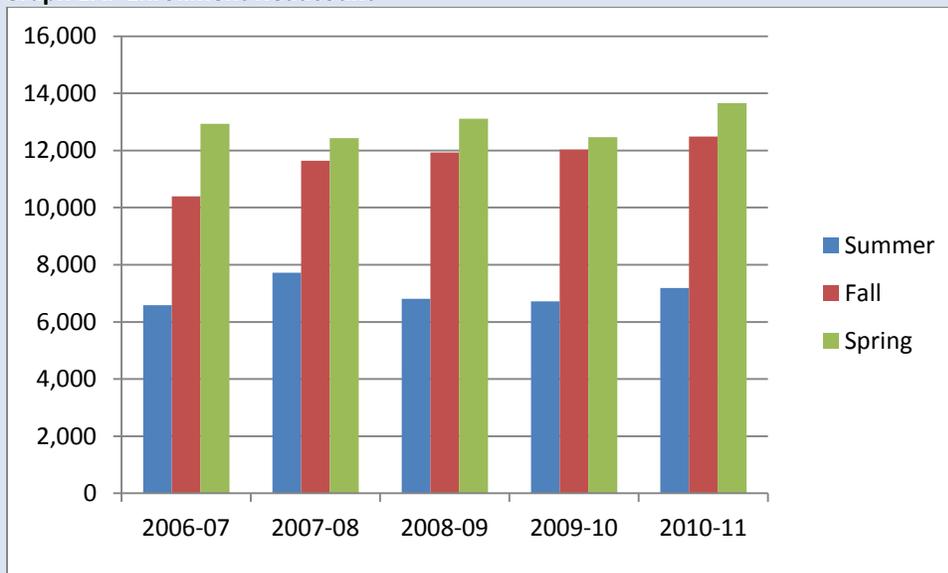
## Student Services Performance Indicators

Student Services utilizes various data to plan, fine tune, and review services provided by departments and programs. The following data provide important information to better understand the challenges of Student Services as well as the needs of students. A brief analysis of each of the indicators below will be provided after each table and chart.

**Table 1B: Enrollment Headcount**

Term	2006-07	2007-08	2008-09	2009-10	2010-11
Summer	6,584	7,726	6,813	6,720	7,190
Fall	10,395	11,641	11,930	12,030	12,490
Spring	12,937	12,434	13,114	12,464	13,655

**Graph 1A: Enrollment Headcount**

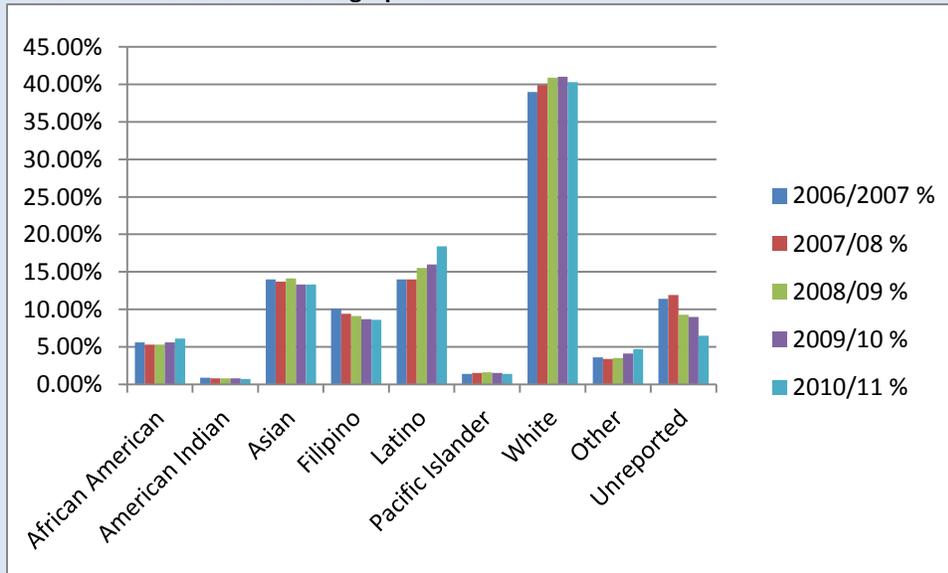


Upon review of the above table and graph, it is clear to see that enrollment has continued to increase each fall semester. Spring enrollment has shown slight increases and dips, with an average enrollment of 12,737. In terms of impact to the Student Services Division, an increase in students indicates an increase in the need for services. Program Review results indicate a need for additional positions to meet the needs and demands of students. These numbers, combined with a decrease in funding, current hiring freeze and reduced staffing, have had a negative impact on Student Services. In addition, Student Services is not on the beneficial side of the 50 Percent Law, which indicates that at least 50 % of the College budget needs to be spent on the instructional needs of students. As expected, this further complicates the ability of the campus to address the hiring needs of Student Services.

**Table 2A: Student Ethnic Demographics**

Ethnicity	2006-07	2007-08	2008-09	2009-10	2010-11
	%	%	%	%	%
African American	5.60%	5.30%	5.30%	5.60%	6.10%
American Indian	0.90%	0.80%	0.80%	0.80%	0.70%
Asian	14.00%	13.70%	14.10%	13.30%	13.30%
Filipino	10.10%	9.40%	9.10%	8.70%	8.60%
Latino	14.00%	14.00%	15.50%	16.00%	18.40%
Pacific Islander	1.40%	1.50%	1.60%	1.50%	1.40%
White	39.00%	39.90%	40.90%	41.00%	40.30%
Other	3.60%	3.40%	3.50%	4.10%	4.70%
Unreported	11.40%	11.90%	9.30%	9.00%	6.50%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

**Chart 2B: Student Ethnic Demographics**

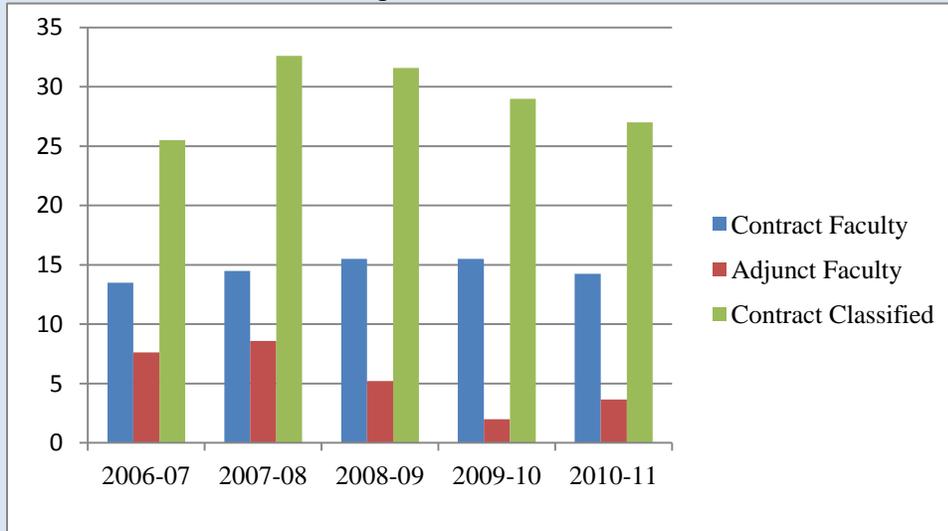


Upon review of the student ethnic demographic data since 2006- 2007 to the present, there has been an increase in African American and Latino student enrollment. For Latino students there has been a 4.4% increase and for African American Students there has been a .5% increase. This is likely the result of the increase in outreach activities to underrepresented students in the feeder area.

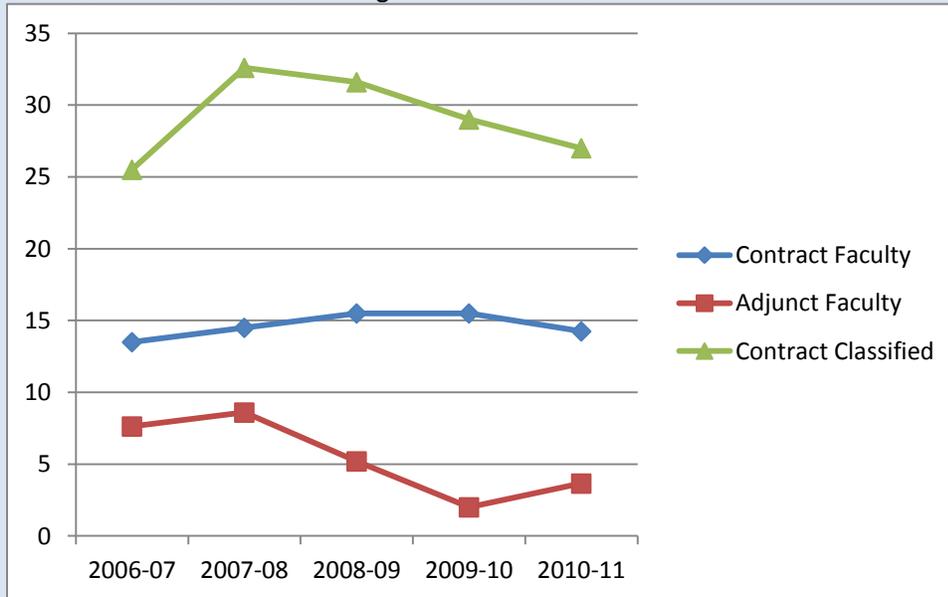
**Table 3A: Student Services Staffing Trends 2006-07 to 2010-11**

STAFFING	2006-07	2007-08	2008-09	2009-10	2010-11
Contract Faculty	13.05	14.05	15.05	15.05	14.25
Adjunct Faculty	7.63	8.06	5.02	02	3.65
Contract Classified	25.05	32.06	31.06	2.09	2.07
Total	46.63	55.07	52.03	46.5	44.90

**Chart 3B: Student Services Staffing Trends 2006-07 to 2010-11**



**Chart 3C: Student Services Staffing Trends 2006-07 to 2010-11**



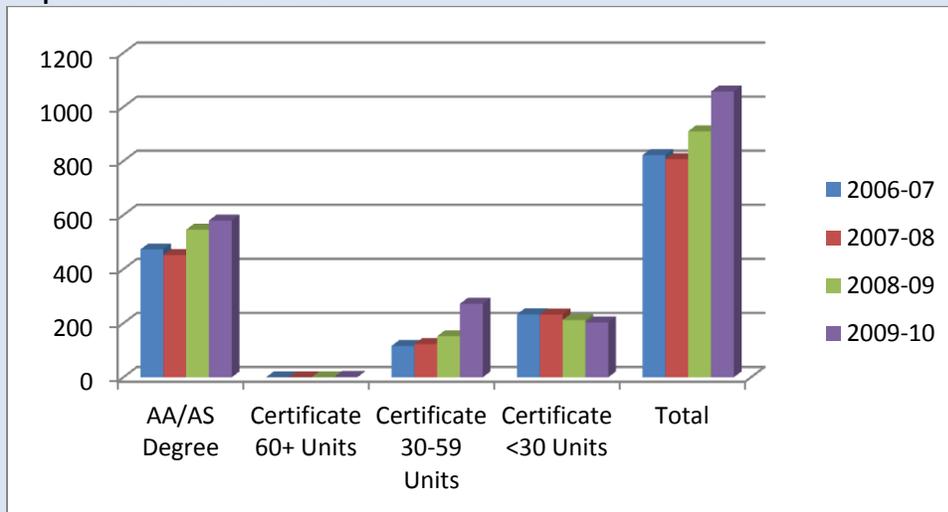
With recent budget cuts, Miramar College has lost a total of four contract positions for programs that are currently on campus. Since staffing was limited to begin with, this has had a

strong impact on functioning. In some cases, services have been provided by rotating assistance to some of the more needy programs. Most of the offices have reduced service hours to students. Adjunct Counseling positions have been seriously reduced by 4.94 positions, which has impacted services to students and lengthened waiting lines during peak periods. There was a slight increase in adjunct staffing during 2010-11. Due to the fact that DSPS lost 2.75 faculty contracts and one classified position and did not have any adjunct in 2009-10, they were permitted to increase the use of adjunct/overload support in 2010/11. Therefore in 2010/11 they had an additional 1.655 FTEF.

**Table 4A: Awards Conferred**

	2006-07	2007-08	2008-09	2009-10	2010-11
AA/AS Degree	473	452	546	580	545
Certificate 60+ Units	0	0	0	2	4
Certificate 30-59 Units	116	123	152	272	173
Certificate <30 Units	233	232	212	203	181
<b>Total</b>	<b>822</b>	<b>807</b>	<b>910</b>	<b>1057</b>	<b>903</b>

**Graph 4B: Awards Conferred**



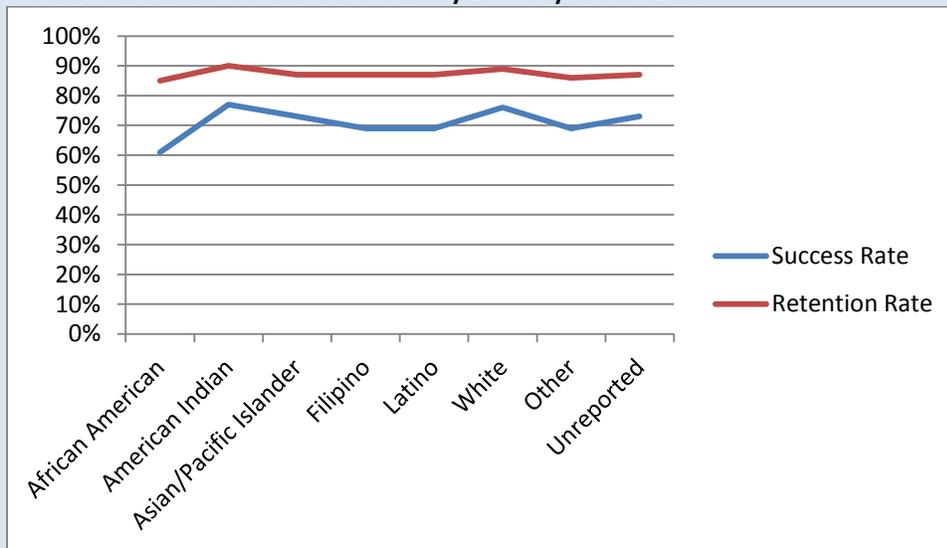
Upon review of the data in the above table and graphs, there has been a 77% increase in the awards conferred upon students at the college from 2006-07 to 2009-10. In order to prepare students for matriculation through the educational system that culminates in the attainment of educational goals, heavy amounts of resources are invested in students. Faculty and staff commit a great deal of time to ensure the success of students enrolled in classes at the college. From the beginning steps of outreach, phone calls and assistance with the application process, to assessment, application and awarding of financial aid, general counseling, EOPS/ CARE/ CalWORKs and DSPS counseling, mental health counseling, financial aid, career assistance, health services and veterans assistance, the Student Services Division has been a huge part of the important trajectory of student success.

**Table 5A: Success & Retention Rates by Ethnicity**

Success & Retention Rates by Ethnicity		
Fall 2009		
Ethnicity	Success Rate	Retention Rate
African American	61%	85%
American Indian	77%	90%
Asian/Pacific Islander	73%	87%
Filipino	69%	87%
Latino	69%	87%
White	76%	89%
Other	69%	86%
Unreported	73%	87%
Average	72%	88%

Data provided from Facts on File Report on Academic Year 2009-2010 August 2010-2011 Edition

**Chart 5B: Success and Retention Rates by Ethnicity for Fall 2009**



The San Diego Community College District defines the *Success Rate* as the percentage of students who complete a course with a grade of A, B, C, or P out of total census enrollments (note: Tutoring and non-credit classes are excluded). The *Retention Rate* is defined as students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total census enrollments (note: Tutoring classes are included).

During the Fall of 2009, 2,659 or 22% of the student body were first generation college students. Much of the responsibility for supporting the transition to college lies within Student Services.

Upon review of the above table and chart, it is noticeable that during the Fall of 2009, the groups that tended to have higher retention rates were American Indian and White students, while those with the lowest rates were African American, Asian Pacific Islander, Filipino, Latino and unreported students. African American students had slightly lower rates than all groups.

In reviewing success rates of the student body, it is apparent that during this same snapshot in time, the groups that had the highest success rates were American Indian and White students. Likewise, the student populations with the lowest success rates were African American, Filipino and “other” students. African American students had lower success and retention rates than all of the groups.

**Table 6A: Transfer Rates by Ethnicity**

Miramar College Overall Transfer Rate by Ethnicity					
	Cohort			College Average 2002-03 to 2004-05	Statewide Average 2002-03 to 2004-05
	2002-03 to 2007-08 (N=457)	2003-04 to 2008-09 (N=389)	2004-05 to 2009-10 (N375)		
African American	36%	38%	24%	33%	33%
American Indian	29%	38%	11%	25%	31%
Asian/Pacific Islander	49%	44%	48%	47%	55%
Filipino	49%	36%	38%	41%	38%
Latino	24%	33%	29%	29%	31%
White	36%	36%	32%	35%	43%
Unreported	40%	40%	36%	39%	43%
<b>Total</b>	<b>39%</b>	<b>37%</b>	<b>36%</b>	<b>38%</b>	<b>40%</b>

Data provided from SDCCD Transfer Report: A Comprehensive Perspective Spring 2011

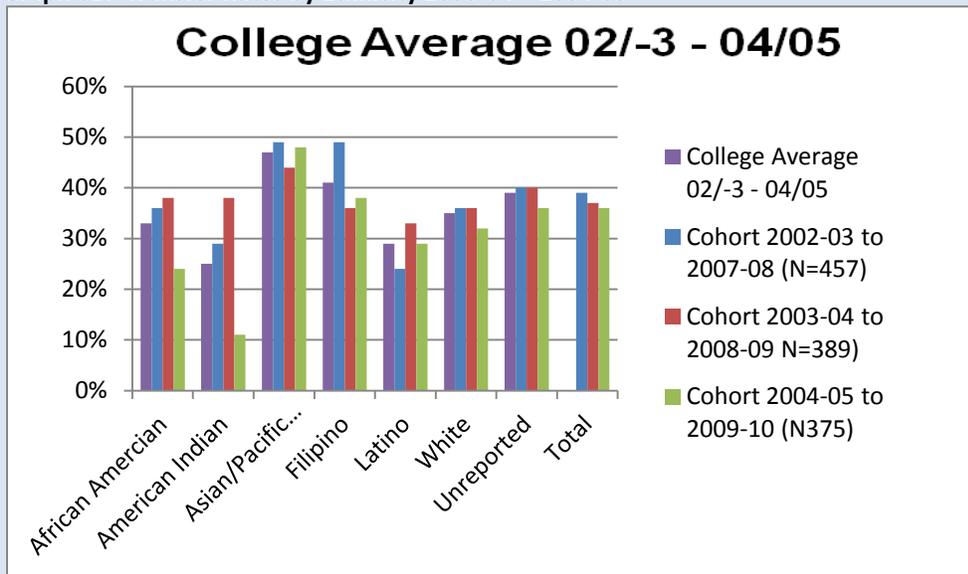
The SDCCD Transfer Report (May 2011) indicates several interesting facts. For example, the transfer rate of Miramar College is declining, but the transfer volume is increasing. This is mainly due to the parameters of the cohort criteria for the transfer rate. The cohorts for transfer rate include first-time students who attempted a degree, certificate, or transfer course. Transfer volume includes all students (first-time, transfer, etc.) regardless of which courses were taken. Students initially taking courses at another institution would not be included in the transfer rate, but would be included in transfer volume. This would result in higher numbers in transfer volume compared to transfer rate.

Furthermore, the SDCCD Transfer Report (May 2011) explains that the ethnic groups with the highest average transfer rates statewide were Asian/Pacific Islander (55%), White (43%), and Filipino (38%). The ethnic groups with the lowest average transfer rates were African American (33%), American Indian (25%), and Latino (31%). The individual colleges within the District, including Miramar College, follow this same pattern. African American, American Indian, and Latino ethnic groups are also the lowest statewide (average 33%, 31% and 31% respectively).

The retention rates of African American and American Indian have also been the lowest from 2005-06 to 2009-10 compared to any other ethnic groups. This may partially explain the low transfer rates of these two groups. In other words, if students are not retained, they cannot progress or complete a transfer pathway (SDCCD Transfer Report, May 2011).

Table 6A provides a pictorial view of the College average rate of transfer. Further along in this Student Services Division Plan, it will be demonstrated how specialized retention programs can make a difference with underrepresented students at the College to the point of exceeding retention and success rates of the general student population. These are important indicators to study in order to inform the planning process in Student Services as well as the College.

**Graph 6B: Transfer Rates by Ethnicity 2003-04 – 2004-05**

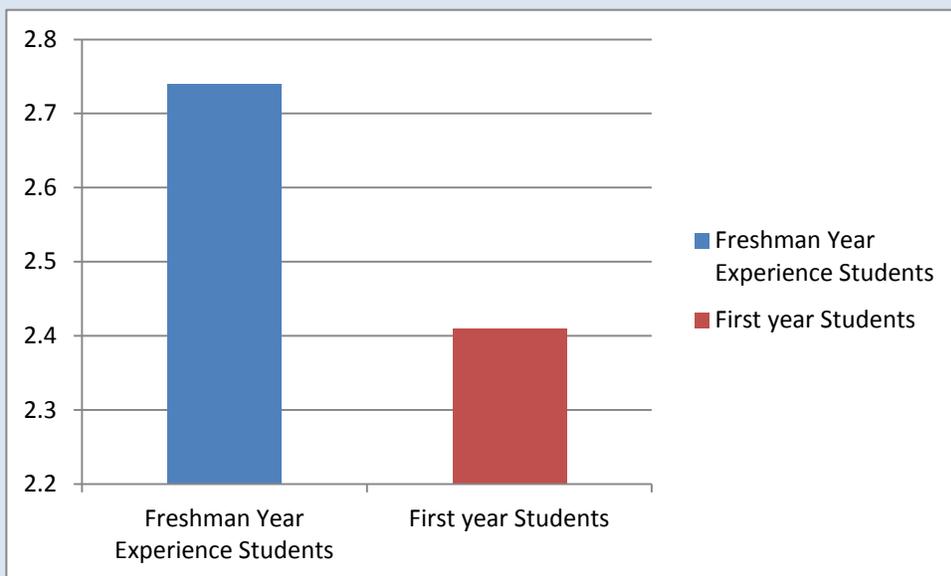


One such retention program previously alluded to is the Freshman Year Experience (FYE).

The FYE Program was developed, following a national model, which is geared toward creating important transition services to new freshmen in order to ensure a higher chance of success. Students who sign up to participate receive early enrollment, orientation with their cohort group, and enrollment in specific courses such as English, Math and Personal Growth. Placement in these courses is predicated on test scores and recommended placement. In addition, students participate in counseling sessions as a follow up to the orientation and receive individualized educational plans which help students stay on track and have a vision of what is needed in order to achieve their academic goals.

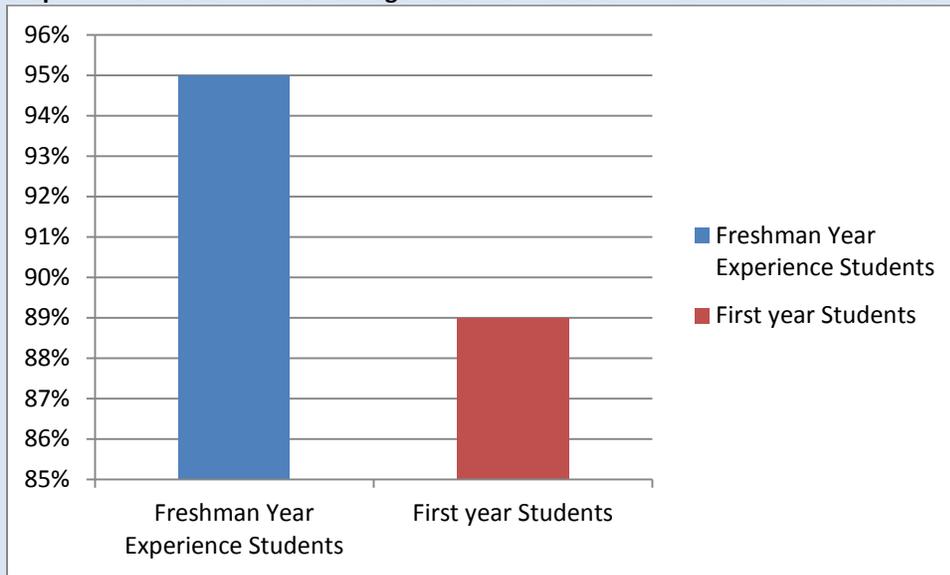
Students who participate in the FYE Program succeed at a much higher percentage rate of 79% versus 68% from the general freshman population; this represents a difference of 11%.

**Graph 7A: Fall 2009 Miramar College Success Rates of FYE & All First Year Students**



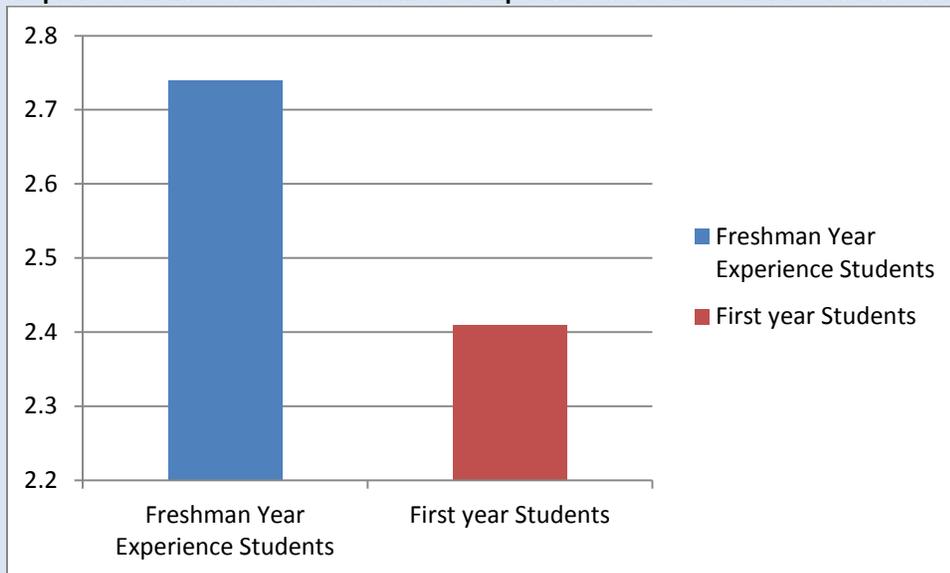
Students in the FYE Program demonstrated greater retention rates than first-year students who did not participate in the program. For example, FYE students were retained at Miramar College at a rate of 95%, compared to 89% of all other first year students. This represents a difference of 6 percentage points. Please see the following graph for a visual display of the data.

**Graph 7B: Fall 2009 Miramar College Retention Rates of FYE & All First Year Students**



It is interesting to note that the grade point average (GPA) of FYE students at Miramar College, as noted in the following graph, is 2.74 compared to 2.41 for other freshmen not participating in the program. This is a .33% difference. Therefore, it's clear that there is a much greater outcome, such as 11% success rates of FYE and regular freshmen, with a comparison retention rate trailing behind at 6%.

**Graph 7C: Fall 2009 GPA of Freshman Year Experience Students & All First Year Students**



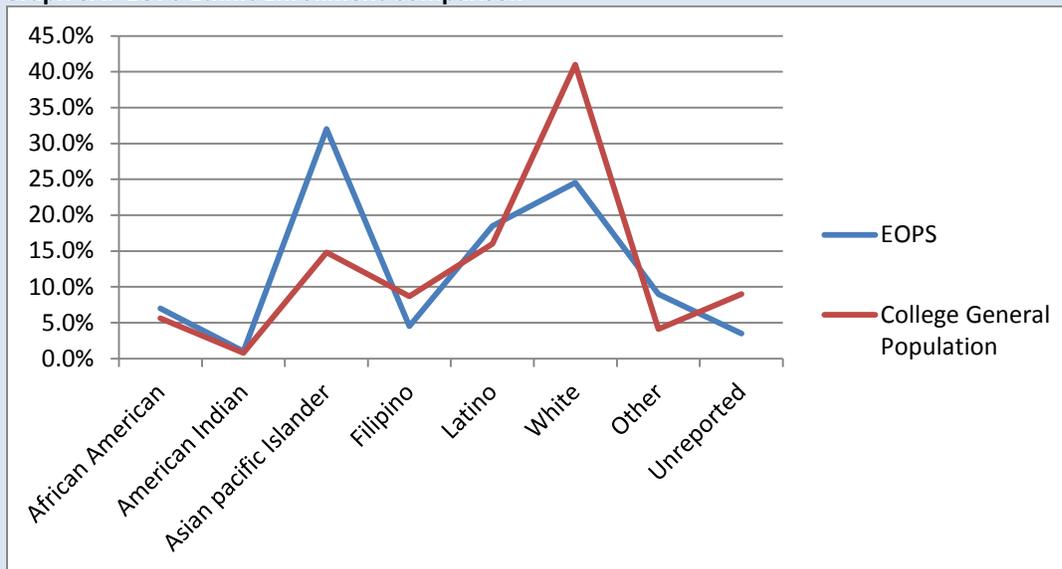
It is interesting to note that EOPS, a specialized retention program designed to assist students who experience various educational barriers, also has very good outcome data. The following tables and graphs provide key information to support this fact.

Listed below is information that compares ethnic enrollment between EOPS and the general student body. All ethnic populations have a much higher representation in EOPS, in keeping with the purpose of this state program compared to the general student body.

**Table 8A: EOPS Ethnic Enrollment Comparison**

EOPS 2009-10 Ethnic Enrollment Comparison		
	EOPS	College General Population
African American	7.0%	5.6%
American Indian	1.0%	0.8%
Asian Pacific Islander	32.0%	14.8%
Filipino	4.5%	8.7%
Latino	18.5%	16.0%
White	24.5%	41.0%
Other	9.0%	4.1%
Unreported	3.5%	9.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

**Graph 8A: EOPS Ethnic Enrollment Comparison**

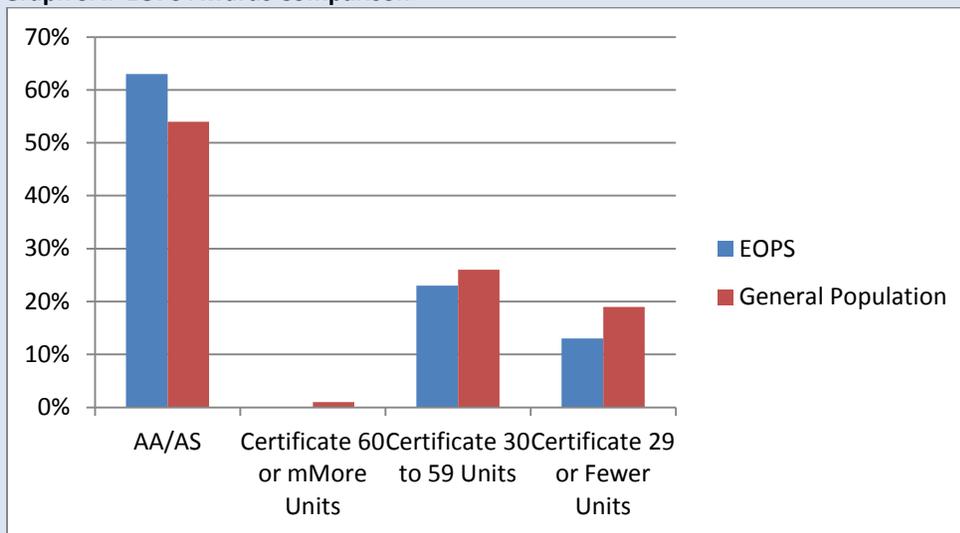


Performance indicators such as degree and certificate attainment, are improved when highly stylized retention strategies focused on consistent follow-up are provided to students. This can make a difference. Upon review of the following tables, EOPS students receive significantly more AA and AS degrees than the general student population, with a percentage point difference of 9.

**Table 9A: EOPS Awards Comparison**

Degrees & Certificate Comparison Between EOPS & General Population		
	EOPS	General Population
AA/AS	63%	54%
Certificate 60 or More Units	0%	1%
Certificate 30 to 59 Units	23%	26%
Certificate 29 or Fewer Units	13%	19%
Total	100%	100%

**Graph 9A: EOPS Awards Comparison**

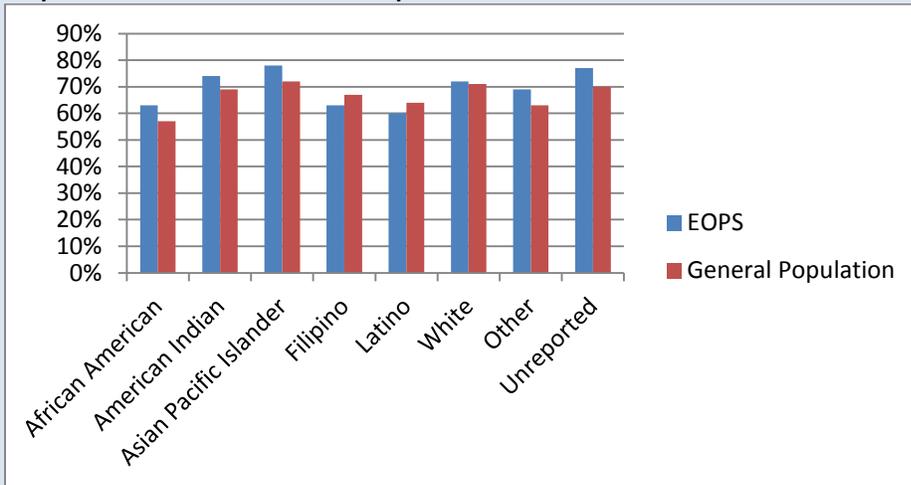


EOPS success rates are also significantly higher for ethnic enrollment in the program compared with the College. Where this is most pronounced is with African American students, Asian Pacific Islanders and American Indian students. However, Filipino and Latino students appear to have higher success than those enrolled in EOPS which merits further study.

**Table 10A: EOPS Success Rate Comparison**

Success Rate Comparison by Ethnicity Between EOPS & General Population		
	EOPS	General Population
African American	63%	57%
American Indian	74%	69%
Asian Pacific Islander	78%	72%
Filipino	63%	67%
Latino	60%	64%
White	72%	71%
Other	69%	63%
Unreported	77%	70%
Total	100%	100%

**Graph 10B: EOPS Success Rate Comparison**

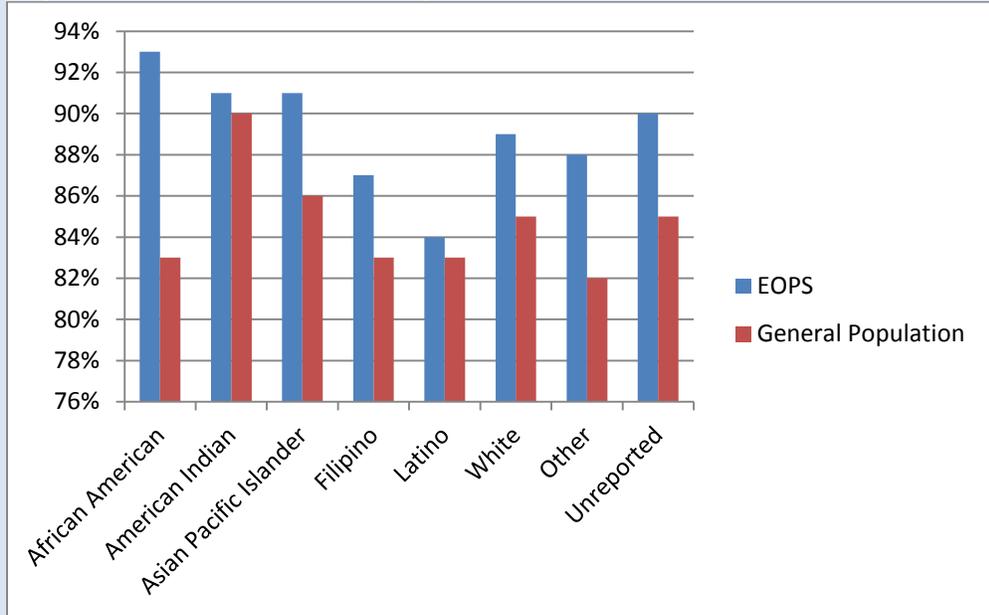


The retention rates are also considerably higher for EOPS students than the general population. The most salient disparity is with African American students, which reflects a ten percent difference.

**Table 11A: EOPS Retention Rate Comparison**

Retention Rate Comparison by Ethnicity Between EOPS & General Population		
	EOPS	General Population
African American	93%	83%
American Indian	91%	90%
Asian Pacific Islander	91%	86%
Filipino	87%	83%
Latino	84%	83%
White	89%	85%
Other	88%	82%
Unreported	90%	85%
Total	100%	100%

**Graph 11B: EOPS Retention Rate Comparison**



EOPS and the Freshman Year Experience programs provide a model for enhancing student outcomes for the college. As enrollments increase and staffing decreases due to the economy, Student Services needs to be more strategic in its planning and implementation of services. With a strong College Integrated Educational Master Plan, a solid Student Services Division Plan that focuses on data driven decision making, improvements are expected to happen once the budget situation in the State of California improves.

## **Alignment of Annual and Strategic Planning Processes**

The Student Services Division completed a comprehensive Program Review assessment cycle for the 2008-09 academic year on October 15, 2009. The process was facilitated by the Program Review and Student Learning Outcomes Taskforce (a subset of the Student Services Committee) and consisted of identifying strengths and accomplishments, recommended areas of improvement, and objectives and plan of action in the areas of faculty and staff, marketing and outreach, budget, facilities, operational effectiveness, professional/staff development, equipment and supplies, community partnerships, and enrollment growth and management. All 14 departments of the Student Services Division participated in and successfully completed the program review assessment cycle. The program review assessment cycle includes consultation and planning with campus constituents and ultimately supports the strategic plan.

As a result of much discussion, Student Services agreed that in order to have an effective plan for the Division and the College as a whole, the Student Services Program Review and Student Learning Outcome planning process needed to be in alignment with the Instructional Division. Student Services continues to refine the integration of data from the Program Review Self Study process into a document that will list all of the needs generated from the planning process into one document for the Division. Upon completion of this process, ranking takes place which prioritizes the needs and plans for the year, given College Mission, Strategic Plan, departmental and student needs.

This improved system strengthens tracking over a three-year period of time and focuses on whether goals have been achieved, revised or deleted given the importance of key data and important factors at the College. Request for resources are funneled through the competitive resource allocation process at the College and Student Services. Student Services has developed a new form which has strengthened the planning process for the Division. This process will also improve the documentation of goals, implementation of activities to support goals as well as the attainment of goals. In addition, a three-year plan will allow for a flexible framework, which will allow for analyses of evolving trends and needs. It is important to take into consideration the fact that the needs of our students and community are constantly evolving and student services needs to respond to those needs. The information garnered from environmental scans, important institutional data as well as the internal Student Services Self Study Program Review process which focuses on data analysis, collaboration, planning and a divisional prioritization process, will further strengthen the Strategic Planning process of the college. Beginning with the 2011-12 academic year, Student Services will implement this new component which will improve integration and proficiency in a systematic manner and will serve to improve the quality of our programs and services.

Furthermore, the Student Services Division serves an important role in the integrated college planning process, which takes into account the College Mission, the Strategic Planning process and works in conjunction with the other two Divisions of the College, Administrative Services and Instruction. Each division is responsible for the leadership of various processes that inform strategic goal planning for the College. Student Services takes the leadership for the following: Matriculation Plan, Student Equity Plan, Student Services Student Learning Outcome Plan and Cultural and Ethnic Diversity Plans.

## Alignment of the Program Review/Annual Goal Planning with Strategic Planning Goals

The following tables provide an overview of the goals for the division of Student Services, given the need to align Program Review with the Strategic Plan of the college:

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

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy
<p>1.1 Strengthen and improve the academic program review process with an integrated emphasis on Student Learning Outcomes, core institutional competencies, and alternative instructional delivery systems and methods at the course, program and college level.</p>	<p>Complete student learning outcomes assessment cycle for all courses. (ALL)</p>
<p>1.2 Enhance student success in basic skills for successful transition into degree applicable and career coursework.</p>	<p>Participate in Basic Skills meeting to work collaboratively with instruction toward efforts of retaining and increasing student success of basic skills students. (AR, CMH, EOPS, CW)</p> <p>If funding permits, continue to implement Student Transfer Enrichment Program (STEP) funded through the Basic Skills Initiative to continue to work towards efforts of retaining and increasing student success of basic skills students particularly in the areas of transfer. (TC)</p>
<p>1.3 Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.</p>	<p>Incorporate the mission of the student services division in all departmental objectives: 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. (ALL)</p> <p>Every aspect of the Career and Student Employment Center focuses on student success. By assisting students with career exploration and major selection, we are helping students to have a better plan for success. We also develop effective resumes with students, provide assistance with cover</p>

	<p>letters and interview techniques, and provide one on one career consultations and resume critiques. (CSE)</p> <p>Conduct focus groups of EOPS/CARE students to see how they would like the programs restructured due to reduced funding. (EOPS)</p> <p>Focus on In-Reach: collaborate with fellow student services departments to reach and connect with current students to encourage campus involvement and for them to take advantage of available resources. (O)</p> <p>Develop and implement online counseling appointments and transfer workshops to allow greater access to transfer resources. (TC)</p> <p>Continue to assess needs and create programs and services to support veterans' in a seamless transition to civilian and student life. (VA)</p>
<p>1.4 Provide faculty development in instructional and assessment techniques to enhance high quality, successful student learning.</p>	<p>Provide training to maintain currency on rules, regulations, new local, state, and federal programs and changes in VA criteria. (VA)</p>
<p>1.5 Improve the effectiveness of institutional operational structures and student support/services to support student success in retention, transfer, workforce placement and graduation.</p>	<p>Embrace emerging technology in delivery of student services. (ALL)</p> <p>Continue to work with the Communications Office to market commencement as well as other programs such as Jets Jump Start. (SA)</p> <p>Continue to improve office signage and ways of communicating with students. This is especially important with regard to the Fee Deferment process. (SA)</p> <p>Continue to work to inform students of current impact of statewide budget crisis on transfer destinations (in particular CSU and UC options) and alternative transfer options. (TC)</p> <p>Develop and implement online counseling appointments and transfer workshops to allow greater access to transfer resources. (TC)</p>

<p>1.6 Adopt and support culturally relevant, cutting-edge instructional pedagogies, methods and approaches.</p>	<p>Work in collaboration with the Vice President of Student Services to move the Mental Health Program to Student Health Services. (CMH)</p> <p>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 support services which are designed to be over and above the other services offered by the college. (EOPS)</p> <p>Counseling continues to support international student inquiries and enrollment through student orientations and individual counseling sessions. (CMH)</p>
<p>1.7 Develop new instructional programs and opportunities for students to expand student learning and preparation for emerging workplace needs by developing service learning and internship opportunities and expanding work experience programs.</p>	

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

<p><b>Strategic Plan Strategy</b></p>	<p><b>Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy</b></p>
<p>2.1 Offer instruction and support services through non-traditional scheduling, delivery methods and locations.</p>	<p>Advocate for additional staff to support current enrollment and growth. (AR)</p> <p><b>Assessment encourages growth and management by providing students with a very flexible and accommodating schedule for Accuplacer math and English testing. (A)</b></p> <p><b>ESOL assessments are scheduled at a variety of times and days, and additional ESOL exams are scheduled when required. (A)</b></p> <p>Provide workshops on such topics as: job hunting, job</p>

	<p>retention skills, academic success skills, probation/ disqualification, rights and responsibilities. (CW)</p> <p>Prior to beginning of semester, counselor representative reviews upcoming semester time-blocks to ensure students can enroll in back-to-back classes. (CMH)</p> <p>Continue to support the hiring of ambassadors, if budget allows it. (FA, O)</p>
2.2 Embrace and utilize emerging information technology in delivering instruction and student services.	<p>Provide workshops on such topics as: job hunting, job retention skills, academic success skills, probation / disqualification, rights and responsibilities. (CW)</p> <p>Improve automated processes to meet the increase of students applying for financial aid and increase of new financial aid programs. (FA)</p> <p>Since financial aid recipients continue to increase due to the poor economy and an increase of financial aid programs, automation of processes must be quickly implemented to deliver funds to students in a timely manner. (FA)</p>
2.3 Maintain and upgrade technology for campus administrative and instructional computing services functions through college technology planning and training.	<p>Incorporate and plan for technological advancements as available and affordable. (HS)</p> <p>Incorporate and plan for improvements for records Management of the health services to assist with increasing demands for service and information management. (HS)</p>
2.4 Maintain core instructional course offerings and delivery of services while addressing applicable training standards and adhering to responsible enrollment management.	<p>The Career and Employment center contributes significantly to student recruitment by assisting students that are just “looking” and curious about career possibilities. The center also supports growth through active participation on the marketing and outreach committees, and regular attendance at local expos and job fairs. (CSE)</p> <p>Based on trends showing increased demand for student health services we will need to hire for both immediate and long term staffing. This would include planning for full-time and part time classified, certificated staff and faculty non-teaching. (HS)</p>
2.5 Maintain quality of campus services	Provide training to maintain currency on rules,

to meet student needs by providing professional development opportunities and training for the college's staff.

regulations, new local, state, and federal programs, changes in admissions criteria, and state and federal impact on categorical programs. (AR)

Utilize in-house professional development opportunities. (AR)

The Career and Employment center contributes significantly to student recruitment by assisting students that are just “looking” and curious about career possibilities. The center also supports growth through active participation on the marketing and outreach committees, and regular attendance at local expos and job fairs. (CSE)

The Department participates and follows the timeline for faculty and staff evaluations. (ALL)

Continue to attend annual training on state and the federal Reauthorization of the Higher Education Act changes by attending the following conferences: FSA, CASFAA/ CCCSFAAA, Financial Aid Officer Training, and NASFAA. (FA)

Continue funding support to the Outreach department to hire student ambassadors to promote financial aid activities. (FA)

Continue to maintain currency of licensures and updated continuing education credits. (HS)

Continue to facilitate travel and conferences that promote professional development. (ALL)

Provide guidance and mentorship to Student Ambassadors. (O)

Encourage and support counselor attendance at pertinent annual conferences where transfer information is disseminated (UC Counselor Conference, CSU Counselor Conference, UC Ensuring Transfer Success, UCLA TAP day and TAP Coordinator annual meeting, WACAC, and Individual UC/CSU campus and private/independent institution counselor conferences/meetings). Support

	Counselor attendance at quarterly state-wide/regional meetings/trainings. (TC)
2.6 Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.	Continue to publish bi-monthly CW "Imagine Newsletter" for students. (CW)

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

<b>Strategic Plan Strategy</b>	<b>Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy</b>
3.1 Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.	<p>Counseling continues to support international student inquiries and enrollment through student orientations and individual counseling sessions. (CMH)</p> <p>Promote health initiatives into academic research, courses and programs on campus. (HS)</p> <p>Provide training to maintain currency on rules, regulations, new local, state, and federal programs and changes in VA criteria. (VA)</p>
3.2 Focus student and staff recruiting efforts on populations that reflect the diversity of the college's service area.	<p>Seek alternative funding resources, including state and federal grants, to retain Vets to Jets coordinator and hire support staff. (VA)</p> <p>Continue to support the hiring of ambassadors, if budget allows it. (FA)</p>
3.3 Showcase the college in the community and build external recognition for its location, programming, accessibility, diversity, quality teaching, programs, student centeredness and sustainability awareness.	<p>Provide functional facilities in current DSPS and HTC spaces, while planning for improved facilities in new buildings. (DSPS)</p> <p>Conduct at least two outreach activities specifically for former foster youth. (EOPS)</p> <p>Maintain college visibility in local service area by updating services the high school partnership agreements. (O)</p>
3.4 Improve, expand and strengthen the college's web-based presence and information processing systems.	<p>Collaborate with web developer to improve web pages. (AR)</p> <p>Continue to publish bi-monthly CW "Imagine Newsletter" online for students. (CW)</p>

	<p>Since financial aid recipients continue to increase due to the poor economy and an increase of financial aid programs, automation of processes must be quickly implemented to deliver funds to students in a timely manner. (FA)</p> <p>Continue to assess and improve website needs to better facilitate the downloading of forms and provide general information on financial aid to potential students. (FA)</p> <p>Continue to enhance current imaging system to accommodate electronic submission of financial aid documents. (FA)</p> <p>Continue research to upgrade financial aid system by visiting other district schools that have recently purchased an upgraded financial aid system to improve the delivery of the financial aid programs. (FA) Implement development of ideas for new Miramar SS website. (O)</p> <p>Collaborate with Miramar web developer to improve VA web pages and dedicate one staff member to the development of respective web pages. (VA)</p>
<p>3.5 Expand college outreach, recruitment, marketing and advertising efforts and promotional activities.</p>	<p>Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants. (ALL)</p> <p>Revise and reprint CalWORKs Rack cards and display on campus and in the community. (CW)</p> <p>Continue to promote the scholarship program early to increase the pool of applicants. In addition, continue to increase the methods of advertisement of scholarships. (FA)</p> <p>Continue to seek funding and support for the distribution of transfer marketing materials and information to local high schools, high school counselors, current Miramar students, faculty, and staff for the purposes of increasing student retention, persistence and successful transfer. (TC)</p>

	Develop VA orientation packet/booklet to distribute to all new students during the matriculation process. (VA)
3.6 Facilitate new college wide construction while maintaining ongoing needs for safety, improvement, quality and sustainable practices; Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new buildings and other facilities.	<p>Advocate for staffing allocation formula. The formula should account for prospective students, as well as headcount. With the completion of the new student union building in 2013, and as we grow to our projected target of 25,000 students (based on district estimates), we will need to hire additional full-time classified and certificated staff. (ALL)</p> <p>Collaborate with project architect and campus facilities committee to provide a seamless and smooth transition to the new student union building. Plan for the facilities, fixtures and equipment (FFE). (ALL)</p> <p>Provide functional facilities in current DSPS and HTC spaces, while planning for improved facilities in new buildings. (DSPS)</p> <p>A DSPS faculty member will continue to serve on the Facilities Committee. (DSPS)</p>

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

<b>Strategic Plan Strategy</b>	<b>Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy</b>
4.1 Partner with academic, business, military and community organizations to explore alternative resources and/or learning opportunities for students, faculty and staff.	<p>Continue to work with HHSA, ECM's and community agencies. (CW)</p> <p>Attend relevant CalWORKs meetings, conferences, and events to maintain relationships and partnerships with the Employment Case Managers/Contractors and Health and Human Services Agency (HHSA). (CW)</p> <p>Career and Employment maintains active community partnerships with the Poway Chamber of Commerce and several dozen local employers, as well as other college career centers. (CC)</p> <p>DSPS maintains an outreach calendar of events each month including class visits, campus fairs, community events, etc. (DSPS)</p>

	<p>DSPS maintains active community partnerships with the Department of Rehabilitation, San Diego Unified School District, and local private vocational rehabilitation companies. (DSPS)</p> <p>Continue to increase the number of student tutors that participate in the America Reads Program. (FA)</p>
<p>4.2 Increase the involvement and input of business and industry, educational institutions and community in the college’s educational activities.</p>	<p>Outreach Coordinator serves on campus and District Marketing and Outreach Committee. (O)</p> <p>Maintain partnerships with local service area high schools. (O)</p> <p>Community participation in board meetings, college fairs, street fairs and related activities. (O)</p> <p>SS campus calendar of activities maintenance and dissemination. (O)</p> <p>Attend relevant transfer meetings to maintain campus relationship and partnership with four-year partners. (TC)</p> <p>Continue to participate on Memorandums of Understanding (MOU) Advisory Board, coordinated by Articulation Officer, to review and approve potential four-year institution agreements and partnerships. (TC)</p> <p>Attend relevant CalWORKs meetings, conferences, and events to maintain relationships and partnerships with the Employment Case Managers/Contractors and Health and Human Services Agency (HHSA). (CW)</p> <p>Career and Employment maintains an outreach calendar of events each month (job fairs, expos, street fairs, employer campus visits, etc.). (CC)</p> <p>DSPS faculty members participate annually in the SDCCD Community Advisory Group meetings, where numerous community partners attend to provide consultation and to learn about new or existing DSPS programs. (DSPS)</p>

	<p>Continue to schedule the “Cash in for College” event appropriately to ensure a greater audience. (FA)</p> <p>Continue to find innovative methods of promoting the financial aid programs. (FA)</p>
<p>4.3 Develop systemic outreach to increase the college’s visibility within its service area and develop stronger linkages for K-16 student learning and career pathways.</p>	<p>Maintain college visibility in local service area by updating services the high school partnership agreements. (O)</p> <p>Continue to work with the Outreach Coordinator and Financial Aid Director to shape outreach activities on campus, as budget resources permit, to serve our feeder high schools and community. (O)</p> <p>Collaborate with ESL Continuing Education administration/staff to promote enrollment in college classes. (AR)</p> <p>Revise and reprint CalWORKs Rack cards and display on campus and in the community. (CW)</p> <p>Counseling collaborates with the campus outreach officer to facilitate and organize campus outreach programs and activities such as the Freshmen Year experience Program. (CMH)</p> <p>Continue to support “Vets to Jets” program. (CMH)</p> <p>DSPS rack card style brochures are displayed on campus and distributed during outreach and in-reach activities. (DSPS)</p>
<p>4.4 Establish a college process to evaluate and respond to partnership proposals from business, industry and education.</p>	<p>Continue to participate on Memorandums of Understanding (MOU) Advisory Board, coordinated by Articulation Officer, to review and approve potential four-year institution agreements and partnerships. (TC)</p> <p>Career and Employment maintains an outreach calendar of events each month (job fairs, expos, street fairs, employer campus visits, etc.). (CC)</p>

**Strategic Plan Goal 5: Refine the college’s integrated planning process**

<b>Strategic Plan Strategy</b>	<b>Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy</b>
<p>5.1 Improve and strengthen the integrated college planning process driven by the college’s Strategic Plan. This efficient and accountable process facilitates transparent college wide planning, budgeting and resource allocation.</p>	<p>Work in collaboration with the Vice President of Student Services to move the Mental Health Program to Student Health Services. (CMH)</p> <p>Continue to participate in College Accreditation Self-Study process. (ALL)</p> <p>Counselors and classified staff are serving in various capacities of the accreditation process. (ALL)            Counselor, co-chair Standard IIIA            Counselor, committee member Standard IIA            Counselor, co-chair Standard IIB            Student Services Supervisor I, co-chair Standard IIB</p>
<p>5.2 Develop a process for evaluating and responding to alternate sources of funding.</p>	<p>Seek alternative resources for funding opportunities, including state and federal grants. (AR, A)</p> <p>Continue to maintain the “intent” of the BFAP funds to be expended for financial aid administration. (FA)</p>
<p>5.3 Strengthen coordination with the District to maintain equitable, courteous and quality service delivery focusing on student success during state and local budget crises and preparedness for unexpected catastrophic events.</p>	<p>Work to maintain quality student services during challenging state and local budget crisis and cutbacks. (CW)</p>
<p>5.4 Continue to refine the college participatory governance structure processes and activities to align with the formalized integrated college planning process.</p>	<p>Participate broadly in college, district and state level shared governance. (ALL)</p> <p>Continue to participate as needed in College Accreditation process. (ALL)</p>

## Measurement of Program Review/Status Report

A new form has been created to track the status of Student Services Goals. The following provides a status report for the Division of Student Services in meeting the college's Strategic Plan Goals and Strategies.

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

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy	Status			
		Complete	In Progress	Deleted	New
1.1 Strengthen and improve the academic program review process with an integrated emphasis on Student Learning Outcomes, core institutional competencies, and alternative instructional delivery systems and methods at the course, program and college level.	Complete student learning outcomes assessment cycle for all courses. (ALL)				
1.2 Enhance student success in basic skills for successful transition into degree applicable and career coursework.	Participate in Basic Skills meeting to work collaboratively with instruction toward efforts of retaining and increasing student success of basic skills students. (AR, CMH, EOPS, CW)  If funding permits, continue to implement Student Transfer Enrichment Program (STEP) funded through the Basic Skills Initiative to continue to work towards efforts of retaining and increasing student success of basic skills students particularly in the areas of transfer. (TC)				
1.3 Implement curricula and program improvement strategies necessary to ensure students receive the highest quality education.	Incorporate the mission of the student services division in all departmental objectives: 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				

	<p>College community. We are committed to the development and empowerment of our students to their full potential. (ALL)</p> <p>Every aspect of the Career and Student Employment Center focuses on student success. By assisting students with career exploration and major selection, we are helping students to have a better plan for success. We also develop effective resumes with students, provide assistance with cover letters and interview techniques, and provide one on one career consultations and resume critiques. (CSE)</p> <p>Conduct focus groups of EOPS/CARE students to see how they would like the programs restructured due to reduced funding. (EOPS)</p> <p>Focus on In-Reach: collaborate with fellow student services departments to reach and connect with current students to encourage campus involvement and for them to take advantage of available resources. (O)</p> <p>Develop and implement online counseling appointments and transfer workshops to allow greater access to transfer resources. (TC)</p> <p>Continue to assess needs and create programs and services to support veterans' in a seamless transition to civilian and student life. (VA)</p>				
<p>1.4 Provide faculty development in instructional and assessment techniques to enhance high quality, successful student learning.</p>	<p>Provide training to maintain currency on rules, regulations, new local, state, and federal programs and changes in VA criteria. (VA)</p>				

<p>1.5 Improve the effectiveness of institutional operational structures and student support/services to support student success in retention, transfer, workforce placement and graduation.</p>	<p>Embrace emerging technology in delivery of student services. (ALL)</p> <p>Continue to work with the Communications Office to market commencement as well as other programs such as Jets Jump Start. (SA)</p> <p>Continue to improve office signage and ways of communicating with students. This is especially important with regard to the Fee Deferment process. (SA)</p> <p>Continue to work to inform students of current impact of statewide budget crisis on transfer destinations (in particular CSU and UC options) and alternative transfer options. (TC)</p> <p>Develop and implement online counseling appointments and transfer workshops to allow greater access to transfer resources. (TC)</p>				
<p>1.6 Adopt and support culturally relevant, cutting-edge instructional pedagogies, methods and approaches.</p>	<p>Work in collaboration with the Vice President of Student Services to move the Mental Health Program to Student Health Services. (CMH)</p> <p>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 support services which are designed to be over and above the other services offered by the college. (EOPS)</p> <p>Counseling continues to support international student inquiries and enrollment through student orientations and individual counseling sessions. (CMH)</p>				

1.7 Develop new instructional programs and opportunities for students to expand student learning and preparation for emerging workplace needs by developing service learning and internship opportunities and expanding work experience programs.					
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**Strategic Plan Goal 2: Deliver instruction and services in formats and at sites that best meet student needs**

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy	Status			
		Complete	In Progress	Deleted	New
2.1 Offer instruction and support services through non-traditional scheduling, delivery methods and locations.	<p>Advocate for additional staff to support current enrollment and growth. (AR)</p> <p><b>Assessment encourages growth and management by providing students with a very flexible and accommodating schedule for Accuplacer math and English testing. (A)</b></p> <p><b>ESOL assessments are scheduled at a variety of times and days, and additional ESOL exams are scheduled when required. (A)</b></p> <p>Provide workshops on such topics as: job hunting, job retention skills, academic success skills, probation/disqualification, rights and responsibilities. (CW)</p> <p>Prior to beginning of semester, counselor representative reviews upcoming semester time-blocks to ensure students can enroll in back-to-back classes. (CMH)</p> <p>Continue to support the hiring of ambassadors, if budget allows it. (FA, O)</p>				

<p>2.2 Embrace and utilize emerging information technology in delivering instruction and student services.</p>	<p>Provide workshops on such topics as: job hunting, job retention skills, academic success skills, probation/disqualification, rights and responsibilities. (CW)</p> <p>Improve automated processes to meet the increase of students applying for financial aid and increase of new financial aid programs. (FA)</p> <p>Since financial aid recipients continue to increase due to the poor economy and an increase of financial aid programs, automation of processes must be quickly implemented to deliver funds to students in a timely manner. (FA)</p>				
<p>2.3 Maintain and upgrade technology for campus administrative and instructional computing services functions through college technology planning and training.</p>	<p>Incorporate and plan for technological advancements as available and affordable. (HS)</p> <p>Incorporate and plan for improvements for records management of the health services to assist with increasing demands for service and information management. (HS)</p>				
<p>2.4 Maintain core instructional course offerings and delivery of services while addressing applicable training standards and adhering to responsible enrollment management.</p>	<p>The Career and Employment center contributes significantly to student recruitment by assisting students that are just “looking” and curious about career possibilities. The center also supports growth through active participation on the marketing and outreach committees, and regular attendance at local expos and job fairs. (CSE)</p> <p>Based on trends showing increased demand for student health services we will need to hire for both immediate and long term staffing. This would include planning for full-time and part time classified, certificated staff and faculty non-teaching. (HS)</p>				

<p>2.5 Maintain quality of campus services to meet student needs by providing professional development opportunities and training for the college's staff.</p>	<p>Provide training to maintain currency on rules, regulations, new local, state, and federal programs, changes in admissions criteria, and state and federal impact on categorical programs. (AR)</p> <p>Utilize in-house professional development opportunities. (AR)</p> <p>The Career and Employment center contributes significantly to student recruitment by assisting students that are just “looking” and curious about career possibilities. The center also supports growth through active participation on the marketing and outreach committees, and regular attendance at local expos and job fairs. (CSE)</p> <p>The Department participates and follows the timeline for faculty and staff evaluations. (ALL)</p> <p>Continue to attend annual training on state and the federal Reauthorization of the Higher Education Act changes by attending the following conferences: FSA, CASFAA/CCCSFAAA, Financial Aid Officer Training, and NASFAA. (FA)</p> <p>Continue funding support to the Outreach department to hire student ambassadors to promote financial aid activities. (FA)</p> <p>Continue to maintain currency of licensures and updated continuing education credits. (HS)</p> <p>Continue to facilitate travel and conferences that promote professional development. (ALL)</p> <p>Provide guidance and mentorship to Student Ambassadors. (O)</p>				
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	Encourage and support counselor attendance at pertinent annual conferences where transfer information is disseminated (UC Counselor Conference, CSU Counselor Conference, UC Ensuring Transfer Success, UCLA TAP day and TAP Coordinator annual meeting, WACAC, and Individual UC/CSU campus and private/independent institution counselor conferences/meetings). Support Counselor attendance at quarterly state-wide/regional meetings/trainings. (TC)				
2.6 Foster both internal and external marketing and outreach activities that promote the college's instructional programs and student services.	Continue to publish bi-monthly CW "Imagine Newsletter" for students. (CW)				

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

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy	Status			
		Complete	In Progress	Deleted	New
3.1 Develop and implement programs and approaches to improve global awareness and student equity to foster a climate and reputation for inclusiveness and sustainability awareness.	<p>Counseling continues to support international student inquiries and enrollment through student orientations and individual counseling sessions. (CMH)</p> <p>Promote health initiatives into academic research, courses and programs on campus. (HS)</p> <p>Provide training to maintain currency on rules, regulations, new local, state, and federal programs and changes in VA criteria. (VA)</p>				
3.2 Focus student and staff recruiting efforts on populations that reflect the diversity of the college's	Seek alternative funding resources, including state and federal grants, to retain Vets to Jets coordinator and hire support staff. (VA)				

service area.	Continue to support the hiring of ambassadors, if budget allows it. (FA)				
3.3 Showcase the college in the community and build external recognition for its location, programming, accessibility, diversity, quality teaching, programs, student centeredness and sustainability awareness.	<p>Provide functional facilities in current DSPS and HTC spaces, while planning for improved facilities in new buildings. (DSPS)</p> <p>Conduct at least two outreach activities specifically for former foster youth. (EOPS)</p> <p>Maintain college visibility in local service area by updating services the high school partnership agreements. (O)</p>				
3.4 Improve, expand and strengthen the college’s web-based presence and information processing systems.	<p>Collaborate with web developer to improve web pages. (AR)</p> <p>Continue to publish bi-monthly CW “Imagine Newsletter” online for students. (CW)</p> <p>Since financial aid recipients continue to increase due to the poor economy and an increase of financial aid programs, automation of processes must be quickly implemented to deliver funds to students in a timely manner. (FA)</p> <p>Continue to assess and improve website needs to better facilitate the downloading of forms and provide general information on financial aid to potential students. (FA)</p> <p>Continue to enhance current imaging system to accommodate electronic submission of financial aid documents. (FA)</p> <p>Continue research to upgrade financial aid system by visiting other district schools that have recently purchased an upgraded financial aid system to improve the delivery of the financial aid programs. (FA)</p>				

	<p>Implement development of ideas for new Miramar SS website. (O)</p> <p>Collaborate with Miramar web developer to improve VA web pages and dedicate one staff member to the development of respective web pages. (VA)</p>				
<p>3.5 Expand college outreach, recruitment, marketing and advertising efforts and promotional activities.</p>	<p>Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants. (ALL)</p> <p>Revise and reprint CalWORKs Rack cards and display on campus and in the community. (CW)</p> <p>Continue to promote the scholarship program early to increase the pool of applicants. In addition, continue to increase the methods of advertisement of scholarships. (FA)</p> <p>Continue to seek funding and support the distribution of transfer marketing materials and information to local high schools, high school counselors, current Miramar students, faculty, and staff for the purposes of increasing student retention, persistence and successful transfer. (TC)</p> <p>Develop VA orientation packet/booklet to distribute to all new students during the matriculation process. (VA)</p>				
<p>3.6 Facilitate new college wide construction while maintaining ongoing needs for safety, improvement, quality and sustainable practices; Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the</p>	<p>Advocate for staffing allocation formula. The formula should account for prospective students, as well as headcount. With the completion of the new student union building in 2013, and as we grow to our projected target of 25,000 students (based on district estimates), we will need to hire additional full-time classified and certificated staff. (ALL)</p>				

<p>new buildings and other facilities.</p>	<p>Collaborate with project architect and campus facilities committee to provide a seamless and smooth transition to the new student union building. Plan for the facilities, fixtures and equipment (FFE). (ALL)</p> <p>Provide functional facilities in current DSPS and HTC spaces, while planning for improved facilities in new buildings. (DSPS)</p> <p>A DSPS faculty member will continue to serve on the Facilities Committee. (DSPS)</p>				
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**Strategic Plan Goal 4: Initiate and strengthen beneficial partnerships with business and industry, other educational institutions and the community**

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy	Status			
		Complete	In Progress	Deleted	New
<p>4.1 Partner with academic, business, military and community organizations to explore alternative resources and/or learning opportunities for students, faculty and staff.</p>	<p>Continue to work with HHS, ECM's and community agencies. (CW)</p> <p>Attend relevant CalWORKs meetings, conferences, and events to maintain relationships and partnerships with the Employment Case Managers/Contractors and Health and Human Services Agency (HHS). (CW)</p> <p>Career and Employment maintains active community partnerships with the Poway Chamber of Commerce and several dozen local employers, as well as other college career centers. (CC)</p> <p>DSPS maintains an outreach calendar of events each month including class visits, campus fairs, community events, etc. (DSPS)</p> <p>DSPS maintains active community partnerships with the Department of Rehabilitation, San Diego Unified School</p>				

	<p>District, and local private vocational rehabilitation companies. (DSPS)</p> <p>Continue to increase the number of student tutors that participate in the America Reads Program. (FA)</p>				
<p>4.2 Increase the involvement and input of business and industry, educational institutions and community in the college's educational activities.</p>	<p>Outreach Coordinator serves on campus and District Marketing and Outreach Committee. (O)</p> <p>Maintain partnerships with local service area high schools. (O)</p> <p>Community participation in board meetings, college fairs, street fairs and related activities. (O)</p> <p>SS campus calendar of activities maintenance and dissemination. (O)</p> <p>Attend relevant transfer meetings to maintain campus relationship and partnership with four-year partners. (TC)</p> <p>Continue to participate on Memorandums of Understanding (MOU) Advisory Board, coordinated by Articulation Officer, to review and approve potential four-year institution agreements and partnerships. (TC)</p> <p>Attend relevant CalWORKs meetings, conferences, and events to maintain relationships and partnerships with the Employment Case Managers/Contractors and Health and Human Services Agency (HHSA). (CW)</p> <p>Career and Employment maintains an outreach calendar of events each month (job fairs, expos, street fairs, employer campus visits, etc.). (CC)</p>				

	<p>DSPS faculty members participate annually in the SDCCD Community Advisory Group meetings, where numerous community partners attend to provide consultation and to learn about new or existing DSPS programs. (DSPS)</p> <p>Continue to schedule the “Cash in for College” event appropriately to ensure a greater audience. (FA)</p> <p>Continue to find innovative methods of promoting the financial aid programs. (FA)</p>				
<p>4.3 Develop systemic outreach to increase the college’s visibility within its service area and develop stronger linkages for K-16 student learning and career pathways.</p>	<p>Maintain college visibility in local service area by updating services the high school partnership agreements. (O)</p> <p>Continue to work with the Outreach Coordinator and Financial Aid Director to shape outreach activities on campus, as budget resources permit, to serve our feeder high schools and community. (O)</p> <p>Collaborate with ESL Continuing Education administration/staff to promote enrollment in college classes. (AR)</p> <p>Revise and reprint CalWORKs Rack cards and display on campus and in the community. (CW)</p> <p>Counseling collaborates with the campus outreach officer to facilitate and organize campus outreach programs and activities such as the Freshmen Year experience Program. (CMH)</p> <p>Continue to support “Vets to Jets” program. (CMH)</p> <p>DSPS rack card style brochures are displayed on campus and distributed during outreach and in-reach activities. (DSPS)</p>				

<p>4.4 Establish a college process to evaluate and respond to partnership proposals from business, industry and education.</p>	<p>Continue to participate on Memorandums of Understanding (MOU) Advisory Board, coordinated by Articulation Officer, to review and approve potential four-year institution agreements and partnerships. (TC)</p> <p>Career and Employment maintains an outreach calendar of events each month (job fairs, expos, street fairs, employer campus visits, etc.). (CC)</p>				
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**Strategic Plan Goal 5: Refine the College’s integrated planning process**

Strategic Plan Strategy	Program/Department Goals/Planned Actions to Meet College Strategic Goal or Strategy	Status			
		Complete	In Progress	Deleted	New
<p>5.1 Improve and strengthen the integrated college planning process driven by the college’s Strategic Plan. This efficient and accountable process facilitates transparent college wide planning, budgeting and resource allocation.</p>	<p>Work in collaboration with the Vice President of Student Services to move the Mental Health Program to Student Health Services. (CMH)</p> <p>Continue to participate in College Accreditation Self-Study process. (ALL)</p> <p>Counselors and classified staff are serving in various capacities of the accreditation process. (ALL)  Counselor, co-chair Standard IIIA  Counselor, committee member Standard IIA  Counselor, co-chair Standard IIB  Student Services Supervisor I, co-chair Standard IIB</p>				
<p>5.2 Develop a process for evaluating and responding to alternate sources of funding.</p>	<p>Seek alternative resources for funding opportunities, including state and federal grants. (AR, A)  Continue to maintain the “intent” of the BFAP funds to be expended for financial aid administration. (FA)</p>				
<p>5.3 Strengthen coordination with the District to maintain equitable, courteous and quality service delivery focusing on student success during</p>	<p>Work to maintain quality student services during challenging state and local budget crisis and cutbacks. (CW)</p>				

state and local budget crises and preparedness for unexpected catastrophic events.					
5.4 Continue to refine the college participatory governance structure processes and activities to align with the formalized integrated college planning process.	Participate broadly in college, district and state level shared governance. (ALL)  Continue to participate as needed in College Accreditation process. (ALL)				

## **Strengths, Areas of Improvement & Plans for the Future**

The following information provides an overview of the Student Services strengths, weaknesses and opportunities for future improvement.

### **Student Services Strengths, Weaknesses, Opportunities & Threats (SWOT) Analysis 2010-2011**

#### **Strengths**

- Friendly and helpful faculty and staff
- Comprehensive programs to meet the needs of students
- Collaboration and coordination between department to best stretch existing resources
- High levels of productivity and efficiency given limited staffing and resources
- Commitment to on-going professional development, in spite of limited resources
- Commitment to participating in college planning processes
- Strong coordination and communication with local universities and colleges within the region as well as local feeder High Schools
- Excellent information dissemination to students, utilizing expanded printed materials
- Sensitivity and commitment to ensuring that students from all backgrounds, including students with various linguistic backgrounds, have their academic needs met
- Proactive planning with architects in the design of the new Student Services building
- Effective communication to ensure that enrolled students take advantage of services provided
- Commitment to underrepresented groups of students
- Strong commitment to the collection and utilization of data for critical decision making focused on serving students

#### **Weaknesses**

- Low funding levels compared with local UC, CSU, K-12 and other community colleges nationwide
- Increase in student enrollment and demand, with limited staffing, has forced some offices to reduce the hours that some services are provided
- Computers and other equipment are showing signs of high usage
- Staffing has not grown with the college enrollment makes it difficult to meet the high volume needs of students
- Hiring of hourly employees referred to as Non-Academic Non-Classified Employees (NANCE) is problematic. This group of employees, specifically student workers, have limited access to student records, thus making it difficult to perform the full scope of duties needed by various offices with high volume demands.

- Small facilities and in accessibility to services, since the college foot print is evolving with new construction
- Need for improved technology
- Increased demand from students for on-line resources to meet 24/7 need for access to information and support

### **Opportunities**

- Potential revenue from auxiliary funds
- Grant writing opportunities
- Re-think current best practices to improve processes etc
- Potential to explore improvement in delivery of services, and structure of services to effectively meet the needs of students in the current climate of budget strife

### **Threats**

- State-wide budget crisis
- Fifty Percent Law limitations
- San Diego Community College District hiring freeze
- Ineligibility for IELM funding
- Limited eligibility for VETEA Funds
- Admissions policies at some local universities has impacted student options

In conclusion, Student Services has invested a great deal of time to improving the program review and student learning outcome process and has worked to improve collaboration and integration of planning with the college in order to improve programs and services for students needs and overall efficiency of the division.