

San Diego Miramar College

**Student Services
Student Learning
Outcomes Plan**

2010-2011

SAN DIEGO MIRAMAR COLLEGE

Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Admissions & Records

Year in Review: 2010-2011

**Program Coordinator/Supervisor:
Dana Stack and Kare Furman**

Date Submitted: October 13, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor	Dana Stack and Kare Furman	
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Admissions & Records

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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Faculty/Staff

Admissions and Records (A&R) employees have a solid knowledge of the duties and responsibilities associated with their respective positions

Four of the seven staff members are bilingual.

A&R is severely understaffed to effectively serve the present student population and continues to struggle to meet the demands of growth.

In 2010 a VA Student Services Assistant (SSA) resigned and the college administration subsequently defunded the position. Resulting reorganization moved one Admissions staff member to the VA office and added the Student Services Supervisor I as an active certifying official. This has had a negative impact on the Admissions and Records operation.

Two part-time (.40) Student Services Assistant positions are currently defunded.

International student admissions currently has no dedicated staff; the program is supported solely by the Student Services Supervisor I. Staff is needed to effectively support program compliance and growth.

Residency determination is supported by one Sr. Student Service Assistant. This presents a problem, as the only back up is provided by the Student Services Supervisors I and II.

One Sr. Student Services Assistant position (007429) is funded 100% by matriculation General funding needs to be identified to support this position.

Hiring of Non-Academic Non-Classified Employees (NANCE) is problematic, as this group of employees, specifically student workers, has limited access to student records, therefore makes it difficult to perform the full scope of duties. Additionally, NANCE's have traditionally been funded through the matriculation budget. A&R's budget allocation just five years ago was \$20,000+ and is now reduced to \$0 for FY 10-11

Goal: Ensure staffing is sufficient to support the needs of the current population and planned appropriately to meet the demands of growth.

- The District needs to establish a staffing allocation formula that considers prospective students as well as headcount, With the completion of the new Student Services 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 staff.
- Reinstate VA SSA position, so that SSA can return to A&R.
- Advocate for VA Sr. SSA position, so that Student Services Supervisor can be relieved of certification responsibilities.
- Reinstate and convert two part-time (.40) positions to full-time (1.0).
- Create a new Sr. Student Services Assistant position to support the International Student Admission program compliance and growth.
- Create a new Sr. Student Services Assistant position to support residency.
- Advocate for general funding of Sr. Student Services position currently funded by matriculation.
- Advocate for the use of and lift the security restrictions for student workers
October 2011
- Identify general funding to support the hiring of NANCES.

Marketing & Outreach	<p>A&R provided suggestions on any printed materials associated with enrollment at both the college and district level and continued to participate in the development of the Miramar College website and Student Web Services website.</p> <p>Participated in July 2010, "Jets Jump Start!" Welcome Orientation.</p> <p>Participated in Student Ambassador training.</p>	<p>A&R needs to dedicate a staff member to in-reach and outreach. Additionally, the position should be responsible for the development of respective web pages</p>	<p>Goal: Participate in marketing and outreach activities</p> <ul style="list-style-type: none"> • Assess outreach and in-reach activities. • Collaborate with web developers to improve web pages. • Participate in annual "Jets Jump Start!" Welcome Orientation • Participate in Student Ambassador training activities.
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<p style="text-align: center;">Budget</p>	<p>Admissions Supervisor II continued to collaborate with the Vice President of Student Services and other Student Services leaders to allocate matriculation funds and prepare for further budget cuts.</p> <p>Replaced 10-year old copier with new multi-functional printer, which has copy, fax and scanning technology. This purchase has resulted in efficiency and cost savings.</p>	<p>A&R budget is comingled with other Student Services Offices.</p> <p>International student admissions needs of a dedicated budget.</p>	<p>Goal: Assess and maintain quality student services during challenging state and local budget crisis and cutbacks.</p> <ul style="list-style-type: none"> • Advocate for department budget in order to successfully achieve department goals and objectives. • Seek alternative resources for funding opportunities, including state and federal grants. • Advocate for staffing allocation formula and supporting budget. The formula should account for prospective students, as well as headcount. With the completion of the new Student Services 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. • Complete program review and student learning outcomes assessment cycle. Budget, planning and student learning outcomes will be linked to program review and annual outcomes.
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<p style="text-align: center;">Facilities</p>	<p>Admissions and Records staff continues to participate in the planning of the new Student Services building.</p> <p>Discussed AV needs with Glenn Magpuri.</p> <p>Discussed security needs with District staff.</p> <p>Met with architect, furniture team, and project manager to discuss space modifications and furniture needs.</p> <p>Met with records storage system representative to discuss needs.</p>	<p>A vault is needed to secure student records. Currently, records are stored in 16 unsecured file cabinets. A new facility, as well as optical imaging, will assist in resolving this issue. A funding source will need to be identified to facilitate optical imaging. Additionally, collaboration with the other two colleges is needed, as students' records are transferred among the colleges.</p> <p>Current office space is not adequate to support student traffic and current staffing.</p> <p>Computers utilized for Reg-e access are located directly across from the Student Accounting windows. Although the monitors have privacy guards, the computers are located in an area that intersects with students waiting in line for the cashiers.</p> <p>A separate area is needed for student ID pictures. Students enter and exit the Counseling Office in the same location as the ID card stations.</p>	<p>Goal: Provide functional facilities for staff and students and ensure confidentiality of student records.</p> <ul style="list-style-type: none"> • Collaborate with project manager and campus facilities committee to provide a seamless and smooth transition to the new Student Services building. Plan for the facilities, fixtures and equipment (FFE). • Collaborate with Filefax representative and project manager to assess records storage needs and purchase an appropriate system. • Collaborate with Glenn Magpuri to develop visual queuing system, which will accommodate traffic flow and increase efficiency. • Plan for integration of Admissions & Records, Veterans' Affairs and Evaluations.
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Operational Effectiveness	<p>A&R continued to review and modify its home pages and the Student Web Services website to include student related forms and resources.</p> <p>A&R provided extended office hours in support of enrollment.</p> <p>Student Services Supervisor II continued participation on Academic Affairs Committee.</p> <p>Student Services Supervisor I continued participation as Accreditation Standard IIB co-chair.</p> <p>Student Services Supervisor II continued participation on Student Services Program Review/SLOAC Task Force.</p>	<p>Website design needs to be improved for ease of student use.</p> <p>Current office hours are not supportive of evening students.</p> <p>Currently, records are stored in 16 unsecured file cabinets. Optical imaging of all records would create a net gain in space, increase staff efficiency, and result in cost savings for supplies.</p>	<p>Goal: Maintain both quality and currency in delivery of student services.</p> <ul style="list-style-type: none"> • Advocate for procedures that result in efficiency and cost savings, such as a "real time" online admission application and optical imaging of all records. • Embrace and utilize emerging technology in delivery of student services. • Advocate for records security and the utilization of optical imaging. • Student Services Supervisor II will continue participation in Academic Affairs Committee. • Student Services Supervisor II will continue participation on Student Services Program Review/SLOAC Task Force.
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Professional/Staff Development

A&R staff was able to attend the following local professional development activities. Many of the activities aided in compliance with Federal and/or State requirements.

Student Services Supervisors I and II attended Region X Admissions and Records subcommittee meetings.

Student Services Supervisor I attended bi-monthly Professional International Educators Roundtable (PIER) meetings.

Student Services Supervisors and classified staff attended District sponsored professional development workshops

A&R does not have any dedicated professional development funds and all out of area travel was suspended. As a result, staff was unable to attend the following activities.

- National Association of Foreign Student Administrators (NAFSA) annual conference (due to budget restrictions and Student Services Supervisor I's additional assignment in Veterans' Affairs).
- California Association of Community College Registrars & Admission Officers (CACCRAO) annual conference.

Funds should be identified to support critical training, specifically in the areas of international student admissions and changes in Title 5.

Additionally, A&R staff has difficulty attending professional development activities as a group, as the office is required to remain open during college business hours.

Cross training: Staff should be trained to work in adjacent offices, in the event of short staffing and to facilitate staff meetings. Staff should also have an overall general knowledge of impact on/from other student services.

Professional development in time management is needed, ISIS training, as well as resume development and interview skills.

Goal: Facilitate the ongoing training of Admissions & Records staff.

- 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.
- Collaborate with Vice President of Student Services to secure and allocate funds for critical conference travel.
- Collaborate with Student Services leaders in cross training of staff.
- Utilize in-house professional development opportunities.

Equipment/ Supplies	<p>Budget covered basic supplies needs in FY 10-11; however, grant funds supplemented larger purchases.</p> <p>Replaced 10-year old copier with new multi-functional printer, which has copy, fax and scanning technology. This purchase resulted in efficiency and cost savings.</p>	<p>As enrollment continues to grow, the supply budget will need to increase. This includes ID card supplies, as well as general office supplies.</p> <p>A&R needs to collaborate with IT and the VPSS to develop a long range technology plan to identify equipment needs and funding source.</p>	<p>Goal: Ensure equipment and supplies, and respective budget, meet the needs of the office and planned appropriately to meet the demands of growth</p> <ul style="list-style-type: none"> • Develop an A&R supply budget with Vice President of Student Services. • Develop a technology plan with IT and VPSS.
Community Partnerships	<p>Student Services Supervisors continued to provide ESL Continuing Education staff registration information to promote enrollment in college classes.</p> <p>Supported MOUs with Mira Mesa High, Serra High, Naval Air Depot North Island (NAVAIR), and San Diego Transit.</p>	<p>Participation in community partnerships is limited, due to staffing limitations.</p>	<p>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities, including state and federal grants.</p> <ul style="list-style-type: none"> • Student Services Supervisors will continue to collaborate with ESL Continuing Education staff to promote enrollment in college classes. • Continue to support MOUs.

Enrollment Growth & Management

Continued to support the School of Public Safety: fire, administration of justice, and in-service training contracts, through its manual enrollment process, despite no additional gain in staff

Continued to support the School of Technical Careers and Workforce Initiatives MOUs with local high schools, through its manual enrollment process, despite no additional gain in staff

Continued to support Freshman Experience enrollment, a manual enrollment process, despite no additional gain in staff.

Continued to support enrollment in Learning Communities classes, through the manual transfer of enrollment from LCOMs to individual class sections.

Continued to support international student inquiries and enrollment, despite no additional gain in staff.

A&R provided support to special programs, despite no additional gain in staff.

Goal: Ensure students and staff needs are addressed in supporting and managing enrollment.

- Advocate for service hours that support evening students.
- Advocate for additional staff to support current enrollment and growth.
- Reinstate VA SSA position, so that SSA can return to A&R.
- Advocate for VA Sr. SSA position, so that Student Services Supervisor can be relieved of certification responsibilities.
- Advocate for reinstatement and conversion of two part-time (.40) positions to full-time (1.0).
- Advocate for a new Sr. Student Services Assistant position to support the International Student Admission program compliance and growth.
- Advocate for a new Sr. Student Services Assistant position to support residency.
- Advocate for the use of and lift the security restrictions for student workers.
- Advocate for and identify general funding to support the hiring of NANCEs for peak enrollment periods or special projects.

Additional information relevant to department:

Veterans' Affairs (VA) and Evaluations staff report to Admissions and Records Supervisors.

In May 2010, the VA Student Services Assistant (SSA) resigned and the college administration subsequently defunded the position. As a result of this action, reorganization commenced, resulting in the "loan" of a Student Services Assistant to Veterans' Affairs. Additionally, due to VA's rapidly increasing student population and complexity of Chapter 33, the Admissions Student Services Supervisor I actively worked in the office to streamline processes and was added as a certifying official. The defunding of the SSA position, and resulting reorganization, negatively impacted Admissions and Records staff and the students both offices serve.

Additionally in 2010, the evaluators were centralized and moved to District Student Services; however, support staff (1 FTE Sr. Student Services Assistant) was able to remain on campus. As a result of the centralization, the Sr. SSA was relocated to a shared office with Veterans' Affairs, where her time is split between Evaluations and VA, as a certifying official.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Admissions & Records

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will demonstrate the ability to successfully complete the online application process.	Students who successfully complete the online application will receive a College Student Identification number (CSID) and registration appointment.	Number of online applications successfully submitted.	Data collected each semester and analyzed each academic year.	Successfully submitted applications: Spring 2008 - 4,295 Fall 2008 - 4,855 Spring 2009 - 4,380 Fall 2009 - 4,197 Spring 2010 - 4,030 Summer 2010 - 3,316 Fall 2010 - 5,550 Spring 2011 - 5,009 Summer 2011 - 829	Yes. Common issues students have with application instructions and questions are brought forward to District Student Services for discussion among the three colleges and subsequent modifications occur as needed.
#2 Students will demonstrate the ability to successfully register, pay fees, and receive an enrollment confirmation.	Students who successfully enrolled	Number of students enrolled.	Data collected each semester and analyzed each academic year.	Spring 2008 - 11,222 Fall 2008 - 11,931 Spring 2009 - 12,348 Fall 2009 - 12,030 Spring 2010 - 12,464 Summer 2010 - 7,190 Fall 2010 - 12,490 Spring 2011 - 13,655 Summer 2011 - 1,317	Yes. Common enrollment issues are brought forward to District Student Services for discussion among the colleges and subsequent modifications occur as needed.
#3 Prospective international students will demonstrate the ability to successfully complete the paper application process.	Complete applications will be reviewed for potential acceptance to the college.	Number of complete/incomplete applications submitted.	Data collected each semester and analyzed each academic year.	Data needed.	Analysis pending review of collected annual data.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Under the current budget deficit, many of the program goals cannot be obtained; however, our goal is to provide the quality service to our students, during these challenging times.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: Admissions & Records

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals. what did you hope to accomplish?

Facilitate the enrollment process through the establishment and maintenance of records, so that students may achieve their goals of an associate degree, certificate of achievement, certificate of completion and/or general education certificate for transfer, or pursue lifelong learning.

B. Summary of program outcomes:

List your program outcomes. what did you achieve?

Successfully enrolled students in classes leading to an associate degree, certificate of achievement, certificate of completion and/or general education certificate for transfer, or lifelong learning.

C. Summary of program recommendations:

List recommendations that should be considered for the next review period. what could have been done differently?

Staffing allocation formula needs to be developed. Additional staff is needed to effectively serve a growing student population and serve the unique enrollment needs of special populations.

Reinstate two 40 SSA positions and combine to 1.0 FTE.

Sr. SSA position funding needs to be converted from matriculation to general budget.

Create a new Sr. Student Services Assistant position to support the International Student Admission program compliance and growth and allocate funding to support the needs of the program.

Establish an operating budget for Admissions and Records.

Records security needs to be addressed.

Optical imaging is needed for all remaining student folders, in order to utilize space effectively and to retrieve records in an efficient and timely manner.

Advocate for reinstatement of Student Services Assistant position and creation of additional Sr. Student Services Assistant (Certifying Official) in Veterans' Affairs Office, as their staffing deficit impacts the Admissions and Records operation.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

Continue to bring forward suggestions for improving the application for admission and enrollment processes.

Third SLO has been changed to assess the needs of our international student program.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Admissions & Records

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE

Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Career Services& Student Employment

Year in Review: 2010-2011

Program Coordinator/Supervisor:
Joseph Hankinson

Date Submitted: 10/14/2011

Program Goal/Mission Statement:

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

The Student Career/Employment Center provides students with the following services:

- Full-time & Part-time job listings
- Internship and Volunteer listings
- Job Search Workshops
- Career Planning Assistance and Assessments
- Resume Development
- Employment & Career Resources
- On-Campus Recruitment events & annual Career Fair --**Suspended due to budget cuts.**

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		

Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: Career Services & Student Employment

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
Faculty/Staff	Provide career services and employment opportunities to Miramar College students with very limited staff	Need dedicated staff. Currently, staff time is diverted to Assessment and DSPS proctoring, to the great detriment of Career Services. To meet increasing demands of a growing college, Career Services should have a director level position to supervise career counselors and other faculty, such as Work Experience. Need dedicated full time Senior SSA. Currently 90% of SSSA's time spent on Assessment. Need Career Counselor(s).	Continue to offer services and meet the needs of the Career Center with current staff, as much as possible.

Marketing & Outreach	<p>Placement Officer member of Marketing Committee and Outreach Committee.—Suspended. Conflicts with DSPS proctoring. Career Fairs suspended because of limited employer involvement due to recession. Due to increased workload with Assessment and DSPS proctoring, all off-campus outreach activities have been suspended.</p>	<p>Placement Officer could be more involved with community events if time was not spent entirely on Assessment. Career Center should not be tasked with English, math, and ESOL assessments and DSPS proctoring. I am no longer able to do my job as Placement Officer and attend job fairs and meet with employers to increase job opportunities for our students.</p>	<p><i>Goal: Assist with the marketing and outreach plans of the college.</i></p> <ul style="list-style-type: none"> - Career and Employment maintains an outreach calendar of events each month (job fairs, expos, street fairs, employer campus visits, etc.) —now done by Outreach. - Career and Employment collaborates with the campus outreach officer and the Placement Officer serves on the outreach subcommittee and the marketing committee —Suspended. Conflicts with DSPS proctoring.
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<p style="text-align: center;">Budget</p>	<p>Career Services and Student Employment manages to offer services to campus with budget that covers only salaries for two full time employees and some supplies. Staff time is 90% spent on Assessment and DSPS proctoring.</p>	<p>Need for increased funding to Career Center budget to decrease reliance on income from career fairs, which have decreased given the current budget situation.</p>	<p><i>Goal: Seek alternative resources for funding opportunities including state and federal grants during challenging economic times.</i></p> <ul style="list-style-type: none"> - Work to maintain quality student services during challenging state and local budget crisis and cutbacks. - Complete program review and student learning outcomes assessment cycle by October 15, 2011. Budget, planning and student learning outcomes to be linked to program review and annual outcomes. - Staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount - With the completion of the new student union building in 2012, 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 - Seek alternative resources for funding opportunities including state and federal grants.
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Facilities	<p>Career Services and Student Employment facilities plan submitted to architects for projected new student union building.</p>	<p>Need dedicated space. Current office is shared with three other programs!</p> <p>Looking forward to new building, but staffing issues will remain.</p>	<p><i>Goal: Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building.</i></p> <ul style="list-style-type: none"> - Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building. - Initiate planning for facilities, fixtures and equipment (FFE) stage for new student union building.
Operational Effectiveness	<p>We have done an exemplary job considering the extreme demands being placed on the Career Center and its staff of two people. We have been given full responsibility of not only the administration of English, math, and ESOL testing, but now we are also responsible to proctor the exams for thousands of students each year. Plus, we have also been burdened with DSPS proctoring, even though DSPS has a larger staff than the Career Center. As a result, the effectiveness of the Career Center is left wanting.</p>	<p>Need to more effectively capture walk in students in SARS to record more accurate numbers, but staff is stretched so thin, this is often not possible. Therefore, many walk-ins still not being recorded.</p>	<p><i>Goal: Maintain both quality and currency in delivery of student services.</i></p> <ul style="list-style-type: none"> - Maintain both quality and currency in delivery of student services. - Embrace and utilize emerging technology in delivery of student services. - Career and Employment staff participates broadly in college shared governance committees.— SUSPENDED DUE TO STAFFING. - To continue to be an effective Career and Employment center for the growing student population at Miramar College, as well as the increasing needs and demands of programs for placement statistics and employment data, more staff will be required, and most importantly, the Assessment functions should be moved to a more logical location. Assessment takes up at least 90% of current staff time, which limits the Career and Employment centers ability to expand services.

Professional/Staff Development	<p>Attend Poway Chamber of Commerce meetings and local job fairs/expos to obtain up-to-date employment information and career trends and network with community partners. Suspended due to increased work load in Assessment</p>	<p>Need additional time for Job Placement Officer to attend local events to gather relevant information for Career Center (currently time is spent almost entirely on Assessment).</p>	<p><i>Goal: Strive to continually update staff training.</i></p> <ul style="list-style-type: none"> - Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. - Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development.
Equipment/ Supplies	<p>Make the most of limited supply budget by being prudent with resources</p>	<p>Need for funding to renew maintenance agreement for heavy duty copier which currently serves four departments.</p> <p>Need for continual funding for color cartridges for LaserJet printer used to print job announcements.</p>	<p>Explore additional funding sources to renew equipment/supply resources needed in Career Center.</p>

<p>Community Partnerships</p>	<p>Receive employment information from dozens of employers in the community.</p> <p>Network with community partners at local chamber of commerce meetings and job fairs/expos. SUSPENDED DUE TO INCREASED ASSESSMENT DUTIES.</p>	<p>Numbers of available jobs for students should improve as the economy improves.</p> <p>As of 10/6/11, there are 405 active job postings on Jobconnect with over four thousand students seeking work.</p>	<p><i>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.</i></p> <ul style="list-style-type: none"> - Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants. - 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. SUSPENDED
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Enrollment Growth & Management	<p>In 2010-11, the Career Center proctored over 6000 assessment tests for math, English, and ESOL, not to mention the hundreds of phone calls, walk-ins, and re-tests we do for Assessment. Additionally, we are being required to proctor DSPS exams for about ten hours a week. This situation with Assessment leaves precious little time to do ANYTHING related to the Career Center.</p>	<p>Need to split Assessment off from Career Services so Career Services can focus on needs of growing student population.</p>	<p><i>Goal: Support the college in all areas of Growth and Management</i></p> <ul style="list-style-type: none"> - Career and Employment continue to play central roles in student matriculation at Miramar College. Without employment resources and access to job opportunities, students will not be able to secure employment in time to pay for tuition, books, and other living expenses. The center's career resources are crucial for students deciding career paths and majors. Without a major, it is difficult for students to complete the matriculation process by completing an education plan. 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. SUSPENDED
Additional information relevant to department:			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Career Services& Student Employment

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will learn to develop resumes that will allow them to apply effectively for employment	Students will be able to complete a resume	SARS data will be collected on students who meet with staff to develop a resume and ultimately succeed.	Data collected annually every Fall semester for the previous academic year.	17 in SARS. Many more done as walk-ins.	Very little time available for Career Center functions due to increased Assessment workload.
#2 Students will learn how to utilize online job posting resources	Students will successfully register to look for jobs through jobconnect.	Jobconnect website data will be collected on students who successfully log-in.	Data collected annually every Fall semester for the previous academic year.	4072 registered job seekers (for SDCCD) with over 378 active resumes.	Need staff time to better manage Jobconnect.
#3 Students will learn to identify skills and interests and how they align with possible career fields/majors	Students will successfully complete the Eureka microskills assessment.	SARS data will be utilized to monitor the number of students who successfully complete the assessment	Data collected annually every Fall semester for the previous academic year.	38 but many more listed as walk-ins who completed career assessments.	Very little time available for Career Center functions due to increased Assessment workload.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Need for dedicated staff to manage jobconnect website to ensure success.
- Increased availability of printed resources (interview techniques, resume, and career center resources flyers) for student utilization.

SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes DRAFT - Revised 6/30/09	
Program: Career Services& Student Employment	Year in Review: 2010-2011
STEP THREE: SUMMARIES	
A. Summary of program annual objectives: <i>List your program objectives/goals what did you hope to accomplish?</i> Career Services and Student Employment does an exceptional job assisting all Miramar students and alumni seeking assistance with an extremely limited staff (staff time is split with Assessment) and a space shared with three other programs.	
B. Summary of program outcomes: <i>List your program outcomes what did you achieve?</i> Continued to offer Career Assessment testing with Micro-Skills and MBTI, resume critiques, career planning and consultations, and job leads to all Miramar students and alumni seeking assistance with limited staff and facilities, while other colleges in our district have been cutting services.	
C. Summary of program recommendations: <i>List recommendations that should be considered for the next review period what could have been done differently?</i> Need to split Assessment off from Career Services with its own staff and facilities. Need for increased funds to Career Center budget to ensure that department is self-sustaining. Need for increased staff to better meet the needs of current and growing student population.	
D. Summary of Student Learning Outcome progress to date: <i>List any updates changes or data collected</i> Working to capture more accurate and descriptive data in SARS.	

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Career Services& Student Employment

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
STUDENT SERVICES MISSION STATEMENT
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.

Program: EOPS/CARE	Year in Review: 2010-2011
Program Coordinator/Supervisor: Joan Thompson	Date Submitted: October 13, 2011

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

APPROVALS		
TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: EOPS/CARE

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
Faculty/Staff	<p>EOPS/CARE is staffed by a faculty coordinator/counselor, one full time counselor, and one full-time student assistance technician.</p> <p>The staff works with students from diverse cultures, languages and socio-economic backgrounds.</p> <p>The staff includes speakers of at least 5 languages and members of Asian, Latino, Middle Eastern and Eastern European cultures.</p>	<p>Due to expected growth in EOPS/CARE eligible students in the next 5-8 years, there will be a need for an additional full-time counselor for the programs.</p> <p>An at least 60% contract classified position would reduce the turnover in student workers, reduce training costs and provide continuity to the programs administration.</p> <p>The program would need a 100% Director by 2012 with the expected growth of the college and increase of EOPS eligible students.</p>	<p>Plan to hire an at least 60% contract position when funds become available</p> <p>Work with other student services departments to develop staffing formula.</p>

Marketing & Outreach	<p>Coordinated with Financial Aid, through recruitment letters/emails sent to all financial aid applicants who meet BOGW A or B income criteria.</p> <p>Increased number of specific outreach activities for Foster Youth to at least four per year.</p> <p>Collaborated with campus marketing and outreach committees. Coordinator is a member of the campus Marketing Committee as well as the Outreach Task Force, and collaborates with several student services departments to improve outreach and in-reach efforts.</p> <p>Coordinated outreach efforts with the California Student Opportunity and Access Program (CalSOAP), the Promises to Kids "Guardian Scholars Program", and the San Diego County and Foster Youth Services (FYS)</p>	<p>Increase outreach and information sharing with community agencies.</p> <p>Work with Head Start programs in the community.</p> <p>Expand and keep current the EOPS/CARE websites.</p> <p>Conduct at least two specific outreach activities targeting teen parents and community organizations.</p>	<p><i>Goal: Provide materials on departmental services and application process to campus, institutional, and community partners.</i></p> <ul style="list-style-type: none"> - Continue to work with campus and community partners in a more limited fashion. - Conduct at least two outreach activities specifically for former foster youth. - EOPS/CARE collaborate with the campus outreach officer. The program coordinator serves on the outreach taskforce sub-committee.
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<p style="text-align: center;">Budget</p>	<p>Miramar EOPS/CARE tends to serve more students than the state budgets for.</p> <p>The program is committed to providing services to as many eligible students as possible.</p> <p>A focus group of students was conducted. Students said that they would be willing to receive a little less money in grants and book services so more students could receive EOPS/CARE services.</p> <p>The EOPS allocation for 2010-2011 was \$275,709. Of that, \$92,780 was allocated to direct student services such as books and transportation (34%) of the total allocation.</p> <p>The CARE 2010-2011 allocation was \$29,420. \$16,879 was allocated to direct student services and \$10,000 was allocated to direct student grants, (91.36% of the total allocation) and direct student services.</p>	<p>The unstable current budget for the next few years could severely reduce the number of students EOPS/CARE serves, and the services it provides (i.e. grants, counseling time, number served, and book awards).</p>	<p><i>Goal: Work to maintain quality student services during challenging state and local budget crisis and cutbacks.</i></p> <ul style="list-style-type: none"> - We will need to hire additional full-time classified and certificated staff. Our staffing needs to grow incrementally in line with our current ratio of 1 counselor to 250 students and 1 staff member to every 400 students.
<p style="text-align: center;">Facilities</p>	<p>EOPS/CARE is located in C-301. There is a small reception area that includes four work stations.</p> <p>The Coordinator/Counselor's and Student Assistance Technician's offices are just off this area.</p> <p>There is also one office for the full time counselor and one for adjunct counselors. The total square footage of the area is +/- 560</p>	<p>The current location is very cramped, especially when students are in the little lobby</p> <p>The student services building which is due for completion in 2013 is expected to meet the programs needs.</p> <p>The space needs to have a panic button.</p>	<p><i>Goal: Provide functional facilities and quality services.</i></p> <ul style="list-style-type: none"> - Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building.

Operational Effectiveness	<p>EOPS Technician serves as Classified Senate Treasurer.</p> <p>EOPS faculty and staff participate broadly in college, district, regional and state-wide level governance.</p> <p>Participation and membership include. EOPS Region X, Cal WORKs Region X, State Regional meetings, Academic Senate Executive Board, Classified Senate, Diversity & International Education Committee, Marketing, Outreach, Professional Development, Financial Aid, Accreditation, District Governance Committee (DGC) and College Executive Committee (CEC). CCCEOPSA Ex. Board</p> <p>Counselor contacts our new webmaster on a continuous basis to change and update any necessary information on the EOPS/CARE website</p>	<p>Reevaluate in what ways the staff can spend their time most effectively in serving students.</p> <p>Finish revising the EOPS/CARE website.</p> <p>Utilize technology such as email listserv to communicate with students in order to cut down on printing and postage expenses</p>	<p><i>Goal: Maintain both quality and currency in delivery of student services.</i></p> <ul style="list-style-type: none"> - Embrace and utilize emerging technology in delivery of student services. - Program coordinator continually monitors student appointments and walk-in traffic and adjusts counselor hours to meet student needs. - EOPS/CARE faculty participate broadly in college- and district-level shared governance. - Counselors and classified staff continue to participate in college-wide hiring committees.
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Professional/Staff Development	<p>Coordinator and Counselors participate in professional development activities such as CSU, UC, CCCEOPSA & Cal WORKs conferences, Chancellor Office training, campus activities.</p> <p>Coordinator and Counselor attended the CCCEOPSA Conference in October 2010 in San Diego, California. Coordinator and EOPS Tech attended the State Chancellor's Office EOPS/CARE Technical Training in March 2011.</p> <p>Regular staff development conducted for staff.</p> <p>EOPS Tech is in a Counseling Masters Program. We encourage all staff to take professional development classes and attend workshops if possible.</p>	<p>Develop a more formal training program for peer/hourly staff. Add information to the current peer/hourly staff training manual</p> <p>Provide certificated and classified staff with learning opportunities.</p>	<p><i>Goal: Participate in on-going training for faculty and staff on best practices for EOPS/CARE students, as well as any changes to state regulations.</i></p> <ul style="list-style-type: none"> - Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. - Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development.
Equipment/ Supplies	<p>All student academic records are on the District data base (ISIS) as are student records relating to financial aid and participation in EOPS/CARE (FAIM)</p> <p>EOPS is in the process of establishing a system to use a document imaging system to input its student records.</p>	<p>Computers and other equipment should be updated per the campus policy/timeline.</p>	<p>Develop technology plan with student services departments.</p> <p>Develop plan to keep equipment such as fax, copier, printer, computers repaired/replaced as needed.</p>

Community Partnerships	<p>EOPS/CARE maintains active partnerships with the SDUSD, Poway Unified School District, Head Start Programs, Foster Youth, CalSOAP and other community agencies and universities.</p> <p>Participated in a number of events designed for foster youth, to include Career Day and All-College Fair.</p>	<p>Continue networking with community and educational partners to maximize resources/opportunities for current and potential students.</p>	<p><i>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.</i></p>
Enrollment Growth & Management	<p>In 2010-2011, 7,104 potential participants were contacted via SAM system.</p> <p>In 2010-2011, EOPS served 398 students, and CARE served 23 students. While the EOPS program served over its funded cap by 195 students, about 220 EOPS eligible students were not able to be served. The CARE program remained the same</p> <p>We have also purchased outreach materials to be distributed at all campus outreach events.</p> <p>Worked with CARE and Cal WORKs populations and community resource agencies for Toys-for-Tots holiday event and Parents Day Tea Party.</p>		<p><i>Goal: Ensure that we serve the most underserved students on campus.</i></p> <ul style="list-style-type: none"> - Due to budget cuts, EOPS/CARE will not be able to serve all eligible students. - Conduct focus groups of EOPS/CARE students to see how they would like the programs restructured due to reduced funding. - Reduce students served to more closely align with the reduced student cap. - Plan and develop an equitable way to reduce number of students served. - Participate in Basic Skills meetings to work collaboratively with instruction toward efforts of retaining and increasing student success of basic skills students.

Additional information relevant to department:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: EOPS/CARE

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will comply with EOPS requirements by turning in their EOPS projects by the deadline.	Students will turn in their projects by the set deadlines given during their EOPS orientation.	Dates captured on ISIS of when and whether or not students turned in their projects by deadline.	Each year at the end of Spring semester	In Fall 2010, 283 students out of 356 turned in their projects by the deadline. In Spring 2011, 103 students out of 289 turned in their projects by the deadline	For Fall 2010, 79.5% of our students in the program turned in their projects by the deadline. In Spring 2011, only 35% turned in their projects. There is a significant drop of compliance in the Spring semester to be further explored.

#2 EOPS students will utilize their priority enrollment	District reports number of students who register during EOPS priority enrollment	District report	Each semester after the EOPS priority enrollment date.	<p>In Fall 2010, 198 students out of 367 students utilized their priority registration.</p> <p>In Spring 2011, 234 students out of 305 students utilized their priority registration.</p>	<p>For Fall 2010, 54% of our students utilized their priority enrollment. This is an increase in the use of priority registration from Fall 2009, where 42% of students utilized their priority registration.</p> <p>In Spring 2011, 77% of our students utilized their priority enrollment. This is an increase in the use of priority registration from Spring 2010, where 65.9% of our students utilized their priority registration.</p>

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Development and implement additional effective strategies to meet the over and above needs of EOPS/CARE students given the current budget reality
- Become more technologically savvy through the revamp of our website and use other forms of technology, to meet the communication avenues of students
 - Refine the training process for front office staff so the office runs more efficiently & effectively.
 - Increase the effort to inform students about campus services.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: EOPS/CARE

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals what did you hope to accomplish?

- Maintain the integrity of the program to serve low-income underprepared students
- Plan to hire an at least 60% contract position when funds become available
- Work with other student services departments to develop staffing formula.

B. Summary of program outcomes:

List your program outcomes what did you achieve?

- EOPS serves students from diverse cultures, languages and socio-economic backgrounds. Therefore, the staff includes speakers of at least 5 languages and members of Asian, Latino, Middle Eastern and Eastern European cultures.
- Coordinating with Financial Aid, recruitment letters/emails are sent to all financial aid applicants who meet BOGW A or B income criteria. The BOGW income criteria are built into the Student Aid Management System (SAM).
- EOPS/CARE provides outreach to middle schools and high schools.
- EOPS/CARE also coordinates outreach efforts with the California Student Opportunity and Access Program (CalSOAP), the Promises to Kids "Guardian Scholars Program", the San Diego County and Foster Youth Services (FYS)

C. Summary of program recommendations:

List recommendations that should be considered for the next review period what could have been done differently?

- Explore possibility of funding sources off the campus: business, community agencies, organizations, and grants
- Deliver services in ways that serve students even though there may be a reduction in staffing. This could include group counseling sessions, group activities and projects.
- Coordinate with other student service departments to avoid duplication of services
- Limit the number of students served to the number actually budgeted for..

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

- For Fall 2010, 79.5% of our students in the program turned in their projects by the deadline.
- In Spring 2011, only 35% turned in their projects. There is a significant drop of compliance in the Spring semester to be further explored.
- For Fall 2010, 54% of our students utilized their priority enrollment. This is an increase in the use of priority registration from Fall 2009, where 42% of students utilized their priority registration.
- In Spring 2011, 77% of our students utilized their priority enrollment. This is an increase in the use of priority registration from Spring 2010, where 65.9% of our students utilized their priority registration.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: EOPS/CARE

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE

Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Student Affairs

Year in Review: 2010 - 2011

**Program Coordinator/Supervisor:
Adela M. Jacobson**

Date Submitted: June 14, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs	Adela M. Jacobson	
Vice President, Student Services	Peter Fong	
PR/SLO Taskforce Co-Chair:	MaryAnn Guevara	

DRAFT - Revised 6/30/09

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW

ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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Faculty/Staff

Strengths/Accomplishments. In conjunction with the Deans of Student Affairs within SDCCD, Policy 3100 Student Rights, Responsibilities and Administrative Due Process has been revised and approved through the Shared Governance process. In addition, Manual 3200 which governs the operation of clubs and organizations on campus has also been revised and approved.

Continued collaboration with deans, faculty and staff has taken place in order to address problematic behaviors that have been disruptive to the college.

The Student Affairs Behavior Referral guide that was previously developed to assist administrators, faculty and staff to identify student behaviors and appropriate offices that may assist the students has been shared at Convocation. This document has been placed on the faculty web site and has served to educate the college about sources of support. Dissemination of this information has been wide spread.

The Senior Secretary to the Dean of Student Affairs position was filled in November of 2010. This has been a big help to faculty and staff whom have needed to interact with Student Affairs and has brought a sense of stability to the office. In addition, this year, beginning in January, the office was joined by two work study positions, which has been extremely helpful

Needs: There is a continued need to develop and build a full spectrum Student Affairs program with leadership courses, campus events and encourage a campus climate that embodies extracurricular engagement, where learning is the key. While the budget is problematic and this won't happen for some time, it is important to continue to explore cost effective ways of furthering development in this area.

In order to achieve this end, it would be necessary to expand contract staffing in the office. This cannot be achieved by two staff members alone. As the campus grows, it is recommended that a staffing development plan be implemented to meet the population growth and facilities expansion of the campus. While work study positions are helpful, the consistency and ability to expand a program requires an investment of contract staffing

While there has been an increase in the understanding of how to address problematic student situations, it is important to work closely with the various schools to improve understanding of appropriate ways of handling student behaviors.

Goals: Continue to try to hire a Work Study students to assist in the office and meet all of the goals to develop student life

Discussions about the development of a college complaint resolutions process experienced some challenges. Therefore, it is best for Student Affairs to develop other effective strategies to help faculty, students and staff understand the various processes for handling complaints

Marketing & Outreach

Strengths/Accomplishments: During the 2010/11 academic year, a complete revision of the commencement website ensured that appropriate advance knowledge of the commencement took place. As a result the event was much more efficient this year.

An additional marketing piece was developed in conjunction with the evaluators and the colleges. This piece was helpful since all key deadline dates were advertised.

A large banner was purchased by Associated Students as a backdrop to the stage for commencement. This banner promoted the commencement ceremonies to families and guests of the graduates and created a greater sense of celebration at the event.

While budget resources have been limited this year there has been excellent communication, collaboration and coordination of various outreach activities

In addition, collaboration with Associated Students took place in order to continue to support the Jets Jump Start Orientation program for new prospective students at Miramar College

Needs: Due to the fact that we have had ample programs for commencement for multiple years, it has made fiscal sense to utilize existing resources before a new image for commencement is created. While it may be that we will just have enough programs for this upcoming year, it is important to develop a new image for the promotion of commencement in order to create a cohesive look for 2011-2012.

The items that will need to be developed are for the following pieces. Invitation, program, flyers, posters and bulletin boards. While the contents of the web page have been redesigned, a new image should be created in conjunction with the new look of the college web site.

Goal: Continue to implement advertising of commencement as early as possible.

Explore improved methods of communicating with students who are eligible to graduate and participate in commencement. Analyze whether existing technology can support the dissemination of information to improve the response to commencement registration.

Work with the Communications Office to develop a new image for commencement and determine the implementation date considering the fact that we need to utilize existing resources and programs in stock.

<p style="text-align: center;">Budget</p>	<p>Strengths/Accomplishments: While the Student Affairs budget is inadequate to support full spectrum services to students, the office staff are very creative when using materials at their disposal and are very supportive of students with what is available.</p> <p>In order to ensure confidentiality a cross cut shredder was purchased this year.</p> <p>In order to bolster effectiveness in the office, with no budget to hire additional staff, 2 work study positions were identified and hired to provide necessary support.</p>	<p>Needs: It would be ideal to expand the Student Affairs budget to allow for conference attendance by the administrator and staff to maintain currency in the leadership field and to improve technology. This should improve programs and services to students as well as effective approaches to developing program visibility and reporting.</p> <p>As the budget situation in California improves, it will become important to fund the Student Services Assistant position that was listed as a priority by the hiring committee.</p> <p>The staffing level is inadequate to fully meet the needs of students and to fully develop campus life.</p> <p>In order to improve student life, look at partnering with Associated Students to see if some of the costs for leadership research, training and resource development are appropriate for budget allocation by Associated Students</p>	<p>Goal: <i>Ensure that the quality of programs and services that are offered by Student Affairs continue to be effective during economic challenging times</i></p> <p>In order to build a full spectrum Student Affairs program, with leadership courses, campus events and an environment that embodies extracurricular engagement, it is necessary to explore options to support student leadership. Meet with Associated Students to identify leadership needs and ways that they can fund the develop of plans for enrichment in this area.</p>
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<p style="text-align: center;">Facilities</p>	<p>Strengths/Accomplishments: The program staff members are very excited about a new facility being built for all of student services. This will help to create a vibrant student life on campus and serve as the hub of a myriad of activities</p> <p>The Dean of Student Affairs has met on an on-going basis with the Health Services Supervisor and the Mental Health Counselor to develop plans for the soon to be remodeled facility. The Dean also met with Outreach and Assessment to provide on-going support with plans for the Welcome Center.</p> <p>Additional Work Study positions were identified and hired and have been a huge support to Student Affairs. As a result improved office coverage had resulted</p>	<p>Needs: Due to limited space, storage is a challenge in the current facility. Additionally, there are safety concerns, since often only one person is in the facility and there seems to have been an increase in challenging Policy 3100 cases. It is recommended that the hiring of one additional person is needed for security. Additional work space should be designed to provide for staffing which will also address the customer service needs of students and the public for this high traffic front office. This will enable the Senior Secretary to perform the duties of her position instead of that as a receptionist.</p>	<p>Goal: Ensure effective planning of Student Services facilities by supporting of programs that report to Student Affairs.</p> <p>Continue to meet with Health Services, Mental Health Services, Outreach and Assessment in the development of needs for FF&E requests and the eventual move into the Welcome Center.</p> <p>Continue to assist the VPSS and Architects and respond to the needs of the architects in order to stay on track for the Cafeteria/Bookstore/Student Union building.</p>
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Operational Effectiveness

Strengths/Accomplishments: The office team is very friendly and goes above and beyond to help students with their needs. It is so critical that every effort is made to help students with their questions and provide them with the time that is necessary for them to feel connected to the college and to succeed.

The Student Affairs Office serves in a central role within Student Services. Because of the limited administrative structure, many projects, programs, initiatives and responsibilities are lead by Student Affairs in collaboration with many departments within the Student Services Division. It is important to continue to support the Administrative infrastructure and leadership of this division

Office Signage has been improved and utilization of the office interior and exterior bulletin boards has served as an effective vehicle for sharing information with students

A great deal of time has been spent in developing mastery over current technology to improve office operations. However, further development is needed in this area.

The quality of delivery of services and assistance has improved to the general student population.

Needs: Since the Student Affairs office appeals to the interests of the general student population and tends to serve as a point of entry to student services, it is important to always analyze and explore methods of improved communication to students. Due to lack of resources it has not been possible to achieve this goal. However due to its importance this remains a goal that merits achievement when possible.

The staffing situation continues to be important but less desperate since we have 2 work study positions that have provided assistance. However due to the fact that we have insufficient levels of contract staff, there are limits as to what can be achieved

In order to accomplish the growing needs of the campus, a strong infrastructure is necessary. Another staff position is essential.

Goal: Ensure effectiveness of services to students and the college.

Explore and begin to seek training to improve mastery over emerging technology in delivery of student services.

Continue to seek staffing support to improve office operations and services to students. Since contract positions are frozen currently, continue to explore the hiring of work study positions and seek consistency if possible.

Professional/Staff Development	<p>Strengths/Accomplishments:</p> <p>Since a new Secretary was hired half way through the academic year, adjustment to the position was the main focus along with training regarding Miramar College's processes and procedures.</p> <p>Associated Student Council attended 4 major conferences during the academic year. One of the conferences was a national conference and focused on student leadership. All who participated received the American Student Government Association leadership training certificates of completion.</p> <p>The contract staff members are resourceful and find ways to remain current with campus processes and technology, by attending district and campus sponsored trainings, as is the same case with the administrator of Student Affairs</p>	<p>Needs: Should more training opportunities exist, this would allow for more comprehensive knowledge of technology which would enhance the ability to perform at a higher level. This would be beneficial to the Senior Secretary position.</p>	<p>Goal: Support Staff Development plans for programs and individuals who report to Student Affairs</p> <p>Meet with staff to develop plans for continued professional development given economic constraints and continuing needs to develop ways to better serve students.</p> <p>Continue to support the professional development of students in Associated Student Council through conference attendance.</p> <p>Meet with the Leaders who report to Student Affairs and explore resource sharing so that staff might be able to support each others development with regard to technology or other needs</p>
Equipment/ Supplies	<p>Strengths/Accomplishments. The Staff in the department are very resourceful with limited budgets.</p> <p>The multi system Fax/Scanner that was previously purchased in 2009/10 has improved services tremendously. Full utilization has taken place and as a result the office is now able to scan images into PDF format.</p> <p>In addition, a cross cut shredder was purchased out of departmental funds which were augmented by the Vice President's budget, in order to ensure confidentiality of student records. This has been a huge improvement to the operations of Student Affairs</p>	<p>Needs: At some point within the next few years the existing computers may need to be replaced.</p> <p>It is also important to purchase a heavy duty stapler and paper cutter to manage the various small projects that are necessary in the office.</p> <p>In order to improve communication at commencement, it is important to purchase easels for the display of key information.</p>	<p>Goal: Identify a way to purchase a heavy duty stapler and paper cutter.</p>

Community Partnerships	<p>Strengths/Accomplishments: The Dean of Student Affairs and Outreach Coordinator meet weekly in order to discuss outreach needs and plans to improve access to the college by prospective students. In addition, there is a great deal of collaboration between Outreach and the Communications Office</p>	<p>Needs: The Outreach and Financial Aid Office is very short staffed. As a result continued collaboration regarding outreach is important when addressing the needs of prospective students in the community</p>	<p>Goal: Ensure visibility of Miramar College through collaboration with Communications Office and Associated Students.</p> <p>Continue to work with Outreach Coordinator to maintain partnerships with local service area high schools and college fairs as well as Ambassador related events.</p> <p>Continue to support participation in board meetings, college fairs, street fairs and related activities.</p>
Enrollment Growth & Management	<p>Strengths/Accomplishments: A great deal of collaboration exists between Outreach and the Communications office to successfully market the course offerings and services available to our prospective student populations.</p> <p>Continued discussions have taken place about the budget, course offerings and information to share with the public. These discussions have taken place with Deans Council, Outreach and the Marketing and Outreach Committees.</p> <p>Served as an active member, representing student services, at Dean's Council with regard to enrollment management and services to students.</p> <p>Annual partnership agreements with the high schools have been updated.</p>	<p>Needs: The need exists to continue to collaborate with the Public Information Officer as well as the Dean of Instruction and Outreach Coordinator to support enrollment management and enrollment growth.</p>	<p>Goal: <i>Ensure services are consistent with local feeder student population.</i></p> <p>Work with Outreach Coordinator to focus on "in-reach," services to current students</p> <p>Work with Outreach Coordinator to maintain college visibility in local service area by updating high school partnership agreements</p> <p>Participate in discussions at Dean's Council to evaluate and implement ways to improve enrollment management in ways that are sensitive to limited campus resources.</p> <p>Respond to the needs of the high schools, by ensuring good dissemination of information regarding key information via electronic communication such as news letter and face to face meetings with Principals and head counselors.</p>

Additional information relevant to department:

Student Affairs is a two person office, which handles a myriad of emergencies on a moment to moment basis. It is impossible to plan for emergencies, but is necessary to be able to respond and be flexible in order to meet the needs of faculty and staff as it relates to the Student Code of Conduct, in addition to serving students as they come in for assistance, providing management oversight for a variety of offices, meet the needs for representation on many committees, and especially to assist and support Associated Students and Clubs and organizations as well as campus life. As a result, additional support is critical to improve overall functioning of this office.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Student Affairs

Year in Review: 2010- 2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
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As a result of conference participation student leaders will learn the importance of student engagement and decision making.	Students will indicate increased knowledge regarding leadership on a conference survey.	Data will be collected and analyzed via surveys about conferences attended.	At end of each academic year.	<p>The number of new pieces of knowledge learned.</p> <p>Nine Associated Student leaders attended conferences.</p> <p>Students participated in a total of 3 conferences and one major retreat to include</p> <ol style="list-style-type: none"> 1. California Community College Student Affairs Association Leadership Conference in Costa Mesa 2. National America Student Government Association Citizen and Advocacy Conference in New Orleans 3. Student Senate of the California Community Colleges Fall and Spring Conferences 	<p>As a result of conference attendance, on average students learned 6.2 new things about leadership. Some of the knowledge and skills that students acquired are:</p> <p>Understanding how legislation works, Public Speaking Skills, How to write amendments to current bills, parliamentary procedure, Roberts Rules of Order, How to communicate with Senators, How to lobby for California Community Colleges and advocate for key student issues, Brown Act, teambuilding, creating effective work relationships,</p>
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As a result of participation with Associated Student Council and reviewing a checklist for successful event planning, students will learn and be able to communicate regarding effective planning	Students will learn and be able to communicate at least 5 essential components of effective planning	Data will be collected and analyzed via an event planning quiz after each event that students Coordinate.	At the end of each academic year.	The number of key components listed on the quiz. A total of 9 surveys were disseminated to the students and 7 were completed and returned. Associated Student Leaders were able to identify at least 5 components of successful event planning by learning about how to plan events and by participating in actual event planning.	As a result of participation in Associated Students Council, students learned on average 8 28 key components of successful event planning. Some of the components that were identified are as follows: Strong communication Delegation Early planning Budget planning Teamwork Dependability Follow through Publicity Scheduling facilities How to schedule speakers Allowing for last minute changes
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As a result of participation with Associated Student Council and reviewing a checklist for successful event planning, students will learn and be able to communicate regarding effective planning	Students will learn and be able to communicate at least 5 essential components of effective planning	Data will be collected and analyzed via an event planning quiz after each event that students Coordinate.	At the end of each academic year.	The number of key components listed on the quiz. A total of 9 surveys were disseminated to the students and 7 were completed and returned. Associated Student Leaders were able to identify at least 5 components of successful event planning by learning about how to plan events and by participating in actual event planning.	As a result of participation in Associated Students Council, students learned on average 8.28 key components of successful event planning. Some of the components that were identified are as follows: Strong communication Delegation Early planning Budget planning Teamwork Dependability Follow through Publicity Scheduling facilities How to schedule speakers Allowing for last minute changes
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As a result of participation with the voter registration process, Associated Student Council members will learn about voter registration requirements through providing classroom presentations, staffing information tables and encouraging students on campus to vote. While we did not have a special election this year. Students engaged in various activities since there was much at stake with the state budget. Discussion and planning took place at ASC meetings as well/	Students will gain new knowledge regarding the voter registration process.	Data will be collected through surveys.	Data will be collected and analyzed after each voter registration Drive.	Correct responses from survey will reflect the number of accurately completed voter registration packets. 9 Student Leaders participated in the voter registration activities and 7 students returned the surveys.	Of the surveys about the voter registration process, 7 surveys out of 9 were submitted by AS Council members were 100% correct. Students were able to identify the key components to being able to register in the State of California. In order to be allowed to register; one must be 1. A US Citizen 2. A California resident 3. At least 18 yrs 4. not in prison or on parole 5. Not declared Mentally incompetent by court action
Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action): <ul style="list-style-type: none"> • Explore the implementation of the Socially Responsible Leadership Scale assessment through the National Clearinghouse for Leadership Programs. • Determine if there are costs involved and if so meet with Associated Student Council to see if they would consider sponsoring this assessment • Seek additional support for development of student life on campus within student services • Improve commencement web site and marketing 					

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Student Affairs

Year in Review: 2009-2010

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals: what did you hope to accomplish?

Continue to develop ways to improve services to students and the campus, such as

- * Improve staffing
- * Improve web page for commencement
- * Improve office signage as a way of improving communication
- * Improve the fee deferment process
- * Share information from conferences attended with Associated Students Council to improve office professional development
- * Attend free District trainings when possible to remain current with various policies, services and practices
- * Continue with planning for the new student services building
- * Implement cost saving measures to save money

B. Summary of program outcomes:

List your program outcomes: what did you achieve?

- * Improved marketing for commencement
- * Improved methods for handling complaints related to student behavior
- * Increased the number of Clubs and Organizations on campus and participation in Associated Students
- * Increased technology in the office through the purchase of a fax/scanner combination unit

C. Summary of program recommendations:

List recommendations that should be considered for the next review period: what could have been done differently?

- * Continue to improve instrument to measure leadership development for Associated Students Student Learning Outcomes
- * Continue to improve student life and participation in campus clubs and organizations
- * Continue to improve methods for handling complaints related to the student code of conduct

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

The Student Learning Outcomes have been completed for Associated Student Council. Data has been collected and analyzed as well as summarized in writing. We are in the second year of collecting and analyzing data. As a result we are beginning to develop a culture of evidence

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Student Affairs

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE

Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Assessment	Year in Review: 2010-2011
Program Coordinator/Supervisor: Joseph Hankinson	Date Submitted: 10/14/2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: Assessment

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
Faculty/Staff	Assessment does a remarkable job of meeting student needs for ESOL testing, re-testing in English and math, and scheduling and administering English and ESOL challenge exams with very limited staff. Staff is split between Career Services and Assessment. This situation worsened significantly in 2010, with budget cuts forcing the elimination of all Independent Learning Center support for Assessment. ALL English, math, and ESOL tests now administered by the Assessment Center, which is actually the Career Center. In addition, the Career Center is now also responsible for about ten hours a week to cover DSPS proctoring, since the stand-alone assessment offices at the other colleges were doing the same. Except, we are not a stand-alone Assessment Center, but a collateral duty of the Career Center.	Require dedicated staff for Assessment. Until we have a dedicated Assessment staff, we at least need to restore funding to the ILC to conduct Accuplacer testing.	Space issues should be resolved with split from Career Services as new student union building is completed. Staff issues will need to be addressed.

Marketing & Outreach	<p>Provided testing at the feeder high schools for spring 09 and all semesters prior.</p> <p>Due to budget crises, Assessment was directed to suspend testing at the high schools for 2010/2011</p>	<p>Need dedicated Assessment staff to restart testing at the feeder high schools.</p>	<p><i>Goal: Assist with the marketing and outreach plans of the college.</i></p> <ul style="list-style-type: none"> - Assessment maintains a calendar of testing availability times and dates. - Assessment collaborates with the campus outreach officer and the supervisor serves on the outreach subcommittee and the marketing committee.
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<p style="text-align: center;">Budget</p>	<p>Assessment is supported by Matriculation for the purchase of Accuplacer test units and companion test booklets.</p> <p>Support staff for the ILC to support Assessment had been paid for by Matriculation since we began computerized assessment almost ten years ago. Due to budget cuts, the funding from Matriculation went away, placing the entire burden for all English, math, and ESOL testing on the Assessment Center.</p>	<p>Continued need for Accuplacer test units and companion test booklets, as well as dedicated staff and space.</p>	<p><i>Goal: Seek alternative resources for funding opportunities including state and federal grants during challenging economic times.</i></p> <ul style="list-style-type: none"> - Matriculation cuts impact purchasing of Accuplacer tests - Complete program review and student learning outcomes assessment cycle by October 15, 2011. Budget, planning and student learning outcomes to be linked to program review and annual outcomes. - Staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount. - With the completion of the new student union building in 2012, 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. - Seek alternative resources for funding opportunities including state and federal grants
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Facilities	<p>Assessment is fortunate to have the cooperation of the ILC to administer Accuplacer tests. Since budget cuts, this is no longer true! Serious impact on Assessment Center. For retesting and challenges, the absence of a dedicated testing space requires the limiting of scheduled times to when the Placement Officer's office or the Honors' office is available. ESOL testing is done in reserved classrooms.</p>	<p>Need dedicated testing facilities—small room and large computer lab</p> <p>Currently included in plans for renovated library.</p>	<p><i>Goal: Participate in meetings with architects in throughout 2011 to discuss Assessment facility needs in new location, to include dedicated testing lab and private testing room.</i></p> <ul style="list-style-type: none"> - Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student services facility. - Initiate planning for facilities, fixtures and equipment (FFE) stage for new student union building.
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Operational Effectiveness	<p>The Assessment Center is responsible to provide accurate, convenient, and meaningful assessment tests in a safe, clean, quiet, comfortable, and easily accessible environment, and to ensure students understand how the assessment process prepares them for college. We accomplish this goal through a very convenient testing schedule for math and English on Accuplacer, Greatly reduced due to budget cuts! and flexible schedules for ESOL, English challenge, and paper pencil second chance exams in English and math. Far less flexible due to budget cuts. The way the Assessment Office is able to accomplish these many tasks has been through a collaboration with the LRC and utilization of its staff. Cancelled due to budget cuts. All English, Math, and ESOL assessment testing now conducted by Assessment Center staff of two people (who are actually supposed to be running the Career Center)</p>	<p>To meet current need and anticipated growth, the Assessment Center needs to have its own office and testing rooms, as well as a dedicated director and testing technician and staff</p>	<p>Goal: <i>Maintain both quality and currency in delivery of student services during challenging financial environment.</i></p> <ul style="list-style-type: none"> - Maintain both quality and currency in delivery of student services. - Embrace and utilize emerging technology in delivery of student services - Assessment is currently part of the Career and Student Employment Center, and is supervised by the Placement Officer. This arrangement has obvious limitations for a growing college. Currently the demands of the two programs (which have absolutely no demands in common) are juggled by the FT staff of two people. - Assessment staff participates broadly in college shared governance committees.
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Professional/Staff Development	<p>Due to severe budget cuts, Assessment Center staff has had no time for professional development or training, and the Assessment Center has no budget for it</p>	<p>Need dedicated staff, space, and resources for Assessment Center. Assessment is currently another sign on the door of the Career Center, and is not well supported by the college.</p>	<p><i>Goal: Strive to continually update staff training.</i></p> <ul style="list-style-type: none"> - Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. - Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development.
Equipment/ Supplies	<p>Accuplacer test units were purchased for the purposes of placement in English and math.</p>	<p>There is a need for software to offer on-line ESOL testing.</p>	<p>Continue to maintain services to serve the matriculation function in light of budget restraints.</p>
Community Partnerships	<p>Provided testing at the feeder high schools for spring 09 and all semesters prior.</p> <p>Due to budget crises, Assessment was directed to suspend testing at the high schools for 2010/2011.</p>	<p>Require dedicated staff/resources to begin offering assessment testing again at local feeder high schools</p>	<p><i>Goal: Utilize current partnerships and develop new partnerships to search for new funding opportunities.</i></p> <ul style="list-style-type: none"> - Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.

Enrollment Growth & Management	<p>In July of 2010, due to decrease in Matriculation funding, the ILC refused to administer further Accuplacer tests, placing a very large burden on the paper thin staff of the Career Services/Assessment office. At the same time, we were also given DSPS proctoring for twelve hours a week, further adding to the strain. Hours for Accuplacer testing were drastically reduced, and fewer ESOL tests are available due to the cuts.</p>	<p>To meet current need and anticipated growth, the Assessment Center needs to have its own office and testing rooms, as well as a dedicated director and testing technician and staff</p>	<p><i>Goal: Support the continued growth of the college by maintaining flexible assessment hours.</i></p> <ul style="list-style-type: none"> - Assessment encourages growth and management by providing students with a very flexible and accommodating schedule for Accuplacer math and English testing. <u>Curtailed</u> - ESOL assessments are scheduled at a variety of times and days, and additional ESOL exams are scheduled when required. <u>Reduced</u>
<p>Additional information relevant to department:</p> <p>Assessment staff and space is split between Career Services and Assessment. When Assessment is serving a large number of students, Career Services suffers, and the opposite is also true. Recommend dedicated space and staff for Assessment. Also recommend obtaining on-line testing for ESOL. Situation has been made markedly worse by the refusal of the ILC to offer any further assistance with Accuplacer, and with the additional burden of DSPS proctoring. The additional work would be cumbersome for an Assessment office that has a dedicated staff, but is especially so for an office that is only doing Assessment "part-time."</p>			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: Assessment

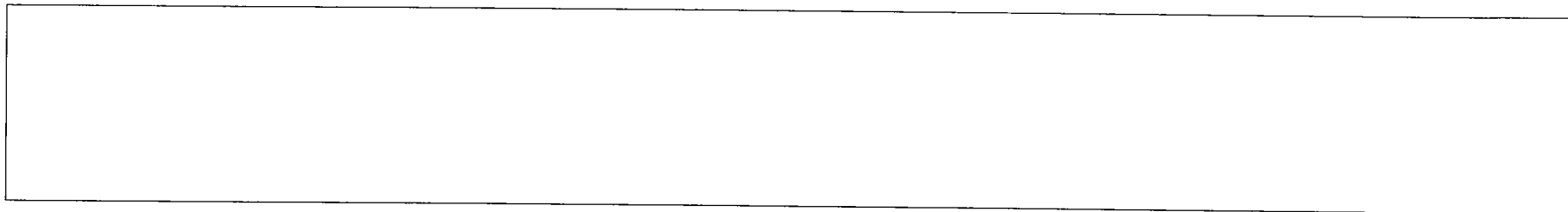
Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will learn to accurately select the English or ESOL test, and when conducting paper/pencil tests, the appropriate level of math—basic or intermediate algebra	Number of students completing math, English, and/or ESOL testing.	Accuplacer and SARS data.	Fall semester for the previous academic year	6633 tests given by Assessment staff.	Incredible number of tests given by staff of two people. Need dedicated staff.
#2 Students will learn placement re-test information and the assessment process	Students will meet with a Counselor prior to scheduling an appointment to take a re-test	SARS data will be collected on number of students who schedule a re-test after meeting with counselor.	Fall semester for the previous academic year.	59 retests given.	100% of students who were re-tested met with a counselor first.
#3 Students will learn Matriculation steps, basic placement test information, and the assessment process.	Students should successfully complete the Miramar On-line Orientation prior to taking a placement test	Students turn in signature page to counseling after completing on-line orientation.	Fall semester for the previous academic year	211 signature pages turned into counseling	Far fewer students completing on-line orientation than when it was administered by the ILC prior to Assessment testing.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Assessment staff and space is split between Career Services and Assessment. When Assessment is serving a large number of students, Career Services suffers, and the opposite is also true. Recommend dedicated space and staff for Assessment. Since the elimination of Matriculation funding for the ILC, Assessment now takes up to 90% of our time, as opposed to the 50% in years past.
- Also recommend obtaining on-line testing for ESOL



SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Assessment

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals what did you hope to accomplish?

Students should be able to perform walk-in assessments on Accuplacer, or sign up for ESOL, re-tests, or challenge exams, complete the assessment test, and understand the appropriate math, English, or ESOL class for which they should register. Students should also understand how the assessment process is designed to enhance their probability of success in college level math, English, and ESOL courses.

B. Summary of program outcomes:

List your program outcomes what did you achieve?

Since the elimination of Matriculation funding for the ILC to assist with Assessment testing, the entire burden of English, math, and ESOL testing has fallen on the limited staff of the Career Center. Before, the Career Center was asked to supervise and administer the Assessment program as a collateral duty, but now the Career Center is being tasked with administering ALL assessments. In addition, the Career Center has also been assigned ten hours a week of DSPS proctoring, leaving precious little time for Career Services

C. Summary of program recommendations:

List recommendations that should be considered for the next review period what could have been done differently?

Outdated equipment for scoring ESOL and paper/pencil re-tests. Limited testing hours for Accuplacer due to elimination of ILC assistance Lack of dedicated testing room Lack of dedicated staff and supervision Elimination of DSPS proctoring.

D. Summary of Student Learning Outcome progress to date:

List any updates changes or data collected

The numbers necessitate a dedicated staff for Assessment.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Assessment

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes <i>STUDENT SERVICES MISSION STATEMENT</i> <i>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.</i>		
Program: Counseling/Mental Health		Year in Review: 2010-2011
Program Coordinator/Supervisor: David M. Navarro/Alice Nelson		Date Submitted: 10/14/11
Program Goal/Mission Statement: The goal of the San Diego Miramar College Counseling Department is to provide comprehensive programs and services that empower students to identify and achieve educational, career and personal goals to meet life's opportunities and challenges.		
APPROVALS		
TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: Counseling/Mental Health

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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Faculty/Staff

General Counseling staff consists of eight, tenured track faculty on eleven month contracts, one mental health counselor on a eleven month contract, .20% adjunct at MCAS, 40% eleven month contract, .38% general counseling adjunct, .20% Personal Growth adjunct, one Pro-rata counselor, one supervisor, one full time support staff and one .60 percent support staff.

All counseling faculty are subject matter experts who meet minimum qualifications in their faculty service area.

Counseling faculty participate in the Campus Governance process.

The Department participates and follows the timeline for faculty and staff evaluations and provides students the ability to evaluate faculty each semester.

Counseling faculty act as liaisons to CTE programs.

Counseling faculty act as liaisons to the athletic department.

Counseling faculty participated as mentors in the San Diego & Imperial Counties Community College Association (SDICCCA) Institute.

The Counseling department continues to support the Mental Health Program.

The Counseling Department continues to provide counseling services to Marine Corp Air Station, in addition it has continued to do classroom visits to basic skills classrooms for English and math. It also support the District wide Freshmen Year Experience program as well as the campus Jet Jump Start Orientation. The department also provides counseling at NTC for the fire science program

Move the Mental Health Program away from general counseling services and attach it to Health Services to meet HIPPA requirements. In addition the Mental Health Counselor contract should be facilitated by the Health Services budget.

With the completion of the New Student Services Center in 2013 and as we grow to our projected target of 25,000 students we will need to fill our current vacant position and hire additional office technical and contract counseling faculty.

Due to budget cuts, all adjunct general counseling faculties have been released from the department. This has impacted the services to students by creating longer wait times and less available hours of operation.

Due to the state budget deficit, hiring on the campus has been suspended, creating additional challenges in order to meet the increased need of our growing student population.

Work in collaboration with the Vice President of Student Service to move the Mental Health Program to Student Health Services.

With the increase in student population and the addition of the new Student Services building it will be important for the District to coordinate and/or modify the allocation model to hire counseling support staff and faculty to accommodate growth at San Diego Miramar College.

Establish a Mental Health budget to support the Mental Health programs fulltime faculty, staff, supplies and mental health activates.

Marketing & Outreach	<p>Counseling collaborates with the campus outreach taskforce committee.</p> <p>The Counseling department uses the District Website to market Counseling services both on and off campus.</p> <p>Counseling collaborates and supports the Outreach coordinators work to provide outreach to the District wide Freshmen Year Experience program as well as the campus Jet Jump Start Orientation.</p> <p>The department participates as a member of the Technology Committee to create and provide new and innovative ideas to market the department programs and services on the Worldwide Web.</p> <p>The department continues to evaluate and improve the newly launched campus website.</p>	<p>Due to the state budget deficit, many of our outreach programs as well as our partnerships with our community and local feeder high schools have been suspended</p> <p>Funding to provide continued outreach activities need to be allocated in order to better serve our community and feeder high schools.</p>	<p>Counseling will continue to support the military "Vets to Jets" program.</p> <p>Counseling will continue to collaborate with the campus Outreach Taskforce Committee and the campus Outreach Coordinator to provide feeder high schools with information about our Freshman Year Experience program and our annual Jets Jump Start Orientation.</p>
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Budget

In collaboration with the Department Chair of Counseling and the Vice President of Student Service budgets are reviewed and allocated in order to meet program needs.

Due to the state budget deficit our previous budget allocation for adjunct counseling has been removed. We no longer have funds available to hire adjunct Counselors.

As the college grows there should be a mechanism in place that allows counseling faculty and staff to grow proportionately.

When the budget crisis ends and growth begins again we request the following:

3 0 FTE General Counselor

1 0 FTE Online General Counselor

1 0 FTE Personal Growth Instructor

Convert eleven month flex tenure track faculty contract to twelve month contracts

Work to maintain quality student services during challenging state and local budget crisis and cutbacks.

Continue to complete program review and student learning outcomes assessment cycle to evaluate the program's success and recommendations for improvement.

A staffing allocation formula needs to be established by the college, taking into account 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. As we reach our projected base of 25,000 students our staffing needs to grow incrementally in line with our current ratio of 1 counselor to 1000 students and 1 staff member to every 2500 students

Seek alternative resources for funding opportunities including state and federal grants.

Work in collaboration with the Vice President of Student Services to move the Mental Health Program to Student Health Services.

Continue to work with the Vice President of Student Services in order to allocate limited funds to best serve program needs.

Facilities	<p>The Counseling Department is scheduled to move into our new Student Services Building in Fall 2013.</p>	<p>Prior to Fall 2013 additional counseling offices are necessary to serve students as enrollment continues to grow. Currently, we are short one office for adjunct counseling.</p> <p>Our current facilities provide 9 offices for 9 contract counselors. No additional space is available.</p> <p>Completion of the campuses new Student Services building will house offices to accommodate 18 full time tenured track counseling faculty and work stations to accommodate additional classified staff needed to meet the growth of our increasing student population.</p> <p>In addition the new student services building will house classroom space dedicated to Personal Growth classes.</p>	<p>Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building.</p> <p>Initiate planning for facilities, fixtures and equipment (FFE) stage for new student union building.</p>
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Operational Effectiveness

Counseling services are highly rated by students taking the district point of service survey.

The Counseling Department holds department meetings once a week to inform and update staff regarding changes in policies and procedure of local transfer institutions.

The Counseling Department Chair continues to utilize Web Advisor to monitor program budgets.

Counseling staff continually monitors student appointments, walk-in traffic and adjunct hours to meet student needs.

Counseling faculty participate in college and district level shared governance

Counselors and classified staff continue to participate in college-wide hiring committees. Presently, due to the budget deficit all campus hiring has been suspended

The classified supervisor now has access to the telephone messaging system in order to alter and change office informational messages to the general public.

During the months of June and July Student Services was closed on Fridays. We have continued to close at 6pm which has provided a hardship for our evening students seeking counseling services.

Recommend budget and resources are provided to allow the Counseling department to extend hours during the week on Monday thru Friday.

As our student population increases from our present 11,000 students to 25,000 students it will be important to hire classified staff to facilitate the increase volume of telephone calls from the general public.

Maintain both quality and currency in delivery of student services. Embrace and utilize emerging technology in delivery of student services.

Counseling staff continually monitors student appointments and walk-in traffic and adjusts counselor hours to meet student needs.

Counseling faculty participate broadly in college- and district-level shared governance.

Counselors and classified staff continue to participate in college-wide hiring committees.

A staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount

Professional/Staff Development	<p>The Counseling Chair participated in the San Diego Miramar College Chairs' Academy.</p> <p>The Mental Health Counselor in collaboration with the office of the Vice President of Student Service facilitates a campus wide Crisis Intervention Team (CIT) which provides training to team members, the counseling office and to management</p> <p>The Mental Health Counselor attended Mental Health workshops at the annual Health Services Association Conference.</p>	<p>When the budget crisis ends and growth begins again we request that both contract and support staff continue to attend conferences and workshops in order to better serve our student population</p> <p>Due to the state budget deficit, Conference and Travel budgets were at their minimum. In some cases we were not able to send Counselors to important Conference such as the UC and CSU Conference.</p> <p>Continue to fund department planning retreat. UC, CSU and ETS (Ensuring Transfer Success) Conferences in addition to a yearly district-wide counselor conference.</p> <p>Staff development opportunities are needed for office technical staff. Possible topics might be conflict resolution, dealing with difficult students, customer service basics, etc</p> <p>Campus wide support and funding needs to be provided for continued growth of the Mental Health Program.</p>	<p>Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs.</p> <p>Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development.</p> <p>The Department participates and follows the timeline for faculty and staff evaluations</p>
Equipment/Supplies	<p>Contract Counselors offices were equipped with a desktop quick cam and Logitech headphones to support our on-line counseling program.</p>	<p>Continue ongoing training workshops held by consultant in order to facilitate counselor's mastery of on-line counseling requirements.</p> <p>Advocate for an additional contract counseling position for full time on-line counseling.</p>	<p>As technology is an important part of our students life and as class offerings on-line increase, and the ability to complete Associate degree requirements on-line increase, there will be a greater need to support on-line counseling.</p>

Community Partnerships	<p>The Counseling Department partners with the Douglas Young Mental Health clinic: Outpatient clinic in support of our Mental Health Program.</p> <p>The Counseling Department participates in MOU's with local feeder high schools.</p> <p>The Counseling Department participates in mentoring students affiliated with the San Diego & Imperial Counties Community College Association (SDICCCA) Intern Institute.</p> <p>The Counseling Department provides onsite counseling services to Marine Corps Air Station (MCAS).</p> <p>The Counseling Department participates in Career Day activities at local middle schools.</p>	<p>Due to the state budget deficit, and limited college funds, many of our partnerships with local feeder high schools have been suspended.</p>	<p>Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants</p> <p>Continue to work with the Vice President of Student Services in order to allocate limited funds to maintain and facilitate important partnerships with our community.</p>
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Enrollment Growth & Management	<p>The Department Chair of Counseling meets with the Vice President of Instruction and the instructional Deans to establish course scheduling blocks that would enable students to enroll in back-to-back classes.</p> <p>Prior to the beginning of each semester, the Department Chair of Counseling reviews upcoming semester course time-blocks to ensure students can enroll in back-to-back classes.</p> <p>The BSI Counseling lead, working with the campus BSI coordinator, collaborates with instruction toward efforts in retaining and increasing success of basic skills students.</p>	<p>Continued support of Student Services from campus leadership is a must in order to facilitate retention and completion rates of students.</p>	<p>Meet with Vice President of Instruction and instructional deans to establish scheduling blocks that would enable students to enroll in back-to-back classes.</p> <p>Prior to beginning of semester, counselor representative reviews upcoming semester time-blocks to ensure students can enroll in back-to-back classes.</p> <p>Participate in Basic Skills meetings to work collaboratively with instruction toward efforts of retaining and increasing student success of basic skills students.</p>
<p>Additional information relevant to department:</p> <p>Each counselor's schedule is maintained on SARS Grid which breaks down counselor activities into 30 minute intervals. 10 month counselors work the academic year and 11 month counselors submit a 194 day schedule in March for the following academic year. Because counselors are called to be on so many committees and special projects our 194 day calendars change constantly. Historically, the department has been very flexible in accommodating changes. This practice serves the students and the institution well.</p>			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Counseling/Mental Health

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 As a result of attending a counseling session, students will be able to identify, address, and articulate their own needs and goals.	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	73% of the students "strongly agree" that they are better able to identify, address and/or articulate their needs after completing a counseling session.
#2 As a result of attending a counseling session, students are able to review, adjust, and modify their academic, career, and personal decisions	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	79% of the students "strongly agree" that, as a result of attending a counseling session, that they are able to review, adjust and modify their academic, career, and personal decisions.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: Counseling/Mental Health

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STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
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#2 As a result of attending a counseling session, students are able to review, adjust, and modify their academic, career, and personal decisions.	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	79% of the students "strongly agree" that, as a result of attending a counseling session, that they are able to review, adjust and modify their academic, career, and personal decisions.

#3 As a result of attending a counseling session, students will be exposed to, made aware of, and demonstrate sensitivity to cultural, diversity, and global issues.	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	36 % of students attending a counseling session "strongly agree" that they had been exposed to and/or made aware of and demonstrated sensitivity to cultural, diversity, and global issues. 34% "agreed" to this statement.
#4 As a result of attending a counseling session, students will be able to utilize a catalog, recognize degree requirements towards their academic objective, and utilize technological applications as deemed appropriate.	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	61 % of students "strongly agreed" that, as a result of attending a counseling session, they will be able to utilize a catalog, recognize degree requirements towards their academic objective, and utilize technological applications as deemed appropriate.
#5 As a result of attending a counseling session, students will be able to take personal responsibility for their own actions and understand course selection towards completion of their academic, career, and personal goals.	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met	Post-session survey	Data collected each semester during the appointment window and analyzed each academic year	Data collection began 2010-2011 with 230 students participating in post-session surveys.	As a result of attending a counseling session, 65% of students "strongly agreed" that they would be able to take personal responsibility for their own actions and understand course selection towards completion of their academic, career, and personal goals

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- The department will continue to research ways to promote higher completion rates of SLO surveys among students by utilizing Survey Monkey and additional resources.
- The department will implement for 2012-2013 assessment cycle a pre and post session survey
- The department will collaborate with the on-campus provided district researcher to evaluate the survey instrument.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Counseling/Mental Health

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals, what did you hope to accomplish?

The Counseling Department's goal is to provide comprehensive programs and services that empower students to identify and achieve educational, career and personal goals to meet life's opportunities and challenges.

B. Summary of program outcomes:

List your program outcomes, what did you achieve?

- Reviewed and implemented change to SOCMAR process and educational plans
- Continued to have discussion to move Mental Health Program from general counseling to Health Services
- Continued to provide professional development opportunities for faculty and staff.
- Continued to provide on-line orientations prior to students taking English and math assessment.
- Implemented group orientation sessions attached to the Assessment process.
- The counseling department continued to support the following special programs Mental Health Services, International Student Advising, Student Athletes, Marine Corp Air Station (MCAS), Basic Skills Initiative, Police Academy, Fire Technology, Child Development and the Auto/Diesel program.
- Even with a decreased budget the department showed an increase of 6.8% in the number of student contacts in 2009-10 from 28,535 to 30,466 in 2010-11
- The counseling department has continued to support successful community relationships with local feeder high schools

C. Summary of program recommendations:

List recommendations that should be considered for the next review period, what could have been done differently?

- Increase marketing strategies to better promote online counseling services
- Expand the duration of the group counseling orientations for new students
- Increase current .60 SSA position to 1.0 FTE and hire additional .60 SSA to accommodate growth
- Staffing allocation formula needs to be developed. Additional staff is needed to effectively serve a growing student population and serve the unique enrollment needs of special populations.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

Currently collecting data to analyze and make appropriate programmatic changes

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Counseling/Mental Health

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE

Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Financial Aid & Scholarships Office

Year in Review: 2010-2011

Program Coordinator/Supervisor:
Teresa Vilaboy

Date Submitted: October 18, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor	Teresa Vilaboy	10/18/11
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation	Adela Jacobson	
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes			
Program: FINANCIAL AID & SCHOLARSHIPS OFFICE		Year in Review: 2010-2011	
STEP ONE: PROGRAM REVIEW ANALYSIS OF COMPONENT AREAS			
AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)

<p style="text-align: center;">Faculty/Staff</p>	<p>Current Staff: Seven 1 0 FTE</p> <p>Student Services Supervisor II</p> <p>Classified Staff (6)</p> <p>Hired a student Ambassador to work in the Financial Aid Office to assist students filling out their financial aid application, disseminate scholarship information and other clerical duties.</p> <p>Provided BFAP funding to the Outreach Department to hire five student ambassadors to promote and support outreach and in reach school activities.</p> <p>For the second year, the Scholarship program was implemented by the Financial Aid Office. In addition, we also participated in the first "Invest in Success" fundraising activity The college plans to have this event annually.</p>	<p>3.5 of positions in the Financial Aid (F/A) office are funded through BFAP (categorical funds). Possible categorical cuts would greatly impact current services available to students. On the other hand, if BFAP funds continue to increase and exceed our maintenance of effort (general funds) expenditures, the college would be penalized. We were very close this year. Only \$20.00 difference.</p> <p>The transfer of the Scholarship program has created a required realignment of duties to staff to accommodate the additional duties. Overtime was approved to accommodate the additional unexpected duties. A staff member dedicated only to scholarships would greatly expand this much needed service in the future. In addition, staff support will now be required for the fundraising activity</p> <p>Continuous increase in FAFSA's applications (22% 2,400) and in all other processes, current staff has not been able to provide the needed service in a timely manner.</p>	<p>Goals: <i>College needs to absorb BFAP positions with general funds. This would release funds to promote enrollment growth, reach out to prospective low income students, and provide greater flexibility to assist the college in other needed ways.</i></p> <ul style="list-style-type: none"> - <i>The district needs to establish a staffing allocation formula that considers prospective students as well as headcount.</i> - <i>Create a Student Assistance Technician to support and enhance the newly acquired scholarship program and increase of F/A applicants.</i> - <i>With the completion of the new student union building in 2012, 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.</i>
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Marketing & Outreach

Holding the "Cash in for College" event at Miramar College in April, 2011 was more successful than having it as district event. This activity assists late-applying local high school students, by providing workshops on completing the FAFSA application online.

New scholarship donations (\$91,086) to the California Community Colleges Osher Foundation will provide an additional 7 scholarships for a total of 14.

Sent F/A postcards to students who had no FAFSA application on file and to students who had not completed their F/A file encouraging them to complete the process.

Extensively updated web information and added current required forms.

We participated in the "Invest in Success" fundraising activity. The purpose of this activity is to increase funding for scholarships. The college plans to have this event annually.

Number of scholarships and applicants need to be increased to support a greater recipient pool. Therefore, continuous promotional venues need to be explored.

College's website was renovated. But It still lacks creativity and interest.

Outreach to potential students may increase the number of eligible financial aid students, therefore, impacting current staff caseload and causing a delay in services to students.

The new "Invest in Success" activity will require additional time from our current scholarship staff.

Goal: *Continue to seek innovative ways to reach out to internal and external potential students to apply and maintain their financial aid with the collaboration of the Outreach Department.*

- *Continue to schedule the "Cash in for College" event appropriately to ensure a greater audience.*
- *Continue to promote the scholarship program early to increase the pool of applicants. In addition, continue to increase the methods of advertisement of scholarships.*

<p style="text-align: center;">Budget</p>	<p>Categorical BFAP funds (\$315,509) were received from the State based on previous year data reported annually on BFAP report. Funds are to be expended for expenses associated to the F/A Office only. These funds are used to support 3.5 contract positions, hourly staff, training of staff, approved equipment, postage, printing, and other operating expenses. A budget expenditures report is prepared and submitted to District Business Services for board approval on an annual basis.</p> <p>Developed administrative allowance budget to repay student overpayments, equipment supplies, postage, etc.</p>	<p>Approximately 80% of BFAP is used to pay contract salaries. Minimal remaining funds are used for other needs, such as outreach, staff training, and other operating expenses. Also, due to the uncertainty of the state budget every year, we are unable to project monetary assistance for Outreach Ambassadors and other activities in a timelier manner.</p> <p>General Funds expenditures must meet our Maintenance of effort (MOE). If not met, the college would be penalized. This year, we only exceeded it by \$2000.</p> <p>The steady increase in applicants for the financial aid programs has created a need for additional staff. The quality of services to students in a timely manner has been strained, especially during peak periods.</p>	<p>Goal:</p> <ul style="list-style-type: none"> - Work to maintain quality student services during challenging state and local budget crisis and cutbacks. - With the completion of the new student union building in 2012, 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. - Categorical BFAP positions to be absorbed by general funds to release funds to assist college in many other ways. - Continue to maintain the "intent" of the BFAP funds to be expended for financial aid administration.
<p style="text-align: center;">Facilities</p>	<p>Continuation of New Student Union Planning</p> <p>Discussed AV needs with AV staff.</p> <p>Met with architect, furniture team, and project manager to discuss space modifications and furniture needs.</p>		<p>Goal:</p> <ul style="list-style-type: none"> - <i>Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building.</i> - <i>Initiate planning for facilities, fixtures and equipment (FFE) stage for new student union building.</i> - <i>Continue to meet with appropriate staff to discuss media, equipment, security, and privacy needs.</i>

Operational Effectiveness	<p>On-line PLUS loans applications were available to students.</p> <p>A manual process was created to implement and disburse funds for the new year round Pell during the 10/11 academic year.</p>	<p>Current financial aid system requires meetings once or twice per week with District IT programmer to identify and work out system problems. Due to on-going system technical problems, FAO spends countless hours resolving complex technical problems, limiting the time spent enhancing and improving the delivery of funds to students.</p> <p>The new year round Pell process created many challenges due the limited time given for implementation. Beginning with the 11/12 academic year the program was discontinued along with the ACG grant program.</p>	<p><i>Goal: Enhance or replace current financial system to support the implementation of the new financial aid programs.</i></p> <ul style="list-style-type: none"> - <i>Continue to enhance current imaging system to accommodate electronic submission of financial aid documents.</i> - <i>Continue the support to lift the security restrictions for student workers.</i> - <i>Implement the Unsubsidized Loan program mandated by the DOE.</i>
Professional/Staff Development	<p>Continue attending staff training due to the many changes in the new regulations effective November 2010.</p> <ul style="list-style-type: none"> • By attending the following conferences, the staff received training for federal loans, state and federal grants, etc by attending the following conferences. • December 2010 Staff attended financial aid conference federal training • December 2010 Staff attended CASFAA/CCCSFAAA state training • March 2011 Financial Aid Officer attended extensive state Chancellor's Office training. • July, 2011 Staff attended national NASFAA Conference 	<p>College's reduction of approved traveling funds may impact essential training needed for the financial aid staff Staff relies on outside agencies and conferences to provide training in the participating programs and updates of the Higher Education regulations.</p> <p>Training of staff is one of the main expenditures allowed in the BFAP budget guidelines.</p>	<p><i>Goal: Continue to attend annual training on state and the federal Integrity Regulations effective July 1st and after : FSA, CASFAA/CCCSFAAA, Financial Aid Officer Training, and NASFAA.</i></p>

Equipment/ Supplies	<p>BFAP funds cover most of the operating costs of the financial aid office. Our most recent large equipment/supplies purchases were as follows.</p> <p>Purchased three new computers to replace outdated student service computers</p> <p>Purchased two new filing cabinets for scholarship files</p> <p>Purchased small educational giveaways to be distributed during outreach activities.</p> <p>Purchased fax machine</p>	<p>The F/A office has always relied on categorical funds to purchase equipment and supplies. Restricting or allowing flexibility to these funds may negatively affect the intent of the funds which is to bring awareness/participation in F/A programs, increase low income/disadvantaged students in postsecondary education through access to F/A information, and assist students to overcome financial aid barriers in accessing postsecondary education.</p> <p>Current copier breaks down at least once per month. Copier is an essential equipment due to the numerous financial aid documents that need to be copied. In addition, the copier has to provide quality copies due to the imaging of those documents.</p>	<p>Goals: Continue the search of replacing current staff chairs with ergonomics compliance chairs.</p> <p>Continue the search of replacing current copier to provide quality copies.</p> <p>Purchase two typewriters for manual forms.</p>
Community Partnerships	<p>City, Mesa, and Miramar Financial Aid Officers, District Student Services analyst, and an IT programmer meet on a weekly basis at the district office. The purpose of this meeting is to interpret financial aid policy, implement F/A programs consistently district wide.</p> <p>Assisted EOPS department in identifying potential foster youth students by providing support services to succeed in college. Consortium agreement between City, Mesa, and Miramar for students to continue receiving financial assistance from member institution if, after first payment, they drop all classes from campus of record and remain enrolled in only classes at another member institution.</p>	<p>Financial aid programmer cannot accommodate requests based on the college's individual needs due to system and staff limitation. Most programming requests need consensus from the other two campuses which at times becomes a difficult task.</p>	<p><i>Goal: Support fundraising efforts by the school to increase scholarship funds.</i></p> <ul style="list-style-type: none"> - <i>Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.</i> - <i>Continue to increase the number of student tutors that participate in the America Reads Program.</i>

Enrollment Growth & Management	During 10/11 we again had similar increase (22%) in FAFSA applications creating an increase in eligible financial aid students in the various F/A programs that we participate.		Due to the current economic crisis and high unemployment rate, we can expect a continuing growth in financial aid eligible students. We will need additional staff to meet this increase	Goal: <i>Improve automated processes to meet the increase of students applying for financial aid and increase of new financial aid programs.</i> <i>- 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.</i> <i>- College needs to support a scholarship drive to increase number of Osher scholarships.</i>	
	10/11	09/10	The transfer of the scholarship program continues a required realignment of staff duties to accommodate additional tasks.		
	Pell	2429			1987
	ACG	100	105*		Even though there were only seven Osher scholarships, the process was very labor intensive due the creation of new eligibility criteria, forms, tracking of students for continuous eligibility, and disbursements
	Loans	404	338		
	BOG waivers	4986	4600		
	The new Osher scholarship guidelines allowed more flexibility in promoting the scholarships as a renewal or a one-time scholarship. As a benefit to more students, we promoted it as a one-time scholarship.				
Additional information relevant to department: The Integrity Rules passed in November 2010, will need to be implemented by July 1 st of 2011. The new regulations are still unclear and unsupported by current financial aid system, such as: Gainful employment disclosures, reporting, and new programs; State Authorization, R2T4 modules, Net price calculator, three year default cohort calculation, Staff will require training to implement new regulations. The Scholarship Program duties have been transferred to the Financial Aid Office from the Student Affairs Office. The transferred program is inconsistent with the organizational layout of City and Mesa Colleges. This transfer has impacted the current workload of the staff. In addition, the steady growth in financial aid recipients and the upcoming new programs and changes in the financial aid programs will greatly increase the workload to the department.					

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Financial Aid & Scholarships Office

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will demonstrate the ability to complete the financial aid application process.	The Financial Aid Office will compare the percentage of students who complete their financial aid application and those do not complete their application process and also compare it to previous year.	Using the Department of Education reports and districts' Student Aid Management (SAM financial aid system data	At the end of the academic year	2010/2011 Total completed applications: 3103 Incomplete applications: 7780 2009/2010 Total completed applications: 2585 Incomplete applications: 5902	2010/2011 29% of applicants completed their application. 2009/2010 30% of applicants completed their application 10/11 compared to 09/10 , 1% decrease But a significant increase in overall applications (22%) We have added a third follow up letter. In addition, at midpoint of semester, we have sent postcards reminding students to complete their application.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Financial Aid & Scholarships Office

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STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will demonstrate the ability to complete the financial aid application process.	The Financial Aid Office will compare the percentage of students who complete their financial aid application and those do not complete their application process and also compare it to previous year.	Using the Department of Education reports and districts' Student Aid Management (SAM financial aid system data	At the end of the academic year	2010/2011 Total completed applications: 3103 Incomplete applications. 7780 2009/2010 Total completed applications: 2585 Incomplete applications. 5902	2010/2011 29% of applicants completed their application. 2009/2010 30% of applicants completed their application 10/11 compared to 09/10 , 1% decrease But a significant increase in overall applications (22%) We have added a third follow up letter. In addition, at midpoint of semester, we have sent postcards reminding students to complete their application.

#2 Students will learn to apply for the two main entitlement financial aid programs, Pell and Board of Governors waiver.	The Financial Aid Office will compare the number of students participating in the following programs to previous year PELL BOG WAIVERS	Using the Department of Education reports and the district's Student Aid Management (SAM) financial aid data system	At the end of the academic year	2010/2011 Pell 2429 BOG WAIVERS 4986 2009/2010 Pell 1987 BOG WAIVERS 4600	18% increase in Pell recipients from 09/10 to 10/11. 8% increase in BOGWs from 09/10 to 10/11. We continue to hold Outreach activities to promote FAFSA and BOGW applications
#3 Students will understand the implications of dropping/withdrawing from all classes before the 60% point of the semester.	Determine how many students withdrew and/or dropped from all classes Count of how many students must repay funds for each semester based on Return of Title IV compliance The Financial Aid Office will compare totals with previous year	Using the district's Student Aid Management (SAM) financial aid system data/reports	At the end of each semester	Fall 2010 183 withdrew Spring 2011 149 withdrew Fall 2009 112 students withdrew Spring 2010 169 students withdrew	15 increase of students withdrawing before the 60% point of the semester from 09/10 to 10/11, which is a 15% decrease from last comparison.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Increase number of currently enrolled students to apply for financial aid
- BFAP positions be converted to general fund positions to support increase in financial aid recipients.
- Upgrading of current financial aid system to support new F/A programs and reporting requirements.
- Decrease number of students withdrawing after the 60% point.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Financial Aid & Scholarships Office

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals what did you hope to accomplish?

BFAP positions to be absorbed by general funds
 Create a staffing allocation formula
 Lift security restrictions for student workers
 Create a Student Assistance Technician
 Hire additional staff to meet the projected growth and new student union
 Continue to meet Maintenance of Effort (MOE) general funds
 Continue to work w/facilities for a smooth transition to the new student union
 Continue to increase America Reads Program
 In reach promotion to apply and maintain their financial aid
 Schedule "Cash in for College" event appropriately to ensure a greater audience
 Promote scholarships earlier to increase applicants
 Continue to attend training for regulations updates
 Research upgraded financial aid system
 Upgrade current image system to accommodate electronic submission of F/A documents
 Increase number of America Reads tutors
 Purchase copier, ergonomic chairs, typewriters
 Support fundraising efforts for scholarships
 Implement mandated unsubsidized loan program

B. Summary of program outcomes:

List your program outcomes what did you achieve?

Provided BFAP funding for ambassadors
 Hired a student ambassador to work in the Financial Aid Office
 Foundation AFT, and District donated matching funds to the Osher foundation
 Miramar website updated
 Successful "Invest in Success" fundraising activity
 Successful "Cash in for College" event held at Miramar College
 District IT support was increased to assist with current financial aid programming
 Created several outreach tools and activities
 Continue to increase financial aid recipients
 Increase in BFAP funds supported additional operating expenses
 Successfully updated repayment calculation programming
 Automated alternative loan originations and disbursements
 Attended technical training for new regulations

Continue Student Union planning
Online PLUS loan applications became available
Purchased three computers, two filing cabinets, fax machine
Year round Pell payments were made to eligible students
Identified foster youth students

C. Summary of program recommendations:

List recommendations that should be considered for the next review period what could have been done differently?

D. Summary of Student Learning Outcome progress to date:

List any updates, changes or data collected

3 SLOs have been identified and data collected. Analysis of SLO's have been collected and analyzed

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: FINANCIAL AID & SCHOLARSHIPS OFFICE

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Transfer Center	Year in Review: 2010-2011
Program Coordinator/Supervisor: Naomi Grisham	Date Submitted: 10/6/11

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

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

Taken from the California Community Colleges Chancellor's Office and the California Community Colleges Transfer Center Directors' Association "Transfer: Recommended Guidelines" Fall 2005

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor	Naomi Grisham	10/6/11
Department Chair	David Navarro	
Dean, Student Affairs or Dean, Student Development & Matriculation		

Vice President, Student Services	Gail Conrad	
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: Transfer Center

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
Faculty/Staff	Basic Skills Initiative funding for .33 adjunct counselor for Spring 2011	<p>With increase in number of students receiving Counseling in the Transfer Center, an increase in funding for the Transfer Adjunct Counselor up to a full time 1.0 Counselor is needed to better serve students and campus transfer function (Adjunct Counselor reduced to .246 FTE from .33 FTE in 2008-2009)</p> <p>With increase in the number of meetings, program planning and implementation, and office staffing an increase in funding to change Transfer Center Director's assignment from 11 months to 12 months is needed to oversee the Transfer Center, serve as an effective liaison to other campuses and schools, and serve the campus transfer function.</p>	Basic Skills Initiative funding approved to support a .21 adjunct counselor for the Student Transfer and Enrichment Program (STEP) for Fall 2011 & Spring 2012

Marketing & Outreach	<p>Continue to distribute free standing Miramar Transfer Guide (developed in 2007-2008 with Title III funding; disseminated in Student Services Offices, counseling appointments, transfer workshops and classroom presentations (BSI funding pending to update guides for use in BSI programming)</p> <p>Collaborated with PIO to update Transfer rack card</p> <p>Annual transfer fair</p>	<p>marketing materials (color pamphlets for Transfer Center, UCLA TAP, and Guaranteed Admissions; previous augmentation from Matriculation budget discontinued in 2008-2009)</p>	<p><i>Goal: Provide materials on departmental services and transfer process to campus and institutional and community partners.</i></p> <ul style="list-style-type: none"> - 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.
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<p style="text-align: center;">Budget</p>	<p>Additional Matriculation funding to support staffing and counselor conferences</p> <p>Matriculation funding to support adjunct counselor discontinued due to budget cuts.</p> <p>Additional funding to support expanding current events</p>	<p>Dedicated increase in funds needed to maintain and increase transfer function</p> <p>Increased funding for staffing to hire full time Transfer Counselor and increase Transfer Center Director assignment to a 12 month position</p>	<p><i>Goal: Assess and maintain quality student services during challenging state and local budget crisis and cutbacks and project transfer needs in the upcoming years.</i></p> <ul style="list-style-type: none"> - Seek alternative resources for funding opportunities including state and federal grants as well as renewed BSI transfer program. - With the completion of the new student union building in 2012, 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. A full-time Transfer Counselor in addition to the Transfer Center Director is needed to meet the anticipated growing transfer needs of the campus as well as adhere to Title IV Transfer Recommended Guidelines for staffing. - Staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount. - Complete program review and student learning outcomes assessment cycle by October 15, 2011. Budget, planning and student learning outcomes to be linked to program review and annual outcomes. <p style="text-align: right;">revised 11 3-11</p>
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Facilities	<p>Transfer Center space in new Student Union reviewed and finalized with architects.</p>	<p>Current space and resources shared with Career Center, Job Placement, Honors, & Assessment. Need for expanded dedicated space for Transfer Center including student computer workstations, resource library & files, storage area, appropriate office space for Transfer Center Director and Adjunct Counselor, area for Transfer Intern, and student learning area</p>	<p><i>Goal: Provide functional facilities and quality services in the Transfer Center.</i></p> <ul style="list-style-type: none"> - Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union building. - Initiate planning for facilities, fixtures and equipment (FFE) stage for new student union building. - Continue to maintain services given space challenges with four departments (Transfer Center, Career Center, Honors, and Assessment) currently occupying the same space.
Operational Effectiveness	<p>Transfer Center website revamped in coordination with college webmaster in August 2011</p> <p>Coordinate with Articulation officer to change policy regarding 4-year on-campus outreach and transfer fairs to be consistent with Evaluations and Articulation agreements (schools must be regional accredited, and AACRAO AG rated)</p>	<p>Additional staff supported needed to ensure adequate services for increased number of students utilizing transfer center services</p> <p>Development and implementation of online transfer workshops suspended due to loss of personnel from budget cuts</p>	<p><i>Goal: Maintain both quality and currency in delivery of student services.</i></p> <ul style="list-style-type: none"> - Embrace and utilize emerging technology in delivery of student services. - Expand the Miramar transfer center website. - Continue to utilize SARS as a tool for scheduling and confirming student appointments as well for data reporting purposes. - Develop and implement online counseling appointments and transfer workshops to allow greater access to transfer resources.

<p>Professional/Staff Development</p>	<p>2010 UC/CSU Counselor Conferences, 2011 Ensuring Transfer Success Conference, Transfer Center Directors Association southern California and regional meetings attended.</p> <p>2010 WACAC Annual Conference</p> <p>2010 CCCCCO Regional Representatives Meeting</p> <p>Miramar counselor trainings conducted in weekly counselor meetings</p>	<p>Due to budget cuts in the transfer center budget, only limited attendance is possible to the necessary conferences to gather up-to-date information and changes in the transfer process to four-year institutions.</p> <p>Need for increased funds to support Transfer Center Director and Counselor attendance at relevant conferences/meetings</p>	<p><i>Goal: Encourage the ongoing training of Transfer Center staff and counselors.</i></p> <ul style="list-style-type: none"> - Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. - Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development. - 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. - Seek funding for bi-annual Miramar Counselor transfer training.
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Equipment/ Supplies	<p>Career Center granted sole use of LaserJet printer for Transfer Center usage</p>	<p>Need for increased funds in budget to maintain transfer center function.</p> <p>Need for a color laser jet printer to be utilized for transfer program materials and regular printing</p> <p>Need for a new heavy duty printer to meet the needs of both transfer printing and additional department printing in B-203</p> <p>Need for public signage A frames to direct traffic for main events</p>	<p>Continue to utilize available equipment/supplies to meet needs</p>
Community Partnerships	<p>Serve as the Vice President of the San Diego Education Consortium who has assisted with enhancement of programs to ensure smooth transfer</p> <p>Connected with the Regional Admission Counselors of California (RACC) group to ensure out-of-state opportunities for our students and provided training regarding transfer issues</p> <p>Speaker at CSU Counselor Conference in Fall 2010 to discuss transfer issues</p> <p>Connect with local independent counselors to partner on transfer issues</p> <p>Serve as trainer at statewide new Transfer Directors training through CCC Chancellor's Office</p>	<p>No recommendations at this time</p>	<p><i>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities.</i></p> <ul style="list-style-type: none"> - Attend relevant transfer meetings to maintain campus relationship and partnership with four-year partners. - 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.

Enrollment Growth & Management	<p>State-wide transfer grant created approximately 5,000 transfer outreach and marketing brochures in multiple languages used in transfer fairs and given to outreach.</p>	<p>Increased transfer funds to provide marketing materials and transfer resources in an increasing number of students accessing the transfer center</p>	<p><i>Goal: Ensure services are consistent with student, staff, and faculty population.</i></p> <ul style="list-style-type: none"> - 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. - Continue to advocate for additional funding for a full-time Transfer Counselor in addition to the Transfer Center Director in the transfer center to meet current growing transfer needs as well as plan for campus growth to projected target of 25,000 students (based on district estimates).
<p>Additional information relevant to department:</p>			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Transfer Center

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
After utilizing transfer resources, students can make informed decisions about the transfer process and educational planning	Students will self-report level of agreement regarding a positive experiences after accessing transfer resources	Counselor observation through one-on-one appointments with students (see Appendix A.).	At time of personal contact with students	N=23	88% of students demonstrated level 3
After utilizing transfer resources, students can use college/university catalogs and websites (such as ASSIST) to identify admission, general education, and preparation for major requirements for transfer	Students will self-report level of agreement regarding a positive experiences after accessing transfer resources	Counselor observation through one-on-one appointments with students; use of long-range plan, GPA calculation (see Appendix A.).	At time of personal contact with students	N=23	88% of students demonstrated level 3
After attending a transfer workshop, students will be able to identify transfer admission programs and make informed decisions about college/university choices	Students will self-report level of agreement regarding increased knowledge	Counselor observation through one-on-one appointments with students (see Appendix A.).	At time of personal contact with students	N=23	88% of students demonstrated level 3

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Continue to maintain a library of printed four-year and Miramar catalogs in the transfer center and reference catalogs in workshops as a valuable resource.
- Have use website resources listed on the transfer center website and bookmarked on computers in the transfer center. Continue to reference valuable website resources to students

- (4) Highly Competent (Argument is well developed and student expresses coherent train of thought)
- (3) Competent (Expresses coherent thought and arguments, although minor shortcomings regarding consequences)
- (2) Minimally adequate (Attempts to express coherent ideas, although several shortcomings not considered)
- (1) Inadequate (No successful attempt is made)

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Transfer Center

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals: what did you hope to accomplish?

Maintain and, where appropriate, increase transfer numbers to CSU, UC and private/independent institutions taking into account impact of budget cuts on admissions and lowered campus enrollment targets.

Increase services related to transfer function on the campus and effectiveness for students, faculty and staff and continue to collaborate with campus and four-year liaisons.

Continue to cultivate the Basic Skills Initiative Student Transfer Enrichment Program to serve population and meet the goals of the program and initiative.

B. Summary of program outcomes:

List your program outcomes: what did you achieve?

There have been several successes in both increasing the number of transfer to the UC system (17% increase over the last 2 years with 93 transfers in 2008-2009 and a 30% increase in transfer to UCSD) and increasing transfer center usage (13.26% increase from previous year with approximately 1076 student contacts for 2008-2009), increasing communication with four-year partners, and increasing program activity and workshops. However, there are still several challenges in the areas of adequate budget, staffing, and facilities for the Transfer Center. Statewide budget cuts and lowered enrollment targets for our local CSU campuses (San Diego State and San Marcos) led to a decrease in transfers to the system (13.9% decrease over last year with 259 transfers in 2008-2009 down from 301 in 2007-2008).

C. Summary of program recommendations:

List recommendations that should be considered for the next review period: what could have been done differently?

Maintain transfer function given budget cuts and reduction in resources. Work to specifically address the unique challenges facing transfer students seeking admission to public institutions in the face of budget constraints. Continue to investigate additional resources that can assist and augment the transfer function. When budget recovers, advocate for improved facilities and increased funding.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes or data collected

Three student learning outcomes were identified for the Transfer Center:

SLO #1 After utilizing transfer resources, students can make informed decisions about the transfer process and educational planning

SLO #2 After utilizing transfer resources, students can use college/university catalogs and websites (such as ASSIST) to identify admission, general education, and preparation for major requirements for transfer

SLO #3 After attending a transfer workshop, students will be able to identify transfer admission programs and make informed decisions about college/university choices

Students utilizing Transfer Center Services have demonstrated at minimum, a good comprehension of transfer requirements and its relation to planning out coursework during their time here.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Transfer Center

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: CalWORKs	Year in Review: 2010-2011
Program Coordinator/Supervisor: Joan Thompson	Date Submitted: October 13, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: CalWORKs

Year in Review: 2010-11

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
Faculty/Staff	<p>CalWORKs is staffed by 25 hours per week of adjunct counseling.</p> <p>CalWORKs has no contract staff. The front office is staffed by 2 part-time work-study students. Because of the special student population they serve, the staff must be able to work with students from diverse cultures, languages and socio-economic backgrounds.</p> <p>The CalWORKs office is housed with EOPS/CARE. The staff all together, includes speakers of at least 5 languages and members of Asian, Latino, Middle Eastern and Eastern European cultures.</p>	<p>CalWORKs program would like to hire at least a 40- 60% contract clerical position in 2012-2013.</p> <p>The program also needs to hire a 40-60% Job Placement Specialist, who will assist CalWORKs students in job search, track and place work-study positions, conduct career-related workshops, and be the point-of-contact for employers.</p>	<p>Plan to hire an at least a 40-60% contract position when funds become available</p> <p>Work with other student services departments to develop staffing formula</p>

Marketing & Outreach

CalWORKs informs prospective students by working closely with campus and community offices to identify and recruit eligible students.

Students who are potentially eligible, are given information needed to apply for CalWORKs at the appropriate County Office.

1. Increase outreach and information sharing with community agencies.

2. Work closely with the campus outreach department.

3. Expand and keep the CalWORKs website current.

4. Continue publishing the CalWORKs "Imagine" newsletter, post on website, and distribute to community partners.

5. Distribute new program brochures on and off-campus.

Goal: Participate in marketing and outreach activities.

- Assess outreach and in reach activities.
- Participate in "Jets Jump Start!" Welcome Orientation
- Collaborate with web developer to improve web pages.

Budget	<p>CalWORKs is funded by the State of California via the Community College Systems Office. Yearly funding is determined by the number of students served previously and the services that were provided them. The CalWORKs budget is expected to be expended in the following categories: Coordination, Job Placement and Work-Study</p>	<p>The program in 2010-2011 met current student demands.</p>	<p><i>Goal: Assess and maintain quality student services during challenging state and local budget crisis and cutbacks.</i></p> <ul style="list-style-type: none"> - Seek alternative resources for funding opportunities, including state and federal grants. - 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. - Complete program review and student learning outcomes assessment cycle by October 15, 2011. Budget, planning and student learning outcomes will be linked to program review and annual outcomes.
Facilities	<p>CalWORKs is located in C-301, housed with EOPS/CARE. There is a small reception area that includes four work stations. The Coordinator/Counselor's and Student Assistance Technician's offices are just off this area. There is also one office for the full time counselor and one for adjunct counselors. The total square footage of the area is +/- 560.</p> <p>There is no panic button</p>	<p>The current location is very cramped, especially when students are in the little lobby. The student services building which is due for completion in 2013 is expected to meet the programs needs.</p>	<p><i>Goal: Provide functional facilities for staff and students and ensure confidentiality of student records.</i></p> <ul style="list-style-type: none"> - 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).

Operational Effectiveness	<p>Webmaster redesigned CalWORKs website.</p> <p>Counselor contacted our new webmaster on a continuous basis to change and update any necessary information on the CalWORKs website.</p> <p>CalWORKs faculty participate broadly in college, district, regional and state-wide level governance.</p> <p>Participation and membership include: EOPS Region X, Cal WORKs Region X, State Regional meetings, Academic Senate Executive Board, Classified Senate, Diversity & International Education Committee, Marketing, Outreach, Professional Development, Financial Aid, Accreditation, District Governance Committee (DGC) and College Executive Committee (CEC)</p>	<p>Reevaluate in what ways the staff can spend their time most effectively in serving students.</p> <p>Continue to update CalWORKs website.</p> <p>Utilize technology such as email list serve to communicate with students in order to cut down on printing and postage expenses</p>	<p><i>Goal: Maintain both quality and currency in delivery of student services.</i></p> <ul style="list-style-type: none"> - Embrace and utilize emerging technology in delivery of student services. - Maintain the integrity of the program to serve low-income, Welfare-to-Work students.
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Professional/Staff Development	<p>Coordinator and Counselors participate in professional development activities such as CSU, UC, & Cal WORKs conferences, Chancellor Office training, campus activities.</p> <p>Coordinator, Counselor and EOPS Tech attended the State Chancellor's Office EOPS/CARE/CalWORKs Technical Training in April 2009.</p> <ul style="list-style-type: none"> • Regular staff development conducted for staff. <p>Peer & Counselor Trainings were conducted once in fall 2009, and once in spring 2009</p> <ul style="list-style-type: none"> • Staff encouraged to take classes. <p>EOPS Tech is in a Counseling Masters Program. We encourage all staff to take professional development classes and attend workshops if possible.</p>	<p>Develop a more formal training program for peer/hourly staff. Add information to the current peer/hourly staff training manual</p> <p>Provide certificated and classified staff with learning opportunities</p> <p>Counselors attend weekly counselor meetings</p>	<p><i>Goal: Facilitate the ongoing training of Admissions & Records staff.</i></p> <ul style="list-style-type: none"> - 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. - Collaborate with Vice President of Student Services to secure and allocate funds for critical conference travel. - Collaborate with Student Services leaders in cross training of staff. - Utilize in-house professional development opportunities.
Equipment/Supplies	<p>CalWORKs is in the process of establishing a system to use a document imaging system to input its student records. The computer, scanner, and workstation for the CalWORKs programs will be paid for by Financial Aid/Student Services at Miramar College.</p>	<p>Computers should be updated per the campus policy/timeline.</p>	<p>Develop technology plan with student services departments</p> <p>Develop plan to keep equipment such as fax, copier, computers repaired/replaced as needed</p>

Community Partnerships	<p>CalWORKs maintains active partnerships and collaboration with the County of San Diego Health & Human Services Division, Employment Case Manager agencies, other San Diego & Imperial Counties community colleges, and other community agencies.</p>	<p>Continue networking with community partners to maximize resources/opportunities for current and potential students.</p>	<p><i>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.</i></p>
Enrollment Growth & Management	<p>In 2010-2011, CalWORKs served 179 students. In 2009-2010, it served 164 students. The CalWORKs program grew by 1%.</p> <p>Received influx of faxed referrals from ECMs for potential college students. Front staff checked enrollment records & called students for orientation appointments</p> <p>Signed an MOA with the County HHSA for CalWIN Access, which allows all Region X community colleges, access to county screens to determine eligibility</p>	<p>Continue to receive & process referrals as they come, and screen potential CalWORKs students for the EOPS/CARE programs.</p>	<p><i>Goal: Ensure students and staff needs are addressed in supporting and managing enrollment.</i></p> <ul style="list-style-type: none"> - Advocate for the use of student employees. - Advocate for and identify general funding to support the hiring of NANCES for peak enrollment periods or special projects.
<p>Additional information relevant to department:</p>			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: CalWorks

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 Students will complete a Student Educational Plan that will meet the requirements within their Welfare-to-Work contract.	Students will enroll in prescribed courses, according to SEP, LRP, & W2W Contract by a counselor	Electronic Educational Plan on ISIS, Course Enrollment & Academic History	At the end of Spring semester	<p>In Fall 2010, 63 out of 106 students completed an Educational Plan.</p> <p>In Spring 2011, 70 out of 118 students completed an Educational Plan.</p>	<p>In Fall 2010, 59% of students completed an Educational Plan with a counselor. Over half of the students completed an educational plan.</p> <p>In Spring 2011, 59% of students completed an Educational Plan with a counselor. Over half of the students completed an educational plan.</p> <p>Will discuss increasing the percentage of students to 80% of educational plans completed per semester.</p>

#2 Students will learn the value of early planning & registration, to receive services before the start of each semester.	CW students will complete ITP and book request before the start of each term.	In-house Access data report of ITP & Book request completion dates	At the end of Spring semester	<p>In Fall 2010: 67 students out of 106 completed their ITPs & book requests before the start of the semester.</p> <p>In Spring 2011: 72 students out of 118 completed their ITPs & book requests before the start of the semester.</p>	<p>63% of students completed their ITP & book request early, before the start of Fall semester.</p> <p>61% of students completed their ITP & book request early, before the start of Spring semester.</p> <p>Will discuss ways of targeting students and increase completion of ITPs and book requests by 80%</p>

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Establish a permanent staff position for CW
- Collaborate with Health and Human Services Department and other agencies to maintain the integrity and viability of the program
- Develop additional opportunities for increased student involvement in job preparation activities on campus, and sharing information and knowledge of the CalWORKs program to the campus community
- Encourage students to completed educational plans and update them on a regular basis.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: CalWorks

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals: what did you hope to accomplish?

1. Hire 40-60% Classified Staff front office person to fulfill the clerical duties.
2. Spend 30% of the budget on work-study positions as required by the State Chancellor's Office.
3. Hire an intern as a Job Placement Specialist to oversee work-study students, assist students with job placement, resume writing, job developing skills, and facilitate job-related workshops.
- 4.

B. Summary of program outcomes:

List your program outcomes: what did you achieve?

1. Due to budget cuts, the 40-60% position is suspended
2. We nearly reached the 30% of work-study positions.
3. We hired an intern as the Job Placement Specialist at the end of Spring 2009 semester. However, he accepted a full-time position out-of-state in August, so the position is vacant again.

C. Summary of program recommendations:

List recommendations that should be considered for the next review period: what could have been done differently?

1. Cross-train all front office staff with EOPS/CARE and CalWORKs duties, as there is a high turn-over rate with the part-time front office staff. Cross-training will prevent the reliance on one or two part-time staff.
2. Recruit and interview potential students for work-study on a continuous basis so that we have enough students to fulfill the 30% requirement. With the drastic budget cuts, the 30% will be changed, so we have more than enough students to place.
3. Hire an intern as Job Placement Specialist as an "unpaid internship", and recruit for position in the summer before the school year begins. Intern will gain a breadth of experience, and can use the hours needed for graduate program. Recruit an intern who is in the beginning or mid-stages of his/her internship, so that he/she can be on board for at least a year.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

Per the Site Review Team that came in March 2009, it was recommended that the CalWORKs program should revisit and revise the program's Student Learning Outcomes. The staff has collaborated, researched, and consulted with other CalWORKs programs and best practices, to develop more concise and measurable SLOs.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: CalWorks

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: DSPS	Year in Review: 2010-2011
Program Coordinator/Supervisor: Kandice Brandt	Date Submitted: October 13, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		

PR/SLO Taskforce Co-Chair:		
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PR/SLO Taskforce Co-Chair:		
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SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: DSPS

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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Faculty/Staff

* The DSPS office consists of knowledgeable student-centered faculty and staff who continue to promote the program and the college in general to internal and external stakeholders

*The DSPS contract and adjunct faculty come with unique specialty areas in addition to their disability generalist skills. These specialty areas include: Learning Disabilities, Deaf and Hard-of-Hearing, Assistive Technology, Psychological Disabilities, and Vocational Counseling Together the faculty create a comprehensive team of counseling professionals who are prepared to address a variety of disability related needs that students bring to the academic environment. Additionally, DSPS hourly classified staff bring a depth of organizational and clerical skills to our program.

* A work-study student was hired to assist with office coverage and clerical tasks

* Two NANCE employees were hired to assist with test proctoring and related clerical tasks.

* The hiring of a Program Activity Manager continues to be needed for workload and supervision/administration needs. Due to state, district, and college budget constraints/cuts, hiring for this position is and will likely continue not to be possible for present and subsequent academic years. These budget challenges leave the department in the situation of continuing with a faculty coordinator until such time that the DSPS budget increases.

* Presently DSPS proctors only three days per week, primarily during daytime hours. Night time proctoring for evening students is accommodated on a case by case basis, but involves significant adjustments to staff or faculty schedules. A contract staff position dedicated to proctoring is needed, but there is no budget to support such a position at this time.

* An intern to assist in the HTC with the DSPS 21 lab course and the creation of alternate media materials was not identified for 10-11 due to a lack of qualified applicants

*The DSPS office is the only student services office at the college to not have a classified contract employee. Relying on NANCE employees is difficult due to restrictions on hours and days worked per year.

*Budget reductions have prevented the program from filling a vacant faculty position. As a result, the department currently has no faculty member with a Learning Disabilities specialization and therefore cannot assess students for Learning Disabilities.

Goal: Provide staffing at levels that allow for program mandates and mission to be met.

* Creative use of hourly, work-study, other student service area employees, and interns will continue to be needed to ensure proctoring coverage until such time that the budget improves. Additionally, proctoring days/hours will continue to be limited requiring DSPS staff to educate faculty and students to plan well in advance.

* Coordinator will continue to work with Clerical Supervisor for direct supervision/administration of Work-study, and NANCE employees.

* Continue to share the need and advocate for filling presently vacant classified contract position to bring consistency and more work hours to the program. DSPS was ranked number one on the college's classified hiring list in 10-11.

* Once budget improves, the hiring of a NANCE employee for assistance in the HTC lab and with creation of alternate media should be considered.

*When budget improves, the Assistive Technology Specialist should be returned to 1.0 (presently working only .25 in DSPS) in order to increase the hours that the High Tech Center is available to students.

Marketing & Outreach

* A variety of outreach and inreach activities including college classroom visits, on campus fairs, new hire and flex trainings, high school visitations, San Diego Unified resources events, emails, and phone calls are on-going

*DSPS exceeded our outreach target of 800 contacts for 10-11. There were 1184 contacts made.

* In October, Disability Awareness Month was promoted to the campus and the community through informative displays, technology resources, and movies/group discussions

* DSPS maintains a highly informative and useful website. The site contains information on how to apply, links to resources for students and staff, a captioned welcome video, High School transition material, an access concerns form, and a referral form among other useful information.

* A specially developed promotional rack card fosters communication between the DSPS program and active duty and veteran students with disabilities.

* Although DSPS would like to continue to do our traditional community outreach to middle school, freshman, and sophomore level students, budget cuts will likely lead us to focus mainly on junior and senior level students.

* DSPS saw 15% growth in our program enrollment in 10-11 over 09-10. However budget cuts and reductions in class offerings will likely hinder efforts to maintain this growth during the upcoming year.

* Budget cuts have made it difficult to replace and/or maintain high levels of quality promotional outreach materials.

*The college recently developed a new website. Students and community members have shared suggestions for improvement. DSPS is working with the web committee to try to address the issues.

Goal: Commit to regular communication with and provision of marketing materials to campus, district, and community partners.

*DSPS rack card style brochures are displayed on campus and distributed during outreach and inreach activities.

*DSPS maintains an outreach calendar of events each month including class visits, campus fairs, community events, etc.

*DSPS collaborates with the campus outreach officer and the coordinator serves on the outreach subcommittee.

*When the DSPS budget improves, and staffing levels increase, outreach efforts to non-traditional populations should increase

*Continue to participate in Ambassador training.

Budget

* The DSPS budget is shared among all program staff in open and honest detail, including information pertaining to how the budget is developed and prioritized within object codes.

* Program expenditures are discussed collaboratively amongst faculty for prioritization. Reductions to spending have been jointly identified to compensate for declines and cuts in funding levels.

* The DSPS Coordinator works closely with the District DSPS Manager and the campus business office to develop, monitor, and expend the budget properly throughout the fiscal year.

* Through collaboration with the Vice President of Student Services, DSPS was able to identify employee support from other student services areas to assist with covering proctoring needs.

*Through collaboration with the Dean of Liberal Arts, DSPS was able to secure general fund support to offer instruction in the High Tech Center.

* The DSPS budget suffered another large reduction in 10-11. Midyear cuts further impacted the program's ability to function fiscally independently. In response to the reductions, office hours and proctoring hours have been reduced, use of hourly and adjunct employees has been severely limited, and our paid note taking accommodation has been suspended.

* The struggling state and national economies are not predicted to improve in the upcoming year. The DSPS Coordinator will need to continue to work closely with the District DSPS Manager and the campus VPSS to plan for ways to limit further programmatic impact and possible student count decline.

*Although the DSPS program is grateful for the general funds received to provide instruction in the High Tech Center, the hours are very limited. More general funding needs to be secured to offer the course in the depth of hours that student needs warrant.

*Budget cuts have prohibited the department from filling a vacant Senior Student Services Assistant position.

*Due to budget cuts, the program lost .75 of the Assistive Technology Specialist to reassignment

Goal: Follow budget changes closely and maintain commitment to continual planning and updating of program needs.

*Work to maintain quality student services during challenging state and local budget crisis and cutbacks. The DSPS Coordinator will need to continue to monitor the budget closely at both the state, district, and college levels in order to respond in a timely way to cuts/changes that will likely affect services to students and the workload and hours of program faculty and staff.

*Complete program review and student learning outcomes assessment cycle by October 15 each year. Budget, planning and student learning outcomes to be linked to program review and annual outcomes.

*A staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount.

*Program faculty will need to continue to advocate to administration for additional general fund monies to mitigate loss of categorical funds and the resulting decrease in personnel and services to students. Attainment of such funds will be critical to maintaining compliancy with federal mandates and access for all students (including evening and online students)

<p style="text-align: center;">Facilities</p>	<ul style="list-style-type: none"> * The DSPS office is located close to the majority of student services, which is beneficial to the needs of our students. * Faculty have worked closely with the assigned architects and with the audiovisual department to plan for DSPS facilities in the future Student Services Building and the new Library Learning Resources Center. Program needs have been incorporated into the design of these new DSPS spaces * Panic buttons are installed in all faculty offices and at the Senior Student Services Assistant's desk. * A DSPS faculty member serves on the campus Facilities Committee. * DSPS faculty have collaborated with facilities staff and the VPA in relation to student access and safety during campus construction projects. In addition, faculty have been active with the development of the district ADA plan 	<ul style="list-style-type: none"> * Counselor offices do not have windowed doors. This is a security concern for faculty. Efforts to obtain funding to rectify this have been unsuccessful. * Student files need to be in a more secure location out of student's direct line of sight. Current space limitations prohibit the reconfiguration of existing furniture. * Test proctoring space is not in a dedicated, consistent location. DSPS must make room reservations each semester to accommodate diverse student testing needs. * Storage space for equipment, supplies, and resources is limited. This is especially true for storage of inactive student files. * The HTC does not have enough work stations to accommodate student use demand and/or enrollment of students in the DSPS 21 course. 	<p>Goal. Provide functional facilities in current DSPS and HTC spaces, while planning for improved facilities in new buildings</p> <ul style="list-style-type: none"> *Continue to work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union and LLRC buildings. *Participate in planning for facilities, fixtures and equipment (FFE) stage of the new student union building. *A DSPS faculty member will continue to serve on the Facilities Committee.
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Operational Effectiveness

* DSPS 21 has continued in an open lab format to accommodate student schedules and allow for greater enrollment/usage of the lab.

* DSPS faculty and staff participate broadly in college and district level shared governance. DSPS also actively supports college initiatives such as annual the Jet Jump Start.

* Communication is maintained regularly to students in regards to office hours, district policy changes, enrollment information, and budget impacts to DSPS services.

* All DSPS student application forms are available on the DSPS website. These are district wide forms that allow for easy mobility of the students between the three college campuses and continuing education centers.

* DSPS makes student referrals to the career center, financial aid, veteran's affairs, tutorial center, mental health services, EOPS, WorkAbility III, and community agencies such as the Department of Rehabilitation.

* Test proctoring time has been limited due to budget cuts. Presently DSPS proctors only three days per week, primarily during daytime hours. Night time proctoring for evening students is accommodated on a case by case basis, but involves significant adjustments to staff or faculty schedules.

* The 10-11 DSPS budget suffered further reductions, including midyear cuts. In response to these reductions, office hours and proctoring hours were reduced, use of hourly and adjunct employees were severely limited and/or discontinued, and the paid note taking accommodation was suspended.

* New DSPS district wide forms are not fillable as PDFs or able to be submitted electronically.

* Due to limited numbers of workstations, and limited general funded faculty work hours, the High Tech Center course is not able to fully accommodate student demand.

* Learning Disability testing has been suspended due to budget cuts, this has left the program unable to assess, and therefore serve, many potentially eligible students

Goal: Maintain both quality and currency in delivery of student services

* DSPS will continue to embrace and utilize emerging technology in delivery of student services.

* DSPS remains committed to hiring a DSPS Program Activity Manager in an effort to align with sister campuses; however the current state budget prohibits such action presently and into the near future

* DSPS faculty and staff will continue to participate broadly in college and district level shared governance.

* Faculty and staff will need to continue to work together to increase program efficiency, and to implement needed changes resulting from budget cuts. Mandated services will need to be protected, while creativity will be called upon to identify ways to attempt to maintain preferred/elective services and/or modify such services to lower levels where possible.

* Regular communication to students and instructional faculty will need to continue in an effort to keep all individuals affected by the budget cuts informed.

Professional/Staff Development	<ul style="list-style-type: none"> * DSPS faculty and staff participate broadly in college and district level shared governance * A faculty member attended a CAPED and HTCTU sponsored workshop on the ADAAA and regulations for Section 508 on May 23, 2011 * All DSPS faculty attend in person and online workshops/trainings sponsored by the district and other state and national sources to maintain currency. *Two DSPS faculty attended the ETS conference in May 2011. 	<ul style="list-style-type: none"> * DSPS budget cuts, along with other college level budget cuts, have made funds for travel and conferences within 2010-2011 difficult and/or not possible. This has meant that counselors have not been able to regularly attend conferences such as CAPED, ETS, SDSU, CSU System, and AHEAD, which previously were attended annually. 	<p>Goal: Encourage and support ongoing training of DSPS faculty and staff</p> <ul style="list-style-type: none"> * Continue training to maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. * Continue to work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development. * All DSPS faculty and staff are encouraged to submit professional development training requests for consideration, supported by the DSPS budget when funds are available. * DSPS faculty will continue to remain active on regional and state listserves that address professional issues and training options.
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Equipment/ Supplies	<ul style="list-style-type: none"> * The Department maintains a database of equipment warranty expiration dates and monitors the need for replacement of equipment. * The ATS and Program Coordinator monitor the hardware and software in the High Tech Center for currency. Software licenses are also monitored, and renewed when funds exist. * A "wish list" is maintained by the program in relation to supplies and equipment desired. This allows us to respond quickly should district funds become available at specific, and often unplanned, times of the year for such purchases. * Miramar DSPS benefited from funds received from the District College To Career Grant (C2C) in Spring and Summer 2011. The funds purchased much needed equipment to loan to students and software for the High Tech Center. 	<ul style="list-style-type: none"> * Due to budget cuts, the DSPS budget has had to severely reduce its budget allotment for supplies. Creative ways to reduce and reuse materials are being utilized; however, real challenges still exist when delivering services with fewer materials. * Due to budget cuts, the DSPS budget did not have sufficient funds in 10-11 to purchase desired upgrades to all hardware and software for student use in the HTC and remotely from our own resources. *The DSPS budget did not have sufficient funds to purchase the numbers and kinds of outreach materials that we have in past years. * The copier in the High Tech Center/Alternate Media Production area and the DSPS office staff and faculty computer terminals and monitors are currently out of warranty. Funds do not exist presently to replace them. 	<p>Goal: Consistently monitor supply and equipment needs and make purchases in a timely manner.</p> <p>*The DSPS program will continue to work with the VPSS in regards to funding needed from outside our budget to purchase supplies and equipment needed to serve students.</p>
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Community Partnerships	<ul style="list-style-type: none"> * DSPS maintains active community partnerships with the Department of Rehabilitation, San Diego Unified School District, and local private vocational rehabilitation agencies. * 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 faculty are active in the DSPS Region X activities/discussion group. * Miramar DSPS was an active participant and partner in servicing the first group of students enrolled in the C2C grant. 	<ul style="list-style-type: none"> * Budget cuts have limited DSPS faculty involvement in creating additional community partnerships. * Due to reductions in personnel, DSPS has not been able to send representation to some of our community partners' events and meetings. 	<p>Goal: Maintain current partnerships and continue to seek additional partnerships that will benefit students with disabilities at Miramar College.</p> <ul style="list-style-type: none"> * Continue to maintain active community partnerships with the Department of Rehabilitation, San Diego Unified School District, and local private vocational rehabilitation agencies. * Continue to 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. * Continue to be active in the DSPS Region X activities/discussion group.
Enrollment Growth & Management	<ul style="list-style-type: none"> * The DSPS count grew 15% in 10-11 over 09-10 amidst departmental and college budget cuts. * DSPS exceeded their outreach target of 800 contacts for 10-11. There were 1184 contacts made. * The Coordinator maintains a database to accurately track student contacts on a regular basis. Additionally, the Coordinator reviews and reconciles the monthly district count reports to monitor service levels. 	<ul style="list-style-type: none"> * Outreach efforts to non-traditional populations have been reduced due to budget cuts. * Due to limited staffing and budget restrictions, it is not possible to implement a counselor caseload approach at this time. Such an approach might lead to better follow up with students. * Once budget improves, the department would like to expand service hours to be more welcoming to evening students. Better support to evening students might increase overall program counts. * Historically, data shows that when the High Tech Center lab reduces its operational hours, the student enrollment, retention, and success rates in DSPS 21 decline 	<p>Goal. Maintain program count during pervasive budget cuts.</p> <ul style="list-style-type: none"> * Set program target of maintaining or increasing the previous year's count. * Communicate regularly with students through our website and other media/technology to supplement in person contacts. * Continue to promote the program and recruit eligible students through individual classroom visits,

Additional information relevant to department:

* In 10-11, the DSPS department served and was able to report apportionment for 406 students. Additionally, the program served another 33 students (40 appointments) whom we were not able to collect apportionment for (dropped classes, enrolled at sister campuses, etc).

* DSPS teaches classes in adaptive technology Fall 2010 enrollment in DSPS 21 was at 37% of capacity with a 45% success rate. Spring 2011 enrollment in DSPS 21 was at 32% of capacity with a 84% success rate. The program believes that the low enrollment and periodic low success rates are likely due to the limited hours that the HTC is open (only 8 hours per week). This course is designed to be a supportive technology course for other classes the student is taking and/or a training course for areas of technical need

* Forty-nine DSPS students responded to the Point of Service Survey done by the district research and planning office in Spring 2009. Ninety percent of students indicated satisfaction with DSPS services at Miramar College at that time. Additionally, the 2010-2011 Miramar College Scorecard reflects overall student satisfaction with services (including DSPS among others) at 92%.

*The most recent DSPS Annual Report (09-10) indicates the following statistics:

- 1) Miramar DSPS students have a 3-5% higher full time enrollment rate (19% Fall, 18% Spring) than the general student population (16% Fall, 13%).
- 2) Miramar DSPS students have a 1% higher completion rate than the general student population
- 3) Miramar DSPS students have an equal retention rate (89%) and a 8% lower success rate (67%) than the general student population (75% success) in on campus courses
- 4) Miramar DSPS students have a 2% higher retention rate (84%) and a 5% higher success rate (66%) than the general student population in online courses (82% retention, 61% success)

*The 2011 Miramar College Fact Book reports that on average, 2% of the Miramar student population received disability services between Fall 2006 and Fall 2010. This was comparable to the percentage of students served by DSPS for all colleges in the district

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
DRAFT - Revised 6/30/09

Program: DSPS

Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
* Identify individual educational limitations and the appropriate respective accommodations based on verified disabilities	* Student discusses their needs with a DSPS counselor and with instructors * Student provides instructor with a copy of their accommodation letter	* Student and instructor surveys through Survey Monkey * SARS data * Student Service Record (SSR) Data	* Annually during the Spring semester	* Surveys were sent to all DSPS students served in either Fall 2010 or Spring 2011-- 86 students responded (21%) * Surveys were sent to all full and part time faculty- 31 Faculty responded (29%) * All current DSPS students were assessed via SARS and SSR data	* 87-99% of student survey responses were consistent with meeting outcome #1 * 90% of Faculty survey responders confirmed at least one student in their course(s) met outcome #1 * SARS and SSR data also suggest successful learning by the student-all 406 (100%) DSPS students attended a DSPS counseling appointment where they collaboratively discussed their limitations and developed an accommodations letter with their counselor

<ul style="list-style-type: none"> * Utilize appropriate disability management strategies 	<ul style="list-style-type: none"> * Student utilizes an approved accommodation 	<ul style="list-style-type: none"> * Student and instructor surveys through Survey Monkey * SARS data * Student Service Record (SSR) Data * Review of Academic Standing * DSPS class enrollments 	<ul style="list-style-type: none"> * Annually during the Spring semester 	<ul style="list-style-type: none"> * Surveys were sent to all DSPS students served in either Fall 2010 or Spring 2011-- 86 students responded (21%) * Surveys were sent to all full and part time faculty- 31 Faculty responded (29%) * All DSPS students were assessed via SARS, SSR, and class data 	<ul style="list-style-type: none"> * 85% of student survey responses were consistent with meeting outcome #2 * 74% of Faculty survey responders confirmed at least one student in their course(s) met outcome #2 * SARS and SSR data reflect that 158 of 406 students (39%) received either loaned equipment, test proctoring, an interpreter or captionist, or alternate media directly from the DSPS office. (Many more students are assumed to have utilized their own personal equipment or received test proctoring directly from an instructor). * Student survey data indicated that 88% utilized priority registration. * 24 DSPS students enrolled in DSPS 21
<ul style="list-style-type: none"> Identify college and community resources to maximize independence 	<ul style="list-style-type: none"> Student utilizes a college or community resource other than DSPS to assist in their academic success 	<ul style="list-style-type: none"> * SARS data * Reports/Contacts from Community agencies 	<ul style="list-style-type: none"> * Assessed for the first time in Spring 2011. * A second assessment will occur in Fall 2011. 	<ul style="list-style-type: none"> * All DSPS students were assessed via SARS data and Department of Rehabilitation (DOR) data 	<ul style="list-style-type: none"> * Data revealed that 185 of 406 students (46%) utilized at least one other campus service or the DOR in Spring 2011.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- Continue to research ways to promote higher completion rates of SLO surveys among students and faculty
- Continue to request college general funds when needed to provide mandated services to students with disabilities.
- Continue to research ways in which use of technology can improve access and efficiency for program staff, students, and instructors.
- Maintain commitment to hire a PAM and a classified contract once budget improves.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: DSPS
Year in Review: 2010-2011
STEP THREE: SUMMARIES
A. Summary of program annual objectives:
List your program objectives/goals: what did you hope to accomplish?

- * Maintain DSPS student count for 10-11 amidst departmental budget cuts and college class cuts
- * Maintain mandated services to students while creatively finding ways to continue preferred services where possible.
- * Meet and/or exceed outreach target of 800 contacts.
- * Lobby for funding outside of our program when needed to meet program service goals/requirements.
- * Assess 3 department SLOs
- * Allow opportunities for professional development for faculty and staff
- * Participate broadly in shared governance at the college and district levels
- * Provide timely services to qualified students with disabilities which allow them to participate broadly in their education
- * Provide assistance to instructional faculty who are accommodating students with disabilities in their courses

B. Summary of program outcomes:
List your program outcomes: what did you achieve?

- * Fully or partially achieved all program goals for 10-11 listed above.
- * Successfully used interns, work-study students, NANCES, and adjunct employees in 10-11 to meet program needs while staying within budget
- * DSPS has successfully participated in college initiatives such as online counseling, the Basic Skills Initiative, and Jets Jump Start
- * DSPS has maintained successful community partnerships with local schools and rehabilitation agencies.

C. Summary of program recommendations:
List recommendations that should be considered for the next review period: what could have been done differently?

- * Continue to seek funding for PAM and a classified contract for test proctoring when budget improves
- * Continue to advocate for designated test proctoring space until new proctoring center in LLRC is opened.
- * Continue to work collaboratively as a department to prioritize program goals and services to meet student needs as well as federal requirements during increasing budget cuts.
- * Continue to work with district architects and AV staff to design DSPS spaces in the new student union and LLRC.
- * Strive to maintain student program count for 11-12 amidst department budget cuts and college class cuts.

- * Continue to seek funding from sources outside the DSPS budget when needed to meet program service requirements.
- * Continue to communicate changes to the DSPS program to students and institutional faculty in a timely manner.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes or data collected

- * Two SLOs have been measured for two assessment cycles now One SLO has been measured for one assessment cycle and is slated to be measured for a second time in Fall 2011.
- * SLO assessment data suggests 74-100% success rate.
- * Student and faculty survey response rate has been lower than desired. DSPS will continue to advertise and promote completion of surveys in Spring 2012

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: DSPS

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

- * Continue to seek funding from sources outside the DSPS budget when needed to meet program service requirements.
- * Continue to communicate changes to the DSPS program to students and institutional faculty in a timely manner.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

- * Two SLOs have been measured for two assessment cycles now. One SLO has been measured for one assessment cycle and is slated to be measured for a second time in Fall 2011.
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SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes

(revised 5/13/09)

Program: DSPS

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE Student Services Annual Program Review & Student Learning Outcomes <i>STUDENT SERVICES MISSION STATEMENT</i> <i>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.</i>		
Program: Outreach		Year in Review: 2010-2011
Program Coordinator/Supervisor: Sonny Nguyen		Date Submitted: October 12, 2011
Program Goal/Mission Statement: The San Diego Miramar Outreach Office develops strategies and implements services designed to help prospective and current college students gain awareness of the programs and resources available in making a smooth transition from high school to college, from college to career and/or re-entry from work to school.		
APPROVALS		
TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor		
Department Chair		
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Outreach

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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<p style="text-align: center;">Faculty/Staff</p>	<p>With support from Financial Aid Officer and available Board Financial Assistance Program (BFAP) funding, the continued employment of student ambassadors was made possible. Work Study student also employed and was funded through federal student work study grant. Student employees contributed greatly to Outreach daily operations, especially since full time support staff position has been frozen.</p> <p>One ambassador has successfully transferred to University of CA, San Diego and another one to San Diego State University, but both remain employed through Outreach.</p> <p>Gaining Early Awareness and Readiness (GEAR UP) II Program Grant renewed and implemented Fall 2010 semester, was able to hire on additional ambassador to provide support for Outreach but to also partner with Farb Middle School and Serra High School to mentor youth</p> <p>Continued development of Financial Aid Specialist Ambassador: provided support to Financial Aid Office, but also served as lead presenter/facilitator of all Outreach special activities regarding dissemination of Financial Aid, including Financial Aid/Scholarship information workshops on campus.</p>	<p>Outreach would benefit from a second full time staff member possibly for the current Clerical Position or a Student Support Services Position to assist Outreach Coordinator in daily operations, when funding does become available. As the campus will grow, Outreach will also continue to have responsibilities grow to meet the campus needs. Request has been submitted to be included on Student Services classified staffing needs and priorities.</p> <p>This position is not unique to Miramar, but is the District model for both City and Mesa as well, however, only Miramar is without the 1.0 position at this time.</p>	<p>Goal: <i>Strengthen and improve student ambassador program.</i></p> <ul style="list-style-type: none"> - Maintain at least 4 students ambassadors during each semester - Maintain at least 1 work study during each semester - Continue employment of GEAR UP student ambassador position, as grant funds are available - Develop monthly staff development training activities for personal and professional growth
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Marketing & Outreach

Even though enrollment is up, Outreach is still committed to maintaining Miramar's appeal to all prospective students by continuing to provide access to available resources and important information about the college. Furthermore, Outreach continues to inform and encourage students to prepare in advance, especially for the current limited availability of classes.

Outreach Activities and Events Summary: 140 Activities/Events, 11611 Student Contacts Made, Activities/Events by Service Area Type: Campus:=64/53.33%; Local Service Area 2=20/16.67%, District=16/13.33%; Local, but non feeder=16/13.33%, Beyond Local Service Area=4/3.33%

Outreach Coordinator continues to serve on the Marketing and Outreach Committee both on campus and at the District level, contributing ideas toward development of publications and new areas of marketing such as advertising, social networking and website development for the college

Outreach continues to maintain and promote activities/events in Student Services through online master calendar and monthly posting distribution.

Inreach on campus include disseminating information at info booth and bulletin board, as well as classroom presentations.

Decreases in any available funding due to budget cuts will impact the continued funding of outreach activities and events in the community and on campus. Examples include annual College Career Expo, Jets Jump Start Orientation, College Fairs, Community Festivals and other related High School events.

Still awaiting for the new college website to fully transfer over for additional online marketing of Outreach services.

Goal: *Provide up to date campus information to K-12 and community partners.*

- Outreach Coordinator serves on campus and District Marketing and Outreach Committee
- Maintain partnerships with local service area high schools
- Community participation in board meetings, college fairs, street fairs and related activities
- SS campus calendar of activities maintenance and dissemination
- Implement development of ideas for new Miramar SS website
- Implement use of Facebook and Twitter to further promote and outreach

Budget

Continue to maintain daily operations of Outreach without own budget

Renewed and Implemented GEAR UP II grant in Fall 2010 to hire additional ambassador.

Most recently, Associated Students voted to approve funding of Jets Jump Start New Student Orientation, which of course was coordinated solely through Outreach.

Outreach still does not have its own budget, other than the recently received Gear Up grant. Sources of funding right now are limited to BFAP and that is primarily used to fund salaries of student ambassadors. Currently there is no funding for operations, supplies, and other typical office necessities. In place right now for such needs are dependent on sharing of resources with other departments or through their donations. This is not a recent development due to the economy, but has always been the case since the Outreach Office began in January '08.

Goal: Assess and maintain quality student services to both prospective and current students during challenging state and local budget crisis and cutbacks and project outreach needs in the upcoming years.

- Work to maintain quality student services during challenging state and local budget crisis and cutbacks. Outreach will continue to operate with available funding, primarily from BFAP to pay ambassadors
- Complete program review and student learning outcomes assessment cycle by October 13, 2011. Budget, planning and student learning outcomes to be linked to program review and annual outcomes.
- Staffing allocation formula needs to be established by the college, taking into account prospective students as well as headcount.
- With the completion of the new student union annex building in 2012, 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. Fill the currently vacant Outreach Assistant position and change to full time 1.0 for Outreach only
- Seek alternative resources for funding opportunities including state and federal grants.
- Continue planning and

Facilities	<p>Continue to make efficient use of limited space.</p> <p>Continuing to meet with architects to discuss plans for new Outreach space at current library building.</p> <p>Outreach expanded into the vacated space left by Evaluations. Shared space with EOPS was longer needed.</p>	<p>Outreach Coordinator shares the same door as a general classroom, currently there is no lock on the door. Door needs to be locked to secure the building of Outreach and to prevent access to confidential student information.</p>	<p><i>Goal: Provide functional facilities and quality services in the Outreach Office.</i></p> <ul style="list-style-type: none"> - Work with project architect and campus facilities committee to provide a seamless and smooth transition into the new student union annex building. - Plan for facilities, fixtures and equipment (FFE) stage for new student union building.
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Operational Effectiveness

Maintained presence in community outreach, despite focus more on inreach -- servicing current students

Role of Outreach on campus has focused more on inreach due to the shift in campus priorities. Outreach has been refined to better support different student services departments and to promote their available resources to current students.

Outreach has developed a more specific priority tier system to accommodate all incoming requests for Outreach representation and services, from both campus and community groups

Development of Scholarship Awareness and Application workshops. Provide support for students who were looking for additional support with the application process.

Planned, Coordinated and Implemented Miramar College's largest "Cash into College" event with 85 guests in attendance. Attendance at Miramar was higher than District average annual attendance at this event.

Continue to successfully coordinate welcome back week information booths to guide, direct and provide general assistance to all new and returning students as campus continues to grow and expand.

Pulled off the largest ever new student orientation at Miramar, Jets Jump Start Largest ever in attendance, 301 guests, of which 224 were new college students.

Outreach would benefit from a second full time staff member possibly for the current vacant Clerical Position or a Student Support Services Position to assist Outreach Coordinator in daily operations, when the budget rebounds.

Goal: *Maintain both quality and currency in delivery of both prospective and current student services.*

- Maintain both quality and currency in delivery of student services.
- Embrace and utilize emerging technology in delivery of student services.
- Focus more on outreach to current students and supporting fellow student service areas as deemed necessary by VPSS and Dean of Student Affairs
- Implement Welcome Week Information Tables to guide new and returning students
- Continue to develop annual Cash in for College and Jets Jump Start Events.

Professional/Staff Development	<p>Outreach Professional Staff participates in District annual retreat and follow up planning meetings. Student Ambassadors also attend one District training per semester and annual College specific student services training. Outreach conducts monthly office meetings both as a group and on an as needed individual basis. Coordinator provides ongoing guidance and mentorship of student ambassadors in regards to helping students reach educational and professional goals.</p> <p>Attended Associated Students General Assembly on behalf of the Dean of Student Affairs for personal professional development in working with students.</p>	<p>Funding needed for internal Outreach Team retreat when staffing is available to better plan and organize program in advance. Coordinator will look into professional development training opportunities as time and budget allows. Coordinator also needs training in use of SARS and ISIS to utilize current data and plan for more effective outreach programming.</p>	<p>Goal: <i>Encourage the ongoing training of all Outreach Staff.</i></p> <ul style="list-style-type: none"> - Maintain currency on rules, regulations, and new local, state, and federal programs, transfer requirements, changes in admissions criteria, financial aid changes, and state and federal impact on categorical programs. - Work with Vice President of Student Services in order to allocate funds for travel and conference to facilitate staff professional development. - Provide guidance and mentorship to Student Ambassadors. Review their individual goals to support their achievement - Seek "free" workshops or other professional development opportunities
Equipment/Supplies	<p>NA</p>	<p>Dependant on other departments to share resources. Again, Outreach will benefit from having own budget once funds available, possibly through Matriculation as was before when program first started.</p>	<p>Goal: <i>Maintain current collaborations and partnerships with other student services departments that conduct outreach until Outreach budget is created.</i></p> <ul style="list-style-type: none"> - Continue planning and discussion with EOPS, Financial Aid to provide basic supplies and equipment.

<p style="text-align: center;">Community Partnerships</p>	<p>Continuation of local community festivals/street fairs to maintain presence with funding from Communications Office.</p> <p>Continue to work with District Outreach to serve students outside of immediate service area</p> <p>Continue to serve as voting member of Mira Mesa School Community and Education Cluster. Committee is made up of representatives of local neighborhood K-12 schools, parents and volunteers. Committee meets monthly to discuss and addresses local challenges, develops strategies, support for each other and an outlet for ongoing discussion for improving services to local students.</p>	<p>Enrollment is high and more than ever people are turning to the community colleges and here at Miramar. Part of that is of course due to the economy, but that makes it even more important that Outreach be present and relay the important information that prospective students need to get started and get into classes. The challenge is to continue to maintain the Miramar presence despite the budget cuts and shrinking resources. Miramar will have to reduce active "recruitment," but still keep visibility for those in the community. Once fiscal health is restored, Miramar will need to expand and grow, but in order for that to happen, partnerships in the community must also last and endure through this rough economic time. It's not about "doing more with less," but to "maintain and be more effective."</p> <p>College Expo again was not funded this year and therefore was not part of this year's activities</p>	<p>Goal: <i>Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities.</i></p> <ul style="list-style-type: none"> - Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants. - Maintain partnerships with local service area high schools - Community participation in board meetings, college fairs, street fairs and related activities
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Enrollment Growth & Management	<p>Implemented High School Application and College Transition Workshops at 4 different high schools to prepare students in advance for registration and understanding the enrollment process. Served 234 prospective high school seniors during this process.</p> <p>Jets Jump Start event for newly enrolled students increased in number of student attendance, 301 total attendance, 224 new students.</p>	<p>Growth from recruitment is being reassessed due to budget cuts and pending full classes and limited availability.</p> <p>Focus needs to be shifted to recruit more students in supportive student service areas and for more student engagement on campus.</p>	<p><i>Goal: Ensure services are consistent with local feeder student population.</i></p> <ul style="list-style-type: none"> - Recruitment not active priority, focus more on "in-reach," service to current students - Scale back recruitment by using Priority Tier System for all incoming requests. - Maintain college visibility in local service area by updating services the high school partnership agreements. - Plan for Outreach services to Continuing Education when funding is available.
<p>Additional information relevant to department:</p> <p>Due to increase in enrollment of classes at Miramar, recruitment efforts have been reduced and focus of Outreach Office has been shifted to further support other areas of Student Services to meet the needs of the college. Other areas include facilitating various student services workshops, test proctoring, work on the Matriculation plan, writing of the Student Equity plan and overall general support for Student Services areas short on staff.</p>			

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

DRAFT - Revised 6/30/09

Program: Outreach

Year in Review: 2010-2011

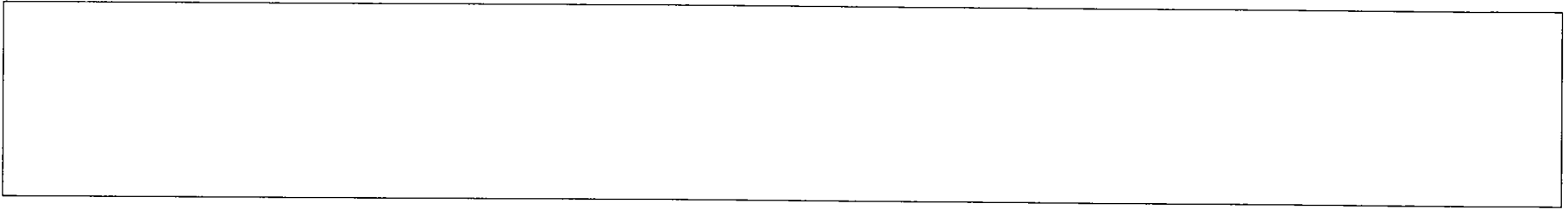
STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 As a result of attending the Jets Jump Start Orientation, newly enrolled students will learn how to access campus resources and programs.	1. Students will attend the Orientation 2. Students will self-report a satisfactory experience on the evaluation survey in the areas of campus resources and programs	1. Attendance of new students 2. Evaluation form of event	Collected at the end of each summer after the orientation program	138 surveys collected from students	On a rating scale of 1-Poor; 2-Fair; 3-Good; 4-Excellent: 70.2% rated the overall experience as Excellent 21.0% rated the overall experience as Good 1.0% rated the overall experience as fair 8% remaining did not provide a rating

#2 As a result of training and experience throughout the year, Student Ambassadors will have a self-reported greater sense of competency in interpersonal and communication skills.	Specifically related responses and experience learned from answers to questions during exit interview process and compared to intake surveys/initial self assessments	Students answers will reflect a greater sense of self-reported competency through completion of an exit interview/self assessment based on a Likert Scale of 1 to 10, ten being having the highest confidence, which is compared to an intake survey taken prior to employment	Quantitative data will be collected and analyzed at the end of the academic year	6 students were interviewed and assessed	Communication Skills: *100% self-reported improvement of at least one level on a scale of 1 to 10 * Average self reported improvement per student was 20%
#3 As a result of completing the Student Ambassador program, students will have a greater self-reported sense of understanding and knowledge of support services available to them at Miramar for both personal use and also in referring other students	Specifically related responses and experience learned from answers to questions during exit interview process and compared to intake surveys/initial self assessments	Students answers will reflect a greater sense of self-reported competency through completion of an exit interview/self assessment based on a Likert Scale of 1 to 10, ten being the most knowledgeable, which is compared to an intake survey taken prior to employment	Quantitative data will be collected and analyzed at the end of the academic year	6 students were interviewed and assessed	Knowledge of Miramar Student Services Programs: *100% self-reported improvement of at least one level on a scale of 1 to 10 * Average self-reported improvement per student was 25%

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- As campus grows, both physically and in student population, Outreach as a unit will also need to grow to keep pace with the needs of the college. Outreach is always in need of staffing, specifically in need of at least one other full time employee to assist in the daily operations of the program.
- With the various responsibilities that the Outreach Office performs to maintain a community presence and to market the college, Outreach will need to establish its own budget to sustain and expand as the college grows, but this will also allow for consistency in programming from year to year.
- Outreach will need to continue to reinvent itself to reach the ever changing demands of the population it serves and to keep up to date with the advancement of technological communication used to market the college. Utilize more online resources to outreach once new campus website is in place.
- Outreach will look at revising or changing SLO's to better measure data by focusing on quantitative rather than qualitative data.



SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
 DRAFT - Revised 6/30/09

Program: Outreach

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals: what did you hope to accomplish?

- Secure funding for Jets Jump Start Orientation
- Maintain visibility and community relationships despite the reduction in recruitment activities
- Shift focus of Outreach to support Student Services: Matriculation, Student Affairs, Associated Students and Financial Aid
- Develop new Financial Aid In-Reach programming to apply for Financial Aid
- Implement GEAR Up Grant in working with Farb Middle School and Serra High School with less funding
- Support Counseling and Admissions with Student Ambassadors to promote financial aid and early preparation
- Implement Student Services website once campus website is fully live
- Actively participate in community led committees in local service area

B. Summary of program outcomes:

List your program outcomes: what did you achieve?

- Maintain comprehensive student ambassador program
- Implemented GEAR Up student grant
- Implementation of Jets Jump Start with increased number of new first time students in attendance, 301 total attendance, 224 new students – largest ever
- Conducted Outreach led high school to college transition application workshops, serviced 234 prospective seniors
- Took over coordination of welcome back information booths
- Conducted largest ever “Cash into Community College” Financial Aid event at Miramar with 85 guests
- Participated in 140 separate activities/events throughout the year
- 11611 student contacts made
- Areas of Outreach Service: Campus=64/53.33%; Local Service Area 2=20/16.67%, District=16/13.33%; Local, but non feeder=16/13 33%, Beyond Local Service Area=4/3 33%

C. Summary of program recommendations:

List recommendations that should be considered for the next review period: what could have been done differently?

- Increased staffing of both full time and student ambassadors.
- Establish Outreach Budget and/or consistent funding sources for programming and operations
- Develop new ideas and ways to market college information and reach out to prospective students, focus on online and other related marketing techniques; expand use of social networking on Facebook
- Seek possible professional development activities and/or participation in regional outreach working groups
- Maintain community presence by joining local community partnership entities and attending their sponsored functions and meetings

- Revise and/or change SLO's to be more effectively measured

D. Summary of Student Learning Outcome progress to date:

List any updates, changes or data collected

Student Learning Outcomes were updated for 10-11 to incorporate both measurable and observable qualitative data. However, SLO's pertaining to ambassadors yield very little data due to the amount of available ambassadors. For next year, SLO's pertaining to ambassadors will be replaced with Outreach events such as Financial Aid presentations and campus tours. The new SLO's will be similar to the Jets Jump Start SLO in both assessment and data collection.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes
(revised 5/13/09)

Program: Outreach

Year in Review: 2010-2011

STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback:

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

STUDENT SERVICES MISSION STATEMENT

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.

Program: Veterans' Affairs

Year in Review: 2010-2011

Program Coordinator/Supervisor:
Christine Barlolong/Kare Furman, Dana Stack

Date Submitted: October 13, 2011

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

APPROVALS

TITLE	SIGNATURE	DATE SIGNED
Program Coordinator/Supervisor	Dana Stack and Kare Furman	
Department Chair	Dana Stack and Kare Furman	
Dean, Student Affairs or Dean, Student Development & Matriculation		
Vice President, Student Services		
PR/SLO Taskforce Co-Chair:		

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

Program: Veterans' Affairs

Year in Review: 2010-2011

STEP ONE: PROGRAM REVIEW
ANALYSIS OF COMPONENT AREAS

AREA	STRENGTHS/ ACCOMPLISHMENTS	RECOMMENDED AREAS OF IMPROVEMENT (planning must be linked to budget when appropriate)	OBJECTIVES/ PLAN OF ACTION (to be utilized in generating College Wide Goals & Objectives)
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<p style="text-align: center;">Faculty/Staff</p>	<p>Current Staffing</p> <p>One 1.0 FTE Senior SSA</p> <p>50% of 1.0 FTE Classified Staff. Remaining 50% duties support campus evaluations needs.</p> <p>One 1.0 FTE Classified Staff currently on loan from the Admissions Office due to VA staff resignation May 2010 and position defunded.</p>	<p>Veterans' Affairs is severely understaffed to effectively serve students and comply with increasing Federal Veterans Affairs regulations and mandates.</p> <p>Staff members work staggered shifts to accommodate a 10 hour service day. Student increases in the last 4 years range from 30 – 45%. Department of Veteran Affairs projections indicate similar increases will continue indefinitely.</p> <p>During this critical increase period (May 2010), the VA Student Services Assistant (SSA) resigned and the college administration subsequently defunded the position. Resulting reorganization moved one Admissions staff member to the VA office and added the Student Services Supervisor I as an active certifying official. The defunding of the SSA position and resulting reorganization negatively impacted Admissions and Records operation.</p> <p>As with other specialized Student Services Programs, such as DSPS and EOPS, this program needs dedicated counseling positions. This population urgently needs a counselor that has a strong knowledge of VA requirements, school catalog policies, as well as the unique mental health needs of students that may affected by Post Traumatic Stress Syndrome (PTSD) and Traumatic Brain Injury (TBI).</p>	<p>Goal: Ensure staffing is sufficient to support the needs of the current population and planned appropriately to meets the demands of growth.</p> <ul style="list-style-type: none"> • Advocate for a 1.0 FTE Senior Student Services Assistant to support certifying needs. • Reinstate • Advocate for a 1.0 FTE Counselor, General Fund, and a 1.0 FTE Counselor with mental health training. • Hire Federal Work-Study assistants to support the increased student traffic and compliance and clerical needs of the program. • Advocate for the use of and lift the security restrictions for student workers. • Advocate for staffing allocation formula. The formula should account for prospective students, as well as headcount. With the completion of the new Student Services 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.
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Marketing & Outreach	<p>VA provides suggestions on any printed materials associated with VA benefits in both the college and district levels, such as the Services and Resources for Veterans' brochure. The department also participates in the development of the Student Web Services website development and Miramar College website development.</p> <p>Participated in outreach and in reach activities: Student Veteran Organization and 2011 Graduation Fest and Graduation Ceremony.</p> <p>Used remaining ACE/Wal Mart grant funds for "Vets to Jets" program. Program provided specialized services and events for veterans, active military and dependents to assist them in the successful completion of their educational goals</p>	<p>End of ACE/Wal Mart grant funds, resulted in the loss of Vets to Jets program coordinator, which hinders our ability to provide workshops/events and research the needs of this population.</p> <p>Further develop the college VA webpage to include a new VA student brochure, online VA orientation and departmental forms.</p> <p>Dedicate annual funds to regularly update and reproduce VA Information sheet which are needed for all program students.</p> <p>Budget and staffing cuts will make it difficult to maintain and increase participation in outreach and in-reach activities.</p>	<p>Goal: Participate in marketing and outreach activities.</p> <ul style="list-style-type: none"> • Advocate for additional staff to support outreach and in reach activities. • Collaborate with Miramar web developer to improve VA web pages and dedicate one staff member to the development of respective web pages. • Participate in the development of college and district publications • Develop VA orientation packet/booklet to distribute to all new students during the matriculation process.
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<p style="text-align: center;">Budget</p>	<p>Veterans' Administrative Allowance enhances VA budget. Every year, the VA receives an annual processing fees check from VA (\$11/per certified student per year- an unduplicated number).</p>	<p>VA Administrative allowance needs to be increased to adequately fund staff training and equipment needs of the program.</p>	<p>Goal: Assess and maintain quality student services during challenging state and local budget crisis and cutbacks.</p> <ul style="list-style-type: none"> • Seek alternative resources for funding opportunities, including state and federal grants. • Advocate for staffing allocation formula. The formula should account for prospective students, as well as headcount. With the completion of the new Student Services 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 • Complete program review and student learning outcomes assessment cycle. Budget, planning and student learning outcomes will be linked to program review and annual outcomes.
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Facilities	<p>Completed office relocation to D203. Previous office space was severely insufficient to accommodate student traffic and staffing. Main space was a staff access hallway into the Financial Aid Office that doubled as a work area for one VA staff and as a waiting area for students. This work/reception area did not allow for confidentiality of students' records.</p> <p>Panic buttons were installed in the relocated office.</p> <p>Created student computer workstations to allow students to access to Veterans' Administration related information and register for classes</p> <p>VA staff continued to participate in the ongoing planning of the new office space in the Student Services building and Veterans' Center.</p>	<p>Currently records are stored in lockable file cabinets in the general open office area. A vault is needed to secure student records.</p> <p>Optical imaging options need to be explored.</p>	<p>Goal: Provide functional facilities for staff and students and ensure confidentiality of student records.</p> <ul style="list-style-type: none"> • Collaborate with project architect and campus facilities committee to provide a seamless and smooth transition to the new Student Services building. Plan for the facilities, fixtures and equipment (FFE). • Advocate for visual queuing system to accommodate traffic flow. • Plan for integration of Admissions & Records & Veterans' Affairs.
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Operational Effectiveness	<p>Collaborated with Counseling to create a new process and forms to ensure compliance with VA regulations and approval of student classes and programs.</p> <p>Improved semester certifying time from 2 weeks to 4-5 days due new procedures and forms, improved office space, the loan of the SSA from Admissions and the additional 50% of one Senior SSA.</p> <p>VA continued to review and modify its web page and collaborated with the developers of the Student Web Services site to include up to date information regarding benefits.</p> <p>In March 2011 the Federal VA significantly changed policy shifting debt from students onto the colleges. This caused an enormous burden on the VA staff to resolve debt issues. Significant progress has been made in determining the accuracy and resolution of VA debt.</p>	<p>Additional staff positions are to ensure compliance with Federal regulations and to provide adequate and timely services.</p> <p>The enrollment spike, coupled with short staffing, affects the timely semester certification of students to the VA, certification adjustments, posting drops, posting semester grades, reporting of "F" grades and academic standing, and catalog submission</p> <p>Web design needs to be improved for ease of student use.</p> <p>Current office hours are not supportive of evening students; office closes at 6pm.</p>	<p>Goal: Maintain both quality and currency in delivery of student services.</p> <ul style="list-style-type: none"> • Embrace and utilize emerging technology in delivery of student services • Advocate for security of records and promote optical imaging to reduce paper records space. • VA staff to continue participation in Regional and National trainings and conferences.
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Professional/Staff Development	<p>VA staff were able to attend the following professional development activities:</p> <p>In-house Customer Service workshop.</p> <p>Bi-monthly regional Veteran Program Administrators of California (VPAC) meetings.</p>	<p>Other than the Veterans' Administration Allowance, there are no college funds dedicated to professional development. Funds should be identified to support critical training.</p> <p>VA staff has difficulty attending professional development activities, as department staffing is limited.</p> <p>Due to the overwhelming number of students and insufficient staffing, staff was unable to attend the National Association of Veterans' Program Administrators (NAVPA) and Western Association of Veteran Education Specialists (WAVES) conferences.</p> <p>Professional development in ISIS training and time management, as well as resume development and interview skills is needed.</p>	<p>Goal: Facilitate the ongoing training of Veterans' Affairs staff.</p> <ul style="list-style-type: none"> • Provide training to maintain currency on rules, regulations, new local, state, and federal programs and changes in VA criteria. • Collaborate with Student Services Supervisors and Vice President of Student Services to allocate funds for critical conference travel. • Collaborate with Student Services leaders on cross training of staff to support VA Office during professional development activities. • Utilize in-house professional development opportunities.
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Equipment/ Supplies	<p>Funds received from the Veterans' Administrative Allowance enhance the supply budget.</p>	<p>As enrollment continues to grow, the supply budget will need to increase.</p> <p>VA needs to collaborate with IT, VPSS and supervisors to develop a long range technology plan to identify equipment needs and funding source.</p> <p>Computers and other equipment should be updated per the campus policy/timeline.</p> <p>A new photocopy/scanner/fax machine is needed. The existing machine is 10 years old, out of warranty and parts are no longer available. Copier is essential equipment due to the numerous documents that need to be copied.</p>	<p>Goal: Ensure equipment and supplies, and respective budget, meet the needs of the office and planned appropriately to meet the demands of growth.</p> <ul style="list-style-type: none"> • Develop a VA supply budget with VPSS and supervisors. • Develop a technology plan with IT, VPSS and supervisors. • Purchase a copier/scanner/fax machine to accommodate technological advances.
Community Partnerships	<p>November 2010, Hosted Veterans' Day Breakfast & Resource Fair. <i>Community Participants:</i> Department of VA Navy College Naval Base Veterans Medical Research Foundation US Navy Fleet & Family Support Center First Inventors Corporation Courage to Call</p> <p>November 2010, Hosted SDSU Veterans' Center transfer workshop.</p>	<p>Funding needs to be allocated to provide additional staff to maintain and increase community partnerships.</p> <p>Continue networking with community and educational partners to maximize resources/opportunities for current and potential students.</p> <p>ACE/Wal Mart grant funding ended, which paid for "Vets to Jets" coordinator and workshops/events.</p>	<p>Goal: Maintain current partnerships and continue to seek alternative resources for collaboration and funding opportunities including state and federal grants.</p> <ul style="list-style-type: none"> • Locate funding to hire staff to maintain and increase community partnerships and to develop workshops/events.

Enrollment Growth & Management

*1074 students have been certified in 20010/11 year. The extensively reduced summer 2011 session reduced in-district certifications while increasing out-of-district parent letters.

*(This a duplicated number: 644 students in the Fall 2010, 922 in the Spring 2011, and 108 in Summer 2011)

The Certifying Officials continue to utilize VA internet inquiry website to ask VA specific questions regarding students' files and overpayments.

With the implementation of the Post 9/11 GI Bill, the volume of students' questions and concerns has been overwhelming. Students have been satisfied with the ability to email questions instead of coming in or leaving a message on the phone system.

In March 2011 the Federal VA significantly changed policy, shifting debt from students onto the colleges. This caused an enormous burden on the VA staff to resolve debt issues. Significant progress has been made in determining the accuracy and resolution of VA debt.

As stated previously, Veterans' Affairs is severely understaffed to effectively serve the present student population and continues to struggle to meet the demands of growth. VA continues to experience a 30-40% growth rate. This student population is extreme fluid with 50-70% of students continuing attendance in successive semesters/years. The constant inflow of 30-50% new students requires significant staff and resources to support.

Each semester, the Sr. SSA has needed to work additional hours (comp time) in order to certify student records in a timely manner. Additionally, a recent spike in enrollment necessitated the addition of two temporary certifying officials. Thorough training will be required to prepare the certifying officials in navigating the complexities of the various chapters and certifying software program.

Goal: Ensure students and staff needs are addressed in supporting and managing enrollment.

- Advocate for a 1.0 FTE Senior Student Services Assistant to support certifying needs
- Reinstate defunded 1.0 FTE Student Services Assistant.
- Advocate for a 1.0 FTE Counselor, General Fund, and a 1.0 FTE Counselor with mental health training.
- Hire Federal Work-Study assistants to support the increased student traffic and clerical needs of the program.
- Advocate for the use of and lift the security restrictions for student workers.
- Advocate for and identify general funding to support the hiring of NANCEs for peak enrollment periods or special projects.
- Advocate for evening service hours.

Additional information relevant to department:

The implementation and ongoing regulations changes to the Chapter 33 Post 9/11 GI Bill have presented numerous staffing and resources challenges.

In March 2011, and without prior notice, the VA changed their refund/debt policy causing debts to be shifted from student onto colleges. The lack of prior notice, poor explanation of new procedures coupled with the inaccuracy of VA debt accounting, created significant confusion and increase in workload. The VA staff is not responsible for, nor trained to reconcile and resolve student accounting issues. This shift in VA policy has caused confusion and taken significant additional training for staff and new collaboration with the Accounting Office.

Veterans' Affairs (VA) and Evaluations staff report to Admissions and Records Supervisors. This presents an issue, as offices do not share same physical space and records storage.

In May 2010, the VA Student Services Assistant (SSA) resigned and the college administration defunded the position. As a result of this action, reorganization commenced, resulting in the Admissions Student Services Supervisor I actively working in the office as a certifying official. Additionally, due to VA's increasing student population and complexity of the Chapter 33 benefit, an SSA from Admissions and Records was "loaned" and cross trained to support the needs of the office. The defunding of the SSA position and resulting reorganization negatively impacted Admissions and Records staff and the students it serves.

To date, we are in compliance and have passed the following audits: (1) State Approving Agency-annual (2) Veterans' Administration – every three years

Two (POS) surveys were distributed to VA students. The responses were mostly positive. Suggestions include having a dedicated VA counselor and orientation sessions.

SAN DIEGO MIRAMAR COLLEGE
Student Services Annual Program Review & Student Learning Outcomes

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Year in Review: 2010-2011

STEP TWO: STUDENT LEARNING OUTCOMES

Student Learning Outcome <i>What do we want our students to learn?</i>	Measureable Outcome <i>How do we know that they've learned it?</i>	Measurement Tool <i>How do we capture information?</i>	Assessment Date/Timeline <i>When do we capture information?</i>	Data Collected <i>Number of students assessed</i>	Analysis <i>Did it work?</i>
#1 VA students will utilize their priority enrollment	Determine the number of VA students who register during the VA priority enrollment period.	Utilize District reports	Each semester after the VA priority enrollment date	Not collected since services were cut.	Insufficient data, will revise for next year.
#2 New VA students will complete the online VA orientation prior to the beginning of their 2 nd semester.	Determine how many students complete the online orientation within the allotted timeframe.	Utilize District reports	End of each semester	Not collected since services were cut.	Insufficient data; will revise for next year.
#3 VA students will comply with VA program requirements to submit all required documentation before the beginning of their second semester.	Determine the number of students who submit the required documents within the allotted timeframe.	In-house database reports.	End of each semester	Not collected since services were cut.	Insufficient data; will revise for next year.

Recommendations for programmatic improvement (must be reflected in program review objectives/plan of action):

- To be completed after data collection and analysis is complete

SAN DIEGO MIRAMAR COLLEGE
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Program: Veterans' Affairs

Year in Review: 2010-2011

STEP THREE: SUMMARIES

A. Summary of program annual objectives:

List your program objectives/goals. what did you hope to accomplish?

To provide services that assist veterans and/or dependants in applying for and receiving VA benefits that financially support them in completing the matriculation process and achieving their goals of an associate degree, certificate of achievement, certificate of performance and/or general education certification for transfer.

B. Summary of program outcomes:

List your program outcomes. what did you achieve?

Successfully provided services that assist veterans and/or dependents in applying for and receiving their VA benefits that financially support them in completing the matriculation process and achieving their goals of an associate degree, certificate of achievement, certificate of completion and/or general education certification for transfer. The VA staff was able to service and process 1074 students (duplicated amount) in the 2010-2011 academic year. Although we successfully provided these services, it should be noted that there were, and will continue to be, delays in processing of VA certifications, as the staff size is not sufficient for the program and anticipated growth.

C. Summary of program recommendations:

List recommendations that should be considered for the next review period. what could have been done differently?

Staffing allocation formula needs to be developed. Additional staff is desperately needed to effectively serve a growing student population and to maintain records for federal compliance.

Advocate for a Senior SSA, SSA, and two Counselor positions to be filled in Veterans' Affairs, as it is anticipated that the student population will continue to increase will it presents an impact on the Admissions and Records Office operation

Establish an operating budget for Veterans' Affairs.

Records security needs to be addressed.

Optical imaging is needed for student folders, in order to utilize space and to retrieve records in an efficient and timely manner.

A permanent Student Veterans Center is needed on campus to support VA Students in their ease from the military to education.

VA website needs consistent updates to provide students with accurate information about the VA office, paperwork requirements, related information and links of resources available to students.

D. Summary of Student Learning Outcome progress to date:

List any updates, changes, or data collected

Currently collecting data to analyze over time and make appropriate programmatic changes.

Veterans' Affairs Office Student Learning Outcomes have been revised to better measure and evaluate the population utilizing better data gathering methods.

Due to lack of staffing there was insufficient time to accurately manually measure and analyze the previous SLO's. The VA student population is extremely fluid precluding student survey instruments

SAN DIEGO MIRAMAR COLLEGE
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STEP FOUR: EVALUATION

Administrator/Committee Comments/Feedback: