REDESIGN FOR CONTINUOUS QUALITY IMPROVEMENT THROUGH IMPLEMENTING AWARD-WINNING PLANNING FRAMEWORK

CCLC CONFERENCE PRESENTATION

NOVEMBER 17, 2017

SAN DIEGO MIRAMAR COLLEGE

INTRODUCTION

- Dr. Patricia Hsieh (President)

- Dr. Daniel Miramontez (Dean of Planning, Research & Institutional Effectiveness, Library and Technology)

- Xi Zhang (Research and Planning Analyst)

- Dr. Naomi Grisham (Transfer Center Director)

OVERVIEW

Student Success & Institutional Involvement & Commitment
- Mission
- Strategic Plan
- Strategic Plan Goals

Student Success & Institutional Effectiveness
- Redesign the College System
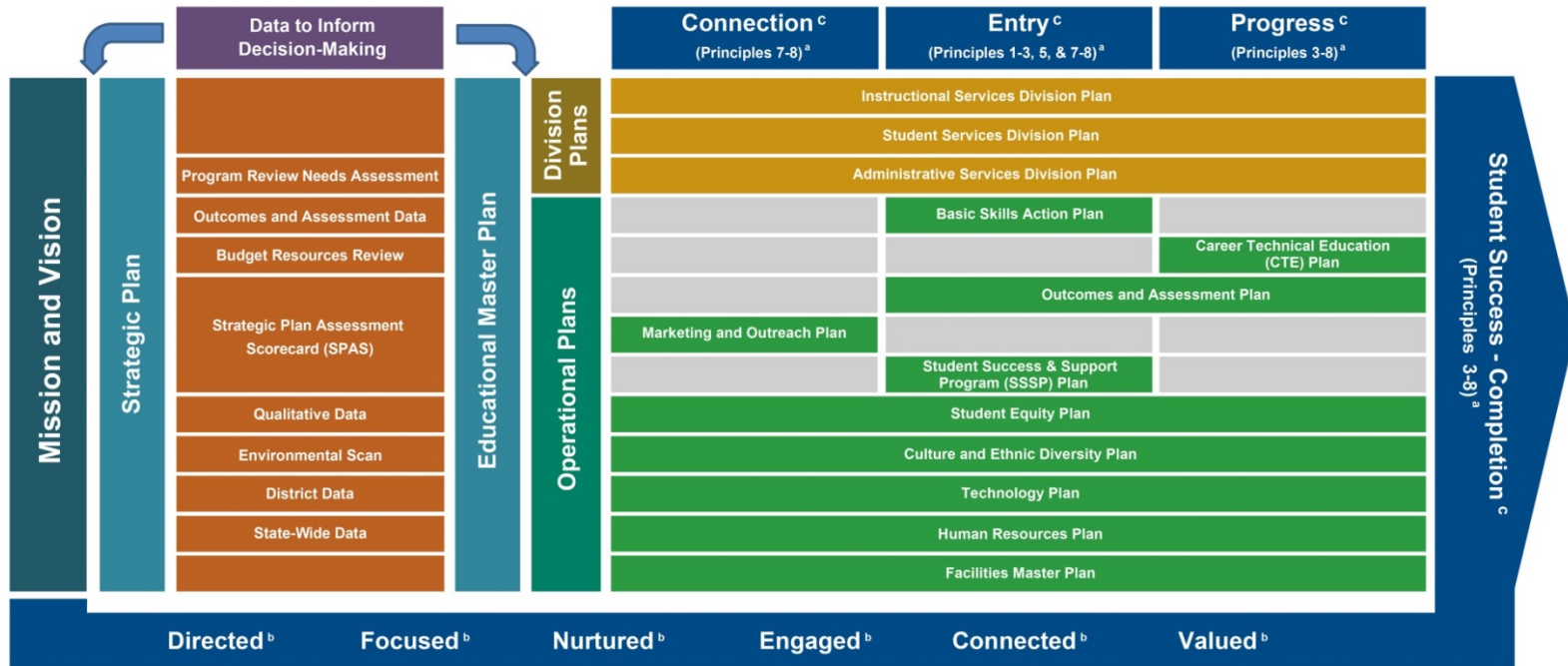- Daily Operations: 3 Divisions

Student Success & Integrated Planning
- Student-focused Integrated Planning Framework – Student Experience

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2017 RP GROUP EXCELLENCE IN PLANNING AWARD

ACCREDITATION COMMENDATION MARCH 2017

- The team commends the College for the RP Group Excellence in Planning Award for the *Student Success Framework for Long-term Integrated Planning*

WHY?

- Too many processes that confused people
  - Planning process
  - Program Review process
  - Outcomes Assessment process

- Lack of communication and collaboration

- Received accreditation recommendations to address research and planning (Fall 2010)

OBVIOUS QUESTION

- How do we effectively address these issues?

LITERATURE REVIEW

- Completion By Design Initiative
  - Loss/Momentum Framework (LMF)
    - Connection
    - Entry
    - Progress
    - Completion
- Student Support (Re)defined Initiative
  - Six Factors of Student Success
    - Directed
    - Focused
    - Nurtured
    - Engaged
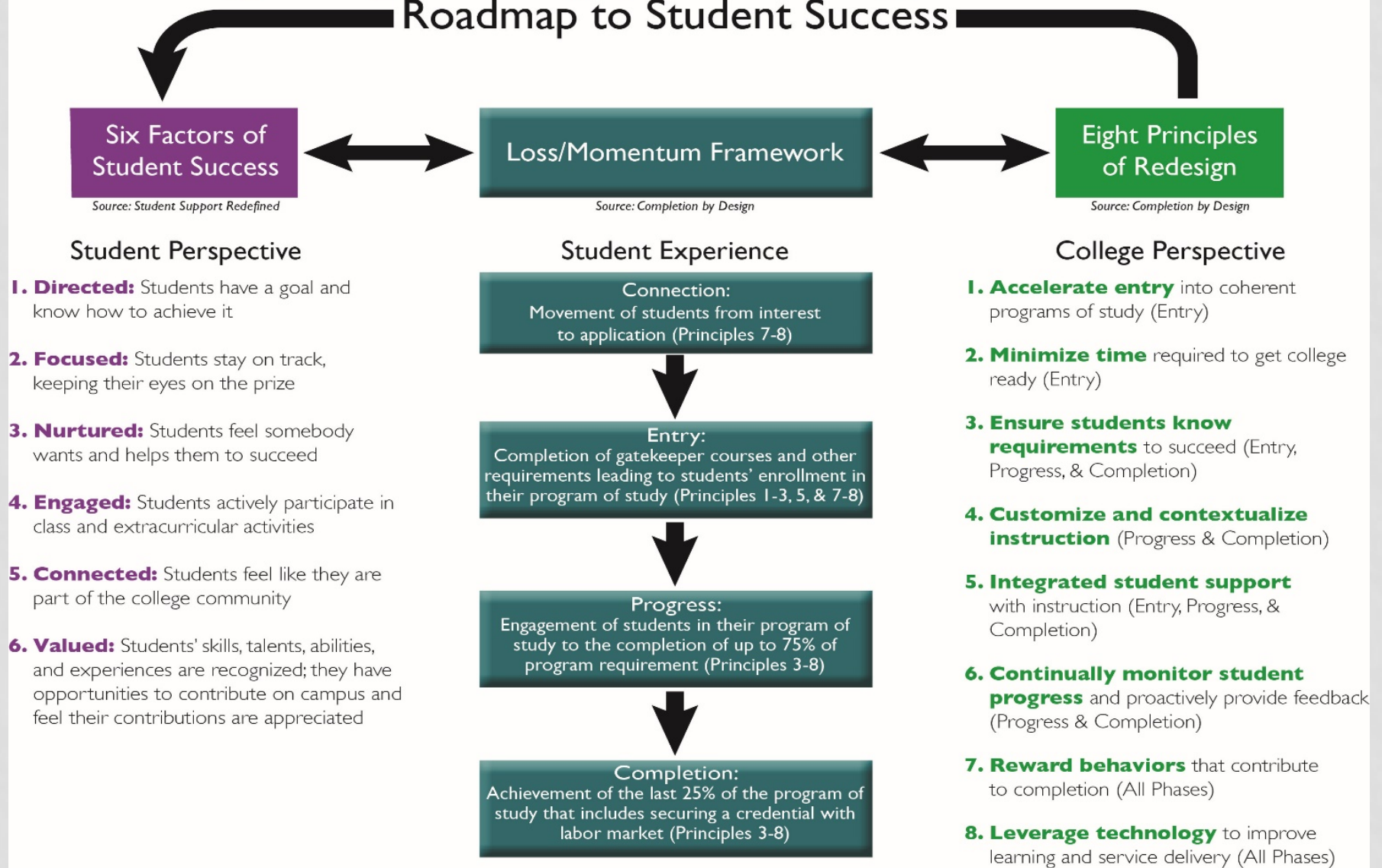   - Connected
    - Valued

COMMON DENOMINATOR

Student Experience

CULTURE OF COLLABORATIVE INQUIRY

- Operationalize Dialogue

- College-wide Milestones:
  - Planning Summit Spring 2014
  - Convocation Fall 2014
  - Planning Summit Spring 2015
  - Convocation Fall 2015

- End product: **Roadmap to Student Success**
  - Strategically ties together both initiatives

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Roadmap to Student Success

Six Factors of Student Success	Loss/Momentum Framework	Eight Principles of Redesign
Source: Student Support Redefined	Source: Completion by Design	Source: Completion by Design

Student Perspective

1. **Directed:** Students have a goal and know how to achieve it

2. **Focused:** Students stay on track, keeping their eyes on the prize

3. **Nurtured:** Students feel somebody wants and helps them to succeed

4. **Engaged:** Students actively participate in class and extracurricular activities

5. **Connected:** Students feel like they are part of the college community

6. **Valued:** Students' skills, talents, abilities, and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Student Experience

Connection:
Movement of students from interest to application (Principles 7-8)

↓

Entry:
Completion of gatekeeper courses and other requirements leading to students' enrollment in their program of study (Principles 1-3, 5, & 7-8)

↓

Progress:
Engagement of students in their program of study to the completion of up to 75% of program requirement (Principles 3-8)

↓

Completion:
Achievement of the last 25% of the program of study that includes securing a credential with labor market (Principles 3-8)

College Perspective

1. **Accelerate entry** into coherent programs of study (Entry)

2. **Minimize time** required to get college ready (Entry)

3. **Ensure students know requirements** to succeed (Entry, Progress, & Completion)

4. **Customize and contextualize instruction** (Progress & Completion)

5. **Integrated student support** with instruction (Entry, Progress, & Completion)

6. **Continually monitor student progress** and proactively provide feedback (Progress & Completion)

7. **Reward behaviors** that contribute to completion (All Phases)

8. **Leverage technology** to improve learning and service delivery (All Phases)

Miramar College Office of Planning, Research, and Institutional Effectiveness

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STUDENT SUCCESS DIALOGUE DATA PACKET

Event	Focus/Theme	Data	Page
Planning Summit Spring 2014	• Loss/Momentum Framework (LMF)/Barriers to Student Success	Event Information Planning Themes by LMF Phase and Division	p.2 – p.11
	• Action Planning	Action Plans by Division	p.12 – p.20
Convocation Fall 2014	• Student Success Factors/Teaching and Learning in the Classroom	Event Information Activities and Professional Development Ideas	p.21 – p.23
Planning Summit Spring 2015	• Appreciative Inquiry/What do we do well as an institution?	Event Information Strength Analysis by Division	p.24 – p.25
	• Principles of Redesign/Degree Completion	Action Items by Principle of Redesign	p.26 – p.27
Convocation Fall 2015	• Tie It All Together Across the Four LMF Phases	Event Information Loss/Momentum Points by LMF Phase and by Target Area	p.28 – p.34

CULTURE OF EVIDENCE

- Mid-cycle review of Strategic Plan
  - How well is the institution serving students?
  - How well are the students performing?

- College-wide Milestones:
  - Convene workgroup Spring 2014
  - Conclude benchmark process Spring 2015
  - College-wide approval of SPAS Fall 2015
  - Planning Summit Spring 2016

- End product: **Strategic Plan Assessment Scorecard (SPAS)**
  - Strategically measures the health of the institution

5-Year Trend Analysis
2010/11 - 2014/15

🟢 Met/exceeded the benchmark
🟡 Evaluate (<3% below the benchmark)
🔴 Area for improvement (≥3% below the benchmark)

Identifier	Measure	2010/11	2011/12	2012/13	2013/14	2014/15
I.1.1-1	Transfer Volume	🟢 888	🔴 645	🔴 739	🔴 751	🔴 690
I.1.1-2	Transfer Rate (cohort-based)	🟢 43%	🟢 42%	🟢 42%	🔴 38%	n/a
I.1.1-3	Transfer Prepared Rate (cohort-based)	🟢 48%	🟢 46%	🟢 48%	🟢 45%	n/a
I.1.2	Number of Degrees/Certificates Awarded	🔴 937	🔴 997	🟢 1068	🔴 936	🟢 1210
I.1.4	Number of Associate Degree for Transfer (ADT)	n/a	n/a	🟢 14	🟢 14	🟢 16
I.1.5a	Completion Rate-Prepared (cohort-based)	🔴 65%	🟡 68%	🟢 71%	🟢 72%	🟢 69%
I.1.5b	Completion Rate-Unprepared (cohort-based)	🟢 45%	🟢 46%	🟢 46%	🟢 46%	🟡 43%
I.1.6	Career Technical Education (CTE) Rate (cohort-based)	🟢 50%	🟢 48%	🟢 49%	🟡 46%	🟡 46%
I.2.1	Resources - Work Experience	n/a	n/a	n/a	n/a	🟢 14
I.2.2	Resources - External Funding	n/a	n/a	n/a	n/a	🟢 36
I.3.2	Professional Development Opportunities	n/a	n/a	n/a	🔴 85	🟢 151
I.3.3	Employee Participation in Professional Development	n/a	n/a	n/a	n/a	🟢 894
I.3.4 & 5	Perception of Professional Development	n/a	n/a	n/a	n/a	🟢 61%
II.1.1	Number of Course Sections (Fall Terms)	🔴 834	🔴 847	🔴 791	🔴 879	🟡 924
II.1.2	Distance/Off-Campus Support Services	n/a	n/a	n/a	n/a	🟢 28
II.1.3a	Course Fill Rates	🟢 94%	🟢 94%	🔴 88%	🟢 92%	🟢 94%
II.1.3b	Enrollments (Fall & Spring terms)	🟢 51054	🟢 52863	🟡 49053	🟢 50955	🟡 49883
II.1.4a	Successful Course Completion Rates	🟡 71%	🟡 73%	🟢 74%	🟢 75%	🟢 75%
II.1.4b	Course Retention Rates	🟡 87%	🟡 87%	🟢 88%	🟢 88%	🟢 88%
II.2.2	Satisfaction with Technology Use	n/a	n/a	n/a	n/a	🟢 75%
II.3.1	Distribution of Course Offerings	🟢	Met Benchmark			
II.3.2	Satisfaction with Strategic Enrollment Management	n/a	n/a	n/a	n/a	🟢 72%
II.3.4	Satisfaction with Technology Training and Professional Development	n/a	n/a	n/a	n/a	🟢 65%
II.3.5	Satisfaction with Online Courses	🟡 74%	🟢 77%	🟡 74%	🟡 75%	n/a
II.4.1	Satisfaction with Innovation & Technology	n/a	n/a	n/a	n/a	🟢 79%
III.1.2	Diversity and Sustainable Activities	n/a	🟢 36	🟢 30	🟢 29	n/a
III.1.4	Student Satisfaction Regarding Diversity	n/a	n/a	n/a	n/a	🟢 76%
III.1.5	Student Equity Plan (SEP) Indicators	Benchmarks Specified in SEP				
III.1.6	Employee Perception of Diversity-Overall	🔴 50%	n/a	n/a	🟡 57%	n/a
III.2.1& 2	Employee Perception of Diversity-Support	n/a	n/a	n/a	n/a	🟢 59%
IV.1.1	External Partnerships	n/a	n/a	n/a	n/a	🟢 333
IV.1.2	Outreach Activities/Programs	🔴 140	🟢 172	🟢 157	🔴 129	🔴 143
IV.2.2	Articulation Agreements	n/a	n/a	n/a	n/a	🟢 49

IDENTIFIED EXTERNAL S.W.O.T

- Environmental Scan

Findings by Loss/Momentum Phases

Demographic Indicators (Refer to Appendix I)	Connection< (Principles 7-8) *	Entry< (Principles 1-3, 5, & 7-8) *	Progress< (Principles 3-8) *	Completion< (Principles 3-8) *

Findings by Loss/Momentum Points - SWOT Analysis

Strength/Opportunities Leading to Momentum Points	Factors	Threats/Weaknesses Leading to Loss Points
Large population growth.	**Demographic Indicators** (Refer to Appendix I)	Increased underrepresentation of Latino students within/outside the College's service area.
Continued overrepresentation of Asian/Pacific Islander students within/outside the College's service area; and overrepresentation of White students coming from outside of the College's service area		
San Diego Unified School District has the highest average overall enrollment and Grade 12 enrollment (which continues to increase).	**Educational Indicators** (Refer to Appendix II)	No prominent growth of public school K-12 enrollment is expected for San Diego County or California.
Expected increase in average enrollment and Grade 12 enrollment for San Marcos Unified School District.		Private school student enrollment within San Diego County is decreasing, Cathedral Catholic High and La Jolla Country Day School show the greatest decline.
Enrollment among Asian/Pacific Islander, White and Latino students split almost evenly within Miramar College feeder high schools.		Enrollment among Asian/Pacific Islander, White and Latino students split almost evenly within Miramar College feeder high schools.
Private school graduates are increasingly enrolling at Miramar College.		More than half of the feeder high school graduates are eligible to apply to UC/CSU, with a minimal drop-out rate after admitted.
The majority of Miramar College transfers to UCSD are Asian followed by White students.		The majority of Miramar College transfers to UCSD are Asian followed by White students.
Biological and Biomedical Sciences, Physical Sciences, and Engineering are the top three UCSD majors that attract the most community college transfers.		UCSD first-time freshmen have 1-year retention rates comparable to community college transfers. First-time female freshmen have higher graduation rates compared to their male counterpart. Asian first-time freshmen have the highest retention rates.
Community college transfers show high 1-year retention rate comparable to first-time freshmen.		Community college transfers show low 2-year graduation rate, but higher 4-year graduation rate compared to first-time freshmen.
Increasing employment in Construction while the opposite trend is occurring for Mining and Logging.	**Economic Indicators** (Refer to Appendix III)	Increasing employment in Construction while the opposite trend is occurring for Mining and Logging.
Top two fastest growing occupations requiring an associate degree or post-secondary vocational training in San Diego County: Web developers and Occupational Therapy Assistants.		Increasing civilian labor force and employment rate county-wide.
Top two fastest growing occupations requiring a four-year degree in San Diego County: Loan Officers and Cartographers and Photogrammetrists		Median household income is $64,309 and mean family income is $87,081 in San Diego County.
Top two most in-demand jobs which are severely undersupplied in San Diego County: Office and Administrative Support and Construction and Extraction.		
Expected growth in household income within/outside the College's service area.		
Expected population growth for female and young (17-44 years old) veterans	**Political and Social Trends** (Refer to Appendix IV)	Decrease of overall veteran population in the county and state
California Guided Pathways		**California Guided Pathways**
San Diego Promise		San Diego Promise
4-Year Baccalaureate Program at California Community Colleges		4-Year Baccalaureate Program at California Community Colleges
Social Media/Communication Trends		Social Media/Communication Trends
ADT		
BSI and BSSOT		
CTE and SWP		
FAFSA		
SEP		
SSSP		
Integration of ongoing plans, initiatives, and grants.		

IDENTIFIED COLLEGE-WIDE PRIORITIES

- **Priority #1: To increase transfer volume and rate.**
- **Priority #2: To increase the number of Associate Degrees and Certificates awarded.**
- **Priority #3: To increase the success rate for CTE students.**
- **Priority #4: To increase the number of course sections to reach the goal of 10,000 FTES.**
- **Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.**
- **Priority #6: To increase the number of outreach activities and programs.**

KEY (RE)DESIGN PROJECTS TO DATE

- IEPI Innovation and Effectiveness Plan:
  - Course sequence mapping for all 40 instructional programs
  - Offer weekend, evening, and 100% on-line degree/certificate completion
  - Professional development opportunities to address relevant pedagogy to promote student success
  - Sustainable bridge between Instruction and Student Services

- Alignment/Integration Project:
  - SEP-SSSP-BSI (Integrated Plan)
  - Perkins-SWP
  - BSI-BSSOT
  - SEP-SSSP-BSI-BSSOT-Perkins-SWP-SEM

- Passport to Success:
  - Pathway/documentation through support services

KEY (RE)DESIGN PROJECTS TO DATE

- Academic Success Center
  - Tutoring
  - Independent Learning Center
  - Faculty Office Hours (Instructional/Student Services)

- Outreach-Career
  - Project Activity Manager

(RE)DESIGN=CULTURE OF ACTION

- ISER-QFE Action Projects:
  - Student Learning/Service Unit Outcomes Assessment
  - Institutional Effectiveness, Evaluation, and Review

- Changes and Plans Arising out of the Self-Evaluation Process (n=41)

(RE)DESIGN=CULTURE OF ACTION

- Eight Accreditation Improvement Recommendations:
  - In order to increase effectiveness, the team recommends that the College develop a procedure for evaluating its program review processes for student services, administrative services, and instructional services to assure their effectiveness in supporting academic quality and accomplishment of the mission
    - Traditional definition of a "program" for the institution (needs assessment for resources allocation) versus the student experience (access, equity, success)

- **Bottom Line**: Strategically and successfully fulfill the college mission through the end of the 2020 Strategic Plan cycle

PLANNING SUMMIT 2018
MIRAMAR A.C.T^X

- Premise:
  - Planning Summit 2017: Action
  - Planning Summit 2018: Collaboration

- Theme: Working together on integrated planning efforts by:
  - Collaboration among divisions
  - Dialoguing/action planning about student pathways
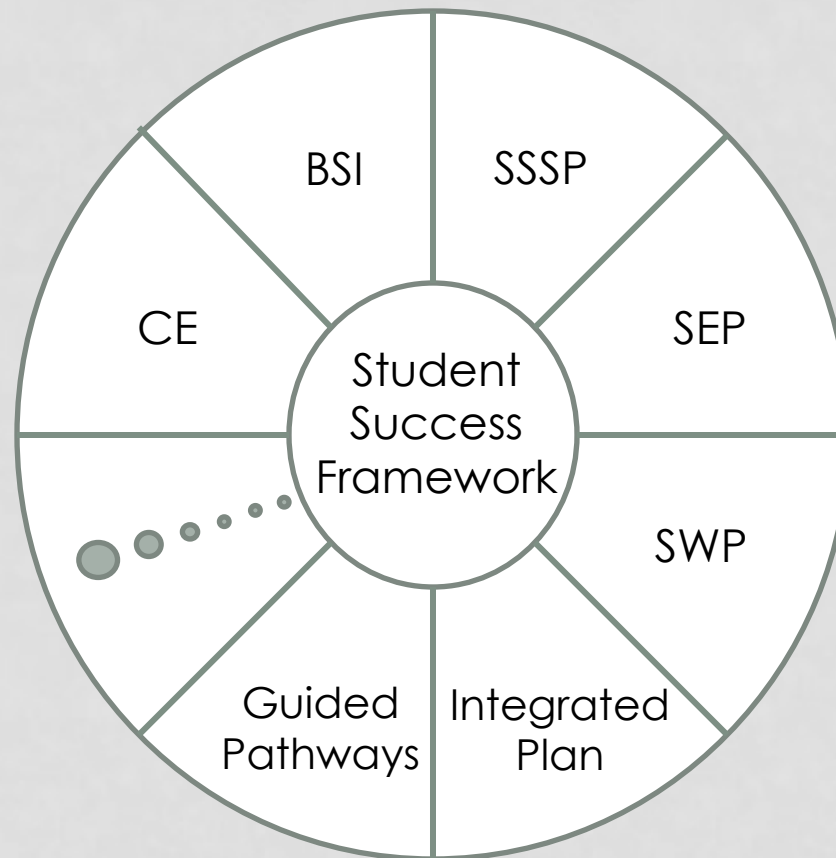
- Guided Pathways Dialogue

WHAT'S NEXT?

- Updates to Divisional Plans based on Mid-cycle review of Educational Master Plan
  - How are we going to achieve priorities and build Guided Pathways?

- Planning Summit 2018
  - Connection between Student Success - Planning Framework and Guided Pathways

GUIDED PATHWAYS MAPPING TOOL

8 Principles	Impact	Examples	Improvements	GP Elements
Accelerate entry into coherent programs of study (Entry) Clarify the Path	Directed Focused	• Manage course offerings • Early ed planning Planning Summit 2014	• 2-year course sequencing • Counselor liaisons • Extended hours	• Clear Program Req. • Proactive and Integrated Student Support
Minimize time required to get college ready (Entry) Enter the Path	Directed	• Visit Career Center during entry phase Convocation 2015	• Multiple measures • Acceleration • Career Center redesign	• Cross Functional Inquiry • Integrated Planning • Intersegmental Alignment • Guided Major and Career Exploration

CONCLUSION: STUDENT SUCCESS FRAMEWORK

- Robust
- Inclusive
- Flexible

QUESTIONS AND ANSWERS