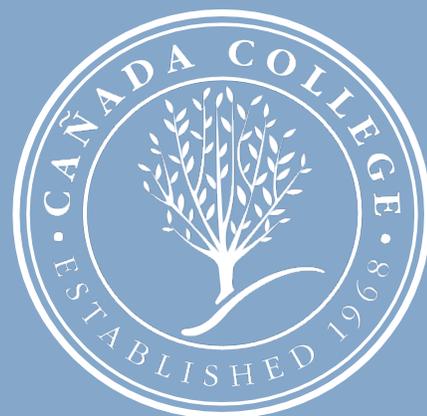




# Educational Master Plan 2012-2017

## Progress Report 2015-2016



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## Summary of Progress

There are 4 goals and 25 objectives. The College has institutionalized 20 objectives. There are 4 objectives that have been deferred to the new Educational Master Plan to consider.

Progress Report 2015-2016 Goal/Objective	Planning/ Discussion (25%)	Implementation (50%)	Ongoing (75%)	Complete (100%)
<b>A. Teaching and Learning</b>				
1.1 ILO				√
1.2 Enrollment plan				√
1.3 Professional development			√ (Defer)	
1.4 Student engagement plan				√
1.5 Facility planning	√			
<b>B. Completion</b>				
2.1 High school relation plan (enrollment plan)				√
2.2 Assessment				√
2.3 Orientation				√
2.4 Student pathways			√ (Defer)	
2.5 FAFSA				√
2.6 Intentional counseling				√
2.7 Implementing effective practices for instruction				√
2.8 Mentorships				√
2.9 Degree works				√
2.10 Career center				√
2.11 Transfer, outreach, articulation				√
2.12 Monitor student success				√
<b>C. Community Connections</b>				
3.1 Campus community outreach advisory group				√
3.2 Community-based advisory board				√
3.3 Internship	√ (Defer)			
3.4 Off-site learning opportunities				√
<b>D. Global and Sustainable</b>				
4.1 Sustainability and social justice				√
4.2 International program				√
4.3 Integrate sustainability into the curriculum			√ (Defer)	
4.4 Sustainability awareness				√

# IMPLEMENTATION: THE STRATEGIC PLAN

## Teaching and Learning

***Teaching and Learning Objective 1.3: create a first-rate educational experience for students with the support of a campus-wide professional development program set-up through the center for Innovation and excellence in teaching and learning (CIETL) to support the use of effective teaching and learning practices. (Erin)***

In November 2015, the College hired a Director of Professional Development and Innovation to create professional development opportunities that support teaching and learning. The Director of Professional Development and Innovation has worked with the Academic Committee for Equity and Success (ACES) in developing instruction-focused inquiry projects in which faculty have an opportunity to explore instructional methods and pedagogical concepts (E.g. flipped classroom, lesson study, Reading Apprenticeship). This offers faculty an opportunity to share and explore instructional practices while collecting data on how these practices support student engagement and learning. In addition, a variety of activities have been offered on Flex Days to support teaching and learning. These topics include but are not limited to serving students with disabilities, using universal design when planning a course, best practices for online instruction, support for Canvas migration, designing interventions for students with academic challenges, and using Flex to support teaching and learning.

During the Spring 2016 and the Fall 2016 a team from the College has attended the RP Group's Leading from the Middle Academy (LFM). This team was tasked with creating a college-wide Professional Development Framework that will set the foundation for promoting a culture that values and supports professional development and growth while laying the groundwork for the College Professional Development Plan. It will be approved by PBC in November 2016.

The Planning and Budget Council (PBC) appointed members to the Campus-Wide Professional Development committee that has begun meeting in the Fall of 2016. This committee will work to develop, adopt, implement, and monitor the College Professional Development Plan.

The Classified Professional Development Work Group has determined and vetted approval criteria for Classified Staff to apply for Conference and Tuition Reimbursement Funds. The Classified Professional Development Work Group meets regularly to review applications and determine how to allocate funding for conference and tuition reimbursement.

A college-wide professional development plan is the next necessary step in creating professional development program for the college. Current professional development efforts will be integrated in the plan as well as additional opportunities to support the professional growth of our faculty, staff, and administration. Professional development programming will relate specifically to the College Professional Development Plan so that programming can be effectively evaluated and adjusted as necessary.

### **Progress up to date:**

**Ongoing 75% Defer to EMP—Professional Development Plan**

**Teaching and Learning Objective 1.5: Through facility planning, create capacity to address both instructional program and student life needs. (Michelle)**

Measure H, a local bond measure, was passed in November 2014 and provides the college with approximately \$133 million to implement the facilities master plan. Major facility projects include the demolition of Building 1 and construction of a new Kinesiology and Wellness building, construction of a new Science building (Building 23), and modernization of Building 13. The first projects, Building 1 and Building 23, are in the planning and design phase. There were delays in the planning phase because the district had to change the delivery methods for both buildings twice. Originally, the buildings were going to be completed using the lease-lease back delivery method. However, a court ruling in early 2016 found that the lease-lease back delivery method was not appropriate for community colleges. The district then moved forward with the construction manager at-risk delivery method, and began revising all new documents and contracts. However, it was determined that the construction manager at-risk method would not work for these projects, so the design-build delivery method was selected. All documents and contracts were revised, and a new project timeline was developed. Current timelines indicate these buildings will be complete in 2019/2020 academic year (however these are still subject to change). The campus community is involved in the planning and is provided regular updates and information.

**Kinesiology and Wellness Building (B1):** A request for statements of qualifications was released in late May 2016 inviting design-build teams to submit proposals for consideration. A team of reviewers identified 3 highly qualified teams for consideration as the Design-Build Entity for Building 1. In late July and early August 2016, the 3 teams participated in a series of meetings and interviews with District representatives. The District representatives included Chancellor Galatolo, President Moore, Vice Chancellors Nuñez and Bauer, Chris Strugar-Fritsch, Vice President Marquez, and the Swinerton construction team. Yanely Pulido, District Contracts Manager, worked tirelessly to guide the District team through this process. After a thorough review of all 3 firms, the team recommended a Design-Build Entity to the Board of Trustees. In September 2016 the Board of Trustees formally approved Blach/ELS as the team for the new Kinesiology and Wellness Building.

**Science Building (B23):** The Science Building will follow the same process to select a Design-Build Entity as described for Building 1 in Fall 2016. The District will request statements of qualifications in late August 2016, and the series of meetings and interviews with qualified firms will take place in late October and early November 2016. The next phase of design and planning will begin at the start of the spring semester 2017.

**Progress up to date**

**Complete 25%**

## Completion

**Completion Objective 2.4: Improve entry by identifying clear student pathways for basic skills, career/technical, general transfer, specific majors, and courses/programs. (Heidi and Kim)**

### **Institutionalized the efforts on Associate Degrees for Transfer (ADT), College for Working Adults (CWA), GE Thematic Pathways, and Business, Design and Workforce**

The College for Working Adults (CWA) is an academic program that allows students to earn three Associates degrees, while working full-time. Classes are held one evening per week and there are ten Saturday sessions throughout the semester. The CWA curriculum ensures that within three years, students complete sixty transferrable units, their general education, graduation and transfer requirements for admission to a four-year California State University (CSU). The degrees are awarded from the following disciplines: 1) AA in Psychology; 2) AA in Interdisciplinary Studies with an emphasis in Social and Behavioral Sciences; and 3) AA in Interdisciplinary Studies with an emphasis in Arts and Humanities; 4) AA in Economics. For 2014-15, the program added a part-time retention specialist to assist with student follow-up. Additionally, a full-time counselor was hired in 2015 and a full-time (temporary) faculty coordinator/instructor came aboard in January, 2016.

In mid-fall 2016, the new Director of Workforce Development will join the Business, Design and Workforce team. With this new position, and the influx of state funds to support the growth of career and technical education, the college is planning to strengthen and increase pathways.

Business faculty members have developed a new course in entrepreneurship entitled “Startup for Artists, Designers and Creators.” The response to this course has been very favorable. Plans are underway for a Freelance certificate and a campus MakerSpace for innovative pursuits. These activities will continue to develop the college’s entrepreneurship pathway and also foster collaboration with STEM students in MakerSpaces for engineering and business students.

In fall 2016 the BDW division will offer a three-day Career Skills Jam. This pilot run of the Career Jams is funded by a district innovation grant. Future iterations of the Jams are being planned for ECE and other division disciplines. Upcoming Jams will be funded by Strong Workforce funds. The college has institutionalized Jams to support current and emerging student career and transfer pathways.

### **Contract for Common Assessment, Multiple Measures, Dual Enrollment, Guided Pathways and District Strategic Plan**

On May 11, 2016 the SMCCCD Trustees approved a contract with Career Ladders Project (CLP) and the RP Group for consulting services. The purpose of the consulting services is to support the successful implementation of the District Strategic Plan, including but not limited to projects related to the California Community Colleges Common Assessment Initiative (CAI), Districtwide Dual Credit, Multiple Measures, and Guided Pathways. Specifically, implementation of the New Assessment and

development of cut scores and multiple measures for placing both resident and international students into college level courses will ultimately support the District's efforts to develop Districtwide Dual Credit and Guided Pathways programs to promote student success. The consulting services will provide support in each of the three areas in the following timeline:

**Phase 1: (2016-17)**

Develop cut scores and multiple measures for the CAI implementation

**Phase 2: (2017-18)**

Dual Credit programs structure and process development and implementation

**Phase 3: (2017-19)**

Guided Pathways Structure and Process Development and Implementation

**The completion to date is:**

**Ongoing 75%--Defer to the EMP on Guided Pathways and Dual Credit**

**Completion Objective 2.7: Improve progress by implementing effective practices for instruction included in the Basic skills Initiative effective Practices document. (Anniqua)**

The college is working on the following effective practices for instruction as identified through current research in teaching and learning for students with basic skills needs:

ACES INQUIRY PROJECTS

Foundational to the practices listed below, the college has implemented a process for faculty, staff, administrators, and students to inquire into effective practices on pedagogy, program planning, and assessment that impact students directly.

To complement learning through inquiry, the ACES committee is identifying professional development opportunities through organizations like 3CSN, to provide trainings in Reading Apprenticeship and Men of Color initiatives.

LEARNING COMMUNITIES AND CONTEXTUALIZED LEARNING

Learning Communities provide opportunities to contextualize learning. The following Learning Communities are offered on a regular basis:

Puente:

CRER 137 Life and Career Planning

Engl 847 Accelerated Academic Read and Writing

In addition to the academics in these two classes, there are multiple out-of-class events, activities, and field trips that make the Puente Project experience a unique and holistic program for our Puente students. These activities serve to strengthen the interpersonal skills, create the 'familia' environment, and to expand the knowledge and horizons of Puente students.

ESL and CBOT Pathway

The ESL Department has close connections with other departments on campus to facilitate students career preparation: ESL and CBOT courses offered at 3 off-campus locations in addition to collaborations on campus.

strongly ESL students to take Math Jam.

ESL and ECE Pathway

ESL and ECE have learning communities hard linked with four different courses.

ESL and Library Pathway

ESL 400 and Library 100 learning communities are hard linked.

READING APPRENTICESHIP

Reading Apprenticeship is a framework for inquiry designed to help remember the discipline-specific habits of mind that are crucial to learning and understanding subject matter. Focusing on metacognition can help understand discipline-specific ways of reading, writing, thinking.

STEM faculty have been participating in professional development around Reading Apprenticeship.

#### EMBEDDED TUTORING

Embedded tutoring is a program designed to provide dedicated support for students and faculty in below transfer level and transfer level courses. An embedded tutor attends class sessions in order to provide course specific academic assistance in or out of the classroom.

Embedded tutoring is adapted to STEM and non-STEM classrooms; there are currently embedded tutors in ESL, English, Math, and Interior Design classrooms.

#### **Progress to date:**

**Institutionalized 100%**

**Completion Objective 2.10: Improve completion by expanding the career center and having it closely linked with instructional programs. (Lizette)**

We have continued to expand career center services by institutionalizing Majors 2 Careers, Job Fair, partnerships for internship, and offering workshops.

**Progress to date**

**Institutionalized 100%**

## Community Connections

### ***Community Connections Objective 3.3: Integrate Internship opportunities for students into academic and student life. (Heidi)***

During the 2016 spring and fall semesters the college hosted two Internship Fairs that provided opportunities for students to network with employers. The college's spring event featured 35 employers and approximately 200 students; and the college's fall event had 28 employers and over 300 students. Five employers reported that they offered internships to students after the spring event. The Career Center followed up with surveys to students and employers to determine if the internships led to full or part-time employment. The survey responses will be assessed in order to inform future Internship Fair planning.

In October, the Canada, Skyline and CSM Career Centers will bring 27 students to Smith Group JJR, an architectural firm, for an all-day Career Workshop.

Representatives from San Francisco International Airport will visit the college this fall to talk to students about internship and employment opportunities at airports. Currently, SFO employs 40 thousand people. The Career Center will work with A2B and the business faculty to advertise this event to students.

The Career Center and the Counseling department will offer a workshop about networking skills to assist students with informational interviewing so they can make informed decisions about career path choices.

The Career Center and the Student Life Office are planning an Alumni & Student event that focuses on etiquette and networking for spring 2017. The Career Center will invite alumni to participate in a panel discussion to share their experiences with current students.

The new Director of Workforce Development will work with the Career Center to develop additional industry partnerships and internship opportunities for students.

### **Progress to date**

**Planning/discussion 25%--Defer to EMP—Strong Workforce Program**

## Global and Sustainable

***Global and Sustainable Objective 4.3: Work collaboratively with the academic senate and the curriculum committee to integrate sustainability into the curriculum by developing new courses and increasing the number of courses with a sustainability component. (Gregory and Susan)***

- **The GE Pathways program has launched.** This program integrates sustainability into the GE curriculum, makes it easier for students to find courses related to sustainability, and develops opportunities for discussion and learning outside of the classroom. (Interestingly both pathways relate to sustainability, as social equity is a component of sustainability.) The pathways program has already fostered more discussion and collaboration among faculty in the different divisions, and we are excited about future plans to help develop more cohesion within our student cohorts. We anticipate the program will start slowly, as current students near graduation likely already have much of their GE completed. We will be targeting incoming students, and we see the next 2-3 years of this program as vital for building our foundation. Has this program been institutionalized? (e.g. Is there any funding/support to help coordinate this program?) Strong leadership for each pathway will always be important, and overall coordination is especially important early on.
- **Sustainability Blitz.** We participated in a novel program developed by Skyline where Climate Corps Bay Area fellows (recent grads with degrees related to sustainability) work with faculty members to infuse sustainability into their curriculum. Patty Hull (ECE) and Elizabeth Barile (CHEM) participated last year, and we're hoping to increase our involvement this year.
- **Increasing the number of courses with a sustainability component.** Although we have made some attempts, we have never adequately determined our baseline for number of courses with a sustainability component, so we cannot say if we have increased the number.
- **The Environmental Science major.** Another important part of increasing sustainability curricula is the environmental science major. We have sort of been holding back waiting for the state-wide TMC to be developed. (We thought that was going to occur 2 years ago.) The TMC will likely be out for state review this spring, but the process may still take some time after review. Thus, we plan to run our own in-house ENVS AS degree program through the curriculum committee later this fall.

### Progress to date

Ongoing 75%-- defer to EMP—Pathway