



# Student Engagement Plan 2014

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## Progress Report 2014-2015

## CONTENTS

CONNECTED.....	3
ENGAGED.....	5
DIRECTED.....	7
FOCUSED.....	8
VALUED.....	9
NURTURED.....	11

**CONNECTED**

**1. Every student makes significant connection with another person as soon as possible upon arriving at the college.**

<b>Activities</b>	<b>Who's Responsible</b>	<b>Timeline</b>
<b>1. Applicant Follow-up:</b> Contact all non-exempt students who have applied to Cañada about the student success process (orientation, assessment, counseling) <b>COMPLETED</b>	Outreach Office	Fall/Spring/Summer
<b>2. Orientation Follow-up:</b> Contact all new students who have registered for orientation and missed appointment. <b>COMPLETED</b>	Welcome Center	Fall/Spring/Summer
<b>3. Special Program Referrals:</b> Create program referral system <b>COMPLETED</b>	Counselors Welcome Center	May-August Fall/Spring/Summer
<b>4. Connections with Special Programs:</b> Contact all students who have been referred to the special programs to encourage student involvement. <b>COMPLETED</b>	Special Program Staff Members	Summer/Fall/Spring/Su mmer
<b>5. Connections in the Classroom:</b> Have students introduce themselves in the classroom. <b>IN PROGRESS</b>	Faculty	August & January
<b>6. Class Announcements:</b> Have faculty give information on what is happening on campus before each class. <b>IN PROGRESS</b>	Faculty PIO	Fall/Spring/Summer
<b>7. Support Presentations:</b> Set up a comprehensive schedule of support services presentations and visits (e.g., to the library and the learning center). <b>COMPLETED</b>	Faculty Library & Learning Center Staff Student Services Staff	August & January
<b>8. Connections with Basic Skills Students:</b> Encourage faculty to require students enrolled in a basic skills class to attend at least three tutoring sessions (e.g., in the syllabus) <b>IN PROGRESS</b>	Faculty Learning Center	Fall/Spring
<b>Benchmark Assessment Measure: #9. Student Success Rates during their First Year</b>		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

**Goals 1-4:**

In the spring, 2015 the Office of Admissions and Records sent a GWAMAIL to 1,353 non-exempt applicants who hadn't engaged in any of the SSSP mandated activities. In addition, all new students are contacted if they miss any of the mandated SSSP activities. A program referral process has been implemented for all new students and programs are encouraged to contact students.

**Goals 5, 6 & 8:**

Many faculty implement these activities in their classes each semester. It is difficult to determine to what extent each activity is implemented across the college. The newly hired Retention Specialist for

ESO may be able to facilitate a more direct connection with all Basic Skills faculty and the tutoring center. The Academic Senate will be asked to assist in implementing goals 5 & 6 and the ACES Committee for goal 8.

**Goal 7:** A comprehensive schedule has been developed by the PIO Office. Instructions on how to access it will be distributed to all Student Services staff.

**You may want to consider the following as well:**

- **Identify any activities that were the result of resource allocations**

Goal 2 was implemented due to the hiring of a full-time Retention Specialist for New Student Orientation and Follow-up.

- **Identify any additional/new resources that will be needed to complete the objectives**

## ENGAGED

### 2. Key intake programs including orientation, assessment, advisement, and placement will be integrated and mandatory.

Activities	Who's Responsible	Timeline
1. <b>ASCC Involvement:</b> Involve ASCC in orientation with students providing information to other students about involvement. <b>COMPLETED</b>	ASCC Welcome Center	Fall/Spring/Summer
2. <b>Orientation:</b> Emphasize use of my.smccd.edu email accounts, websmart, degreeworks, and webaccess. <b>COMPLETED</b>	Welcome Center Orientation Counseling A&R	Fall/Spring/Summer
3. <b>Extended Orientation:</b> Explore the possibility of creating extended orientations connected to field of interest. <b>COMPLETED</b>	Faculty Programs Departments	Fall/Spring/ Summer
4. <b>Evaluation:</b> Conduct evaluation on new student registration process. <b>COMPLETED</b>	A&R Welcome Center	On-Going
5. <b>Assessment:</b> Provide clear links to resources available on the assessment process. <b>COMPLETED</b>	Welcome Center	On-going
6. <b>Basic Skills:</b> Review and revise scheduling of basic skills courses to assure students have the opportunity to take them. <b>IN PROGRESS</b>	Office of Instruction Deans	Spring 2014
7. <b>Campaign:</b> Conduct a college-wide campaign on why it is important to take English and math courses. <b>IN PROGRESS</b>	Equity Committee	Fall/Spring/Summer
<b>Benchmark Assessment Measures:</b> #15. Percent of students placed in pre-transfer math that take pre-transfer math #16. Percent of students placed in pre-transfer English that take pre-transfer English #17. Percent of students placed in pre-transfer reading that take pre-transfer reading		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

#### Goals 1-5:

New Student Orientation added a campus tour and the ASCC Office is included so that students know where to go to get involved on campus. New students are also taught how to forward their smccd email and access WebSMART.

An extended orientation has not been created called the COLTS Academy. The COLTS (Community of Leadership and Transfer Success) Academy 1 is a free 4-day program for first-year incoming students starting at 9 a.m. and ending at 3 p.m. every day. The Academy provides students the opportunity to:

- **Connect** – meet fellow Cañada students, faculty, and staff.

- **Lead** – learn about leadership opportunities on campus, as well as how to be leaders in their educational journey.
- **Succeed** – walk away with a Transfer Success Portfolio equipped with tools and resources for college success.

The Academy features fun and interactive workshops, a powerful mix of peer leaders who will be the students' mentors-for-the-day, free academic resources, and an amazing opportunity for students to get a head start on their academic career at Cañada.

Student evaluations are collected at every New Student Orientation session and the Assessment website provides clear links to resources to assist students in preparing for the assessment tests.

**Goals 6-7:**

The Office of Instruction has implemented an enrollment management process which incorporates the close monitoring of student enrollments in all classes scheduled each semester. A college-wide campaign has not been conducted on the importance of enrolling in English and math courses. Although, this is the direction provided to all new students that attend the mandatory SSSP enrollment activities (Orientation, Assessment and Counseling,). The ACES Committee, Transfer Academy, Counseling Department and ASCC will be contacted to assist in the implementation of goal 7.

**DIRECTED**

**3. Every student will be placed in a “Program of Study” from Day 1; undecided students will be placed in a mandatory “Program of Study” designed to help them decide.**

<b>Activities</b>	<b>Who’s Responsible</b>	<b>Timeline</b>
<b>1. Field of Interest Support:</b> Provide support for students in the three areas: 1) Humanities & Social Sciences, 2) STEM, and 3) Business and Career-Tech, to include workshops, follow-up, counseling, etc. <b>IN PROGRESS</b>	Faculty A2B Counseling STEM ASCC	Fall/Spring
<b>2. Extra Credit:</b> Provide extra credit for students to attend specialized major and career workshops. <b>FOLLOW-UP NEEDED</b>	Faculty	Fall/Spring/Summer
<b>3. Ask about Plans:</b> Faculty ask all students about their plans – e.g., transfer, AA/AS/ADT degree, or certificate – promote SEP and provide assistance to guide them to success. <b>FOLLOW-UP NEEDED</b>	Faculty	Fall/Spring/Summer
<b>4. Career Courses:</b> Promote career classes for all students. <b>COMPLETED</b>	Counselors Faculty	Fall/Spring/Summer
<b>5. Degree Works:</b> Conduct workshops on how to use DegreeWorks. <b>ON GOING</b>	Counseling Department	Ongoing
<b>Benchmark Assessment Measures:</b> <b>#10 Success in GE Courses</b> <b>#11 Success in Distance Education Courses</b> <b>#12 Success in CTE Courses</b> <b>#13 Success in Pre-Transfer</b> <b>#14 Success in Non-CBET ESL</b>		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

Goals 1-5:

We are still in the planning and discussion phase of placing students in a “program of study” from day-1. A request for a student’s major was added to the new student matriculation ticket and an online survey is in the development stage which will direct all transfer directed students to support services based on their field of study. Although, some faculty do provide extra credit for student participation in workshops, there has not been a campus-wide initiative directed at accomplishing this goal. SSPC will reach out to IPC and AS to discuss the implementation of goals 2 & 3. Counseling faculty added more sections in CRER 137 and continue to promote the CRER courses to students. Workshops on how to use DegreeWorks have not been fully implemented. The Counseling Department will follow-up on goal 5.

**FOCUSED**

**4. Every student who enrolls to pursue a certificate, degree, or who plans to transfer will work with college personnel to create a Student Success Pathway – A Roadmap to Completion.**

Activities	Who's Responsible	Timeline
<b>1. Check Points:</b> Create report in Degree Works that provides feedback to students who are 25%, 50%, 75% and 100% to completion of their major goal and notify students via email. <b>COMPLETED</b>	IT Counseling	Each semester
<b>2. Pathways:</b> Create roadmaps for students describing the steps that need to be completed and at what times, e.g., for Transfer, Degrees, Certificates, etc. <b>IN PROGRESS</b>	Transfer Center Faculty	June-July Spring & Fall 2014
<b>3. Check-in:</b> Establish a marketing campaign for seeing a counselor. (e.g., “this time in the semester.” “having trouble with a class?” “dropping a class?” “You need an SEP”) <b>FOLLOW-UP NEEDED</b>	Counseling	On-going
<b>4. Career Course:</b> Explore field of interest specific career classes (e.g., careers in STEM, careers in Social Sciences, etc.) <b>IN PROGRESS</b>	Counseling Faculty	Fall 2014
<b>5. CTE Programs:</b> Post workforce program flow charts on web. <b>FOLLOW-UP NEEDED</b>	CTE Departments	Summer/Fall
<b>6. “One Community-One Read”:</b> Conduct focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc. <b>FOLLOW-UP NEEDED</b>	Faculty	Fall
<p style="text-align: center;"><b>Benchmark Assessment Measure:</b>  <b>#3 Degree Completion</b>  <b>#4 Transfer and #4a UC/CSU Transfer</b>  <b>#5 Certificate Completion</b>  <b>#6 Licensure Pass Rate</b></p>		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

**Goals 1 & 2:**

A progress report is emailed to all students who are 25%, 50%, 75% or 100% to completion of their major goal each semester. The Transfer Center has created a transfer checklist and a transfer roadmap for Business majors.

**Goals 3- 6:**

Each semester the SEP campaign is conducted just prior to priority registration deadline and the Dean of Counseling is researching GradGuru to assist with the marketing campaign. For goal 4, the A2B program facilitated a career panel for Multi Media majors in the spring, 2015 semester and the STEM Center hosts career related speaker series each semester. The “One Community-One Read” project has not been implemented. The Library staff will be contacted regarding the implementation of goal 6.

VALUED

**4. Every student will be carefully monitored throughout the first term to ensure successful progress; the college will make interventions immediately to keep students on track.**

Activities	Who's Responsible	Timeline
<b>1. Early Alert:</b> Conduct early alert with intentional interventions and develop a formal progress report. <b>COMPLETED</b>	Faculty Counseling	Fall/Spring
<b>2. Student and Teacher Interaction:</b> Require all students to meet with their faculty member at least once.	Faculty	Fall/Spring
<b>3. Services:</b> Implement an email nurturing campaign promoting services based on the courses students are enrolled. (e.g., "We see you are taking math or English, did you know free tutoring of two hours per week is available?")	PIO Center	Fall/Spring/Summer
<b>4. New Students:</b> Ask who the new students are in the class and provide information on services available to help them succeed.	Faculty	Fall/Spring/Summer
<b>5. Professional Development:</b> Conduct incentivized faculty development on student support services.	Faculty CIETL	Fall
<b>6. Shared Stories:</b> Develop student, faculty, and staff perspectives campaign on students' stories. (e.g., banners, website, murals)	PIO	Fall/Spring/Summer
<b>Benchmark Assessment Measures: #1 Successful Course Completion #2 Fall-to-Fall Persistence Rate</b>		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

**Goal 1:**

An early alert system has been developed and a counseling team assigned to follow-up with all students who have been flagged through the early alert process.

**Goal 2 -4:**

Some faculty request that students meet with them each semester but a campus-wide campaign has not been initiated. An email nurturing campaign has not been initiated.

**Goal 5:**

The newly established ACES Committee has taken a lead in providing incentives for faculty and staff to create and promote high impact intervention services. Examples from this past year include a registration event for all students enrolled in an English or reading course and the STOP workshops.

The STOP workshops target students on dismissal status and provided information to assist them in improving their academic standing.

**Goal 6:**

The Public Information Office and ASCC has implemented the new “I CAN” campaign that features the “I CAN” commitment of both students and staff.

You may want to consider the following as well:

- Identify any activities that were the result of resource allocations
- Identify any additional/new resources that will be needed to complete the objectives

**6. Students will engage in courses and experiences designed to broaden and deepen their learning.**

Activities	Who's Responsible	Timeline
1. <b>Service Learning:</b> Work with faculty to develop a service learning program with possible mentoring program.	Dean, ALL	Spring
2. <b>Habits of the Mind:</b> Conduct a habits of the mind program with monthly topics that everyone embraces.	CIETL	Fall
3. <b>Experiences:</b> Encourage internships, field trips, lecture series, inquiry based learning.	CIETL Faculty	Fall
4. <b>Taste of the Classroom:</b> Conduct opportunities for students to learn about the next courses they need to take (similar to the Fashion Design and Merchandising Luncheon program).	Faculty	Fall
5. <b>Student Success Team:</b> Create a campus-wide student success team to provide information on ways to improve what we do. <b>COMPLETED</b>	Basic Skills Committee Center for Student Life and Leadership Development	Fall
6. <b>Student Success News:</b> Create a publication to focus on student success and provide the campus with ideas on what they can do to improve it.	VPSS Center for Student Life and Leadership Development	On-going
<b>Benchmark Assessment Measure:</b> <b>CSSEE Survey</b> <b>12h, 12j, 12k, 12l, 12m, 12n, 12o</b>		

**What progress have you achieved in 2014-2015? Please provide evidence that support your achievements.**

**Goals 1-6:**

Service Learning, Habits of the Mind, Student Success Team and the Student Success News activities need to be revisited in 2015-16 to determine if they are activities that we want to continue to pursue. The Career Center and Cooperative Education Program are working together to develop a plan to strengthen our internship opportunities for students at Cañada College. The newly established ACES Committee is a campus-wide team that focuses on ways to improve our support for students.

You may want to consider the following as well:

- Identify any activities that were the result of resource allocations

The addition of Student Equity funds has provided opportunities for campus-wide professional development focusing on improving student success.

- Identify any additional/new resources that will be needed to complete the objectives

The creation and expansion of a college internship program may require additional resources.

