



Student Engagement Plan 2012-2016

Progress Report 2015-2016

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SUMMARY

Summary Of the Student Engagement Plan – 2013-2016

Over the past five years twenty-four (24) goals have been accomplished, thirteen (13) have been discontinued and one (1) has been deferred to be included in the next Educational Master Plan. The primary reason that goals have been discontinued is due to either the difficulty in successfully implementing them or because the college has lost interest in pursuing the goal. For example, in the Connected section, Goal 5: Connections in the Classroom, the goal states that we want students to introduce themselves in the classroom. It is very difficult to ensure that students are able to do this in every single course across the college. Another example, is in the Focused section, Goal 6: “One Community-One Read”, the goal states that we conduct a focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, and visuals of the content. At this point in time, this is no longer an initiative that the college wants to implement.

The one goal that was marked as deferred is in the Focused section: Pathways, which states that the college will create roadmaps for students describing the steps that need to be completed and at what times. The creation of academic pathways is still an important goal to the college and will need campus-wide support to ensure successful implementation. The Student Services Planning Committee (SSPC) has requested that this goal be addressed in the new educational master plan.

CONNECTED

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

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

ENGAGED

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

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

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.

Activities	Who’s Responsible	Timeline
1. Field of Interest Support: 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. COMPLETED	Faculty A2B Counseling STEM ASCC	Fall/Spring
2. Extra Credit: Provide extra credit for students to attend specialized major and career workshops. DISCONTINUED	Faculty	Fall/Spring/Summer
3. Ask about Plans: 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. DISCONTINUED	Faculty	Fall/Spring/Summer
4. Career Courses: Promote career classes for all students. COMPLETED	Counselors Faculty	Fall/Spring/Summer
5. Degree Works: Conduct workshops on how to use DegreeWorks. COMPLETED	Counseling Department	Ongoing
Benchmark Assessment Measures: #10 Success in GE Courses #11 Success in Distance Education Courses #12 Success in CTE Courses #13 Success in Pre-Transfer #14 Success in Non-CBET ESL		

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
1. Check Points: 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. COMPLETED	IT Counseling	Each semester
2. Pathways: Create roadmaps for students describing the steps that need to be completed and at what times, e.g., for Transfer, Degrees, Certificates, etc. DEFERRED—EMP Pathway	Transfer Center Faculty	June-July Spring & Fall 2014
3. Check-in: 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”) DISCONTINUED	Counseling	On-going
4. Career Course: Explore field of interest specific career classes (e.g., careers in STEM, careers in Social Sciences, etc.) DISCONTINUED	Counseling Faculty	Fall 2014
5. CTE Programs: Post workforce program flow charts on web. DISCONTINUED	CTE Departments	Summer/Fall
6. “One Community-One Read”: Conduct focused reading initiative where all of the campus reads a particular book with activities, speakers, forums, team teaching, visuals of the content, etc. DISCONTINUED	Faculty	Fall
Benchmark Assessment Measure: #3 Degree Completion #4 Transfer and #4a UC/CSU Transfer #5 Certificate Completion #6 Licensure Pass Rate		

5. 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
1. Early Alert: Conduct early alert with intentional interventions and develop a formal progress report. COMPLETED	Faculty Counseling	Fall/Spring
2. Student and Teacher Interaction: Require all students to meet with their faculty member at least once. DISCONTINUED	Faculty	Fall/Spring
3. Services: 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?") COMPLETED	PIO Center	Fall/Spring/Summer
4. New Students: Ask who the new students are in the class and provide information on services available to help them succeed. DISCONTINUED	Faculty	Fall/Spring/Summer
5. Professional Development: Conduct incentivized faculty development on student support services. COMPLETED	Faculty CIETL	Fall
6. Shared Stories: Develop student, faculty, and staff perspectives campaign on students' stories. (e.g., banners, website, murals) COMPLETED	PIO	Fall/Spring/Summer
Benchmark Assessment Measures: #1 Successful Course Completion #2 Fall-to-Fall Persistence Rate		

NURTURED

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

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