



# Student Engagement Plan 2012-2016

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## 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 (EMP). 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 EMP.

CONNECTED

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

Activities	Who's Responsible	Timeline
<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/Summer
<b>5. Connections in the Classroom:</b> Have students introduce themselves in the classroom. <b>DISCONTINUED</b>	Faculty	August & January
<b>6. Class Announcements:</b> Have faculty give information on what is happening on campus before each class. <b>DISCONTINUED</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>COMPLETED</b>	Faculty Learning Center	Fall/Spring
<b>Benchmark Assessment Measure: #9. Student Success Rates during their First Year</b>		

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

Activities	Who's Responsible	Timeline
<b>1. 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
<b>2. 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
<b>3. Extended Orientation:</b> Explore the possibility of creating extended orientations connected to field of interest. <b>COMPLETED</b>	Faculty Programs Departments	Fall/Spring/ Summer
<b>4. Evaluation:</b> Conduct evaluation on new student registration process. <b>COMPLETED</b>	A&R Welcome Center	On-Going
<b>5. Assessment:</b> Provide clear links to resources available on the assessment process. <b>COMPLETED</b>	Welcome Center	On-going
<b>6. Basic Skills:</b> Review and revise scheduling of basic skills courses to assure students have the opportunity to take them. <b>COMPLETED</b>	Office of Instruction Deans	Spring 2014
<b>7. Campaign:</b> Conduct a college-wide campaign on why it is important to take English and math courses. <b>COMPLETED</b>	Equity Committee	Fall/Spring/Summer
<p align="center"><b>Benchmark Assessment Measures:</b></p> <p align="center"><b>#15. Percent of students placed in pre-transfer math that take pre-transfer math</b></p> <p align="center"><b>#16. Percent of students placed in pre-transfer English that take pre-transfer English</b></p> <p align="center"><b>#17. Percent of students placed in pre-transfer reading that take pre-transfer reading</b></p>		

**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>COMPLETED</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>DISCONTINUED</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>DISCONTINUED</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>COMPLETED</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>		

**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
<p><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></p>	<p>IT Counseling</p>	<p>Each semester</p>
<p><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>DEFERRED—EMP Pathway</b></p>	<p>Transfer Center Faculty</p>	<p>June-July Spring &amp; Fall 2014</p>
<p><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>DISCONTINUED</b></p>	<p>Counseling</p>	<p>On-going</p>
<p><b>4. Career Course:</b> Explore field of interest specific career classes (e.g., careers in STEM, careers in Social Sciences, etc.) <b>DISCONTINUED</b></p>	<p>Counseling Faculty</p>	<p>Fall 2014</p>
<p><b>5. CTE Programs:</b> Post workforce program flow charts on web. <b>DISCONTINUED</b></p>	<p>CTE Departments</p>	<p>Summer/Fall</p>
<p><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>DISCONTINUED</b></p>	<p>Faculty</p>	<p>Fall</p>
<p 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>		

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



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

Activities	Who's Responsible	Timeline
<p>1. <b>Service Learning:</b> Work with faculty to develop a service learning program with possible mentoring program.  <b>DISCONTINUED</b></p>	Dean, ALL	Spring
<p>2. <b>Habits of the Mind:</b> Conduct a habits of the mind program with monthly topics that everyone embraces.  <b>DISCONTINUED</b></p>	CIETL	Fall
<p>3. <b>Experiences:</b> Encourage internships, field trips, lecture series, inquiry based learning.  <b>COMPLETED</b></p>	CIETL Faculty	Fall
<p>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).  <b>DISCONTINUED</b></p>	Faculty	Fall
<p>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></p>	Basic Skills Committee Center for Student Life and Leadership Development	Fall
<p>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. <b>COMPLETED</b></p>	VPSS Center for Student Life and Leadership Development	On-going
<p align="center"><b>Benchmark Assessment Measure:</b>  <b>CSSEE Survey</b>  <b>12h, 12j, 12k, 12l, 12m, 12n, 12o</b></p>		