**San Bernardino Community College District**
**District-wide Strategic Planning Committee**
**2009-2010**

**Minutes**
**February 5, 2010**

**PRESENT**

Renee Brunelle, Vice Chancellor Human Resources
Damaris Castillo-Torres, Student, SBVC
Larry Ciecalone, President, KVCR
Dr. Deb Daniels, President, SBVC
Jackie Ford-Wingler, Classified Staff, CHC
Dr. Marshall Gartenlaub, EDCT (representing Dr. Matthew Isaac)
Laura Gowen, Classified Senate, SBVC
Gloria Harrison, President, CHC
Kaylee Hrisoulas, Student, CHC
Dr. Cheryl Marshall, Chair, Educational Master Plan Committee, CHC
Scott Rippy, Academic Senate, CHC
Dr. Troy Sheffield, Chair, Educational Master Plan Committee, SBVC
Keith Wurtz, Researcher, CHC
Dr. Matthew Lee, Consultant

**Welcome and Introductions**

Matthew welcomed everyone.

**Approval of Minutes – January 29, 2010**

The January 29, 2010 minutes were approved by consensus.

**Review and Clarifying Questions on Distributed Documents**

A.      Edited Transcript of Posted Comments, January 29, 2010 (document 7B)

Matthew asked if there were any clarifying questions on either of these documents.  There were no questions.  Matthew stated that he had added one editor's note to *document 7B* because the group's posted analysis of the chart appear somewhat different from his own understanding, and he wanted to clarify the trends.

Troy wanted the committee to know that regarding *document 6M,* she is not sure her group got through all the items.  Matthew reminded everyone that not everything can be covered in great detail in a meeting, but that the patterns that are most obvious to members are probably the most important ones.  There will be other opportunities to look at these things as the committee moves on.  The committee has been amassing a body of knowledge over the last several meetings, and will continue to add to it, and that knowledge should be "percolating in your head" to inform your thinking and the questions that you ask as the process moves forward.

B.    Working Set of District Strategic Directions and Goals, January 29, 2010 *(document 7C)*

Matthew asked if there were any clarifying questions regarding *document 7C*, which reflects the committee's discussion and the changes that it made.  There were no questions.

**Subcommittee Reports:  Clarifying Questions and Discussion**

**Group A - Glen, John, Larry, DyAnn**

*Technology issues and trends related to education, document 7A.*

Larry was the only subcommittee member available to answer any clarifying questions.

**Group B - Scott and Jackie**

*Federal financial aid and grant opportunities.*

Matthew advised the group that Raquel had notified him that she will not be able to continue on the committee.  Alternate Jackie Ford-Wingler will be assume Raquel's spot.

Scott said John Muskavitch referred him to a PowerPoint document which was full of financial aid jargon, and to a website which contained some proposed and/or new changes for opening up more grants and upping the ceiling of PELL grants. PELL grants will be awarded differently based on the consumer price index, and the government student loan program will be expanded to other resources to become more effective and efficient.  Matthew summarized the fundamental message, which is that these are plans by the current administration to expand financial aid by increasing the amounts and expanding access.  Scott said all these changes were aimed at having a greater number of college graduates in the United States.

Jackie did some research on current financial aid awards.  Jackie said the BOG fee waiver for tuition and the PELL grant total up to $5,350 per year.  There are currently 60 people on the waiting list for college work-study at CHC.  There is a Stafford loan offered through the federal government.  There is an American opportunity tax credit available; for the average student, after calculating everything, it could compute to about $800.

Matthew's understanding is the community colleges were historically at a disadvantage with the PELL grant because community colleges are so inexpensive.  He asked if that was still the case.  Deb said they adjusted the rules to accommodate students in California so it is now equalized.  Matthew suggested that for Phase 2 next year, the committee should take a closer look at changes in financial aid, because by that time those changes might be finalized.

Matthew opened up the technology subcommittee report for discussion.  He said it covers a combination of instructional technology and administrative technology.  We are affected as an institution by our technology infrastructure and dependent on the fact that the systems are working.  Both halves of technology issues and trends need to be attended to for strategic planning purposes.  Keith said he had noticed that quality of data was not sufficiently emphasized, and that is an important aspect of technology.  Matthew agreed that it was important.  He said that at the last CHC Educational Master Planning meeting, the EMPC had talked about the quality of MIS submissions.  More and more depends on the data we submit.  This is what the world sees of us, and data integrity is crucial.  Resources are necessary to

devote to that, and it may be that the committee feels that is still in question. [*Editor's note: Implication number 4 in the subcommittee report does state that "Data integrity and security needs to stay at the forefront of concerns for our District…."*]

Marshall said there needs to be some element of training. Matthew agreed, and said it was his understanding that training should have begun on ERIS, the system through which one accesses student information, and on data entry standards. This has been a long delayed process, and a number of issues in data entry needed to be addressed, because they might have undermined the credibility of research findings based on those data. Marshall noted that people learn specific tasks and what to do, but too often they don't know how the system works. Part of the training needs to cover the importance of each individual's work to the entire system.

Matthew said this is increasingly true because our systems have become interdependent and will become more so over the next few years. Under Implication number 4, it does not talk about standards or procedures for how to accomplish data integrity. Gloria said there has been more conversation about this. Keith said he thinks a process for improving data integrity has started. Matthew said the MIS submissions process has reportedly improved in recent years, but it sounds like sometimes there is still some doubt out there. His recommendation to the District early on was that the custodians of data should look systematically at the last MIS submissions to see if we have any problems. If that look did uncover some issues, then they could be identified and addressed.

Troy said processes have to be sustained over time, and we don't have that in place right now, and it leads to things being done "too close to the wire." Matthew asked if sustainability means, in part, written procedures. Troy said procedures need to be in place so that anyone can do a certain job, and work under deadlines should not go to the wire. Jackie said that at CHC, she has observed that departments are interacting more and more in their procedures. She said all that needs to be addressed are procedures, and classified staff needs to be involved so they can give input to promote sustainability.

Matthew asked Jackie, with regard to what Troy had been saying, "If you took a vacation, could anybody else step in and do what you do right now?" Jackie said there is some cross–training. Matthew agreed that classified involvement is crucial because they do a lot of data entry and front-line work. The data should be correct before they go anywhere else. Written procedures become even more important. Matthew wondered if this discussion suggests an additional goal under institutional effectiveness—the development of standards for cross-training and sustainability. Troy said the issues arrive when changes occur and manuals are not updated in a timely enough manner. She said we don't even have a phone directory updated regularly. To write that we are are going to have updated procedures is one thing, but to sustain that work is something else.

Matthew noted that the DSPC is thinking about a very large picture when dealing with strategic planning, but that at some point for each goal, we must get down to what specific steps we are going to take to make that happen. It is important to think about how planning can move the institutions in the direction they need to go. Cheryl said that Strategic Goals 1.1 and 3.1 seem to capture standards and cross-training, and we need to come up with some objectives that support those goals. Gloria said we should be able to facilitate keeping up with updates electronically—for example by getting a Google alert if there is a change needed.

Another issue is who has authority to make changes in procedures, and who has input. Matthew stated that district program review will be distributing a questionnaire asking people

about, among other things, their satisfaction with the amount of input they had in changes to processes and procedures. Marshall noted there is no standard base but a moving target. Matthew noted that there are two issues: one is the availability of written standards, procedures and processes, and the other is making sure they are current and making sure that everyone who needs to know about them knows about them.

Regarding technology issues and trends related to education, Matthew noted that committee members had viewed the growth of on-line teaching as inevitable. We already have 11 percent of our sections taught on-line, and if the system goes down, that is a problem. If on-line offerings do grow and the system goes down, then it is a bigger problem. Marshall said students will have a tendency to hop around to other districts, and we may need to interact with other districts. Deb said that happens now. Matthew said other issues of district-hopping include financial aid potential over-payments. Damaris said that the reason students take on-line courses at different places is because a single institution often does not have what they need. If we offer more of a variety, students might have a tendency to stay with one institution. Matthew asked whether on-line courses are typically sections of existing face-to-face courses, and whether there has been a growth in variety of the on-line courses offered. Scott said what he has seen is that we take courses that already exist in regular format and make a section on-line. He didn't know whether people are developing new courses to be taught exclusively on-line. Matthew asked if we have a higher proportion of on-line lab courses or a larger proportion of on-line discussion groups than we did a few years ago. Deb said that was true at SBVC. There may come a time when by picking from five different institutions, a student can assemble a program that meets his/her needs. Deb said her experience at other institutions is that the goal was to offer the general education core on-line. She suspected it might be the same way at most schools because that seems to be the logical way to go.

Scott said we have had classes that we make on-line that no longer articulate with UC because, as of two years ago, UC rejected classes that are completed on-line. If we offer the class both on-line and in the classroom, they will deny both. Many UCs will not accept on-line classes. Matthew asked if there appeared to be movement in the direction of change. Cheryl responded not so far. Gloria said treatment of on-line courses depends on the UC department. The English department may be fine, but the History department may not be. Scott said we are waiting for the dinosaurs to retire. Damaris asked if SBVC offers a history class and it doesn't articulate with one UC, then would another UC be affected for the same class? Scott explained that articulation agreements are with individual colleges, and it depends on what their faculty will and will not accept. Matthew said that if you think about UC's rejection of all credit from a course that is taught partially on-line from a lay perspective, it is just doesn't make sense.

Jackie asked if we are relating technology strictly to education, or technology services that would support education. Matthew said that the subcommittee looked at any trends associated with higher education. Jackie noted that she didn't see any mention of developing or instituting any technology for scheduling rooms. Matthew said some issues like that one would not be at the strategic level but at the detail level. He suggested she could raise this issue at CHC when the Educational Master Plan is presented for feedback.

## Breakout and Report:  Principal Patterns in CoE Environmental Scan Results

Matthew called attention to the *Summary of Principal Patterns in Center of Excellence Reports* (document 7D).  He said that it is not intended to present all the information in the CoE employment and demographic reports in one report, but to highlight certain findings of interest.

The committee's primary approach in small groups was to compare SBVC with CHC, and that approach is reflected here in a set of talking and thinking points.

Matthew said the assignment for the subgroups is to consider and record the main implications of the employment and demographic reports for specific strategic goals or objectives, or planning assumptions.

## Group A – Cheryl, Gloria, Deb, Scott

Cheryl said we should focus on living-wage jobs, but we can build bridges from entry-level jobs. The group suggested continuing culinary arts because it is a growing field. In looking at some of the jobs in finance and insurance, these programs should focus on transfer prep because a bachelor's degree is required to be successful. You can get a tech job with a certificate, an associate degree, or a transfer degree, and the group talked about partnering with ATTC and PDC to look at how professional development fits into those fields. Riverside Community College has pretty much cornered the market in the field of logistics, so the group found that we should not increase our offerings there. Training of administrative assistants is mostly done on the job. Most of the clerical and secretarial classes are dying out because the training occurs on the job, so there is no need for program development there. Cheryl said it might be more appropriate to handle those classes through PDC. There are more people per household, a lower income, and a higher percentage of first-time college students in SBVC's area than in CHC's area, which suggests that support services should be different at the two colleges.

Matthew received from Kevin Fleming some information about average household income in draft form. The highest two cities in average household income are Lake Arrowhead and Rancho Cucamonga. At the next level down are Fontana, Highland and Redlands. San Bernardino and Colton are at the lowest level. Yucaipa, Moreno Valley and Riverside are in the middle.

## Group B – Larry, Kaylee, Damaris, Keith

One of the things this group noticed was the differences among the service areas in age. CHC's population had a greater proportion of 50 and older and SBVC's had a greater proportion of 19 and younger. The group concluded that we might want to identify the needs of the 50 and older group to see if we can serve them better at CHC, and maybe that would lead to a stronger focus on transfer at SBVC. In CHC's area, 40 percent or higher have an AA degree. There might be more focus on higher education among families in the CHC area. At SBVC, we can continue our focus on vocational programs, including support, and make it more visible that students can not only earn a certificate but also get a degree. Based on *document 2C*, we draw students from lots of areas, and the question is why they are coming here. We can look at the numbers of middle-school-age and high-school-age children in the SBVC and CHC service areas and consider what programs we might want to develop to meet their needs. Matthew said consideration of what is happening in the wider area around the colleges is an example of the need to coordinate programming efforts between the colleges.

## Group C – Troy, Renee, Jackie, Marshall, Laura

This group reviewed *document 7D.* Troy said they needed solid district strategic directions. For example, 2.1 on 7C might be collapsed with 5.1. They looked at 2.1 and suggested perhaps we need a task force or think tank that examines new and emerging areas for program development. Marshall said, for example, that no one is doing medical information, and that is a

growing occupation now.  We need to decide on some new areas and start to look at them a few years in advance.  In 6, the group thought we could coordinate partnerships in the ATTC, CHC, and SBVC better and ensure that our programs lead to jobs.  Capturing how many students are placed and getting jobs and also managing our enrollment is crucial.  If students are getting financial aid, they need to get jobs to pay back their financial aid money.

Matthew explained that the existing areas of occupations in the CoE reports would not include brand new fields that are just getting started, and this group needs to look at the future jobs that haven't happened yet.  It may be appropriate that these issues be coordinated at the district level.

## **Other business**

Because the College Presidents have expressed concern about meeting space problems on the campuses, it was suggested that all future meetings be held at the District.  There were no objections by the committee members.  Matthew let the group know that future meetings will be held in ATTC #120.  The April 23 meeting will be held in the Board Room.  Matthew will make the changes to the schedule on the website.

Keith asked for an overview of where we are and where we need to go.  Matthew referred him to the timeline that was distributed on January 29, which will also be available on the website.  He also said he could meet with Keith later.  Matthew said that we are on schedule. He will be bringing in the information from the college plans earlier than he anticipated.  It is his intention to get prepare drafts as soon as possible for this committee.

## **Homework**

A.      Review consolidated report on subcommittee issues.

B.      Review other documents distributed prior to the next meeting.

## **Adjournment**


Jackie Buus
Recording Secretary