

**EDUCATIONAL MASTER PLANNING COMMITTEE**  
**Minutes**  
**February 9, 2010**

**Present:** Daniel Bahner, Clare Hinkle, Matthew Lee, Rick Hogrefe, Denise Hoyt, Cheryl Marshall, Rebecca Warren-Marlatt, Sherri Wilson, Keith Wurz

**I. Call to Order**

Matthew Lee called the meeting to order at 3:00 p.m.

**II. Approval of Minutes**

The Minutes of the February 2, 2010, meeting were approved with one correction.

**III. Review of Recommended *Strategic Directions and Goals with Draft Objectives and Suggestions***

Matthew reviewed the Recommended *Strategic Directions and Goals with Draft Objectives and Suggestions* document. The document showed revisions the committee agreed to at the January 26, 2010 meeting.

**IV. Review of and Decision on Remaining Steps, Including Plan Contents**

- Matthew noted that some Objectives might be referred to a district-level group, where one exists. For example, he reported that at the February 5<sup>th</sup> DSPC meeting, they talked about convening a district-wide task force to look at new and emerging programs and future trends in the job market. Existing CTE programs at surrounding schools will also need to be looked at to avoid duplication of programs.
- The committee discussed and tentatively agreed to include the following items in the content of the Plan.
  - Action Plans
    - Will include at least timeline and responsible party for each Objective
    - May include suggested Actions as will
    - Will likely require at least some input from applicable departments
  - Explicit linkages to other major College and District planning documents (to demonstrate integration)
  - Consideration of long-term resource allocation – 1-2 pages on the Three-Year Budget Outlook
  - QEIs
  - Preamble covering process, purpose, participation
  - Links to District documents, to be folded into the planning documents section above
    - Board Imperatives
    - Strategic Plan
  - CHC Mission, Vision, Values
  - Service area characteristics (selected Environmental Scan information)

- Summary of CHC employee and student demographic data
  - FTES, FTEF, WSCH per FTEF
  - Student performance trends and patterns (primarily Success and Retention rates)
  - Program directions or initiatives in instruction and student services
  - Glossary
- Because of time constraints, Matthew volunteered to take a shot at drafting and assembling the specified contents of the Plan. Cheryl Marshall suggested forming a task force of committee members to design the final layout of the Plan, to give Crafton folks ownership of the document and have something they can be proud of. It was agreed that Matthew will draft the text and Cheryl Marshall will put together a task force to design the final layout.
  - Once the draft has been completed, it needs to be presented to the Management Team and Senates, followed by open forums. Clare will put this on the March 1<sup>st</sup> Student Senate Agenda. Cheryl Marshall will arrange for a special management meeting during the first week in March. Denise will follow-up with Scott to get this on the March 3<sup>rd</sup> Academic Senate Agenda. Candace Leonard will be contacted for the Classified Senate Agenda.
  - Once the complete package is finished, it will go back to the Academic Senate and to the rest of the college community, and then to the college president for approval.

#### **VI. Review of Draft Objectives**

The committee broke into three groups to take a final look at *Draft Objectives*, to make sure there are no major gaps, and to determine if any draft objectives or actions should be deleted.

#### **VII. QEI Baselines and Annual Targets**

Matthew stated that we have to be explicit that the college will revisit the QEIs in a year's time, and then periodically thereafter. The committee should explain its rationale for each QEI baseline and target. Matthew reported that he has been asked to make a presentation to the Board of Trustees at the March 11<sup>th</sup> meeting and he is hoping to report to the Board that CHC has a recommended set of Strategic Directions, Goals, and Objectives.

#### **VIII. Other**

Keith distributed copies of a *QEI Appendix* on developmental courses and asked the committee for direction on which courses should be used to measure the developmental and basic skills QEIs. After discussion regarding how courses are coded, it was agreed to use all the courses listed under "*Possible Additions*" as developmental courses to determine the applicable QEIs.