

San Diego Community College District Strategic Planning Committee

Meeting of February 7, 2013
2:00 PM–District Office Room 375

APPROVED

MINUTES

PRESENT:

Joyce Allen	Classified Senate President – Miramar College
Lou Ascione	Dean of Liberal Arts-Miramar College (proxy for Jerry Buckley)
Ranessa Ashton	Public Information Office Continuing Education-ECC
Randy Barnes	Acting Vice President of Instruction-City College
M. Salley Deaton	Academic Representative – City College
Daphne Figueroa	Academic Senate President – Miramar College
Cathy Hasson	Director, Instructional Research and Planning-District Office
Madeleine Hinkes	Academic Senate President – Mesa College
Pete Miles	Academic Senate Representative – Continuing Education
Awana Payne	Classified Senate Vice President – City College
Otto Lee	Vice Chancellor of Instructional Services and Planning – District Office

ABSENT:

Libbier Bakit	Classified Senate Representative – Continuing Education
Tim McGrath	Vice President of Instruction – Mesa College
Jerry Buckley	Vice President of Instruction – Miramar College

STAFF:

Irene Williams	Administrative Assistant, Instructional Services – District Office
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Otto Lee called the meeting to order at 2:05 p.m.

The committee decided to review and vote on minutes from the previous meeting as well as the current meeting at the March 21st meeting.

Otto asked to committee if they were comfortable changing the order of the agenda items. The committee agreed to the order of I, III, II, IV and V. due to the presentation of Cathy Hasson.

I. Discussion of Goals in campus governance group-Progress (ALL)

Mesa College- First reading was last semester; one request was for more Student Services information. Second reading will be held on Monday, February 11th Student Services Council has added that information in the latest update.

CE- Held a meeting during January FLEX week sponsored by Academic Senate. This meeting was a discussion on Continuing Education Strategic Plan. Discussion was held by for the Academic and Classified Senate to clarify priorities and goals. CE shared governance groups will review the Strategic plan. SWOT notes and reflection will be collected and documented. The EGC subcommittee will review; themes will be identified and reported through the Shared Governance. CE representative will report back to the District Strategic Planning Committee.

Miramar College- the Strategic goals may be discussed at the next PIE committee meeting or in future meetings. Should be on track to be discussed the end of February.

Question came up at the December 5th District Budget Council meeting regarding 2a. There was a concern about tying things back to resources. The plan is to work with the Accreditation liaisons on each campus and CE with the current goals.

Leverage technology to enable innovative approaches to learning, teaching delivery, and student support. This goal will be discussed more

The classified senate has the Strategic goals on the agenda at the February meeting. It was discussed at President's Council. More feedback to come.

City College-Waiting on the final version of the Strategic goals. It will be on the agenda at the next at the Master Planning meeting.

II. Feedback on goals from Student Services Council (All)

1a. Remove the words "to bolster" change to verb "to improve student success in"

1b. Remove the word "attainment".

1d. Remove the word Deploy and change to "Focus districtwide" also add "on student need and student education plans"

2a. Remove leverage add the word "use"

3a. Remove "expand and formalize partnerships with K-12 and continue to work with local" add

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“Strengthen collaborations with local 4-year transfer institutions to streamline the transfer pathway”

- 3b. Remove “work with K-12 to align curriculum in English and math and other key disciplines” add Partner with K-12 to align curriculum in English and Math and other key disciplines to strengthen students’ academic preparation.
- 3d. Remove “value of multiculturalism and inclusiveness” change to “diversity and equity”

III. Review of District demographics and research (Cathy)

Committee members are interested in what’s going on in trends and demographic data and historical data. The Environment Scan process and Dimensions were discussed.

Process

1. Gathering of broad external and internal trends and issues
2. Analysis and synthesis of data and information
3. Scenario building (What if...Then what..)
4. Goal and strategy setting
5. Operational or action planning
6. Implementation and evaluation

Dimensions (Internal and External)

1. Demographics
2. Education
3. Technology
4. Socio-cultural
5. Economic /Labor Market
6. Political

National Trends

Paradigm Shift examples

From- Teaching is a small-scale craft and learning is personalized TO- Instruction is a scalable craft and can be standardized, personalized, or self guided.

From- The college or university service base is local To- The service base can be local, regional, or global

From- the college or university is a place To- the college or university is situated in a place and virtually enhanced.

Key trends in Western Higher Education

- Enrollment for those age 25 and older will increase at a higher rate than traditional age students through at least 2015.
- Before the recession hit the proportion hit, of full-time students in two-year colleges

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increased 21 percent between 2000 and 2007. During the recession, two-year colleges enrollment rose to 41 percent of students.

- The percentage of jobs that require college degrees has doubled in the past 40 years and will continue to increase. By 2018, 637,000 more low-skill jobs will disappear or go offshore and millions of Americans could miss out on entering the middle class if they don't obtain a degree, because our workforce will require 22 million degree equipped employees for new high-skill jobs created by 2018.
- A national shared goal is to increase the percentage of Americans with high-quality degrees and credentials from 39 percent to 60 percent by the year 2025. This is an increase of 278,000 degrees awarded. If the current rates of degree production continue, the number of graduates can be expected to increase by 112,000 per year.

Demographics: Enrollment

1. Which populations and subpopulations does the college now serve and which group(s) within the service area are not being equally served? Which strategies is the college deploying to capture underrepresented populations? Which additional strategies could be implemented?
2. What is the college's current penetration rate among subpopulations or market segments? What is the college doing or can do to increase its market share of these segments to meet its enrollment goals, and better serve the community?
3. What is the current racial/ethnic mix among students? Is this consistent with the college service area? Which demographic cohorts are increasing in number within the service area (e.g., age, gender, ethnicity), and what is the projected mix of demographic cohorts in 2020? In 2030? What recruitment and retention strategies are currently in place to help manage enrollment for equity, and to reflect the demographics of the service area?

Demographics: High School Pipeline

1. How many immediate and recent high school graduates are currently served and what has been the participation rate/yield over the past five years? Which outreach programs or strategies have the greatest impact, and which programs are strategies need to be improved or implemented?
2. What are the high school graduation projections through 2020? 2030? Are there trends in Academic preparation among recent high school graduates that would affect the college's Academic planning? Which programs or strategies is the college implementing in order to assist students better with college level work?
3. At which levels of English and math are the majority of students coming into the college and has this changed over time? What is the college doing to accommodate developmental or basic skills level students?

Education: Program Offering & Success

1. How often are programs reviewed and what data are reviewed? How often is enrollment evaluated? How collaborative is this process? Based on different scenarios for future

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enrollment, what are the likely needs for community college programs and services for the college's service area for the next ten years?

2. What do the economic, labor market trends, and consumer demands tell the college about program needs? How can the college meet the needs for education through developing new programs strengthening existing programs, programs, support services, organizational development, technology, staffing, and marketing?
3. How are services evaluated and what have the evaluations told the college about the quality and demand for support services? Which services will the college need to develop to meet the needs of locations within its (extended) service area and outside of its service area?

Technology: Information Capacity

1. What is the current state of inquiry-based culture at the college? How widely are internal and external data being used for planning and decision-making? What internal data are critical to future strategy?
2. To thrive, every community college needs quality external data about the local county's K-12 education sector, economic development organizations, and competitor higher education institutions. Are the college's projections for student enrollment, instructional facilities and space existing programs support services space, programs, services, and educational delivery systems in existing locations and in new centers relevant/up-to-date and realistic? How can the college better improve access to, and the quality of these data?

Districtwide Scorecard was viewed and discussed by the committee.

Student Characteristics data is listed by gender, Units Attempted, First Generation, Financial Aid, Day/Eve/ Online, Ethnicity, Educational Objective, Age, Service Area of Residence, and Enrollment Status

Districtwide Enrollment data is listed by Offerings, Waitlisted Seats, Enrollment Counts, Enrollment Percents, Fill Rates, Overall FTES and Credit FTES

Districtwide Student Outcomes data is listed by Retention, Annual Persistence, Transfer, Successful Course Completion and Awards Conferred/

Districtwide Student Satisfaction data is listed by Student Satisfaction Survey and Point of Service Survey

The Instructional Research and Planning website was reviewed by the committee

<http://research.sdccd.edu/pages/1.asp>

A request was made of Cathy for an email blast to the colleges to announce new reports.

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IV. Professional Development Task Force, Vision Statement (Daphne).

Recommendations of the Chancellor's Office Student Success Initiative's Professional Development Committee (PDC). The handout was a discussion of the thirty members PDC. There are eight recommendations developed by the PDC over a period of five months and ten meetings. These recommendations will be discussed by the various committee member constituent groups in the California Community College System between February 1, 2013 and February 27, 2013. After receiving input from the various groups the PDC will finalize its recommendations and submit them to the Chancellor's Office. Feedback should be directed to appropriate constituent representative listed in Appendix A.

The Vision Statement will be vetted through the Consultation Council in a few weeks then the Board of Governors in March. It will be broadly vetted with many groups. The feedback timeline is the end of February or the beginning of March.

V. Next meeting - March 21, 2013

Meeting adjourned at 3:40 p.m.