



INSTRUCTIONAL PLANNING COUNCIL MINUTES

October 11, 2006

Members Present: Mark Bealo, Norma Bean, Richard Borden, Judy J. Cater, Berta Cuaron, Katheryn Garlow, Karen Huffman, Terry Humphrey, Chantal Maher, Becky McCluskey, Wilma Owens, Peggy Richardson, Pat Schwerdtfeger, Mollie Smith, Sara Thompson, Mark Vernoy, Debi Workman

Members Absent: Robert Fredericks, Tina Riley

Recorder: Suzanne M. Holt

I. Approval of September 27, 2006 Minutes

MSC Judy J. Cater / Debi Workman, two abstentions, to approve the minutes of September 27, 2006.

II. Requests for 2004-05, 75/25 Funds

The updated handout of “Requests of Departments 75/25 Distribution for FY 2004-05, 10/9/06” was distributed. Berta Cuaron reviewed the additional department requests since the last IPC meeting. It was noted by Mark Vernoy that \$503.07 for P.E. furniture was inadvertently left off the handout, but will be added. At this time, approximately \$75,000 of the original \$145,000 has been allocated. After discussion, consensus was reached to support the additional requests as submitted and departments will be notified to proceed with their purchases.

III. AIP – Activities for IPC Focus

The Annual Implementation Plan (AIP) was discussed again at the Strategic Planning Committee (SPC) meeting last week, and they primarily discussed the assigned groups in Activities 8 and 9. A working group of SPC will continue discussion and make minor revisions. Berta Cuaron stated that SPC added the Faculty Senate Academic Technology Committee to the assigned groups of Activity 8, which was requested at the last IPC meeting. It was stated that SPC also discussed the first words in activities 12 and 13, “provide” and “establish,” and change them to plan or recommend. The working group will bring back all suggested changes to SPC.

IPC is to focus on one or two of the AIP activities for discussion. It was noted that IPC is listed on the AIP in the Assigned Groups of activities 1-5, 12 and 14. The first three activities are under the categories of student success and student support services. Berta Cuaron stated that there are a number of students who come to Palomar underprepared which makes it necessary to take more basic skills classes before they begin taking other curriculums. There is the opportunity with the one-time basic skills funding to make recommendations and develop activities to support these students from the beginning. Last Spring, 2,400 high school students were issued registration appointments but less than 600 kept them. The assessment and registration process for graduating high seniors is currently being revisited by the

Counseling Department. Student Services is developing a program called "Early Acceptance" which speaks to Activity 1. Berta Cuaron will bring information regarding this "Early Acceptance Program" to the next meeting. A program to identify students early who are not doing well in a class or classes is also being reviewed, so that students are more aware of services and can be referred to the right resources as stated in Activity 2. It was noted that it is important to house all of the resources in one location.

As the learning outcomes process moves forward, it will more clearly define the expectations to students, as stated in Activity 3. It was suggested that creating one services center to support students when they help from various resources would improve student awareness of services as stated in Activity 4.

Berta Cuaron stated that Activity 5, "align scheduling, course and program offerings to meet the needs of students" has had continued focus the last three years. The scheduling focus is to offer core curriculum for majors and certificates so that students can complete their requirements. It was noted that classes are not cancelled if at all possible, so students can count on what classes are scheduled.

Some suggestions made in reference to Activities 1-4 of the AIP were:

- 1) brainstorm as a Council or working groups to discuss strategies
- 2) invite Lynda Halttunen, Dean of Counseling, to discuss data on assessment and how students are placed and their progress, and to discuss the Early Acceptance Program
- 3) invite directors of programs, such as the Math Center, English Writing Center and Tutoring Center, to share how they reach out to the student community
- 4) determine the baseline of services that are already in place campus-wide
- 5) after identifying the baseline of services, determine strategies to make students and faculty aware of what services are available
- 6) how will the college know if things have improved, how will we measure improvement
- 7) how can groups on campus better coordinate services so there isn't overlap
- 8) when students register and then drop, determine the "hotpoint" or period of time during the semester when these students drop and intervene with appropriate services
- 9) extend information booths for students during the first few weeks of the semester
- 10) encourage faculty to incorporate into their syllabi the services available to students and talk about the services throughout the semester to encourage students to use them
- 11) provide standard bulletin boards or signs in classrooms and restrooms listing student resources and extension numbers
- 12) provide a website of student support services
- 13) create a campus mascot that signifies "help on campus"
- 14) invite the articulation officer and counselors to the Dean division meetings and to talk to faculty in the departments
- 15) better building signs identifying student support services
- 16) establish a link on the website where a student can send an E-mail asking for help or information and can receive a rapid response

Berta Cuaron stated that she would ask Student Services for data and invite someone from Student Services to attend the next IPC meeting to discuss the Early Acceptance Program.

IV. **Organizational Structure**

Berta Cuaron stated that she had reviewed the previous minutes of the Fiscal Stability Task Force (FSTF) and Revenue Allocation Committee (RAC) in regards to several discussions of the “Gooder Community College Districts General Fund Expenditure Comparison for 2004-05” data. She is also researching the Budget and Accounting Manual (BAM), specifically Chapter 4: Accounting for Expenditures and other Outgo.

Mark Bealo stated that he is doing research on the fiscal data abstract of 2004-05 of the Chancellor’s Office and is getting all of the financial data from the Gooder schools.

It is a difficult task to look at reorganization on a long-term basis, how to move forward, and how and why to do things differently. The college has evolved based on values and commitments due to the priorities and the choices that were made. There needs to be a general discussion of the data, to include the new North Center, in reference to organization and the infrastructure.

It was asked if it is feasible to reorganize and is it worth it and why go through all of the effort of doing all the work and then not be able to implement the plans, as there has to be the will and money to act upon the plans. It was pointed out that we are not developing plans, but we are asking ourselves what we want to be and how to get there. A positive approach may be to focus on the long-term benefits in order to plan for the future. It was stated that reorganization definitely affects the classified staff and in that some areas there is no room to change. Self-analysis can be good but is difficult to think about how things can be done differently. In looking at the North Center, it might be easier to start with a blank piece of paper and develop its infrastructure based on minimal services to serve a certain student enrollment and then add staff, administration, services each time the enrollment increases by 500, 1,000, etc. (develop a formula).

It was suggested that the program codes of the employees of the Gooder data be reviewed to see if they have been budgeted correctly. Berta Cuaron will provide the definitions of the codes of the Gooder data, information from the FSTF minutes and BAM guidelines at the next meeting. It was restated that the Gooder data is only one source of data (one way of looking at comparisons), Riverside is now a multi-college district, and how the data is reported by each college does not ensure apples to apples reporting.

V. **One-Time Funding Priorities**

Berta Cuaron stated that the IPC members need to consider the AIP ideas from today’s meeting in order to make recommendations for the one-time general allocation funds. There is approximately \$1 million in block grant money to address instructional equipment, learning materials and technology needs. It was suggested that it be a priority to make classrooms better learning environments.

Berta Cuaron stated that IPC members are to think of priorities for the one-time funds to be discussed at the next meeting.

The meeting was adjourned at 4:00 p.m.