SAN DIEGO CITY COLLEGE
Master Planning, Assessment, and Resource Oversight Council (MPAROC)
Wednesday, February 12, 2014
3:30 to 4:30 p.m.
Room D-102

MEMBERS

Awana Payne    Vice President, Classified Senate
X Barbara Ring  Professor, Librarian
Berta Harris   Student Learning Outcome/Administrative Outcome Co-Coordinator
Debbie Berg    Associate Dean, Nursing
X Denise Whisenhunt  Vice President, Instructional Services
X Dotti Cordell Professor, Student Health Services
Edwin Hiel    Professor, Counselor
X Elva Salinas Title V Professional Development Coordinator
X Gwyn Enright Professor, English
Heidi Bunkowske Public Information Officer
X Helen Elias  Dean, Student Development and Matriculation
X Jacque Bell  Vice President, Administrative Services
X Jaime Estrada Professor, Spanish
X Jan Jarrell  Associate Professor, English/ESOL, Basic Skills Initiative Co-Chair
Jeanie Tyler  Off Campus Director
X Jennifer Ignacio Senator, Classified Senate
June Cressy   Senator, Classified Senate
Kathy McGinnis Dean, Health, Exercise Science, and Athletics
X Lori Erreca  Dean, Behavioral and Social Sciences, Consumer and Family Studies
X Minou Spradley Dean, Engineering, Math, Sciences, and Nursing
Mitch Charlens Professor, Physical Education
X Nick Slinglend Associate Professor, Mathematics
X Randy Barnes  Acting Vice President of Instruction, MPAROC Co-Chair
X Robbi Ewell  Dean, Information and Learning Technology
Rose LaMuraglia Acting Dean, Business, Information Technology, and Cosmetology
X Salley Deaton Professor, Business/MPAROC Co-Chair
X Susan Fontana President, Chairs Cabinet
Tanya Medina  Professor, Communications
Trudy Gerald  Dean, Arts, Humanities, and Communications
X Xi Zhang     Campus Researcher

GUESTS PRESENT:  Cathy Hasson, Director, Institutional Research and Planning
STAFF PRESENT:   Lydia Gonzales, Instruction
I. SETTING COLLEGE BENCHMARKS

Last year, the college was required to set and submit benchmarks and report to Accrediting Commission for Community and Junior Colleges (ACCJC). At the time, the college worked quickly and decided to create benchmarks that were one standard deviation below the 5-year average for degrees, certificates, and transfer. The college did not meet these benchmarks last year. This year, the college and district Institutional Research and Planning are working on reviewing the benchmarks. Are the benchmarks reasonable and achievable?

Last week, a small taskforce of nine established a draft of the college benchmarks. Those who attended the Student Success Summit and members of MPAROC who signed up last semester, were invited to serve on the benchmark taskforce. The taskforce looked at Fact Book, FYE annual report, Special programs evaluation annual report, Basic Skills Annual report, Transfer Report, and other available data. The taskforce came up with impact factors, assumptions and considerations, benchmarks, and actions of improving towards benchmarks. One consistent factor that came up was that budget reductions and reductions in sections has slowed down the pipeline for degree completion and transfer.

The council reviewed the work of the taskforce titled City College Standards-Setting Process: Benchmarks and Discussions (Benchmarks_compiled.pdf). Cathy Hasson asked the group, what makes a reasonable benchmark?

Elva commented that smaller class sizes for math and tutoring information does not appear to have been considered. The taskforce considered all of those things, however were tasked with narrowing the focus.

Cathy reminded those present that the goal is to get comfortable with the indicators and establish a process for setting benchmarks. Research committee is a subcommittee of master planning. These success measures tie into the college mission statement and instructional division goals. One can use the document and drill down into other reports.

Randy suggested adding Tutorial Services and English Center to Action.

Jan observed that a lot of the actions have to do with First Year things. She asked, are we saying that if we raise the percentage of success for that group, that are overall success rates will go up? Is that an assumption? Is it true? Cathy affirmed, it is the assumption and we need to find out if it’s true.

Jan surmised that if an instructor drops a student before census and can reinstate them up until the withdrawal deadline, doesn’t it behoove us to drop a student (instead of a withdrawal) and then reinstate them if they are successful before the withdrawal deadline? Randy will ask Lynn if census is captured at the end of the semester. If a student withdrawals instead of drops, it counts against the college retention rate.

Those present were asked to email suggestions to Xi.

Dotti asked whether the action items should be prescriptive, for example should we say how much we want to increase FYE? How many accelerated English sections to add? Dotti’s perspective is to be sure actions can be assessed and used to evaluate the benchmarks. Cathy agreed that that prescriptive actions would be useful.
Denise asked at what point is the increase working? How will we know when we reach optimum impact?

Randy responded, for example, if funding went away for one of the student support programs and success rates fail, it would be an indicator that the support program impacts student success.

Jan commented it would be great to bring this conversation to the departments. For example, if the research paper is what stymies success in English 101, what can we do about it? Cathy agreed that this model of setting benchmarks can be replicated at a program level, a department level, or for a degree or certificate of achievement.

Randy said this item will go on the March 3 Instructional Services Council agenda.

Elva asked why the document is specific for some programs and not others. Cathy responded that the taskforce was asked to be broad and general, however send recommended language to Xi.

Salley suggested adding faculty advisors, professional experts, and guiding students to action items. Elva agreed that interventions by faculty are proven tools to success. Small colleges and minority-serving institutions hand-hold students through higher education and it works.

Helen said that Salley is a great example of involved faculty. Salley described her efforts in showing evening students how navigate through the colleges’ resources such as the class schedule and college catalog.

Jan stated in terms of transfer and degrees, we need to look deeper at the programs. Research shows that taking one or two Chicano Studies courses has a positive impact on students’ success.

Gwen reminded the council that there was an effort to make sure we weren’t asking students to take additional units that they don’t need. She expressed concern that the issue is not addressed in the document. She asked if the assumption is that everyone is happy with curriculum? Online instruction can help students who have issues at home.

Elva suggested adding the following as an action item: Endeavor to increase student relationship affiliation with learning communities. Luis Perez (Puente) and Erin Charlens (UMOJA) have data to support the effectiveness of learning communities.

Jan stated the need to advocate for the evening students. She was thrilled to add an accelerated English course to the evening schedule for spring. Susi said that when the economy gets better, the college has more demand for evening students. Denise announced that she pulling together a Strategic Communications Committee to look at how we inform and communicate with students including evening students. Randy suggested that the Academic Senate and Chairs need to have input on this process.

In summation, Cathy Hasson said she will work with the college Research Committee to look at the action items and identify how they will be addressed. The report on benchmarks is due ACCJC in March. Randy will work with constituent groups to discuss the actionable items.

The council agreed to have conversations with MESA, Puente, Tutorial Services, English Center, and other support programs regarding the benchmarks document. The Research Committee will look at the action items and then bring strategies to MPAROC.
II. PLANNING AND BUDGET RUBRIC SUBCOMMITTEE

The college has not had a consistent rubric for evaluating budget requests against the needs identified during the master planning process. Randy has looked at examples from other community colleges and will put together a draft document. While it is too late to implement a rubric on this year’s planning, a rubric will be used in the future. To develop a rubric (to be reviewed and approved by MPAROC), volunteers were solicited for a subcommittee. The subcommittee will meet alternate Wednesdays from MPAROC, 3:00-4:00pm. Dotti, Minou, Denise, Jan, Lori, Salley, and Rob offered to be on the subcommittee.

III. CLASSIFIED HIRING LIST

Jennifer asked about the status of the college classified hiring priority list. Randy stated that the deans are working on getting a list from department program review and master planning.