



**Wednesday, May 12, 2010**  
**Griffin Gate**  
**3:00 to 5:00 p.m.**

**Special Open Meeting**  
**Outcomes of 2009/10 Funded Activity Proposals**

**MEETING SUMMARY**

**Present:** Members of the Planning & Budget Council as well as campus staff, faculty and administrators.

**Recorder:** Patty Sparks

**Meeting Convened:** 3:00 p.m.

**Welcome**

Sunny thanked everyone for attending. She explained that we have moved away from our year-end augmentations and moved toward supporting our Strategic Plan and planning assessment process in a carefully planned fashion. This meeting will enable the campus to experience some of the Activity Proposals that were submitted last spring and funded this year.

**I. Activity Proposal Presentation**

- Jennifer Carmean, AP-502 and AP-503 - Promotes Student Learning & Success

***AP-502, \$5,000:***

This Activity Proposal is to ensure students who graduate with their ASL degree are fluent in sign language. She explained that when they developed the degree the need for students to practice their signing skills and get feedback about their signing skills was crucial. Students have regular courses, ASL I, II III and IV, but to become fluent in sign language two practicum classes were developed: a beginning practicum; and an intermediate practicum.

Jennifer stated that ASL does not have a permanent facility so portable technology is necessary. Two Macintosh laptops were purchased and she explained that they serve in two ways. The Instructor can film the students and then hook the laptop to the projector for the class to review. The laptop/projector can be utilized to review movie clips, educational DVDs, even YouTube videos that address issues and concerns by the deaf community. Five flip cameras that come with USB cables were also purchased. These cameras enable the students to film themselves and can be hooked up to the computer/projector, for the entire class to review. Another purchase made was curriculum DVDs, one on ASL classifiers and another on ASL simulation, both curriculums will be used in the practicum classes.

### Outcome:

Jennifer reported that a student survey to ASL students was distributed. The students reported that they improved a great deal in signing having the practicum classes. The ASL Instructors reported that students are improving with their deaf grammar and facial expressions while signing.

### ***AP-503, \$3,000:***

This Activity Proposal requested funding for ASL Software for Tech Mall Computers. The original idea was to purchase software that ASL students could utilize in the Library/Tech Mall. She explained that the interactive software desired was not compatible with the technology available in the Library/Tech Mall. Jennifer reported that ASL Instructors were surveyed asking them what DVDs and media they wanted in the library for students, and that is what was purchased. The Library recently purchased four computers with web cameras. The funding allowed for another computer giving the library a total of five computers with webcams - which will give students more accessibility to use them. This is important for ASL students as they can film themselves and send the results via email to instructors for grading. Instructors will be informed of the new material in the Library in the fall.

Jennifer stated that we have normally 22 ASL sections, with cuts we are down to 14 sections. The major consists of ASL I, II, III, IV and beginning and intermediate practicum, Psych 120, and American Deaf Culture. Jennifer thanked the IRC and stated that the funding for both of these Activity Proposals will serve students for years to come.

- Jim Fenningham for Nick Montez, AP-266 - Promotes Student Access and Success

### ***AP-266, \$25,000***

This Activity Proposal provided Veteran Student Support using hourly staff. Currently approximately 900 veterans of the 1200 on campus are utilizing the veteran's benefits. The growth of veteran's on campus has grown since the post 911 veteran's benefits package and we expect this growth to continue in the future. This is a limited resource package and some veterans are accessing the benefits when they transfer to a four year university. The activity proposal provided for a part-time assistant and for counselors to work specifically with veterans.

Jim reported that the college receives approximately \$500,000 directly from the package to pay for tuition and fees (685 Chapter 33 students). The student, if full-time, receives approximately \$25,000 annually (The student can use this money for any living expense, e.g. food, gas, bills, etc.). We have approximately 1000 certified veteran students next year, which equates to approximately \$25 million into the east county economy.

Jim stated that the funding went to a part-time assistant in the veteran's office. This allows for veterans to be seen and get their paperwork in a timely manner cutting their wait time by half. The funding was allocated as follows: \$15,000 for the Assistant and \$10,000 for counseling appointments. The counseling department has three counselors that have time set aside on their counselors to serve veterans.

- Patty Morrison, AP-167 and AP-190 - Promotes Student Learning & Success as well as Effective Use of Resources

### ***AP-167, \$9,000:***

This activity proposal supports the Strategic Plan by helping students reach their educational goals and is a responsible use of resources, as purchases have the potential to affect every student. In

addition the American Library Association suggests that for 10,000 FTES \$31,200 be spent on media each year.

Patty clarified that the original AP was allocated at \$19,000 for media and reported \$9,000 was spent on media and \$27,000 was spent on books (AP-190) this was renegotiated when the funding was determined. The \$9,000 was spent on media selected by faculty. We also replaced 24 uncaptioned videos. In short 99 DVDs were purchased at an average of \$90 each.

***AP-190, \$27,000***

This activity proposal supports the Strategic Plan by helping students reach their educational goals and is a responsible use of resources, as purchases have the potential to affect every student. In addition the American Library Association suggests that \$110,000 annually on books, which is 75% of the minimum standard. The \$27,000 did not meet that standard, however greatly improved resources in the library. She mentioned that the line item for book purchases in the Library budget allows for \$866 a year.

Patty reported that the Library has approximately 94,000 print books and approximately 26,000 electronic books. She further stated that in approximately 10 years these numbers will reverse with more electronic books. We should have over 100,000 books in one format or another to meet accreditation standards and we do have that. The average library book in the Grossmont College Library was bought in 1982. She explained that the average cost of a book is approximately \$50, this amount includes tax and shipping hence, 533 books are being purchased. The book orders do not go in all at once, ordering 100 at a time. The remaining book orders will be issued within the next month. Books are ordered through a formula. The formula includes all the departments and then figures out WSCH, FTES, and other criteria and each department is designated a dollar amount. The Library staff also works with faculty.

The council questioned how the electronic books are utilized. Patty reported that the electronic books are on the Library computers and available on-site and through a proxy server off-site. Responding to a question whether textbooks are available electronically, Patty responded not yet, however the Library has decided to buy more print text books to put on reserve. The library is going to devote a portion of funding for text books.

- Jim Wilsterman, AP-525 - Promotes Community and Workforce Development

***AP-525, \$2,400:***

This proposal funded research and document preparation for a Jewelry Design Degree. He explained that we have had jewelry courses for 20 years however we do not have a full time instructor. Currently three jewelry classes are offered, however members of the jewelry industry believe that is not enough training. He reported that classes and budget are already established and reported that he is talking with Fred Allen regarding VATEA funds. Further there are no other Jewelry Design Degrees locally offered. He explained that a survey was sent to other colleges that offer Jewelry Design what their curriculum is for a degree/certificate. There are two premiere institutions that our students can transfer to, they are: San Diego State University and the Gemological Institute of America, Carlsbad.

To date the following has been done:

- Research and Development
- Draft of Advisory Board Membership

- Draft Jewelry Business Survey
- Draft Curriculum Development
- Student Survey Results (Jewelry Design Students)

The majority of the research is done, however will take the rest of the summer to write the curriculum. The funding has gone to Lisa Medlen and Ingrid Psuty for preparation, research and development of this program. Next steps include meeting with the art department to discuss data, curriculum, advisory board and next steps.

- **Nancy Davis, AP-404** - Promotes Student Success as well as Community & Economic Development

**AP-404, \$2,000:**

This activity proposal funded Adult Re-entry Orientations and Seminars. She explained that the Adult Re-entry center works with students 25+ years of age and are new college students, and/or students who have been absent for a period of time.

She explained that the intent for the Re-entry Program was to hire an hourly clerical assistant and supplies for the Re-Entry Program. The results included two orientations, one in August and one in December 2009, with a total of 140 participants. Those two orientations in collaboration with the Americans Recovery Reinvestment Act (ARRA) grant helped to provide information and assistance in the Certified Nursing Assistant and Medical Assistant Programs with the help of Kim Brooks. The participants not interested in the medical field remained in the orientation and received information about Grossmont College and the opportunities available.

Nancy provided training to the clerical assistant in career assessments and occupational research to help expedite the re-entry students' educational goals. The assistant also assisted in updating the webpage for the program. Nancy explained that re-entry students were interested in a support group materials and a resource library. To this end supplies and books were purchased. The books purchased are specific to re-entry students. The implementation of the support group, the library, seminar and orientations support the Strategic Plan, Program Review, and Six-Year Planning Goals by remaining progressive with the changing needs of the re-entry students and requirements of the labor market, developing the resource library, developing support groups, increased staffing, and ad-line items for supplies. She reported that last year at this time we had 6,600 adult re-entry students and currently we have 7,374.

Nancy explained that we have a population of "Baby Boomer" students. These students are older and have never been tested for learning disabilities. Those students are supported and assisted with enrollment, financial aid, math and English assessments. Once assessments are in and learning disabilities are discovered they are referred to DSPPS. She then counsels them with Career development and occupational research, and if DSPPS is needed she and Carl Fielden meet to best guide the student in their educational plan/goals.

**Conclusion**

Sunny thanked the presenters and nearly 50 participants. Today's presentation was a sampling of how our first round of streamlined, integrated planning works. Feedback and input will be used to improve the process. Additionally how we spent our funds and most importantly how it aligns with our Strategic Plan and initiatives was evident in the presentations. We will be prioritizing this year's

Activity Proposals to be funded for the 2010/2011 year. Again, some of those who are funded will be asked to present their proposals sometime in spring.

Chris Hill provided information on how proposals are funded. Divisions are asked to review Activity Proposals submitted within their departments, then meet and discuss which proposals have priority, and move those forward to the Institutional Review Committee (IRC). The IRC scores and prioritizes the Activity Proposals using a scoring matrix (available on line). The prioritized list then comes to Planning & Resources Council for funding recommendations. Sunny stated that it is imperative that department chairs work with division deans to communicate, integrate, and prioritize. In addition, during Professional Development week workshops will be available to help get information and processes communicated to faculty. Everyone is invited to attend these workshops.

Meeting Adjourned: 4:28 p.m.

**Next Meeting Date: May 27, 2010, Griffin Gate**