



Thursday, April 26, 2012
Building 34, Room 171
3:00 to 5:00 p.m.

MEETING SUMMARY

Present: Steve Baker, Michael Barendse, Irene Bauza, Barbara Blanchard, Janet Carter, Janet Castanos, Carrie Clay, Sunny Cooke, Sheridan Dewolf, Tim Flood, Diane Glow, Michael Golden, Sue Gonda, Oralee Holder, Kerry Kilber, Peg Marcus (Student), Patti Morrison, Jane Nolan, Cheryl-Anne Phillips (Student), Will Pines, Michael Reese, Adelle Schmitt, Jim Wilsterman

Absent: Nick Montez, Alba Orr, Shirley Pereira, Jim Spillers

Recorder: Patty Sparks

Meeting Convened: 3:00 p.m.

I. April Education – Integrated Planning College Activities and Outcomes

Invited members of the college that had received activity proposal funding from the college's integrated planning process were asked to present a summary of the funded project and outcomes.

Craig Milgrim, Susan Caldwell – Biology (AP-289)
Susan reported that two projects were funded.

Cadavers:

We were able to obtain cadavers for our anatomy classes. This is a wonderful opportunity for students as there is no substitute for using cadavers versus a computer simulation program. By State law the cadavers must be returned to their families every three years, so obtaining funding for this greatly impacts the quality of teaching that Grossmont provides.

Computer Data Gathering Acquisition Equipment

We were able to obtain new data gathering equipment to replace the older equipment which was not designed for the classroom (it was designed for people in research) and very student unfriendly. Bio Pac is user/student friendly and provides updates on a regular basis and is designed for the classroom. This has been a wonderful addition to the department as students are able to acquire biological data, and analyze the data with this equipment.

Outcomes: The anatomy and physiology departments educate approximately 350 students each semester. The cadaver and new equipment greatly enhance student success and provides for a more up to date education.

Nancy Davis – Adult Re-Entry Program – Student Employment Services (AP-404)

Adult Re-entry and Student Employment Services

Nancy provided a PowerPoint presentation and explained that the funding requested went to additional classified staff to assist with reentry seminars and workshops. The additional classified staff is essential to the increased demands on the program.

Student employment services brings in employers that are related to the programs offered at Grossmont that offer part-time work. We have over a 213 employers listed on the online service and over a 1,000 jobs posted. Placement rates are harder to track due to employers' claims of confidentiality, but have placed approximately 200 students.

Outcomes: The additional staff provides assistance in the service of historically underserved populations, meets the needs that develop long term community needs, and promotes student and employee success.

James Canady/Patrice Braswell – Umoja Program

Umoja started as a pilot program in 2007 and funded in 2009 through The Basic Skills Initiative. As documented in 2006 through 2010, African American students had the lowest levels of retention and success rates of all races combined. We have also developed and implemented embedded Math tutoring within the Umoja program by hiring our own Math tutor in the fall 2011. This component of the program has been very successful. Umoja students must comply with specific standards such as:

- Enrolled at Grossmont College
- Complete their English and math placement exam
- Enroll in courses recommended by coordinators
- Mandatory sessions in tutoring in the Math Tutoring and English Writing Center.
- Required counseling appointment, two each semester
- Mid-term progress reports
- Volunteer service
- Participation in Umoja activities and campus tours
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What is next for Umoja – we are looking to expand the Umoja Program through continuous recruitment efforts which include outreach to High Schools, developing partnerships with other FYE programs on campus, social media (Facebook), classroom visits, and participating in WOW Week.

Outcomes: Since 2007 Umoja has served 210 students. The program currently serves 35 African American and Hispanic Students, and has been growing 25% per semester since spring 2009. Umoja students are successfully moving forward in their education, some transferring to four year colleges. Students who participate in our program demonstrated an average course retention of 79% over seven semesters, compared to 73% for other similar ethnically diverse students. Umoja students persist at an average of 90% from fall to spring semesters, compared to 62% for similar ethnically diverse students. Our students succeed at an average rate of 73%, compared to 51% for other similar ethnically diverse students. Students completing the Umoja program indicated that they understood the requirements for graduation and transfer, as well as factors impacting learning, at a 20% higher average rate than when they entered the program.

Nick Montez, Mary Eden - Counseling/Assessment

Nick reported that the funded Activity Proposal relates to student ambassadors that assist with advising, assessment sessions, and counseling sessions. Mary Eden reported that we offer student advising and assessments (math and English) to all incoming high school students, students who have never taken a math or English assessment, as well as non-traditional students. Counseling then offers new student advising sessions which teach students how to use WebAdvisor and go over their assessment results and explain their outcomes. They receive a General Education Planning Sheet which provides information regarding obtaining an Associate's Degree and transfer information to a UC or CSU. Students receive a Grossmont College Handbook as well as the brochure "How to Get Good Grades in College." The Counselors then provide a brief orientation that assists students with their academic planning and course selection for that semester.

Next steps for 2012/13 we would like to continue to grow and expand the program. For high school students graduating this year, we are offering an early registration date for fall 2012/13 called EAO (Early Admissions Opportunity). To qualify for this program, students must be a 2012 high school graduate, apply to Grossmont College, take assessment tests, and attend a new student advising session. There are also parent orientations available on Saturdays through June 16.

Outcomes: Hired and trained new Student Ambassadors to assist with student advising and assessments. Staffed counselors and developed a handbook that includes the academic calendar, maps, and general information on programs, resources, and services for students. We were able to assess 7,867 first time college students which is an increase 4,400 from the previous year. We were able to counsel 3,459 new students that attended the new student orientation. Counseling was able to see nearly 15,000 students over the last year because of this activity proposal.

Scott Barr – Life Coaching

Scott reported that he is a crossover Counselor for CalWORKs, EOPS, and DSPS. The life coach project emanated from his sabbatical that he took in 2008. Grossmont's Life Coaching program is the only program offered at a public institution with no cost to the student. We achieve this by paying life coaches an hourly wage of \$10 per hour, and provide free life coach training. Currently we have 22 life coaches serving 76 students and 85% of them have graduate degrees. Life coaches reflect the ethnicity, race and gender of students Grossmont College serves, we also have two new veteran life coaches. The majority of participating students are referred from EOPS, CalWORKs, former foster youth and/or DSPS, and many are referred by basic skills teaching faculty. Professional development for life coaches includes an initial two half-day orientation, monthly two hour class with a guest speaker and one or more small group practice classes.

Outcomes: We have tracked data for the last six semesters and data shows that the participating students have a GPA equal to or higher than the general population. Participating students have higher persistence, course retention and units completed than the general higher risk population.

I. Budget Update

Tim Flood reported that he and Dr. Cooke have received questions and emails regarding the budget, specific to the following: beginning balances; information regarding income funds and how they are allocated; and the differences between Adopted Budget and Actuals. Tim explained that the Adopted Budget is the very best snap shot of what we will think the State will allocate and what we think we will garner on the restricted side of the house from Federal, State, and local resources.

Beginning Fund Balance:

For the 2011/12 year our beginning balance was \$19.3 million. Tim explained that the \$19.3 million consists of many funds, including the following:

- \$4.7 million - Board Contingency. This is an Accreditation requirement.
- \$8.2 million – One time funds from \$5.7 Growth Funds, the 4% Contingency, and additional mandated costs we received
- \$2.5 million – costs savings
- Restricted and categorical program funds. It is a part of the beginning balance however funds are restricted categorical requirements.
- POCOs – Purchase order carryovers
- Unrestricted Ending Balance

Tim explained that we received growth funds we did not budget for and a small fluctuation in international student fees, however we also received a reduction in categorical funds. Really we are looking at approximately \$11 million out of \$19 million that are not bills (POCOs), not the Board Contingency, or restricted categorical funds. When we look at the fact that we spent \$10.5 million dollars less than what we budgeted for, it helped us with the beginning balance for this year.

Because there is so much detail to go over, it was suggested that perhaps the education portion for next month be how the Budget is developed.

Action Taken: Education for next month – Budget Development. Topics are, What's the \$3.5 million variance? What is the \$19.3 Million Beginning Balance made up of and why is there a difference?

2012/13 Budget Update

Tim explained that we are doing this a bit differently next year. We are not allocating the 4% mid-year contingency set aside. We are anticipating State reductions of \$4.2 million, leaving a projected income District wide of \$87.6 million. We are again holding vacant positions, delay a portion of critical hire positions, reduce FTES cap, reductions in the operating budget, which gives us an approximate savings of \$15.7 million. Our short fall went from \$4.7 million to \$1.35 million. We budgeted for the worst case scenario (if the taxes do not pass) and did not set aside the 4% contingency for next year.

Tim further stated he met with managers/key code holders and collectively worked together to garner approximately \$3 million from this year's budget. He will be meeting with the managers and key code holders again in May to review budgets and attempt to garner an additional \$200,000. In addition to this year's reductions, next year budgets will begin with 10% less.

Sunny wanted to clarify that she misspoke about the Early Retirement Incentive (ERI). She stated that the last time it was offered participants received 100% of their pay as long as they waived their health benefits, if they did not waive their benefits they received 50% of their salary. The current ERI offers 70% of the participants pay and they maintain their health benefits. She stands corrected that this ERI package is better than the last one offered. In addition each college gets to keep the savings from vacant positions due to the ERI.

II. Enrollment Update

Council was referred to the Agenda for the summary provided. Council had no questions.

III. IRC Report

Tim provided a handout, *IRC 2012/13 Activity Rankings*, for the Council to review. He reported that the IRC completed its review and prioritization of proposals. There were fewer proposals presented this year than last. He further stated that the ranking rubric used to prioritize the proposals can be found on the Grossmont Colleges Planning website along with planning documents and the Department Plan Manger.

Tim reported that this year the IRC prioritized and placed tutoring requests at the top. The IRC is recommending that this Council agree to have the deans/departments come up with what they believe are realistic tutoring needs campus wide. It was discussed at IRC that the college wide need for tutoring should be addressed by this Council as an ongoing institutional priority and not by individual activity proposals. It was discussed that with the reductions in sections and the fact that we will be serving less students in 2012/13, the tutoring proposals be reviewed for a more accurate dollar amount. For the 2012/13 tutoring rose to the top however the goal is to find a way to allocate on-going dollars to tutoring in the future. Tim is hoping to hear back from the deans over the summer regarding specific tutoring needs for the fall.

Action Taken: The Council agreed to recommend we fund tutoring first, then work down the prioritized list as funds allow.

Other

Memorandum of Understanding (MOU) - ASGC

Sunny reported that every year since the 1990s, the president of this college has signed an MOU with ASGC, which is a separate 501C3 Incorporated Corporation. Essentially the MOU states that ASGC receives \$64,000 of Bookstore funds and in turn ASGC returns \$32,000 back into the college through grants to faculty and staff.

Sunny met with ASGC leaders and explained that she is reluctant to sign the MOU especially at a time when we have a \$1 million hole and we have a fair and equitable process in place to allocate discretionary funds that tie back into our strategic plan and our college priorities. Irene Bauza indicated that ASGC has approximately \$200,000 to \$400,000 in funds from which they receive approximately \$100 monthly in interest payments. It was discussed that students benefit and gain business knowledge from their experience in management, organizing, and funding grants to the college. It was further addressed that taking away the ASGC's funding diminishes their participation in Grossmont College's growth. It was reported that students participate and sit on the Governing Board and in all shared governance groups campus wide so their participation is not only valued but encouraged. Tim reported that he work with ASGC to develop a scale down plan to allocated the funds they do have.

IV. Classified Staffing Report – Action Needed.

Janet Castanos reminded the Council that the last time they met the top three positions were discussed, but clarification was requested on the Multi-Media Technician (Evening) position. She provided a handout, *Classified Staffing Report to Planning & Resources Council, April 26, 2012*, for the Council to review. Kerry Kilber explained that we previously had a Multi-Media Assistant on the second floor of the Library which is the Media Desk. This position oversaw approximately 40 computers, the main collection of the Library and several study rooms. We have been without that position for over a year. There is no classified staff on the second floor of the Library in the evening from 4 to 8 p.m. In addition this position would assist with the interlibrary loan duties during the afternoon hours, specifically the duties of the courier who is responsible for transporting between Cuyamaca College and San Diego State University for our interlibrary loan program. The courier

position is currently filled by a PE19 hourly worker. Essentially this position would entail working as a courier and the evening Multi-Media Technician.

Kerry is requesting that the evening Technician position for the tech mall (on the Critical Hire List) be moved forward prior to this position. There is no classified staff in the tech mall in the evening.

Action Taken: The Council agreed to recommend we move forward with the Classified Staffing positions in prioritized order should funding become available.

V. Technology for Teaching and Learning Committee (TTLC)

Kerry provided a handout, *Technology for Teaching and Learning Committee (TTLC) (Committee of the Planning and Resources Council*, for the Council to review. She is recommending changes to the composition. They are:

Combine: The Learning and Technology Resources Division and Counseling Department (1)
Delete CATL Coordinator
ADD Professional Development Coordinator

Action Taken: The Council agreed to move forward with the changes to the composition for the TTLC.

VI. Planning & Resources Update – Membership and Charge

Deferred to the next scheduled meeting.

VII. Organizational and Governance Structure

Council referred to the key message provided on the Agenda. No questions.

VIII. Review of Allocation Formula

Sunny reported that the District has hired a consultant, Dr. Rocky Young. She reported that his last position was Chancellor of the Los Angeles Community College District. He is contracted to discuss what works and what does not work with each college to best allocate resources. He will be meeting with both Grossmont and Cuyamaca on April 30. There is a District Wide Allocation Formula Task Force, represented by:

- President from each college
- VP of Administrative Services from each college
- District Representatives
 - Sahar Abushaban
 - Sue Rearic
- An Individual Representative from each college
 - Jeff Lehman for Grossmont
 - Mike Wangler for Cuyamaca

Dr. Young has requested to meet with this Council. This Council is requested to meet with Dr. Young on April 30, 3:30 – 4:30 p.m. Because of the time constraints this is the only date and time this Council can meet with Dr. Young and this Council is encouraged to attend. The District wide Allocation Task Force will move forward with Dr. Young. This Council should review the current Allocation Formula and what the criteria are for shifting the economy of scale. This information will be emailed to the Council. Sunny suggested that this Council talk to their peers and ask for their

suggestions and or comments on what works and what doesn't work. It was further suggested that the Council review the expenditures paid solely by Grossmont, as well as how the blended rate is calculated.

IX. Early Retirement Incentive and Impacts

This Council discussed the incentives of the ERI however we need to be aware of the impacts. There will be a very quick turnaround. There was 300 staff that received the ERI packet, if 46 staff members take the ERI – it is anticipated that we will meet the \$500,000 reduction goal. Participants must let the District know by June 4, if they will take the ERI. There will be a two-week analysis time frame that will determine:

- Impacts to departments, can the department/program survive
- What is the cost associated should position(s) need to be filled

We have a process established already with the Academic Senate for faculty emergency hires over the summer. Senate Officers meet with deans (recommendations come from deans) and administrators. There is no system in place to replace emergency classified staff. We are recommending the best way to get classified staff involved with the emergency hire is to have a representative from IAC, SSC, and Administrative Services Council meet with President's Cabinet. The process would be streamlined, but classified voices will be heard.

Action Taken: The Council agreed to the above recommendation of having classified representatives from IAC, SSC, and Administrative Services meet with President's Cabinet regarding emergency classified hires as a result of the 2012 ERI.

Meeting Adjourned: 5:30 p.m.