A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, **May 12, 2010 at 3 p.m.** at Santa Monica College, Drescher Hall Room 300-E (the Loft), 1900 Pico Boulevard, Santa Monica, California.

I. **Call to Order**

II. **Members**

Randal Lawson, Administration, Chair Designee  
Jeff Shimizu, Administration Representative  
Erica LeBlanc, Management Association President  
Al Vasquez, Management Association Representative  
Eric Oifer, Academic Senate President, Vice-Chair  
Jennifer Merlic, Academic Senate Representative  
Mitra Moassessi, Faculty Association President  
Sandra Burnett, Faculty Association Representative  
Bernie Rosenloecher, CSEA President  
Leroy Lauer, CSEA Representative  
Cameron Henton, Associated Students President  
Rochelle Watkins, Associated Students Representative

III. **Review of Minutes:** April 28, 2010

IV. **Reports**

A. Superintendent/President – Response to DPAC recommendations.  
   • Budget Planning Subcommittee Recommendation  
   • Acceptance of 2007-20089 Greenhouse Gas Inventory Report  
   • Administrative Regulation 2430 – Medical Marijuana

V. **Agenda**

*Public Comments*

*Individuals may address the District Planning and Advisory Council (DPAC) concerning any subject that lies within the jurisdiction of DPAC by submitting an information card with name and topic on which comment is to be made. The Chair reserves the right to limit the time for each speaker.*

A. Schedule of Classes Transition Plan, approved by DPAC on November 25, 2009 as follows:

   **DPAC recommends that the District develop a plan by Fall 2010 to transition the college from relying heavily and primarily on the printed schedule of classes to alternative delivery methods.**

   Report on off-campus/marketing aspect of the Schedule of Classes (attached)
B. DPAC Planning Subcommittee Evaluations (attached)
   • Review of Functions and Charges
   • Discussion of Infrastructure Subcommittee

C. Public Policy Institute

D. BRIC TAP (Bridging Research, Information, and Cultures Technical Assistance Program)
   (description is attached)

E. Discussion: Zimride (Rideshare Program)

VI. Adjournment

Meeting schedule through June, 2010 (second and fourth Wednesdays each month at 3 p.m.)

May 26
June 9, 23

VII. Council of Presidents Meeting

The Council of Presidents will set the agenda for the May 26, 2010 DPAC meeting.
Update to DPAC on Sched of classes distribution
Feb 24, 2010

• The schedule of classes serves several purposes. It is considered the key component of our strategic communication plan. The schedule is used for outreach to new, potential students and as a tool to inform the taxpayers/voters/community of SM and Malibu about the college. Ultimately it is a tool to shape judgments people make about the college.

• As a business strategy it has been very effective. For example, in 1992 we stopped advertising. There was a drop in enrollment in 1993. You see an immediate rebound in 1994 when advertising was resumed.

• About 40% of our F1 students lived in LA already before becoming SMC students. The strategic use of the schedule as a recruitment tool helps us to capture those students as well.

• Our tools for advertising outside our district are very limited, so the schedule sent to former students and those used by Outreach are critical. Only 13% of our students come from within the district.

• We operate in a market-driven environment. In the past we have been able to be competitive in the marketplace and capture growth ahead of the curve. We need to be able to continue doing that and help consumers decide SMC is valuable for their dollar — especially as fees continue to rise.

• There is a high turnover of students every year, so we always need to replace about 50% of our population every 18 months.

• We have been able to pass 3 bonds in seven years, which is incredible. The residents voted based on perceived value of the college.

• It is important that we not give up on this strategy that works. We need to maintain consistency in our communication with the public.

• In 1993 we spent $302,000 on the production of the schedule. In 2009 dollars, with inflation, that equates to $448,375. However, in 2010 marketing anticipates the total cost will be $220,433. And we now have 35% more students than we did then.

• We have reduced the mailings from 115,000 to 105,000.

• We mail to each single family home in Malibu and SM plus 1 in 4 apt units. We also mail to people who have taken a class. In terms of the mailing list, errors are corrected as they are discovered. A data dump goes from our MIS dept to a mailing house. We match it against the post office to verify in-district addresses. Nothing is perfect, but our errors were minimal. Marketing estimated there were 40 duplicates out of 105,000 sent.

• We have reduced the number of pages. Spring 09=156 pages. Spring 10= 128 pages.

• To residents we mail the schedule three times/year, two events brochures per year, Emeritus schedules 4 times/year, community Ed 4 times/year. Non-residents we only mail the schedule three times/year.

• % recycled paper content:

• We distribute about 15,000 schedules on campus. In the Bookstore they sold about 2,066 fall schedules and 1,195 spring schedules so far. David Dever reports that at the start of the semester students tend to buy schedules to help them physically locate their classes — forget their print outs, etc.
In terms of a “plan” for alternate delivery methods, I have gathered some thoughts and reactions on that too…

- Social media penetration of the market is generally low. Currently we only have 1,000 members on our Facebook alum site. And, the members rarely visit the page.

- Email and social media are not really a substitute for the schedule because people have to seek it out. Mailing the schedule is a passive and unobtrusive way to reach people as opposed to phone and email blasts, Facebook, etc. Kiersten gets heated complaints from people about the phone and email blasts. I am much more upset when my undergraduate college emails or calls me asking for a donation than when they mail it to me.

- Websites are most effectively used for the audience you already have whose interest is in making transactions with the institution—i.e., signing up for classes. They are much less effective for the audience you haven’t captured yet.

- One suggestion made was to conduct a survey, essentially repeating one done years ago, asking the community where they get their information about the college. At the same time we could ask how they get information about other things in order to find out which alternative delivery methods are working.

- Another suggestion was to evaluate the use of google mail after 12 months of implementation to see if strategic use of that could replace use of the schedule of classes with our current students.
Congratulations and thank you for serving as a participant in Bridging Research, Information, and Cultures (BRIC) Initiative’s Technical Assistance Program (TAP). The primary goal of BRIC TAP is to improve student success by providing personalized support that will strengthen the capacity of your college to collaboratively analyze and act on information. The following document outlines the guidelines and expectations of your participation. This shared understanding will facilitate and strengthen the collaboration between your college and the BRIC TAP Lead Team in developing and implementing strategies to help you meet your institutional goals.

PURPOSE:
The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California community colleges in order to enhance student success and facilitate goal attainment. Acknowledging that research is fundamentally an interventionist activity, the BRIC Initiative seeks to encourage the use of research to optimize the conditions and systems under which students learn. By examining institutional-level metrics and facilitating opportunities for practitioners to better understand how data and information can be used at the ground level, institutions can leverage collaborative discussions on ways to improve outcomes and enrich students’ experiences.

The purpose of TAP is to assist college practitioners in achieving the following outcomes:

1. **Developing Actionable Information:** Apply evaluation and assessment techniques, practices and models that are grounded in good assessment principles and result in actionable data.

2. **Interpreting Data through Discussion:** Interpret research and assessment data through meaningful and thoughtful discussions that lead to improved program interventions and classroom teaching and learning strategies.

3. **Facilitating Dialogue:** Use effective facilitation skills for discussing institutional research and assessment with various college constituency groups.

4. **Integrating Evidence into Institutional Processes:** Implement integrated planning strategies that are equity focused and have well-defined links to budget and other core decision-making processes.

5. **Building an Inquiry-Based Practice:** Develop an infrastructure for building a culture of evidence that promotes collaborative inquiry.
SCOPE OF TAP:
As a participant in the TAP, the time frame of your involvement is from August 2010 to June 2011.

ANTICIPATED COLLEGE BENEFITS:
As a participant in the BRIC TAP, your college will receive a variety of support based on your needs. This support will be provided by the BRIC TAP Lead Team which is comprised of a combination of faculty members, researchers, and student services professionals with a broad collection of expertise in using information to inform planning, enabling student success, and building institutional effectiveness.

Support includes, but is not limited to, the following:
1. An organizational needs assessment
2. Professional development training
3. Customized data facilitation and coaching interventions

Channels which will facilitate such support include, but are not limited to:
1. Up to three days of on campus trainings and consultations during the 2010-11 academic year, including a half-day launch/orientation meeting with your college’s lead team
2. Conference calls
3. Online support

COLLEGE COMMITMENTS:
Participation in the BRIC TAP Program involves certain commitments as outlined below:
1. A point person for the project as well as a lead team
2. Individuals or groups from within the college who will work with and be trained by the BRIC TAP Lead Team during the on-site interventions
3. Opportunities for staff, faculty, and administrators to participate in professional development and data coaching activities
4. Willingness to make changes in response to the technical assistance process
5. Short, periodic progress reports on the impact of the technical assistance
6. Participating in a larger evaluation towards the end of the program regarding the impact of the technical assistance

COLLEGE PERMISSION
All communications with your college will remain confidential. There may be opportunities (e.g. communications, conference presentations) in which we may want to share the progress made by the participating organizations as well as the impact of the Technical Assistance Program. Generally, information stemming from participants’ experiences will be used in the aggregate. However, if there is any other case in which we would like to share your college’s information, we will seek your authorization first.
BRIC TAP TEAM GUIDING PRINCIPLES:
The following ten principles and axioms guide the work of the BRIC TAP team members.

1. **Focus on Student Learning and Success.** Keep all consultations and discussions focused on improving student learning and success.
2. **Respect.** Demonstrate respect for the college environment by first, learning and understanding the campus culture, values, and processes and then, integrating these aspects into the interventions and dialogues. (R E S P E C T. A. Franklin)
3. **Facilitate, Don’t Dictate.** Facilitate exploratory campus conversations that elicit ideas, solutions and interest in using data and information, rather than providing canned solutions or directives (We offer suggestions, the college decides. R. Johnstone).
4. **Guide Discussions.** Employ a question-based approach in which guiding or prompting questions are sequenced (e.g. general to specific, most effective to least effective) and used to help delve below the surface. (Research is an interventionist activity. G. Stoup)
5. **Practice Reflective Listening.** Practice reflective listening where the college participants provide the input and the technical coaches reflect back through summarizing, paraphrasing and questioning for clarification. (Listen first to understand, then to be understood. S. Covey)
6. **Be Flexible and Fluid.** Maintain enough flexibility and fluidity to be able to change or shift the focus or format of an intervention while staying within the BRIC TAP general parameters of expected outcomes, resources, and principles.
7. **Encourage Widespread Engagement.** Encourage widespread engagement from campus practitioners (administrators, faculty, and staff) by ensuring that all groups are heard in a mixed group setting, identifying how the intervention benefits various constituencies and/or offering suggestions for engaging multiple constituency groups. (The organization doesn’t behave, the people do. E. Schein)
8. **Share the Vision.** Promote a shared vision between the BRIC TAP technical coaches and the college constituencies (particularly with the college lead team) by facilitating honest assessments, collaborating on training interventions that will help to contribute to the strength of the organization, identifying momentum points and providing sustained support.
9. **Be Fearless about Change.** Help to show the need for change and a future with the change in it by facilitating action planning discussions that address concerns for resource constraints, managing transition and the role of change agents. (Effective leaders help others to understand the necessity of change and to accept a common vision of the desired outcome. J. Kotter)
10. **KISS –Keep it Simple & Supportive.** Demonstrate the eloquence of data and information by keeping the information simple and supportive of the environment so that all users might engage in the inquiry process.