

Four-year University

# Meeting Minutes

## General Information

<b>Team</b>	Four-year University
<b>Title</b>	Team 2 - 4 Yr University
<b>Date</b>	11/19/19
<b>Time</b>	10:30 AM
<b>Location</b>	No location specified

## Attendance

*45 % attendance over last 12 months*

	In Attendance	Lifetime	Past 12 Months
Kendle Crowell		2/4	50 %
Test Org, Mountain Desert Economic Partnership			
Dave Olney		3/4	75 %
Hesperia Unified School District			
Shannon Shannon		4/4	100 %
SaddleRock Reverse Mortgage			
Catherine Abbott		4/4	100 %
Victor Valley College Foundation			
Derek King		2/4	50 %
Victor Valley Chamber of Commerce			
Ron Williams		1/4	25 %
Victor Valley Union High School District			
Daniel Walden		2/4	50 %
Victor Valley College			
McKenzie Tarango		3/4	75 %
Hesperia Unified School District			
Carmina Maust		-	-
Culture Plug			
Brian Maust		-	-
Culture Plug			
Hannah Chapman		-	-
Goodwill			

Not in Attendance	Lifetime	Past 12 Months
Ted Alejandre San Bernardino County Superintendent of Schools	0/4	0 %
Ann Marie Sakrekoff Growing Inland Achievement	1/4	25 %
Sorrel Stielstra Growing Inland Achievement	0/4	0 %
Sheila Marie Thornton OneFuture Coachella Valley	2/4	50 %
Keith Metzler City of Victorville	0/4	0 %
Julia Wendt Victor Valley College	1/4	25 %
Shannon Dunkle	0/4	0 %
Doug Robertson Apple Valley	0/4	0 %
Marianne Tortorici Victor Valley College	0/4	0 %
Brian Nyamwange	1/4	25 %

## Agenda Outline

Title	Owner(s)	Due Date	Status
Welcome and Introductions	null	3/15/19	New
Called to order at 10:44 a.m. Round robin introductions were conducted			
Gather Data K/16 - Identify	Julia Wendt, Dave Olney	5/13/19	New
<p>Dave shared the updated version of the presentation, with some new updates since the last meeting based upon feedback from the group</p> <p>Added statement from each of the teams and synopsis of MDEP. Why is the Mountain Desert region an area that someone should consider. Prologis works in commercial real estate and will work on developing</p> <p>Dave and McKenzie discussed reaching out to those who have been successful in expanding to a Cal State campus or some different models of proposals.</p> <p>We gathered the group feedback after Dave's presentation:</p> <p>Dr. Walden asked about the region in which Dave was referring to as Mountain Desert: to include past Barstow, but not including Palmdale, Lancaster. How do we clearly define what this region is? MDCP consortium consists of districts all the way to Trona in one direction, then Lucerne would be farthest out in the East. Census data 33 went out to Needles and Trona and that was reflected in the 500,000 population number included in the presentation.</p> <p>Suggested to contact Anita Tuckerman to find out businesses/industry partners that may have been missed on the presentation.</p> <p>Need information for MDEP Accomplishment pages - Re-word to Regional Collaborative Partnerships:</p> <ul style="list-style-type: none"> <li>- Innovation and Incubation Center - We need to include HD Training Center and other things like that to show the work being done across the region. MDEP can be mentioned as a tool to leverage any initiatives moving forward</li> <li>- Trying to tell a 4-yr why they want to come here, so all the accomplishments that we can list, the better</li> </ul>			

Title	Owner(s)	Due Date	Status
<p>- Need to list Excelsior as part of the Prepared for Higher Ed. Page because those numbers will increase. Excelsior has approx. 2300 students that are coming out of SB County region. Those numbers need to be broken down specific to the HD.</p> <p>- Suggested looking into finding data about how many students are commuting from the HD down to schools in the IE.</p> <p>- VVC data page discussed. Dr. Walden mentioned that transfer rate numbers may not be a good piece to include because many students only take one class, or get certs, etc. so students who want to transfer would be a better number. Dr. Walden will send more accurate number. 25% more students transferred this year than last year. and 30% more graduate this year than last year. Showing the influx in numbers may be more powerful to attract a 4-year.</p> <p>Is there a number of full time students that we should list? Dr. Walden commented that it is around a third of the number currently listed.</p> <p>How many students going from VVC or Barstow to Cal State. How many want to go but aren't going because of the commute?</p> <p>Derek King also noted that there are a significant number of people who are pursuing higher degrees while working. How can we find that number?</p> <p>Dr. Ron Williams spoke on a conference he attended with Bureau of Labor Stats and how deep of a dive could we go on data and that person was very receptive. Specific HD data questions could be submitted to Labor Statistics and they will help us out.</p> <p>Cathy spoke on listing expanding the data to include strong industry partnerships, top ASB bodies in the nation, etc.</p> <p>Carmina asked who is the audience for this information? This data would be geared more towards education, but this particular data will not resonate with a business we are trying to attract. We need to include what is interesting as a whole? Dave responded that the motive behind this group is the conversation towards higher education. Dr. Walden stated that raw numbers of how many students our local colleges are putting out (transfer ready) is the most appealing to a high level person at a university. Need to include how many transfer degrees are being issued, articulations. That shows what this area has to offer in the form of a large number that are interested in transferring vs. the number of students who don't end up getting the degrees because there is nothing local for them to transfer to. What is preventing those transfer-ready students from transferring?</p> <p>Dave suggested Dr. Walden and Cathy work on the data pieces mentioned above. We need the model from VVC to share with Dr. Bagg at Barstow College so we have the same information for both schools.</p> <p>We need to add how the current HS pathways move into the Community Colleges, specifically with the STEM emphasis.</p> <p>Three sections for the Career Tech piece: pathways from elem to HS to colleges. Need to tie it together to show that pathways are actually linked. Derek mentioned the need to also include the pathways directly to industry (like what GA offers and the partnership between Barstow and BNSF).</p> <p>Kendle will work with Team 3 efforts and bring back information to this group regarding what pathways already exist from elem through to employment (Mechatronics work already being done)</p> <p>Find feeder programs at elem. school districts that</p> <p>Dr. Walden stated that if we can show our potential four year partners that we are actually working in elementary and middle schools to develop a college-going culture, that would speak to them if it is marketed correctly. Dave added that in middle schools at the larger districts, AVID has a strong footprint and that is part of that college going culture. Elementary school is harder but getting those students on a college campus is a great start.</p> <p>We need to find more ways to increase exposure.</p> <p>Dave added that there is not a great percentage of folks in the community who see the importance of a four year degree either, so building that culture goes beyond just the schools.</p> <p>Dr. Walden continued that if we can show the four year universities that we have the culture and we have the students who want to continue their education, that is what we need to convey. Cathy added that she learned that many local employers are hiring from Cal Poly - we need to show them that our industry needs their (4-year) students.</p> <p>Derek asked if we already had a facility, would that make it more enticing for a four year entity to come up here? For some of the already impacted programs at Cal Poly, VVC has offered for some of their college space for those classes to take place at no cost. The argument from the four year is that their instructors wouldn't be willing to come up and teach up here. Dr. Walden countered that VVC could provide their own teachers who are qualified to teach so there would be nearly no cost to them.</p> <p>Carmina asked how we would want to see the college going culture on paper? Dr. Walden responded from his past experience in LA that we need to illustrate the number of activities taking place at each level of education</p>			

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<p>We need to collect data from industry partners that indicates the #of employees they need with 4-year degrees and how much those companies are willing to spend on their employees pursuing high education.</p> <p>Regional Growth Page: Include Virgin Train development and other commercial endeavours that will increase job development, housing needs, etc.</p> <p>NEXT STEPS:</p> <p>Cathy and Dr. Walden - VVC data completion to build a model</p> <p>Kendle, Dave, Matt - HD Collaborative Accomplishments</p> <p>Kendle, Matt - Collect Data from other teams</p> <p>Shannon - Regional Growth</p> <p>McKenzie, Dave - Career Pathways tying all the way through (specific to STEM)</p> <p>Kendle - Career Pathways tying through to industry</p> <p>Dr. Walden and Dave - Work with their Boards to develop some kind of Elementary school trips to College campus or getting college reps on elementart school campuses. Reenergize the AVID for Higher Ed. culture to start off the momentum. Dave will look into what elementary schools offer AVID (Hesperia, Apple, Victor, Snowline)</p> <p>Next Steps will be to reconvene in Deecmber with a more finalized presentation. Then build the actual marketing materials with Culture Plug. By beginning of the year, the Superintendents and College president will work on scheduling meetings with Four Year Deans.</p>			
Gather Data from Local	null	6/13/19	New
Data Needs for GIA	null	11/19/19	New
Crafting Value Proposition	Julia Wendt, Shannon	4/8/19	New
Mobilize voice of	Shannon Dunkle	4/8/19	New
Tasking Out Work	null	11/19/19	New
Track Progress To-Date	null	10/15/19	New

## Progress

Tactical Plan		
<b>Strategy:</b>	Need to create.	<b>1.00</b>
<b>Vision</b>	All seniors will graduate with college credit and	

Outcome type:	Output			
Tactic	Team Phase	Outcome/Output	Metric	%
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Gather data re: current, local K-16 pipeline (all districts in local region): Define scale: # of K-12 students # of high school students who are college ready		45

# of HS students who are college ready and STEM prepared  
 # students entering STEM programs at local community colleges  
 # of students enrolled, who graduate  
 # of CC students who are transfer ready and STEM prepared  
 # of students who are enrolled but not progressing to transfer-ready  
 Collaboration between:  
 X# districts, 2 community colleges, X# business, X# cities  
 How many High Desert students graduate from college?  
 From which schools? (#UCR, #CSU, # others)  
 With degrees and certs in which disciplines?

Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Mobilize voice of employers and municipalities to support this.	5
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Mobilize voice of employers and municipalities to support this.	25
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Project impact of 900 new households in 18-months,	95
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Mobilize voice of employers and municipalities to support this.	0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Correlate with Team 3 (student connection with local business)	10

Outcome type: Short term outcome				
Tactic	Team Phase	Outcome/Output	Metric	%
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert.		35
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert.		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Value proposition is packaged, defining the existing talent pool among high school /community college grads to engage business and university in building relevant baccalaureate structure(s) in the High Desert.		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Internships and other experiential learning opportunities are available (robust interaction with employers is happening so students have local employment connections.)		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Internships and other experiential learning opportunities are available (robust interaction with employers is happening so students have local employment connections.)		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Meet with target college leaders to define what it would take to bring them to HD		0

Outcome type: Mid-term outcome				
Tactic	Team Phase	Outcome/Output	Metric	%
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	An affordable (public, other), diverse, locally-taught set of 4-Year options with Technical, STEM components exists for high school graduates.		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	An affordable (public, other), diverse, locally-taught set of 4-Year options with Technical, STEM components exists for high school graduates.		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Connectivity and culture is created to keep talent in HD (ie resources like scholarships, internships, apprenticeships are available). (Students feel a sense of belonging and support in the HD.)		0
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	Connectivity and culture is created to keep talent in HD (ie resources like scholarships, internships, apprenticeships are available). (Students feel a sense of belonging and support i		0
Outcome type: Long term outcome				
Tactic	Team Phase	Outcome/Output	Metric	%
Drive attraction of new relevant 4 year affordable/accessible public and private college presence in the High Desert.	1 - Tactical Planning	MDEP - Study. Work. Stay. Play.		0