

CSM ACADEMIC SENATE MINUTES

May 9, 2017
2:30 – 4:30 PM

MEMBERS PRESENT

President	David Laderman
Vice President	Kathleen Sammut
Treasurer	Rosemary Nurre
Secretary (Interim)	Stephanie Roach
ASLT	Theresa Martin
ASLT/Library	Matt Montgomery
Business/Technology	Steve Gonzales
Business/Technology	Vincent Li
Creative Arts/Social Science	Steven Lehigh
Creative Arts/Social Science	Margaret Kaluzny
Kinesiology/Athletics/Dance	Mikel Schmidt
Language Arts	Jon Kitamura
Language Arts	Mick Sherer
Math/Science	Ellen Young
Math/Science	Wendy Whyte
Student Services	Jacqueline Gamelin
Student Services	Kevin Sinarle

OTHERS ATTENDING

Melina Boyd, ASLT	Kristi Ridgway, Language Arts
Allie Fath, ASLT	Peter von Bleichert, Business/Technology
Dan Kaplan, AFT	Jeremy Wallace, Language Arts
Stephen McReynolds, ASCSM	
Madeleine Murphy, Language Arts; Assessment Committee	

I. ORDER OF BUSINESS

David Laderman called the meeting to order at 2:35 pm

1. Approval of the Agenda (May 9, 2017) and Draft Minutes (April 11, 2017; April 25, 2017)

Agenda

Rosemary Nurre moved to approve the agenda, and Margaret Kaluzny seconded her motion. All voted in favor, and the agenda was approved.

Minutes:

Rosemary Nurre moved to approve the minutes from April 11 and April 25, 2017. Steven Lehigh seconded her motion to approve both sets of minutes. All voted in favor, and the minutes were approved. Vincent Li and Jacqueline Gamelin abstained.

2. Public Comment (2 minutes per)

San Mateo Scholarship Awards were May 5, 2017

Congratulations to the recipients of the AS scholarships:

- **Academic Support Scholarship winners:**
Melissa Boyd, Melika Eslamjou, Menghao Li, Shan Lu
- **Community Service Scholarship winners:**
Celeni Cano, Lena Ho, Joseph King, Uainani Pikula

Please consider joining the scholarship committee for next year. It is very rewarding to see the qualifications of the student applicants. There will be an opening next year on the committee as one member will rotate off.

Honors Project Showcase is coming up next week

The Honors Project Showcase is scheduled for Thursday, May 18, 2017 and Friday, May 19, 2017. Students will present the findings of their research projects, and host discussions about their work. Refreshments will be served.

Transfer Tribute Showcase is coming up during Finals week

Thursday, May 25, 2017, CSM will celebrate all of our CSM students who are transferring. There will be food, music, and guest speakers. All members of the CSM community are invited to attend.

Faculty Coordinator sought for the Educational Equity Committee

There is an opening for a Faculty Coordinator in the Educational Equity Committee. Please spread the word. Funding is available for reassigned time. It will be important to have a faculty leadership voice on this committee.

Contract Negotiation Fact Finding Update

Dan Kaplan reported that fact finding was yesterday, and that it was a long session that went on for 12 hours. The neutral fact finder who is working with the team is scheduled to issue a report.

Drop-in Citation Assistance at the Library

Drop-in citation assistance is available for students over the next two weeks. Please share this with your students.

Thank you, David Laderman

On behalf of the Academic Senate, we thank David Laderman for his service as President, and to the CSM community. Dessert was served, and David was presented with a thank you card and gift card.

II. INFORMATION ITEMS

President's Report

Several members are rotating out of service to Academic Senate at the end of this semester. We thank Jon Kitamura, Steve Gonzalez, Matt Montgomery, Jacqueline Gamelin, and Kathleen Sammut for their service to Academic Senate and the CSM community.

a. DPGC Update

The political activity policy will get further language revisions, and come back to Academic Senate for review in the Fall.

b. IPC

Recent activity at IPC meetings includes the following:

- Updates regarding professional development and SLOs
- Discussion about student success
- Planning for annual reports from the Learning Communities, and other initiatives like Year One, to inform IPC about successes, opportunities, failures, challenges
- Program review trends are to be completed and shared with the campus community soon
- College mission statement revision is ongoing

c. DAS

Leigh Anne Shaw delivered an end of year DAS report. Emphasis is placed on the following areas:

- Reasserting faculty purview for 10+1 areas
- Enrollment caps
- Open Education Resources (OER)
- Online Educational Initiative (OEI)

A survey for faculty about the classroom evaluation process is to be distributed. Results will be shared, and intentional discussions with AFT will follow. For example, issues will be raised regarding the formatting of the surveys, and the content of the form. This will come after negotiations are completed.

Additionally, discussions regarding equivalency and FSA will continue this Fall.

- d. Teller Report: Executive Committee election results
The following individuals were elected for the Executive Committee of the Academic Senate.

Jeremy Wallace, President
Kristi Ridgway, Vice President
Peter Von Bleichert, Secretary
Rosemary Nurre, Treasurer

Welcome to the new Senators who will be serving next year, and thank you to Stephanie Roach for serving as a long term Interim Secretary.

1. ASCSM Update, Stephen McReynolds, President, ASCSM

Colby Riley was elected President of ASCSM, and will join us at meetings next year. Stephen McReynolds expressed that during his service, it was privilege to participate in conversations at Academic Senate. He recognized and acknowledged how much those serving on Senate care about students and the campus. He thanked the Academic Senate for being welcoming and supportive during the year.

3. Standing Committee Reports

- a. Committee on Instruction, *Teresa Morris, Chair*

No report.

- b. Library Advisory Committee, *[Chair position is vacant]*

No report.

d. College Assessment Committee, *Madeleine Murphy, Chair*

No report.

e. Center for Academic Excellence Committee, *Theresa Martin, Chair*

No report.

III. ACTION ITEMS

a. Revisions to ILOs

Language used in the draft ILOs was wordsmithed in response to suggestions made during prior discussions. Changes are in red, and called out with a text box in the document presented for approval.

Additional suggestions were made for the Ethical Responsibility/Effective Citizenship ILO:

- Ethical Responsibility: Can align specifically to things like plagiarism, and other ethical responsibilities of students
- Effective Citizenship: Perhaps adding the ability to collaborate or work as a team player

We didn't edit this particular ILO this time around, so perhaps in the future we can look at this ILO again in order to include these suggestions.

Kathleen Sammut moves to approve the ILO document. Rosemary Nurre seconds her motion. All voted in favor and the ILO document was approved unanimously.

b. Workload equity committee appointment

Rosemary Nurre is appointed to the Workload Equity Committee. Leigh Anne Shaw will bring forward the idea that each of the Senate representatives report regularly, so they can get feedback and provide informal participation from adjuncts and others who are interested.

Vincent Li moves to approve the appointment. Jacqueline Gamelin seconds his motion. All voted in favor of the appointment.

c. CASS faculty tenure committees

Creative Arts / Social Sciences faculty tenure committees for 2017-2018 academic year are put forward for approval.

Rosemary Nurre moves to approve the committees, Kathleen Sammut seconds her motion, all voted in favor, and the CASS committees are approved. Steven Lehigh abstains because he is on two of the committees.

III. DISCUSSION ITEMS

- a. ACCEL initiative update (Kristi Ridgway, Melina Boyd)

ACCEL Background

ACCEL stands for Adult Education College and Career Educational Leadership. The program has been meeting informally over the past several years in the community, and focusing on curriculum and other aspects. San Mateo Adult School (SMAS) is the biggest feeder for us. The process wasn't formalized until the ACCEL grant provided 2.2 million dollars to San Mateo County. This process mandates partnerships and bridges for adult education learners so that they are empowered for career development, and to participate as active community members. CSM received \$450,000 to work on the initiative. More recently, San Mateo Adult School has implemented offerings for more advanced reading curriculum, and a college readiness check list. In the past, Pathways projects didn't have formal partnerships, and mapping and data collection efforts were centered only on ESL. Now, with the hiring of Melina Boyd nearly a year ago, we have the ability to expand beyond ESL for our adult education efforts.

San Mateo Adult School/College of San Mateo Collaboration

There are three Central Collaborative Action Teams (CCAT): North CCAT; South CCAT; and Central CCAT. The Central CCAT includes CSM and SMAS. Funding for ACCEL is by county. Fortunately, we have district representation on our CCAT steering committee. A primary goal is reaching out into the community to get adult education students to the community college.

The program includes ESL, GED, and High School Equivalency students. For ESL students, language is often the only barrier, and getting them where they need to be as English speakers, really helps them follow through and come to the community college.

Placement process: Establishing an exit exam.

The Adult School experience is significantly different from the community college experience. Students do not have homework, attendance requirements, tests, etc. Academic rigor is a difference between the adult school and CSM. The culture is different, with a strong focus on the convenience and comfort level of the SMAS students. Support for the transition to college culture is very important, as expectations of the students are much different.

Development of an exit exam to discover if students have the skills needed to succeed at CSM, also gives students the experience taking tests. A grammar, writing, listening, speaking, and reading test have been established, and are being piloted.

It is a work in progress. A primary goal is to streamline the process so that the exit exam can serve a dual purpose of meeting requirements for placement testing at CSM. English and Math placement exams have multiple measure options. ESL did not initially have this. Many partners came together to create the multiple measure option for ESL.

Of note, it is also reassuring to SMAS students to have a streamlined process, which allows them to take the test in a comfortable environment they are familiar with,

rather than at CSM, an unfamiliar location, where feelings of intimidation may create an additional barrier for many students first coming to our campus.

As part of this work on exit exams, we are providing SMAS faculty with support for norming sessions, and use of rubrics to determine pass/no pass on the exams. This helps SMAS instructors to really focus on how to assess the work of their students. This program has allowed for deeper exploration of these issues.

Enrollment at CSM & Program Sustainability

Priority Enrollment Program (PEP) status will be granted to these students for the first time. Additional students are in the pipeline to follow this first cohort. The program will continue to build using replicable efforts, year in year out.

Sustainability is the key for this program. Transition Coordinators and Transition Navigators work together to assist students coming to CSM twice a year. The goal is to sustain, and then continue to build on these programs.

College Readiness Workshops

College Readiness Workshops were piloted this Fall with an ACCEL focus. Some tweaks to the workshops are needed. For example, it was apparent that students needed additional help contextualizing the information presented in the workshops. Examples of the type of information presented in the workshops includes:

- The reality of maintaining a job, family, and 12 units of college level work as part of the student experience
- Time management: Time spent on homework and course attendance needs to be factored in to planning by students
- For some, an understanding of the US education experience is needed
- Explanations about the difference between degrees and certificates are important, as well as a chance to explore major and career options.
- Digital Literacy basics must be taught to many of the students
- Matriculation and other information about CSM is vital
- Community College fair and tours are important in order to open up options that are only available for students at another college
- San Mateo ACES Program pilot provides support step by step through the the application and major exploration process. (Six students from this program are attending CSM Fall 2017.)

Other related articulated classes have been established for CTE transitions. For example, courses in MS Office and Intuit allow students of SMAS to begin earning college credit. Additionally, there is also a Career Choices course piloted Spring 2017.

Future directions

- Revamping the ESL center with student services in more of a one-stop shop would be helpful in better serving students transitioning from SMAS
- Math for ESL – collaboration on transfer level math / working up to the math placement exam
- Creating CTE stackable certificates
- Working specifically with GED/high school equivalency SMAS students

- GED program awareness: Currently, there is no tracking in place for these students, it may be possible to attempt to do this at a second testing point
- Raise awareness among SMAS students about CTE and other options (electronics technology for example): work with Ray Kaupp (Director, Workforce Program), CTE, and the Strong Workforce Initiative
- Collaboration with DRC – there are funding opportunities for students with disabilities. Identifying learning differences in ESL students is particularly challenging, and work in this area would benefit these students.

Further discussion of ACCEL and SMAS

Developing increased interest in the program and motivation for students is key in order to begin moving students toward certificates and degrees at CSM.

CSM support for these students is primarily Melina Boyd and the ESL program, which provides academic support. Jackie Santizo in the Multicultural Center at CSM helps when available. But the support isn't formalized at CSM—this is a next step, a gap that needs to be filled.

Educating the partner school (SMAS) is a part of this, so that we can work together to make sure their students are getting what they need to come to a community college.

Questions were raised about the academic culture difference between SMAS and CSM.

- How does their assessment align with our expectations?
- Will there be consistent oversight on exams, norming, curriculum, etc., in order to ensure SMAS students are prepared to be successfully placed at CSM?

Efforts at sharing texts, assignments, and norming practices have already begun. This is becoming more formalized, and prioritized, as ACCEL has become more formalized at CSM. Improvements are still needed, though. Ultimately, the process should be sustainable.

Of note, Adult Schools vary greatly dependent on the population of students served, which can range greatly, from those who have only a second grade education, to those with prior degrees, etc.

As such the goals and purpose of students varies greatly. Many are there only for one purpose that isn't necessarily academic. For example, goals may be social in nature, due to a language barrier, or to gain high school equivalency. Sometimes there is no intent to move on to a community college. As a result, we are only ever going to capture certain students. The Adult School isn't primarily designed as an "academic" program.

Of note, Veterans may be a group that could be well served by these programs. Many don't have a high school diploma and would benefit from programs like this. They have specific needs, and could benefit from additional programming.

Meeting adjourned at 4:15 pm

Date and time of next meeting: Tuesday, August 29, 2017.

Minutes prepared by Stephanie Roach, with assistance from David Laderman