Meeting Minutes **Executive Committee 2017-2018**

September 25, 2018
Rm. 18-206
1700 W. Hillsdale Blvd.
San Mateo, CA
2:30 – 4:30 pm
[Website](#)

Jeramy Wallace
President

Peter von Bleichert
Vice-President

Rosemary Nurre
Treasurer

Daniel Keller
Secretary

ACADEMIC SENATE

Executives Present

Name of Officer	Executive Committee Role
Peter von Bleichert	Vice-president
Daniel Keller	Secretary
Rosemary Nurre	Treasurer
Jeramy Wallace	President

Senators Present

Name of Senator	Division
Tabitha Conaway	ASLT
Steve Heath	Business and Technology
Tatiana Irwin	CASS
Vincent Li	Business and Technology
Tim Maxwell	Language Arts
Stephanie Roach	ASLT
Kevin Sinarle	Counseling
Arielle Smith	Counseling
Christopher Smith	Math/Science

Others Present

Name	Representing
Lizette Bricker	Student Services
Allie Fasth	Student Services
Kim Lopez	VPSS office
Liz Schuler	Professional Development
Gabriela Topete Eng Goon	ASCSM
Tiffany Zammit	Director, High School Transition/Dual Enrollment

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Approval of today's agenda	President	2:35	Approved	**Procedure**
Approval of past minutes	President	2:35	Approved	**Action**
Public Comment	Public	2:35	Tomorrow is a safety (lockdown) drill. There is no PA in building 14 and there are problems with sound in the library also. While the problem with the library is apparently being addressed, Jeramy will be calling in public safety to discuss other areas of concern.	**Information**

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's report	President	2:40	a. Board policies: 2.03, 2.09, 2.10, 2.12,2.13, 2.15 Board policies need to be updated every 2-3 years. The policies currently up for review (see above) are mostly staying the same. We should look at some of these in future meetings—in particular the language under BP 2.09, for the full-time temporary (one year) positions. Rosemary pointed out that this is a particularly problematic category—we have very few guidelines on how these employees are chosen or evaluated. Another possible issue with 2.52—we could use more clarity on some policies such as, for example, unmarked vehicles monitoring traffic stops. We could also further discuss issues such as the role of law enforcement in dealing with students who have mental health issues. b. SMCCD Faculty Statement of Professional Ethics Leigh Anne Shaw wants to update and affirm this document and to ensure that	**Information**

				we do not want to make any changes—it has not been updated since 2008. We will be discussing this on October 23rd. There are issues we should discuss more in the future. For example, recently a student was asked to leave a class for not having a textbook: what are students' rights in this situation? We had some discussion of the challenges of providing affordable textbooks. Jeramy suggests that we partner with students (representatives of ASCSM). This will be a future agenda item. c. Dual-enrollment faculty liaison: these dual-enrollment initiatives have been put in place with relatively little faculty input—at high schools such as Hillsdale. A liaison for CSM faculty could ensure that we are evaluating faculty in these programs. d. Adjunct forum: Jeramy will be in VP interviews in the 10/24 forum (which runs from 3-5), so he needs someone to substitute for him at this meeting. Let Jeramy know if you are interested. So far there are about 12 adjuncts signed up for each of the two meetings. e. The ethnic studies AA requirement will be discussed at the next meeting. Jeramy is going to the state plenary in November, which will include voting on resolutions—Jeramy suggests that we bring this forward as a resolution.	
2	Vice-president's report	Vice-president	3:10	Guided Pathways: There is a meeting tomorrow—the committee will discuss plans for the upcoming flex day (10/10) focusing on additional funding for the work. By spring, they will begin mapping "meta-majors." The committee needs more faculty participation. Peter hopes to see more cooperation across the district as we implement these plans. One goal is to work much more on aligning courses across the district, which is an ongoing problem. The group will continue to discuss this at the next meeting.	**Information**
3	ASCSM Update	Gabriela Topete Eng	3:20	1. Project Truth visit—ASCSM created a safe space with counselors. While there	**Information**

		Goon ASCSM Finance director		were some tensions with Project Truth, the event was not seriously disruptive. 2. ASCSM will be discussing AB 705 on Monday—a representative of the math department will be visiting. They would appreciate a visit from the English department also. Daniel volunteered to represent English at the meeting. 3. ASCSM is selecting a new student trustee. 4. They are also holding a "grab and go" promotional event this Friday.	
4	Standing committee reports		3:20	CAE: We now have a meeting day and time: starting in November the group will meet the first Tuesday from 2-4. committee is still being put together. Assessment: Kevin Sinarle—the group is continuing to work on changing how we do assessment to make it more driven by faculty inquiry—focusing on individual problems that faculty want data on rather than the traditional approach of collecting data on all SLOs. . Madeleine will be giving us a more detailed update in the next meeting.	**Information**
6	Budget allocation for adjunct senators and academic senate committee reps	Jeramy	3:30	We have extra money from CSM's budget to pay adjunct senators and any academic senate committee. Should we use these funds to support adjuncts who participate in senate or senate committees? Rosemary noted that deans have departmental money that should be used—departments should be paying money to adjuncts who attend meetings. We voted to approve the use of this money.	**Action**
6	Transportation Task Force and Finance	Jeramy	3:35	We need to approve two faculty of the five who are interested—there will be opportunities for anyone interested to participate, but we can only send two forward from the list to serve as representatives on this smaller steering committee. We discussed the candidates based on issues like whether they use public transportation or are extremely interested. Given these criteria, we will forward Mike Marcial and Elinor Westfold.	**Action**

				The finance committee was also approved.	
9	CSM Strategic goals	Jeramy	3:40	Last year, Hillary Goodkind polled faculty, staff, and students about EMP priorities. Based on these discussions and other data, the committee came up with the current draft of the college priorities from 2018-2023. Rosemary suggested that goal 3—committing to progressive and innovative teaching and learning—currently suggests that we are going to rely on adjunct faculty instead of support the hiring of more full-time faculty. This is troublesome not because there are problems with adjunct faculty, but because these faculty often do not have the time to devote to CSM. Peter noted that the wording seems to be "doubling down" on our reliance on adjuncts—but adjuncts have other jobs. We should add to the goal that we want to attract more full-timers—so we might add "increase the ranks for full-time faculty" *in addition* to the current goal of enhancing the identity of adjuncts. A lack of full time faculty undermines all of the goals. Tabitha noted that #2, "Creating equitable opportunities," says that we want to improve the hiring process to "attract a diverse faculty and staff…" However, it does not say much about what we do to ensure that they stay, or that the hiring committees value diversity. Item #4—Tim suggests that the wording is somewhat awkward—we want to broaden participation and awareness of faculty, staff and students. Arielle also questioned whether there is any solid accountability or measurement of these goals. Even though they are a part of accreditation, what are we doing to ensure that we are meeting these goals in a meaningful way? Kim Lopez mentioned that there is a template for such evaluations in the educational master plan. Jeramy said we as a senate need to ensure that we stay involved in the plan.	**Discussion**
10	Year One Promise	Allie and Tiffany	4:00	The goal of this presentation is to show that this is not just a scholarship program but a major goal to get students started on the right path. The goal is to have 500 students—currently we have 486. The students need to complete an application, complete FAFSA/DACA, be full time, and attend the promise orientation. Of the	**Discussion**

				over 1,000 who applied, the 486 met all these goals.	
				The program runs for a year (fall/spring with an option of summer). They are currently discussing how the support might continue into a second year—Kim feels that this is likely, but we are waiting to hear if the board supports this.	
				The program gives students a 150/1 student to counselor ratio and requires them to have 4 counselor meetings in one term, among other privileges. We are replicating the CUNY ASAP program that has been around for more than 10 years and has amassed a lot of data showing that their program works.	
				The program also offers the "College 1" interdisciplinary course, currently being taught by faculty in different divisions in four sections.	
				Tabitha—do we have a model to help our part-time students—who are the majority? Kim: we are working right now on the ASAP model—this is already a huge lift for us. But we will be talking about how to replicate many of these strategies with all students in the future. If we want to build this more in the future, the conversations will likely take place through guided pathways.	
				We discussed some earlier efforts to keep students in touch with counseling, such as early alert—the college is trying to get this program working again.	
				Future goals: having the promise students take courses together as a cohort to create a sense of community; looking to ensure that we are supporting students so that they are not waitlisted	

Final Announcements and Adjournment:
Guided pathways will be presenting to us at the next meeting.

Institutional Appointments

Transportation Task Force (appoint two)
- Kathy Diamond, Biology
- Jose Gutierrez, Engineering
- Jon Kitamura, English
- Mike Marcial, Kinesiology
- Elinor Westfold, ESL

Finance Committee (appoint two)
- Steven Lehigh, Economics
- Arielle Smith, Counseling

1. **Supporting our Student's Aspirations**

- Provide learning opportunities and resources to foster students' self-advocacy and self-reliance

- Create a campus environment that supports the safety and wellness of all

- Improve access to classes, services, and support

2. **Creating Equitable Opportunities for all of our Students**

- Provide professional development to increase understanding of our students' experience

- Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations

- Create a safe environment to discuss, understand, and create equity

3. **Committing to Progressive and Innovative Teaching and Learning**

- Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology

- Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college.

- Create synergy and shared responsibility between instruction and student services to promote student success

4. **Building on a Culture of Participation and Communication**

- Broaden participation of faculty, staff, and students who are aware of and involved in college governance

- Create processes and resources to enhance effective communication

5. **Building on a Tradition of Service to the Community**

- Strengthen relationships with business through all of our academic programs (including all career education)

- Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement)

- Strengthen community engagement; by increasing our presence in the community through marketing and other measures

IPC EMP Workgroup Members: Hilary Goodkind, Laura Demsetz, Jeramy Wallace, Colby Riley, Madeleine Murphy, Mary Vogt, Heeju Jang, Alicia Frangos, Fauzi Hamadeh, Rich Rojo, Anniqua Rana and Kim Lopez.

Top level data groupings from the EMP focus Groups can be found at:
https://atlas.mindmup.com/csmprie/_emp_focus_group_top_level_data_grouping/index.html

Five Priorities in Five Years

CSM adopted 5 DRAFT priorities for the next 5 years:

1. Supporting our student's aspirations
2. Creating equitable opportunities for all of our students
3. Committing to progressive and innovative teaching and learning
4. Building on a tradition of service to the community
5. Enhancing a culture of participation and communication

The 5 priorities and our intentions for each are described below.

1. Supporting our student's aspirations

Our students need support, intervention, and guidance to reach their goals. These efforts will involve the entire campus community and an integration of initiatives or programs. As one CSM employee stated, "We need to expand services that address the whole person, and thus enhance academic success". Another stated that, "We need overarching services to address retention and persistence." As we design strategies to support our students' dreams, we will need to:

- Provide learning opportunities and resources to foster students' self-advocacy and self-reliance
- Foster a campus environment that supports the safety and wellness of all
- Improve access to classes, services, and support

2. Creating equitable opportunities for all of our students

CSM student needs are diverse. In order to address their needs, a thorough understanding of their experience is necessary to strengthen our connections. As one employee stated, "We make assumptions about student experiences. We need to access the lived experience of our domestic and international students". Another stated that we need to "Match our practices with social justice ideology". In doing so, we may better understand the changing nature of students' goals and challenges. As we create equitable opportunities for CSM students, we intend to:

- Provide professional development to increase understanding of our students' experience
- Improve hiring processes to attract a diverse faculty and staff while supporting current employee efforts to advocate for marginalized populations
- Create a safe environment to discuss, understand, and promote equity

3. Committing to progressive and innovative teaching and learning

Our community is passionate about teaching and learning. With the shifting nature of education and our student population, we would like to revisit our pedagogical standards and expand our opportunities for professional development. One faculty member stated that we need "innovation in teaching and learning for changing populations". Involvement will be critical to these efforts, and creative strategies to engage all faculty will be needed. CSM employees recognize that "faculty involvement is limited to a small subset", and that "huge

adjunct faculty numbers limit involvement". As we innovate teaching and learning strategies, our approaches will:

- Support innovation in teaching and learning necessary to respond to changing student demographics, learning styles, and technology

- Enhance the professional identity of adjunct faculty and provide resources that allow them to effectively support students and participate in the life of the college

- Create synergy and shared responsibility between instruction and student services to promote student success

4. Building on a tradition of service to the community

Connections to our San Mateo community, Silicon Valley employers, government, education, and community-based organizations are critical. Career education opportunities are enhanced by employers, articulation is stronger with our education partners, and we are better able to meet our students needs with community partnerships. "We need to find career opportunities outside the classroom. We need mentorships for your professionals" said one faculty. Another stated that we need to "partner with Silicon Valley geniuses to bring tech to campus". Strengthening community partnerships would begin to address a concern of many CSM employees, that "we need to communicate the value of CSM/College to employers". As we design strategies that build on service to the community, we intend to:

- Strengthen relationships with business and education partners through all of our academic programs (including all career education)
- Build professional opportunities for students (internships, service learning, mentorships, career skills development, and job placement)
- Strengthen community engagement by increasing our presence in the community through marketing and other measures

5. Enhancing a culture of participation and communication

The CSM community is dedicated to students. CSM faculty and staff want to be involved in strategy development for the college. They would like campus-wide engagement with planning and access to data. "We need interdisciplinary collaboration to revise our programs" said one employee. Once strategies and programs are defined, meaningful measures are desired. "We need new success measures that reflect the real success of our students" stated one faculty member. Planning, governance, and participation will strengthen our collective goals. As we design strategies to enhance participation and culture at CSM, we intend to:

- Broaden participation of faculty, staff, and students who are aware of and involved in college governance
- Create processes and resources to enhance effective communication

Strategies to address each priority will be defined through IPC in cross-campus workgroups. The tables in the appendix will be used to define strategies and measure progress.

2018

Year One Promise

486 STUDENTS #TAKE1

AUGUST 9, 2018 • WELCOME DAY

YOUR FIRST YEAR FREE!

collegeofsanmateo.edu/promise

CSM

YEAR ONE PROMISE 411

486 STUDENTS #TAKE1

FEES	Fall 2018, Spring 2019 & Summer 2019: **FREE**
TEXTBOOKS	$300 Fall 2018, $300 Spring 2019, $150 Summer 2019
INCENTIVE	• $50 monthly towards gas OR food provided by the bookstore • Students can change their choice monthly • Redeem via the CSM bookstore • Food includes the low cost option with the support of SparkPoint, ASCSM, CSM Bookstore Second Harvest
ASAP REPLICATION	Replicating CUNY's Accelerated Study in Associate Programs (ASAP) Model, with proven outcomes to increase the successful completion of a two-year associate or certificate program, see: www1.cuny.edu/sites/asap/replication
COLLEGE 1 (IDST 110)	• 3 units, 4 sections • Taught by various CSM Faculty • Supports community building, reading, writing, research and more as first-year CSM students

Your first year *free!*

The Year One Promise Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP committed to graduating students within 3-years through a comprehensive redesign of the student experience. College of San Mateo has adopted the ASAP model and integrated program components into the Year One Promise Program. CSM's Year One Promise cohort started Fall 2018, with 500 first-year students.

CUNY: ASAP Model	College of San Mateo: Year One Promise
Requirements and Messages	
➤ **Full-time enrollment** required. ➤ **Taking developmental courses early**: encouraged consistently and strongly. ➤ **Graduating within 3 years**: encouraged consistently/strongly.	➤ **Full time enrollment** required. ➤ **Multiple Measures and Taking development courses early**: Encouraged consistently and strongly. ➤ **Priority Enrollment**: Ensuring access to first-year coursework. ➤ **Graduating within 3 years**: Encouraged consistently /strongly.
Student Services	
➤ **Advising:** Students required to visit adviser twice per month in first semester and as directed based on need after that. Caseloads of no more than 150. ➤ **Career services**: Students required to participate in an activity with an ASAP career specialist or an approved event through career services once per semester. ➤ **Tutoring**: students required to attend tutoring if taking developmental courses, if identified as struggling by faculty/advisor, or if on academic probation.	➤ **Counseling:** Students required four contacts with Year One Promise Counselor first semester and as directed based on need after that. Caseloads of no more than 150. ➤ **Career Services:** Students required to participate in an activity with a career counselor or an approved event through career services once per semester. ➤ **Tutoring:** Imbedded supplemental Instruction for Math courses; dedicated Math tutoring center. Dedicated support center for English with direct faculty support. Formal tutoring program for other courses.
Financial Support	
➤ **Tuition Waiver**: For those who qualify for TAP and Pell, any difference between financial aid and tuition and fees is waived. Students who do not qualify for federal and state aid may still participate in ASAP program, but do not receive tuition waivers. ➤ **Monthly incentive**: Monthly unlimited-ride MetroCard contingent on participation. ➤ **Textbook assistance**: Voucher to cover textbooks costs through the campus bookstore.	➤ **Fee waiver**: Any difference between financial aid and fees is waived. Student must complete FAFSA or DREAM application prior to the start of the program. Waiver will be applied to all students with California residency and/or who are eligible for AB540 exemption. ➤ **Monthly incentive**: A monthly incentive will be available for active Year One Promise Program participation ➤ **Textbook assistance**: Voucher to cover textbook costs through the campus bookstore.
Course Enrollment	
➤ **Blocked courses and consolidated schedule**s: Course sections reserved and seats held in specific sections of general or developmental education courses. Early registration for ASAP students. ➤ **ASAP seminar/ASAP group sessions**: Students attend student success seminar or group advising sessions.	➤ **Cohort Classes:** Specific courses suggested for Year One Promise Program students based on enrollment needs and career goals, including summer coursework and College 1. ➤ **College 1:** Students are strongly encouraged to enroll in College 1, a comprehensive course designed to help students transition into college, build skills and community.
Program Management	
➤ **Program Management**: CUNY Academic Affairs provides overall administration and evaluation and supports college programs, which delivers direct student services. ➤ **Dedicated staffing**: Full ASAP-dedicated staff led by a director who reports to the college's chief academic officer.	➤ **Program management**: Managed within College of San Mateo, with periodic convening and data sharing among the San Mateo County Community College District. ➤ **Dedicated staffing**: Year One Promise Program staffing consists of: Director of High School Relations; Full-time Year One Coordinator, Full-time Retention Specialist; Full-time counselor; 2 part-time adjunct counselors.

The Year One Promise Program is a replication of CUNY's Accelerated Study in Associate Programs (ASAP). Established in 2007 and now nationally recognized, ASAP committed to graduating students within 3-years through a comprehensive redesign of the student experience. College of San Mateo has adopted the ASAP model and integrated program components into the Year One Promise Program. CSM's Year One Promise cohort started Fall 2018, with 500 first-year students.

- There are large and significant differences between ASAP and comparison group students in terms of retention, movement through developmental course work, credit accumulation, and graduation rates. ASAP's current cross-cohort three-year graduation rate is 51% vs. 22% for comparison group students.
- Students from underrepresented groups appear to see even greater benefits from ASAP than other students.
- When graduation and transfer are considered together, 63 out of every 100 students who began ASAP three years earlier have either graduated, transferred to a baccalaureate program, or both—versus 44 out of every 100 comparison group students.
- Most importantly, ASAP students graduate at more than double the rates of non-ASAP students. (http://www1.cuny.edu/sites/asap/evaluation/#145896758384-38213ace-5ac5)

Summary Profile of ASAP and CUNY Community College Students

		ASAP Students (Fall 2007 – Fall 2013)	CUNY Community College Students (Fall 2013)[1]
Total Enrollment	N	6,389	97,751
Female	%	58.1	56.9
Ethnicity			
American Indian/ Native Alaskan	%	0.4	0.3
Asian/Pacific Islander	%	11.5	15.9
Black	%	32.0	28.1
Hispanic	%	42.6	39.0
White	%	13.6	16.6
Age Group			
Under 20	%	62.6	35.6
20 to 22	%	17.1	27.8
23 to 29	%	12.2	23.0
30 or older	%	8.1	13.7
First-time Freshmen	%	66.6	71.5

CHARACTERISTICS OF ASAP'S NEEDS-BASED ADVISEMENT GROUPS

High Needs
- All new students (first semester)
- On academic probation
- Has difficulty with self assessment
- Has difficulty articulating academic and personal goals
- Has personal circumstances that may impede academic progress

Medium Needs
- GPA on cusp of academic probation
- Has academic and professional goals, but needs guidance
- Responds to program requirements, but needs coaching
- Has unstable family situation or is in a transition period

Low Needs
- Is in good academic standing
- Has clearly defined academic and personal goals
- Responds to program requirements with little encouragement
- Seeks opportunities to be engaged in ASAP and college communities

Average Graduation Rates of ASAP and Comparison Group Students: Fall 2007-Fall 2012 Cohorts

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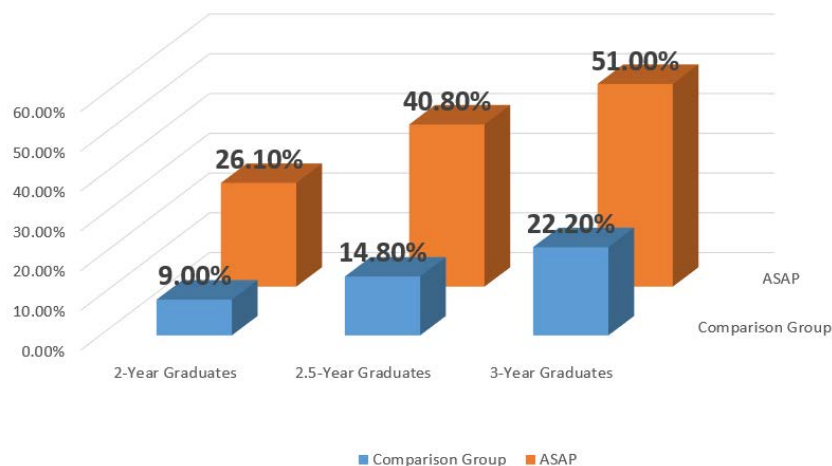
Year One Promise
Counseling Calendar 2018

Counseling Sessions & To-Dos

Required Activities

September

Monthly incentive distributed September 1

First Counseling Contact (Sept 1 – Sept 28):
- ❑ Abbreviated Student Education Plan (SEP) for second semester
- ❑ Review of YOP intake form (survey)
- ❑ Communicate with student around Focus 2 Career login
- ❑ Assign progress report submission

Who needs career class or one-on-one with career counselor?

First YOP Activity (Sept 1 – Sept 28):
- ❑ Register for Focus 2 Career
- ❑ Complete ALL self-assessments: My Career Planning Readiness, My Academic Strengths, Work Interest, Personality, Leisure, Values, & Skills. Note: you MUST save occupations and areas of study (majors) that you're interested in or no information will appear in your portfolio!

October

Monthly incentive distributed October 1

Second Counseling Contact (Oct 1 – Oct 31):
- ❑ Complete comprehensive SEP
- ❑ Discuss Career Questionnaire
- ❑ Assign self-reflection submission

Second YOP Activity (Oct 1 – Oct 15):
- ❑ Submission of progress report via Canvas

November

Monthly incentive distributed November 1

Third Counseling Contact (Nov 1 – Nov 30):
- ❑ Discuss progress report
- ❑ Open registration

Third YOP Activity (Nov 1 – Nov 16):

Registration workshop
- ❑ Register for *minimum* 12 units for Spring 2019
- ❑ Complete self-reflection of the semester via Canvas

December

Monthly incentive distributed December 1

Fourth Counseling Contact (Dec 1 – Dec 17):
(Optional)
- ❑ End of semester check-in: counselor creates Spring 2019 meetings

Fourth YOP Activity (Dec 1 – Dec 17):
- ❑ College One Student Showcase/YOP attendance

9/10/18

College of San Mateo