

**IPC Planning Session Summary  
September 21<sup>st</sup> and 22<sup>nd</sup>**

***Educational Master Plan: Information Update, 2012*  
Planning Exercises**

Friday, September 21<sup>st</sup>

Attending: James Carranza (co-chair), Laura Demsetz, Susan Estes, Lorrita Ford, Fauzi Hamadeh, Jennifer Hughes (co-chair), Juanita Celaya, Alicia Kinert, Paige Kupperberg, Maggie Ko, Deborah Laulusa, David Locke, Teresa Morris, Bev Madden, Milla McConnell-Tuite, Kathy McEachron, John Sewart, Henry Villareal

Saturday, September 22<sup>nd</sup>

Attending: James Carranza (co-chair), Laura Demsetz, Susan Estes, Fauzi Hamadeh, Jennifer Hughes (co-chair), Alicia Kinert, Deborah Laulusa, David Locke, Teresa Morris, Bev Madden, Milla McConnell-Tuite, John Sewart, Henry Villareal, Andreas Wolf

**Introduction**

Milla provided an introduction to means of reading and thinking about the *Educational Master Plan: Information Update, 2012* by introducing the importance of “context” when data are being analyzed:

Question posed: What does “out of context” mean?

Group Responses:

- You don't have all the info.
- Doesn't belong – “the thing”
- Don't have all info [that is] important to understanding
- Misunderstood
- Used it in a way it wasn't meant to be used
- Misinterpreted

Dictionary Definition: “Without surrounding words or circumstances and so not fully understandable.”

Question posed: How do we define “context”? What is the “context” right now? [Latter question refers to the IPC planning environment]

Group Responses to what creates the current “context”:

- Time period
- the event
- Setting
- For participants... [their] employment rank, duties, place in reporting hierarchy

- Variety of people
- Specific purpose
- Feeling Intimidating
- Personalities

### Group Responses:

Deconstructionist View of “context” is that we:

- We bring our own point of view – bias
- Could be a strength or weakness, + or –
- Respect backgrounds and perspectives

Dictionary Definition for “context”: “circumstances that form the setting for an event, statement or idea . . .”

### Data Analysis as Literary Criticism

Milla gave overview of her approach to data analysis:

Questions she asks: What’s the narrative created by the data? The story? What’s the “meaning?”

- Look for patterns that help enable “knitting” or connections among the data
- Look at what determines the “context” for the data.

Context can be influenced by:

- Self-Reflection
- Setting/Geography
- Timing
- Politics
- Culture
- Social Climate
- Economic Conditions
- Your brain

### Overview of EMP’s Introduction

Milla discussed briefly an overview of the introductory narrative.

### **Synthesizing Information and Identifying Solutions (See attached matrix)**

On both Friday and Saturday each member was asked to draw a tab out of a basket (labeled with subcategories in the EMP Update) and then formed groups of 2-3 members. Each subcategory group was asked to record on large sticky-paper the following:

- Identify gaps
- Areas needing our attention/of concern
- Strengths (that might also serve as “best practices”/“models”)

An individual from each group reported back orally to IPC with a summary— with a round on each of the days.

Committee members then:

- identified activities and efforts already underway at the college that may be addressing the gaps or challenges (via sticky-sheets)
- Barriers for success (on flip-chart paper: See below)

### **Identifying Priorities (See below)**

The session concluded with members identifying the top three areas on which they would like the college to focus this coming year.

### **Next Steps**

- College Meeting
- How this emerged and why
- Exec. Summary
- Vet at various meetings – Inst. Admin., Acad. Senate Gov. Council.
- Relate to mission and inst. priorities

### **Barriers for Success (Group Brainstorming)**

- Course Planning
- Students fear enrolling when they've been away from class.
- Focused enrollment (e.g. Math/Eng)
- Accelerated programs
- Students come to college not knowing how to be college students
- Articulate goal options in more than first semester
- We lose about 20% of our "successful" students. What's that about? (data avg. over 7 years)
- Issue: We have no good system to capture students' goals/majors. (CCC Apply has problems)
- Need support for our students (working adults/evening students/fewer enrollments/part-time students)
- Are the events we offer helping with student engagement? On campus vs. other ways to deliver?
- What opportunities do we provide – work study?
- Faculty interventions [are important] re: being a CC student, e.g. phone calls [help with retention].
- Counselors – focus is on "advising" rather than helping students be students, provide professional services.
- *D – Prep. Math Placement?* Pg. 129-30
- Doesn't account for many other variables that impact success.
- *D – Associate Degrees*
- No funding for other support efforts e.g. PTK model
- *5 in 5* – Delivery mode in classes (and supplemental) doesn't always meet anticipated needs of student (prof. def.)
- *Prep* – Students who meet requirements (e.g. placement/prerequisites) but still not prepared); gaps in enrollment

### **2012 Student Survey: Themes to Investigate (Group Brainstorming)**

- Perceive Problems with sexual harassment and sense of racial tension [for some]

- Don't feel a strong sense of "belonging" to the campus /college not concerned about students as individuals
- Feel isolated because of background
- Lack of accommodation for working adults/those students raising families
- CSM not cutting edge
- Difficulty negotiating college processes
- Where to get help for a class or register - faculty/staff complaint

**Identifying Priorities**

(Exercise developing "Solutions" correlated with *Institutional Priorities and their associate objectives*; "solutions" may address more priority. Note: tally was inconsistent and didn't include all items.)

<b>Solutions</b>	<b>Institutional Priority</b>
3 - Internships – Expand more "integrated" model Work Study (job fair)	<u>Academic Excellence:</u> <ul style="list-style-type: none"> <li>• Improve readiness for employment</li> </ul>
5 - More Peer Tutoring and Mentoring – link these with scholarships work study rewards.	<u>Student Success:</u> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> <li>• Increase student participation in academic support services and improve such services</li> </ul>
3 – Rapid curriculum responses for "hotbed" issue or other triggers	<u>Academic Excellence:</u> <ul style="list-style-type: none"> <li>• Improve readiness for employment</li> </ul>
2 – Solving the transportation issue	?
2 – Develop systematic approach for recruitment of API students (e.g. Mills, Burlingame)	<u>Academic Excellence:</u> <ul style="list-style-type: none"> <li>• Foster "academic" identity in marketing, recruiting, and outreach efforts</li> <li>• Improve transfer rates, including among at-risk students</li> </ul>
5 – Engagement and student success are everyone's responsibility "integration" +awareness Part of professional development Culture-Shift	<u>Student Success:</u> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase student participation in academic support services and improve such services</li> </ul>
2 – Obtaining more info re: student goals/[need] better system	<p><u>Student Success:</u></p> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> </ul>
Present “best practices” or highlight or write papers about what works; also acknowledge good work	<p><u>Student Success:</u></p> <ul style="list-style-type: none"> <li>• Improve the academic success of all students (includes course-completion, retention, and persistence)</li> </ul>
7 – Population-specific strategies to improve student success and transfer outcomes	<p><u>Student Success:</u></p> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> <li>• Increase student participation in academic support services and improve such services</li> </ul>
Recruiting HS graduates from high API high schools	<p><u>Academic Excellence:</u></p> <ul style="list-style-type: none"> <li>• Foster “academic” identity in marketing, recruiting, and outreach efforts</li> <li>• Improve transfer rates, including among at-risk students</li> <li>• Increase viability of Honors Program</li> </ul>
Recruiting based on AP Scores/SAT Scores Can pinpoint by PSAT scores – National Merit Scholarships	<p><u>Academic Excellence:</u></p> <ul style="list-style-type: none"> <li>• Foster “academic” identity in marketing, recruiting, and outreach efforts</li> <li>• Improve transfer rates, including among at-risk students</li> <li>• Increase viability of Honors Program</li> </ul>
8 – Look at Math Placement Scores/Curriculum Sequencing? Basic Skills Math Different ways to sequence the course – self-paced, SRA Model w/ compressed form support	<p><u>Improve Student Success:</u></p> <ul style="list-style-type: none"> <li>• Improve the academic success of all students (includes course-completion, retention, and persistence)</li> <li>• Improve progression beyond basic skills</li> </ul>

2- Expand Distance Ed. Services for Faculty and Students	<u>Academic Excellence:</u> <ul style="list-style-type: none"> <li>• Improve effectiveness of distance learning program</li> </ul>
5 – Develop at least one new or “revised” CTE program	<u>Academic Excellence:</u> <ul style="list-style-type: none"> <li>• Improve readiness for employment</li> </ul>
6 – Use SOTL more fully for classified, administrator, faculty development and enrichment to address today’s student. – Student success skills	<u>Student Success:</u> <ul style="list-style-type: none"> <li>• Improve the academic success of all students (includes course-completion, retention, and persistence)</li> </ul>
5 – Counseling – faculty advisor role, counselor’s role; paraprofessionals helping students getting into most appropriate courses – lots of approaches	<u>Student Success:</u> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> <li>• Increase student participation in academic support services and improve such services</li> </ul>
7 – Engagement strategies for part-time working student (engagement to meet their needs) and other specific populations	<u>Student Success:</u> <ul style="list-style-type: none"> <li>• Promote student engagement, including the development and implementation of a comprehensive first-year student experience</li> <li>• Increase student participation in academic support services and improve such services</li> </ul>

**Mission Statement**

College of San Mateo provides an exceptional educational opportunity to residents of San Mateo County and the Greater Bay Area Region. The college is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community. College of San Mateo fosters a culture of excellence and success that engages and challenges students through a comprehensive curriculum of basic skills, career and technical programs, and transfer preparation. It uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement. Its programs and services are structured, delivered, and evaluated to prepare students to be informed and engaged citizens in an increasingly global community. To achieve this mission, the college has adopted the following Institutional Priorities

1. Improve Student Success
2. Promote Academic Excellence
3. Promote Relevant, High-Quality Programs and Services
4. Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources
5. Enhance Institutional Dialog

## IPC Planning Session Summary September 21<sup>st</sup> and 22<sup>nd</sup>

### Synthesizing Information and Identifying Solutions

Exercise with *Educational Master Plan: Information Update, 2012*

Areas of Concern/Gaps/Challenges	Strengths	Program Models
<p><b>Enrollment</b></p> <ul style="list-style-type: none"> <li>• Since 1995 we've seen an 11% increase in students taking course at other colleges in the District. They do this because of budget reductions? Ease of registering?</li> <li>• Do course enrollment/ offerings align with those needed for degrees, certificates and transfer?</li> <li>• When are courses offered? 80% day/ 20% evening; most day offerings are scheduled between 9 &amp; 12:00.</li> </ul>		
<p><b>Student Services</b></p> <ul style="list-style-type: none"> <li>• More hands on counselors; more faculty advisors</li> <li>• Veterans advising</li> <li>• What strategies can we incorporate to engage more EOPS students with fewer resources?</li> <li>• Do we promote the EOPS success data as part of recruitment?</li> <li>• Are we maximizing work study dollars and</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Aid and A &amp; R—improving services via Business Process Analysis.</li> <li>• Financial Aid increased by 85%</li> <li>• Counselors well trained (see gaps)</li> <li>• Low crime</li> </ul>	<p>—New Veterans center (VROC)</p> <ul style="list-style-type: none"> <li>• Faculty liaison coordinator</li> <li>• Time in center spent by counselors, financial aid staff, psych intern, certifying official</li> <li>• VA and community resources</li> </ul>

<p>opportunities</p> <ul style="list-style-type: none"> <li>• 47 Fed + Other 27 = 74 2009/10</li> <li>• Work study job fair(?)</li> <li>• No data for many other student services programs</li> <li>• Financial Aid: What's the baseline for institution of our size?—what does the 85% increase mean?</li> <li>• Veterans: Where is the info? Are we reaching out to other groups?</li> <li>• DSPS: what % are veterans? Is it going to happen and are we partnering with community organizations for assistance?</li> <li>• EOPS: Are we identifying the students? What's our method? 30% decrease over 5 years...</li> <li>• What are we doing? Engaging more EOPS students: Multicultural Center starting to fill gaps for those not EOPS eligible, but needing resources (e.g. Foster Youth)</li> </ul>		<ul style="list-style-type: none"> <li>• VET students employed at VROC (student engagement)</li> <li>• Operation Homecoming: Learning Community</li> </ul> <p>—Grant received to support vets and other population (Mental Health grant(?))</p> <p>—Re: No data for student services programs Program review has additional data Online student service surveys for many programs</p> <p>—Use of Business Process Analysis (BPA's) to improve efficiency</p>
<p><b>Areas of Concern/Gaps/Challenges</b></p>	<p><b>Strengths</b></p>	<p><b>Program Models</b></p>
<p><b>Career and Technical Education (CTE)</b></p> <ul style="list-style-type: none"> <li>• Why not offer I.S. certificate programs, i.e. cisco systems, fiber optics, etc?</li> <li>• Should we expand internships in our certificate programs?</li> </ul>	<ul style="list-style-type: none"> <li>• EMSI reports provide data to help guide CSM in course design, external; grant development, and degree and certificate program planning</li> <li>• Fall 2011-CTE course comprised 20% of all courses and 72% were transferable.</li> </ul>	<p>—“Revision” of electronics/ “Power Pathways”</p> <p>—Career Services supports internships with</p>

<ul style="list-style-type: none"> <li>• Could [this] provide more career opportunities and partnerships with corporations?</li> <li>• Challenge: Developing expedient processes for introducing new curriculum to meet the needs of new and developing information technologies and high-end manufacturing</li> <li>• Since Fall 2007, the CTE proportion of total courses has shrunk by 4% as CSM eliminated low-demand programs</li> </ul>		<p>employers now! (Do more→ reach out from instruction to career services)</p> <p>—I.S. Certificate Programs—Many programs' partnerships exist in Business/ Technology, including Electrical Technology</p> <p>—Maybe build more?</p>
<p><b>Areas of Concern/Gaps/Challenges</b></p>	<p><b>Strengths</b></p>	<p><b>Program Models</b></p>
<p><b>Residential Profile</b></p> <ul style="list-style-type: none"> <li>• Context of city data: what is % of service area population in each city?</li> <li>• Gaps in Data: Where will likely high school grads come from?</li> <li>• Can we target growth from particular cities?</li> <li>• Participation Rate Weakness 1.21% of white and .92% of African American in county enrolled at CSM</li> <li>• Participation Rate: what do we know about "decline-to-state"?</li> </ul>	<ul style="list-style-type: none"> <li>• 82% of students are in San Mateo County We serve 8,658 students in San Mateo County, largest in SMCCCD</li> <li>• 13.2% of 18-19 year olds in county enroll in CSM</li> <li>• Participation Rate Strength 2.53% of Pacific Islanders in county enrolled at CSM</li> </ul>	<p>—CSM Outreach supports targeted areas now: with data and support this can be prioritized and adjusted as needed</p> <p>—Student Ambassadors Program: is this model for mentoring?</p> <p>—Student Government, clubs, and honor societies</p>

<b>Areas of Concern/Gaps/Challenges</b>	<b>Strengths</b>	<b>Program Models</b>
<p><b><u>Student Profile</u></b></p> <ul style="list-style-type: none"> <li>• We are letting go of our life-long learners or community support (potential financial problem?)</li> <li>• Changing demographic/ethnicity—what are we doing to continue to meet their needs?</li> <li>• “course load” is an area of concern since our focus is on CTE, transfer, and basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Given District focus on transfer, CTE and basic skills, the data seem to support in terms of age our path or focus... (???)</li> </ul>	<p>—Athletics</p> <p>—concurrent enrollment&gt; students doing well; what are the conditions supporting success? Can we apply something of these [activities] to other cohorts?</p> <p>—Summer Bridge program</p> <p>—Puente</p> <p style="text-align: center;">↑</p> <p>More programs keeping students involved and hopefully more successful</p> <p>—Writing in the EndZone</p>
<p><b><u>Student Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• 30% remains the same over 30 years: course completion rate has not increased</li> <li>• [Concern with] Student preparedness (knowledge about how to be a successful student)</li> <li>• [Concern with] Faculty preparedness to meet the needs of today's students</li> </ul>	<ul style="list-style-type: none"> <li>• Programs that work— transfer what works to other programs</li> <li>• Faculty who are highly engaged</li> </ul>	<p>—Some professional development activities have been conducted addressing needs of today's students</p> <p>—Student Success Initiatives</p> <p>—Reading Apprenticeship</p> <p>—Math Boost</p>

<ul style="list-style-type: none"> <li>• Gaps in success across different groups of students by: Age, Ethnicity. Degrees and certificates, Gender</li> <li>• Faculty preparedness</li> </ul>		<ul style="list-style-type: none"> <li>—Summer Bridge Academy</li> <li>—Peer mentoring</li> <li>—Peer tutoring</li> <li>—Learning Support Centers Coordination</li> <li>—Remarkable success of Intercollegiate athletics African American and Pacific Islander Students</li> </ul>
<p><b>Areas of Concern/Gaps/Challenges</b></p>	<p><b>Strengths</b></p>	<p><b>Program Models</b></p>
<p><b>Survey Research</b></p> <ul style="list-style-type: none"> <li>• Workload</li> <li>• Shared governance</li> <li>• Campuswide communication—both faculty and classified staff, 50-60%</li> <li>• concerns about the individual</li> <li>• understanding decision-making</li> <li>• Concerns about [completing] the classified staff, faculty and administrators surveys (50?) <ul style="list-style-type: none"> <li>—fear of reprisal</li> <li>—what good will it do?</li> </ul> </li> <li>• Career opportunities for staff, 66%, 63%</li> </ul>	<ul style="list-style-type: none"> <li>• Overall positive experience: High 90% <ul style="list-style-type: none"> <li>--feel welcomed</li> <li>--respected</li> </ul> </li> <li>• 98.3% supportive of all students regardless of ethnicity</li> <li>• Communication: Schedule, catalog, web</li> <li>• Institutional Effectiveness</li> <li>• 93.7% learned from their courses</li> <li>• Good/excellent facilities</li> <li>• Overall positive attitudes</li> <li>• GE SLO's are all up—More awareness and more dialogue about SLO's</li> </ul>	<p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>—Could student submit incomplete survey?</li> <li>—Do we lose students who don't want to complete the survey?</li> <li>—Campuswide Communication:</li> <li>—Dialogue Response started</li> <li>—Possible new approach re: College Council</li> <li>—Training and orientation regarding all meeting summaries and agendas</li> </ul>

<ul style="list-style-type: none"> <li>• Work units not well-staffed</li> <li>• Faculty 51%--up from 25% in 2010</li> <li>• Excellence in my job [not?] acknowledged</li> <li>• Possible Weaknesses: [not?] Cutting edge Are we keeping up?</li> <li>• Technology Issues: Delivery modes?</li> </ul>	<ul style="list-style-type: none"> <li>• Good variety of classes: 76%, 81%, 84% Maybe classes themselves or time offered It's increasing in a positive way: is there something we need to continue?</li> </ul>	<ul style="list-style-type: none"> <li>—Decision-making model</li> <li>—Draft development (market) (?)</li> <li>—Variety of Classes: Offerings trying new evening and hybrid/online courses in sciences</li> </ul>
<b>Areas of Concern/Gaps/Challenges</b>	<b>Strengths</b>	<b>Program Models</b>
<p><b><u>Transfer</u></b></p> <ul style="list-style-type: none"> <li>• African American and Filipino students transfer at substantially lower rates</li> <li>• Gap (Information) Tracking of private and out of state transfers</li> <li>• Transfer numbers decline: fewer students @ CSM? fewer transfer slots?</li> <li>• AA/AS degree non-CTE what is transfer rate?</li> <li>• Success after transfer other transfer students and native students</li> </ul> <p>Areas needing attention</p> <ul style="list-style-type: none"> <li>• drop in numbers of transfer students alternate definition (more meaningful) definition of transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Highest transfer rate in the District (just barely and by lousy measure ☺)</li> <li>• Healthy mix of transfer majors --in general and with respect to those that require advanced planning</li> </ul>	<ul style="list-style-type: none"> <li>—Tracking only student/athlete transferring to private and out of state universities</li> <li>—Honors Project</li> <li>—Puente</li> <li>—Writing in the Endzone</li> <li>—Development of TMC degrees</li> <li>—2013 grad applicants We'll find out what students plan to do after leaving CSM</li> </ul>

<ul style="list-style-type: none"> <li>• student advising when transfer slots are limited</li> <li>• transfer degrees</li> </ul>		
<p><b>External Community</b></p> <ul style="list-style-type: none"> <li>• small business vs. big business</li> <li>• for profit vs. non-profit</li> <li>• service learning</li> <li>• City college choice: [But] gas prices and public transit: distance and travel time</li> </ul>	<ul style="list-style-type: none"> <li>• International students</li> <li>• Basic Aid status</li> <li>• tailoring of programs and services</li> </ul>	<p>Community Needs Assessment Survey</p>
<p><b>Areas of Concern/Gaps/Challenges</b></p>	<p><b>Strengths</b></p>	<p><b>Program Models</b></p>
<p><b>High Schools</b></p> <ul style="list-style-type: none"> <li>• CSM is serving less HS students</li> <li>• HS students are coming to CSM unprepared</li> <li>• only 35% of students out of HS place into transfer level math, and 33% in Engl 100</li> <li>• How many HS students take successive Math and English courses?</li> <li>• 1990-2009 HS grads have increased in SM County (Pubic and private)</li> </ul>	<ul style="list-style-type: none"> <li>• #1 choice of HS students for college in SM County</li> <li>• SM County rate of HS graduates coming to CSM are higher than the State average (88.1% vs. 80.6%)</li> </ul>	<p>—HS Students Unprepared: Summer Bridge</p> <p>—Student Ambassadors working with LC peer mentors to provide study support, mentoring, etc.</p> <p>—Math Boost</p> <p>—English articulation with Hillsdale HS</p>

<p><b><u>Instructional programs</u></b></p> <ul style="list-style-type: none"> <li>• Major shift in basic skills Math 2007= 235 /English 168 2011= 1,013/English 146</li> <li>• Math: Extremely high load?</li> <li>• Look at Load in relation to the numbers of students, success and repetition</li> <li>• Pie charts limits what's identified (?)</li> <li>• "Cohorts" don't track crossover—our transfer course students...are connected to Basic Skills; connected to CTE etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Core program data gives us a broad overview</li> </ul>	<p>—Hybrid Classes</p> <p>—Professional enrichment coordinator</p>
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