

Institutional Planning Committee (IPC) Meeting
Friday, March 15, 2013
1:00 – 3:00 p.m.

College Heights Conference Room, College Center, Building 10, Room 468

Members Present: Alexis Alexander, James Carranza, Juanita Celaya, Michael Claire, Laura Demsetz, Susan Estes, Maggie Ko, Alicia Kinert, Fauzi Hamadeh, David Laderman, Deborah Laulusa, David Locke, Bev Madden, Kathy McEachron, Teresa Morris, John Sewart, Hayley Sharpe, Laura Skaff, Henry Villareal

Guests: Sylvia Aguirre-Alberto, Charlene Frontiera, Patty Kwok, Teresa Martin, Mario Mihelcic, Krystal Romero, Dennis Tordesillas, Ruth Turner, John Vehikite

Review of the Agenda

The agenda was approved.

Summary Notes from February 22, 2013 Meeting

The summary notes were approved with the correction of the spelling of Kathy McEachron's name on page 2, and with the addition of Alicia Kinert and Hayley Sharpe who were in attendance at the meeting.

Planning Agenda in the 2013 Institutional Self Evaluation Report

Susan reported that the Accreditation Oversight Committee discussed the Plans for Improvement section of the 2007 Self-Study and found that some items in the study are not appropriate for the draft of the self-evaluation. Susan provided tips to IPC members regarding what to look for when reviewing the draft of the self-evaluation, which include:

- Standards should be brief
- Plans for improvement should not be too detailed
- Standards that are already being developed should not be included as it might inadvertently suggest to ACCJC that the college is incorrectly implementing the standard

Mike Claire stated that the plans for improvement should be written to the standard and not to a general condition. As a benchmark, every standard in the report should include plans on how to meet the standard and any plans for improvement.

Susan added that all planning agendas included in the self-evaluation must be useful, relevant, and addressed six years from now.

The self-evaluation is currently in its second draft and IPC will continue to review it. The third draft will be available by May 1. Plans for improvement will be provided to IPC in late April/early May. The Accreditation Oversight Committee agreed that any plans for improvement should be reviewed and approved by IPC before inclusion in the final version of the self-evaluation. On May 22, the final version

of the report will be sent to the Board of Trustees. On June 12, the accreditation liaison officers and the co-chairs of the self-evaluation process at the three colleges will provide a report to the Board of Trustees. Feedback from board members will be directed to the chancellor and reported back to the colleges. On July 24, the final report will go to the Board for approval and will then be sent to ACCJC. CSM's site visit is scheduled for October 21-24, 2013.

Distance Education and Educational Technology Committee

The Distance Education and Educational Technology Committee has revised its mission statement and list of tasks. The new mission statement is a combination of the mission statements of the former Distance Education Committee and Technology Committee.

The committee's institutional plan will be completed by the end of the spring, 2013 semester.

Diversity in Action Group (DIAG)

Henry briefly reviewed the highlights, data and narrative from the *Assessment of the CSM Student Achievement/Equity Gap* report developed by DIAG. James Carranza and John Sewart were acknowledged for their assistance with the report. Most of the data in the report are derived from the 2012 Educational Master Plan. The following information from the report was highlighted:

Framework

The report utilized data from the 2005 Student Equity report. This report had important data about student performance, including student populations that were less successful than others, but no specific action was ever taken to address these issues. The State Chancellor's Office has now resurrected the requirement that all colleges complete a student equity report. This requirement is also reflected in new Title 5 language.

Henry reported on the achievement gap that exists for certain student groups based on ethnicity, gender, and age. For example, in the past 8 years, 70 % of first time students placed into basic skills courses, but after one year only 40% of those same students were still enrolled. It is important that while we continue to provide access for students, we focus more of our efforts on ensuring their success.

Student Ethnicity

All ethnic groups remained fairly stable from fall 1995 to fall 2011. There has been a 17% decrease in Caucasian students and an increase of 3.2% in Hispanic students. In 2009 there were changes to the ethnic categories on the admissions application. As a result, Pacific Islander is now a separate category.

Course Completion/Withdrawal Rate

Henry Villareal and Mike Claire stressed the importance of disaggregating the data in terms of age and gender in order to obtain a more accurate picture in terms of the student success rate. Henry suggested that CSM should also look at disaggregated data by ethnicity at the basic skills level.

Degree and Certificate Completion

Henry provided information regarding degree and certificate completion. Over a five year period (fall, 2006 through summer, 2011) females have a 10% higher completion rate than males.

The majority of degree and certificate earners were students in the 20 – 39 year old age range.

The degrees and certificates received by students for the period of fall 2006 to summer 2011 do not include the new transfer degrees (i.e., AA-T and AS-T.)

Transfer

From 2007-2010, CSM had a higher transfer rate (16.9%) as compared to the state average (15.2 %.)

From 2001 to 2010 the total number of student transfers to CSU and UC by ethnicity had decreased except for Hispanic students.

Henry highlighted a number of CSM initiatives designed to increase student success, including:

- The Writing in the End Zone program was implemented in 2003
- The Learning Center opened in 2012
- The Puente Program was re-established in fall, 2012
- The Honors Project was established
- The Reading Apprenticeship project was launched
- The math tutoring program was established with support from BSI

The report concluded with a recommendation by DIAG that CSM consider the timely development of programs that contribute to the student success of African-American students and Pacific Islander students. Addressing the needs of these two groups will help address their decreasing achievement rates and improve their academic performance.

Mike Claire stated that CSM needs to create an environment of success. It will require cultural change and professional development to help the entire college community recognize that CSM is comprised of multi-ethnic groups and student populations that have special needs which must be addressed to ensure their success. In addition, CSM will need to determine how to expand special programs such as Puente and EOPS which contribute to student success.

Reading Apprenticeship

Teresa Martin and Charlene Frontiera provided information on the Reading Apprenticeship (RA) program that is underway at CSM. According to Teresa, Reading Apprenticeship is a simple pedagogical method that helps students improve their reading skills regardless of their skill level. The Reading Apprenticeship program provides students with mentoring and coaching to assist them in identifying their “reader identity.” The purpose of the program is to provide students the tools to assist them in becoming independent learners by tapping into their strengths and making personal connections to what they are reading. Reading Apprenticeship has several components, including:

- Visualization
- Questioning oneself about the text
- The “Think per Share” concept in which students write down their thoughts in a log format, which are then shared with their classmates. The process helps students retain information and create discussion topics for the class.

Charlene reported that 700 students have already benefited from the program since it began in fall, 2012. The program involves faculty from Reading, Biology, Chemistry, English, Mathematics, and Counseling departments, and the Learning Center, who are organized into faculty inquiry groups (FIGs.) The Academic Senate has adopted Reading Apprenticeship as a keystone professional development initiative to be pursued in the SoTL Center. Student feedback about Reading Apprenticeship is positive; students state that the skills they learn are effective and useful.

Charlene is requesting funding from IPC to provide faculty training to support the program and to form a Reading Apprenticeship task force to manage the growing program.

College Index

Mike Claire reported that the college index is the direct result of the accreditation recommendations in 2007 in which we must have measurable outcomes. We have been setting targets for each of the indicators and now have a three-year trend analysis. As CSM begins a new six-year planning cycle, IPC will need to think about revising the index and determining if all the indicators should remain. Even though the State Chancellors’ Office will soon be releasing the “scorecard” for all community colleges, the college will need to determine the indicators we wish to continue using. Mike distributed the index which includes some indicators which may be deleted. In addition, IPC still needs to finalize targets for 2012-2013.

Other items:

- Susan Estes distributed the *Substantive Change Report on Distance Education* that was which has been submitted to ACCJC.
- Bev Madden mentioned that the posting of agenda and minutes for all CSM institutional committees needs to be streamlined. Bev would like to meet with Jennifer Hughes, James Carranza and Val Anderson to discuss Val’s proposal to make the process of posting committee agendas and minutes more organized and easier for the college community to access.