**Institutional Planning and Budgeting Committee (IPBC) Meeting**

**Saturday, November 23, 2013**

**Building 18, Room 206**

**Members Attending**: James Carranza, Juanita Celaya, Michael Claire, Laura Demsetz, Amanda Governale, Hanna Haddad, Jennifer Hughes (co-chair), Deborah Laulusa, Beverley Madden, Teresa Morris, John Sewart, Hayley Sharpe, Jennifer Taylor-Mendoza

**Meeting Summary**

The committee continued its review of institutional data, beginning with a review of the following two surveys:

1. Survey of Students Who Withdraw from Online Courses
2. Student Campus Climate and Satisfaction Survey: spring 2013

John Sewart provided highlights from both surveys which are listed below:

*Survey of Students Who Withdraw from Online Courses*: The survey covers a period from spring, 2012 though summer, 2013. 373 students have responded, which is about 10% of the students enrolled in online courses. The demographic of students enrolling in online courses mirrors the general student population.

- The majority of students who withdraw due so because of difficulty accessing the internet for their online coursework (24.9%).
- 77.8% of students who withdraw are only dropping their online course, but remain enrolled in their traditional on campus courses.
- 59.1% of students did not visit the Distance Education website prior to enrolling.
- 49.9% of the students were aware of the self-assessment tool available on the website.
- 81.2% of the students indicated that they would take another online course.
- 34% of students take online courses because they are more comfortable learning in an online environment; 31.9% do so because they are unable to come to campus.
- The majority of students did not utilize any support services prior to dropping the course (e.g. Financial Aid, Counseling).

Committee members had several observations and questions, including:

- Students enrolled in online courses don't often know how to ask the right questions.
- Why did the survey not include a question that asked students to identify the online course they were dropping?
- It might be helpful to provide students with more time management assistance for online courses, as well as making sure they are aware of due dates for assignments.

- We may want look at offering more hybrid courses which allow some face-to-face contact. In doing so, we have to be cognizant of scheduling issues

*Student Campus Climate and Satisfaction Survey: Spring 2013:* This is the fourth year we have administered this survey. 888 students responded which is a return of 10%. Skyline and Canada may adopt the same survey next spring. There is some discussion about administering an abbreviated version of the survey with about 25 questions that are agreed upon by all three colleges. Over the four years of administering this survey, the data are very consistent; there are only minor fluctuations in response rates. The survey respondents reflect the college's student population. Milla McConnell-Tuite submitted a summary of the survey data which the group reviewed. Excerpts from the summary are found below:

**Student Overall Positive Experience at CSM**

- High levels of satisfaction are reflected in a variety of question items that probed at overall campus climate and the extent to which students feel valued, welcomed, and a sense of campus pride. Key questions demonstrating overall satisfaction include these findings:

    o 94.1% indicated that they "were proud to be a CSM student."
    o 97.7% indicated they "like the CSM campus and feel comfortable here."
    o 93.8% indicated they would "choose to attend CSM" (if starting over).
    o 97.8% would recommend CSM to "a family member or friend."
    o When asked to rate their educational experience, 94.7% had a positive response. Of them, 55.4% rated their overall experience as "excellent" and 39.3% rated it "good."

**Additional Strengths: Selected Highlights**

- Overall students continue to indicate a view of CSM as a place that highly values diversity.
    o The section, "CSM as a Respectful Place," asks students to rank how CSM "respects" students according to 12 distinct demographic delimiters (e.g. gender, ethnicity, age groups, etc.). Satisfaction levels were very high, ranging 95.7% to 98.7%.
    o In the section "Impressions of CSM," the phrase, "tolerate of diversity," has the highest level of agreement, 98.9%.
    o In the section, "My CSM Experience" the three highest rated items concern campus safety (98.2%), support for "a community of diverse cultures," (98.1%) and whether CSM is "supportive" of students regardless of their individual demographics (97.8%).

- Overall, students see CSM as a friendly, tolerant, welcoming place as indicated by several questions that probed at their attitudes and relations with staff, faculty, and students.
    o For example, in the section Impressions of CSM," the highest ranked adjectival phrases are "Tolerant of Diversity," Safe," Respectful," "Welcoming," and "Friendly," 98.7% to 98%.

- *General Education (GE)SLO's:* The survey included a 10-item section in which students were asked to indicate agreement with statements about their skills or knowledge as defined by the GE SLO's. Student indicated very high levels of agreement, 98.8% to 96.8%.

  The committee agreed that the GE SLOs section of the survey needs to be reviewed. We may need to develop a better assessment for GE SLOs. The high levels of student satisfaction for these items may be due to the fact that students are unlikely to state that they had not learned how to read, compute, or think critically.

**Themes for Further Investigation: Selected Highlights**

- *Channels for Complaints:* As in previous years, students were asked whether they know where to get help for a class in which they are having problems or to register a complaint about a faculty or staff member. While improved, these were among the overall lowest ranking items for satisfaction, 85.6% and 63.8% respectively.

- Also among the lowest rated items was the issue of "being notified early if they are doing poorly in classes" (74.8%).

- *Negatively worded questions:* All three negatively worded questions suggested higher levels of dissatisfaction than in previous years. Whether this is feature of test-taking behavior—survey respondents tend to skim questions, for example—or a reflection of issues at CSM needs to be probed further. Focus groups would be the best venue for exploring such questions. They include:
  - *Sense of Isolation for Some:* 30.6% (231 students) report feeling "isolated within the CSM community…because of my background." The ethnic groups who indicated the highest level of agreement with this item-question were Asians (38.1%/51 individuals) and Multi-ethnic (36.5%/23 individuals). However, generalizations about the collective perceptions of ethnic groups need to be made cautiously as the numbers of some ethnic-group respondents are low in this survey.

  - 21.5% (165 students) indicated agreement with the statement, "I perceive racial tensions in the classroom."

  - 17.3% (128 students) indicated agreement with the statement, "I think sexual harassment is a problem at CSM."

It was recommended that we establish both student and faculty focus groups to probe more deeply in these areas. In addition, there was interest in finding additional ways to ensure that students respond to the survey (e.g. using the Learning Center to administer the survey; seeking faculty support; announcing the information about the survey on the electronic message boards, etc.)

With the information gleaned from institutional data analyses and the two surveys, the committee then reviewed each of the objectives associated with the Institutional Priorities. The purpose of this activity was to determine, in light of the institutional data review, if objectives needed to be kept, modified/revised, or deleted. Several new objectives were also added to address findings from the data review. In addition, in reviewing the objectives it became apparent that rewording of some of the

Institutional Priorities was warranted and an additional Priority, *Support Professional Development*, should be added.  The revised Institutional Priorities and objectives will be reviewed at the next meeting. Because the Institutional Priorities are included with the recently revised and Board approved Mission Statement, it will be necessary to vet the recommended changes in the Institutional Priorities with the college community and submit the revisions to the Board of Trustees for approval. These actions can take place in early spring, 2014.

The committee will review the College Index at the December 6 meeting. We will need to establish targets for 2013-2014.

Finally, the committee reviewed the proposed revisions to the process for hiring new full-time or permanent part-time classified positions. The key revision to the document involves shifting the responsibility for prioritizing the position requests (and recommending them to Cabinet) from IPBC to the instructional and student services administrators. It was noted that while members of IPBC have some understanding of the need for various classified position, the instructional and student services administrators have a much better understanding of the need for the classified positions.  In addition, having the prioritization take place at a joint meeting of the instructional and student services administrators allows the classified hiring process to more closely mirror the faculty hiring process. The revised process still affords IPBC the opportunity to review and discuss all new classified position requests that are submitted in program review as well as provide suggested criteria that might be used to help the instructional and student services administrators prioritize the position requests. This item will be discussed further at the next meeting. In addition, Jennifer will provide an updated list of the classified position requests.

*Meeting summary provided by Jennifer Hughes, IPBC co-chair.*