Pathways to Completion/Enrollment Management

--Progression in courses – there is concern about how and whether students are able to progress in a sequence of courses, given enrollment pressures related to course offerings

- CSM deans have worked with the Vice President of Instruction to establish a "mini-mester" with several impacted courses being offered in a compressed 8 weeK format beginning mid-semester. This effort will be launched in the spring, 2016 term.
- First Year Success Initiative is being implemented and will include specific course offerings (pathways) for first year students. A new method for placement is being implemented that will accelerate the progression through English and math courses.
- Deans regularly monitor course enrollments each semester; specific courses in highly impacted areas have been added (i.e. math, English, ESL)

--Course scheduling should accommodate student need to efficiently structure their day--flexible scheduling or block scheduling, hybrid courses

- The Student Equity Plan included a request for creating pathways/course sequences for students in specific majors
- Partnerships with adult schools have been established through ACCEL to provide college readiness, GED preparation, ESL bridging, and CTE pathways for adult school students
- Distance Education courses continue to be offered to provide flexibility for students
- The college will continue to explore offering courses outside peak morning periods when classrooms are impacted. Consider afternoon offerings.

Integration

--Need for more partnering with support services, including more intervention from academic counseling (investing in more availability, more supported integration)

- The Math 811 project is continuing and provides counseling support in all sections of Math 811
- The Students for Success Learning Community began in Fall 2014. This initiative was funded by the Measure G Grant, which paid faculty and CSM alumni to facilitate panel discussions (open to all CSM students, faculty, and staff) that focused on their own academic pathway. The learning community connected six sections of pre-transfer English (English 838/848, Introduction to Composition and Reading) and partnered with counseling, and other student support services. Assignments/projects focused on educational planning, graduation and/or transfer requirements.
- The Student Success and Support Services Plan (SSSP) provides for focused orientation, assessment, counseling and follow up services to increase student success. The activities outlined in the plan are more intrusive and proactive
- The Student Equity Plan outlines a variety of funded activities designed to provide additional instructional and student support for underserved populations to increase course completion and goal attainment
- The Basic Skills Initiative continues to provide seed money for innovative programs that support

students needing further development of skills, for example, Supplemental Instruction, acceleration, and placement test preparation. First Year Success interventions will also be important.

- Learning Communities (e.g. , Umoja, MANA, Puente) provide integration between instruction and student services and proactive interventions with students

Collaboration

--Need for more collegewide collaboration

- The following initiatives have brought people together across campus for a common purpose: Reading Apprenticeship, MINDSET 4.0/Habits of Mind, New Faculty Institute, GE SLO project, LSC3 committee, FYS, ACCEL, learning communities, the development of the Student Equity and SSSP plans, and others.

Distance Education

- Need for more investment in Distance Education with particular attention to underserved populations; needing more and/or different support than what students get on campus
--Access to resources for distance education, need for technology support (for students) and software upgrades

- The three colleges will be applying to Cohort 2 of the California Community Colleges Online Education Initiative (OEI) which will include migrating to Canvas, a course management system, and obtaining support for DE faculty and students. The Academic Senates at the three colleges have adopted the OEI course design rubric that will better enable us to address issues of course quality and consistency. Support for students will include services such as Net-tutoring, Online readiness tutorials, and eventually may lead to online courses being available across the state through one gateway. Also the OEI course design rubric, adopted by the Academic Senates at all three colleges, allows us to address course quality and consistency. A new full-time classified Instructional Designer will be hired in the spring, 2016 semester to provide direct support to faculty
- The Distance Education and Educational Technology Committee has a developed a comprehensive plan which includes a number of goals to improve Distance Education at the college.

Resources (Personnel and Equipment)

Staffing
--Need for more personnel, including faculty, staff, tutors, resources and services. Supplemental classroom support services are successful--need to expand

- Funding has been provided to increase supplemental instruction
- Student Equity and SSSP funds will provide for dedicated services to support student success

--There is an *impact for programs with few, or no, full-time faculty, and the burden on adjuncts. Many adjuncts are doing work outside the classroom; how they are (or are not) compensated.*

- The college recognizes that faculty, both contract and adjunct, have demanding workloads both

in and outside of the classroom. The college remains committed to hiring new faculty each year. There is a well-established process in program review for requesting faculty positions.

- The Academic Senates at all three colleges are collaborating with AFT on a "workload equity" project to address workload issues.
- Travel funds were initiated last year to provide support for faculty to travel to workshops and conferences.

Equipment

--There are ongoing needs for equipment to purchased and maintained with reliable funding sources

- Program Review provides faculty and staff an opportunity to identify their equipment needs. These are prioritized at the division level and then reviewed and prioritized at a joint meeting of the instructional and student services administrators. Funding from state instructional funds and allocations from the district for equipment are used to purchase prioritized items.

Professional Development

--Professional Development - faculty are requesting more professional development training; there are concerns about overloading faculty and interest in finding creative and fiscally responsible (and responsive) solutions to compensation for release time

- The new Center for Academic Excellence (CAE) is collaborating with BSI and DIAG to develop professional development activities around student equity and student-centered teaching. There is a need for a full-time professional development coordinator to manage all the initiatives, including but not limited to robust Flex Days with a menu of sessions to choose from. Professional development for new faculty and adjuncts, Reading Apprenticeship initiative, Habits of Mind/MINDSET 4.0, professional development for FYS program, professional learning tracks for: leadership, andragogy, culturally responsive teaching, using technology effectively.
- The Academic Senates at all three colleges are collaborating with AFT on a "workload equity" project to address workload issues.
- CAE continues to provide financial support to faculty for professional development. Travel funds were initiated last year for faculty to travel to workshops and conferences.

--Need ongoing training for SLOs and opportunity for meaningful revisions to SLO processes, including support for faculty

- The ASLT division and CAC committee are making great strides with the GE SLO project
- There is work being done to overhaul the TracDat system to ensure accuracy and reliability of all SLO data

--Distance Education – there is a need for more training and DE related pedagogical discussions

- The three colleges will be applying to Cohort 2 of the California Community Colleges Online Education Initiative (OEI) which will include migrating to Canvas, a course management system, and obtaining support for DE faculty and students. The Academic Senates at the three colleges have adopted the OEI course design rubric that will better enable us to address issues of course quality and consistency. A new full-time classified Instructional Designer will be hired in the spring, 2016 semester to provide direct support to faculty.

Culture of Diversity

--Gender equity across campus and Title IX--are we compliant?

- CSM has worked closely with the District Office to implement new federal regulations regarding sexual violence and sexual assault. Mandatory trainings for faculty and staff have been provided. Information is also provided to all students.
- CSM has established a new women's volleyball program to address Title IX requirements in athletics. A new volleyball coach was hired.
- Faculty in Science, Math and Technology continue efforts to address gender equity issues in the sciences by encouraging students to pursue STEM majors/careers. They have done work with Project Kaleidoscope and the Association of American Colleges and Universities (AAC&U) STEM education reform center. These efforts are aimed at increasing underrepresented groups participation in STEM fields.