

## **Institutional Planning Committee (IPC) Meeting**

**Friday, May 5, 2017**

**1:00 – 3:00 p.m.**

College Heights Conference Room, B10-468

Members Attending: Michael Claire, Sandra Stefani-Comerford, Laura Demsetz, Alicia Frangos, Fauzi Hamadeh, Jennifer Hughes (co-chair), Sennai Kaffl, David Laderman (co-chair), Stephen McReynolds, Teresa Morris, Jan Roecks, Jeremiah Sims, Laura Skaff, Jennifer Taylor-Mendoza, Mary Vogt

Guest: Kristi Ridgway

### **MEETING SUMMARY**

#### **Review of the Agenda**

The agenda was revised to include the following additional items:

- Educational Equity Committee (EEC) information – Jeremiah Sims
- Update on Themes from Program Review – David Laderman
- Update on Mission Statement – David Laderman, Fauzi Hamadeh

#### **Review Summary Notes from the April 14, 2017 meeting**

The summary notes were approved.

#### **Professional Development Report, 2016/2017**

Theresa Martin provided highlights from the Professional Development Plan Report. A copy of the PPT will be posted to the IPC website. The PD plan is overseen by the Center for Academic Excellence (CAE) Committee, whose Chair serves as the PD coordinator. CAE strives to:

- Provide professional enrichment that connects and inspires
- Serve as support for “moving the needle” on student success
- Create an environment that supports forward thinking and institutional progress

CAE goals for 2016/2017 included:

- Implement year one of Three Year Professional Development Plan
- Collaborate with district PD efforts
- Improve sustainability of Center for Academic Excellence

Some of the highlights from the PD report include:

- Successful New Faculty Institute – it is truly a model. Eight of eleven new faculty participated in 2016/17. Jeremiah Sims and Theresa Martin plan to write a professional journal about the Institute.

- Flex Day – there is a lot of participation by full time and part-time faculty, as well as classified staff. Theresa shared a separate report (posted to IPC website) of participants attending each session, and gave a “shout-out” to all the sponsors and co-sponsors of the various sessions. Everyone commended the PD committee for creating such a robust menu of flex day activities, many of which are hosted by in-house facilitators.
- Year One and MINDSET – good progress being made with both. David Laderman mentioned that he recently spoke with a group of graduating seniors about the Year One program. Numbers for 2017 Year One have tripled.
- College Assessment Committee is doing excellent work and making the SLO work meaningful.
- The newly structured Educational Equity Committee is doing exciting equity related work, including lunch and learn sessions.

Mike Claire thanked Theresa and the PD team (Jenn Taylor-Mendoza, David Laderman, Kristi Ridgway, and Henry Villareal) for their outstanding work. The outcomes of the PD activities are impressive and demonstrate that important work is being undertaken at the college. Theresa is becoming very well known in the state for her leadership with professional development. The committee thanked her for leadership and service as PD Chair.

## SLO Update

Jennifer Taylor-Mendoza provided a brief update on SLOs. The Institutional SLOs have been revised somewhat, with new objectives. In addition, a new Institutional SLO has been added: Independent Learning and Development. This SLO update will be presented to the Academic Senate Governing Council on May 9. In October 2017, faculty will begin mapping their course and program SLOs to the revised ISLOs. Specific details about the changes follow: (A copy of this document will be posted to the IPC website).

**The Institutional Learning Outcomes (ILOs) describe the knowledge, skills, abilities and attitudes that students should develop through any sustained experience with the college – whether courses, degree or certificate programs, pre-transfer general education pattern, or academic and support services.**

**Independent Learning and Development.** The ability of students to develop, evaluate, and pursue personal, academic, and/or career goals. Students will be able to:

- ~~Demonstrate solid skills in planning and time management~~ **Demonstrate effective study strategies;**
- Articulate realistic and achievable academic and/or career goals;
- Identify and make use of college and community resources (academic and student support services).

**Effective Communication.** The ability of students to write, read, speak, and listen in order to communicate effectively. Students will be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and speaking;
- **Express ideas creatively through verbal and non-verbal media (e.g. music, art, dance, etc.)**
- Communicate effectively in a group or team situation.

**Quantitative Reasoning.** The ability of students to perform quantitative analysis, using appropriate resources. Students will be able to:

- Solve a variety of problems that require quantitative reasoning;
- Interpret graphical representation of quantitative information.

**Critical Thinking.** The ability of students to think creatively, analytically, and logically, in order to assess ideas, formulate arguments, develop multiple perspectives, and solve problems.

Students will be able to:

- Develop and evaluate arguments;
- **Analyze, synthesize and evaluate ideas as part of the creative process;**
- Assess the validity of both qualitative and quantitative evidence;
- Apply diverse disciplinary approaches and perspectives;
- Understand and employ the scientific method.

**Social Awareness and Diversity.** The ability of students to recognize cultural traditions and to understand and appreciate the diversity of human experience, past and present. Students will be able to:

- Identify the benefits of diversity and respect the range of diversity;
- Work effectively with others of diverse backgrounds;
- Recognize the importance and analyze the interconnectedness of global and local concerns, both past and present;

- **Identify and analyze a diversity of artistic and cultural traditions.**

**Ethical Responsibility / Effective Citizenship.** The ability of students to make judgments with respect to individual conduct, based on systems of values. Students will be able to:

- Recognize ethical principles;
- Identify possible courses of action in response to ethical dilemmas and evaluate their consequences;
- Behave ethically and respectfully when working with students, instructors, and the campus community.

### **Fall Flex Day Activity – Student Success**

Jennifer Hughes provided a brief summary of a planning meeting that was conducted to talk about an IPC flex day activity focused on student success. The planning group included Theresa Martin, Madeleine Murphy, Sandra Stephanie Comerford, Jennifer Taylor-Mendoza, David Laderman and Jeremiah Sims. The date for the flex day event is August 15. After Mike’s welcome in the morning, everyone will remain in Bayview Dining. Mike will briefly ask us all to think what the “perfect” college would look like. “Perfect” in this context refers to one that completely serves our students; thus, a bit of a different definition. We will also have the folks from Career Ladders Project (CLP) provide an update on their work with guided pathways which has an impact on completion and success.

There will then be a couple of 1-hour breakout sessions: 1) Teaching and learning – how are you as a faculty member helping to create the “perfect” college? 2) Collectively, how do we develop planning structures to support our students (e.g., early alert)? After the breakout sessions, everyone will be reconvene for a working lunch, during which they can talk more about what the “perfect” college would look like. We would like to invite some students to join us for these discussions. We also want to use this flex opportunity to bring IPC into our community and to bring the community into IPC. We want to emphasize that IPC is focusing its

attention on student success and we want to know what others think we can do to collectively “move the needle” regarding student success.

The afternoon would continue with more standard flex day sessions. The small group will continue to refine the details for the day and report back to IPC.

### **Project Proposal Guideline and Summative Evaluation**

A small group (David Laderman, Jennifer Hughes, Jan Roecks, Sandra Stefani-Comerford, Jeramy Wallace, and Mike Claire) met to review the draft document that has been reviewed by IPC. The committee agreed that a template will be developed for concisely reporting specific data for existing Learning Community and other initiatives (e.g. Supplemental Instruction). PRIE staff and the appropriate dean will assist the faculty coordinators in completing the document using data provided by PRIE. Over the course of the academic year, the Learning Community coordinators, along with their dean would provide a 10-15 minute presentation to IPC to review the documentation provided in the template.

All new initiatives would be required to complete the Proposal Guideline and Summative Evaluation documentation.

Jan Roecks will take the lead in working with the Sandra Stefani Comerford and Jennifer Hughes in developing the short template for existing programs and making revisions to the Proposal document for new initiatives. These will be reviewed at the May 19 IPC meeting.

Education Equity Committee (EEC) Jennifer Taylor-Mendoza and Jeremiah Sims requested clarification on the appointment of faculty to the EEC and workgroups of EEC. Like all other IPC committees, the Academic Senate makes all appointments for faculty representatives. Classified appointments are made by the Classified staff (by email through Fauzi Hamadeh and Juanita Celaya). Student appointments are made by the Associated Students of CSM (ASCSM).

There was also discussion as to whether these committees are bound by the Brown Act and/or Roberts Rules of Order.

Fauzi Hamadeh stated that Robert’s Rules of Order does not carry the force of law. It is based on tradition and agreed upon rules for running meetings, but it is not mandated. The Brown Act, however, is legally binding and applies to elected “legislative bodies,” such as the Board of Trustees, and any groups or committees that it recognizes as advisory. That is why groups like the Academic Senate and the Associated Students must adhere to the Brown Act. Because IPC is advisory to the college president, it is not subject to the Brown Act’s rules, and neither are any of its subcommittees. Therefore, any sub-group of those committees would also not be bound by the Brown Act.

That said, IPC always makes sure its meetings are open, and agendas and summary notes are posted. This is required of all IPC committees as well. In addition, all IPC committees use the consensus model for decision-making.

Because of some of the confusion surrounding this, it was agreed that Jennifer Hughes and Fauzi Hamadeh would work over the summer to develop an implementation manual, similar to what College Council used to describe its purpose and how it functioned. This will be reviewed each year by IPC.

Jeremiah also wanted to confirm that IPC had approved the EEC structure as previously presented to IPC. The EEC Steering Committee, based on a recommendation from IPC, meets approximately 3 times per semester. Representatives from the four EEC work groups serve on the EEC Steering Committee and report out on activities of their respective work group at the Steering Committee meeting. The work groups would meet more regularly to carry out their activities.

IPC confirmed that this structure was approved at a prior IPC meeting.

### **Update on Themes**

Jennifer Hughes and David Laderman shared the next steps with the committee. David agreed to draft an email to go out to the college community, which would include the themes identified through this cycle. Given some time constraints and an interest in getting this out before the end of the semester, it was agreed that the themes document would not require an extensive matrix, as was done last year, identifying the various activities underway to meet the themes. Instead, the email will mention activities we are engaged in that address the themes, mention where there might be gaps, and state that these themes inform our overall planning efforts at the college.

### **Update on Mission Statement**

The small work group (David Laderman, Alicia Frangos, Fauzi Hamadeh, and Ron Andrade) met to begin revising the Mission Statement. Samples from other colleges, which have more concise and aspirational Mission Statements, were reviewed. All agreed that the Mission Statement needed to be shortened, while still containing those elements required by ACCJC. It was also suggested that we de-couple the CSM Strategic Goals from the Mission Statement. This will eliminate the need to submit the Mission Statement to the Board of Trustees for approval each time we make a change in any of the Strategic Goals. The revised Mission Statement will be presented to IPC early in the fall, 2017 semester. IPC will also need to review the objectives for each of the current CSM Strategic Goals. This will be done in conjunction with a review of the updated EMP.

### **Announcements**

Mike Claire informed the committee that the District has begun its next round of distributing innovation funds. He pointed out that the innovation funds are no longer tied to FTES, which is good. He expects that the District will have approximately \$1.5-2 million to distribute among the three college and District entities. Mike has met with Cabinet to discuss possible requests, which will total approximately \$800. He mentioned that we won't get that much, but we'll get sufficient dollars to help us meet some of our needs. These funds are ongoing. We'll continue to get new innovation funds each year, as long as property tax revenues remain strong. CSM requests will be reviewed by Cabinet and the Deans and shared with IPC.

**Next Meeting: May 19, 2017**

