

Institutional Planning Committee (IPC) Meeting

Friday, December 1, 2017

1:00 – 3:00 p.m.

College Heights Conference Room, B10-468

Members: Kim Lopez, Mary Vogt, Ellen Young, Madeleine Murphy, John Sewart, Fauzi Hamadeh, Paul Hankamp, Jan Roecks, Mike Claire, Hilary Goodkind, Sandra Stefani-Comerford, Teresa Morris, Sarah Mangin, Laura Demsetz, Jon Kitamura, rich Rojo, Jeramy Wallace and Anniqua Rana.

MEETING SUMMARY

Review of the Agenda

Kim added a welcome to the agenda review since we have a new member, Hillary Goodkind. Mike explained changes in the PRIE department. John Sewart will be working more with the District research department and, as a result, the position of Dean of PRIE needed to be back-filled. Mike introduced Hillary as the new Dean of PRIE to the committee and IPC members introduced themselves. Hillary said she knew many of the members already having worked with them on various projects.

Review Summary Notes from the November 17, 2017 meeting

Teresa mentioned she had come late to the meeting but wanted the minutes to reflect she was there. [Minutes have been updated to add Teresa to the members list].

Approve District Strategic Metrics

Mike was hoping to get the feedback on the strategic metrics from IPC with the request they'd be taken back to members' constituencies for feedback so there could be a participatory government discussion about them. Jeramy's concern was SEP not making 100% next year and added that counseling was okay with 95%-100%. Mike said it was an aspirational target, and suggested 95% as a baseline and asked if there was agreement. The committee concurred. Fauzi said the biggest issue is finding a way to make the information a bit more accessible and said Classified Senate was in agreement with everything. John said they put it together pretty quickly and that it could use formatting for presentation and streamlining to make it more digestible. Jeramy asked if there would be metrics on part-timers. Mike said it's a relatively small percentage of our students but for the first go-round, there is ample data on the part-time students, so as everyone gets comfortable with this document, it will be extended to the other student groups. John agreed and said that the metrics program does allow for someone to change the criteria to enable views of all groups and see how they fare under each metrics set. He added that the three main groups have very different success rates and that for part-time students it takes longer to track their metrics. Since they all have very different

success rates, it takes a longer to track. John believes that will be included in the next iteration of the score card process.

Mike said the frustration for the state score card is that it captures an even smaller group of students and that they need a much clearer picture of what the intent is, and that a lot of CTE students get pulled into the work force pretty quickly. The board would like a richer set of metrics to go by, because students that are here part time are here for various reasons.

Gabby (student) asked if the target was normal or if we were going for a larger class size? She also wondered about the percentage of people who got degrees or transferred. Mike stressed that the learning communities need to be supported to help the students get through college faster. He mentioned that even if we do all we can for students, sometimes the life variable makes sure we will never be at 100%, although we should shoot for it.

Mike would like to make the dashboard more user-friendly going forward, and start tracking part-time students more. He said the feedback would help to direct changes on the metrics and will be incorporated into the data.

Puente Presentation

Krystal distributed the annual review data sheet. The focus was on goals and activities. The Puente program was suspended this year, and the program heads discovered that they needed to return to the original model which included a full-time counselor, 50% dedicated to Puente. The English faculty is currently being selected, and a counselor will be coming on board in May or June so that they can receive the requisite training.

Krystal stressed that the handout doesn't really adequately show the extent of what the program does. She suggested having some of the students come back to IPC to discuss the program further, since she doesn't believe the handout statistics cover the programs' true worth and effectiveness. She believes Puente has created a legacy for the college and largely affected the campus in positive ways. She believes the cultural identity and awareness training brings a lot to the campus and that it's hard to quantify in numbers. She would rather show their effectiveness, and gave the example of an entire family changing visibly because of the program.

John Kitamura offered a PowerPoint presentation (see handouts). He added that Puente has been at CMS for five years, with five cohorts. The program is also a national model at 64 community colleges. All of the programs follow a similar structure, always an English professor matched with a counselor. They work together in a year-long program with one student cohort, spanning several phases. They move onto phase three in their second year. The number of students grows each year. Many have gone onto universities. He stressed the success for Latino males who statistically don't do as well as women, but that Puente helps with that. He stressed community, the Latino experience in-depth, and

bridging of culture to the institution. He addressed the mentoring component as another bridge to the professional world. He mentioned as an example the Cesar Chavez garden the students work on, and other examples. Puente is a transfer-focused program and academically rigorous, which is giving students the skills to succeed when they transfer.

Mike concurred that the Puente events were impressive. Mike asked what the qualifications were for Puente and John said they were revisiting it, and checking the state-wide model to see if they need to make any shifts.

Jeremy reminded IPC that we have decided to do learning community presentations every two years, rather than annually.

Changes in PRIE

Mike had already introduced Hillary so no questions were asked, and the meeting moved on.

Approve Textbook Taskforce Charge & Membership

Laura distributed a Charge Handout on the Textbook Taskforce (see handout). The handout is a proposed charge for which Laura had gotten feedback from Classified Senate and others. She mentioned that they want to be aware of steps faculty have already taken regarding things such as online access, etc. She wants to develop a program to determine what is available for each discipline. They want to see what's out there and work with faculty and the bookstore to promote student awareness and examine all options. She feels most faculty want to make books less expensive, and many already have plans in action. The proposed timeline is to gather information between now and January/February to present later.

Mike asked if for the student panel they can get students from across disciplines, and online or classroom. Laura agreed that they were indeed doing that. She proposed an update for a Flex day in March. Also, in March they want to do a student survey. She said ultimately it is up to faculty how they want to implement any changes.

Jeremy said that statewide they are discussing low costs. Laura pointed out that was included on the handout. She emphasized that the target is low cost, not no cost.

Ellen said the next Flex Day is January 14th.

Mike thanked Laura and the Academic Senate for the work so far, and hoped not only to get resource costs down but to make this a culture of the college without sacrificing quality. He wants this issue put front and center as it's very important to the Chancellor's office. He also said the board is very committed to this issue. He respects that it's a faculty decision and hopes this will help make college affordable for students. Jeremy said many departments have already doing it.

Sandra added that there is a law that was passed that will be in effect January 1 that requires our web schedule to identify which courses have zero textbook cost. There is a logo/label to show which ones are and which are not; this is new and we haven't gathered the info before, and so she has been asking the professors which courses don't have textbook cost. This works per class, not by faculty. Faculty can offer options, and if one is no-cost they can use the logo as well. Sandra suggested we have a logo for low cost also, but that is something for discussion going forward.

She said that there was no logo for this spring semester but will be up to speed next semester.

Distance Education Coordinator Introduction

Paul Hankamp distributed a handout (see handout) and introduced himself as biology professor online, web-assisted and lecture lab courses coordinator. He said he became interested in the position because he really wanted to work with Erica and cares about developing online content and help make everything more accessible to students. He will be filling in for Erica while she is out on maternity leave.

It's a brand new position and many may not know what it is. His top goal is to provide peer to peer support. Paul will be using Canvas mostly, and working with Erica to develop the DE website, which will be cleaned up and hosting videos and tutorials that will be available to be used online for courses. He will also be working with Curricunet to work on courses with faculty. In addition, Paul also co-chairs DEETC. He also attends virtual meetings with the chancellor's office and DE coordinators with sister colleges.

The first big public event Paul will do is open office hours for faculty or staff who need support around campus on January 11th. He will be making the rounds to committees and division meetings beginning next week as well.

Madeleine asked if all colleges were pooling resources for DE and Paul talked about structured training, adding that when the Canvas transition happened that didn't carry over, but it is being addressed. Jan asked how the other colleges addressed the Canvas change and Paul said that instructional technologists took care of it. He mentioned some resources for best practices which are available which are cheap or free, which is another resource he points people toward.

The DEAC meeting will be in January. Paul is hoping to bring the information from that committee back to the college.

Announcements

Sandra explained the process that we have for prioritizing full time faculty and instructional equipment. She believes it's quite transparent, and it has worked well in the past, and thought it was fine this year. But the full time positions are more difficult and there's not enough money, so they pitch

based on the prioritized positions. When Joe Mangan came to IPC concerned about the process at the previous IPC meeting, he felt there was confusion. Sandra asked the division to get together with Andreas, and that there was full support for the position of football coach. She said the football coach position is approved to go forward. If there are more retirements, they will move down the list. An announcement is forthcoming.

Teresa asked please asked people to notify their students of library extended hours and therapy dogs on Tuesday.

Mike said that CSM was recognized by state senators at a meeting last week as a CTE Star. Within the metrics used, CSM was the only college to achieve this across five different sectors. He complimented the faculty involved with CTE.

Student government is having their relaxation week next Tuesday, Wednesday and Thursday, and refreshments will be served and there are events for night students. The regular event is from 11-2 outside Building 10.

Meeting Adjourned: 2:11 p.m.