

**Institutional Planning Committee (IPC) Meeting**

**Friday, October 20, 2017**

**1:00 – 3:00 p.m.**

**College Heights Conference Room, B10-468**

**In Attendance:**

Members: Juanita Celaya, David Laderman, Fauzi Hamadeh, Laura Demsetz, Anniqua Rana, Jeramy Wallace, John Sewart, Michael Vargas, Sarah Mangin, Katie Bliss, Katrina Relos, Mark Helsel, Colby Riley, Kim Lopez, Rich Rojo, Lizette Bricker, Elnora Kelly Tayag, Ron Andrade, Ellen Young, Allie Fasth, Kristi Ridgway, Mary Vogt, Madeleine Murphy, Annie Theodos, Mike Claire, Allie Fasth

**MEETING SUMMARY**

Next Meeting: November 3, 2017

**Welcome and Introductions**

Kim opened the meeting and explained we had a lot of presentations today to fit into 2 hours.

**Review of the Agenda**

All approved.

**Review Summary Notes from the October 6, 2017 meeting**

**Presentations from Honors, Project Change, Supplemental Instruction, Year One and Promise Program**

**Honors Project:**

David Laderman introduced the Honors project update. He mentioned that John Sewart had some data that he has yet to go through which is not included. David read the mission statement from the website (See Honors project [Mission Statement online](#)). He wanted to emphasize that it was measured more holistically rather than quantitatively. David switched to the awards and presentations page to demonstrate the things that students have done within the program and to give a good concrete sense of what the honors program has accomplished over the years. He also addressed the alumni page which shows where students have gone

after completing the program; some don't complete the program because they move on, but he sees it as a sign of success for those who have moved onto universities. He says 14 students in total have completed the program.

He also addressed the [participating foundation course faculty](#). These are the people who work with students within the program. He emphasized how much buy-in there is on the campus for the program. Every spring they bring students to a consortium; this past spring a student who transferred to Stanford was a keynote speaker, and the 3 top student presentations were given to students at CSM. All three college honors programs have a great synergy together. There is a showcase in December for students to show the projects they've completed. David went onto talk about the Labyrinth, which just won another national top prize. CSM was one of 2 colleges who won in a competition which included both two- and four-year colleges. In conclusion, David said he plans to scale up the program because of its success.

David introduced some students to say things about the program to IPC.

Rob Komas said that we need to change the culture, and thinks there are some bad things that still go on at CSM, but that the Honors Program is one of the good things that go on at the college. Rob teaches the program's science seminar.

Kim Lopez asked John Sewart how much data he had to share. He said he had the basic metrics, and distributed it. John explained the data on the handout (see Honors Student Data handout).

David concluded that most students come to the program as high caliber, but we'd like to give more students a chance to get there, especially by partnering with the other programs, such as Umoja, etc. and then they can come to the Honors Program in their second or third year.

### **Project Change:**

Katie Bliss presented Project Change program. She said she is always impressed by the students as leaders. She [played a 6-minute video](#) for IPC. She said the video spoke to the dedication that the college has and that it's one of the only programs of its kind in the state. Katie explained how the classes are being presented at juvenile hall and preparing students to get ready to take classes on campus. She highlighted Nick Jasso, second year Project Change Student and Student Ambassador. He was part of the first cohort and was mentored by David Laderman. Nick has studied abroad and completed his EMT certificate and served in Americorps (see PowerPoint). The students really want to give back; they want to talk to other youth and have become a service-oriented community. Most students who have been incarcerated have a disjointed experience. When incarcerated the quality of education received is not great, so students fall behind, and the graduation rates are horrendous. So for the students to get to the point where they are now is amazing (See Breaking through the bars slide). Most are doing well and the peer

mentoring takes care of the students who are struggling. She talked about the donors from within the community and how they have the students gradually build up to 12 units since many work full time and either support families or contribute to them. Some students from the program last year earned certificates.

### **Supplemental Instruction:**

Ron Andrade presented for Supplemental Instruction (SI). He distributed a data sheet (Annual Review of Current College Initiatives handout) and broke down the data. Last year there were 26 SI leaders and this year there are 42. The goal is to expand SI into other divisions as it works better with some classes than others. He explained how review sessions worked and the challenges of getting some students engaged on that level. Ron offered to answer questions.

Mike said he was floored by the success rates, especially in math and science, and inquired whether the data was being shared with faculty.

Ron said they do share with faculty at the end of the semester. Mike thought it would be compelling information for students too.

Kim asked why the numbers had nearly doubled since last year and Ron said that some of that was part of the roll-out plan. The plan for the next 3 years is to hold steady at about this level (42).

### **Year One:**

Allie Fasth presented Year One's initial data (see handout – Annual Review of Current College Initiatives). The first cohort started last fall so there is limited data. But there are some good anecdotal things. The program consists of academic and social aspects (see handout). Trying to offer students the opportunity to get entrenched in the community one way or another. Some are ambassadors, some get engaged in clubs.

The first cohort was initially 48, now this year it's doubled at 94. The majority of the students could not take 12+ units in their first semester, but most increased in their second semester. They all take a first year seminar course which supports them across the disciplines they are taking by teaching them strategy. Across all four sections, all students are reading the same book, e.g.

The other ways they've tried to support (see page 3) is they have 4 faculty teaching it and strong library sponsorship. Allie stressed collaboration with the library. She believes there is so much opportunity to grow the program, for students to start clubs, etc. and is excited about how creative the program can be.

Jeremy feels Year One is the Guided Pathways' foundation and said he was exploring with Allie how to make some connections.

Laura asked about how the different disciplines work.

Allie explained that right now, students aren't selecting their area of study and that eventually that could change.

Laura asked what do we do with the students who are struggling and dropping class?

David suggested accelerated courses for someone to get to the second half of a semester.

Allie said that counseling is helping in this regard, and working with students, as she is doing presently.

Mike commented credited David with the name "Year One" and commended Allie and her colleagues on doing such a great job. He feels the next step is to expand the 'year zero' aspect and start the momentum even sooner. Another next step is to continue to build it; he mentioned retention specialists because of the workload for the learning community leaders.

#### **The Promise Program:**

Lizette Bricker distributed four handouts (brochure, SMCCD Promise Scholarship Program, stats, Annual Review of Current College Initiatives) and went over the handout.

Laura pointed out Skyline doesn't have the county requirement.

There is no success data because this was the program's first semester. Lizette was very pleased with the high rate of enrollment for first generation students.

AB 19 means they will need more outreach to get FAFSAs earlier and connect earlier on in general (reach out to high school students). She would like to expand to the other learning communities and collaborate with other groups to help for an easier transition.

As a response to a question by one of the students, Lizette explained she wants to see the cost to the district in order incorporate it into financial aid.

Fauzi asked if in the e textbooks issue was addressed here and Lizette said it was. She added that so was food and transportation, etc. are other issues being addressed.

Another member asked if there was flexibility about attending other colleges in the district and Lizette said yes, that is the goal.

Mike added that all 3 colleges are probably adopting many of the same 'best practices' policies in this regard.

### **Approve Revised Mission Statement**

Fauzi presented the new CSM Mission statement (Version 1). It's what the task force developed initially. IPC said make it shorter, punchier & aspirational, instead of driven by accreditation. (see handout). It wasn't distributed, but David read it aloud. He asked Colby what they had discussed. Colby said that no one really knew the definition of equity in the context of the statement. David said after he got feedback and he thinks it's a bit wordy and jargon-y and thinks it should be simplified and streamlined and accessible while still retaining the meaning.

Fauzi read the new one to IPC to see what they think. Colby said by shortening it, it might dull it down too much. He felt the need for inclusion of the word "equity". Jeremy offered that during the editing process, focusing on equity, perhaps people don't know what equity is. That was his only concern with the new version.

Mike said he's fine with either statement, but that we have an opportunity to fold in other things within the statement; just something to keep in mind. Collectively somewhere we have to meet the accreditation requirements as well, and he thinks we can do that with related statements.

Fauzi mentioned that our diversity statement could also use updating as well.

Kim asked what the task force's plan was at this point. Fauzi thought it would be good to hand it out to the constituency and bring the feedback back to the task force.

Laura suggested sending the whole thing out to constituency (the mission statement and subs underneath it).

Colby liked the emailed version (v2), and disagreed that we need the entire thing (the subs) in order to work on the main statement.

Kim said she thinks there is a lot more to flesh out, so requested the task force to bring us another draft at the next meeting, starting with the V2 (email) version to see if we can come to a consensus.

### **Discussion on Textbook Reduction**

Mike discussed the text book initiative. He spoke about how AB19 passed and helped, but there are a whole other range of costs to students, and a key one is text books. So the board is

looking at costs of food/transportation/housing and books. The one they have most direct control is textbooks, so he asked the group to create a task force to reach out to the constituency (headed by Laura Demsetz) to form a coalition to work on solutions. He asked for some realistic strategies that CSM can implement to reduce in a significant way the cost of textbooks. He also requested that students be on the task force. He stressed he'd like to get moving on it right away. Elnora had some suggestions and Laura also said there are good ideas everywhere and that it's been known for a long time, and faculty is already doing a lot with textbook cost reduction, and knows of a lot of classes that have already reduced. So there is already awareness, but also need to look for what more needs to be done. Laura added it's a bigger situation than just the textbooks.

Mike added that the Board of Trustees is right on top of this and very supportive of the drive to get the costs down and be as strategic as possible and that it should be a specific goal of this college.

Laura requested a co-chair and also that it be faculty and library. She requested that James and Jeremy be on the committee. She also requested that she have student representation on the task force as well.

Kim suggested giving Laura time to get the task force together. Mike suggested classified staff should be on it, and Kim said it would be a discussion item on the agenda.

**Meeting Adjourned** at 3:10 p.m.