

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

**Friday, April 20, 2018**

**1:00 – 3:00 p.m.**

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

Members: Paul Hankamp, Lizette Bricker, Allie Fasth, Jeremy Wallace, Sandra Stefani-Comerford, Richard Rojo, Hilary Goodkind, Kim Lopez, Ludmila Prisecar, Jia Chung, Andreas Wolf, Kristi Ridgway, Danni Redding-Lapuz, Madeleine Murphy, Laura Demsetz, Ka'Ryn Holder Jackson, Kelsey Harrison, Elnora Kelly Tayag, Paul Hankamp, Erica Reynolds, Teresa Morris, Mary Vogt.

### **MEETING SUMMARY**

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

Lizette wanted to move her presentation to 2 p.m. and Mike Claire is absent so his presentation was cancelled. The rest of the agenda was approved.

#### **Review Summary Notes from the April 6, 2018 meeting**

Minutes were approved.

#### **Update on Year One Promise Program**

Allie Fasth presented a recap of the Year One program. This year CSM had 100 students. Next year the Promise program will be integrated with Year One to make the Year One Promise Program. The goal is to increase the cohort. CSM's program will emulate ASAP out of CUNY which has shown amazing results. Skyline has begun replicating ASAP to some degree already. She also distributed a handout covering the Year One Promise, showing what students will receive through the program and what it will entail, and how it compares to the CUNY model. She emphasized the counseling piece which will be intensified and the assistance with book expense. Lizette distributed another handout which lists the steps on how students can apply. Allie mentioned they are the heavy recruitment phase of the program presently. They already have 588 applicants. It's also open to students outside of the county but who are residents of California.

#### **Update on International Ed Ad Hoc Committee**

Danni Redding-Lapuz presented their first International Student Task Force report. The report covers the vision and goals within the task force. The task force was started in order to be more proactive than reactive. CSM has had foreign students since the 1950s, which is not well known. The report has a timeline showing the history of international students here. CSM has a 640% increase in international student enrollment since 2012. Recruiting has helped raise CSMs numbers especially for Nepal and Myanmar students. There was more information in the report, such as breakdown of majors and countries where international students come from. She also covered the challenges and needs of international students that have come up from polling. The geopolitical climate has also impacted many students. She asked if anyone was interested in becoming an advisor to any of their groups. She mentioned that there are many needs, especially an emergency fund to help students in crisis.

Kristi discussed the staffing challenges, needs and actions. There was several minutes of discussion about the support on the instructional side. Kristi went on to discuss professional development and Danni discussed institutional inclusion and equity, and next steps, which includes a list of actions they need help with. Danni also stressed the need for communicating with the rest of the campus in order to answer questions that arise around international students, as well as the need for more integration between international students and the rest of the student population.

Kim Lopez asked them to check in with her for a plan moving forward. She also provided a list of contacts for meetings with other departments and committees and asked them to report back afterwards.

### **College Index and Targets Discussion and Reflection**

Hilary Goodkind gave an overview of the College Index, which historically has been used for accreditation purposes; its use, audience, etc. and said the district is also collecting information and data gathering, so the index may end up becoming less important than some of the other data IPC is collecting. She also reminded IPC that there will be an upcoming discussion on the EMP data which will be parsed soon and brought to future IPC meetings. Kim emphasized that it may not be necessary for us to spend a lot of time analyzing the College Index moving forward.

### **Program Review Equity Update**

Jeremy discussed the faculty perception of program review, and how it is being revamped in order to address some of the issues. He distributed a draft program review form. Mainly, lots of question changes with regard to equity and a focus on equity throughout. The results were moved to the front and several questions were eliminated. Madeleine explained the

assessment portion of the PR process. Jeramy added that there will be training to cover the changes since there are so many.

### **ACCEL Update**

Kelsey Harrison presented the ACCEL adult school program along with Ka'Ryn Holder Jackson. They discussed the programs that students tend to take who are not looking for a degree but for professional development or to earn a certificate, etc. Kelsey stressed that they want to rebrand the adult school and include a new marketing campaign and outreach. Ka'Ryn talked about some of the workshops they held.

### **Announcements**

No announcements. Meeting adjourned at 2:57 p.m.

Next Meeting: May 4, 2018

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

**Friday, October 6, 2017**

**1:00 – 3:00 p.m.**

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

### **In Attendance:**

Members: Sandra Stefani-Comerford, Ludmila Prisecar, Jan Roecks, Alicia Frangos, Katrina Relos, Jeramy Wallace, Jia Chung, Sarah Mangin, Elnora Kelly Tayag, Laura Demsetz, Teresa Morris, Fi Tovo, Mike Claire, Jeremiah Sims, John Sewart, Sarah Mangin

### **MEETING SUMMARY**

Next Meeting: October 20, 2017

#### **Welcome and Introductions**

Jeramy oversaw the meeting as Chair Kim Lopez was out. New member Sarah Mangin introduced herself. Everyone else introduced themselves as well.

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

Approved by consensus.

#### **Review Summary Notes from the September 15, 2017 meeting**

Laura said Lifelong earning should be lifelong learning (correct). No other objections were made.

#### **Review Guided Pathway Self-Assessment**

Sandra presented the Guided Pathways Self-Assessment Tool. This has to go to the Board of Trustees next Wednesday, so she asked for approval from IPC today (see handout). Sandra explained workshops, and the presentation was on self-assessment tools. Sandra presented a list of names who make up the design team, comprised of faculty, since Guided Pathways is faculty-driven. These faculty come from different disciplines and will be the ones leading the workshops.

The process begins with the self-assessment. Sandra explained the Key Elements, 1-14. The design team have put indicated in all of the element whether they are in pre-adoption, early adoption, in progress, or full scale. Most of them will be in early adoption. Based on input, the team feels as a whole, the program is in early adoption.

Sandra asked people to contact Anniqua Rana with any questions, concerns or comments. Anniqua needs to receive any feedback by Monday or Tuesday, because Wednesday is the deadline to present the program to the Board.

Sandra requested action on this. Jeramy asked if anyone had any objections to presenting this to the Board of Trustees. No one had an objection. Jeramy announced the consensus was that it should go.

### **Presentations from Umoja, Mana**

CSM Mana Program presentation by Fi Tovo (handout)

Fi thanked PRIE for quantitative data used in her presentation. Fi talked about the high rate of previous drop-out rates and spoke about how the retention rates had increased in Mana. She said she forgotten to account for students who graduated (where the asterisks are). (See handout). She explained that Pacific Island and Oceania studies program is a new certificate and asked IPC to look at the success rate of the program, especially the retention. Her push is for the success rate.

Regarding Mana Goals – the first cohort was 2017 Mana graduation. They decided to go above and beyond the classroom with specialized programs, utilizing the village resources and working strategically with the learning center and ethnic studies department. They are also happy with the specialization certificate. She is also collaborating with San Diego and are bringing them up for a site visit. Mana preview day is their program’s outreach for high school students. This is the third year doing Earth Day outreach as well. They have a certificate of achievement as well. Colleges are reaching out to ask them how our AA degrees guided pathways resource outside of 2-year work. Another accomplishment is the 30 student cohort. Mana has made curricular shifts in the classroom, collaborating with learning center. Fi spoke about Pacific Islanders identifying as a learning community and how many don’t realize this. It opened up the discussion about identity, such as “first generation, ‘marginalized’ ‘culture capital.’ The challenges are that student population (Mana are around 50) need support to scale up. There is also a need for research materials and dedicated space to support the Mana certificate program; she suggested using the library since she feels it already has what they need. She believes CSM has opened up more opportunities for students. She read the end statement, it takes a village, collaborating, etc. and offers to collaborate across campuses. She asked all faculty to embrace it and the institution as well.

Mike pointed out that data he had predates it, and just the course success rate was 50% but the numbers have improved 10%. He also liked what she said about collaboration, and as the programs are built, he appreciated Fi mentioning the learning centers, math/science, STEM, etc. since those are also part of the identity. He added that it would be great if the student transfers could be captured, since it seemed like a lot were at the transfer ceremony. He asked what action IPC plans to take. John added that he hadn't previously had time to do some of the data, but it will be added at a later time.

Fi pointed out that she is a collaborator not by choice but the new opportunities have given her that resource.

Laura thanked her for her leadership and commended her for working as a team and pointed out the reasons for lower cohort now.

Jan complimented her on her thorough job on her report and said it helped IPC and the college that she has put it together for us moving forward and reiterated collaboration.

Jeremiah wanted clarification on what that collaboration looked like.

Fi responded that to make a reformed changed means to attack the instructional cohort. She spoke about shaping the curriculum to the students. Culturally-relevant curriculum should be addressed; students go home to gentrification. She spoke of articulating that to her students and the Mana program continues to use that. She added that when students are given that space, change will happen.

Jeremy talked about Sparkpoint as relevant. Mike said we got outreach from United Way to start a Sparkpoint program. The tough part of it to solve is housing the program.

### **Umoja Presentation – Annual Review**

Jeremy Wallace presented the review. Umoja is a learning community mainly for the AA community, it's an afro-centric program, all African, and African American culture. There are currently 32 students and 34 continuing from the previous 3 cohorts. Many of them are in the Umoja club for an active number of 66 on campus. 24 have graduated and/or transferred, 13 have left CSM for another CC (often because of housing). 6 students were dismissed (grades or withdrawals). 25 students are untracked, etc (we don't know about them, probably dropped out) (Unknown status). 4 faculty support the program. 18 units of reassigned time for the entire year. (see handout).

Quantitative data came from PRIE.

John explained the retention data. All retention means is that a grade was received, no matter the grade, and not success rates, but since following state metrics, that's what was used. John clarified it was all courses, because Laura asked if it was just Umoja courses or all courses.

Jeremy explained the Quantitative data (see handout). Jeremy was happy with the 54 degrees awarded.

Alicia asked about the six students who were dismissed. Almost always students can be reinstated, so she wondered if Jeremy knew they were gone, and wanted to talk with Jeremy later about it.

This year is the first Escalation Workshop (by One Love).

A lot of the Umoja students are speaking at conferences. State-wide conference in LA we had 3 students speaking there last November for example.

Most of the rest of the activities are the same as previous years.

Goals – would like to extend the cohort and touch all African American students.

He wants to create a second year Umoja program. Dr. Gaines & Jeremy are developing a Black Leadership course resulting in a community based services.

Expanding the mentoring program to the community is another particular aspiration, which includes reaching out to the community (Genentech, etc.). This is one of the biggest goals of the coming year.

Jeremy went on to talk about the Accomplishments and Challenges (see handout).

Students are more likely to graduate and transfer through Umoja than not. He would like to double CSU numbers. He believes Umoja is becoming more known throughout the student body and also attracting more non-African American students to the clubs and cohorts. A lot of black student leaders are talking about Umoja, but still he'd like to get more students involved to increase retention.

PRIE data shows cohorts are getting better and better, and Jeremy said that the program is getting stronger every year.

Jeremiah offered to be involved.

Ludmilla asked if all the coordinators of the different programs ever get together to discuss common issues. Jeremy said that they do and that they also want to work with a retention specialist.

For the first 3 years of Umoja, the time was split between he and Dr. Gaines and the reassigned time gets used up by student crises which made it hard to manage the program.

Jeremy believes a retention specialist can devote 100% to student needs.

Mike said it's tough to work in a learning community and put yourself out there to the students, and he wanted to personally thank Jeremy Wallace, Dr. Gaines, Jeremiah Sims and Fi Tovo as the kind of people CSM needs and wants. Jeremy responded he was happy CSM gives them a platform.

### **Review Integrated BSI, SE/SSSP Plan**

Jeremiah discussed the integrated plan. They have met in small subgroups to complete the plan (shown up on the projector). He presented the executive plan (see handout).

Jeremiah said that the cohort model is working well for the learning communities and that's something we need to iron out at scale, but the efficacy of marginalized students working together as minorities is good. He spoke about a study that was done with same test scores coming into Berkeley. That study has been used to support the strength of cohort learning for marginalized students, and what is taking place in our learning communities supports that.

Laura talked about separating features of the learning community between cohorts and additional resources. Jeremiah said he thought that students working together is more successful even than the other resources.

Jeremiah wants to implement learning community programs campus-wide.

Jeremiah added that a student asked him about microaggression, and he is planning on addressing it.

Jeremiah said the summary is addressing issues campus-wide. Systemic structuralized barriers students face need to be addressed.

He went on to say that he reframed the conversation and instead of paying attention myopically to achievement gaps, he looks at opportunity gaps instead, basically addressing the disease and not the symptom. The opportunity gaps are from structuralized inequity.

Jan said a comprehensive report like this has not been done before and this is the result of that, for three different programs together.

Teresa asked about guided pathways being foundational and wanted to know how it's woven in later, as an initiative or home-grown ideas. Jeremy offered that Anniqua was the one that designed that part of it.



Jan added the team was talking a lot about pathways which is a recurring thing and Jeremiah added that exemplified the kind of collaboration we can do on the CSM campus.

Teresa added that the pathways is a fundamental necessity for success.

Jeremiah says the highlight is on equity.

Jan mentioned there is an intermix throughout Guided Pathways.

Laura had concern about the two-year plan aspect and said she would ask Anniqua.

### **Update on Board of Trustees, Strategic Goals and Metrics**

Mike presented a document that the Board of Trustees will need to adopt, and which will be finalized in a month (see handout).

Mike said that although he's a numbers guy, it's the students behind the numbers that actually matter, and it's anecdotes, stories, etc. that have an effect on the numbers. If we do our jobs well and put programs in place and connect students with the resources they need, the numbers will follow.

Regarding learning communities, there are things CSM learns that help our hypermarginalized students, but the most significant professional development thing he discovered a few years ago was that some students had no resources.

Mike stressed the need to reach out to students in high school, even reach down to the middle school level. Every one that come to CSM needs a sense of connection, and we need to give them direction and momentum. He realizes they change majors, etc. but students coming to us realize they need a diploma to make it in this part of the world.

Mike brought up Year One and has a sense of what we can offer, such as Umoja or Mana, but some way they should be connected to us significantly and if we do our jobs right and make a curriculum culture the numbers should improve, and the students behind the numbers will find success.

He referred to the metrics across the district and said that they were trying to break down the metrics to one page that everyone could refer to. They are tied to strategic goals that the Board of Trustees has set. He mentioned that after having attended board meetings for 12 years, out of all those meetings, the last 24 are the first time they spoke about equity, student success, student achievement in a significant way. CSM has these programs because we got innovation programs from the board, and they are where the funds come from. So it's reasonable for them to expect us to report back on how we're doing.

On the Board's site, there's a link to the strategic plan and anyone can see this report and disaggregate it further by other criteria.

All 3 colleges have innovative programs, and every couple of Board of Trustee meetings, CSM is doing as well if not better than the other 2 colleges. We could be doing worse but we also can be doing better. He asked that we take the document back to our constituents and look at the targets that have been established, and use the best professional assessment and be realistic. He says there are some nuances (e.g., metric 1.4). He said that he appreciated programs for changing based on the information.

Mike said the numbers are lower than the other 2 colleges is because we have a higher number of international students, etc. You can actually change the dashboard on it by clicking down and finding the reasons behind the data.

He asked that constituency groups report back and let him know if they are in the ballpark, and will ask us to look at it again before it's adopted by the Board. The Board has seen this first draft, which is a work in progress. He wants to get it done by the end of the semester.

Jeremy asked when he wants us to bring it back to IPC. Mike said by the end of November, if that's possible depending on whether people can fit it on their agendas.

John said the definitions are also on the dashboard.

Mike asked that groups have their questions ready when John comes to visit their group.

**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 Fath 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.



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

**Friday, November 17, 2017**

**1:00 – 3:00 p.m.**

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

Attendees: Mary Vogt, Jesenia Diaz, Alicia Frangos, Laura Demsetz, Joe Mangan, Fauzi Hamadeh, Colby Riley, Kim Lopez, Ellen Young, Heidi Diamond, Annie Theodos, Jeramy Wallace, Anniqua Rana, Elnora Kelly Tayag, Jeremiah Sims, Teeka James, Ann Stafford, Katie Bliss.

### **Meeting Summary Notes**

#### **Welcome and Introductions**

Kim reviewed the agenda and asked if we could move the Textbook presentation to the end. Everyone was in agreement.

#### **Review Summary Notes from the November 3, 2017 Meeting**

IPC members reviewed the Summary Notes from November 3, 2017

#### **Writing in the End Zone (WEZ) Presentation**

Teeka James and Anne Stafford introduced the Writing in the End Zone presentation. Teeka has been involved with the program since its inception in 2004, and Anne has been a part of WEZ since 2009. Anne said that they have written about the program, but focusing just on reading & writing doesn't get to the heart of the program, so she presented a video that they had put together for the committee. IPC viewed the video, and handed out the written report. (See handouts). Teeka said one of the reasons they wanted to do it is because it's a relationship-based program, and that's why it has worked so well.

Anniqua asked about the students in the video who decided to become English teachers. Kim thanked them for informing us about the program, and asked about the success data for the cohort. Teeka said they have data for years, which is broken down on the handout.

Jeramy asked if we can review learning programs every two years instead of every year given the work involved. Kim suggested we do them on the off program review years and agreed that it's a lot of work to do every year.

#### **Approve Revised Mission Statement**

Alicia distributed a draft copy of the mission statement. Fauzi said there has been some feedback, and is concerned about values statements to buttress the statement. He explained that without supporting value statements, this current draft of the mission statement presented at IPC might not be enough, so he asked for feedback from IPC with the intention to then return it to the task force and include the values & visions statements before it goes out to constituency. The task force is currently still working on the values & visions statements. Fauzi sees this version of the mission statement as a jumping off point for the visions & values. Kim agreed that a mission statement needs to be only a couple of sentences, and that it's a good idea to keep

it short and then bring the values & visions statements with it back to IPC in early spring. The Strategic Plan and Participatory Governance processes will be revisited then as well. Kim asked when they'd like to come back, and Alicia and Fauzi suggested mid-February. IPC approved the mission statement process and that they will be adding the values & visions statements and bringing it back as an action item to the February 23 meeting.

### **Update on Textbook Task Force Membership**

Laura said that most of the task force has been assembled, with 6 confirmed faculty and one pending request. If that comes through, she thinks they'll have a pretty good representation of the college. They are getting representatives from learning centers where students interact. Task force so far:

Faculty: Sylvia Aguirre-Alberto (Counseling/EOPS/MCC), Donna Eyestone (DGME/CTE), Cheryl Gregory & Lena Feinman (Math), Jon Kitamura (English), Minu Mathur (Sociology), Chris Smith (Biology), Lia Thomas (Library), possibly one more person from a CTE program

Staff: Lisa Clayton (Math Resource Center), Margaret McGugan (Writing Center), Joey Martinez (Learning Center), James Peacock (Bookstore)

Students: TBD

Administrator: Laura Demsetz

Colby said 8-10 students have expressed interest but they aren't confirmed yet. The committee will have a large number of students and the January flex day will have an activity by the taskforce in a meeting and will involve a student panel. Ellen suggested that we have a mixed variety of students from different areas of study, and Laura said she wants to hear students' experience with textbooks as way to get students to start thinking about it. She said she's emailed Mike the charge, and is waiting on a confirmation.

Laura requested that Fauzi and Jeramy allow her to add three to four co-chairs that are faculty and students. Assuming she has a charge, she can move forward with the timeline. Kim asked about the timeline and Laura agreed with the request once a charge and committee members have been identified and approved.

### **Update on Faculty hiring Process**

Laura (speaking for Sandra) said fulltime faculty requests were reviewed through resource requests; this is the first time they had a space for comments on special faculty requests, and are handled differently in different departments. On November 7, committees met and the positions were submitted to Cabinet. Based on review of retirement, or other factors, she thinks five positions will need to be filled, additional positions were identified should there be additional retirements. The reason for the accelerated timeline is to post the positions as soon as possible. That's how it worked in the past; this time it worked differently, and Joe Mangin came to address IPC about that.

Joe Mangin from Kinesiology and Dance introduced himself and said that generally it is him or Mike Schmidt who submit their program review. He said he heard things from different people at different levels, and that it was his understanding that there has been campus dialog on pursuing at least two full time faculty for the Kinesiology and Dance division. He is concerned that these positions were not properly vetted with the faculty

and that they were not consulted re: full time requests and faculty needs. He submitted the resource request and this statement is listed in there. There was an extended discussion on the process between Laura, Jeremy and Joe.

The regular process includes faculty input at the division level and it's not a vote and happens differently in each division but didn't happen at the faculty level this year. Joe didn't feel the positions were properly vetted; he said he thought it was important to bring this to IPC's attention. He didn't feel like it had been discussed as extensively as it should have been.

Jeremy asked who submitted the resource request and Joe said he had.

Kim thought IPC's role is move forward to approving the process for the other four divisions and re-visit the Kinesiology positions. IPC agreed to move forward in approving the process for four positions.

Further discussion covered the need for more consistency of process across divisions. Jeremy said he wanted to talk to Sandra about revisiting the process for the Kinesiology and Dance Division and bring it back for approval to another meeting.

### **Update on Guided Pathway Initiative**

Anika passed around a key elements handout and did an overview (see handout). After going over it, she asked if Jeremy wanted to talk about the design team. He said the first step is looking at data and building the team and that they met last week. Anniqua said that the joint Academic Senate and Classified Senate meeting was well attended, Skyline presented their plan and people were enthused that the focus was on an equity plan and on a really strong pathway to getting students engaged and on meaningful pathways by building a strong foundation.

Jeremy reminded the committee that the process will take years. Kim mentioned a meeting with a consultant that backed that assessment up, and also added that the process is in inquiry mode right now, and emphasized how extensive the effort to change CMS' processes to further help students will be. She suggested that the design team will need to detect barriers and stick with the process, knowing it will take a good amount of time asking, answering and sharing out to figure out what this will mean for the college.

Anniqua mentioned that the foundation of the project is the most important thing and the other things will come along in coming years.

Fauzi said that the presentation that Skyline did emphasized how all CMS employees are educators, no matter what someone's position is on campus.

Kim said the interest has really grown and more and more people are coming into the discussion, and is happy so many more are joining in on it, and thanked Annika for all the work that has gone in so far.

Ellen asked what the design team building process is going to be and how they will make sure it will be representative of all parts of the campus.

Jeremy said the process will not be just interested parties, but also recruiting and inviting people from all departments.

Anniqa said originally there was a five-person design team and that has expanded to about 25, a portion of which is a logistics and will be very closely done with professional development.

### **Review Faculty, Staff and Student Campus Climate Surveys**

John passed around the surveys. (See handouts). He said the surveys are very broad-encompassing. PRIE does them in sync with accreditation visits and for the accreditation process. The current iteration of the Student Survey was done last semester, and classified staff this semester. They are largely driven by accreditation response. John went through the surveys and gave an overview/summary.

Teresa suggested going over the data in detail in the spring. Kim suggested IPC look at the document among the members, then come back and identify what they think is important, and point out differences, etc. compared to what we did three years ago, and look for any red flags.

Teresa suggest IPC workshop through different pieces of it and come up with different themes and discuss those as it had in previous meetings with this sort of data. She suggested breaking into small groups at one of the meetings and going through it more thoroughly. Kim agreed we could do that and then bring our findings back to the group for analysis.

Kim recommended in early spring IPC revisit the surveys and dedicate a large portion of an IPC meeting to do a deeper dive, and PRIE will provide the means for the committee to do comparisons and cross-segment comparisons.

John went through a couple of examples showing where he thought there were issues with and suggested we looked into those.

Kim agreed that we should look for places where we need to be better at transparency, etc. in order to improve what we're doing here.

### **Creating Pathways for Youth Incarcerated to Higher Education**

Katie wanted to share that our college will be co-hosting a conference. She handed out a flyer for the conference on creating pathways from youth incarceration to higher education.

Meeting adjourned: 2:42 p.m.

## **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 14<sup>th</sup>.

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 11<sup>th</sup>. 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.