

Institutional Planning Committee (IPC) Meeting

Friday, March 17, 2017

1:00 – 3:00 p.m.

College Heights Conference Room, B10-468

Members Attending: Ron Andrade, Sandra Stefani-Comerford, Laura Demsetz, Alicia Frangos, Jennifer Hughes (co-chair), Sennai Kaffl, David Laderman (co-chair), Teresa Morris, Ludmila Prisecar, Erica Reynolds, Stephanie Roach, Jan Roecks, John Sewart, Jeremiah Sims, Laura Skaff, Henry Villareal, Mary Vogt

MEETING SUMMARY

Review of the Agenda

The agenda was approved.

Review Summary Notes from the March 3, 2017 meeting

The summary notes were approved with one grammatical correction.

Review Program Review Themes

The committee reviewed the themes that were identified in each of the program reviews. Sandra Comerford organized these by program, key points/themes and the actual language extracted from each department program review. These were also reviewed at an Instructional Administrators meeting. IPC reviewed the themes and agreed that the following themes were mentioned frequently and constitute the prominent overarching themes:

- need for additional faculty and staff
- need for new equipment, technology, and space
- need for greater collaboration and communication within the college and with high school and community/business partners
- need for continued focus on student access, retention and success with emphasis on addressing achievement gaps; examine distance education offerings
- need for attention to enrollment, load and productivity, especially when below established thresholds
- need to examine college enrollment;
- need for continued professional development
- ?

Action: Jennifer and David will summarize these emerging themes and send back to the group to make sure that they capture the group discussion. These will then be distributed to the college community. David will also share them with the Academic Senate.

As IPC develops new objectives for each of the Strategic Goals, these prominent themes should be taken into consideration.

Review CSM Strategic Goals and District Strategic Goals

The committee reviewed the District's Strategic Plan goals against the existing CSM Strategic Goals. After thoughtful discussion, it was agreed that we would keep our distinct Strategic Goals, which are more specific than the District Goals. There were two minor changes proposed to the CSM Strategic Goals, noted in red below:

*Goal 1: Improve Student **Access and Success***

*Goal 6: Enhance Institutional **and Community Dialog and Collaboration with Community Partners***

Both changes reflect dominant themes that were identified in Program Review. In addition, all CSM goals can easily be aligned with the District Goals.

The committee was reminded that the Strategic Goals are included as part of CSM's Mission Statement. Thus, as we review the Mission and Diversity Statements (early fall, 2017) we will incorporate the revised Strategic Goals and submit to the Board of Trustees for approval. (The Board must approve any changes to the college's Mission Statement).

Action: Ron Andrade, Alicia Frangos, and David Laderman agreed to serve on the small work group to review the College Mission and Diversity statements. Sandra Comerford will serve as a resource to ensure that the Mission Statement complies with the Accreditation standards.

Review Table of Contents and EMP Tables for Additions/Deletions

Jennifer provided information to the committee regarding the approach for developing the new Educational Master Plan for the college. Jennifer recommended that we proceed with providing all the data elements that were included in the 2012 update, as it was very comprehensive and covered the data ordinarily contained in an EMP. That said, there were three areas where it was suggested that additional data might be useful:

1. Given the recent statewide emphasis on CTE (i.e., Strong Workforce), it was suggested that we should add additional CTE data. It may be beneficial to break out those occupational program data based on those that lead to degrees vs. those leading to certificates. It may also be helpful to update the top local employers. (John noted that we have historically provided Perkins data in the EMP.)
2. Given the establishment of SSSP and Student Equity plans, additional data to demonstrate our success in reaching the goals identified in these respective plans should be included.
3. Given the dramatic increase in International students, additional information about international students (e.g. #s of students, success rates) should be included.

4. With the establishment of the ASLT Division and the programs in this division (i.e., Learning Communities and the Learning Center), it was suggested that we provide additional data for the Learning Center and the Learning Communities.

John will incorporate this additional information when developing the EMP. The goal is to have the EMP ready in the fall for IPC review. These data will help inform priorities for the next several years. Ideally, these data and the themes from Program Review will help IPC identify new objectives and action steps for each of the Strategic Goals.

Project Proposal Guideline and Summative Evaluation

The committee reviewed the Project Proposal Guidelines document, which had been previously shared with the committee, but never approved. The goal was to develop a document for members of the college community to submit proposals and to have a mechanism for subsequent evaluation of these initiatives/proposals. The document has similar components to those found in grant proposals. In the past, there had been no established process for requests to start new initiatives/proposals. Furthermore, when IPC last evaluated the Learning Communities (Umoja, Honors, and Puente) and Supplemental Instruction, there were no consistent guidelines to give those making presentation to IPC. Thus, the committee agreed that we needed greater consistency for requesting and evaluating proposals. For this year, we planned to request that the Learning Communities, Supplemental Instruction, and Reading Apprenticeship coordinators complete Part 5 of the document (Summative Evaluation Report) and submit to IPC. In order to do this, we will need to revise this section a bit, since these groups did not submit proposals as they were established before we developed this process.

Concerns were expressed about:

- The frequency of the evaluations. Currently, the document indicates that proposals will be evaluated annually. Is this too frequent? Should the timeline be aligned with Program Review?
- The timeline for the current evaluation to take place. Must it be done by the end of the semester? Could we give the coordinators until early fall to complete the evaluation. (Note – The Business Office can work with the coordinators to complete budget information).
- The “message” that the evaluation might send to the Learning Communities. Might an evaluation result in a Learning Community being discontinued?

Action: Further discussion in IPC is needed. Committee members should review the Proposal Guideline document and be prepared to discuss at the next IPC meeting.

Merge BSI and Equity Committees

Jeremiah Simms presented the proposed merge of the BSI and Equity Committees. The merged committee would be named the Educational Equity Committee (EEC). There would be four working groups within the EEC, including an evaluation group, resource distribution group, Equity/DIAG group, and Basic Skills Initiative group. The working groups would probably meet monthly, while the EEC would meet twice per term. There will be lots of cross-over between the working groups, to prevent becoming siloed. IPC committee members had a few suggested changes:

-As the EEC is established, it might be beneficial to meet more than 2 times per semester. It was suggested that the EEC conduct three meetings per semester. Jeremiah mentioned that during the first hour of each EEC meeting, there would be a report out from each of the working groups.

-Rename the “resource distribution” working group. The name suggests that the group has the authority to distribute funds. Instead, they are a recommending body to Cabinet. It was suggested that this group be renamed the “resource review” group. Jeremiah indicated that they would be developing a rubric for reviewing resource requests.

Action: Jeremiah will take these suggested changes back to the group for further revision and then return to IPC. IPC approved the merge of BSI and Equity into the new Educational Equity Committee (EEC.)

Next Meeting: April 14, 2017 (Note: This is an additional meeting in order to review proposed IEPI goals.)

Tentative Agenda – Review of College Index – Propose IEPI goals, Review Project Proposal Guidelines

Program	Key points/themes	Theme section from Fall 2016 program review
Film	collaboration with other programs/centers; curriculum; equipment/technology; need ft faculty; prof dev	Film partnering/collaborating with other programs/initiatives (Mana, Intl Ed, Year One, Honors Project and other learning communities, DGME, etc) Film upgrading curriculum and equipment/technology/resources to proactively engage the everyday digital/electronic experiences of our students (ensuring more equ relevance) Potentially compelling need for another FT faculty Film and professional development
Chemistry	new teaching method; equipment/technology; communication w/in program; collaboration with learning center	A need to focus on programs that will directly impact student success and retention. New teaching methods (flipped classroom, on-line homework, use of SI or tutors) Incorporation of technology in the classroom (Chrome books, on-line resources). Centralized resources for all faculty for course content and institutional memory purposes. Improve communication between full time and adjunct faculty. Working with the learning center (e.g. SI instruction and tutor selection) to effectively implement programs that will directly impact student success.
Geologic Sciences	need staff (lab tech)	Student success continues to be lowest in oceanography, and it's too early to tell if the addition of an SI has been able to improve success rates. The current lack of the 75% physics/25% geoscience lab technician has prompted the need for duplicate sets of mineral and rock samples as well as a student assistant A temporary substitute technician is requested until we have a permanent technician again.
Physics	need to improve retention online; LOAD; peer tutoring, need staff (psc)	There is a need to increase retention in online courses. There is a need to increase LOAD in courses. This is best done by increasing success in first semester Physics 210 and 250. Plans to increase retention and success require: Expanding SI Expanding Peer Tutoring Hiring a Program Services Coordinator Many of these are now funded by the HSI STEM Grant that was awarded to CSM.
Modern Languages	LOAD; interaction with high schools	The Modern Language Department offers the equivalent of the first two years of transferable courses in American Sign Language, Chinese, and Spanish. The Department provides high-quality programs and services in response to the educational needs of our community. It is trending toward more ethnic, economic, and diversity. Assessment results for course-level SLOs are above 80%, indicating that students are able to demonstrate these GE SLOs in the content of our transferable courses. From the prior three years, the Department has a success rate increase from 59.7 to 67.3%. The three language programs successfully serve very diverse ethnic groups. As for distance education delivery mode, Chinese program has 5 online course with the overall success rate of 66.1% and retention rate of 84.4%. The consistently growth of the online classes is promising. The Department will work with the Language Arts Division Dean to form a strategic plan in increasing the enrollment rate/LOAD (WSCH/FTEF). The faculty members have strengthened the connections with the local high schools and is offering language courses to fit the local high school students' needs.

History	reading and writing skills; program-specific student services; writing tutors for all disciplines	The most important trend in this program review is the challenges that students have with achieving critical reading and writing skills necessary for academic and professional success, the need for additional program-specific support for student support services, and the need for writing tutors for students in all disciplines, not just students in English courses.
Mathematics	need full-time faculty; improve online/hybrid success; curriculum	<ul style="list-style-type: none"> - We need to hire full-time faculty with expertise in statistics. - We need another full-time faculty member with Mathematics Education expertise, since the only present full-time faculty member with Mathematics Education expertise is retiring within the next couple of years. - We need to hire another full-time faculty member who is a generalist and can teach the entire spectrum of courses, since the number of sections we teach is increasing and we are also anticipating an increase in the number of international students. - We are considering adding new accelerated programs, such as combined Math 110-120 in one semester (offered before, presently offered at Skyline and other colleges) and Math 225 (combined Math 130 and Math 222 in one semester; presently offered at Canada). - We want the online/hybrid courses to have a comparable success rate with traditional courses.
Disabled Students Programs & Services (DSPS)	need staff (several); need faculty	<p>The DRC is evolving and will streamline the application process, disability verification, accommodations and services to be aligned with the new Title 5 guidelines. The DRC is increasing program support and is planning on providing specialized tutoring services for math and English, workshops that focus on advocacy and executive functions, increased assistive technology classes and support. Outreach efforts will be ramped up with special attention to transitioning high school students.</p> <p>The following are the most pressing program needs:</p> <p>Increased support staff - A Staff Assistant is needed to efficiently and effectively serve the needs of our growing student population. We currently have one office assistant who manages all of the front office duties including all of the test proctoring, scheduling, file management, note takers, emails and phone calls and much more.</p> <p>Assistive Technology Specialist - to grow our assistive technology services which will help support students across the curriculum. This position will also have a pulse on current technology and turnaround time of alternate media production and will bring awareness regarding our services.</p> <p>Alternate media production specialist or IA is needed to provide books in alternative formats in a timely manner. We currently have one person filling the need of several positions. We recently lost our Learning Disabilities Specialist, we will need to have a plan in place to replace this position. Ideally, a candidate who can provide counseling services and learning disability support. Students often have to wait to see our DRC Counselor.</p> <p>A DRC Counselor is needed to assist with our large student population. In order to deliver services in a timely manner, we have to have appointments available.</p>

Music	need ft faculty, need staff (tech support, IA), add'l space	<p>1. The music dept. has worked hard to create curriculum and adjust curriculum where necessary to offer a Music AA-T. To continue to attract more AA-T music majors department needs to expand music offerings to include ensembles for string players and vocalists. It is important to offer a complete program to compete with sister colleges and other community colleges in the area. A full-time faculty member dedicated to this area of expertise would be the best way to achieve this goal. See faculty request for more information.</p> <p>2. There is a gap in technical support for the electronic music and traditional music programs as well as the DGME digital audio course and potential future courses. The production and recording studios in B10 do not have sufficient technical support. Also, students working in these facilities when instructors are not available sometimes need assistance. Music programs need reliable support for music events in the theater, choral room and the campus venues. There will be an increase need for support with the radio station. Faculty recommend hiring a dedicated specialized technical staff to address these needs. See staff request for more information.</p> <p>3. The music department needs additional staff support. There is a myriad of responsibilities and duties relating to running a music department that go beyond curriculum and classroom. We need to monitor ensemble instruments, music recording equipment, a music library, a computer lab, practice rooms, and electronic and acoustic piano. We produce countless concerts on and off campus every semester which involve extensive rehearsals out of class, promotional activities (poster production and dissemination, media alerts, concert set-up, lighting, recording). We have a concert choir and individual performance classes that need an accompanist. And, we have students taking skill-based music classes that need a lot of support and one-on-one assistance outside of class that go well beyond office hours. At present, there are just three full-time faculty taking on these and other responsibilities. These tasks would be more appropriately and efficiently handled by staff, leaving full-time faculty time to work on outreach, expansion, and curriculum matters. See staff request for more information.</p> <p>4. The music dept. needs a dedicated piano room in Building 3 or similar, to free up the only other instructional classroom in Building 2. Using a classroom for the keyboard was supposed to be a temporary, one semester situation and yet has lasted over seven years. In addition, students need additional ensemble rehearsal space. The lack of facilities in our department is creating a situation where our groups are forced to rehearse in substandard locations, including a storage closet, and a second storage room. Expansion of our program is hindered by the lack of space with which to conduct classes and rehearsals.</p>
Communication Studies	high retention, success, high LOAD; staff (IA2)	<p>1. COMM Studies has consistent high retention and success rates, and low withdraw rates.</p> <p>2. COMM Studies has been efficient and productive with higher LOAD than division average.</p> <p>3. The one key program issue is the need for a full-time Instructional Aide II for COMM Center after the loss of our full-time instructional aide due to managed hiring year. COMM Center along with Learning Center serves a huge number of students. In Spring 2016 COMM Center served 560 unique visits, 7702 repeat visits, with Learning Center serving 10,000 unique visits, and 39218 repeat visits. The department has co-requested with the Learning Center a shared Instructional Aide II.</p>
Child Development Center	need staff	<p>The Child Development Center is funded by Federal and State agencies with a number of compliance mandates and on-going reporting requirements. Due to a shortage of staff, program efficiency is compromised. Vital components of the program such as, family engagement and staff development, cannot be fully implemented. A need exists for a full-time office assistant to manage office operations and assist in the collection of data required to meet funding terms and conditions of contracts and assist in completing required reports.</p> <p>Staff needs planning, meeting and reflection time. However, due to the current staffing structure and classroom staff-child ratio requirements, scheduling adequate time is not feasible. A part-time student assistant is needed. This position would support workforce development by providing the student with professional experience and help to create a staffing structure that would allow teachers to successfully complete their required job responsibilities within their daily work schedules.</p>

<p>Communication Studies Resource Center</p>	<p>reduce opportunity gaps; bus service to campus</p>	<p>The draft of program review was completed and sent for review to faculty and the dean (9/4/16) using the original template provided on the website; since then, the 1 modified to its current state, eliminating 4B1, 4B2, and 4B3. Modifications to the program review template should have been finalized prior to Flex Day workshops; no completed sections of our document do not appear here and must be migrated to a different document. Included below are missing sections that remain relevant to our vision but which have no place in the resource request form link (the resource request was completed for dean's review on 9/20/16):</p> <p>4B1. Describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success. The current program review has no recommendation for professional enrichment activities that would help carry out the center's vision of improving student learning. Evidence indicates the center's operations are consonant with its vision of student access, equity, and academic excellence, but that additional staffing is required to make meaningful progress on these indicators [see Sections 1, 2A1, 2B, 2C, 4B, 4B3, 5].</p> <p>4B2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program achieve student success. The Communication Studies Center would like the college to connect students with EOPS and the Multicultural Center. Each semester, they have spaces that could have been used by a student from the first day of class. Some of our center's underserved and eligible students would have benefited from the excellent services, counseling, bus passes, and vouchers that they would have received. We would like to work more closely with EOPS and the Multicultural Center to better serve our African American and Pacific Islander populations. The center would ask the college to commit to a solution so that eligible students may purchase books on or before the first day of class as opposed to receiving financial aid checks in the second, third, even the fifth week, of classes. By this time, some textbooks are sold out, requiring the student to wait until the order is delivered--further delaying access to classroom materials. Similarly, dropping students for non-payment of fees--while a standard and fiscally responsible practice--severely curtails access to educational resources for populations of students. The problems are systemic, but we could develop solutions to assist students, particularly underserved students. Further, we ask for assistance in developing alliances with community leaders and services that could work in partnership with our center to address educational equity for African American and Pacific Islander students. Finally, the college should consider working with agencies to establish direct bus service to the campus. We have connections with the San Mateo County Transit District and the San Mateo County Transit Authority that could begin a dialogue for transportation solutions that better serve students. A dedicated shuttle service might also assist students. The themes and trends requested in 6 are stated and documented throughout this program review. To narrow these to one: "The Communication Studies Center submits requests and requests to (1) narrow opportunity gaps observed in student populations we serve and to (2) continue to address the numbers of students we serve."</p>
<p>Writing Center and English 800 Center</p>	<p>need FT faculty; space; bus service to campus, collaboration across programs; clean the carpets</p>	<p>Request additional full-time English faculty to staff Centers in order to support campus-wide initiatives including additional reading instruction, workshops, and practice curriculum</p> <p>Request additional shared space (to be vacated by the Village) in order to support additional reading instruction and practice across the curriculum</p> <p>Improve student access to the support that we provide in our Centers; like the Communication Studies Resource Center, we also request that the college work with agencies to establish direct bus service to campus or a dedicated shuttle service</p> <p>Work more closely with EOPS, Veterans Center and Multicultural Center to better serve our underserved students; like the Communication Studies Resource Center, find ways to help students persist and succeed</p> <p>Request regular replacement of damaged Center furniture</p> <p>Request regular shampooing of all carpets in 18-102, 18-104, 18-106, and 18-108</p>

Transfer Services	collaboration with instructional programs; additional events	<p>Expanding services directly into classrooms as part of Instruction.</p> <p>Conducting Transfer Workshops related to applying, and admissions to UCs, CSUs and Privates Universities.</p> <p>Assisting students through classroom instruction, workshops and one-on-one contact about therequirements and steps of a Transfer Admission Guarantee for UCsand Associate of Transfer Degrees for CSUs as well as many private/independent/out-of-state colleges and universities.</p> <p>Events like Transfer Day and Private University College Fairs</p> <p>Campus Tours touiversities in both Northern & Southern California</p> <p>Transfer Club: Activities, Workshops, Speakers, Transfer Panel,Outreach</p> <p>Meeting with university representatives at CSM for counseling/advising.</p>
Sociology	need FT faculty	<p>We are a strong program in need of an additional full time faculty member. This is necessitated by the increasing attractiveness of our TMC. A total of 19 students grad TMC in sociology during fall2015-spring 2016.</p> <p>As previously mentioned, the Department of Sociology at the College of San Mateo is staffed by one full-time faculty and three part-time faculty. The Sociology Depart had only one, full-time person on staff for the past sixteen years. There is substantial need for a second, full-time faculty member. The addition would allow us to cont diversify our course offerings while strengthening the certificate and degrees this would support.</p>
Art History	curriculum	<p>Success and retention rates have improved over the last 3 academic years. The key program issues that matter the most is the addition of non-Western European cou the needs of our diverse community. As noted above, enrollment among non-white students (Asian and Hispanic students excepted) is low in art history. Enrollment a Filipino, and Pacific Islanders might improve if the art history program included course related to their cultural backgrounds. A course addressing Hispanic art history v serve the needs of the community well.</p>
Career Center	reduce achievement gaps	<p>Career Services changed in January. It is now staff run and has the following PLOs:</p> <p>The CSM community will make use of Career Services (students will make appointments, attend workshops and events, use resources; and staff/ faculty/ administrator students to Career Services).</p> <p>Students will declare an educational goal and career objective while at CSM.</p> <p>Students will find jobs, internships, and volunteer opportunities that help them achieve their educational goal and career objective.</p> <p>Students will know the skills expected of them as graduates/ entry-level career seekers.</p> <p>As part of SSSP, Career Services needs to focus on closing racial achievement gaps through its programming.</p>
Reading and ESL Center	space utilization; collaboration (w/ student services; expand peer tutoring	<p>We would like to change the utilization of space for the Reading and ESL Center so that it becomes both an instructional center AND an ESL "hub" for support of all kin (instructional, student services, and social) for our ESL students. To make this change, we want to:</p> <ol style="list-style-type: none"> 1) request equipment for this year to make it possible to use the space more flexibly (specifically, we would like to use the bigger space for more speaking activities); 2) continue our efforts to incorporate student services into our Center so students are more aware of these services and make use them to help them succeed; 3) continue SI and possibly expand peer-to-peer tutoringinto what is already offered at the Center. <p>Next year, we would like to request money to fund a position--someone who could coordinate the non-instructional support we would like to offer our ESL students at similar to what our Skyline and Canada college have. (More details to come next year!)</p>

Geography	support for adjunct-only programs	Because the geography program is staffed by adjunct faculty, additional resources are required for curriculum development, program review, and other departmental
Financial Aid & Scholarships		
Counseling Services	need faculty; collaboration w/instructional faculty	Restructuring of program and services to incorporate what students need and how to best serve them Ongoing assessment and evaluation of Counseling services focusing on removing barriers and providing equitable and inclusive services Incorporation of PRIE research and data to drive our services Additional Counseling support for growing international student needs and basic skills completion Continued collaboration with instructional faculty to expand counseling services into the classroom
Art 3-D	keep materials fees low; curriculum	1. Continue the level of service given to the student with the changes mandated. 2. To maintain the accessibility of the classes high by keeping the material fee low. 3. Expand the possibilities of explorations by adding new techniques and medias as long as the can be integrated safely and without disruption the ongoing program.
Psychology	curriculum; analyze students success for special support groups	The most important items to address at present are 1: assimilation of classes presently taught only in AOD into the general course offerings in Psychology; 2: expand course offerings to include new courses, certificate and degree programs; and 3: to gather data of student success in students taking psychology courses who are presently also participating in special support groups. These groups can include but limited to EOPS, DSPS, First year etc.
Assessment Center	need staff; communication/collaboration with high school partners	Providing services to students with Student Success and Support Program (SSSP) (formerly Matriculation) admissions, orientation, assessment and testing, counseling, follow-up. With the implementation of Common Assessment and Alternate Assessment measurements have created a need for additional staffing. Processes and procedures will developed over the next year or two to implement these new measurements in Assessment. The Assessment Center has become a resource for our students emphasizing Assessment "Services"- no longer just a placement test location. Connecting with high school counselors and partners to create a process for smooth transition to college. Assisting students with referrals to student services and instructional programs supporting students as they start and continue their path at the College of San Mateo. Support Counseling and other Departments with events like Transfer Day, Career Fair, Connect to College, and Welcome Day. Priority Enrollment Program (PEP) Support and connection to the College of San Mateo while completing the steps to enrollment.

English as a Second Language	need faculty (ft/adj) due to growth in int'l students; collaboration with student services	<p>Our ESL International student population continues to grow (by more than 20% in each of the last two semesters) and will continue to increase in coming semesters. To accommodate this growth, ESL has added 10 new sections of 5-unit Writing Courses (ESL 827, 828 and 400) in the last 2 years.</p> <p>Inversely, our ESL resident population continues to fall. Therefore, we need to find, recruit and better serve our resident students, and this will require work beyond our partnership with the SM Adult School (the ACCEL Initiative supported by the state's Adult Education Block Grants).</p> <p>The exponential growth in international students has created a significant need for additional faculty. As a result, adjunct hiring has been constant -- every semester for the last three years -- and difficult because we are not always able to find qualified candidates (85 applications screened and 7 new adjuncts hired in the last two school years). Additional new hires requires more evaluations and mentoring/training, which adds to the workload of the ESL Department's 3 full-time tenured faculty. Our two full-time faculty are not available for screening and hiring faculty until Fall 2018 at the earliest.</p> <p>The ESL Department faces a unique workload challenge due to the students we serve and the kinds of courses we teach; all but one of our 15 courses are basic skills, and our students typically require additional attention or support to succeed, and we do our best to balance our time and energy between instruction and offering out-of-classroom assistance to students along with our heavy grading load. Our students are also present across campus in all areas (CTE, associate's, transfer), so we participate in numerous committees -- International Ed, ACCEL, BSI, Learning Support Centers Coordination Committee, Undocumented Students' Task Force, Reading Task Force, etc. -- to represent and advocate for our students' needs.</p> <p>Faculty are working to revamp the RESL Center to be a more holistic Center (expanding current instructional resources -- updated technology, peer tutoring -- and increasing student services -- Wellness Center workshops with Makiko Ueda, Campus Tours led by Student Ambassadors) in response to the needs of our changing student population. (See the RESL Center Program Review for details).</p> <p>In order to assist in all of the above endeavors, faculty will be requesting additional full-time Faculty Positions to begin in Fall 2017.</p>
Philosophy	new degree; assessment; retention	<p>Now that we have an AA-T, we will need to monitor how well we serve the needs of philosophy students. We will need to assess program SLOs.</p> <p>We will compare the retention rate for the online classes after the new strategies are implemented.</p>
Economics	high use of peer tutoring	<p>The department is in a relative state of stability. SLOs are being regularly assessed, courses are up to date, the AA-T is in place. There have been no major changes to the program or its place within various degrees.</p> <p>Courses are regularly full, a variety of day/evening courses are offered to cover student needs.</p> <p>Online courses are in development.</p> <p>An alternative Math prereq is being proposed to keep the course accessible to as many students as possible.</p> <p>SLO goals have been met for two consecutive cycles.</p> <p>Faculty members actively participate in campus committees, activities and professional development, keeping current on programs and other offerings relevant to our students.</p> <p>We continue to have one of the highest usage rates of the tutoring services at the Learning Center, where we have worked with them to offer specialized review sessions for final exams.</p>
Art 2-D		
Multicultural Center	collaboration with ESL; expand dreamer resources; outreach to clubs	<p>MCC program is providing additional services to targeted students; including, required counseling, workshops, textbook and supply assistance; and follow-up</p> <p>Collaboration with ESL faculty to provide individual support to new and continuing ESL students</p> <p>Expansion of our Dreamer resource area</p> <p>Outreach to student multi-cultural clubs and development of cultural days</p>

Psychological Services	shortage of intern counselors	<p>Successful recruitment of intern counselors with diverse backgrounds in order to serve a diverse student body.</p> <p>Shortage of skilled and more experienced counselor interns to meet the demands of mental health services on campus. More training and supervision are required by train such counselors.</p> <p>Role of mental health educator and peer educator has become increasingly important in the promotion of mental health awareness and provide resources on campus.</p>
Astronomy	need ft faculty; need staff	<p>The dominant theme in this program review, is the hiring of another full-time faculty member and another part-time astronomy technician. We also want to expand o and the additional staff will make this possible.</p>
Photography	outreach across campus re: learning styles; collaboration across college and community	<p>We do not anticipate offering any courses that fall outside of our core vision. A secondary goal is to outreach to all students on campus in order to increase our diversity reach those learners who may respond best to visual learning for success. We have seen consistently that these students start to get the most out of their education w finally discover that they can be successful learners through the arts, including photography. All outreach, including cross-college disciplines and community liaisons, a encourage these students to participate in our program. Thirdly, we constantly seek to become a vital and interactive member of our college and local community.</p>
International Students Center	need staff; collaboration across campus	<p>Program Growth & Resource Needs - We have seen dramatic program growth in the past several years with our international student population increasing over 500% 2012. Because of this rapid growth we have been struggling to keep up with programmatic demands. Our current staffing and space issues are directly related to this g must be addressed very soon to enable us to continue to provide excellent admission and student support for this high-need population. Our current structure is not s</p> <p>Collaboration & Professional Development &ndash; Collaboration with academic departments is crucial to delivering the best possible educational experience for our students and faculty. Cohorting courses to ensure space for incoming students and continued development of the International Model Curriculum is imperative, allow adapt and accommodate our continued growth. Additionally, faculty professional development opportunities on topics such as international education, supporting En language learners, internationalizing curriculum, and cross-cultural communication will continue to be important to ensure that faculty are supported and creating suc learning environments for all students.</p> <p>Internationalizing the Campus - As our program grows, we are expanding our reach to support the entire student body in the internationalization of our curriculum an The Stanford EPIC program is one avenue for this process and the development of the Global Studies Program, new GS course development, and the creation of the G Series will serve to further infuse a global framework into our campus learning environment both in and beyond of the classroom.</p>

Admissions and Records	technology to enhance services; need staff; prof dev	<p>Three primary themes emanate from this year's Admissions and Records Program Review. The first is the utilization of technology to enhance services, the second is li staffing, and the third is professional development.</p> <p>Admissions and Records Staff embrace and are dependent on the utilization of technology to support its many operations and services. Staff regularly participate in Dis groups to assess potential technological developments. Examples include ongoing development and maintenance of Degree Works, enhancement of concurrent enrolli procedures, planning for the outsourcing of the transcript request process, standardizing petitions and forms, and developing work flow processes.</p> <p>Despite the utilization of technology and its benefits, Admissions and Records continues to operate with skeletal staffing. As has been documented in previous year's p reviews, A&R staff is operating with half the staff that once supported the department. One staff member's absence due to vacation or illness can significantly impact departments' effectiveness in fulfilling its daily operations. While staff have been cross-trained, the absence of a single staff member can cause hardship for the remain staff. Despite limited staffing, A&R staff understand their important roles and are committed to serving all students, faculty and staff with respect and courteous service. While seeking to develop their technical skills, A&R staff are also cognizant of the student diversity that comprise the CSM student body. They seek out professional de opportunities that enhance not only their technical skills but also their awareness of cultural diversity and competency. They willingly participate in College, District and workshops, presentations and conferences. In a spirit of teamwork and collaboration, staff members share key information that they have learned at a particular work presentation. I applaud the staff for their willingness to pursue professional development opportunities.</p>
CSM Learning Center	budget to support tutors and SI; need staff; communication/coordination w/centers wrt software	<p>Budget remains the limiting factor for offering tutoring and SI support. We change the mix of subjects for the two peer assisted learning programs but the number of t subjects, sections remains the same.</p> <p>Staffing is "adequate" but remains problematic with the extended hours the LC is open.</p> <p>As much as we coordinate across the different labs and centers the LC is challenged to act as an alternative to places like the DGME, CIS and BIS labs because we don't the same technology resources (software) that are available in those spaces.</p>
Health Services Center	software; need staff (FT nurse and promotion specialist); disaggregate student demographic data	<ol style="list-style-type: none"> 1. The health center needs to purchase the Patient Portal module of our EMR. Students are more likely to communicate by internet than in person. 2. Hire a full time nurse. The Director is nearing retirement. Hiring of a full time nurse will allow for the necessary cross training of the management function. Thus upon retiring the full time nurse could assume an interim director position, allowing for a smooth transition and continuation of services. Additionally if administration were to pursue adding the additional spark point functions, this full time nurse would allow the Director to have the necessary time to manage this. 3. Hire a Health Promotion Specialist. We are greatly lacking in our outreach activities. This person can do the targeted outreach needed to provide services to the und 4. Increase ability to disaggregate student demographic data.

Veterans Services	need staff; expanded services; collaboration across campus; facilities	<p>The primary themes are dominant in the Veteran Services Program Review. The first two are the VROC itself and the services provided to student veterans and the third for additional staff.</p> <p>Since its inception, the VROC has been appreciated, welcomed, and regarded as a "safe zone" by veteran students. Having a place to call their own, a place where camaraderie is second to none, and a place where veteran students can unwind from the academic challenges and the microaggressions they experience in the classroom is indeed a privilege for CSM's veteran students.</p> <p>The variety of services provided to student veterans in the VROC has been constant for its first three and one half years, but with the addition of a full-time Program Specialist as Coordinator, the services have expanded, services have become better coordinated, and needed leadership has been established. As noted by student testimonials earlier in this document, students are appreciative of the better coordinated services, of the leadership extended by the PSC, and the expanded support they are receiving not only from the VROC/PSC but from the entire college. It is evident that faculty and staff are making a difference in the veteran students' academic success as several faculty and staff members participate in student veteran activities and events.</p> <p>The expanding utilization of the VROC by student veterans, the continued enrollment growth of student veterans due to coordinated outreach by the PSC and coupled with the high month GI Bill allowance and with the expanded and better coordination of services will continue to strain the abilities of one full-time staff member. Utilization of adjunct workers provides a meaningful experience for the students but they cannot be expected to carry out high level responsibilities at the Center as their primary purpose is to provide education. To fully support military veteran students, additional staffing will be required. And as the veteran student population continues to grow, expanded facilities need to be taken into consideration. Planning for the expected enrollment growth and taking steps to ensure that these students' needs are met, must be made a priority.</p>
Library Studies	instructional design/accessibility; professional development re: assessment data	<p>Professional development - instructional design and accessibility standards</p> <p>Professional development - using assessment data for services changes.</p>
Political Science	strong enrollment in DE; students have less time	<p>Declining enrollment in on-campus sections but strong enrollment in distance education sections may justify increasing the number of distance education sections.</p> <p>Increasing economic pressure on students (rents doubled in the past 5 years) means that students are working more and have less time for their studies. Faculty are under increasing pressure to reduce student academic workload & course rigor, but this would leave students ill-prepared for coursework at baccalaureate transfer institutions.</p>
CalWORKS	need staff; holistic support for students	<p>Planned outreach and recruitment in the county for CalWORKS participants</p> <p>Increased staffing and support</p> <p>Providing holistic support for students</p>
Ethnic Studies		
Accounting	curriculum	<p>The number one theme of the Accounting Program at CSM is to be the 'Go To' college for Accounting, Tax and CPA prep courses on the Peninsula. Our robust offering continues to attract students from across the district and state. Our goal is to continue to add and improve our course offerings to maintain our advantage.</p>

Administration of Justice	need adj fac; space/equip/materials	<p>The ADMJ program continues to be successful and in line with the overall goals of the college and the district.</p> <p>The needs in the ADMJ program review that should be brought to the attention of IPC are as follows:</p> <p>POST Modular Critical Needs to reignite the Program:</p> <p>We have to identify and hire qualified POST certified instructors.</p> <p>We have to secure logistics, equipment, and material that will allow our program to meet the minimum state required POST standards. The initial start up cost will be costs to produce the program each semester has yet to be determined.</p> <p>There is a critical need to identify and hire qualified local CJS professionals (pool) who will continue our success in the ADMJ degree and certificate programs.</p> <p>There is a need to improve ADMJ classroom storage, organization, technology (video) resources, and specific equipment.</p>
Student Life & Leadership Development	partnership/collaboration; increased student engagement; need staff	<p>The most dominant theme is that through partnership with other areas more students are engaged in activities, including, clubs, learning communities, student govern campus programs. Not only are more students engaged, they are more heavily engaged. This is evidenced by the continued growth in the number of clubs, the number and programs students organize, the number of students involved in student government, and the number of funding request student government receives for student and programs. Furthermore, this has put a strain on our office resources. Processing of club paperwork, activities requests, and reimbursement requests are taking longer they have in past due to the sheer volume. For student life to continue to grow it will become imperative to have an additional staff member to handle front desk work organization of paperwork, and updating our website.</p>
Extended Opportunity Program & Services (EOPS) & CARE	expand services; increase tutoring	<p>Enhanced services and follow-up to students on academic probation</p> <p>Expanded academic success and life skills workshops</p> <p>Increased tutoring subjects and hours</p> <p>Reinstituted the EOPS newsletter</p>
AODS	curriculum; need to increase enrollment	<p>BHRS documentation content/terminology regulations especially ASAM 6 Dimensions and The DSM V criteria.</p> <p>Curriculum course name changes, the Elective Case Management Course changed to a required course, and a decrease from 6 units to 3 units the Foundation/Behavior requirement.</p> <p>A separate Law and Ethics course as required by C-ID, CAADE and NAADAC.</p> <p>Revised Field Studies & Seminar Internship Manual revised and formatted as a PDF. The national trend is to have the Internship Student/Supervisor forms available online.</p> <p>Increase enrollment in the Addiction Studies program to address the Workforce shortage in the Bay Area for Certified Addiction counselors, as a result of the Affordable Medicare Waiver and other funding sources.</p>

Biology & Health Science	need ft faculty; lack of lab space; engagement across campus	<p>The biology department continues to have a very strong need for a full-time faculty position. As a case in point, the department currently has an unstaffed Spring double evening Anatomy and an unstaffed single evening section in Microbiology because we do not have enough highly qualified faculty to teach them.</p> <p>The Biology department continues to be at the forefront of distance education and sets departmental standards for teaching online. The greatest issues are training faculty, staffing online courses, and the changeover to Canvas from WebAccess.</p> <p>The department's courses are strongly articulated with UCs, CSUs, and private universities. The Biology AS-T and Nutrition AS-T degrees were approved in Spring 2016. Other measures to ensure transfer success strengthens the department's articulation.</p> <p>Over the next 2 years faculty will be doing an extensive review and updating of teaching materials used in laboratory classes. The intent of this review is to identify new technologies and modalities that will better serve our diverse student population.</p> <p>All of the courses taught by the Biology Department have had their SLOs assessed. We are currently reviewing best practices for creation, implementation, assessment management of SLOs in order to help us develop a more accurate and current picture of how well our students are learning and of the areas they need most help in.</p> <p>The department continues to have challenges in course scheduling due to the lack of lecture and lab classrooms in building 36. Classroom availability is crucial in order to offer CSM courses at convenient times to working students and students who are on other campuses part of the week.</p> <p>The biology department continues to be active in professional development and student life on campus and commitment to diversity and equity. We strive to bring our best and training to the greater campus community.</p>
Business & Management	increase certificates; staff (night IA)	<p>Business/Management: Success rates have increased and withdrawals decreased. Despite business/management being the lead declared major at CSM, decrease in demand is concurrent with drop in campus enrollment. Increased offerings of certificate of achievements, including a new Business Information Worker and Marketing Management are currently being designed.</p> <p>Computer Center: The center continues to serve the needs of various departments/programs. The need for a replacement (due to retirement) of night Instructional Aid is being addressed.</p>
Computer Information Science	need ft faculty; curriculum	<p>KEY POINTS</p> <ol style="list-style-type: none"> 1. Since 2010 the department has operated at 75% full-time faculty. This level will fall to 50% if TWO full-time faculty are not hired spring of 2017. 2010 Ron Brown, Stacey Grasso, Melissa Green, Martha Tilmann 2010-16 Stacey Grasso, Melissa Green, Martha Tilmann 2016-17 Kamran Eftekhari, Melissa Green, Martha Tilmann 2017-18 Kamran Eftekhari, Melissa Green, ??, ?? 2. There are three new programs under consideration: CyberSecurity, Unmanned Aerial Vehicles (UAV) Programming, and Internet of Things (IoT) 3. Hiring adjuncts continues to be difficult.
Dental Assisting	recruiting (to address low enrollment)	<p>The key program issues are recruitment of students to address low enrollment. The demand for dental assistants in the job market is very high.</p>

Digital Media	curriculum; certificates	<p>Courses are being updated to reflect a switch from teaching software to teaching fundamentals and theory. Technically, we don't teach "Photoshop"; we teach Graph skills that use software like Photoshop as a tool.</p> <p>Incorporating innovative technologies into the curriculum such as the new Glow Forge engraver and laser cutter that will be part of two classes DGME 103 2D Design and 211 Illustrator, and housed in the Maker Space for everyone to use.</p> <p>We are meeting industry demand by training Web Developers - one of the most in-demand skills locally and statewide. We are also building an A/V Tech program and new Digital Advertising course.</p> <p>We support student success, such as creating the skill-builder courses for specific software.</p> <p>DGME students get to hear from industry professionals with knowledge of current practices.</p> <p>We're not just studying media here, we're making it! We offer hands-on technical training in creative media with lots of practical experience woven into assignments.</p> <p>many opportunities for students to use professional equipment and facilities.</p>
Drafting Technology	curriculum (transition to industrial design)	<p>With the possibility of a new Emerging Technology building in our future - one that may have a "Fab Lab" or "Maker's Space", the idea of adding courses that round out the Drafting Department and change it into an Industrial Design program would bring the department in concert with the trends of the imaginative bay area.</p>
Electronics Technology	interaction with industry and community; pathways	<p>The dominant focus in the Electronics Department is to stay current with industrial trends, procedures and technologies. This requires the faculty to meet and interact with industrial partners (advisory committee) and others in the surrounding technical community. During those meetings, best practices and procedures will be defined to improve the quality of graduates can be desirable to employers and have success in a technological laden environment.</p> <p>One of the other focus' is to identify pathways and create certificate programs that will lead to employment opportunities in other electro-mechanical industrial clusters.</p>
Architecture	needs of adjunct only program; persistence into advanced courses	<ul style="list-style-type: none"> *Program & student enrollment, success, demographic participation and efficiency remain positive and responsive. *Program community & professional recognition remains positive. *Program planning goals and objectives remain constructive and active. Preparation & education of students remains primary goal. *Program dependency upon adjunct professional faculty may incur developmental limitations that may not be overcome by compensatory provisions for needed program stewardship and development, especially when impacted by demands of active practice & economic cycles. *Enrollment and persistence of design studio sequence requires regular attention due to core value;
Fire Technology	curriculum; equipment	<p>Student success and retention rates continue to be high</p> <p>Modest increases in the diversity of our student demographics</p> <p>Curriculum changes to Fire Academy and Emergency Medical Technician</p> <p>Upcoming review of degree courses</p> <p>Identification of equipment to replace and materials needed</p>
Kinesiology-Athletics-Dance	decrease in load/enrollment; increased interest in DE; fast track courses; auditors	<p>Decrease in load/enrollments in the division and throughout the college</p> <p>Increased demand and interest for DE courses</p> <p>Pursue a more robust Fast Track course selection offerings for students</p> <p>Address auditors who wish to experience CSM's course offerings for lifelong learning</p>

Microcomputer Applications		As this lab became a center under the Business/Management program, please see that review for respective information. Thank you.
Nursing	curriculum; release time; need ft faculty	<p>The Board of Registered Nursing's recent visit indicated that a curriculum revision is due to reflect current practices. The report also indicated that the assistant director have release time in order to fulfill her role as assistant director and that the program also needs an additional full time faculty member , which will be indicated in the request form.</p> <p>The current key issues for the program that matter most include:</p> <ol style="list-style-type: none"> 1. New full time faculty need to have taught a number of courses to provide familiarity with teaching methodologies and the curriculum format and content. Then, a curriculum revision process could be planned. 2. The simulation program needs to run for an academic year in order to create a foundation for future offerings as well as collaboration with other disciplines and programs. 3. A curriculum revision is needed. A plan for this complex procedure needs to be created. This may require the services of a consultant as a resource.
Cosmetology	LOAd has declined but remains above college average; student costs; collaboration with student services; need staff	<ul style="list-style-type: none"> -Educational equity is a preeminent subject in the cosmetology department, with all faculty and staff committed to a cultural praxis approach utilizing relevant immersion techniques that reflect cultural competency, equity, parity, and respect. -Appropriate and timely course updates to ensure regulatory agency compliance, are in progress with the expectation that revised SLO's and objectives will provide refined disaggregated data relating to individual student learning outcomes, ensuring better data interpretation with faster response time to program inadequacies and successes. -Program LOAD (productivity) has declined slightly more than the college average and rests at 689.1. This is well above the state productivity and efficiency measure of the colleges 2015-2016 indicator of 498.7. -Financial aid is applied for by the majority of our students. Student fees and rising kit prices inhibit many students from being able to start the program. Innovative strategies no longer working and the cost of a starter kit which enabled financial aid dependent students to start the program has escalated from approximately \$250 to nearly \$500, not an out-of-pocket expense that most students can absorb. Financial aid frequently disburses five to eight weeks into the program, which does not equate to student success. This situation impacts our LOAD which has dropped over the last three years by an average of 5.68%; not a trend we wish to see continue and one not likely to stabilize under current conditions. -Gainful employment disclosure data forecasts a +24.2% change in the number of regional cosmetology jobs by 2021. The national average for cosmetology is +10.2%, and occupations is +7% by 2024. This equates to approximately 2, 849 job openings for cosmetologists in the region by 2021. -Two new highly successful summer courses have launched, focused on advanced techniques and group work as part of a professional photo shoot experience. A concurrent class within the new Entrepreneurship & Business certificate program has been created and has been submitted to the COI for approval: COSM 766 Business Entrepreneur. -The department welcomed one new full-time faculty member, fall 2016. A fully staffed program promises varied instructional approaches that will benefit multiple student learning styles. -The faculty, staff, and students are linked to all college resources and support services and are open to establishing new relationships when they arise. Program students anecdotally report feeling cared for, supported, and feeling that faculty and staff are genuinely invested in their success. This is mirrored in our student retention rate of 91.6% (three year average) and success rate which is an average of 84.5%. -New California Board of Barbering and Cosmetology health and safety requirements for disinfecting work stations has created the need for the department to purchase a level cleaning product, effective against: viruses, bacteria, TB, fungus, HIV, and MRSA. A cost analysis of at least six months will determine the impact to the program budget. -The Program Assistant will continue partnering with ACCEL, Project Change, local high school career days, CSM PR & Marketing to create and participate in outreach opportunities including those focused towards underrepresented population groups (supported by Perkins grant funds). -Growing the program via online strategies and other blended learning opportunities requires staff and resources. The first step is expanding the PT 18% Storekeeper position.

Integrated Science Center	stable management supports success	<p>The ISC serves a much larger percentage of full-time students than their percentage in the college overall (47.9% compared to 18.9%). The transfer focus is also reflect groups using the ISC: 81.9% are 24 years old or younger compared to 63.5% college wide. These show the importance of the ISC in furthering the college's 5-in-5 strategy enhanced transfer services. STEM students are almost all planning to transfer, and they are the vast majority of ISC users. While usage of the ISC by ethnic groups varies across college demographics, it has recently grown higher than the college in one underrepresented group, African Americans, and past data showed dramatic improvement rates by underrepresented groups who use the ISC. Future enhancement of Hispanic student use of the ISC may come from the new Math-Science HIS STEM grant.</p> <p>Long-term stability of ISC management is very important for maintaining and improving service to science students. Since the ISC shifted to management by two full-time faculty, it has been running smoothly. Encouraging other science faculty to spend time in the ISC is an ongoing goal, and is currently less successful than in the past, when faculty were pulled from ISC hours.</p>
English & Literature	need FT faculty; add DE; increase SI; interact w/high schools; curriculum	<p>Faculty shortage: We are currently operating with a skeleton crew of 14 full-time faculty, five of whom are under tenure review and are not yet available for many professional activities (notably screening and evaluation committees). Only one of the five is completing tenure this semester, meaning that for at least the coming year, we have a significant portion of full-time faculty available for the full range of full-time duties. English faculty are now, or have been, involved in practically every important college initiative aimed at supporting student success, promoting transfer, diversifying the successful student body, and experimenting with modes of delivery. In recent years, as noted above, we've focused our energy on learning communities.</p> <p>But there has been triage. Here are some of the highlights:</p> <p>Distance education: We have lost touch with Distance Education, and no longer offer any online courses, which is a serious omission in the College's online offerings.</p> <p>SI: Although the faculty responded warmly to the SI initiative, we have only one SI in English this semester, simply because not enough faculty have had enough time to be involved.</p> <p>Liaising with high schools: While we are all very interested in liaising with local schools, and while there has been some follow-through, not nearly as many faculty have been involved as have expressed interest.</p> <p>Pathway to College: Faculty worked with Math faculty in the 2014-2015 academic year, but not last year.</p> <p>English faculty participation is crucial to many transfer and student success initiatives, so our lack of involvement in some of these areas is a problem.</p> <p>ENGL 105: New model for transition to transfer. As we move away from an extensive pre-transfer curriculum, towards a stronger emphasis on structured transfer courses at the entry level, we will be monitoring student success and looking for potential problems and improvements. (This is the topic for our February 2017 retreat.)</p>
Modern Language Center	impact of TBA elimination	<p>During this review cycle the Modern Language Center served a total of 188 students.</p> <p>The Modern Language Center is only capable of providing resources to students of Spanish.</p> <p>The Modern Language Center is staffed by one full time Spanish professor during office hours and student volunteers.</p> <p>The elimination of TBA in Spanish will likely lead to reduced usage of the Modern Language Center. Students of Spanish are still required to complete similar assignments. Students elect to complete the assignments in other locations as there is no specific equipment or software required other than an internet connection.</p>
Social Science	program SLO assessment	An efficient and meaningful way to assess program SLOs is needed for programs that have great flexibility in course selection.
Engineering	access to workspace/facilities outside of class hours	Access to collaborative workspace and fabrication facilities outside of class hours would help support project-based learning in engineering courses.

Anthropology	collaboration with learning communities	Continued support from learning community advisors for Mana, Umoja, Puente, and coaches of athletes, Learning Center and international students' advisor, and cou
Reading	adjunct only	The reading program is currently operating without a full-time faculty member and the courses have been reduced to one course per semester.