

**IPC Ad Hoc Steering Committee**  
**Summary of meeting of Tuesday, March 9, 2010**  
**12:30 – 2:00 p.m., Building 18 Room 302**

**Members Present:** Kitty Brown, Michelle Brown, Dave Danielson, Laura Demsetz, Cynthia Erickson, Mike Galisatus, Cheryl Gregory, Kevin Henson, Allison Herman, Joyce Heyman, Mike Mitchell, Rosemary Nurre, Bret Pollack, Marsha Ramezane, Huy Tran.

**Members Excused:** Michelle Schneider

**Members Absent:** Mohammed Haniff (student in attendance 3/2)

**Guest:** none

**Date for next meeting, first iteration:** Discussed possible Tuesday and Friday times.

**Review summary of 3/2 meeting:** No changes

**Comments received between meetings:** There is a need to improve coordination across campuses in this effort. There is a need better definition of the elements of the diagrams presented at last meeting.

**Overview background material:** It was noted that the Board's Reaffirmation of Core Values and Principles clearly sets lifelong learning a lower level of importance during the current budget crisis.

**Lifelong learning:** The following points were made in a discussion of lifelong learning:

- It would be helpful to have a more detailed definition of a lifelong learner and lifelong learning classes. Just looking at "one time hits" doesn't separate those taking a single class for career advancement from those taking a single class for "just for fun." The self-selected "goal" on the application isn't always a reliable indicator (students are not always well-informed as they complete).
- Although lifelong learning is currently placed at a lower level of importance, this may be counterproductive to the effort to raise funds through a parcel tax.
- Lifelong learners are our connection to the community.
- Right now, courses can either be part of our curriculum or part of community education; are there other options that would continue the link to the college?
- How can we serve high school students – particularly in the arts -- who participate in our classes through concurrent enrollment, then join us as college students and have already exceeded the maximum times a course can be taken?
- As resources improve, we should address the needs of lifelong learner.
- How can we work things so that programs that serve lifelong learners will be viable when the budget improves?

**An exercise in defining our goals:** Taking "CSM as transfer campus" as a hypothetical vision (just as an example), what would this mean for the "pie" and "Venn diagram" figures from last meeting? Pie diagram helps with budget; Venn diagram helps with curriculum. Looking at pyramid can help clarify who our audience is. "Transfer" doesn't tell you *who*...would our focus be students who enter close to college level or students who enter well below college level. "Transfer" doesn't tell you *where* or *what-*

*to*...should our focus be on the “popular” transfer majors at the “popular” transfer schools?

How should we frame the problem for the campus to discuss? Does a debate about allocating resources make sense before the campus decides “where we are going?” This must be addressed within the redefined mission (transfer, cte, basic skills). We need to look at who our students are. If we say we want to be, for example, a transfer institution, we need to know who our students are to appropriately set up programs. If most of our students start early in the basic skills path, we may promote transfer in a different way than if most students enter at a more advanced level. Will the current increased demand from students enrolled at CSU campuses persist when the economy improves?

Again, there is a request for coordination across the district. However, we must move forward on this campus regardless.

Perhaps a closer look at curriculum in terms of student goals would be helpful. The campus discussion last fall didn't clearly distinguish between breadth haven't distinguish breadth across campus and breadth within a group of disciplines. We may have to present to campus how the curriculum fits together to serve student goals.

For next meeting, Laura will work toward mapping our classes into categories (AA/AS major, AA/AS general education, transfer major, transfer GE, prerequisites for these). Goal is to see which classes help students toward goals in multiple ways. Maybe most of our classes currently do, but let's see.

**Date for next meeting:** Tuesday, March 16.