



Governing Council Meeting

Dec. 16, 2008 minutes

SUMMARY This special meeting of Governing Council was held to hear and discuss the reports of the PIV committees, and to approve and/or suggest modifications to their recommendations. Detailed notes on those deliberations follow this summary. Governing Council approved the following from the respective PIV committees:

GERMAN

To maintain the only college-level German program available in the county, the German PIV committee felt compelled to agree to alter its original recommendations, and now recommends bolstering enrollments in 2009-2010 by the following actions:

1. Consolidating the transfer (100's) and non-transfer (800's) modes of first year offerings.
2. Offering only the consolidated first-year courses (111/801 and 112/802) through CSM.
3. Redesigning the rest of the program for delivery through Community Education only.
4. German courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04.)

LIBRARY STUDIES

1. Library Studies PIV recommendation postponed until May 2009.
2. Governing Council and the Committee on Instruction will have a joint meeting on Thursday, April 9, 2009 to review findings from the COI information competency subcommittee.
3. The COI information competency subcommittee and the library will work together
4. Library Studies courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04)

WELDING AND MACHINE TOOL TECHNOLOGY

1. Welding and Machine Tool Technology PIV recommendation postponed until March 2009.
2. Welding and Machine Tool Technology will form a special welding task force no later than the start of spring semester to look for a new location, other sources of funding for the program, and equipment storage if necessary. The task force will be identified for approval at the January 27th Senate meeting.
3. The special welding task force must include welding faculty, administration (Tech Dean and VPI), PIV committee co-chair Laura Demsetz, a member from president's cabinet and an industry expert.
4. Welding task force will work with administration regarding storage of program equipment.
5. Welding task force findings will be completed no later than March 2009.
6. Welding and Machine Tool Technology courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04)

MEDIA GROUP (FILM PRODUCTION, GRAPHICS, JOURNALISM, MULTIMEDIA)

1. Media Group PIV recommendation approved with the following revision: delete the word "hiatus" from the PIV recommendation.
2. PIV Chair Marilyn Lawrence and Journalism professor Ed Remitz will submit amended language to include "First Amendment" in the PIV recommendation to Academic Senate 1/27/09 for amended approval.
3. Media Faculty will collaborate and prepare course outlines of the four recommended core courses, and submit them to COI in February 2009 for approval to make the 2009/2010 CSM catalog.
4. Course outlines for all other new courses and/or revised courses will be completed and submitted to COI prior to the Fall 2010 Digital Media program launch.
5. Multimedia, Graphics, Journalism, Broadcast, and Film Production courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04)

Members Present

Diana Bennett	President	Teresa Morris	Library
Eileen O'Brien	Vice President	Madeleine Murphy	Language Arts
Lloyd Davis	Secretary	Jim Robertson	Creative Arts/Social Science
Rosemary Nurre	Treasurer	Huy Tran	Math/Science
Jeremy Ball	Past President	Ruth Turner	Student Services
		Lilya Vorobey	Technology

Others Attending

Patty Appel	Graphics (Bus/Tech)	Mario Mihelcic	<i>San Matean</i> Alumni Network
Tania Beliz	Math/Science	Bill Parks	Ohlone College (Journalism)
Ron Brown	Business/Technology	Roslyn Raney	German (Language Arts)
Rich Castillo	Language Arts	Ed Remitz	Journalism (Business/Tech)
Laura Demsetz	COI, Math/Science	Kathy Ross	Dean, Business/Technology
Stacey Grasso	COI, Business/Technology	Ed Seubert	Graphics (Business/Tech)
Dan Kaplan	AFT	Claudia Steenberg	Graphics (Business/Tech)
Christine Karavas	Editor, <i>San Matean</i>	Henry Villareal	Dean, Enrollment Services

CALL TO ORDER The meeting was called to order at 2:20 pm. Diana distributed a packet of PIV information, including excerpts from our 3/11/08 minutes, a list of PIV programs, a 3/5/08 letter from Jeremy Ball, a memo from VPI Susan Estes to the budget subcommittee about the PIV decision, information about each program, and the suggested process for determining viability. A new process was developed over the summer and approved in September 2008. Future PIV programs will use the new process.

Governing Council will hear recommendations from four PIV committees today. Our charge is to approve or modify each set of recommendations. Each committee has 28 minutes, equally divided among presenting, hearing public comment, and responding to questions, followed by 2 minutes for a vote. This is a faculty driven process. Governing Council approved the committees in March, with faculty, students, and a dean on each committee. Eileen will serve as timekeeper. Diana will recuse herself from the Media Group discussion to avoid conflict of interest, so Eileen will step in for that portion of the meeting.

GERMAN - Jim Robertson chaired the committee, with foreign language expert Rich Castillo, German specialist Roslyn Raney, and Diane Musgrave. Diane, who retired at the end of Spring '08, offered technical advice over the summer but was not actively involved in preparing the final report. Jim thanked the committee members for their professionalism and collegiality. He will reserve one minute for each committee member.

The German PIV group began with the assumption the value of foreign language study was personal enrichment, high school credit, transfer credit, and preparation for grad school. CSM is the only publicly funded institution in the county offering college credit German. Local high schools don't offer German, with one occasional exception. The group is concerned about the possible disappearance of German from the curriculum. It recognizes budget pressures, and that German programs are disappearing in the U.S. due to declining enrollment. The president of USC unilaterally abolished its German Department. The German Studies Association has a web site tracking German programs under assault.

Given the value of German, can we design a pedagogically sound way to improve the program and reach at least minimal viability with newly configured course combinations? That seemed the best approach. The committee relied on a Spring '08 survey of all German students. John Sewart provided a ten year retrospective enrollment history of all German sections. No public meeting was held since the group didn't get Sewart's data until mid-October, so there was no time to come up with proposals. Jim distributed the final report of the committee, including student survey and enrollment data.

The heart of the proposal is to combine courses. Teach more than one course concurrently in the same room with the same instructor, using only one part-time instructor's salary for each combination. In the fall, combine 111 and 801 (beginning level courses) and 121,131,140, and 803 (intermediate level courses). These course combinations enroll about 30 and 20 students, respectively. In spring, as students move up in language competence, offer three such course combinations: 111/801, 112/802 and 122/132/140/804. 112 is necessary since two semesters of introductory German are required to obtain one semester of UC/CSU transfer credit. A three course-combo breakdown gives enrollments of about 30, 15 to 19, and 19 respectively. The entering pool and the third pool are strong. The middle section is weak but dropping it would cost us the third section.

Specifically, the committee recommends this for 2009-10:

- 1) Consolidate the transfer (100s) and non-transfer (800s) first year courses: 111/801 and 112/802.
- 2) Offer the second half courses, 112/802, only in spring
- 3) Encourage Spring 111 students to enroll in Fall 801 to improve conversation, then take Spring 112.
- 4) Redesign the program for delivery through Community Education if the first three recommendations do not produce the desired enrollments.

Aligning courses in a combo is not instructor-dependent. Our instructors are highly qualified. If Governing Council decides the program is not viable, it should recommend transfer to Community Ed with the possibility of returning it to Instruction. German courses have already been cut for Spring '09, but some drivers would help increase their fall enrollments. The Art Department is starting an Art History major which requires knowledge of German. Much programmatic scholarly literature is in German.

Roslyn Raney, German adjunct since 1991, reported the Modern Language Association (MLA) website recommends a maximum class size of 20 for foreign language instruction. 15 is the optimum size to enable, not inhibit, effective student-teacher interaction to develop proficiency. Class sizes of 15 to 20 are most effective, but at CSM it would take more to keep the program healthy. German has a dedicated student base. Students keep in touch, and family members of students become students.

Rich Castillo, faculty lead for the Foreign Language Department, said there is a long history at CSM of combined level classes. What is new is adding conversational classes. Since moving to the communicative approach to teaching foreign languages, all classes have a communicative bent. It is not a stretch to mix levels in conversation classes, except beginning level classes must have only beginners. At higher levels, with increased skills and more structures, weaker students can profit from working with more advanced students. It is not ideal, but it keeps the program alive. It is a way to improve the program and keep it viable, without increasing expense.

Rich said in recent years Chinese, Japanese, and Arabic were added at CSM. Arabic is now only at Skyline. Beginning foreign language classes are generally healthy, but there is natural attrition. Jeremy said it is not pedagogically sound to have large classes. Rich said large classes are OK for recitation and translation but not for the communicative/conversational approach. CSM does all four skills, plus culture. Roslyn said she would like conversation classes to be separate, but in this budget climate we can combine at the intermediate level without reducing quality. Jim said students who want conversational classes include people from German speaking homes, and business people. American companies are doing a lot of business in Germany.

Rich compared a room with combined classes to a gym with ten treadmills. Some are set slow, some fast, and one person is in charge of making sure everyone is using them. In multi-level Spanish classes, we present the same material but grade and assess with different criteria for different levels. Roslyn has tweaked the syllabus so students can work on similar structural grammatical topics at the same time. She rarely has to subdivide students into groups, except when using different texts with different kinds of readings. Rarely do only half the students have her attention at any one time. Adding a conversational

component is no problem. It is working at the elementary level. Jeremy pointed out College Council approved on Dec. 10 cutting all classes under 20, sequence course or not, and asked whether the German program would be viable with strict adherence to that. Roslyn replied they will recruit students.

Jim said moving the program to Community Ed would keep German alive and make it available to local residents, but the courses would not transfer. They would provide enrichment, but would not meet academic needs. He would recommend the Foreign Language Department be allowed to pick the faculty if the program is moved to Community Ed. We still have quality expectations based on our name.

Jeremy said the size of the financial pie determines the number of sections we can offer and pay faculty for. However we vote, we will be cutting classes somewhere. These are strategic decisions, and we must understand they will have ramifications.

Diana asked whether getting enrollment data from John Sewart's office earlier would have resulted in a different report. Jim said in the spirit of the new PIV procedures, the committee would like to have had a public forum. Three of the recommendations are to retool, and the fourth is to move the program to Community Ed. Rich said the move to Community Ed is recommended only if the other three don't work in a one-year time frame. Roslyn reported Canada's foreign language program is exclusively Spanish. Students in Canada's service area come here for other languages. She said all languages are equally valuable, and students should be able to take the language they prefer.

Jeremy said our administrators may not be able to try the first three recommendations before moving to the fourth. He is very committed to making whatever recommendation comes from the Senate be taken very seriously. We do not want to send forward a recommendation they will overturn. The administration will say they cannot give a program with these low numbers another year.

Roslyn said we propose to try to make it work with multiple-level transferable courses. Beginners must be kept separate. It is extremely important we be allowed to keep the first level course. If something has to be cut, make it the second level. She would support Community Ed as a last resort. Jeremy repeated all classes under 20 will be cut, and suggested Community Ed as a form of hiatus to save the program.

Diana asked whether the committee come to our next meeting with a clear, concise recommendation to either go with the first three recommendations, or go directly to Community Ed, or try the first three but if classes don't reach 20 go to Community Ed. Jeremy asserted we can't ask administration to protect these classes when the college is protecting nothing below 20.

Jim said the 20 rule wasn't available for our consideration until today, and we do not want to put this off a month. Would it be reasonable to recommend we put the German program on hiatus by asking Community Ed, which has a different funding mechanism, to partially take it over? Teach 111/801 through the college, with 20 or more students, and give the upper division/transfer courses to Community Ed. We can expect enrollments over 20 with Community Ed, and the course can be brought back to the college when we have sufficient funding to try the first three recommendations.

Diana thanked the German PIV committee for its commitment in working with us. Governing Council will revisit German in December 2009. Governing Council approved the following from the German PIV committee:

To maintain the only college-level German program available in the county, the German PIV committee felt compelled to agree to alter its original recommendations, and now recommends bolstering enrollments in 2009-2010 by the following actions:

1. Consolidating the transfer (100's) and non-transfer (800's) modes of first year offerings.
2. Offering only the consolidated first-year courses (111/801 and 112/802) through CSM.
3. Redesigning the rest of the program for delivery through Community Education only.

4. German courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04.)

LIBRARY STUDIES Librarian Teresa Morris recused herself. Stacey Grasso reported Library Studies was recommended for PIV due to low productivity. It had the lowest LOAD (WSCH/FTE) in the college. FTE is based on a faculty load of 15 units. Since librarians teach at most 1 unit, their load numbers are dubious. John Sewart has acknowledged the load comparison was apples and oranges, but said he could not fix it. The Library Studies curriculum includes general training in information competency, defined in the Spring 1998 ASCCC paper Information Competency in the California Community Colleges as “the ability to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.” The focus is on research skills, not computer literacy. It is alarming that enrollment is low. We have many transfer students who will need to know how to do research but are not learning it here. ASCCC resolved in spring 2001 that information competency be a locally designed graduation requirement for all associate degrees. The Chancellor’s Office approved that, and in 2002 Title 5 was about to change to include it. That didn’t happen because the state Department of Finance identified it as an unfunded mandate. In fall 2006 ASCCC reaffirmed the need for Information Competency (resolution 9.03 F06.)

A CSM business leaders study said the second most important skill for students is to be able to verify information and validate its source. The CSM Vision Statement says CSM will continue its commitment to lifelong learning. That includes knowing how to do research.

WASC standard II.A.3.b states “General education has comprehensive learning outcomes (including) a capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.” This standard says we are supposed to provide information competency skills. Information competency is not a CSM general education requirement, and according to our 2007 accreditation self-study our plan is to review current general education requirements and see whether information competency should be a requirement.

The PIV committee brought that issue to COI, with the results of a Spring ’08 student survey showing CSM students are lacking in information competency. A faculty survey showed the same thing. COI discussed three different models for an information competency graduation requirement: take the course, take the course as a corequisite, or take one module (information competency) of the course. The PIV committee looked at what would be best at CSM. In November, COI formed a subcommittee tasked to find ways for CSM to meet the II.A.3.b standard. The COI information competency subcommittee and the library will work together on meeting the standard.

The committee recommends the program be continued, to meet WASC requirements and the needs of transfer students. The library will work with the COI subcommittee, and will increase enrollment by using hybrid classes, concurrent enrollment, and area-specific research classes, e.g. in nursing and history.

Points in discussion of how to get students to take an information competency course: Students are not interested now because the course is not transferable, so we should pursue articulating it with four year schools. It is applicable to the associate degree. Students don’t realize they are not good researchers until it is too late. Just knowing how to evaluate sources is important. Instructor expectations differ from student understanding of their own research skills. Students have many higher priorities. Having the course satisfy an IGETC area would not be enough. We could make it a pre- or corequisite for all courses in some IGETC area. Students don’t pay attention to “recommended preparation.” If it were a corequisite for English 100, everyone would take it, and English instructors already spend time on how to do research. It could be linked with learning communities or with disciplines like nursing. Linking it to

the Basic Skills Initiative (BSI) is not indicated because BSI is for pre-collegiate level work and state BSI money will go away in two years.

Stacey reported the information competency subcommittee is charged with providing a recommendation by the end of the academic year, and is aiming for April. Jeremy recommended a smaller task force. Maybe suspend the PIV discussion until the task force makes its recommendations. Teresa said LIBR 105 has been cancelled for spring, and LIBR 665 is attached to a learning community and may not get up to 20. Points in discussion: Skyline and Canada have library classes using different models. Canada has an information competency requirement. Skyline has information competency as an institutional SLO. We do not, but we could. Diana said the information competency task force should look at that as part of its work, and have a recommendation for us in April.

Lilya suggested looking at tools to promote student awareness of information competency. Maybe tie it into registration, as San Francisco State and Stanford do. A ten question survey of how much students know would get students to think about it. Teresa said some students might be aware of the issues and have some of the skills, and test out of the requirement, but not often. Information competency is not just being able to search the internet. Many indexes have been flipped to electronic by publishers, but students do look at books. Things change, but some things can be found only in books. Jim said be sure there is a line between computer literacy and information literacy, and that books and journals are not neglected by the younger generation.

Dan commented it is important to alert students about the nature of the information competency class, but also to reach out to faculty in disciplines requiring research papers about the value of the class, so they can promote it. This should be done systematically, at the department or division level, at the start of the semester.

Teresa said an information competency module can be taught flatly (students read, then answer questions) but that doesn't stick. What sticks is experiential. The course has to be interactive, and should be taught at the point of need. That's the reason for corequisite classes. For example, teach about indexes when students need them, not out of context. Modules teach out of context. One-shot workshops have limited use since they don't allow enough time. There are models of interweaving class assignments with conversations about the validity about how one goes about getting information.

Diana expressed interest in there being a presentation in Spring, 2009 by the information competency subcommittee which would include the distinction between computer competency and information competency. Stacey suggested inviting Governing Council to the April COI meeting. Jeremy moved Governing Council postpone accepting the report until April, when we get actual strategies for addressing the issues. The PIV committee will report at the Thursday, April 9, 2009 COI meeting. It would be appropriate for the information competency task force to present at or after that meeting. Diana asked PIV committee chairs to come to her if they aren't getting the data they need.

Governing Council approved the following from the Library Studies PIV Committee:

1. Library Studies PIV recommendation postponed until May 2009.
2. Governing Council and the Committee on Instruction will have a joint meeting on Thursday, April 9, 2009 to review findings from the COI information competency subcommittee.
3. The COI information competency subcommittee and the library will work together
4. Library Studies courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04)

WELDING AND MACHINE TOOL TECHNOLOGY PIV committee co-chair Laura Demsetz explained that because some members of the PIV committee were ill or otherwise unavailable, only welding and machine tool technology will be discussed today. Drafting, industrial design, and manufacturing and industrial technology recommendation will be presented and voted on at the January 27, 2009 Governing Council meeting.

Committee members included co-chairs Roy Brixen and Laura Demsetz, faculty member Durella Combs, adjunct faculty member Dave Newman, and Business/Technology Dean Kathy Ross. Lilya Vorobey sat in. Welding has self-contained occupational programs, with a one year certificate for simple welding jobs and a two year degree program. Capacity is 18, and classes are full. Class size is constrained by equipment and space limitations. With 18 students per section, the average load is 365. 10% of students are women. By contrast, about 15-20% of electronics and engineering students are women. A potential weakness is the possibility of technically accurate but dated instruction. Employment opportunities are abundant, and the program is well regarded. Welders are in great demand and employers can't fill positions. Some senior welders earn as much as \$150,000/yr with overtime. The program provides entry to high paying jobs with an associate degree, at low cost to students. Local alternatives include Chabot, Laney, Napa, and Santa Rosa Junior College. Allied fields include automotive technology.

During facilities planning for the two bond issues, warnings of the absence of space for welding fell on deaf ears. There is no space for welding now, as its building is coming down. The threat of no space on campus gives us an opportunity to expand and to strengthen ties with local high schools. We could share facilities with high schools, rent or lease space, or perhaps local companies could donate space.

A major change in program location is necessary. If one is found, make minor programmatic changes in curriculum and have better advertising for a quick-in quick-out program leading to high-end jobs. Make every effort to find an off-campus location allowing expansion to make the program viable. Maybe with low cost outside space, we could maintain the program at its current level until more space is found. The most urgent need is to find a place to store welding equipment.

The committee recommends a task force for articulation and facilities-sharing with high schools and ROP, north to South San Francisco and south to Redwood City. The schedule is driven by when buildings are coming down, the end of spring. The task force should place first look for an alternate location, but if one is not found, say by March, it should then look for a low cost or donated place to store equipment. The PIV committee does not recommend discontinuance, since the program leads to high paying jobs with associate degrees.

Drafting, industrial design, manufacturing and industrial technology will be presented at our next Governing Council meeting on January 27, 2009.

Rosemary asserted it is horrible we let this happen. Should we, as a body, express that? We have an obligation to provide these opportunities to the community. Not everyone will go to a four year college. The other schools offering welding are in the East Bay or North Bay. Laura noted ignoring the program has persisted through many administrations. There is a need for welders in this area. Such a program need not be at all schools, but CSM is a good place for one if we can find the space.

Kathy said the program has been absolutely full. Students ask for waivers to allow more students in, but we have to be OSHA safe (and have been.) We could fit 25 by reconfiguring the space, but the construction planning department is using it. She has no options.

Jeremy said we had an opportunity with CIP2 to expand nursing, but we couldn't do it. Although there is a need for nurses and people want to come, we lose money on every nursing student. The costs exceed what the state supports. Other points in discussion: If we budget its equipment over its years of use, there may be no such constraint on welding. We pay for the bulk of our supplies with Perkins funds, which are strictly vocational. The solution can't be load, since there is a loss on every student. We will have to find external funding. We could get to the low 30s and meet safety requirements, but in our present buildings would be limited to 25. Even if we find facilities, the program needs outside funding sources. With them, we could run with 18 or 22 students and set up facilities to bring in more. Laura said

the committee did not look at cost per student; it did not see that as part of the PIV charge. It looked at educational viability, the fact that it draws students, it runs full, and there is demand for its graduates. Discussion followed on facilities. Kathy said the committee was told by deans at Skyline and Canada they had no space for a welding program, even with bond issue construction. Laura said the present bookstore does not meet OSHA requirements for use as an instructional building. Nothing has materialized from industry. Jeremy suggested a task force to look at facilities. If our construction schedule runs as planned, present facilities will go away, and we must store valuable equipment. The task force should first look for an alternate location, then recommend and price out storage.

Dan Kaplan urged the task force make contact with San Mateo County Central Labor Council, and the San Mateo County Building and Construction Trades Council. They have connections to industry, and might help find a temporary or permanent location. Dan spoke with welding program students last semester and found them very articulate and motivated and enthusiastic. We should do everything in our power to maintain the program, here at CSM or outside. It is an old established program which has trained people for many decades, and for which there is continuing need.

Jeremy proposed a 90 day deferral. Laura wants the recommendations to go forward, with a separate task force with financial clout to do something about equipment – not an Academic Senate committee but a campus committee with decision-making authority. The current PIV committee has no budget. Kathy Ross said people who can allocate budget dollars are needed, people from management, not at the dean or faculty level. Laura said we must be able to act on it immediately. We must find storage and arrange for it to get done. Jeremy said we need outside help. Even with 35 students, the cost is more than state gives us. The plan must show how we will keep the funding going to keep it viable and sustainable. There is a need for welders, and we have a great welding program, but the state does not want to pay for it. Laura said the PIV committee could look at that, but that is not what the committee understood its charge to be.

Diana said we should put together a task force to look further into it. Jeremy suggested some from the current committee stay on. Laura said she would be happy to continue, but the task force needs people who can pull strings and write checks. Diana said it is important faculty be involved. Lilya is willing to serve. Jeremy recommended we move forward with a task force to find costs of off campus locations, find backfill for load to cover course costs, and work on storage of equipment. Teresa said the Senate reaffirms we don't advocate discontinuance. Jeremy added "on curricular grounds, but if there's no outside funding ...". Teresa said Governing Council needs to speak up for the vocational area. Jeremy noted the Board of Trustees approved a similar program, dental hygiene, with the same dynamics. Why the one, not the other?

Henry said we do not have time to prolong a decision. To approve the program, we must identify where it will be housed. Laura suggested looking for a location until February or March, then if necessary look for places to store the equipment. Henry suggested involving the Cabinet. Laura will talk with Diana about the task force before Spring semester starts, and Diana will tell President's Cabinet we understand their concerns but would like them to act.

Governing Council approved the following from the PIV committee:

1. Welding and Machine Tool Technology PIV recommendation are postponed until March 2009.
2. Welding and Machine Tool Technology will form a special welding task force no later than the start of spring semester to look for a new location, other sources of funding for the program, and equipment storage if necessary. The task force will be identified for approval at the January 27th Senate meeting.
3. The special welding task force must include welding faculty, administration (Tech Dean and VPI), PIV committee co-chair Laura Demsetz, a member from president's cabinet and an industry expert.
4. Welding task force will work with administration regarding storage of program equipment.
5. Welding task force findings will be completed no later than March 2009.

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MEDIA GROUP (FILM PRODUCTION, GRAPHICS, JOURNALISM, MULTIMEDIA)

Following a short break in the meeting, Diana recused herself from discussion of the media group programs. The PIV Committee members are KCSM General Manager Marilyn Lawrence, faculty members Tania Beliz and Lilya Vorobey, and Business/Technology dean Kathy Ross. Marilyn summarized. The committee's charge included finding synergies, overlaps, and opportunities to improve the program. There are 38 courses in the current catalog. All media group faculty met several times with the Media PIV committee between May, 2008 and the present, and discussed their courses. The committee got perceptions of overlap and where there could be changes. Subject matter experts were interviewed on career and transfer programs, and on areas where there would be hiring. They looked at what was transferable and what was articulated. Only Journalism 120 and some broadcasting courses were articulated. Broadcasting is not part of the PIV group, but will be modified to integrate it with media group programs.

Information from the Office of Planning, Research, and Institutional Effectiveness (PRIE) showed declining enrollment in almost all courses. Some areas had high non-success rates, but the sample sizes were small because classes are small. With loads under 350, we need a more productive and robust program. Subject matter experts told the committee breadth of skills was important, especially listening, writing, and presentation skills. They also asked that students have real-world experience, including building something of their own such as a website or e-portfolio.

The committee recommended major changes. Many courses had undergone small changes which did not show results in terms of enrollment growth. Subject matter experts told the committee it is hard to get a job without either a four-year degree or real-world experience. After looking at local community needs and the offerings of nearby four year schools, the committee recommended consolidating all the media programs (BCST, Journalism, Graphics and Multimedia) into a new program, Digital Media, with individual options: BCST, Web, Graphics, and Journalism. Four core courses are proposed for a robust transfer program, and five capstone projects for real-world experience. The core courses are "Media Law and Ethics", "Writing for the Media", "Media in Society" and "Media Design and Aesthetics". Versions of some of these courses are offered in existing programs, and could be expanded to cover all media. Elements of others are found throughout the existing programs, but not as specific courses.

The five capstone projects are:

- 1) A newspaper program, not necessarily the *San Matean*. Skyline has a newspaper, but its journalism enrollment is not robust. Canada has no paper. A district-wide newspaper is a possibility, but it is not the committee's charge to go beyond our campus. Some of our Journalism students get awards, and some go into different kinds of writing. Writing is critical.
- 2) A client-centered media production experience, particularly in web and graphics areas.
- 3) Managing the campus announcement system, perhaps in ways that would help with campus marketing, research, and advertising, to get our programs better known.
- 4) A weekly TV magazine show for KCSM, featuring issues of interest to the community such as the environment, water, and transportation.
- 5) A campus internet radio station with a student general manager, using broadcasting equipment used in the industry.

The last two integrate broadcasting and digital media, and were proposed in the Broadcasting PIV.

Between the core courses and the capstone projects there must be training, such as classes on page layout, typography, and how to manipulate images. The committee recommends cutting the 35 courses in the catalog to 18, plus a few more when broadcasting is included. Also consider boutique classes for personal enrichment, and Community Ed classes. Synergies come into play, for example audio for web,

broadcasting, and music. The recommendations should be implemented quickly in anticipation of moving in Fall, 2010 into the new facilities being built in 10N.

In the educational master plan, increasing enrollment is important. Capstone courses will bring more people into intro courses. There is a need for articulated courses and additional career/tech courses to move people along.

Media faculty and others made statements about the recommendations. Graphics professor Ed Seubert said we know we have to get numbers up, and for that we need support from the District. It should stop creating competing programs in the same service area. In '04-'05 Canada had 100% overlapping classes and Ed's enrollments went down. There was no help from the District. Community Ed has sequential six to eight week classes which directly overlap our courses. Don't stack the deck against us. We need to work on articulation and increase the number of transfer students. We should have interwoven the web and graphics programs years ago. Ed is excited about curriculum revision, and appreciates shared resources and cost effectiveness. The group found areas of overlap and is working to rid duplication from programs. The accreditation team identified the previous PIV process as having problems. As of Fall 2008 a new Program Review and PIV process was approved by Governing Council. Ed went on to identify some problem areas, and in so doing explain why graphics and multimedia faculty disagree with the PIV committee findings.

Ed met with a member of the committee before the research had been done and asked how they see the process ending, hoping to hear they didn't know. They answered they expected a media umbrella for the four programs, and that is what happened. Ed called this a textbook example of nothing being more dangerous than an idea, if it's the only one you have.

Ed continued: Invalid assumptions developed into findings based on hearsay. An early draft said there have been no changes in five years, but we had changed software, including three upgrades. A second assumption is we teach only software. In fact, our 35 unit program has 15 units on software, 14 on design, and 6 on production. Another assumption based on hearsay is that classes and assignments are not contextual. The committee was disturbed at classes exclusively on software. Ed said he got validation for his teaching method – building on the student's existing base of knowledge - from Ken Bain's Opening Day address. It is unfair to put a student into a design situation in a software class, if the student has not been instructed in design. That is why we separated the two courses.

Ed continued: Do three out of 29 makes a consensus? Of 29 people who responded to the committee, three said software instruction isn't required. That became a committee finding even though all three were refuted. The finding ignored enrollment trends. It recommended we get rid of software classes, but that is where demand is strongest. The committee found that there were no software classes at the transfer schools. We found 14 such classes at SFSU, SJSU, CSUEB, UCSC, UCD, etc., but the data we turned up was discarded. Ed distilled 16 programs at 16 community colleges onto a large chart showing every class in every robust program in California. He said it was ignored.

Ed continued: Diana Bennett, Patty Appel, and Ed Seubert developed their own program. It was discarded. The committee suggested a program title not approved by the state. People were not notified of meetings where interpretation took place. They were told all meetings were open, but not when they were taking place. People were handed committee decisions as *fait accompli*, with no time to rebut or research committee findings. The committee did some good work, but there were serious flaws on methodology.

Journalism professor Ed Remitz said he sees lots of flaws. Journalism 120, the only transferable course, would be wiped out. Journalism 110 is also an IGETC class. Standalone, it is fine – students and grads like it – but it would be “chewed up to feed the larger beast.” Other resource people, including William Briggs, chair of the Journalism and Mass Communications Department at San Jose State, and Venise

Wagner, chair of the Journalism Department at San Francisco State, have responded to this proposal. Ed distributed a letter from William Briggs supporting the *San Matean* for its service to the community and the experience and academic preparation it gives students, and endorsing having faculty advisors keep hands off student work.

Ed Remitz continued: The *San Matean* is a First Amendment vehicle for CSM. There is no rationale to put it on hiatus for some vague idea. Language buried in the recommendations about assign and review is improper. Making the students responsible for their work is how journalism is taught. That is how other programs operate. Producing pretty public relations pieces is not what a journalism program does. Our program is well received by the programs our students transfer to. Many of our grads are excelling. Ed is distrustful of a fast process and doesn't want a hiatus ramrodded through.

Tania reported the committee started working last May. It met with all media group faculty, learned what they taught, and got names of people to interview. It interviewed at Stanford and other transfer schools. At CSM, these programs are not attracting students. In Graphics, 8 of 13 classes have fewer than 20 students, in Multimedia, 9 have fewer than 20, and in Journalism all classes have fewer than 15. In other areas, students have transfer options. Some people take classes for professional enrichment. The programs cannot continue with low enrollments. She said the committee's options are pretty sound.

Stacey said lots of students want a Multimedia degree, and are looking for transferable courses. We should incorporate such courses. Ed Remitz said the 20 rule will put Journalism on hiatus, except for the mass media class. The First Amendment is an important consideration.

Jeremy explained the PIV process has been amended, but the original PIV committee was under the old process. Ed Seubert asked what is accomplished by giving all four programs a single title (Digital Media.) The causative agent of enrollment problems continues. The committee should have spent more time looking at that. Ed agrees with much in the recommendations. We were told at the last meeting we would have absolute control over curriculum, but we got a flow chart saying this is the process, these are the classes, and this is the sequence of classes.

Tania said a problem at CSM is courses are spread out all over. For example, there are two Photoshop classes. It is not clear from the course descriptions which one to take.

Mario Mihelcic, Admissions and Records Assistant and Certifying Specialist for Veterans Benefits at College of San Mateo, and former *San Matean* editor, spoke on behalf of the *San Matean* alumni network. He expressed concern faculty and administration are using PIV to shut down the newspaper, thereby shutting down a free press and curbing a First Amendment outlet for students. The *San Matean* is respected by lawmakers like Leland Yee. It also gets free printing worth about \$15,000/year from the San Francisco *Examiner*. If we suspend production, we might lose that. Where would those funds come from? Jeremy said what would be suspended are the courses which produce the newspaper. Running those courses kills courses in other areas on campus. We have to choose where to put our limited resources. Now we are cutting anything under 20, campus-wide.

San Matean advisor Ed Remitz criticized the assign and review approach in the recommendation as teacher involvement inconsistent with how journalism is taught. It may produce a pretty little PR project, but that's not journalism.

Christine Karavas, current *San Matean* editor, said the *San Matean* gives students an opportunity to learn journalism through real world experience, so they can go into the field and know what they're doing. She expected to write fluff, but was able to work last summer at the *Palo Alto Weekly*. She described the staff as an inspirational community of students with the same sort of drive. Closing the paper not only cuts students out but pulls a blindfold over the community. The paper is how CSM students learn about things. It is hard to get students to care, and everything we can do to help them should be done. Work on

the paper helps the newspaper staffers think critically and does a service for the community. If cut now, it would be hard to rebuild. Veterans keep the quality up. Cutting the program would hurt the community and the student body.

Ed Remitz added Christine was named by the California Newspaper Publishers Association to work this summer at the San Francisco *Examiner*, with a \$2000 stipend. Another CSM student won that honor two years ago.

Jeremy said the 20 person rule (Dist Reg 6.04) will kill the program for spring. Ed Remitz recommended postponing a decision. Perhaps we can get other faculty involved. Jeremy said it is in the long term interest of the college to keep the paper around as a capstone. Ed said with the PIV recommendation it wouldn't be a paper, and added he doesn't need time off in the fall to look at programs at other schools and explore the option of consolidating the *San Matean* into a district-wide newspaper with Canada and Skyline.

Laura said she read the report as an interested faculty member and citizen. The report stepped back from individual programs and looked at what could become common. Take advantage of areas of overlap and find other ways to serve students better. She added it is disturbing to hear dissatisfied colleagues.

Ed Remitz reported he has approached CSM colleagues about collaborating. He has tried to work with Michelle from Broadcasting in the past but is now working with Broadcasting to get cameras. In other cases, nothing resulted. Huy Tran said Chancellor Galatolo argued yesterday (Dec. 15) we have to find ways to work together.

Graphics professor Patty Appel said we need 60 to 90 days to develop recommendations which include all of us. The present recommendations felt like a dictate, not a consensus and synthesis of ideas. All of us need to be a part of the decision making process.

Jim asked the decision be put off because the PIV document is very long and there wasn't time to read it. He said student generated free speech is in a different category from the 20-student enrollment minimum. There is a clash between the bottom line and freedom of speech issues. Kathy said as dean she is in charge of cutting classes of her division, and is aware of the ethical issue in not cutting classes until after this meeting rather than preempting the entire discussion with one mouse click. Tania said it is important to have closure, particularly on recommendations involving professional development for faculty and on closing courses.

Ed Seubert said instructors in the programs were given the committee's findings twice, but apart from presenting their courses, they were not allowed to participate in the deliberations leading to the findings. The findings were a *fait accompli*. We were told, for example, we are not to teach software. We want a lock tight agreement that we control our destiny regarding curriculum.

Jeremy said the PIV committees recommend to Governing Council, which makes recommendations to President Claire. We control only the views we express. The committee report is a good document; the best chance of moving forward is to go with it. Cuts are likely. Maybe there will be reassigned time and development funds to make programs viable. We are probably getting off easy this semester. Fall cuts will be way worse. Program discontinuance is not suggested. Making programs more viable is. The recommendations to move toward a more integrated approach seem flexible and plastic enough. The *San Matean* is a separate issue. Ed Remitz asked whether stopping the *San Matean* can be excised. Marilyn said the committee asked the *San Matean* to be put on hiatus to give time to explore a District newspaper. If that exploration can be done in time, change it.

Kathy Ross said the committee's concern is in recent semesters there haven't more than seven people in the class which puts out the newspaper. Jeremy sees, as a middle ground, a more viable paper as a

capstone project serving multiple needs of students. We want to accept meaningful criticism without curtailing First Amendment rights. Ed asked to go over the language of new state legislation which affects us. Jeremy said we are in a tough spot. We can approve the recommendations, pending language modification. He described them as a well-thought out attempt at making the program viable. It is not too rigid, so we can add our own ideas. Possibly, explore other options to make the journalism program viable. Ed said he didn't need more time. Jeremy said we can't protect your courses and asked do you understand and are you willing to take constructive criticism from Marilyn regarding your program. Ed responded yes.

Jeremy advised we approve the recommendations stated in the PIV document, except take out the explicit recommendation that the *San Matean* be put on hiatus and kick it over to their dean, Kathy Ross. PIV chair Marilyn Lawrence and faculty member Ed Remitz will work on language over the winter break including "first amendment" and deleting "hiatus" from page 7-8 but journalism courses will not be excluded from the 20 minimum enrollment. Ed Remitz agreed and has suggestions for language improvement. The new language will be completed and presented to Governing Council on January 27, 2009. Diana can take the approved package forward. Jeremy reiterated that this is about the principle of practicality (courses) not the *San Matean*. Courses under-enrolled and not meeting the 20 minimum will be cancelled.

Henry said if the budget situation is drastic enough, the minimum to run a class may go above 20. Jeremy noted Governing Council alone cannot put the paper on hiatus. We cannot demand anything of the VPI. The middle section, on programmatic changes, needs work. Affected faculty will be involved in the details. Work has started on course outlines. We want course outlines by the end of January for the core courses. We need other course outlines by mid-semester.

Governing Council approved the following from the media group PIV committee:

1. Media Group PIV recommendation approved with the following revision: delete the word "hiatus" from the PIV recommendation.
2. PIV Chair Marilyn Lawrence and Journalism professor Ed Remitz will submit amended language to include "First Amendment" in the PIV recommendation to Academic Senate 1/27/09 for amended approval.
3. Media faculty will collaborate and prepare course outlines of the four recommended core courses, and submit them to COI in February 2009 for approval to make the 2009/2010 CSM catalog.
4. Course outlines for all other new courses and/or revised courses will be completed and submitted to COI prior to the Fall 2010 Digital Media program launch.
5. Multimedia, Graphics, Journalism, Broadcast, and Film Production courses will adhere to the minimum class enrollment size (Dist Rules & Regs 6.04)

ADJOURNMENT The meeting was adjourned at 5:06 pm. The next meeting will be Jan. 27, 2009.