

Meeting Minutes

February 27, 2018 Rm. 18-206 1700 W. Hillsdale Blvd. San Mateo, CA 2:30 – 4:30 pm <u>Website</u>

Executive Committee 2017-2018

Jeramy Wallace President

Peter von Bleichert Vice-President

Rosemary Nurre Treasurer

Daniel Keller Secretary

ACADEMIC SENATE

Executives Present

Name of Officer	Executive Committee Role
Rosemary Nurre	Treasurer
Peter von Bleichert	Vice-president
Jeramy Wallace	President

Senators Present

Name of Senator	Division
Tabitha Conway	ASLT
Tatiana Irwin	CASS
Margaret Kalunzy	CASS
Colby Nixon	Language Arts
Stephanie Roach	ASLT-Library
Kathleen Sammut	Counselling
Kevin Sinarle	Counselling
Lakshmikanta Sengupta	Math/Science
Mick Sherer	Language Arts

Others Present

Name	Representing
Laura Demsetz	CASS Dean
Hillary Goodkind	Interim Dean, PRIE
Jay Lehman	Math/Science
Teresa Morris	Library
Cobly Riley	ASCSM
Leigh Anne Shaw	District Senate President
Chris Walker	Math/Science

Opening Procedures

Item	Presenter	Time	Details	Action/ Information/ Procedure
Call to order	President	2:30		Procedure
Adoption of today's agenda	President	2:35	Approved	Action
Adoption of past minutes	President		Minutes of 2/13 Approved	Action
Public Comment	Public	2:40	Jeramy: Black history Month ends tomorrow. A silent disco will take place in building 10. Peter: There will be a meeting for guided pathways in Pomona. Peter is leading this for faculty.	Information

New Senate Business

	Item	Presenter	Time	Details	Action (Motion/Resolution)/ Information//Discussion
1	President's Report	President	2:40	 Last fall, we decided to contribute money to Jennifer Hughes' scholars as part of her retirement celebration. Jeramy sent an email to senators ask if we should include. \$500 this in the scholarships given out to CSM stude next month. The majority approved. We need a committee to read scholarship applications for academisenate. Margaret, Tabitha, and Kevin volunteered. IPC update: Fauzi Hamadeh and Jerare developing a participatory governance handbook to reduce confusion about issues such as the Brown Act and Robert's Rules of Order. The goal is not to create new information or generate new rules so much as to have all of the information available in one place. A reminder: Leadership retreat on 39-2 at Canada Vista Clubhouse. Equivil be a major theme. The college is funds for substitutes if you choose to more attendees would be welcome. 	ing e ents c n amy f on 16 ity as

				5. District Academic Senate update: Surveys about evaluation forms were sent to faculty last term. Many questioned some of the changes to the forms, particularly the "meets expectations" category. To discuss the form and other evaluation questions further, Leigh Anne Shaw would like to have a campus forum (in place of the senate meeting) on April 3 from 2-4 at College Heights.	
2	ASCSM Update	ASCSM President	2:45	Colby Riley, ASCSM president: Events for Feminism Week will begin on 3/13 and continue through 3/15. There will be a rally and protest of the recent mass shootings starting at 10 a.m. on 3/14. Janaya Kahn, co-founder of Black Lives Matter, Toronto, will be speaking.	Information
3	Standing committee reports a. College Assessment Committee	Stephanie	2:55	CAC is planning on focusing on effective communication with regard to Institutional Learning Outcomes (ILOs), particularly regarding changes in terms of accreditation. These changes should lead to more flexibility in how we describe and assess ILOs.	Information
4	CSM Mission and Values Statement	President	3:00	The Mission and Values statements were drafted by both students and faculty and given a stamp of approval by IPC. This is our chance to review the statements and give feedback. Regarding the opening of the mission statement—"College of San Mateo is committed to serving the broad educational needs of the local community, as well as the Bay Area and world community," Rosemary asked whether the phrase "world community" is appropriate, given that we are funded by local taxpayers and our traditional mission is to serve the <i>local</i> community rather than the entire world. Colby Riley pointed out that this language was meant to indicate our work with international students,	Discussion

					<u></u>
				who make up an increasingly large	
				percentage of the student body at CSM. Still,	
				the language seems somewhat confusing.	
				Both Kevin and Mick suggested changes that	
				would include international students without	
				confusing language about the world. For	
				example, we might say that we are serving	
				"the broad educational needs of our students	
				and the local community." Jeramy will talk	
				to Alicia and David about this.	
				to Affela and David about this.	
				Rosemary also noted the absence of life-long	
				learners from the "Academics" category of	
				the mission statement, which says we want to	
				ensure a "dynamic, innovative workforce and	
				transfer population." Life-long learners, who	
				may not be seeking to gain workforce skills	
				or transfer, are a part of our campus also.	
				However, Laura noted that this language was	
				taken out during the last economic downturn,	
				so we should make sure that this language is	
				appropriate now. We discussed some ways	
				that we might include this population without	
				using the term "life-long learning," which	
				may even be inaccurate due to limitations on	
				course repeatability. For example, we might	
				use terms like "community enrichment" or	
				add "an enriched community" after "transfer	
				population."	
6	Educational Master	Hillary	3:50	Hillary Goodkind has been attending division	Discussion
	Plan—SWOT discussion	Goodkind,		meetings across campus to share information and	
		PRIE		get feedback for the next educational master plan.	
		Interim		On major change is that the newest version will be much shorter: the last EMP was 298 pages;	
		Dean		the current one, by using links, data packets, and	
				other sources to reduce repetition and	
				unnecessary information, is concise and readable,	
				currently at 30 pages. The goal is to focus on the	
				plan itself rather than overwhelm readers with	
				data that can be obtained elsewhere. When the	
				plan is complete, it will go to each division for	
				further discussion.	
				In the company and linearing as Comme Co. 1	
				In the surveys and discussions so far, a few trends	
				have emerged:	
				Climate grant for facility of CC - 1	
				Climate surveys for faculty, staff, and	
				students show that satisfaction rates	
				remain high: students, staff, and faculty	
				feel they have a voice on campus.	

7. New math courses to meet	Jay Lehman	 However, faculty surveys show less satisfaction around issues of workload, staffing, and communication about decision making. Course completion rates remain stable at about 73%. While it is unlikely that we can ever get to 100%, we should continue to improve these rates. One concern is for students placed in basic skills courses, whose rates are consistently lower—currently averaging 62%. Students were vocal about their sense of increasing ethnic tensions on campus and their concerns about school shootings as well as increasing tensions in general due to the political climate. There was also a 13 point increase in students' perception of sexual harassment. We discussed what other data we would like to see, including more information about how our students are doing after they transfer. Hilary noted that "data are imperfect" and we may not be able to get this information as much as we would like. Social media and other platforms such as LinkedIn may be helpful in learning more about how our students do after CSM. We then discussed the Strengths Weaknesses Opportunities and Threats section of EMP. Hillary has taken the suggestions to be included in this section of the report. 	Information
requirements of AB 705	and Chris Walker, math department	requires that all colleges have "multiple measures"—a variety of ways students can be placed into courses, such as high school GPA. The bill also requires community colleges to provide a path for students to "enter and complete a transfer level course with 1 year of entering college."	

In response to these changes, the math department has changed placement methods students will be able to use high school grades, including grades in math courses and overall GPA. The math department has also created a new course and eliminated some of the remedial courses that would prevent students from being able to make it to the transfer level. The current model involves 4 levels, with transfer-level math courses beginning at 125. Students might have 3 levels of remedial course work to get to the transfer level class. The new option will allow students to enroll in "co-requisite "plus" courses—two options for students at the lowest level: 120 (pre-algebra) along with a support class (820)Or 190 (pathway to statistics) with a support course (890). Other colleges have been successful in offering a faster route to transfer-level math, with success rates improving by as much as 400%--but only with these kinds of co-requisite support courses. Faculty are being trained to lead these corequisite courses, which also require much more collaborative work for students. Jay noted that the math department is "overwhelmed but excited" about the new changes.

Final Announcements and Adjournment

Future Discussion Items & Tentative Schedule Program Review updates (Mar. 13th) Public Safety Update – Mitch Bailey (Mar. 13th) Adjunct Equity (Mar. 27th) COI name change (Apr. 10th) Enrollment Caps (Apr. 10th)