

CAL POLY PARENT PROGRAM ADVISORY COUNCIL MEETING

Saturday, January 27, 2007
University Union, Room 220
Cal Poly State University, San Luis Obispo, CA

MINUTES

ATTENDING

Council Members – Paul Bittick, Rob Boriskin, Cynthia Boriskin, Yvonne Chavez, John Cotter, Ed Czisny, Maxine Czisny, Barbara Damerel, Melanie Dreike, Nancy Gragnani, Theresa Hendrix (alumni liaison), Matt Howard (student member), Ron Hunnewell, John Jernigan, Karen Jernigan, John Jones, Patti Pasetta, Pat Patubo, Chris Patubo, Bob Rivoire, Frances Rivoire, Pat Saley, Terri Whitt, Ross Whitt

Staff Guests – Lisa Bruce, Orientation Programs Assistant Coordinator; Dr. Bill Durgin, Provost and Vice President for Student Affairs

Staff – Cornel Morton, Nicky Nickelsen and Pricilla Plough (student assistant)

WELCOME AND INTRODUCTIONS

Paul Bittick called the meeting to order at 9:00a.m. He welcomed the members and led introductions. A get well card was routed for Ira Katz; Nicky indicated she would be putting a care package together for him and Connie.

NEW MEMBER APPOINTMENTS

Cornel and Paul warmly welcomed newly appointed members **Cynthia and Rob Boriskin**, parents of Jessica from Sacramento; **Yvonne Chavez**, parent of Marisa from Carlsbad; **John Jones**, parent of Michael from Rancho Palos Verdes; and **Pat Saley**, parent of Scott and Katherine from Santa Barbara.

MINUTES OF LAST MEETING

Motions to approve the minutes from the summer meeting were made by John Cotter and Nancy Gragnani. The minutes were approved.

UNIVERSITY UPDATE

Cornel welcomed and thanked members and guests for attending. He indicated the winter quarter is off to a great start with several initiatives underway.

CSU Strategic Plan - Access to Excellence

The first is a CSU system-wide strategic planning activity called Access to Excellence (ATE), a process in which Cal Poly and each of the other CSU campuses are participating. ATE is intended to supersede "Cornerstones," the plan which guided the CSU during the past ten years. The new CSU strategic plan will provide the general framework for campus activities. The process is starting at the campus level to ensure that the next plan will be broadly inclusive, involving dialogue among - and outreach to – the multiple constituencies that define each Cal State University and its mission. Cal Poly's participation in the ATE process provides a good foundation for the campus' revision of its own strategic plan.

In the coming weeks, the University will hold preparatory discussions to enable campus-specific issues and perspectives to be articulated. Students, faculty, staff, alumni, advisory boards and other stakeholders are invited to provide feedback on the strengths of the campus and the CSU; what either or both could be doing better; what changes need to occur to do what each should

be doing; and how technology can help achieve goals or improve business practices. Then, on February 27, the Cal Poly Campus will host ATE team members to present Cal Poly's perspectives.

The CSU has provided six domains or foci for campus discussions which include:

1. Assuring Access to college
2. Connecting to P-12 Schools and to Community Colleges
3. Fulfilling Commitments to Multiple Stakeholders
4. Ensuring Success in Student Learning
5. Faculty/Staff Excellence to Promote Student Success
6. Campus/System Identity

A summary of each of the six domains is available at:

<http://www.calstate.edu/acadaff/system%5Fstrategic%5Fplanning/AccessToExcellence.shtml>

Cal Poly will focus largely on accommodating the economic and workforce needs of the state. Given its polytechnic mission, the University hopes to enhance and attract students to its STEM - Science, Technology, Engineering and Math - programs. The number of college-going students enrolling in and graduating from STEM programs nationally is falling short of workforce demands, a circumstance which is seriously threatening the United States' economic advantage in the world market.

The limited degree of diversity at Cal Poly is also a concern. As long as the University is unsuccessful in increasing representation, it will continue to produce students who enter the workforce and the world without understanding differences in thought and ideas and without being skilled in relating to and working with those who look different, speak differently and act differently than they do. Cornel indicated that Cal Poly has a lot of work to do to increase the numbers of students from underrepresented populations who are admitted to and actually enroll at Cal Poly. Proposition 209 limits our ability to impact who is admitted; but, we can influence enrollment among underrepresented students by creating a welcoming and supportive environment. Cal Poly will also increase outreach and recruitment at "Partner Schools."

Cornel indicated that each Student Affairs department will provide him with contributions for his portion of Cal Poly's ATE presentation. He will also include feedback from students, faculty, staff and other constituents and invited comments from the members of the Parent Council.

Mardi Gras

Cornel reported that city and university officials believe problems associated with the local Mardi Gras festivities, including the rioting which occurred in 2004, appear to be in the past. The cancellation of the parade and other activities as well as a significant increase in security led to improved peace and safety in neighborhoods in 2005 and 2006. SLOPD officers will again visit residents to encourage their mindfulness of safety; however, there will be no fences, no riot gear, no large arsenals positioned in strategic locations and no emergency management center.

Law enforcement will continue to keep a close watch on activity and fines will be tripled; but, the expectation is that there will not be the sort of problems experienced in past years.

Student Quality Advisory Committee

This committee, which is led by the Dean of Students, has been formed to discuss issues that affect the quality of life of students on and off campus. It is made up of students from all

backgrounds and includes representation from each of the colleges. It does not replace student government; but, members may share information with ASI.

Student Affairs is leading a similar effort also intended to impact campus climate. Student Affairs staff visited 50-60 new faculty this past fall to introduce them to the services offered by the Division of Student Affairs and to encourage their collaboration.

John Cotter: Related to the STEM discussion, John suggested providing incentives and rewarding people who teach in STEM fields by raising their salaries. He also suggested each CSU campus direct resources to their strongest programs thereby creating specialized institutions that serve specific fields. As an example, students interested in STEM fields would attend Cal Poly or another campus that specializes in science, engineering and math. Students interested in liberal arts would attend a campus where those fields are strongly represented.

Cornel indicated that we should be mindful of the extent to which the liberal arts programs, when offered alongside science, engineering and math programs, add value to a student's education. Especially in today's diverse and global marketplace, students need the writing skills, critical thinking skills and exposure to different political and historical perspectives gained through largely through coursework in the arts and humanities.

Patti Pasetta: Patti commented favorably on efforts to increase diversity indicating parents and educators should encourage it. Her observations are that students want it. She commented on the benefits of the CSU system's small classes and concurred that a university's curriculum should include a solid representation of liberal arts courses. She appreciates the CSU posters provided at the last meeting and refers to them frequently at the school where she teaches.

Karen Jernigan: Karen asked what Cal Poly's goal is in terms of percentage of diversity within the student body.

Cornel indicated he would like to see representation return to pre-prop 209 percentages. Currently, just over 1% of the student body is African-American. 11-12% is Chicano. Less than 1% is Native American Indian. There are achievement gap issues that hinder Cal Poly's ability to enroll a diverse student body need to be addressed.

Bob Rivoire: Bob suggested working toward a student body that reflects the diversity of the State of California.

Rob Boriskin: Rob inquired as to where the greatest levels of diversity are in the State.

Cornel indicated that urban communities tend to be more diverse. The University has developed good relationships with many high schools considered to be "feeder schools." Programs such as PIQE (Parent Institute for Quality Education) work with parents and families of first generation and underrepresented students to help them understand the school system and encourage them to help their children do what is necessary to prepare for college. The CSU Chancellor has visited black churches to speak to congregations about the need for college age students to continue their education. And, the effort does not end once a student arrives. In order for universities to retain underrepresented students, we must ensure they have a good experience at the institution. Following graduation, alumni are called upon to serve as role models and encourage others to attend college.

Ross Whitt: Ross inquired as to whether or not there have been any analyses of the applicant pool to determine if it is growing in diversity.

Cornel indicated it has improved somewhat; but, noted that we have to do better a better job to ensure these students are accepted. The percentages are higher at the community college level. Grassroots efforts, such as the ones described above, seem to be most effective in encouraging students to apply to college.

Pat Saley: Pat encouraged greater support and mentoring of students once they are enrolled.

Patti Pasetta: Patti indicated at the school where she teaches, 60% of students are on the free lunch program. If she can get them excited about community college, she feels as though she has made a difference. She pointed out that moving away from home is an expense many of these families cannot afford. And in many cases their parents are reluctant to let them move away.

Terri Whitt: Terri agreed, adding that cultural factors that contribute to the decision to attend or not attend college away from home.

Cornel shared that, at a recent Dean's Council meeting, he heard from several first generation students who offered amazing stories of how they have overcome adversity in order to attend and continue their studies at Cal Poly. He commented that these students are very resilient and simply need the opportunity to succeed.

CAL POLY PRESENTER

DR. BILL DURGIN, PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Paul Bittick introduced Provost and Vice President of Academic Affairs, Bill Durgin, the chief academic officer and senior vice president of the University. Dr. Durgin is responsible to the President for the formulation and implementation of academic plans, policies, and priorities, and for the allocation of resources to carry these matters forward.

His prior academic post had been that of Associate Provost and Vice President for Research at Worcester Polytechnic Institute where he made major contributions to undergraduate and graduate academic programs, research programs, and adult education programs for all engineering, science, management, and humanities and arts programs.

Dr. Durgin holds a bachelor's and doctorate degree in mechanical engineering and is well known for research in his field. He has made substantial contributions to engineering education through his work on project-based learning. He's led numerous accreditation efforts and has held positions in professional societies and in organizations supporting engineering education at the national and state levels.

Dr. Durgin thanked the members for the opportunity to join them. An East Coast native, he is proud to be at Cal Poly and anxious to contribute. He indicated that although he is an engineer by trade, his career path as a university administrator began when he was asked to start the Aeronautical Engineering program at Worcester. He enjoyed that challenge tremendously and subsequently realized that he could make important contributions to higher education as an administrator.

He came to Cal Poly convinced that a polytechnic education is important to the future survival of our nation. According to Durgin, "we live in a unique time – we rely heavily on technology, but

don't fully realize how it affects our lives. Even our leaders don't know enough about technology to make good decisions." He explained that universities have a mandate to develop leaders who can better understand the impact technology has on our lives and use that understanding to make better decisions for humanity. Cal Poly, with its strong combination of technical and liberal arts curriculum, is in the perfect position to develop our nation's future leaders. Durgin indicated that he strongly supports Cal Poly's learn-by-doing philosophy and its project-based curriculum. He'd like to see students involved in more project-based programs overseas.

Durgin explained that part of his responsibility is to facilitate Cal Poly's contribution to the CSU's strategic planning process, Access to Excellence. Although the high school graduation rate is increasing, the number of college-bound students is not. Since the matter of access is at the forefront of CSU's priorities, campuses including Cal Poly are being asked to state what they will contribute in the effort to "fill the pipeline" with college-bound students, and how they will serve those students once they are admitted.

One of the challenges Cal Poly faces in serving students is related to space. In order to accommodate increasing enrollment, the campus needs to address the size of its physical plant. Another challenge is attracting the best faculty. Good faculty are difficult to find and retain. The cost of living on the Central Coast poses a recruiting problem; and, once a new member of the faculty is hired, the University has a responsibility to provide an environment that fosters their continued intellectual growth and professional contribution to their fields. Providing faculty with opportunities for research, however, impacts the amount of time they can dedicate to the classroom.

Since Cal Poly is one of several schools that provide graduates from programs that are critical to California's economy – namely those in STEM programs – it is important for the University to help encourage K-12 students to pursue higher education in these fields. Because the United States is competing with countries such as China and India to maintain its place in the world market, American universities need to do everything possible to make sure higher education is an option for all students. According to Durgin, we have an enormous task in front of us - one that will require us to think differently about how we do things and one that will require new perspectives to problem solving and strong support from our communities.

Cal Poly also needs to improve student retention and reduce time to graduation. The latter is particularly critical given the restrictions on Cal Poly's physical plant mentioned earlier. According to Durgin, the state, the university and parents have invested too much in its students to allow them to stay in school. Students need to join the workforce and start contributing; these young people are the nation's leaders – the next generation we are relying on to meet challenges and solve complex problems. Parents can help by setting the expectation of timely progress to degree.

On February 27, Cal Poly will host Access to Excellence team members to discuss Cal Poly's contribution to the CSU's strategic planning process. The CSU is the largest school system in the country with over 500,000 students and a \$4.5 billion budget. The Systems' campuses are also very diverse with regard to their programs and approach to teaching. Since large organizations have a tendency to apply the same policies across the board, it will be important for each campus to participate and differentiate itself in the process. Cal Poly will make a strong case for support of its unique polytechnic mission and interdisciplinary programs.

Honest and constructive feedback from stakeholders - such as parents - is helpful and encouraged during this process, and, at any time when students are experiencing problems or

barriers to success. Durgin explained that he takes a direct, open and friendly approach in working with faculty, staff and students.

Barbara Damerel: Barbara indicated that more than any other generation, their students' lives have been planned from kindergarten through college. She indicated it is scary for students nowadays to think about moving on – to graduate, make decisions for themselves and plan their own futures. They see friends who have graduated and returned home for economic reasons and they don't want to be in the same situation. As a result, they stay in school so they do not have to move on until it is absolutely necessary to do so. Barbara agreed that students do have a lot to offer; that they should be graduating, entering the workforce and making a contribution.

She added that mentorship is effective in retaining students. If students don't engage with an adult mentor on campus or in the community, she believes they are more likely to leave.

John Cotter: John urged support of a first-year experience program at Cal Poly. He indicated that there is a synergy that needs to occur for each student to stay on track. He added that Duke University requires students to graduate in four years.

Dr. Durgin indicated multiple factors contribute to a student's rate of progress to degree. Cal Poly shares the responsibility for this. It's often difficult for students to get classes. Budget and space limitations force administrators to decide between hiring another faculty member and lowering the number of sections. These are areas where the University needs to serve students better.

Patti Pasetta: Patti indicated that Cal Poly's small class size and the willingness of professors to get to know their students is a benefit. A professor encouraged her to enroll in a swine enterprise project, which her daughter is enjoying tremendously, and, which she may not have taken otherwise.

Dr. Durgin indicated that these are the sorts of experiences we strive for. Unfortunately, students rely much more on parents to do things for them and may miss opportunities. He encourages parents to allow their students to take responsibility for their education – to let them know that their curriculum is their responsibility.

Melanie Dreike: Melanie applauded Dr. Durgin's philosophy, indicating it is refreshing for her to find an analytical mind working in the field of higher education administration. Her experience has been that students contact their parents when they are "frustrated in the moment" and just want someone to listen. Parents often feel a need at that point, to get involved and help solve the problem when they should offer encouragement or express their confidence in their students' ability to handle the situation.

She also mentioned that having access to other Cal Poly alumni would be valuable for students.

Frances Rivoire: Frances commented on Dr. Durgin's remarks about international programs. She believes these provide students with a valuable global perspective. They also help students become more self-reliant as they learn to live in and adjust to a different culture and way of life.

Dr. Durgin discussed the benefits of overseas project-based learning programs, including their potential to turn into senior projects. He also provided examples of the credence employers are giving to job applicants who have international experiences.

Maxine Czisny: Maxine suggested providing some sort of program (the “fourth-year experience”) or reminder for junior or senior level students which encourages them to wind down, focus on their senior project, attend senior year advising and learn how their academic work will apply in their profession.

Barbara Damerel: Barbara inquired as to the number of schools on quarter vs. semester systems.

Dr. Durgin indicated he has not yet explored whether the quarter system works better at Cal Poly than another format; or, if students would be better served under a semester system. At a former institution, the academic year was divided into fifths with two terms per semester. The system worked well because, during the fifth session, students could participate in an overseas project-based study program.

Paul Bittick thanked Dr. Durgin for providing an informative presentation and for being available to answer questions.

PARENT ORIENTATION PROGRAMS PRESENTATION
LISA BRUCE, ASSISTANT ORIENTATATION PROGRAMS COORDINATOR
MATT HOWARD, WOW BOARD MEMBER, PARENT COMMITTEE CHAIR

Matt Howard, WOW student board member and Lisa Bruce, Orientation Programs staff, introduced new plans for the parent and family component of their orientation programs.

Orientation programs are planned by Cal Poly’s Student Life and Leadership staff and Cal Poly students and include: 1) Admitted Students’ Day and Open House in April, 2) Summer Advising during the month of July and 3) Week of Welcome in September. Lisa and Matt provided an overview of the purpose of each orientation-related program the Student Life and Leadership department offers to students and families.

April’s Admitted Students’ Day and Open House weekend consists primarily of two days. Friday is designed to welcome newly admitted students to Cal Poly and to introduce them to all that the campus has to offer. The Parent Program participates in or supports the day long resource fair, the University welcomes and the WOW program’s Friday night Parent Coffeehouse which has grown into a phenomenal success with attendance nearing 600 annually during the past several years. Saturday is a campus showcase open to current and admitted students, parents, alumni and the community, and includes a parade, student performances, and a campus-wide club fair, department programs, kids programs, a rodeo and a concert among other activities. The Parent Program usually provides a welcome table at the alumni tent on Dexter Lawn. The theme for this year’s programming is “Explore Cal Poly: Begin Your Adventure.”

Summer Advising provides students with academic advising resources to prepare them for Cal Poly’s academic expectations and to orient them to the CP Reg, the course registration process. Students attend advising on a specific date assigned by their department or college. In the past, programming for parents was limited to an afternoon session which included oral presentations by various campus staff followed by a question and answer period. Last year, due to the implementation of a new campus-wide student administration computer system, advising was provided online for most new students. The Summer Advising Program will be returning this summer with expanded orientation programming for parents and families.

WOW Family Orientation Weekend is move-in weekend and has typically been the focus of orientation programming for parents and students. For students, this will continue to be the case. Most orientation-related programming for parents and families, however, will be moved from WOW Family Orientation Weekend to Summer Advising. The purpose of the change is to allow broader access to orientation programming (since parents aren't busy moving students in during the summer) and to prepare parents earlier for the transition to college. Family Orientation Weekend in 2007, then, will likely take on a more celebratory theme. All components will take place on Sunday. Most sessions will be held in open timeframes or on a drop-in basis. The President's welcome will likely shift from Saturday to Sunday and there will continue to be some sort of closing meal. The Kids Passport activities will continue to be held during Family Orientation Weekend.

Summer Advising for 2007 then will include a parent's welcome of some sort, workshops related to fostering their students' academic success, an awareness component that addresses issues related to health and overall well-being, a transition component that will focus on supporting the student's transition and understanding the parent and family transition, and a technical/nuts and bolts component. An intentional effort will be made to encourage parents to attend Summer Advising with their student.

Lisa indicated that Cal Poly wants to do more to involve parents and answer their questions as early in the process as possible. Summer provides the best opportunity to do so. The Parent Council members were invited to provide feedback on the shift in orientation programming for parents and families and welcomed their participation if they are available. Feedback was generally positive. There will be approximately 11 summer advising sessions this summer – all held on a weekday.

PARENT PRESENTATION – ORGANIZATIONAL EFFECTIVENESS

BOB RIVOIRE

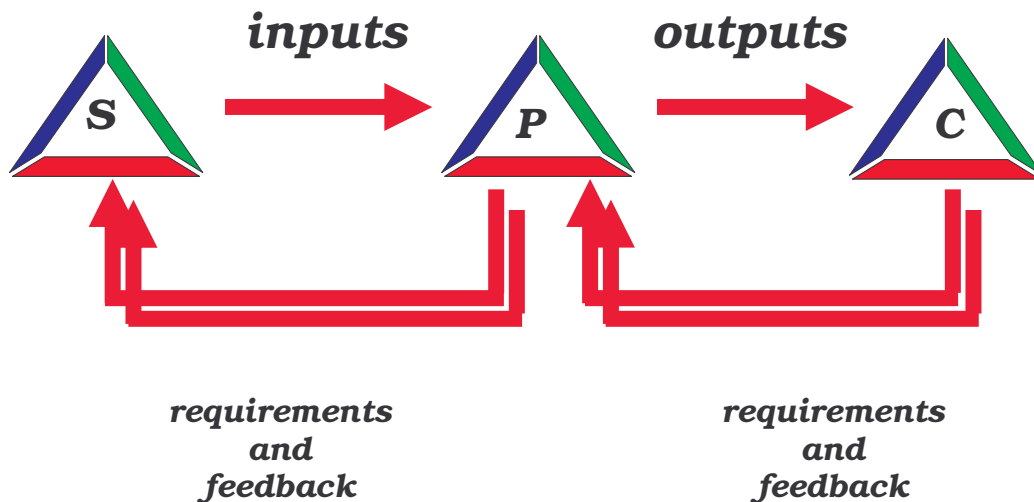
When she was chair, Frances suggested we set aside time for each of us to share an area of person expertise or interest with the group. The result was the member profile forms – which have allowed us to collect information on everyone's skills and interests - and the parent presentations.

We welcome those of you who have not had an opportunity to present on a topic to consider doing so at a future meeting. Paul introduced Bob Rivoire, an organizational consultant, to offer some straightforward tools and tips for organizational effectiveness that can be applied to any organization. Bob's ideas will be helpful as we discuss the Parent Programs strategic plan objectives and goals later in the meeting.

The Customer-Supplier Model:

Using the Parent Advisory Council as an example, he introduced to the group a notion called the "Customer-Supplier Model". This model illustrates the fact that each entity in an organization contributes, by way of some process, to its effectiveness. The graphic below, where S = supplier, P = process and C = customer, recognizes that every individual or group takes some kind of input or raw materials, does something with them, and then delivers their output. Communication is key to the process. Without clear goals or requirements, members of an organization are unsure of their role. Without feedback, it may be difficult to know what opportunities there are for improvement. Both impact an organization's effectiveness.

In any organization, members might have various roles. Parent Council members, for instance, are customers when they are being served by the University and suppliers when they are providing feedback at a Council meeting or serving other parents at an event.



Teams:

Bob also discussed what factors undermine the effectiveness of a team. Ineffective teams tend to have little common focus. Members operate selfishly, keeping their individual goals forefront in priority. Ineffective teams don't spend time setting very clear purposes and goals, don't use discipline to hammer out common working approaches, and don't feel much need for common accountability.

According to Bob, a team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach - for which they hold themselves mutually accountable. Members who think beyond team success and become committed to one another's personal growth and success increase their effectiveness.

The one factor that determines whether a group of people will work together successfully is if they have a *specific performance challenge that is clear and compelling to all members*. Team members must agree on the goal and hold themselves accountable for achieving it. Conflict arises when there is a violation of expectations about what a task is to be done, when it will be done or how it will be done. Bob suggests communicating these at the beginning.

Meetings:

Meetings also impact and reflect an organization's effectiveness. Bob recommended some simple tips to make meetings worthwhile.

Prior to calling a meeting, it's best to assess its purpose. Knowing why it is necessary and what "output" or product it will produce is key. Once the purpose is defined, the attendees, time and place can be determined. In creating an agenda, determine, step-by-step, how the purpose will be achieved. Then, distribute the agenda in advance so that participants can prepare to contribute.

Some general operational rules for effective meetings include:

- start by restating what will be expected of the attendees,
- review the agenda to be sure you have their concurrence before proceeding,
- respect all participants, and,
- keep a “parking lot” for concerns that divert attention from the agenda and purpose.

During a meeting, it is important to base decisions on data, encourage input, explore conflicts, and seek *consensus* from the group. Consensus does not mean everyone fully agrees on everything, but, that individual members will support and implement a group decision even if it's not exactly what they personally want. Members must; however, generally feel it's an acceptable, working decision given the time factor, range of opinions, and personalities involved.

At the end of the meeting, review the “parking lot” and any action items, and provide an evaluation of the meeting. Afterwards, provide meeting minutes in a timely manner - two days, if possible - and review evaluations. Integrate changes into the next meeting, providing an explanation as to why the changes were made.

Paul thanked Bob for preparing and presenting these informative and useful tips and reminder the members that if they have a topic in mind to present, to indicate their interest on the form that is being passed around.

NEW BUSINESS

Bylaws

Given the limited time remaining for the meeting, Paul suggested moving the biennial bylaws review to the April agenda. The members agreed.

PARKING LOT: Move bylaws to April meeting agenda.

New Leader Nomination Process

Paul announced that now is the time of year when we begin our search for our next Vice Chair/Chair elect for this organization.

Since the three year terms goes quickly, Paul encouraged members in the first year or first part of their second year to consider being a leader. The appointment is for two years. The first year is spent in the role of Vice Chair. The second year is spent in the role of Chair.

The leader nomination process, a list of roles for the Vice Chair and Chair and a leader questionnaire was provided to term eligible members (those whose terms do not expire prior to April or June 2009).

ACTION ITEM: Leader questionnaires are due to the Parent Program office by Friday, February 23. (Reminder and deadline date sent by e-mail February 8)

PARENT PROGRAM UPDATE

Staff Recruitment

Nicky passed around a "Good Luck" card for Theresa Rush. She indicated that the recruitment will open on February 2 at the Cal Poly Jobs Web site and that she hopes to have an ASA II hired by April.

Profile Forms

Nicky asked the members to provide feedback on a new proposed new format presenting the information on the profile forms. She suggested a short essay format for ease of reading as opposed to a list of skills and experience. Members are asked to assist in providing their information in paragraph form, or in reviewing it.

ACTION ITEM: Provide feedback about essay format for Council member profiles information per email sent just prior to the meeting.

Strategic Plan

As mentioned at previous meetings, the Division of Student Affairs has been working hard on a Strategic Plan to guide its efforts from 2005-2010. Nicky provided an overview of the plan and the actions that were developed for the Parent Program as part of that plan which is summarized as follows:

Vision: "Investing in Greatness"

Mission: "Student Affairs cultivates student learning and success"

Fundamental principles of the plan: The ABLE pillars

- **A**dvocating
- **B**uilding Collaborative Relationships
- **L**earning
- **E**nhancing Opportunities and Experiences

Objectives and Parent Program actions:

1. CULTIVATE A CLIMATE THAT IS RECEPTIVE & OPEN TO DIVERSE STUDENT NEEDS

- Develop goals for parent involvement and communicate these to parents and the University community. (06-10)
- Provide an access point for parents who wish to ask questions, express concerns and become involved. (06-10)
- Communicate relevant University news and information to parents and families. (06-10)
- Support professional development opportunities for staff. (06-10)

2. SECURE RESOURCES FOR PROGRAM EFFECTIVENESS

- Secure discretionary funding from the Cal Poly Parent Fund. (06-10)
- Involve students in the planning and implementation of campus events for parents. (7-10)

3. PROMOTE SHARED CAMPUS PURPOSE

- Provide a forum for campus staff to share information about best practices for interacting with parents. (07-10)
- Work with campus partners to fulfill programmatic priorities. (07-10)

4. IDENTIFY & WORK TOWARD STUDENT SUCCESS

- Educate parents and families about college student development and they role they play in supporting that development. (07-10)

- Educate parents and families about appropriate involvement with their college-aged family members. (07-10)

5. PROMOTE THE UNIQUE ROLE OF STUDENT AFFAIRS

- Publicize the Parent Program's purpose and affiliation with the Division of Student Affairs. (06-10)
- Communicate Student Affairs' resources to parents and families. (07-10)

Nicky asked for the members to think about what specific services fulfill the actions listed. Maxine, Barbara, John J., Paul and Nancy were asked to collect member responses.

The strategic plan will be implemented over the next five years. Each department will assess 1-2 programs annually and future program decisions will be made based on outcomes.

ACTION ITEM: Nicky to e-mail members and volunteers regarding process for providing responses to be used to determine what services match the Parent Program's strategic plan action items.

Future Topics

Council members were asked to suggest future topics for guest speakers and parent speakers on a form provided.

CLOSING REMARKS AND ADJOURNMENT

The next meeting will be held in April during Open House weekend. The majority prefers the meeting be held on Saturday, rather than Sunday. Other announcements are:

1. Summer meeting – Saturday, July 14.
2. New Student Welcome Events – August 12 in your local area.
3. WOW – Saturday and Sunday, September 8 and 9
4. Parents' Weekend and fall meeting – TBA when football schedule is set.

Paul Bittick adjourned the meeting at 12:15 p.m. Please forward additions or corrections to calpolyparent@calpoly.edu. Thank you.

Respectfully submitted,
Nicky Nickelsen