



**INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF**

**Friday, September 4, 2015
9:30 am – 11:30 am, Building 2, Room 10**

Members Present: Gregory Anderson, Danielle Behonick, David Hamilton, Michael Hoffman, Maria Huning, Jessica Kaven, Andee Liljegren (ASCC), Nick Martin, Anniqua Rana, Alexandra Wildman (ASCC)

Guests: Nick DeMello

Members Absent: Valeria Estrada, Chialin Hsieh, David Johnson

**1. Approval of Agenda – amended to move A. Membership: new membership; additional faculty membership to end of agenda
Approved unanimously**

**2. Approval of Minutes – May 1, 2015
Ayes – Anderson, Behonick, Hamilton, Hoffman, Kaven, Martin, Rana
Abstention – Huning, Liljegren, Wildman**

3. Business

B. IPC Bylaws – Composition modification

Chairperson Kaven reviewed the IPC Bylaws with the Council and indicated that as currently written, these do not reflect the number of deans on IPC. During the 2014-2015 academic year, IPC voted to reduce the number of deans that serve on the Council from 3 to 2 in light of the increase in the number of instructional dean positions on campus from 3 to 4 (see minutes from 9/5/14 IPC meeting). She also stated that the Student Learning Outcomes Assessment Coordinator position must be eliminated from the IPC membership as this position has been eliminated since last academic year.

Motion: Revise IPC bylaws to change number of deans serving on IPC from 3 to 2.

Approved unanimously

Motion: Revise IPC bylaws to remove SLO Assessment Coordinator as a member of IPC.

Approved unanimously

C. Setting goals for 2015-2016: review last year's work; plan for this year's

work

IPC members reviewed the *Summary of IPC Work 2014-2015* document created by Carol Rhodes and presented at the final IPC meeting of the 2014-2015 academic year. Chairperson Kaven then lead a brainstorming session to establish goals for IPC for the 2015-2016 academic year. Ideas included the following:

- additional revision of feedback forms for Instructional Program Plans
- create Best Practices for Instructional Program Review – examples of well-written Instructional Program Plan documents, examples of how disciplines have used Program Review process to improve programs
- provide more structured/formal training for IPC members reviewing and providing feedback on Instructional Program Plans
- provide Instructional Program Review training to faculty at Division Meetings so that faculty understand what is expected in Instructional Program Plans
- review of reassigned time evaluation process from 2014-2015 to make recommendations on improving reassigned time application process to Academic Senate
- provide IPC members with overview of /training on planning processes. this training can include how to coordinate the planning process and the different kinds of data that can help inform the planning process (e.g. institutional- and program-level data provided by PRIE, interdepartmental data).

Maria Huning noted that many disciplines begin work on their Instructional Program Plans in January; as such any training/education of the faculty should happen as soon as possible during the fall semester. Chairperson Kaven noted that the Program Review process will be moving to an online format as of this academic year; Doug Hirzel will be providing training to faculty. Chairperson Kaven also noted that faculty will be provided with the Instructional Program Plan feedback rubric this year prior to beginning work on their plans. Dean Anniqua Rana suggested having a working meeting wherein IPC establishes the key informational items to be shared with faculty prior to commencing Instructional Program Plans and bringing this information to January Division Meetings.

Chairperson Kaven noted that IPC will be the home for Instructional Program Review presentations; these presentations will take place at a meeting already on the IPC meeting schedule for this academic year.

Chairperson Kaven stated that the deadline for submitting reassigned time requests for this academic year will be the last week in January. IPC will review/make recommendations regarding these requests at its first meeting in February 2016.

VPI Anderson noted that the meeting date planning process for IPC this academic year shifted from the previous years' practice of planning meetings for every first and third Friday and then cancelling as needed. For the 2015-2016 academic year the IPC co-chairs attempted to anticipate times of year when meetings wouldn't be needed and not schedule them. As such, meetings that are

on the schedule for this academic year are considered critical and all members should plan to attend.

D. Representative to PBC

This item was tabled to the end of the meeting as VPI Anderson had stepped out to another meeting.

E. Basic Skills Plan & F. Student Equity Plan

Academic Committee for Equity and Success (ACES) Co-Coordinators Michael Hoffman and Anniqua Rana presented documents from ACES's Basic Skills Plan and Student Equity Plan for review and approval by IPC.

Documents providing additional information about these plans are appended to these minutes.

ACES Coordinator Hoffman stated that he hopes for an aligned process between Student Equity, Basic Skills and the Student Success and Support Program (SSSP). Dean Rana stated that the state guidelines suggest that all plans should compliment each other and be "braided together." This is happening by organizing the plans around the concepts of "Starting Strong," "Staying Strong" and "Finishing Strong," which focuses on the student's pathway through the educational experience.

Regarding the Basic Skills Plan, Dean Rana stated that the initial intervention to support Basic Skills students ("Start Strong") has been to partner with existing College interventions (e.g. Math Jam, Word Jam) in which students participate prior to enrolling in classes. Once these students have enrolled in classes ("Stay Strong") some have Learning Communities (e.g. ESL 400/LIBR 100) and all have intrusive counseling. Some classes have Supplemental Instruction. These interventions are supported by Basic Skills funding from the state.

Dean Rana reported that ACES received the template for the Student Equity Plan from the state 2 weeks ago and has training on how to complete that plan in 2 weeks. This plan is based on disproportionate impact on certain student populations and the state has provided guidelines on how to identify students who need an equitable environment provided for them. Michael Hoffman indicated that the Equity Expenditures document is intended to help ACES write the Student Equity Plan and connect it to expenditures. The Student Equity Success Indicators are set by the state and ACES must disaggregate data from our campus to find disparities. In these documents, the Cañada student population is compared to the adult population of San Mateo County to determine disproportionate impact.

These plans are due to the state in November. Updated drafts of these documents will be available at the next ACES meeting.

Nick DeMello observed that the Student Equity Plan's point on Course Completion (Retention) is more about program completion/retention and suggested clarifying how these points go together. Nick Martin stated that the ESL and Basic Skills

Completion indicator needed rewording to clarify that the parameters used are looking at students who complete ESL 400 and then ENGL 100, as ESL 400 is degree-applicable by campus practice. ASCC Representative Alexandra Wildman observed that STEM/math are stressed more than humanities (e.g. she was unaware of Word Jam and the Writing Center) and asked how the humanities will be highlighted in this plan. Dean Rana stated that the plan includes increased visibility/awareness of Word Jam and the Writing Center. Chairperson Kaven suggested asking students whether they are aware of various interventions. ASCC Representative Andee Liljegen mentioned that ASCC often surveys students at their events and would be happy to collaborate on such an effort. ASCC's next event is Spirit Week (week of Sept. 7th). Dean Rana will follow-up with Misha Maggi in the Center for Student Life and Leadership Development about this.

Chairperson Kaven suggested the addition of GE Pathways to the Student Equity Plan's activities for Degree and Certificate Completion.

Andee Liljegen asked whether there is data available on how Learning Communities impact student success and retention. Dean Rana stated that there is, and that the impact varies. An example of a high-impact Learning Community is ESL 400/LIBR 100 which has become institutionalized.

Motion: Accept ACES Basic Skills Plan and Student Equity Plan.

Ayes – Anderson, Behonick, Hoffman, Kaven, Liljegen, Martin, Rana, Wildman

Absent from vote – Hamilton, Huning

D. Representative to PBC

VPI Anderson stated a desire to have a designated representative for IPC's interests at Planning and Budget Council. It was determined that VPI Anderson, Dean Rana and Dean Chialin Hsieh already attend PBC meetings. Gregory Anderson suggested appointing Dean Hsieh to this position. As Dean Hsieh was absent from the meeting, some members expressed concern about volunteering her for this position in her absence. Dean Hsieh was contacted to obtain her approval of this appointment.

Motion: Delay vote on appointing IPC representative to PBC until the end of the meeting agenda.

Ayes – Behonick, Hoffman, Kaven, Liljegen, Martin, Rana, Wildman

Abstentions – Anderson

Absent from vote – Hamilton, Huning

A. Membership: new membership; additional faculty membership

During the 2014-2015 academic year, IPC discussed adding faculty members to the Council, as faculty members must be heavily involved in instructional planning and having extra faculty for review of Instructional Program Plans was especially useful. IPC members discussed a variety of options for adding faculty members including adding a Career and Technical Education (CTE)/Workforce representative, adding a representative from the Business, Design and Workforce Division, adding a part-time

representative, or adding an at-large faculty member appointed by the Academic Senate.

Nick DeMello asked whether it had been determined whether part-time faculty serving as committee representatives would be paid for this work. VPI Anderson stated that this will require district-wide change on this matter. Dani Behonick stated an opinion that more CTE representation on all committees is important. Chairperson Kaven stated that she also considers athletics faculty to be underrepresented on campus committees. Nick DeMello stated that he would be willing to serve as a part-time representative for IPC. VPI Anderson suggested adding 2 members – 1 part-time faculty member and 1 at-large faculty member appointed by the Academic Senate (and strongly recruit from CTE faculty).

Motion: Add 2 at-large faculty members to the IPC membership, preferably adjunct and/or Career and Technical Education (CTE) faculty.

Ayes – Anderson, Behonick, Hoffman, Kaven, Liljegren, Martin, Rana, Wildman

Absent from vote – Hamilton, Huning

D. Representative to PBC

Motion: Pending her response, appoint Dean Chialin Hsieh to represent IPC at Planning and Budget Council, with VPI Gregory Anderson as alternate.

Ayes – Anderson, Behonick, Hoffman, Kaven, Liljegren, Martin, Rana, Wildman

Absent from vote – Hamilton, Huning

	Equity Expected Outcomes Equity Plan 2014-2015 Progress Report 2014-2015	Basic Skills plan outcomes Basic Skills Plan 2014-2015 Basic Skills Progress Report	ESO	Interventions
START STRONG	<p>A.1 The percentage of Hispanic and African American students enrolling in Cañada College <i>will continue to</i> be 40% and higher and 3% and higher respectively.</p> <p>A.2., The number of students who have completed new student orientation, assessment and counseling will be monitored and analyzed.</p> <p>C3 Increase the percentage of Hispanic and African American students being placed in higher levels of Math and English courses.</p>	<p>The percentage of incoming students with basic skills needs taking the placement test and succeeding in their course in which they enroll will increase by 2% on a yearly basis</p>	<p>Increase the percentage of entering students that participate in and benefit from academic preparation programs</p> <p>Improve existing expanded academic preparation program</p>	<p>Math, Word, and Physics Jams</p> <p>COLTS</p>
STAY STRONG	<p>B. 1 By 2014-2015, 75% faculty, staff, and tutors for courses two-level below transfer in Math, English, and ESL will receive intensive and on-going professional development to support Hispanic and African American students to successfully <i>(Similar increase rates in 2015-2016 and 2016-2017)</i></p> <p>B.2: 1. The number of students who have been contacted through the early alert program and will be monitored and analyzed.</p>	<p>The percentage of students enrolled in basic skills/ESL courses with Student Educational Plans will increase by 2% on a yearly basis</p> <p>The successful progression rate of students from basic skills classes two levels below transfer will increase by 2% on a yearly basis</p>	<p>Increase participation in academic support services (targeting developmentally placed students)</p> <p>Improve, expand, and combine existing academic support services and “boutique” programs</p>	<ul style="list-style-type: none"> · Professional Development · Supplemental Instruction · Mentors (BTO/ · Retention in ESL, Basic Skills, and Counseling · Pro-active counseling and registration services · Learning Communities (ESL and LIBR, ESL and ECE...) · Puente

	<p>2. The number of students who have completed a comprehensive educational plan will be monitored and analyzed.</p> <p>C.1: By 2014-2015, success rates of Hispanic and African American students in courses two levels below transfer will increase by 2%, thereby decreasing the disproportionate impact rates. <i>(Similar increase rates in 2015-2016 and 2016-2017)</i></p> <ul style="list-style-type: none"> · Over 900 students will have engaged SparkPoint services and resources by completing the SparkPoint Welcome Form and identifying SparkPoint services to pursue · 300 SparkPoint students will engage in Financial Coaching and will improve their financial stability by identifying financial goals, creating a budget and taking up two or more SparkPoint Services. · SparkPoint will host up to 4 SparkPoint professional development workshops for faculty and staff per academic year. 			<ul style="list-style-type: none"> · Blacademia · Dreamers
<p>FINISH STRONG</p>	<p>D.3 Increased certificates and degrees numbers or rate for all groups.</p> <p>E. 3 Increased transfer numbers or rate for all groups.</p>		<p>Develop and implement transfer preparation program</p> <p>Increase the transfer rates to 4-year colleges</p>	<p>Transfer Jam</p>

Equity Expenditure Overview and Goals

Student Equity Success Indicators	Goals	Impacted Groups	Activities/Expenses 2015-16
<p>Access: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.</p>	<p>A. Continue outreach efforts to maintain HSI status and recruit African American students at a higher level than represented in the community.</p>	<ul style="list-style-type: none"> ● Asian ● White ● Male ● 40-49 yrs ● 50-59 yrs ● over 60 ● Veterans 	<p>Outreach[i] Sparkpoint Initiative[xii] CWA[xxiii] LD Counselor[xxii] Dreamers[xviii]</p>
<p>Course Completion (Retention) The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.</p>	<p>B. Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students.</p>	<ul style="list-style-type: none"> ● Black ● Amer. Indian ● Latino ● Pac. Islander ● Probation 1&2, Dismissal ● Foster Youth <p>-----Sequences: ENG: Black, Latino, Native, Asian, Pac. Islanders, White, Under 20, 40-49, 60+, No DSPS, Foster Youth</p> <p>Math: Black, Latino, Asian, Filipina, Under 20, 25-29, 50-59, 60+, Veterans, Foster Youth</p>	<p>Blacademia[xvii] Dreamers[xviii] Writing Center[xix] ESL Coordination[xx] ESL Retention[xxi] LD Counselor[xxii]</p> <p>Coordination[ix] Retention[x] Tutoring/Mentoring[xi] Sparkpoint Initiative[xii] Professional Development[xiii] Evaluation[xiv] Research[xv] Puente[xvi]</p>
<p>ESL and Basic Skills Completion: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.</p>	<p>C. Create an institutional expectation that students completing the final ESL course or the final basic skills courses, will successfully complete transfer level courses.</p>	<p>ESL: Latino, Unknown Ethnicity, under 20, 25-29, 30-39,40-49</p>	
<p>Degree and Certificate Completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.</p>	<p>D. Create clear pathways to increase the rate of Hispanic and African American students receiving certificates and degrees.</p>	<p>Black, Filipino, Multiple Races, Pac. Islander, Unknown Ethnicity, Gender Not Recorded, Below 50 yrs old, Receives DSPS Services, Veterans</p>	<p>CWA[xxiii]</p>

<p>Transfer: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.</p>	<p>E. Increase the transfer rates by using local data identifying successful pathways of students who transfer. The office of PRIE will provide data to faculty and staff to help students create student educational plans and work toward their academic goals.</p>	<p>Black, Asian, Latino, Pac. Islander, Gender Not Recorded, 25-29, 60+, “No veterans students were identified as having transferred and therefore, that student group does not appear in this analysis.” “Less than 10 Foster Youth were identified in this analysis. They were not included in this analysis for privacy reasons as described in: http://nces.ed.gov/pubs2012/2012151.pdf.”</p>	<p>Research[xv]</p>
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Discussion:

- What connections do you see between the Activities, Indicators, Impacted Populations and Goals?
- What Questions do you have?
- What’s missing?

Other [Eligible Expenditures and Activities](#)

- Supporting student equity planning processes.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- In-State travel in support of student equity.
- Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Outreach to potential student groups and communities identified in the equity plan, including targeted publications and outreach materials.

[1] Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.

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[1] Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.

[1] Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES

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[1] Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.

[1] Research and evaluation related to improving student equity.

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