



**INSTRUCTIONAL PLANNING COUNCIL
MEETING MINUTES OF
September 20, 2019
9:30am – 11:30 pm, Building 2, Room 10**

Members Present: Chris Burns, James Carranza, Nick DeMello, JT Eden, Karen Engel, Allison Hughes, Jessica Kaven, Susan Mahoney, Katie Osborne, Tammy Robinson, Rebekah Taveau

Members Absent: Joan Murphy

Guests: Jamie Hui

1) Adoption and Approval of Agenda

Motion – To adopt agenda: M/S Nick DeMello, TJ Eden

Discussion – none

Abstentions – none

Approval – approved unanimously

2) Approval of Minutes

Motion – To approve minutes 3/1/19

Discussion – Requested changes:

Change of wording of previously listed Assessment Committee to “focus on campus assessment.”

Under Technology Planning Committee, change of DEAC currently reports to IPC.

James Carranza asked for clarification as to where IPC currently reports. Allison mentioned that as of now, nothing has changed and DEAC does continue to report to IPC.

Rebekah Taveau requested to submit revisions to minutes regarding her statements on ACES. She will provide updates to the committee via email.

Motion to table minutes.

Abstentions – none

Approval – tabled

Motion – To approve minutes 3/15/19

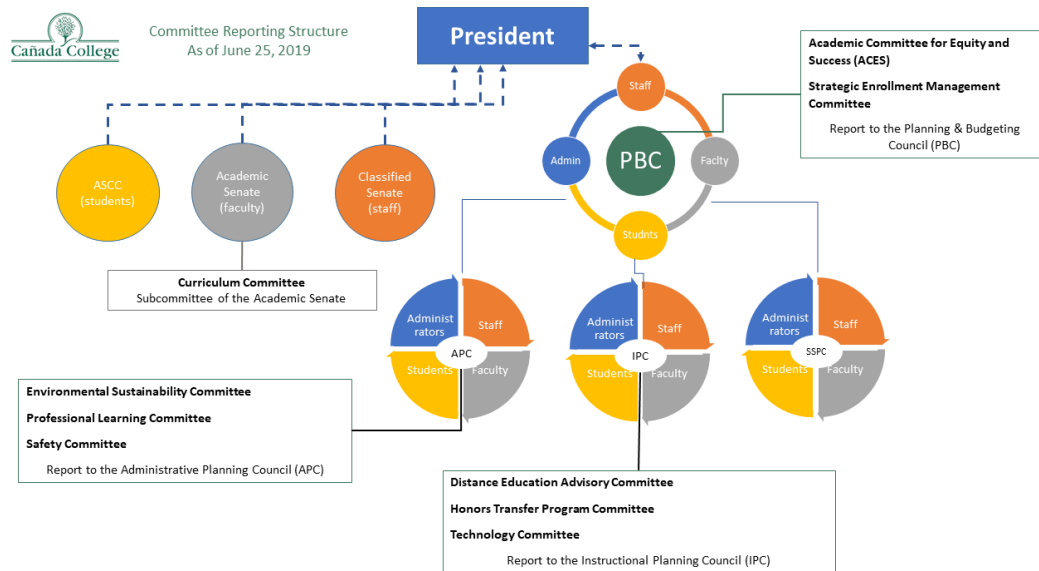
Discussion – Requested changes: move of Candice Nance from member to guest on attendee list.

Abstentions – Nick DeMello

Approval – Approved

3) Defining IPC, its Role & Accreditation Preparation

Jessica projected and discussed the organizational chart of IPC as seen here:



Jessica discussed that the committee will revisit and review the current IPC bylaws to ensure they are reflective of the duties of the senate committee. Jessica shared that during our special upcoming accreditation meeting, the ACCJC committee is interested to discuss program review and SLOs. Jessica clarified that at the meeting, the program review process will be discussed.

Jessica proposed reviewing the program review process with the committee. Nick mentioned that the review process is necessary for faculty members to assess the past, present, and future of their program needs. Nick stressed that faculty members own their program, and it is not about justifying the program, but rather, thinking through problems. He mentioned that the exercise of completing Program Review is the objective, as opposed to program justification. Tammy stated that Program Review is the opportunity to focus on how to continue to make each program successful. Nick mentioned that this can be used to request resources and make fundamental changes to the program as necessary. Jessica shared that there are many types of programs on campus, but for IPC, we are focusing on Instructional Programs. Program Review is faculty focused. Academic Senate has tasked IPC with reviewing the process. Susan mentioned that part of the IPC role is to evaluate the process. Jessica shared that we do not own program review. The faculty stressed that they wanted to share their programs with a broader group of people. Rebekah referenced bylaw 2 and shared that she felt the committee was able to make the process more meaningful last year by including more people and changing the format of the event. Tammy mentioned that she is interested in looking into a day where all campus programs are able to share their work together. Susan mentioned that we should begin this conversation as soon as possible. Jessica shared that encouraging more people to attend both Program Review as well as program presentations could be a goal for the committee this year. She clarified that every other year, a program is up for program review, and every 6 years, the program presents.

Karen clarified that Academic Senate has purview over the Program Review process, and they have delegated it to the IPC body. The peer review process completed by IPC is done on behalf of Academic Senate. Karen stressed that Program Review is an opportunity to reconnect with program and strategic goals. Karen clarified that the “program” in Program Review refers to degree and certificate programs. Karen shared that her office can provide data regarding degrees and certificates awarded by programs offered. Jessica shared that programs are defined based on accreditation guidelines of degree and certificate earning programs. The IPC role is to review the written version of Program Review and to host presentations. Allison pointed out an error on the website chart of Program Review presentations. Allison mentioned that career courses were listed last year although they were not up for Program Review, and instead they should be listed for the following year. Career will now be presented in 2020 and Jessica will check in with Academic Senate to ensure the information is up to date.

Jessica began the conversation regarding discussing SLOs with the visiting accreditation team. Karen shared that the team is likely seeking information regarding ensuring student learning as well as substantive dialogue regarding assessment results. Karen stressed the importance of using the information we gain from completing assessments and making necessary changes to practices as a result of findings.

Jessica shared that when the committee completes program review, they are also seeking to ensure that programs are SLO compliant. Academic Senate passed a resolution that assessing SLOs is a local decision. Jessica discussed the following webpage content:

Learning Outcomes and Assessment

New 3-Year Assessment Cycle

Based on the Teaching, Learning and Assessment (TLA) coaches' recommendation, in May 2017, the Academic Senate adopted a new assessment cycle in which all active courses will now be assessed on a **three-year cycle**. The Academic Senate resolution, *Revision to the Assessment Cycle of Course and Program Student Learning Outcomes*, can be found on the Academic Senate Resolutions page.

Learning outcomes exist at the course, program and institutional levels.

- Course-level learning outcomes are often referred to as student learning outcomes (SLOs) which are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of our courses.
- Program-level learning outcomes (PLOs) are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of our programs.
- Institutional-level learning outcomes (ILOs) are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of their educational goal at our college.

It is mandated by ACCJC, the Accrediting Commission for Community and Junior Colleges, that institutions engage in assessment, evaluation and reflection. Additionally, ACCJC states that institutions must *systematically and regularly* evaluate how well and in what ways it is accomplishing its purposes, including assessment of student learning. Faculty are responsible for assessing their courses (SLOs) and programs (PLOs) (ILOs on the other hand are mapped to SLOs and PLOs in TracDat and are assessed through other means via the College). Faculty may be asked to participate in assessing ILOs.

What do you need to know about the new 3-Year Assessment Plan?

- All active courses must be assessed within each department. This excludes courses that are not offered due course cancellations, banked courses, and ones that have been deleted or newly added. However, if a course is cancelled and offered at another time, the course is considered active and must be included in your assessment plan.
- The SLO(s) that will be assessed for each active course should be selected by the department. There are no requirements related to when and how many SLOs must be assessed per course so long as at least one is assessed when the course is up for review.
- Although a course might be offered every semester throughout the 3-year cycle, the course only needs to be assessed at least once within the time frame. Some departments may choose to assess a course more often, while others can choose to assess a course only once during the three years.
- If a course is only offered once every year or two, the department's assessment plan must reflect this. Make sure that the assessment plan reflects the department's long-term course offerings. When a department updates when a course is offered, the 3-year assessment plan must also be updated.
- As a department, when and which PLO should be assessed should also be indicated on the assessment plan. At least one PLO should be assessed within the 3-year cycle. One consideration may be to align the department's PLOs plan with when the program review is due (e.g., fall before program review is due); this will allow each department to discuss and report on PLO results as it is one of the questions in program review.
- All department 3-year assessment plans will be posted on the college's assessment webpage.
- All assessment results must be inputted to TracDat. Additionally, it is the department's responsibility to update all SLOs in TracDat from CurricUNET (unfortunately, these systems do not “talk” to each other) and make sure the course list is current. Should a department want to add or hide a course from TracDat, please contact our college's Instructional Technologist, Allison Hughes (hughesa@smccd.edu or [650-306-3213](tel:650-306-3213)).

Each department program is required to complete a 3 year assessment plan. All active courses must be assessed within three years. Nick mentioned that connecting to Institutional Learning Outcomes is a crucial component as well. Jessica shared that Tracdat is used to connect ILOs, PLOs, and SLOs. Jessica shared the following goals with the committee:

2016-2020 Assessment Goals

2016-2017: Change

- Define assessment.
- Review institutional policies.
- Propose changes to assessment cycle.

2017-2018: Improve

- Improve assessment culture.
- Continue discussion on assessment.
- Apply 3-Year Assessment Plan process.

2018-2019: Implement

- Provide ongoing support of 3-Year Assessment Plan process.
- Improve reporting of SLO & PLO results.
- Use results to guide teaching and learning discussions.

2019-2020: Evaluate

- Evaluate 3-Year Assessment Plan process (2017-2020).
- Propose updated 3-Year Assessment Cycle (2020-2023).
- Continue using results to guide teaching and learning discussions.

Jessica asked the committee if there are any questions or concerns regarding the accreditation process. Karen mentioned that the accreditation committee does have their own login and has been reviewing the content and will come prepared with questions. James asked if we should come prepared with a program review timeline, or copies of documents that may help for the visiting team or the committee to reference. It was decided that the program review timeline and SLO cycle documents would be useful for the committee to have as resources during the accreditation meeting. Tammy mentioned that documenting implemented changes regarding ILOs is crucial throughout the accreditation process.

Jessica stated that she proposes the committee think about SLOs and their impact and consider examples that were implemented as a result. Jessica and Allison would connect to create informational resources for the committee in anticipation of the accreditation visit. Susan asked if they could utilize a presentation that was successful in past years as an example. In closing regarding this topic, Karen shared that IPC should have a general idea of the bigger picture and this should be succinctly articulated by the committee.

4) Reconsidering Reassigned Time Process

Jessica shared that another duty of IPC is to look at the reassigned time for faculty process and review positions and provide feedback to the VPI. Feedback from the committee and campus faculty is that the current process is confusing and that there is frustration regarding application

cycles. In collaboration with Academic Senate, Diana Tedone, Tammy Robinson, and Jessica Kaven decided that reviewing the process was a crucial step that needed to take place. Tammy asked if anyone felt strongly about the current process, and nobody shared that they did.

Jessica projected the proposed changes for the committee.

Tammy expressed that it was not clear as to where to find the correct information regarding the process. The proposed changes should clarify the process. Jessica clarified that reassigned time is the process of faculty being reassigned out of the classroom into another role to complete other campus duties.

Susan asked for clarification regarding banked time. Tammy clarified that it is contractual and refers to teaching a course and not being paid at that time, rather banking it for use at another time. Susan commended the revised proposal stating that it is clear and she appreciated the format. Susan asked if reassigned time roles were often grant funded, and Jessica confirmed that they were. Allison asked for clarification regarding grant funded opportunities.

Jessica shared the reason for the proposed changes is to formalize the process as well. In previous years, there was no clear formal process for divisions and faculty members to follow regarding selection/awarding of reassigned time. Jessica explained campus-wide role and instructional program coordinator role differences. Jessica shared the current list of positions available. Allison and Jamie suggested corrections to titles.

Regarding the campus-wide initiatives, the coordination role is determined in consultation with the appropriate advisory committee, Academic Senate, and administration. The position is open to the entire campus. Academic Senate gathers a committee of at least three faculty members who review applications and forward feedback to the VPI. A person is then selected.

Tammy stressed that this process needs to be systematic. James asked for clarification regarding what portions of the process would come through the committee. All roles would ideally come to IPC and the Office of instruction, but the initial level of review would vary. Susan clarified that there are two components: the proposal of the position, and the filling of the position.

Regarding the renewal process, Jessica shared that feedback showed there was redundancy in the process. Jessica shared that it is important to know what people are actually doing with their reassigned time component. Tammy stressed that it is important we have an archive related to what progress has taken place. The committee agreed that the process needs to be the same for everyone. James shared that it is helpful to discuss coordination roles with faculty members to discuss the scope of their role as well as outcomes. James shared it is important to separate what faculty vs administrative duties will be to avoid confusion and overlap amongst divisions and departments and faculty members.

Allison asked where the workplan would be inserted into the process.

A current issue is identifying and notifying when terms are ending for reassigned time positions. It is proposed that the Office of Instruction would notify deans by the end of September, and the expectation is that deans notify faculty within the next week. For renewals, the faculty member

would review the application with the Dean who would support or not support the renewal, and it would then come to IPC and ultimately the VPI for approval.

Rebekah asked how much IPC discussion would ultimately influence the VPI's decision. Tammy stated that it is very important to the process. Rebekah shared that previous IPC meeting discussion focused on the idea that a more robust application process would be in place. She stressed the importance of having a process so that each application was reviewed using the same standards. Tammy stated that we are revisiting this to ensure we have a level of accountability and a way to document the process. Rebekah appreciated James' comment regarding meeting with faculty to support their planning process as opposed to micro managing their process. James shared that well intentioned goals in the planning stage are often listed, yet faculty members do not have resources or time to complete them as initially proposed. By having check-ins with coordinators, Deans can provide insight and support.

Nick proposed removing the word "plan" when referencing the work plan and replacing it with 'summary' or 'proposal' in order to obtain the big picture from the faculty applicant. James shared that there should be some sort of plan submitted. Jessica shared that as it exists at present, there is no accountability of the proposed work-plan. Allison shared that there should be follow up to the work plan as a support system to faculty coordinators. James shared that faculty coordinators may not be aware of what is possible or allowable, therefore sitting down with their dean to establish reasonable goals and objectives would be beneficial. He stressed that faculty have a primary role of teaching, and he did not want them to feel overworked or overextended. In his experience, working with faculty to prioritize their goals when seeking to coordinate has been helpful. James stated that setting clear targets to reach objectives can assist with productivity. Rebekah suggested that documentation is important so that coordinators have access to historical information from previous coordinators of their role.

Allison proposed that once someone has been chosen for a position, then they meet with their supervisor and establish a work plan. She posed the idea that perhaps it is too early in the process to consider the work plan at the very beginning of the application process when at that point, faculty members do not know if the position will be approved or if they will be chosen as the coordinator.

James reiterated that the reassigned time process is important, and as the college is financially responsible for appropriately funding these roles, we must be mindful of accountability to ensure goals are met. Jessica shared that there is a level of accountability in the sense that faculty coordinators are evaluated for their coordination role.

Rebekah suggested that perhaps the committee should propose a choice for those who have reassigned time to either supply a work plan or present in front of the committee as an attempt to offer support to their coordination role. Tammy stressed that it is important for the committee to also support the faculty coordinators by engaging in activities they are promoting through their coordination.

Tammy and Jessica will report to iDeans and share the process of proposing new positions and the process of renewal for reassigned time. Clarity is also needed regarding the process for mandated positions and grant funded positions.

Jessica asked if there was anything that wanted to be addressed further. Rebekah asked for clarification regarding if it was feasible for information to be shared regarding how the decision was made when the VPI makes the ultimate approval/denial decision. In the past, faculty members had asked for clarification as to why their proposals were denied. It was asked if it would be appropriate to share the decision making process regarding denial of a proposal.

Tammy mentioned that as Vice President of Instruction, she has personally communicated with faculty regarding her approval/denial justification for each application.

Motion-To approve proposal with minor edits M/S James Carranza, JT Eden
Discussion: none
Abstentions-JT Eden
Approval-Approved

5) Revisiting & Updating IPC Bylaws

This item was tabled.

6) Good of the order

7) Adjournment

a) Meeting adjourned at 11:30am.